

UNDERGRADUATE CATALOG

2011-2012



Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

GWYNEDD-MERCY COLLEGE

1325 Sumneytown Pike, P.O. Box 901

Gwynedd Valley, PA 19437-0901

Telephone: (215) 646-7300

www.gmc.edu

Admissions Office: 1-800-DIAL-GMC

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 Schools

Commission on Higher Education

Middle States Association of Colleges and Schools

3624 Market Street

Philadelphia, PA 19104-2680

(215) 662-5600

National League for Nursing Accrediting Commission

3343 Peachtree Road, NE

Atlanta, GA 30326

International Assembly for Collegiate Business Education

Commission on Accreditation of Allied Health Education Programs

(CAAHEP):

Joint Review Committee on Education in Cardiovascular Technology

Committee for Certificate Programs (ACCP) offered cooperatively by the

American Health Information Management Association (AHIMA) and the

Association for Healthcare Documentation Integrity (AHDI)

Committee on Accreditation of Respiratory Care (CoARC)

Joint Review Committee on Education in Radiologic Technology:

Radiation Therapy

20 N. Wacker Drive, Suite 2850

Chicago, IL 60606-3182

(312) 704-5300

Commission on Accreditation for Health Informatics and

Information Management Education (CAHIIM)

233 N. Michigan Avenue, Suite 2150

Chicago, IL 60601-5800

Approved for Operation and Degree Granting by the

Commonwealth of Pennsylvania Department of Education,
333 Market Street, Harrisburg, PA 17126-0333

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.

This catalog serves as an explanation of the 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.

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Academic Year - 2011-2012

FALL 2011

College Assembly	August 24
Accelerated X1 Begins	August 29
Regular Classes Begin	August 29
Labor Day (No Classes)	September 5
Last Day to Drop/Add Regular	September 6
Opening Mass	September
First Quarter Ends	October 7
Fall Break (No Regular classes)	October 10,11
Accelerated X2 Begins	October 24
Spring 2012 Registration	October 31
Last Day Course Withdrawal	November 11
Thanksgiving Holidays (College Closed)	November 23-25
Last Day of Regular Classes	December 12
Final Exams	December 13-19

SPRING 2012

Accelerated X3 Begins	January 4
College Assembly	January 10
Regular Classes Begin	January 12
Last Day to Drop/Add Regular Classes	January 19
Accelerated X4 Begins	February 27
Spring Break (No regular classes)	March 5-9
Summer and Fall 2012 Registration	March 26
Easter Holidays (College Closed)	April 5-9
Last Day for Regular Class Withdrawal	April 13
Accelerated X5 Begins	April 23
Last Day for Regular Classes	April 30
Final Exams	May 1-7
Commencement	May 12

SUMMER I SESSION

May 14 – June 22

Memorial Day (College Closed)

May 28

SUMMER II SESSION

June 25 – August 3

Accelerated X6 Begins
Independence Day (College Closed)
Graduation (No ceremony)

June 25
July 4
August 15

Academic Year 2012-2013

Fall 2012

College Assembly	August 22
Accelerated X1 Begins	August 20
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
Accelerated X2 Begins	October 15
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

Accelerated X3 Begins	January 7
College Assembly	January 8
Regular Classes Begin	January 10
Last Day to Drop/Add Regular Classes	January 17
Spring Break (No regular classes)	February 25-Mar 1
Accelerated X4 Begins	March 4
Summer and Fall 2013 Registration	March 18
Last Day for Regular Courses Withdrawal	March 22
Easter Holidays (College Closed)	March 28-April 1
Last Day of Regular Classes	April 29
Accelerated X5 Begins	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

GENERAL INFORMATION

Mission Statement

Gwynedd-Mercy College is a Catholic College founded and sponsored 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
- Community and Collaboration
- Compassion
- Competence
- Dignity of Each Person
- Integrity
- Rigorous Intellectual Inquiry
- Service
- Social Responsibility
- Spirit of Hospitality and 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

ADMISSION

The selection of candidates is made by the Admissions Committee whose decision is based on an evaluation of the qualifications of each applicant for a particular program of study. The student is notified of the action of the Committee as soon as possible after the requirements listed below have been met.

First-time Students

Applicants must submit the following:

1. The completed application form and application fee of \$25 (nonrefundable).
2. Evidence of high school graduation, which can be an official transcript or a copy of their General Educational Development (GED) test results or certificate. The high school transcript should show satisfactory completion of (or current enrollment in) at least 16 units in prescribed and elective subjects:

English	4 units
Mathematics	3 units
Science	3 units
History	1 unit
College preparatory electives	3 units
3. A written recommendation concerning character and promise as a student from the principal, a teacher or a guidance counselor in the school from which the applicant is enrolled or graduated.
4. The scores obtained in the SAT of the College Entrance Examination Board or in the American College Testing Program (ACT). Students who have been graduated three years or more may have this requirement waived.

See Academic Information for placement assessments in English and Math.

SAT and ACT Requirements

For freshman seeking admission to the College, the College will continue to review applications based on the Critical Reading (formerly verbal) and Mathematics scores. The Writing score will be used on an as needed basis in reviewing an applicant's academic profile. Students may decide to take the ACT test instead of the SAT test. The new Writing section is not required, but may also be used on an as needed basis in reviewing an applicant's academic profile. Over the past few years, our admitted student's average SAT score range has been between 850 and 1100 (an ACT range of 17-24).

Advanced Placement Students

Applicants who have completed work in Advanced Placement Programs in high school may submit the results of the Advanced Placement Examination of the College Entrance Examination Board. College credit will be awarded for a satisfactory examination grade; score must be at least 3. Students

awarded such credit in English or mathematics will not be required to take the placement test in that area. (Refer to Placement Program for College English and Mathematics)

Transfer Students

Applicants who have completed course work at another college and have maintained a cumulative G.P.A. of 2.0 or above may file an application for admission with advanced standing. Once accepted to the College, all transfer students must maintain a cumulative grade point average of 2.0 prior to matriculation to Gwynedd-Mercy College. Credits may be transferred for courses with a grade of C or better. Lower division courses will not be credited, on transfer, in substitution for similar courses given at upper division levels at Gwynedd-Mercy. At least 45-50* of the credits required for a bachelor degree and 30 of those required for an associate degree must be earned at Gwynedd-Mercy College. *depending upon the program

Student's applying for the College's nursing program should have maintained a GPA of 3.0 or above on a 4.0 scale. In addition, other major programs may require a cumulative GPA greater than 2.0. Please contact the Admissions Department should you have any questions.

Applicants for advanced standing must present the following:

1. A completed application form and application fee of \$25 (non-refundable)
2. Evidence of high school graduation which can be an official high school transcript or a copy of their General Educational Development (GED) test results or certificate. Candidates with more than 24 college credits are not required to submit their high school transcript.
3. An official transcript of credits from all colleges previously attended. No applicant may disregard previous college attendance. Failure to make full and truthful disclosure of all information requested will result in disqualification of the application (or revocation of admission).
4. One written recommendation: faculty member or employer.
5. A copy of the catalog of the college from which the student is transferring, if requested.

All accepted transfer students who have never successfully completed a college level English composition course at a grade of C or above must take a placement assessment in English. Those transfer students who are enrolled in an academic program in which a mathematics requirement remains unfulfilled must take a placement test in mathematics.

The time in which a transfer student completes the program of studies will vary since it may be necessary to fulfill curricular requirements out of normal sequence.

Re-admission

A student who has been accepted at Gwynedd-Mercy College is expected to continually progress to complete a degree. A student who does not attempt any credits during two consecutive semesters (fall and spring semesters

only) will be considered withdrawn from the program of study and will need to submit a no-charge re-admission application if continuation of study is desired.

Non-Matriculated Students

Non-matriculated students may take up to 12 credits of course work on a part-time basis at Gwynedd-Mercy College. After completing these 12 credits, students must contact the admission office for advice about matriculation, that is, to work toward one of the degrees offered in the College. If the student does not intend, at any time, to work toward a degree, the admission requirement will be waived.

Students who intend to matriculate in an allied health, business administration or nursing program should apply as soon as possible but are required to do so once they have earned 9 credits.

International Students

International students seeking college admission must submit:

1. The completed application form and a \$50.00 application fee (non-refundable).
2. Score from Test of English as a Foreign Language (TOEFL) or the Michigan Test of English Language Proficiency (MTLP).

A TOEFL score of 525 (paper), or 195 (computer), or 71 (internet based) or an MTELP score of 88 is required for consideration for admission to a specific degree program. Additionally, the College recognizes the STEP Eiken Test. For this test, students with Grade 1st and Pre-1st levels have met English Language Proficiency. Students whose scores are below this level, will not be accepted. After passing the TOEFL or the MTELP, students are required to take and pass the College's English and mathematics placement assessments. Students must be proficient enough to place into Developmental Writing or College English. If students do not exhibit proficiency in writing on the placement assessment, they may be required to continue with ESL courses.

3. Transcripts from Overseas High Schools and Colleges must be evaluated by World Education Services (www.wes.org).

For nurses educated outside of the United States, nursing transcripts are to be evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS). For students applying for a graduate education programs the PRAXIS: Pre-professional skills in reading, mathematics and writing are required to be taken and passed.

4. International students pursuing college degrees may apply for curricular practical training while studying, optional practical training (OPT) when studies are completed.

Interested students should consult the Director of International Student Services in the International Office about immigrations regulations pertinent to this training. Once accepted to Gwynedd-Mercy College, international students must submit a financial statement indicating their ability to finance at least one year of study.

Visiting Students

A student who enrolls in classes for credit to be transferred to another institution in which he or she is regularly enrolled is classified as a visiting student.

Special Requirements

Nursing

Applicants desiring to enter the associate in science degree in nursing program (i.e. those students who are not already RN's) must have completed within the 16 required high school units, chemistry, biology, geometry, algebra I and algebra II. Transfer students must fulfill these same subject prerequisites. These may be earned at the college level. Recent college work, particularly in the sciences, is recommended for transfer students applying to the nursing program; grades of "A's" and "B's" in the sciences are strongly encouraged.

Accepted applicants enter the associate in science in nursing degree program and fulfill the requirements for that degree - 33 nursing credits and 35 general education and required foundational course credits. Students with a bachelor's degree in disciplines other than nursing may enter the weekday or apply for the weekend ASN program option. Please note, admission to these programs is limited. At the completion of the ASN program, students are strongly recommended to continue to the BSN program.

Biology Program and Medical Laboratory Science

Biology and medical technology applicants are required to have units in biology, chemistry, algebra I, algebra II and geometry or equivalent within the required 16 high school units.

Allied Health Degree Programs

Applicants for these programs are required to have:

1. Proficiency in mathematical skills requisite for the study of science.
2. Units in high school biology and additional science courses as required by specific programs: Cardiovascular Technology: chemistry and physics; Respiratory Care: chemistry or physics; Radiologic Technology: chemistry.
1. Science and mathematics courses will be evaluated by program director.

EXPENSES – 2011-12

Full-Time Undergraduate Students

(12 to 18 credits per semester)

Tuition per year – Nursing and Allied Health Programs \$28,170

Tuition per year - all other programs \$26,670

Tuition - Overload (over 18 credits per semester) is charged at the part time rate for each program

Comprehensive Fee – Per Year \$450

Part Time Undergraduate Students

(1 – 11 credits per semester)

Tuition per credit – Nursing and Allied Health Programs \$630

Tuition per credit – all other Programs \$530

Comprehensive fee per credit \$10

Room Charges (per year)

Loyola Hall Standard Double \$4,950

Siena Hall Deluxe Double \$5,660

Siena Hall Deluxe Triple \$5,100

St. Brigid Hall Deluxe Double \$5,660

St. Brigid Hall Deluxe Triple \$5,100

Alexandria Hall Standard Double \$5,300

Alexandria Hall Deluxe Double \$5,890

Alexandria Hall Premium w/living room double \$6,220

Meal Plans (per year)

19 meal plan \$4,830

15 meal plan \$4,500

10 meal plan \$4,290

All resident students are required to participate in a meal plan. Non-resident students may choose to participate in any plan.

In the event our residential facilities are over-subscribed, the College reserves the right to house three (3) residents per room. Where this occurs, room and board charges will be reduced \$260.00 per semester, \$520.00 per year for those residents.

Other Fees:

Application Fee (non-refundable) \$25

Acceptance Deposit (non-refundable) \$125

Bad check fee \$25

Challenge examination request fee, per course \$40

Course Related Fees \$15 –50

Credit by challenge examination/life experience per credit \$140

Credit by challenge examination-ASN per credit \$10

Credit - for Registry/license/credential Allied Health (30 cr) per credit	\$10
Graduation (payable in semester of graduation)	\$165
Late Graduation Application	\$50
Late Payment Fee	\$25
Medical Laboratory Science Fee (Senior Year)	\$1,500
Radiologic Technology Fee (Junior & Senior Year)	\$1,500
Nursing Portfolio (BSN Students) per credit hour	\$40
Nursing Assessment Program (All ASN Students, \$125 per semester)	\$500
Parking Permit – Resident	\$75
Parking Permit – Non-resident	\$45
Parking Permit – Weekend Nursing	\$25
Room Lottery Deposit (Returning Resident Students)	\$250
Room Reservation Deposit (New Resident Students)	\$50
Security Deposit (Resident Students)	\$200
Student Teaching Observation Fee	\$140
Transcript (allow 48 hours for processing)	\$5
Expedited Transcripts	\$25

Comprehensive Fee

The comprehensive fee contributes toward the costs of providing computer/technology access, activities, use of facilities, and the other resources and services generally available to all students.

Graduation Fee

The graduation fee is payable in semester of graduation. The fee must be paid by all students whether the student participates in the formal graduation ceremony or not.

Security Deposit

This is a one-time fee charged to all resident students refundable after graduation or withdrawal from resident hall provided that all financial obligations have been met (including parking or library fines, damage or penalty fees, etc.).

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. There is a \$5.00 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.

Refund Policy

To be eligible for tuition refund a student must officially withdraw by completing a withdrawal form available in the Office of Academic Affairs. The amount of the refund is based on the date of the withdrawal form is recorded in the Registrar's Office. Not attending class does not automate an official withdrawal.

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

No refunds will be issued until at least ten days after the drop/add period. The refund date is established by the Bursar's Office. This includes refunds for overpayment and excess financial aid.

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

Summer Schedule

Withdrawal prior to the first day of session	100%
Withdrawal by the end of the first week of session	50%
Withdrawal second week of session to end of session	none

Return of Title IV Funds for Students With Title IV Federal Financial Aid

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

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

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

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

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

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

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal Parent Direct (PLUS) Loans
- Federal PELL Grant for which a return of funds is required
- Academic Competitiveness Grant
- National SMART Grant
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this Title for which a return of funds is required (e.g. LEAP)

Student Health Insurance

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

Student Eligibility

Students must be officially registered to attend any classes at the College. If the student is not on the class list the professor may ask the student to leave

class and report to the Campbell Solution Center to resolve any outstanding administration issues. The student will not be able to report back to class until they are officially registered.

Resident Student – In order to be eligible to move into the residence halls a student must be officially registered for 12+ credits each semester and be in good financial standing. (No financial holds)

Financial holds that prevent a student from officially registering and attending classes also prevents a student from moving into the residence halls. Financial matters can be discussed with the staff at the Campbell Solution Center.

All students must complete their financial aid paperwork prior to attending any class or moving into the residence halls at the beginning of each academic semester.

Payment Policy

Payment of tuition, fees, room, board and other charges is due on the published due dates in August and January of each year. Payment by employer reimbursement, tuition payment plans and financial aid must be arranged with the Bursar's Office prior to the published due dates in order to avoid charges for late payment. Students will not be issued degrees or transcripts and will not be permitted to register unless all financial obligations have been cleared.

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 or move into the dorm 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.

By check:

Make all checks payable to GWYNEDD-MERCY COLLEGE. All bills, if paid by check, are to be paid on checks drawn on U.S. banks and in U.S. dollars. Direct payments to the attention of the Campbell Solution Center, Campbell Hall.

By credit card:

The College accepts VISA, and Master Card. Credit card transactions requires a minimum of \$20.00.

By payment plan:

The Gwynedd-Mercy College Installment Plan administered by Sallie Mae/Tuition Pay Plan is a convenient way for parents and students to

finance annual education expenses. The Installment Plan allows families to spread college expenses over 10 months at a reasonable rate. Participation is on an annual basis beginning with the fall semester, and only those students taking at least 6 credits per semester may participate. Additional information on this plan can be requested from the Bursar's Office. Please visit <http://tuitionpay.salliemae.com> for more information.

By employer reimbursement:

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

Payment Receipt:

The cancelled check is proof of tuition payment. However, if additional proof of payment is necessary, you may obtain a copy of your statement on your self-service account under the Finance tab. Statements are updated online the second and fourth Friday of each month. If you have any questions you may contact the Campbell Solution Center.

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

STUDENT FINANCIAL AID

Undergraduate Students

Gwynedd-Mercy's financial aid program is designed to provide financial assistance to qualified students whose resources are inadequate to meet the costs of attendance at the College. The College endeavors to assist as many students as possible using Gwynedd-Mercy funds as well as federal, state and other funds available. Students applying for financial aid are considered for all programs for which they are eligible. Financial aid is usually offered through a financial aid package, which consists of some combination of scholarship/grant, loan and employment. Most financial aid is awarded on the basis of demonstrated financial need. Funds available, academic record, and number of applicants may also affect the amounts and types of aid awarded to a student. Approximately 90% of the full-time student body receives financial aid administered by Gwynedd-Mercy College.

Determination of Financial Need

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

Aid Application Procedures

A. New Entering Students

Students who wish to receive consideration for financial aid, in addition to fulfilling the requirements for general admission, must:

1. Submit the Gwynedd-Mercy College Financial Aid Application to the financial aid office.
2. Submit the Free Application for Federal Student Aid (FAFSA) to Federal Student Aid Programs. Suggested submission date is February 15 to ensure timely processing. Gwynedd-Mercy College's federal code is #003270.

**Above requirements should be fulfilled by
priority filing date - March 15**

B. Returning Students

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

1. Submit the Gwynedd-Mercy College Financial Aid Application to the financial aid office.
2. Submit the Free Application for Federal Student Aid (FAFSA) to Federal Student Aid Programs by April 15. Gwynedd-Mercy College's federal code is #003270.

Above requirements should be fulfilled by May 1.

It is the responsibility of the aid applicant to file all required forms by the stated deadlines. An incomplete application cannot be processed and will, therefore, not receive consideration. Once completed, it will be processed as time and funding permit.

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

A letter explaining the action taken on the aid application and giving information about aid offered will be sent to each student whose application is complete.

Standards of Satisfactory Academic Progress

Federal regulations require that students who are receiving financial aid from federal, state or institutional sources must satisfy the following standards in order to maintain eligibility for financial aid.

Full-time students

- Successful completion of a minimum of 24 credit hours for each two semesters of financial aid received.
- Maintenance of a cumulative grade point average of 2.0 for upper classmen and 1.8 for freshmen.

Part-time students

- Successful completion of a minimum of 12 credit hours for each two semesters of financial aid received, as well as maintenance of the cumulative grade point average shown for full-time students.

Measurement of Academic Progress Requirements

Academic progress will be measured in May of each year. Measurement begins with the Fall semester and ends with the last summer session. Students who were enrolled during the Fall and/or Spring semesters and failed to meet the qualitative and/or quantitative requirements for academic progress can attempt to complete additional credits and bring up their GPA

during the summer sessions. Upon completion of the additional credits, a new determination of academic progress will be made.

Transfer students who began enrollment in the Fall semester are evaluated for academic progress at the conclusion of the Spring semester. Transfer students who began enrollment in Spring semester (January) are evaluated for academic progress at the conclusion of the following Fall semester. Enrollment in summer classes may modify this.

All financial aid applicants are subject to the satisfactory academic standards regardless of whether or not they received financial aid previously.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the coursework is successfully completed and posted by the Registrar. A course may be repeated once. Repeat courses will not count toward credits completed for satisfactory academic progress since the credits were already counted toward the quantitative standards the first time the course was completed.

When Minimum Standards of Academic Progress are not Achieved

A student who does not make satisfactory academic progress will be placed on financial aid suspension until the requirements are met. The student will be notified in writing of the financial aid suspension.

The student can appeal the decision to the Financial Aid Office. The appeal must be submitted in writing and specify the extenuating circumstances which prevented achieving satisfactory academic progress.

The following types of mitigating circumstances may be considered when a student appeals: extended illness, death in the family, and changes in educational objective. The Financial Aid Office may request additional documentation and/or require a personal interview with the student. After the review of the circumstances, the Financial Aid Office will notify the student in writing of the action taken.

If the Financial Aid Office determines that the academic progress standards can be waived for one semester, the student will be placed on Financial Aid Probation. At the end of the probationary semester, the Financial Aid Office will determine if academic progress requirements have been met. If requirements have been met, the probationary status will be removed. If academic requirements have not been met, the student will be placed on financial aid suspension.

Once financial aid has been discontinued, it will be reinstated provided:

- The student has successfully achieved the required number of credits and grade point average;
- The student has requested reinstatement in writing; and
- Funds are still available.

Reinstatement is not automatic. The student is responsible for making certain that the grades and credits completed have been properly posted with the Registrar prior to requesting reinstatement of financial aid. Students are encouraged to file all financial aid application forms by Gwynedd-Mercy College's established deadline so that once reinstatement has been achieved, he or she can be considered for aid as quickly as possible.

A student who is denied aid based on qualitative or quantitative standards will be considered for aid when standards have been achieved. Under no circumstances will aid be awarded retroactively for the semester(s) in which standards were not met.

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

Eligibility for federal aid is limited to twelve semesters for the bachelor's degree and six semesters for the associate degree.

Eligibility

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

Scholarships and Grants

Scholarships and grants are regarded as "gift" assistance, which need not be repaid; however, some of these may carry certain provisions to which one must adhere. Recipients of college scholarships must be enrolled on a full-time basis. Several types of scholarships and grants, consisting of remission in part of the yearly tuition, are available. These scholarships and grants can be awarded for a maximum of eight semesters.

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

Merit Awards

Gwynedd-Mercy College offers a number of MERIT AWARDS based on strong academic record and/or involvement in extra-curricular/community service activities. Required SAT scores for these awards reflect a

combination of Critical Reading and Math scores only. These Awards are available only for new students who will be enrolled on a full-time basis.

As a member of the National Collegiate Athletic Association (NCAA), Division III, the College does not consider athletic ability in the awarding of scholarships and grants. All scholarships and grants are limited by funds available and number of applicants. DEADLINES are, therefore, very important! Students who qualify for Merit Awards will be notified at the time of admission into the College. **The Merit Award will be the first component of any need-based financial aid award.**

Presidential Scholarship

The Presidential Scholarship is Gwynedd-Mercy College's most prestigious award. It is available for first-time freshman only. Student must have SAT scores of at least 1300 and a cumulative GPA of 3.5 or better. Also, applicants must come on campus for a visit and personal interview with the Scholarship Committee. The Presidential Scholarship is valued at full tuition and is renewable annually for three years as long as the recipient continues to meet all eligibility requirements and maintains a cumulative grade point average of at least 3.5. Deadline: February 1st.

Dean's Scholarship

The Dean's Scholarship is available for first-time freshman only. Students must have SAT scores of at least 1200 and a cumulative GPA of 3.0 or better. Also, applicants must come on campus for a visit and personal interview with the Scholarship Committee. The Dean's Scholarship is valued at \$17,000 and is renewable for three years as long as the recipient continues to meet all eligibility requirements and maintains a cumulative grade point average of at least 3.0. Deadline: February 1st.

McAuley Scholarship

The McAuley Scholarship is named to recognize the tradition of Mercy values of Service, Compassion and Competence. It is available to first-time freshmen only. Students must have SAT scores of at least 1200. The McAuley Scholarship is valued at \$12,500 and is renewable for three years as long as the recipient continues to meet all eligibility requirements and maintains a cumulative grade point average of at least 3.0.

Mother Mary Bernard Award

The Mother Mary Bernard Award is available for first time freshmen only. Students must have SAT scores between 900 and 1190. The scholarship's value varies from \$8,000 to \$11,000 and is renewable for three years as long as the recipient continues to meet eligibility requirements and maintains a cumulative GPA of at least 2.75.

Gold and Crimson Transfer Scholarships

The Transfer Scholarship is available for students transferring into Gwynedd-Mercy from another postsecondary institution with at least twenty-four credits. The Gold scholarship is equivalent to half-tuition. The student's cumulative grade point average (GPA) must be at least 3.5 and the student

must maintain a 3.5 GPA while enrolled at Gwynedd-Mercy College. The Crimson scholarship is valued at \$9,000 and the student's cumulative GPA must fall between 3.0 and 3.49. The student must maintain a 3.0 GPA while enrolled at Gwynedd-Mercy College. Both scholarships are awarded to students enrolling on a full-time basis and are renewable for a maximum of three years as the recipient continues to meet eligibility requirements.

Further, Gwynedd-Mercy College recognizes membership in Phi Theta Kappa and awards an additional \$2,000 Phi Theta Kappa scholarship to its members who meet eligibility requirements. Membership in Phi Theta Kappa must be documented and verified to qualify for the Phi Theta Kappa scholarship.

Transfer Student Grant

The Transfer Student Grant, valued at \$7,500 is available for students transferring from another post-secondary institution into Gwynedd-Mercy College. Student must have a cumulative grade point average of at least 2.50-2.99, completion of at least twenty-four credits and enroll at Gwynedd-Mercy on a full-time basis. The Transfer Grant is renewable for a maximum of three years so long as the student meets eligibility requirements and maintains a cumulative grade point average of at least 2.5.

Achievement Grant

The Achievement Grant is available for first-time freshmen students who demonstrate leadership in school activities and/or community service. Students must have SAT scores of at least 850. The grant is valued at \$5,000 and is renewable for three years as long as the recipient continues to meet eligibility requirements and maintains a cumulative GPA of at least 2.5. This award may not be combined with any other merit award.

Military Recognition Scholarship

This scholarship program has been established to recognize and support the fine women and men who are serving our country. Full-time, accepted students who are members of the National Guard or active reservists are eligible to receive a \$6,000.00 Military Recognition Scholarship. Part-time students will receive a scholarship equal to 30% of the part-time tuition and waiver of the comprehensive fee.

Institutional Scholarships and Grants

Selection of College Scholarships/Grant recipients will be made by the Student Financial Aid Committee after review of completed applications. Eligibility for Institutional Financial Aid is contingent on matriculation in a degree program, full-time enrollment and satisfactory academic progress.

Alumni Association Scholarship in Memory of Mother Catherine McAuley

The Alumni Association Scholarship is a \$1,000 scholarship award offered to one new entering student on the basis of academic achievement and involvement in extra-curricular and/or community activities. Students must have SAT scores of at least 1000. Financial need is considered but is not

necessarily a determining factor. Preference will be given to children of an alumna/alumnus. The scholarship is renewable annually for three years contingent upon full-time enrollment and maintenance of a 3.0 cumulative grade point average.

Alan Owens Scholarship

This scholarship has been established to provide recognition and financial assistance to outstanding Gwynedd-Mercy College students who have demonstrated financial need for funds to meet necessary college expenses. Eligibility requirements include full-time enrollment, minimum cumulative grade point average of 3.0, financial need and a record of participation in co-curricular and/or extra curricular activities. The amount of the Alan Owens Scholarship is contingent on fund availability. This is a one-year award. The scholarship is not renewable.

Sister Marie Denise Scholarship

The Sister Marie Denise Scholarship ranging from \$2,000 to \$8,000 is based on academic achievement and financial need. Students must have SAT scores of at least 1000. The Sister Marie Denise Scholarship is renewable annually for a maximum of three years contingent upon reapplication, maintenance of a cumulative GPA of 3.0 and continued eligibility.

Gwynedd-Mercy Grant

The Gwynedd-Mercy Grant is a partial tuition award based on academic achievement. Students must have SAT scores of at least 800. The Gwynedd-Mercy Grant is renewable annually for a maximum of three years contingent upon reapplication, maintenance of a 2.3 cumulative GPA and continued eligibility. Financial need, though considered, may not be a determining factor.

Sister Mary Gregory Grant

Named to honor Sister Mary Gregory, revered professor and second president of Gwynedd-Mercy College, this grant is awarded to students 24 years of age or older and is based on academic achievement. Transfer students must have a cumulative GPA of at least 2.5. The scholarship is renewable annually for a maximum of three years contingent upon reapplication, maintenance of a 2.5 cumulative GPA and continued eligibility. Financial need, though considered, may not be a determining factor.

Josephine C. Connelly Scholarship

The Josephine C. Connelly Scholarship is a \$2,500 scholarship available from the Connelly Education Fund for new-entering, highly motivated students pursuing a degree in education on a full-time basis. Students must have SAT scores of at least 1000 and give evidence of involvement and participation in extra-curricular activities and/or community service. Applicants must satisfy all requirements of admission and financial aid processes. The scholarship will be renewed annually for a maximum of three years upon reapplication and maintenance of satisfactory academic progress.

Sister Isabelle Keiss Memorial Scholarship

Named in honor of Sister Isabelle Keiss, third president of Gwynedd-Mercy College, this scholarship will be awarded to a full-time student on the basis of academic achievement, need, leadership ability, and demonstrated evidence of a commitment to community service. The scholarship recipient will be expected to invest time, talent, and energy in the life of the college. The Sister Isabelle Keiss Memorial Scholarship is renewable annually for a maximum of three years contingent upon reapplication; maintenance of a 3.0 cumulative GPA and demonstrated financial need.

Mayor James E. Mullen Scholarship

The Mayor James E. Mullen Scholarship is an award for students who have demonstrated active participation in service projects as volunteers in high school, college and/or other community programs or organizations. Financial need will also be considered, but will not always be a determining factor.

W. W. Smith Charitable Trust Scholarship

The W. W. Smith Scholarship is a \$2,500 award offered to academically-qualified students, residents of the Delaware Valley, who give evidence of involvement in extra-curricular and/or community service activities and who demonstrate financial need. Scholarships are renewable annually if students continue to meet qualifications.

Charlotte W. Newcombe Scholarship

A Charlotte W. Newcombe Scholarship is an award offered to women 25 years of age or older who are bachelor's degree candidates. The policy of the Charlotte W. Newcombe Foundation stipulates that Newcombe Scholarships be awarded to women who are academically capable, have serious career goals, are in need of financial assistance and have completed half the credits necessary for their bachelor's degree.

William Randolph Hearst Scholarship

This scholarship is available for students of Hispanic heritage enrolled in Gwynedd-Mercy's Nursing program. Recipients must exhibit strong academic record and be enrolled full time. The scholarship is renewable annually contingent upon re-application, continued eligibility and maintenance of a cumulative GPA of at least 3.0.

Marie-Louise Vermeiren Jackson Scholarship

The Marie-Louise Vermeiren Jackson Scholarship award is available for students majoring in the field of education. Students must demonstrate strong academic potential and prove financial need. The scholarship ranges in amounts from \$1,000 to \$5,000 and is renewable contingent upon the student's reapplication, maintenance of a cumulative grade point average of 3.3 and availability of funds.

Rosemarie Zaro Scholarship

This scholarship, named in memory of Rosemarie Zaro '83, is available to incoming students or currently enrolled degree candidates. The selection

committee will award the scholarship to women based on academic capability, financial need and career goals, with special emphasis given to women with children or unique family responsibilities.

Wilma Lynch Scholarship

This scholarship, named in memory of Wilma Lynch, who desired to assist in the empowerment of underprivileged women, will benefit female minority students with first preference given to nursing students. The scholarship will be renewed annually upon reapplication, maintenance of satisfactory academic progress and availability of funds.

Sister Linda Bevilacqua Scholarship

This scholarship, named for Sister Linda Bevilacqua, OP, fourth president of the College, is offered to incoming students or currently enrolled degree candidates who are education majors pursuing the degree on a full-time basis. The scholarship is renewable contingent upon the student's reapplication, maintenance of a cumulative grade point average of 3.3 and continued eligibility.

C. Jules and Martina K. Rominger Scholarship

This scholarship is endowed by Dr. Jules Rominger and his wife, Martina. Dr. Rominger is Medical Director of the Radiation Therapy Technology Program. The Rominger Scholarship will be awarded with preference to students showing financial need, enrolling in an allied health program, especially in radiation therapy with a secondary preference given to a student enrolling in nursing. Preference will also be given to an Irish student or a European foreign student.

Elizabeth Powers Carlino Nursing Scholarship

This scholarship, funded in honor of Elizabeth Powers Carlino, is available for a nursing student who proves financial need, is enrolled full-time and has a cumulative grade point average of at least 3.0. The scholarship is renewable contingent on availability of funds and student eligibility.

Elizabeth Powers Carlino Scholars Program

Through this program, two \$10,000 scholarships will be provided to two new incoming freshmen who meet program requirements: SAT scores of 1200 or better, proves financial need and maintenance of a cumulative grade point average of at least 3.0. The scholarships are renewable for three years so long as eligibility criteria are met. Additionally, following freshman year, students are eligible for a \$5,000 scholarship to be used for study abroad.

Sister Mary Fenton Joseph Scholarship

This scholarship is named in honor of Sister Mary Fenton Joseph who established the associate and bachelor degree nursing program at Gwynedd-Mercy College. For more than thirty years, Sister guided the School of Nursing with her dedication and visionary leadership. Eligibility criteria include full-time enrollment and a minimum cumulative grade point average of 3.0. The Sister Mary Fenton Joseph Scholarship is awarded to a junior or senior in the BSN program who is a graduate of the college's ASN

program. Selection of the recipient is made by the Dean and faculty of the School of Nursing.

Frank and Valie Genuardi Grant

This endowed grant has been funded through the generosity of Frank and Valie Genuardi. Eligibility criteria include full-time enrollment, SAT scores of at least 900 or minimum cumulative grade point average of 2.3 and financial need. The Genuardi Grant is renewable annually for a maximum of three years upon reapplication and continued eligibility.

Golden Opportunity Endowed Nursing Scholarship

This scholarship has been established to honor Mrs. Eleanor Golden Guzewicz and is available for nursing majors. Eligibility criteria include full or part-time enrollment, financial need and minimum 3.0 cumulative grade point average. It is renewable annually for a maximum of three years upon reapplication, continued eligibility and availability of funds.

Sister Lois McDonough Scholarship

This scholarship is named in honor of Sister Lois McDonough who served Gwynedd-Mercy College as Director of Development and Registrar. The scholarship is intended for a full-time undergraduate pursuing a bachelor degree. Student must prove financial need and have a cumulative grade point average of at least 3.0.

John J. Morrone Nursing Merit Award

This award is offered to an adult (at least 25 years old) nursing major who has completed the first year of the associate degree program and holds a cumulative grade point average of 3.3 or better. Essay is required. Selection of recipient is made by the Dean of the School of Nursing.

Jane Reckner Scholarship

This scholarship is available for an adult woman student with children. The student must be a business major, have a cumulative grade point average of at least 3.5, be enrolled at least half-time and prove financial need.

Russell Jones Scholarship for Criminal Justice

This scholarship is available for full-time criminal justice majors. Cumulative grade point average must be at least 3.0. Financial need is considered but is not necessarily a determining factor.

Tuition Incentive Program (TIP)

The TIP Grant is a \$3,000 award offered to incoming, first-time freshmen who are graduates of a Catholic high school. TIP is renewable annually for three years contingent upon full-time enrollment and satisfactory academic progress.

Griffin Grant

The Griffin Grant has been funded through the generosity of the college's many benefactors and friends. The Grant ranges from \$1,000 to \$9,000

annually contingent on fund availability and is awarded to students enrolled on a full-time basis and pursuing a bachelor's degree. Students must have SAT scores of at least 850. The grant is renewable annually for a maximum of three years contingent upon reapplication, continued eligibility, and maintenance of cumulative GPA of at least 2.3. Financial need, though considered, may not a determining factor.

Sibling Grant

The Sibling Grant is a \$2,000 award available for students who are siblings and enrolled concurrently at Gwynedd-Mercy College. Students must be enrolled on a full-time basis and meet all other eligibility requirements. The Sibling Grant is renewable for three years so long as eligibility requirements are met.

Federal Pell Grant

The Pell Grant is a federal aid program, which provides grants ranging in amount from \$400 to \$5,550, depending on the student's eligibility as determined by federal methodology. To receive consideration, the student must be enrolled for a minimum of three credits per semester in a degree or certificate program. Since the Federal Pell Grant is the foundation of all financial aid, all aid applicants are required to apply for this Grant. The Student Financial Aid Committee will develop the financial aid package with the appropriate Pell Grant expectation.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Supplemental Educational Opportunity Grant is a federal aid program, which provides grants ranging from \$100 to \$4,000 annually to students who demonstrate exceptional financial need. Priority for the FSEOG must be given to Pell Grant recipients.

Pennsylvania State Grants (PHEAA)

The Pennsylvania Higher Education Assistance Agency provides state grants ranging from \$100 to \$3,500 annually. PHEAA requires that the program of study be at least two academic years in duration and that the student carry a minimum of six (6) credits per semester. The state grant may be awarded for a total of four academic years contingent upon annual application and continued eligibility. Veterans who satisfy all other PHEAA eligibility requirements may be entitled to a full state grant. Filing deadline: May 1. The state grant is the floor of financial aid and all aid applicants are required to apply for this type of assistance. The financial aid package will be developed with the appropriate state grant expectation. For further information contact:

Pennsylvania Higher Education Assistance Agency (PHEAA)
1-800-692-7392.

State Grants/Scholarships

Many states administer grant/scholarship programs for students attending colleges both in and out-of-state. All students applying to Gwynedd-Mercy College for financial aid are required to apply for state funds wherever available. Delaware, Connecticut, Massachusetts, Ohio, Rhode Island,

Vermont and West Virginia offer state grants for their residents who are studying in another state. Applicants should consult guidance counselors and/or state agencies for information.

LOANS

Loans are regarded as “self-help” and are made directly to students enabling them to finance a portion of their education with future earnings. Several types of loans are available to qualified students in all four years of study.

Gwynedd-Mercy College participates in both the Federal Perkins Loan and Federal Nursing Student Loan programs. Through these, the College provides long-term, low-interest loans to students who demonstrate financial need. The loans are interest free during the student’s enrollment at Gwynedd-Mercy and can be repaid over a 10-year period that begins nine months after graduation or termination of studies. Under certain federally mandated and approved conditions, borrowers may arrange to defer loan repayment and/or qualify to have loans cancelled in whole or part. Borrowers should note both deferment and cancellation provisions when negotiating the loans.

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

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

Federal Perkins Loan

The Perkins Loan is a federal aid program, which provides loans to eligible students on the basis of exceptional need and academic proficiency. A maximum of \$5,500 may be borrowed annually to an aggregate of \$27,500 during undergraduate enrollment. Repayment begins nine months after graduation or termination of studies and borrowers are allowed 10 years to repay the loan. During the repayment period, 5% interest is charged on the unpaid balance of the loan principle.

Nursing Student Loan (NSL)

The Nursing Student Loan is a federal aid program, which provides loans to eligible nursing students on the basis of financial need and academic proficiency. A maximum of \$3,300 may be borrowed for each of the freshman and sophomore years and \$5,200 for each of the junior and senior years to an aggregate of \$17,000 during undergraduate enrollment. Repayment begins nine months after graduation or termination of studies and borrowers are allowed 10 years to repay the loan. During the repayment period, 5% interest is charged on the unpaid balance of the loan principle.

Federal Direct Loan

The Federal Direct Loan Program provides annual loans up to \$5,500 for freshmen, \$6,500 for sophomores, \$7,500 for juniors and seniors, and \$8,500 for graduate students to an aggregate of \$31,000 for undergraduate study and \$138,500 for graduate study (including any undergraduate Federal Direct Loans). All applicants must demonstrate need for the subsidized Direct Loan. For eligible students, the Federal Direct Loan will be subsidized, that is, the Federal Government will pay applicable interest during the student's enrollment and the six-month grace period. Repayment begins six months after graduation or termination of studies and borrowers are allowed 10 years to repay the loan. The Federal Direct Loan Master Promissory Note can be completed online 24/7 at www.studentloan.gov.

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

Students who meet the federal requirements for independent student* status may be eligible to receive additional funding through the unsubsidized Federal Loan Program. Total Direct Loan borrowing (including subsidized and unsubsidized loans) may not exceed the following annual maximums:

Freshman	\$ 9,500
Sophomore	\$10,500
Junior & Senior	\$12,500
Graduate Level	\$20,500

*Independent undergraduate aggregate is \$57,500

Federal Direct PLUS Loan

Direct PLUS Loans are low-interest loans available for the parents of dependent students and for graduate/professional degree students. Satisfactory Credit History is Required. Amount of the Direct PLUS Loan may not exceed COST of ATTENDANCE minus any estimated financial aid the student has or may receive during the period of enrollment. Interest on the Direct PLUS Loan is a fixed rate of 7.9%. Interest is charged during all periods beginning on the date of the first disbursement. The Direct PLUS Loan Master Promissory Note (MPN) can be obtained from Gwynedd-Mercy's Financial Aid Office or online at www.studentloan.gov.

Alternative Loans

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

<http://pennsylvania.privateloanmarketplace.com/Gwynedd-Mercy> College or www.elmselect.com

EMPLOYMENT

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

Federal Work-Study (FW-S)

Work Study is a federal aid program, which provides employment both on Gwynedd-Mercy’s campus and off-campus with approved public or private non-profit agencies. Federal Work-Study is best described as the opportunity to work and earn a predetermined amount of money. Eligible students may be employed for a maximum of 10 hours weekly during the school year and 40 hours weekly during the summer and vacation periods. FW-S students are paid on an hourly basis for work performed; generally, they are paid twice monthly through the college business office. The College can not guarantee a job or total earnings as awarded because the program is limited by the amount of funds received from the federal government.

BENEFITS

Veterans Benefits

The College serves only as a certifying and transmittal agency in regard to Veterans Educational or War Orphans Benefits. The College’s Veteran Affairs Department is part of the Financial Aid Office. The VA Coordinator is available to assist students with respect to their veterans’ benefits. In addition, veterans may contact: Veterans Administration Regional Office, P.O. Box 4616, Buffalo, NY 14240-4616.

Vocational Rehabilitation Grants

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

STUDENT LIFE

Campus Ministry

The role of campus ministry is to support the members of Gwynedd-Mercy College in their growth as persons and as a community to be able to celebrate and live the message of the Gospel and the mission of the College.

The staff exercises its ministry in a variety of ways: through gathering the community for prayer and liturgy; through social justice projects, community service, educational and social events, spiritual direction and retreats. The professional campus ministry staff seeks to be an affirming presence for students, faculty, administration, and staff.

The Campus Ministry Center, Mercy Works and the offices of Mercy Spiritual Ministries are located in Visitation House. The Chaplain's office is located in the east wing of Assumption Hall on the first floor.

STUDENT SERVICES

In accordance with the mission of the College, The Student Services Division will provide quality programs and services for our students, and advocate for resources and facilities that enhance their experience as a student. We are committed to the creation of a safe environment where a holistic approach to student development is supported. Therefore, our programs will foster the academic, spiritual, physical and emotional development of our students.

Through collaboration with the College community we seek to provide a foundation for students that enable them to become active, engaged citizens.

Vice President for Student Services is located in the Griffin Complex, second floor – Front Office Hours: 8:00 a.m. – 6:00 p.m. Monday thru Friday.

Athletics

Gwynedd-Mercy College supports 19 intercollegiate varsity sports programs. All teams are members of the NCAA Division III Colonial States Athletic Conference (CSAC) and the ECAC. Gwynedd-Mercy College fosters the concept of the "student athlete."

Located in The Griffin Complex, first floor – Athletic Center

Office Hours: 9:00 a.m. – 5:00 p.m. (hours may vary for various sports program)

Men Sports Programs

Soccer
 Cross Country
 Basketball
 Tennis
 Indoor/Outdoor Track
 Baseball
 Men's Lacrosse

Women Sports Programs

Soccer
 Cross Country
 Basketball
 Tennis
 Indoor/Outdoor Track
 Softball
 Field Hockey
 Volleyball
 Lacrosse
 Cheerleading

For more information go to: <http://athletics.gmc.edu>

Campbell Solution Center

We realize students lead busy lives and navigating through the college's administrative procedures can be quite challenging at times. The Campbell Solution Center is here to assist student in a simple and direct way.

Many of your needs will be addressed quickly and directly-whether it's an issue regarding:

Billing
 Financial aid
 Registration

Student IDs
 Parking/Auto Registration
 Meal Plans/Flex Dollars
 Book Vouchers

Located in Campbell Hall

Hours: Monday thru Thursday 8:00 a.m. – 6:00 p.m.

Friday 8:00 a.m. – 3:30 p.m.

Extended hours first two weeks of the Fall and Spring semesters. Hours can be reviewed on the Campbell Solution Center web page.

Health and Wellness Center

The Health and Wellness Center is located on the first floor of Loyola Hall and may be accessed through the St. Brigid's Hall entrance. The center is open Monday to Friday from August through May. A professional staff provides primary assessment and treatment of health problems and injuries to students and other members of the campus community. However, students are referred to their family physicians or a local hospital or provider for more involved or long-term care. The Health and Wellness Center also promotes healthy behaviors and lifestyle choices through ongoing educational outreach and programming.

There is no charge for assessment and basic treatment at the Health and Wellness Center, but there may be a charge for certain vaccines, prescriptions and diagnostic tests. Students are also responsible for any expenses incurred when referred to either a hospital or local provider. All full-time undergraduate students and all international students are required

to have adequate health insurance and will be enrolled in the college student health insurance plan unless proof of coverage is provided (please see Student Health Insurance Policy).

All full-time undergraduate and all international students are required to submit a health and physical form with a complete list of immunizations, including measles, mumps, rubella, DTaP, tetanus and hepatitis B, varicella (or history of having chicken pox), polio and testing for tuberculosis (PPD or chest x-ray) received within the last 12 months. All students living on campus must have the meningitis vaccine/or have a signed waiver.

Student Health Insurance Policy

Gwynedd-Mercy College requires all full-time undergraduate students and all international students to have health insurance coverage. This policy is designed to prevent students from experiencing an interruption in their academic progress due to large unexpected medical bills.

Students who carry health insurance comparable to or better than the Student Health Insurance Plan through their own provider may waive the College plan. In order to waive the College plan, the student must complete the online waiver with the College insurance provider in accordance with published on-line waiver deadlines. This information will be sent to the student via US mail, e-mail and noted on tuition bills. Students who fail to meet the deadline are automatically covered and charged for insurance. There will be no exceptions after the deadline has passed. Information about the Health Insurance Plan may be obtained from the Health and Wellness Center or the Campbell Solution Center. Do not confuse this online process with proof of insurance to live in the residence halls or play sports on campus.

Located in Loyola Hall

Hours: 8:30 a.m. – 4:30 p.m.

Career Services

Your journey to career success begins here ...

The role of Career Services is to assist students in making the transition from the classroom to the workplace. Whether you're a freshman gathering information to make informed career choices, a sophomore or junior seeking a internship, or a senior preparing for the job search, you're about to embark on one of the most important, fulfilling journeys of your life and we can help. We have career self-assessment instruments to help you choose a major/career path, lots of information for you to explore regarding the job market and viable career paths, and career fairs and job postings to aid in your job search.

Following is a list of our services and resources:

- Career-assessment instruments
- Information on what you can do with your major

- Websites for in depth information on career paths of interest
- Job market information and job descriptions, including the Occupational Outlook Handbook & Dictionary of Occupational Titles
- Internship opportunities
- Graduate School information
- Career-related workshops, including resume writing, interviewing techniques and the job search
- A computerized job posting system
- Specialized career fairs.

We are located in Campbell Hall and can be reached at 215-646-7300, extension 230 or our website: www.gmc.edu/careerservices

Hours: 9:00 a.m. – 5:00 p.m.

Counseling Services

A professional staff of counselors offers a full range of services designed to promote and facilitate personal development and educational success. The Counseling Center offices are located on the second floor of the Griffin Center, in the Student Services Suite. Additional information is available on the College's website at www.gmc.edu.

- ◆ Personal Counseling is available to all students. Services are free and confidential. Referral to off campus resources is also available.
- ◆ Counseling Services provides psycho-educational workshops and clinical skills groups throughout the academic year based on the needs of the student population.
- ◆ Disability Support Services are available through the Office of Counseling Services. See below.
- ◆ Peer Support is available to all students through the Peer Mentoring Association, a volunteer student organization trained and moderated by professional counseling center staff.

Located on the 2nd floor of The Griffin Complex, glass hallway.

Hours: Monday-Friday, 9:00 am – 6:00 pm – Please call 215-641-5571 for an appointment.

Disability Support Services

Gwynedd-Mercy College is committed to providing an equal opportunity for educational achievement to students with disabilities. In accordance with Title III of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Gwynedd-Mercy College, within the bounds of its resources, provides reasonable and appropriate accommodations to meet the needs of students with disabilities.

Students are responsible for requesting accommodations and providing the appropriate forms and documentation. All information is confidential in accordance applicable laws and not released unless the student provides written consent. Requests are processed on an individual basis through the Counselor/Disability Support Services Coordinator. Students are encouraged to contact the Counselor/Disability Support Services Coordinator

as soon as possible as some requests and accommodations may take more time to process and coordinate. For more information regarding this process, the required forms and specific documentation requirements, please visit the College's Disability Services web page: Gwynedd-Mercy College Disability Support Services www.gmc.edu/students/disabilitysupport or contact -

Counselor/Disability Support Services Coordinator
Counseling Services
2nd Floor, The Griffin Complex
215-646-7300, extension 427

Hours: 10-6 Monday and Friday, 9-5 Tuesday, Wednesday, Thursday

The College also regularly convenes the Disability Awareness Committee, dedicated to identifying barriers of accessibility that prohibit persons with disabilities from experiencing equal access to educational opportunities at Gwynedd-Mercy College.

Resident Life

The experience of residing on campus adds a valuable and exciting dimension to the college experience. Students living in the residence halls have the convenience of living near their classrooms and academic resources and the fun of living with their peers. Research indicates that students who live on campus are more likely to achieve higher grades and report a more satisfying college experience. The staff of the Office of Resident Life works to provide a secure, welcoming environment for resident students, their families and guests. They strive to build a community that fosters learning, responsibility and mutual respect.

The Resident Life staff includes full-time professional and student paraprofessional members who work collaboratively with the Student Services Division as well as the Physical Plant, Institutional Technology Services and Public Safety & Security departments to administer the residential facilities, develop the community and support individual students. The Residence Halls consist of Loyola, St. Brigid, Siena and Alexandria Halls. Employment opportunities are available each year for undergraduate students as work-study positions, and paraprofessional Resident Assistants. Residents are encouraged to become involved in co-curricular activities and leadership positions in the residence halls including the Residence Hall Association and the Residence Hall Appeals Board. The office also provides resources for off-campus housing options.

Located in Loyola Hall

Hours: 8:00 a.m. – 5:00 p.m. – Monday thru Friday

Student Activities

The office of Student Activities provides opportunities for students to develop leadership, organizational and communication skills. These opportunities are provided through involvement in student groups, student activities and other college programs.

These co-curricular experiences are intended to enhance the student learning environment and afford students the chance to become knowledgeable and understanding professionals. The staff of the Student Activities office are available to help students become involved in student groups, individual student activities, leadership training, initiating the development of new student groups, and other student development possibilities.

Located in The Waldron Center, second floor
Hours: 9:00 a.m. – 5:00 p.m. – Monday thru Friday

Life Together: Basic Assumptions

Gwynedd-Mercy College operates as a learning community under specific and explicit norms of behavior. These standards have as their purpose the desire to maintain respect for the rights of individuals, respect for freedom of thought and expression and fair and equitable treatment of all. The following Code of Conduct was established to support these goals. These standards are to be followed at all college functions on or off campus.

In general each standard is intended to bring benefit to others and to confront those behaviors that would bring physical or psychological harm to another. The standards assume that individual members of the Gwynedd-Mercy community value loyalty, truthfulness and contractual fidelity.

Code of Conduct

To support the mission of the College and the academic goals of all students, the College community upholds the following standards of conduct:

1. Respect and equitable treatment for all individuals
2. Social responsibility and Christian moral behavior
3. Respect for lawful authority

Judicial systems and procedures are substantially secondary to the use of example, guidance, counseling and admonition in the development of responsible student conduct. When these preferred means fail to resolve problems of student conduct, procedural safeguards allow for the imposition of appropriate sanctions while protecting the student from unfair imposition of serious penalties.

Student Life Policies

Please refer to the Student Handbook for detailed code of conduct and other student policies and procedures.

Affirmative Action Statement

Admission or employment is based solely on an applicant's qualifications and ability to meet established requirements for admission or employment. Gwynedd-Mercy College does not discriminate against any applicant for admission to or employment at the College because of race, religion, age, gender, national origin, or physical disability.

In addition, Gwynedd-Mercy College will take affirmative action in the recruitment of students and employees and in all matters concerning their involvement on campus.

Computer Use Policy

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

Credit Card Marketing

Gwynedd-Mercy College prohibits the marketing of credit cards on campus and will not distribute lists to any vendors for this purpose.

Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is intended to protect the privacy of a student's educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. The following information is considered "directory" information: Name, address, dates of attendance, full or part time status, class, major, fields of study, degrees conferred (including dates).

Under the provisions of FERPA, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The College will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused. Gwynedd-Mercy College assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

Safety and Security

The Department of Public Safety and Security is concerned primarily with maintaining the highest level of security possible on the College campus and within the College facilities. The College security officers are not police

officers and they do not carry firearms; any criminal investigations are conducted by the Lower Gwynedd Police Department

Because the safety and security of the College is the shared responsibility of all who live, work and study on the campus, members of the college community are encouraged and expected to use common sense where personal safety is concerned and to report any suspicious or criminal activities to the Department of Public Safety and Security 215-641-5522 or on campus extensions 522 and 111. Emergency phones are located outside the residence halls. Dialing is not required on these phones; when the receiver is lifted or the button is pushed the phone automatically calls Public Safety and Security. The office of Public Safety and Security is located in St. Brigid Hall.

Parking Information

For the 2011-2012 school year, you must obtain a parking hangtag decal permit to park your vehicle on the Gwynedd-Mercy campus. The cost of the hangtag is \$45.00 for commuter students, \$75.00 for resident students and \$25 for weekend nursing students.

Parking decals may be obtained by completing a "Parking Hangtag/Decal Application" and submitting it to the Campbell Solution Center along with your check. This application can be obtained on-line by going to the Gwynedd-Mercy College website. You will pick up your decal at the beginning of the semester. This decal is good for the academic school year.

Freshman who bring a vehicle to campus will be required to park at a remote parking site off the main campus. Transportation will be provided for students to and from this remote parking lot.

Further information concerning campus parking can be obtained from the Gwynedd-Mercy College website.

To comply with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Act of 1988, Gwynedd-Mercy College has available its Crime Statistics Report for 2001, as well as a publication entitled "Safety and Security at Gwynedd-Mercy College." Copies of either document may be requested in writing from the Director of Public Safety and Security, Gwynedd-Mercy College, 1325 Sumneytown Pike, P.O. Box 901, Gwynedd Valley, PA 19437-0901.

Sexual Harassment

Gwynedd-Mercy College reaffirms the principles that its students, faculty and staff have a right to be free from sex discrimination including sexual harassment by any member of the academic community.

No member of the educational community shall engage in sexual harassment. For the purpose of this policy, sexual harassment is defined as unwelcome or unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to or toleration of such conduct is made explicitly or implicitly a term of condition of an individual's employment promotion, performance evaluation, or status in a course, program or activity; or
- Submission to or toleration of such conduct is used as a basis for an employment or educational decision affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive environment for work or learning.

Sexual harassment included an interpersonal attention of a sexual nature that is unwanted and unwelcome.

When a minor incident involving sexual harassment occurs, the victim may be inclined to ignore it or offer minimal protest in the hope that the offensive behavior will cease and not be repeated. In general, this is an ineffective method of resolving such problems. Even if the behavior should cease in this particular relationship, there remains the probability that it represents a pattern of behavior on the part of the accused and that it has been or will be repeated in other relationships. At the very least, the accused may retain the belief that such behavior is acceptable. For this reason if for no other, the victim should take steps to resolve the matter conclusively and finally. Prompt reporting of a complaint of harassment is strongly encouraged, as it facilitates a faster resolution.

A. Informal Resolution

There are a variety of forms of informal resolution that include, but are not limited to:

1. the direct approach – confronting the alleged respondent directly; or
2. third-party intervention – having a liaison address your concerns with the respondent.

For information about how to address third party intervention, please contact the Office of Student Services.

Where a student is unable to resolve a problem of sexual harassment informally, the following procedure may be involved for the formal examination of the allegation.

B. Formal Resolution

A student may choose the formal complaint resolution for a complaint of harassment. This option may result in sanctions against the respondent. A signed, written complaint must be submitted to the Vice President for Student Services. The complaint should include the following:

1. Description of behavior
2. Name of respondent
3. When the harassing behavior occurred
4. What effect the behavior had on the complainant
5. Any witnesses
6. Whom the complainant spoke to about the behavior.

The Vice President for Student Services will work as expeditiously as possible to conduct a full investigation. The Vice President will give the respondent a reasonable opportunity to be heard, orally and/or in writing.

Confidentiality will be maintained for everyone involved, in so far as possible. Only those persons who have a "need to know" within the investigation and resolution of complaints are entitled to information regarding a complaint.

A written report regarding findings will be provided by the Vice President to both the complainant and the respondent.

Sanctions (if warranted) will be determined on a case-by-case basis, and the Vice President will take reasonable steps to foster consistency for similar violations and circumstances within the College. Possible sanctions and remedial actions include but are not limited to:

- Participation in education sessions on harassment;
- A warning placed in the respondent's file; or
- Separation from the College.

Please note: Please refer to the College Catalog for additional Academic Policies and Procedures.

Federal Consumer Regulations Act

To comply with the Federal Consumer Information Regulations Act, Gwynedd-Mercy College makes available upon request a report on job placement statistics and graduation rates. A copy of the latest report may be requested in writing from the Vice President for Academic Affairs, Gwynedd-Mercy College, P.O. Box 901, Gwynedd Valley, PA 19437-0901.

Federal Regulations require that Gwynedd-Mercy College make available consumer information for students. This information can be found in the College Catalog and/or Student Handbook. Listed below are the Offices/Departments, which are responsible for providing the consumer information.

Student Consumer Information

Financial Aid Information
 Licensing and Accreditation
 Cost of Attendance
 Requirements for Official Withdrawal
 Institutional Refund & Repayment Policies
 Job Placement Claims
 Completion/Graduation Rates
 Athletic Opportunities, Financial Resources,
 and Personnel for Men's & Women's Team
 Campus Safety and Security
 Drug/Alcohol Policies
 Sexual Harassment Policies
 Code of Conduct

Office

Financial Aid Office
 President's Office
 Bursar's Office
 Academic Affairs Office
 Bursar's Office
 Academic Affairs Office
 Registrar's Office

 Athletic Office
 Public Safety & Security
 Student Services
 Student Services
 Student Services

ACADEMIC INFORMATION

Registration

Students are expected to register within the published dates. The College reserves the right to cancel all courses for which there is insufficient registration.

Responsibility rests with the student for the selection of courses that will satisfy the requirements of the College for graduation. Each student is assigned an advisor to assist with course scheduling. The student must consult with his or her advisor each semester/session. An advisor's signature or an online approval is required for full-time registration.

Placement Program for College English & Mathematics

THE COLLEGE ENGLISH AND MATHEMATICS ASSESSMENT

To ensure that every student admitted to Gwynedd-Mercy College is prepared to succeed in college-level courses, many of which require advanced writing and mathematics skills, the college requires that new students take the Gwynedd-Mercy College English and mathematics placement assessments before registering for their first semester at Gwynedd-Mercy College. Transfer students must take the College English and mathematics placement assessments before registering for any courses at Gwynedd-Mercy College unless they have satisfied the requirement for college-level English composition and mathematics through the official acceptance of transfer credits by the Registrar's Office at Gwynedd-Mercy College.

Students who score a three or above in the Princeton Advanced Placement Test in English and/or mathematics (Calculus or Statistics), or who score at least 650 in the critical reading and/or mathematics sections of the Scholastic Aptitude Test (SAT) are not required to take the respective assessments at Gwynedd-Mercy College.

SCHEDULING OF ASSESSMENTS

All incoming freshmen as well as transfer students who have not completed college-level English composition or mathematics courses should schedule an appointment with the Academic Resource Center (ARC) to take the placement assessments. It is the student's responsibility to register for a convenient test date and time. The student will be expected to take the assessments on the date and time they selected. The tests are untimed and retests are not permitted.

The ARC offers a free, three-hour mathematics refresher course to review mathematics skills. Students can contact the ARC for a current schedule of sessions if interested in attending the refresher course. In addition, sample test questions are available on the ARC's webpage under the "Placement Assessment Information and Reviews" link.

NOTIFICATION OF PLACEMENT ASSESSMENT RESULTS

Students will receive their test results by mail. Students whose test results indicate that they can proceed with college-level writing courses may register for ENG 101, College English. Students whose test results indicate that they need to develop their writing skills before proceeding to ENG 101, College English, will be placed in ENG 002, Developmental Writing.

Students who do not meet minimum levels on the English assessment must take ENG 002, Developmental Writing, before enrolling in ENG 101, College English.

Students whose mathematics scores indicate they are prepared for college-level mathematics may register for most courses that require mathematics skills; courses that require higher-level mathematic skills are identified in the course prerequisite.

Students who do not meet the math level *for their major* or the pre-requisite level for a course, must take either MTH 002, Developmental Mathematics, or math modules (as determined by the advisor) before enrolling in college-level mathematics and other courses that have mathematics components.

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

**TUITION FOR ENG 002, DEVELOPMENTAL WRITING,
AND MTH 002, DEVELOPMENTAL MATHEMATICS**

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

INQUIRIES

All questions concerning the College English and mathematics placement assessments should be directed to the Academic Resource Center.

Choice of Major

Incoming students may make a choice of major or choose undeclared and register for the appropriate courses. Retention in a program is contingent upon satisfactory progress. Refer to School policy within each School. The College recommends undeclared students choose a major program by the 48 credit hour mark and required at 60 credits. A change of major may delay degree completion within the normal degree program completion time.

General Studies

Some new first-time full-time freshman may be admitted to the college as a general studies student. A student may remain in this program for two

consecutive semesters. During or following the second semester of the general studies program, the student should apply to a specific School within the College for acceptance into a program of study. The student completes a change of major form and obtains the necessary approval signatures. The change of major form may be obtained in the Office of Academic Affairs. A student not accepted into a program of study by the conclusion of the second semester of general studies must register as undeclared. General studies students are encouraged to meet early in the first semester with the Career Services office to explore study and career options. Retention in any program is contingent upon satisfactory grades in the courses designated as prerequisites in each field and upon approval by the Dean.

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 are considered serious offenses. Violations may include, but are not limited to, the following: cheating on an assignment, quiz, test or examination; falsifying data; grade alteration; deception to avoid meeting course requirements; plagiarism in any form; or assisting another student in cheating or plagiarizing, or receiving such aid.

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 program (e.g. presentations, power points, web pages) acquired in part or in whole from any source and submitted as one's own original work shall be considered plagiarism.

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 calendar 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.

Course Changes

A student who desires to change a course or section may do so within the drop/add period of each semester/session (See "Tuition Refund Schedule" in

this catalog). No student may enter a course after the first week of class except by permission of the instructor, advisor and Dean of the School in which the course is offered, and the completion of a drop/add form.

Course Load

A full-time student carries a minimum of 12 semester credit hours.

Students with a minimum 3.0 cumulative average may carry a maximum of 18 credit hours.

A student who wishes to attempt more than 18 credit hours must obtain the written permission of the Dean or Chairperson of his or her school. (See expenses)

Classification of Students

The number of credit hours earned by the student determines class level. To be classified as a sophomore, a student must have completed at least 30 semester hours of credit; to be classified as a junior, a student must have completed at least 60 semester hours of credit; and to be classified as a senior, students must have completed at least 90 hours of credit.

Academic Progress

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

Students whose total credits (transferred and earned) are 30 or fewer must maintain a minimum cumulative grade point average of 1.80. Students who are attempting only 100-level major courses for an associate degree in nursing or allied health are considered freshmen and must maintain a minimum cumulative grade point average of 1.80.

Students whose total credits (transferred and earned) are greater than 30 must maintain a minimum cumulative grade point average of 2.00. Students who are attempting only 200-level major courses for an associate degree in nursing or allied health must maintain a minimum cumulative grade point average of 2.00.

Students should refer to individual School academic progress policies for any additional academic requirements.

The computation of the cumulative grade point average does not include challenge examinations, CLEP, life experience, developmental courses or transfer credits. Only credits earned at Gwynedd-Mercy College are included in the computation of the cumulative grade point average.

Repeated Courses

Students must refer to their respective School's guidelines regarding repeated courses and maintaining eligibility in their major. Generally, students may repeat a course only once. Credit is earned only once. Both

grades are recorded on the transcript. The lower grade is flagged with parentheses {}, and the higher grade noted with an asterisk{*}. Only the higher grade's quality points are used to calculate the grade point average. All final grades, including those repeated remain a permanent part of the student's record.

Academic Probation

A full-time student whose cumulative grade point average falls below the required minimum (see description under "Academic Progress") during either the Fall or Spring semester will be placed on academic probation for the next full-time semester (either Fall or Spring). By conclusion of the probationary semester a student is expected to have achieved the minimal acceptable cumulative grade point average. The student will be notified in writing if he/she is on academic probation.

A student who has been on academic probation may not be placed on academic probation a second consecutive semester. Such students will be subject to academic dismissal.

Part-time students are expected to remain in good academic standing throughout their studies at Gwynedd-Mercy College. A part-time student whose cumulative grade point average falls below 1.80 after fifteen credits or 2.0 after 30 credits will be recommended for academic dismissal from his or her degree program by his or her Dean or Chairperson.

Individual Schools will determine when academic dismissal is warranted. The Dean will notify the Registrar and Financial Aid Offices. The student will be notified in writing that he/she have been dismissed from his/her degree program.

College and Program Academic Dismissal

A student who fails to achieve the required cumulative grade point average at the end of a probationary semester will be placed on "college academic dismissal." A student under college academic dismissal is no longer considered a degree-seeking matriculated student. As such, a student may take classes on a part-time, non-matriculated basis but the work completed during this time is not guaranteed by the college to be applicable to any degree program. A student who has been placed on college academic dismissal may reapply for admission into a degree program upon meeting all re-admissions requirements.

Each degree program stipulates satisfactory minimum grades with regard to its own major and certain general education courses. See more specific explanation of program degree requirements found in the course listing section of each academic area. Should a full- or part-time student fail to meet these program specific grade requirements, the Dean of the school or Chairperson of the division in which he or she is matriculated may recommend the program dismissal of the student. Students with a satisfactory cumulative grade point average who are dismissed from their program of study under these conditions may continue their studies (full or

part-time) in another major if accepted into another degree program by the Dean or Chairperson of that program.

Off-Campus Credit Approval

Students, once accepted, are expected to complete all course work at Gwynedd-Mercy College. Approval to take courses elsewhere will be granted to students in good academic standing only if special or mitigating circumstances exist. When a student is required to repeat a course, the repeated course must be taken at Gwynedd-Mercy College. Students are advised that no off-campus approvals will be permitted during the student's last semester at Gwynedd-Mercy College prior to graduation unless a course is required for graduation and not offered at Gwynedd-Mercy College.

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

Application for Graduation

All students must make application for graduation during the semester prior to graduation. Application forms may be obtained from the Office of the Registrar, from the Office of Academic Affairs or available online at www.gmc.edu/students/registrar/. Deadlines for application are published in the academic calendar . A late fee will be charged beyond the published deadline. The College can not guarantee that a student who makes application after the deadline will be able to graduate.

Concurrent Pursuit of Two Bachelor Degrees

A student who has been accepted into one bachelor degree program and wishes to earn a bachelor degree in a second area of study must have a minimum grade point average of 3.0. The student is required to make a formal request through the Office of Academic Affairs. Students will be required to complete a minimum of thirty (30) credits beyond the minimum specified credits for the first degree. The student must meet all minimum grade requirements of both degree programs. Upon meeting the degree requirements for both bachelor degrees, two degrees will be awarded to the student.

Second Degree Program

A student who has an earned a bachelor degree from a regionally accredited college or university and is accepted into an associate or bachelor degree program at Gwynedd-Mercy College enters the degree through the "second degree" program. The Dean will complete an evaluation of previous

college work, and a curriculum will be tailored toward the needs of the student. A minimum of thirty (30) credits at Gwynedd-Mercy College will be required of all students who are accepted through this program. Student will be awarded 95 credits of advanced standing credits.

The student would be required to complete all courses deemed necessary by the Dean of the School or Chairperson of the major, as well as any general education courses that are listed as requirements for eligibility of graduation.

Double Major Program

Students with a minimum cumulative grade point average of 3.0 at the end of their first semester of the sophomore year or thereafter may elect to pursue a second major in addition to their specific degree major. The permission of the Vice President for Academic Affairs and the agreement of the two Deans must be obtained in writing. The student is responsible for all major and required general education courses as will be specified by the Dean of the second major area of study. General education courses need not be repeated for the additional major. The registrar will add a notation of the second major to the student's official transcript upon completion of all degree and double major requirements.

Minor Program

Students interested in earning a minor should consult the specific section of the catalog that pertains to that subject. Students must check with the appropriate Deans and secure permission before declaring a minor.

Pre-Law Option

Gwynedd-Mercy College offers a Pre-Law Option. This option is given in conjunction with the following majors: accounting, behavioral sciences, business administration, English and history.

The student receives the bachelor degree in his or her major field, but the special pre-law component prepares the student for the rigors of law school. The pre-law component is described under each participating major.

SouthEastern Pennsylvania Consortium for Higher Education Cross Registration (SEPCHE)

The SEPCHE Cross Registration Program is designed to provide increased educational access to all eight-member institutions for students at any member school. The SEPCHE schools include: Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Holy Family University, Immaculata University, Neumann College and Rosemont College. Through this program, students can take courses that might not be available to them at their home campus and experience the varied and diverse resources on member campuses across the Delaware Valley. The website is: www.sepche.org

Cross Registration Guidelines

Who Can Participate -- Full-time undergraduate matriculated students paying full-time tuition at any SEPCHE member institution may register for up to two undergraduate courses a year at any other SEPCHE member institution provided they have fulfilled any prerequisites stated, that there is space available in the course and that the course or its equivalent is not given at the home institution in the same semester. Students must have completed at least one year as a full-time student at their home campus before taking courses through cross registration.

The cross registration program functions only in Fall and Spring semesters. Cross registration is not available for accelerated or weekend courses, independent study, tutorials, internships, practicum field experience, student teaching experiences, private music lessons, or per credit hour or graduate students.

Scheduling -- Students must adhere to the registration policies and deadlines of the host institution, including those for adding and dropping courses. Students are responsible for adjusting to differences in academic schedules and calendars.

Grading Practices -- Grades received in courses taken through SEPCHE Cross Registration are calculated in the home campus grade point average. If there are differences in grading schemes, that of the home institution will prevail.

Credits -- Credits earned count toward graduation requirements on the home campus. Substitution of courses taken through cross registration for required courses in a major (or minor) requires special approval by the major (or minor) department or division.

Tuition and Fees -- No tuition or fees will be charged by the host institution, except for special or extra fees that are part of courses taken, such as lab fees. The student is responsible for these fees, which will be collected by the home institution.

Other Information -- Students are responsible for transportation to and from the host campus. There will be no additional charge for parking for SEPCHE students on the host campus. Students must follow normal procedures of the host campus to obtain campus identification and parking permit.

How to Cross Register:

1. Check the host institution's web site course listing or contact the SEPCHE representative in the home Registrar's Office to determine if space is available in the course(s).
2. Fill out a separate SEPCHE Cross Registration form (available in Registrar's Office) for each course.
3. Get appropriate approval signatures from your advisor and/or division/department chair or dean.

4. Take the cross registration form(s) to the SEPCHE contact in the Registrar's Office.

Evaluation of Transfer and Other Credits

Courses completed more than ten years from a student's date of acceptance are judged on a case-by-case basis by the Dean of the School the student is entering as to their applicability in fulfilling current program requirements of that School. This general college provision does not replace existing provisions of a School that are more restrictive in nature.

Every student is given individual attention at Gwynedd-Mercy College. Transcripts from other colleges and universities are evaluated by the Office of the Registrar, in consultation with the Dean to determine Gwynedd-Mercy College's course equivalencies for appropriate transfer credits. All transfer students are required to earn a minimum of thirty (30) credits at Gwynedd-Mercy College for an associate degree and 45 to 50 credits, as defined by each school, at Gwynedd-Mercy College for a bachelor degree. This credit requirement does not change regardless of the number of credits accepted in transfer. Additionally, at least half of the credits required for the major must be completed at Gwynedd-Mercy College. The number of credits in the major varies within each degree program.

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

1. A minimum grade of "C" or better from a regionally accredited college or university. Grades of "C-" are not acceptable unless such a grade carries quality points of 2.00.
2. Developmental courses which carry credit are not acceptable as fulfilling courses within the major or general education component of a degree program. These courses do not count toward graduation.
3. Grades of "P" (Pass) or "S" (Satisfactory) are generally not acceptable for transfer (except under the "second degree program"). Some Schools do allow for exceptions to this policy; each is evaluated on an individual basis.
4. Challenge examinations carrying a grade of "P" or "S" completed at another regionally accredited institution may be accepted in transfer within the general education or major component of a degree program; each is evaluated on an individual basis.
5. Course work completed through a branch of the military that has been evaluated for credit by the American Council on Education may be acceptable for transfer credits.
6. Gwynedd-Mercy College participates in the Advanced Placement Examination Program (AP) and the College Level Examination Program (CLEP). These credits are considered Gwynedd-Mercy College credits and are processed through the Office of the Registrar.
7. Although course titles and credits earned appear on Gwynedd-Mercy College's transcript, courses accepted in transfer are not included in the computation of semester or cumulative grade point averages.

8. Students may petition to have courses accepted in transfer that were not accepted as a result of an initial evaluation. Usually, course descriptions and course outlines would need to be forwarded by the student for any course in question. In all cases, the submitted material is reviewed by the Office of the Registrar and by faculty within the subject area of the courses in question.
9. Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by the (WES) World Educational Services of New York. Gwynedd-Mercy College will generally follow the recommendations of this service. Individual Schools within the College reserve the right to refuse any credit recommendations made by World Educational Services.
10. The Office of the Registrar will evaluate only official transcripts accredited by regional accreditation for all schools attended. This official evaluation is done after student is accepted.
11. The Office of the Registrar is responsible for the official transfer of credit. Official transcripts from **ALL** colleges attended must be on file at the time of admission. Official transcript evaluation is processed after admission to the College. "Issued to Student," unofficial transcripts are not used for transfer evaluation.

Credit by Examination

In order to recognize knowledge and experience attained through non-formal and non-traditional approaches to learning, the College utilizes several testing programs. Qualified students, with approval, may take examinations for academic credit as applicable to a given program of study. Students must arrange for non-traditional testing by obtaining an approval form signed by the Dean of the School for their major as well as from the Dean of the School for the course. Demonstrated evidence of "out-of-school" knowledge or experience is considered in the approval decision. Student must complete testing the semester prior to graduation. Unless authorized, thirty (30) Gwynedd-Mercy College credits must be earned before credits are posted. (BSN and certification students are posted before thirty credits are earned.) Open electives cannot be fulfilled through testing modes. Skill subjects, such as word processing and nursing, can be challenged only in programs requiring those courses.

Students may not earn credit for any course which they have audited or for which they have received a grade. Repeating a test is not allowed. A student who fails a challenge must enroll for the regular course in order to complete graduation requirements. Posting charges are listed in the catalog under Expenses.

If the applicant is successful, the appropriate dean will notify the Vice President for Academic Affairs who will arrange for proper credit to be entered on the student's transcript.

CLEP

The College Level Examination Program, offered through the College Board, provides a standardized testing program for a variety of courses. Prior to

taking a CLEP exam, the approval form must be secured. CLEP credit is not applied to open electives. Appropriate passing scores are determined by Gwynedd-Mercy College. After review of the score, appropriate signatures secured through Dean and the Vice President for Academic Affairs, and payment through Student Billing, the credit is posted on the permanent record. Payment and posting must be one semester prior to graduation.

Challenge Examination

Departmental challenge examinations are given in the event that an approved examination is not available. Teacher-made, the examination may include written, oral, laboratory tests or a combination of these; it will be significantly comprehensive to establish that the student possesses essentially the

equivalent knowledge and skills as that of a student who successfully completed the course. After approval to take the challenge is granted, completing the exam successfully and payment is made, the credit is posted on the transcript. Payment and posting must be one semester prior to graduation.

Recognition for Life Experience

Credit may be granted for life experience that parallels college-level learning. The Vice President for Academic Affairs in conjunction with the Dean will evaluate supporting documents. Decisions for granting credit will be made on an individual basis. Thirty (30) credits must be earned at Gwynedd-Mercy College before credits for life experience are recorded. A posting payment is required. Payment and posting must be one semester prior to graduation.

Nursing Portfolio

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

Independent Study

Opportunity to do creative independent work in a discipline offered at the College but not available for courses offered in the curriculum is provided for students who have a minimum cumulative average of 3.0.

A student who desires to engage in an independent study project must secure the sponsorship of a faculty advisor. The student must prepare a program prospectus, which states the objective of the study, the method to be used in performing the study, and the means by which the study will be evaluated. A copy of this prospectus, signed by the advisor and by the Dean must be in the Office of Academic Affairs for approval prior to registration.

The number of credits received for independent study must be counted in the maximum credit load allowed (18 semester hours). A grade will be assigned by the advisor upon completion of the project and the student will receive the academic credit agreed upon if the project is satisfactorily performed.

Course Withdrawal

Students who desire to withdraw from one or more courses may do so within the course withdrawal period. Students who do not officially withdraw from courses through their School will receive a grade of "F" for those courses.

Students accepted into the General Studies program must obtain the approval of their advisor. Any students who seeks to withdraw from courses must obtain a course withdrawal form from the Office of Academic Affairs. The deadline for course withdrawal is published each semester/session and may be obtained through the Office of the Registrar or Academic Affairs.

Students may be permitted to withdraw from courses after the end of the withdrawal period if medical documentation is provided to the Dean of the School to show cause for such action. General Studies students must provide any medical documentation to their advisor. Students will not be permitted to withdraw from courses after the end of the withdrawal period without such medical documentation.

Withdrawal from College

Students who wish to withdraw from the College must notify the Dean of their school in writing.

Transcripts

Please contact the Office of the Registrar for details regarding transcript requests. There is a fee for each transcript. No transcript 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 register or receive transcripts

Grade Reports

Grade reports are available using the College's Self Service online features at the end of each semester/session. If a student believes that an incorrect grade has been reported for a particular course the student must contact the instructor within 30 calendar days from the last day of the final examination period of the semester/session during which the course was completed.

Privacy of Student Records

If a student desires access to his or her educational 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 thirty days.

Educational records of the student are not released except by written consent and request of the student or in accordance with the law to authorized persons within the College and to authorized agencies outside the College.

Grading System

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		

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

A: Excellent (4 quality points per credit hour)

The grade A reflects exceptional interest and mastery of subject matter; the student has displayed initiative and creativity as well as superior insight in analyzing problems and synthesizing subject matter; he or she manifests exceptional ability in integrating and applying this knowledge to other disciplines.

B: Very Good (3 quality points per credit hour)

The grade B evidences intelligent fulfillment of course requirements; the student has demonstrated marked ability to communicate and apply more than merely the basic elements of a course; his or her initiative reveals unusual ability to generalize about course material and displays a marked degree of independence.

C: Satisfactory (2 quality points per credit hour)

The grade C indicates a satisfactory grasp of course content; the student can apply and express basic concepts intelligibly and has shown no measurable deficiency in meeting requirements of the course work. A grade of C-, or below is not acceptable in the major. (Refer to specific School requirements.)

D: Passing Grade (1 quality point per credit hour)

The grade D indicates only passable achievement in course work and indicates areas of deficiency in basic course content; the student has fulfilled the minimum requirements of the course (Refer to specific School requirements.)

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

The grade of D- indicates only a minimal passing achievement in course work and indicates areas of deficiency in basic course content, this student has fulfilled the absolute minimum requirements of the course, thus making a failing grade unwarranted (Refer to specific School requirements.)

F: Failure (0 quality points per credit hour)

The grade F indicates deficiency in so many areas of a course that the student's understanding of the course content does not meet minimum requirements. The course must be repeated before credit can be obtained.

I: Incomplete

Students may petition their instructor for an extension beyond the normally scheduled semester/session final examination because of illness or another serious reason (the nature of certain courses prohibits a grade of incomplete). If permission is granted, the instructor will submit a grade of "I". The work must be completed within 30 calendar days from the last day of the final examination period. Otherwise a grade of "F" will be recorded. No extension will be granted beyond 30 days unless approved by the instructor and the Vice President for Academic Affairs prior to the end of the 30-day extension. This written permission must be entered on the "Change of Grade" form and filed in the Office of the Registrar. The forms are available in the Office of Academic Affairs.

W: Withdrawn

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

P: Pass/Fail Courses

Junior and senior students are permitted the option of electing a pass/fail grading in courses designated in their curriculum as "open elective."

The conditions of the pass/fail policy are:

1. The pass/fail is limited to junior and senior level students.
2. The student may exercise his or her option in a course that would fill an open elective.
3. The student declares his or her intent of the pass/fail option at registration or no later than the end of the semester/session drop/add period.
4. The professor will be informed by the student that he or she has exercised the pass/fail option in the course.
5. The letter grade "P" is listed on the transcript but is not calculated in the quality point average. These credits are not included in the minimum 12 credits required for the Dean's List.

AU: Audit

Courses may be audited with an advisor's consent. Such courses must be indicated with an AU in the credit hour column on the registration card. The student who has been granted audit status will not be responsible for the assignments or examinations required for the course. Although no credit or grade is received, the same tuition and fees are charged for an audit as for a credit course. Alumni and senior citizens pay only the registration fee when auditing a class. Students are not permitted to change a status of a course to "audit" after the end of the withdrawal period.

Deficiency Notice

At mid-semester/session, notification is sent to any student whose progress is unsatisfactory.

Grade Point Average

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

Examinations

Final examinations in all courses are held at the end of each semester unless exceptions are granted by the Vice President for Academic Affairs. No student is excused from these examinations. All examinations are held on the dates and in the places designated on the final examination schedule. A student who for illness or another serious reason is absent from a final examination may request permission from the Dean for rescheduling of his or her examination. If an examination has not been made up within four weeks, a grade of "F" is recorded for the course.

Scholastic Honors

Dean's List

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

Program Honors

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

Who's Who Among Students in American Universities and Colleges

The College recognizes students who demonstrate academic excellence with promise of future service to society. Each year, the College community nominates students from the senior class to receive this honor.

Honors at Graduation

Baccalaureate students who have achieved academic excellence throughout their respective programs are eligible to receive a degree with honors at graduation. Candidates for the distinction *cum laude* must have attained a cumulative average of 3.5; for *magna cum laude*, 3.7; for *summa cum laude*, 3.9.

Students enrolled in the associate degree programs may graduate *with distinction* if they attain a cumulative grade point average of 3.5.

Honors Program in Liberal Studies

The Honors Program offers excellent students in baccalaureate degree programs enhanced educational opportunities through an integrated curriculum, combining an enriched general education in liberal studies with study in the major. Honors Program courses are taught by teams of faculty who have a strong commitment to interdisciplinary and collaborative teaching and learning.

Benefits -

- Recognition of Honors Program standing on transcript and diploma
- Small seminar classes emphasizing interactive learning and critical thinking
- Special advising
- Special cultural and social events, opportunities for travel abroad, and occasions for informal gatherings with honors faculty
- Flexible entry points, allowing participation of both full-time and part-time students

Admissions Requirements -

Enrollment in the Honors Program is by invitation only and is based on the criteria listed below:

- | | |
|---------------------|---|
| Entering Freshmen - | <ul style="list-style-type: none"> 1040 combined SAT scores upper one-fifth high school rank 3.25 grade point average faculty/guidance counselor recommendations optional interview with Honors Program Director |
| Transfer Student - | <ul style="list-style-type: none"> 3.25 cumulative GPA from transfer institution(s) two letters of recommendation from faculty at previous institution(s) interview with Honors Program Director 1040 combined SAT scores |

Students deficient in any one area may be admitted to the program at the discretion of the Honors Program Director. Students already enrolled at the College may qualify for admission to the Honors Program if they demonstrate academic excellence.

The Curriculum

Gwynedd-Mercy College requires an Honors Program student to take a sequence of six honors courses in liberal studies. These courses, interdisciplinary in nature, are linked through the exploration of a very broad master theme, "The Quest for Community and Freedom: The Individual and Society." The first three courses focus on the ways in which the Western Tradition has shaped contemporary understandings of human freedom, responsibility to the community and our relation to nature – with attention also given to cross-cultural comparisons to this tradition. The next two courses reflect on "The American Experience" and investigate, through the

various arts and sciences, the ways in which plurality, diversity, and unity are embodied in national life. After completing these courses, the honors student participates in a capstone course called "The Global Community."

The sequential and thematic connections between the courses develop a shared intellectual experience. The program fosters the collegiality and community of learning crucial to intellectual growth. It also encourages a student to reflect on the values and principles central to the visions of civility and community of Western democratic, Judaic-Christian and other traditions.

Requirements

Students admitted to the program complete six courses for which they are awarded a Certificate of Completion, which goes into their academic record. In addition, completion of the Honors Program is noted on both the transcript and the diploma.

For most academic programs, students will be able to complete the 18 credits of the Honors Program by using them to satisfy for general education credits and open electives. In some programs – among them, history/secondary education, biology/secondary education, special education/elementary education and nursing – students in honors will be permitted to substitute honors courses for some signature courses because their programs do not contain sufficient open electives to accommodate honors in any other way. Ideally, completion of the Honors Program does not require that students take courses additional to those required for graduation in their major.

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

6 honors core courses.....Liberal Studies Certificate
3.0 GPA in six honors core courses + overall GPA of 3.35 for 125-127 credits
in Bachelor Degree Program.....Degree with honors

Honor Societies

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

1. **Sigma Phi Sigma**, The National Mercy Honor Society. This society is dedicated to the ideals of Catherine McAuley: fidelity, scholarship and service. Freshmen, sophomore and juniors with a minimum 3.2 grade point average, evidence of upholding the mission and values of the College and have a clear commitment of service to the College and their community may apply.
2. **Kappa Delta Pi**, is an international honor society in education. It is the oldest and largest honor society in education. Invitations to join are based on academic achievement, a commitment to education as

- a career and a professional attitude that assures the member's steady growth in the field of education.
3. **Kappa Gamma Pi** is the National Honor Society of Catholic Colleges. The purpose of this organization is to identify potential Catholic leaders who will maintain high personal standards of Christian excellence and scholarship.
 4. **Lambda Iota Tau** is an international honor society for students of literature. Its purpose is to reward and encourage excellence in literary scholarship in colleges and universities. To be eligible, a student must major or minor in a department offering literature and all courses prerequisite thereto, and rank scholastically in the upper 35 percent of his or her class.
 5. **Phi Alpha Theta** is the International History Honor Society. Gwynedd-Mercy's chapter, Tau Omicron, was installed on October 29, 1972. To recognize and encourage excellence in the study of history, the society honors students who have earned B or better in all history courses and maintained at least a 3.0 (B) quality point average.
 6. **Sigma Zeta** is a national science and mathematics honor society. Beta Delta is the Gwynedd-Mercy College local chapter. The purpose of this society is two-fold: 1) to encourage and foster the attainment of knowledge of the sciences and mathematics; 2) to recognize the attainment of high scholarship among those qualified for membership in this society.
 7. **Iota Kappa Chapter, Sigma Theta Tau**, International Honor Society of Nursing, Inc. The purposes of this international honor society are to recognize and foster in nurses superior achievement, the development of leadership qualities, high professional standards, creative work, and commitment to the ideals of the nursing profession.
 8. **Alpha Sigma Lambda** is the national honor society for returning adult students. Its purpose is to recognize and reward the hard work, motivation, academic success, personal growth, and leadership qualities of its inductees and is housed in the Office of Academic Affairs.
 9. **Lambda Beta** is the national honor society for the profession of Respiratory Care. This honor is conferred by the program faculty to students that exemplify superior academic achievement and exceptional professional growth and leadership.
 9. **Alpha Kappa Delta** is an international sociology honor society, founded in 1920, to promote scholarship and fellowship for students. Invitations to join are based on class standing and the student's achievement of a grade point average of 3.0, both overall and within the sociology major.
 11. **Alpha Eta** is the national scholastic honor society for the allied health professions. The purpose of the honor society is the promotion and recognition of significant scholarship, leadership and contributions to the Allied Health Professions.
 12. **Lambda Nu** is a national honor society for the radiologic and imaging sciences. Its objectives are to: foster academic scholarship at the highest academic levels, promote research and

investigation in the radiologic and imaging sciences and recognize exemplary scholarship. Students who have a GPA of 3.5 overall and 3.0 in their major are nominated by the faculty for induction into the society.

13. **Psi Chi**, the national honor society in Psychology, founded in 1929 for the purpose of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology. Psychology majors or minors with a minimum 3.0 grade point average may be invited to join.

Study Abroad/Study Away Consortium

Gwynedd-Mercy College is offering a study abroad opportunity to GMC students. The study abroad opportunity will take place in Brescia, Italy for one month during the summer. For more information contact the Coordinator at clewis.e@gmc.edu.

Students who are interested in other study abroad programs should consult with the Assistant to the Vice President for Academic Affairs at plummer.l@gmc.edu. SouthEastern Pennsylvania Consortium for Higher Education (SEPCHE) students enrolling in Study Abroad programs through Arcadia University's Center for Education Abroad receive a 10% tuition discount.

Technology at Gwynedd-Mercy College:

The following technology resources are available for students:

- **IT Service Desk** – communication and support of technical needs and requests
- **Computer Labs** – fourteen computer labs, including 2 at the Center for Lifelong Learning locations
- **Smart Classrooms and Technology Enhanced Rooms** – for teaching, learning and presentations
- **Wireless Access** – connections in common areas of each major building on campus
- **Campus Network** – highly available, redundant and secure
- **Emergency Notification Center** – E2 campus text message notification for important announcements
- **Blackboard** – a learning management system for courses and collaboration

Library Services

Lourdes Library houses over 100,000 volumes and 10,000 media titles and subscribes to 215 current periodicals. Several thousand additional periodical titles are available full text. The library is open seven days a week, totaling 76 hours, during the fall and spring semesters, library hours change during the summer and intersessions. A current Gwynedd-Mercy College student ID is required to borrow materials.

The library's holdings of books, periodicals and media materials can be identified in the online catalog, which is available for searching on the

library's Internet homepage (www.gmc.edu/library). The library also subscribes to thirty-seven subject and general online databases, annual reviews and reference sources which provide full-text articles and journal citations. All electronic resources can be accessed in the library and are accessible 24/7 in the dorms, computer labs and from office campus. A current Gwynedd-Mercy College network username and password is required to access the library's electronic resources from off campus.

Gwynedd-Mercy College librarians staff the reference desk whenever the library is open and are available to assist users in developing research strategies, using online resources and general reference. Assistance is also available during library hours via IM, e-mail and telephone. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA.

Computers and audiovisual equipment for small group or individual use are available when the library is open. There are eight desktop computers available for student use, as well as wireless laptops, which can be borrowed with a GMC student ID for use in the library. Printing from library PCs and laptops deducts pages from the student's account in the campus print management system. Photocopying is available for a per page charge.

Students can borrow materials from the seven other libraries of Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) by showing a current Gwynedd-Mercy College student ID. The holdings of all eight SEPCHE libraries can be searched via World-CAT on the library's website. Also, through the library's membership in the Tri-State College Library Cooperative (TCLC), students and faculty may use the libraries of 45 colleges and universities in the Philadelphia area. With a letter of introduction from the library, students and faculty may borrow materials from TCLC member 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 current Gwynedd-Mercy College students, faculty, staff and alumni. The ARC offers peer tutorials for individuals and groups, academic workshops, mathematics modules, math refresher courses, and a small academic computing lab featuring reference and instructional software, as well as, on-line resources and Internet access. The ARC also administers the College's English and mathematics placement assessments.

Curriculum

The General Education Curriculum at Gwynedd-Mercy College: Growth Through Mercy Connections

In order to prepare the distinctive Mercy graduate as a self-sufficient life-long learner who is an informed, responsible, caring citizen of a diverse global community, the College has established a common educational experience in its required curriculum of general education. This general education curriculum is a beacon guiding students toward the development of habits of thought and behavior that will serve them in the search for truth in all its complexity. This curriculum promotes the development of humane values that incorporate the ideals of integrity, compassion and mercy. The Signature Course component of the General Education offers us the opportunity to communicate to our students what is distinctive about Gwynedd-Mercy College as a Catholic, Mercy institution by embracing as a theme The Hallmarks of a Mercy Education: regard for the dignity of the person, academic excellence and lifelong learning, education of the whole person: body, mind and spirit, through action and education, promotion of compassion and justice toward those with less, especially women and children.

Goals of the General Education Curriculum

Building on the College's seven learning outcomes, the curriculum has been designed to ensure that students will be able to:

1. Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions
2. Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas
3. Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes
4. Demonstrate an understanding of the impact of technology on society
5. Reflect upon the relationship of the Divine to the human experience
6. Examine and understand the dynamics of individual and group behavior
7. Demonstrate an understanding of quantitative reasoning
8. Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College.

General Education

Associate Degree Requirements

General Education, Core Curriculum: Growth through Mercy Connections

I.	<u>Skills for Exploring</u> FYE 1000 – First Year Experience FYE 1001 – First Year Experience Service ENG 101 – College English	2 credits 1 credit 3 credits
II.	<u>Exploring Society and Global Diversity</u> HIS 2000, SOC 2000, HIS, SOC, PSY, CRJ (as required by specific associate degree program)	3 credits
III.	<u>Exploring the Natural World, Mathematics & Technology</u> SCI 2000, MTH, CIT, SCI (as required by specific associate degree program)	3 credits
IV.	<u>Exploring the Spiritual World</u> PHL 2000, RS 2000, RS, PHL (as required by specific associate degree program)	3 credits
V.	<u>Exploring the Arts and the Imagination</u> ENG 2001, ENG 102, 201, 202, 210, 212, 216, 217, 218, 270-89, 290, 301, 302 or 330102, 104, 210 (as required by specific associate degree programs)	3 credits
		18 credits

In addition to FYE and College English (Module I), four courses, one from each module, II, III, IV and V, two of which must be Signature courses (courses having the number 2000 or higher), are required. Associate degree requires a minimum of 62 credits.

Major

Credits earned in the major may not be used to satisfy general education requirements.

Minimum total semester hour credits in the major: 27

Minimum total semester hour credits required for degree: 62

Candidates for the Associate Degree are required:

- a. to earn a total of at least 62 semester hours of credit in prescribed major and required general education courses.
- b. to achieve a minimum cumulative quality point average of 2.0.

- c. to earn a grade of “C” or better in the subjects designated as major courses.

Transfer information for Associate Degree:

1. Prior to matriculation at Gwynedd-Mercy College, a student who accrued more than 29 credits from other colleges, may have the FYE credits fulfilled with appropriate transfer credits.
2. Associate degree students must complete a minimum of two GMC Signature courses as part of their degree requirements.
3. For AS in Allied Health or Nursing programs, if all general education requirements are already completed at matriculation entrance, one Signature course is required.
4. Transfer students must complete one-half of the major requirements through Gwynedd-Mercy College credits. For the total degree, at least 30 credits must be GMC credits.
5. Gwynedd-Mercy College associate students moving on to bachelor programs following completion of a GMC associate program need a total of three GMC Signature courses for the bachelor degree.

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

General Education Bachelor Degree Requirements

**General Education, Core Curriculum:
Growth through Mercy Connections**

- I. Skills for Exploring

FYE 1000 First Year Experience	2 credits
FYE 1001 First Year Experience Service	1 credit
ENG 101 College English	3 credits
- II. Exploring Society and Global Diversity

HIS 2000 Conflict and Consensus in History	3 credits
SOC 2000 – Society and Global Diversity	3 credits
Two additional courses in SOC, PSY, HIS, ECN, GEO	6 credits
- III. Exploring the Natural World, Mathematics and Technology

SCI 2000 – From Telescope to Microscope (when required by specific bachelor degree programs)	3 credits
Two additional courses in SCI, MTH, or CIT	6 credits

IV.	<u>Exploring the Spiritual World</u>	
	RS 2000 – Encountering Sacred Writings	3 credits
	PHL 2000 – Encountering Ethics	3 credits
	*One additional course in either RS or PHL	3 credits
V.	<u>Exploring the Arts and the Imagination</u>	
	ENG 2001 – Art and Ideas	3 credits
	**Two additional courses in literature, arts or foreign language – one of these two courses must be from the following list: ENG 102, 201, 202, 210, 212, 216, 217, 218, 270-89, 290, 301, 302 or 330	6 credits
	**One additional course from either II or V	3 credits
		48 credits

*All bachelor degree programs require a minimum of one religion course.

Bachelor degree require a minimum of 125 credits including the Senior Capstone course.

Major

Credits earned in the major may not be used to satisfy general education requirements.

Minimum total semester hour credits in the major: 30

Minimum total semester hour credits required for the bachelor degree: 125

Candidates for the Bachelor Degree are required:

- a. to earn a total of at least 125 semester hours of credits in prescribed major and required general education course.
- b. to achieve a minimum cumulative quality point average of 2.0.
- c. to earn a grade of "C" or better in the subjects designated as major courses.

Transfer information for Bachelor degree:

1. If 1-29 credits accrued from previous collegiate work, FYE and Signature courses are required.
2. If 30-59 accrued credits from previous collegiate work, four Signature courses plus Senior Capstone course are required and FYE credits are fulfilled with appropriate transfer credits.
3. At 60 and above credits accrued from previous collegiate work, three Signature courses plus Senior Capstone are required.
4. Transfer student must complete one-half of the major through Gwynedd-Mercy College credits and fulfill specific school minimum GMC credits requirements.

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

PROGRAMS OF STUDY

The programs offered at Gwynedd-Mercy College are organized as follows:

Post-Master Programs

Adult Nurse Practitioner Program
Pediatric Nurse Practitioner Program

Graduate Programs

Master of Science in Nursing
 Clinical Specialist Tracks: Gerontology and Oncology
 Nurse Practitioner Tracks: Adult Health and Pediatrics Health
 Master of Science in Education (Master Teacher Program)
 Master of Science in Educational Administration
 Master of Science in Reading
 Master of Science in School Counseling
 Master of Science in Special Education
 Master of Science in Management

Programs Leading to the Bachelor Degree

Bachelor of Arts:

Behavioral/Social Gerontology	Human Services
Biology	Mathematics
Communication	Psychology
English	Psychology/Sociology (Suspended)
History	Sociology (Suspended)

Bachelor of Health Science:

Health Information Administration
Radiation Therapy
Respiratory Care

Bachelor of Science:

Accounting	Business Education
Biology	Computer Information Sciences
Business Administration	Criminal Justice
Accounting	Human Services
Finance	Mathematics
Health Administration	Medical Technology
Human Resource Management	Nursing
International Business	Psychology
Management	Radiation Therapy
Marketing	Radiologic Technology
Organizational Management	Sociology (Suspended)
Public Relations/Communications	Special & Elementary Education
Sports Management	

Programs Leading to the Associate Degree

Associate in Arts:

Liberal Studies

Associate in Science:

Accounting

Business Administration

Cardiovascular Technology

Computer Information Technology

Health Information Technology

Natural Science

Nursing

Respiratory Care

Minors

Accounting

Biology

Business Administration

Chemistry

Communication

Computer Information Sciences

Criminal Justice

English

General Science

Behavioral/Social Gerontology

History

Human Biology

Information Technology

Mathematics

Microbiology

Music

Psychology

Religious Studies

Sociology

Women's Studies

Programs Leading to Certificates/Certification**Allied Health Certificates**

Cardiovascular Technology (Invasive)

Cardiovascular Technology (Non-invasive)

Health Information Administration (Post-Baccalaureate)

Radiation Therapy

Students who enroll in these programs and satisfactorily complete requirements are prepared to take the registry/certification examination in a specific area of allied health and are awarded a certificate by the College.

Cardiovascular Technology Certificate Program (12 months, full time)

With previous experience and prerequisite sciences, the individual may apply for admission into either the cardiac ultrasound track or the invasive cardiovascular track. In addition to the required specialization courses, all certificate candidates must have competencies in cardiovascular anatomy and physiology and electrocardiographic interpretation.

Gerontology Certification

Gerontology is the study of the process of aging. Gwynedd-Mercy College offers an interdisciplinary program leading to a gerontology certificate. The program, rooted in the behavioral and social sciences, considers the whole person – throughout various stages in the life span. The gerontology certificate provides a base of knowledge for practitioners in the field of aging, as well as for persons who wish to enter the field. It also promotes professional competence by providing experience in facilities, programs, and

services in the field of gerontology. Specialization in gerontology combines well with majors in psychology, sociology, nursing, business, management, and other related fields. Therapists and caseworkers, nursing staff and management, educators, and other staff working in the aging services, as well as anyone interested in the process of aging, will find the gerontology certificate program a valuable asset.

Teacher Certification

Currently the School of Education has a 100% pass rate on the Praxis Exams. Programs of study leading to teacher certification are available in elementary, early childhood, special education, and secondary education areas of biology, business computer & information technology, English, social studies and mathematics.

Upon completion of the program requirements, the student is eligible to receive an Instructional I Provisional certificate, which legally permits the holder to teach in the Commonwealth of Pennsylvania, and in those states, which carry reciprocity, for a period of six years. Those seeking their Instructional I certificate must demonstrate that they have successfully completed teacher certification examinations:

PRAXIS Test Requirements by Certification Area

Praxis I: Academic Skills Assessments to be taken by all candidates

Praxis I	Test Code	Qualifying Score
PPST Reading OR Computerized PPST	10710	
Reading	5710	172
PPST Writing OR Computerized PPST	20720	
Writing	5720	173
PPST Mathematics OR Computerized PPST	10730	
Mathematics	5730	173

Praxis II: Subject Assessment/Specialty Area Tests

Praxis II	Test Code	Qualifying Score
Fundamental Subjects: Content Knowledge*	30511	150
Biology: Content Knowledge	20235	147
Business, Computer & Information Technology	10100	560
Early Childhood Education	10020	530
Elementary Education: Curriculum Instruction & Assessment	10011	168
English Language, Literature & Composition: Content Knowledge	10041	160

Mathematics: Content Knowledge	10061	136
Social Studies: Content Knowledge	10081	157
Special Education N-12 Education of Exceptional Students: Core Content Knowledge	20353	136

See the School of Education Handbook for the policy regarding degree completion in absence of PRAXIS completion.

Since certification requirements vary from state to state, it is the responsibility of the student to ascertain the requirements of the state in which he or she plans to teach and to consult with the particular state department of education early in his or her career.

Teacher Intern Certification Process

For complete information, visit the Pennsylvania Department of Education website www.pde.state.pa.us and search: PA Teacher Intern Certification Program.

To participate in the Intern Certification Process at Gwynedd-Mercy College, please adhere to the following steps:

- You must be admitted into the Gwynedd-Mercy College certification program and be continuously enrolled. (This means you are taking at least six credits in an academic year.)
- An audit for your transcripts to determine the required content coursework needed in your specific field of study. You will receive a copy of required courses.
- Intern certification is contingent upon passing all required Praxis tests (Praxis I & II) for the specific discipline.
- A letter of employment from a school entity that states the intern teacher has been hired as a full-time employee for a minimum of twelve weeks is required.

To accomplish this objective interested students must have an official transcript(s) sent to the School of their discipline. The curriculum will be evaluated to ascertain the competency level. Additional courses may be required. The student will then be advised as to what courses would be needed for certification in: biology, early childhood, elementary education, English, mathematics, mentally/physically handicapped, reading specialists, social studies and business, computer & information technology.

Post-Baccalaureate Certification

Individuals who have completed a bachelor degree and seek certification in the above-mentioned areas are required to complete the following:

1. Application for Graduate School.
2. Request transcripts from all institutions attended to be sent to the

Graduate School.

3. A program of studies prepared by the School of Education including student teaching.
4. Complete and pass all Praxis tests appropriate to the certification area for which you are applying.
5. Must have a 3.0 GPA or above.

It should be anticipated that each applicant will be expected to complete all requirements in elementary, special or secondary education as well as courses in general education that may be designated by the respective dean as necessary before recommendation for certification may be given.

PHYSICAL EDUCATION

Participation in Physical Education Courses with Academic Credit:

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

SCHOOL OF ALLIED HEALTH PROFESSIONS

Degrees offered:

Post-Baccalaureate Certificate

Health Information Administration

Bachelor of Science

Medical Technology Laboratory Science

Radiation Therapy

Radiologic Technology

Bachelor of Health Science

Health Information Administration

Radiation Therapy

Respiratory Care

Associate in Science

Cardiovascular Technology

Health Information Technology

Respiratory Care

Certificate

Cardiovascular Technology (Invasive)

Cardiovascular Technology (Non-Invasive)

Coding

Radiation Therapy

Dean: Linda V. Reilly, EdD

Medical Technology Laboratory Science

Linda V. Reilly, EdD MT (ASCP), Campus Coordinator

Cardiovascular Technology

Andrea B. Reiley-Helzner, MS, RCIS, Program Director

Paul M. Coady, MD, FACC, Medical Director

Patricia Scott, MS, AS, RCIS, Educational/Clinical Coordinator,

Invasive Cardiovascular Technology

Jason Seachrist, MS, RDCS, Educational/Clinical Coordinator,

Cardiac Ultrasound

Health Information Management

Christine Staropoli, MS, RHIA, CCS, Program Director

Kathleen Cliggett, MA, RHIA, Faculty, Clinical Coordinator

Radiation Therapy

Rose Marie Troutman, MS, RT (T), ARRT, Program Director
Susan Gallagher, MS, RT (R)(T), ARRT, Clinical Coordinator
C. Jules Rominger, MD, Medical Adviser
Lorraine Quarles, BHS, R.T. (T) (ARRT)

Radiologic Technology

Cheryl L. DiLanzo, MS, RT (R) Campus Coordinator

Respiratory Care

William F. Galvin, MS, RRT, CPFT, AE-C, FAARC, Program Director
Barbara B. Schuster, MS, RRT, Clinical Coordinator
Ann Cusano, MS, RRT, CPFT, Laboratory Director
Donald D. Peterson, MD, Co-Medical Director

Gwynedd-Mercy College/Thomas Jefferson University

Gwynedd-Mercy College has an agreement with the Thomas Jefferson University College of Health Professions, which provides students additional options for study to obtain a bachelor degree in one of the Allied Health Professions.

Bioscience Technologies

Students interested in a degree in Bioscience Technologies may take prerequisite courses and apply to transfer to Thomas Jefferson University to obtain a degree in Biotechnology/Applied Molecular Technologies, Cytotechnology/Cell Sciences or Medical Technology Laboratory Science.

Biotechnologists work with RNA, DNA and proteins in academic research laboratories, pharmaceutical industry, forensic DNA testing laboratories or molecular analysis. Cytotechnologists use microscopy to evaluate specimens, locate and interpret the presence or absence of cancer cells, precancerous changes, infections or inflammatory patterns. Specimens can be obtained from any organ of the body. Cytotechnologists are the health professionals who read the gynecologic specimens called "Pap" smears. Medical Laboratory Scientists perform a wide range of diagnostic testing in various types of laboratories.

Students interested in transferring to the Bioscience Technologies at Thomas Jefferson University College of Health Professions will follow the curriculum of the Medical Laboratory Science program. They will work with the Thomas Jefferson University Transfer Coordinator, as well as their academic advisor, to complete all prerequisite courses and paperwork to make the transfer. The bachelor degree will be awarded by Thomas Jefferson University.

Admission to Thomas Jefferson University College of Health Professions is competitive and admission is not guaranteed.

Radiologic Sciences

Students interested in a degree in the Radiologic Sciences may take prerequisite courses and apply to transfer to Thomas Jefferson University to obtain a degree in Diagnostic Imaging in the areas of radiologic technology, nuclear medicine, general sonography (ultrasound), computed tomography (CT)), magnetic resonance Imaging (MRI) and other imaging modalities.

Students interested in transferring to the Radiologic Sciences at Thomas Jefferson University College of Health Professions will follow the curriculum of the Radiologic Technology program. They will work with the Thomas Jefferson Transfer Coordinator, as well as their academic advisor, to complete all prerequisite courses and paperwork to make the transfer. The bachelor degree will be awarded by Thomas Jefferson University. Admission to Thomas Jefferson University College of Health Professions is competitive and admission is not guaranteed.

Academic Standards

Without exception, students must have a cumulative grade point average of 2.00 on a 4.00 scale for all course work completed at Gwynedd-Mercy College. Some programs have established a minimum grade point average higher than 2.00 on a 4.00 scale. Some programs also use a component of the overall grade point average, such as math/science grade point average. See specific grade point average information for each program in the handbook for that program.

All students in allied health programs must maintain a grade of C or better in all concentration courses and natural science requirements. (C- is not acceptable). The program specific policy on repeating a course in which a student has earned below a "C" grade is outlined in the student handbook for that program.

Health Information Management Computer Lab (Keiss Hall Room 102)

The laboratory for health information management majors holds 16 pentium-4 workstations with access to the Internet on a Windows XP network. These systems support Office 2003, Stedman's Medical Dictionary 5.0, Softmed for Windows, Bodyworks, Impath Cancer Registry 6(ICR), 3M HIM and MRS ROADS 6 and AHIMA's Virtual Lab. The room is equipped with a remote controlled projection system and Smart Board System, CD/DVD Combo, zip drive and shared laserJet printer.

Technical Standards for Admission and Retention

A degree in one of the allied health sciences attests to the mastery of knowledge and skills. It follows from this that graduates of the allied health programs must possess the essential knowledge and skills to function in a broad variety of clinical situations, and render a wide spectrum of patient care in a safe and effective manner.

The School of Allied Health Professions faculty has specified nonacademic criteria, Technical Standards, which all applicants/students are expected to

meet in order to participate in the allied health programs. These criteria include the following five areas: 1. observation; 2. communications; 3. motor function; 4. intellectual-conceptual, integrative, and quantitative abilities; and 5. behavioral and social attributes.

Professional Conduct

Students are responsible for exhibiting conduct that is appropriate to their professional training and education. Each program will distribute a handbook that indicates standards and policies of appropriate professional conduct.

Academic Policies in the School of Allied Health Professions

Credit Requirements

Students accepted into a program of study are expected to complete all courses at Gwynedd-Mercy College. Students transferring to Gwynedd-Mercy College will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd-Mercy College. The School of Allied Health Professions requires a minimum of forty-five (45) credits as a residency requirement for all students transferring into a bachelor's degree program. A residency requirement of thirty (30) credits is required for students transferring into an associate degree program.

Probation in an Allied Health Program

Upon the recommendation of the faculty in the student's program, a student is placed on probation. Probational recommendations are made when the student does not meet the standards of academic performance or professional standards. Students placed on probation for program-specific requirements will be notified in writing by the Program Director.

Dismissal from an Allied Health Program

Upon the recommendation of the faculty in the student's program, a student may be dismissed from an allied health program. Dismissal is based on the failure to meet academic or professional standards. The student will be informed of dismissal by the Dean and/or the Program Director. Dismissal from an allied health program does not necessarily mean dismissal from the College.

Clinical Affiliations

Clinical training at hospitals and other institutions, which provide fieldwork experiences, are required by all allied health programs. The program faculty is responsible for the selection, approval and assignment of all clinical experiences. Although individual student needs will be recognized, the final placement decisions are made by the program faculty. Students are responsible for transportation, fees, self-support, and for following the rules and regulations of the clinical affiliate to which they are assigned. The

student's conduct must be consistent with the standards of the College, clinical affiliate and the profession.

Each student must carry malpractice insurance, which covers injuries arising out of the rendering of or failure to render professional services. All students must provide a health examination form upon admission. Specific information will be given to all accepted students on health forms and immunizations.

Student emergency health care while at a clinical affiliate is handled in accordance with the clinical affiliate's policy and is the direct responsibility of the student.

All laboratory or clinical courses are competency-based, thus, students are required to successfully complete all designated clinical competencies as defined by the specific program. The indicated number of contact hours frequently exceeds the number in a didactic course to fulfill this directive and to orient students to new and varied instrumentation.

Child Abuse History Clearance (Matriculation may be conditional pending receipt of clearance)

Students enrolled in the School of Allied Health Professions may be required to have a **Child Abuse History Clearance**. This is accomplished by completing a Child Abuse History Clearance Form obtained from the Program Director. The form is to be mailed with a ten-dollar (\$10.00) money order (no cash or personal checks) to: Department of Public Welfare, P.O. Box 8170, Harrisburg, PA 17105-8170

Criminal Record Check: (Matriculation may be conditional pending receipt of criminal record check)

Students enrolled in the School of Allied Health Professions may be required to have a **Criminal Record Check**. This is accomplished by completing a Request for Criminal Record Check form obtained from the Program Director. This form is to be mailed with a ten-dollar (\$10.00) money order (no cash or personal check) to: Pennsylvania State Police Central Repository – 164, 1800 Elmerton Avenue, Harrisburg, PA 17110-9758

Drug Screening:

Certain clinical agencies may require students to undergo drug screening to participate in clinical experiences at that agency.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Medical Laboratory Science

Major Requirements: MT 410, 415, 420, 425, 430, 435, 440, 445, 450, 455, 460, 475.

A student who wishes to earn a Bachelor of Science degree in Medical Laboratory Science follows a four-year program or a five-year program. The

first three years (90+) credits are taken on the college campus. The final year of the Medical Laboratory Science program takes place in a 12-month program at a hospital-based NAACLS approved School of Medical Laboratory Science. Students are required to take the MLS(ASCP) examination offered by the American Society of Clinical Pathologists.

Students taking the Medical Laboratory Science major must complete all required courses before beginning the senior year of study at a hospital-based National Accrediting Agency for Medical Laboratory Science (NAACLS) approved School of Medical Technology/Clinical Laboratory Science. Science courses must be less than seven (7) years old by the time the student begins clinical training at the hospital.

The hospital-based (NAACLS) accredited Schools of Medical Laboratory Science are independent from the College. Students will be advised when application must be submitted. A list of NAACLS approved Schools of Medical Laboratory Science can be found at www.naacls.org. Admission is competitive and the College cannot guarantee admission.

Technical Standards:

An applicant to the Medical Laboratory Science Program must, with or without reasonable accommodation, have sufficient:

- Visual acuity to be able to identify microscopic structures, cells, and organisms; to operate analytical instruments appropriately and safely without substantially endangering students, co-workers and patients.
- Fine motor skills and manual dexterity to obtain and manipulate specimens, reagents, instruments, and analytical equipment according to established guidelines with speed, accuracy, precision, and in a manner that does not endanger others.
- Communication skills to effectively convey and/or explain results to other health care personnel, both within and outside the laboratory.
- Interactive skills to maintain cooperative and productive working relationships with patients and other health care professionals.
- Emotional stability to exercise appropriate judgment in responding to emergency situations that may be present in the health care environment.
- Ability to effectively handle stressful situations.
- Ability, with or without reasonable accommodation, to safely perform all core tasks required of a medical technologist.

All standards were formulated to be in compliance with the Rehabilitation Act of 1973 and the Americans With Disability Act.

Three-Plus-One Option

Students who completes all academic requirements in three years will seek admission to a NAACLS accredited hospital-based School of Medical Laboratory Science in order to complete the senior year.

Representatives from the hospital will review the applicant's grades and performance in the laboratory. A personal interview will follow.

The senior student who is full time pays a fee to the College for this year. The student is responsible for the tuition to the affiliate hospital and any additional costs.

The student is responsible for transportation to and from the clinical site.

Following successful completion of the prescribed curriculum, the student is eligible to receive the bachelor of science degree in Medical Laboratory Science, and after passing a nationally administered examination, to become a certified medical laboratory science.

Medical Laboratory Science/Biology — Four-Plus-One Option

The student who prefers to obtain a bachelor degree in biology prior to studying the medical laboratory science component may do so. Following the attainment of this degree, the student can seek admission to a NAACLS accredited School of Medical Laboratory Science. Acceptance into the clinical education will be facilitated by completing the listed prerequisites as a part of the initial degree program. In this case, a student will not receive 35 credits for the clinical training and will not receive a second degree in medical laboratory science. The student would receive a certificate from the hospital and be eligible to take the MLS (ASCP) examination.

If a student wishes to complete a bachelor degree in biology and then receive a second degree in medical laboratory science, the student would apply to the NAACLS accredited School of Medical Laboratory Science as a matriculated Gwynedd-Mercy College student. The student would receive 35 credits for the clinical training and would be awarded a second degree, a bachelor of science in Medical Laboratory Science. Students would be eligible to take the MLS (ASCP) examination at the completion of the program.

Academic Progression For Medical Laboratory Science

Students must maintain a minimum grade point average of 3.0 overall and a 2.8 average in science. All grades in science and the major must be C or above. Students must go through the admission process required to be admitted to the hospital-based NAACLS accredited School of Medical Laboratory Technology. The hospital-based NAACLS accredited School of Medical Laboratory Technology is independent from the College. Admission is competitive and the College cannot guarantee admission.

Career Ladder

Medical Laboratory Technology to Laboratory Science

Gwynedd-Mercy College has developed a career ladder to provide upward mobility for medical laboratory technicians who wish to obtain a bachelor of science degree in medical laboratory science.

This program has been designed to:

- build on credits from the associate degree
- complete all academic courses in either the day or evening school before beginning the senior year of study at a NAACLS approved School of Medical Laboratory Science
- utilize all previous clinical training and experience toward completion of clinical rotation.

Eligibility for Admission

Admission to the MLT-to-MT program is open to graduates of a medical laboratory technician program who have obtained their MLT (ASCP) certification (or equivalent). Additional criteria for eligibility for admission with advanced standing to Gwynedd-Mercy College are described in this catalog in the admission section. Application may be made for this program as a full-time or part-time student.

Upon acceptance to Gwynedd-Mercy College, the student will begin course work to fulfill the baccalaureate degree requirements. The degree requirements include the academic requirements of the College, as well as the upper level science and health science courses. Students are required to attend a NAACLS approved School of Medical Laboratory Science and are not exempt due to the previous study in medical laboratory technology.

Students must maintain a minimum grade point average of 3.0 overall and 2.8 in science. Students must go through the admission process required to be admitted to the hospital-based NAACLS accredited School of Medical Laboratory Science. The hospital-based NAACLS accredited School of Medical Laboratory Science is independent from the College. Admission is competitive and the College cannot guarantee admission.

Course requirements are the same as listed under Medical Laboratory Science.

Radiation Therapy

Prerequisites: High school/college/radiography program physics, or chemistry, proficiency in mathematics (C+ or higher).

Corequisites: BIO 107, 107L, 108, 108L, PHY 111, CIS 101, COM 101; ENG 101; MTH 141 or 142; PSY 100, 111.

Major Requirements: HS 100, 208, 305, 403; RTS 100, 101, 107, 110, 200, 202, 203, 204, 208, 209, 303, 304, 305, 306, 307, 308, 320,400, 402, 403, 404, 406, 407, 408, 409, 410.

Certificate Program

The following prerequisites are required:

Prerequisites:

- Graduation from a JRCERT accredited program in Radiologic Technology

- Registered or registry-eligible by the American Registry of Radiologic Technologists (ARRT) in radiography
- Radiographic physics as well as college level course work in anatomy & physiology I & II, introduction to desktop computers, mathematics, English composition, communication arts \
- Registered radiographers with a minimum of five (5) year fulltime consecutive employment as an unregistered radiation therapist may apply for Advanced Standing
- Employment must be current

Major Requirements: RTS 200, 202, 203, 204, 208, 209, 303, 304, 305, 306, 307, 308, 320, 400, 402, 403, 404, 406, 407, 408, 409, 410; HS 208, 305, 403; PSY 111

Corequisites: BIO 107, 107L, 108, 108L; CIS 101; COM 101; ENG 101; MTH 141 or 142.

A student who wishes to earn a bachelor degree in radiation therapy follows a 40 calendar month course of study and clinical education. Liberal arts and prerequisite science courses primarily are taught during the first and second year of the program. Clinical education begins in the Spring semester of the sophomore year, two days a week and five days a week during Summer Session I & II. During the third and fourth years of the program the student spends two days per week in didactic studies and three days per week in clinical education. Students will be assigned to a minimum of three affiliated cancer management centers for clinical education. These centers may include a medical school/research hospital, regional/community hospital, and freestanding facility.

The Certificate Program is 20 calendar months in length and begins with the fall semester. The curriculum follows the same schedule as the third and fourth years of the bachelor degree program. Certificate students will be assigned to a minimum of three affiliated cancer management centers for clinical education.

College transfer/Radiography Program/change of major applicants must have a minimum GPA of 3.0 and have completed the following prerequisite college courses: College English, speech, computer science, anatomy and physiology I & II, physics, mathematics (algebra), philosophy, and psychology with a grade of C+ or better. Applicants will be accepted on a space available basis only.

The Radiation Therapist is a member of the cancer management team and whose main responsibility is to accurately deliver the prescribed dose of radiation to the cancer patient in a caring and empathetic manner. Additional responsibilities include proper maintenance and operation of treatment and simulation equipment, assisting with treatment planning procedures, quality assurance and accurate record keeping. Also, the radiation therapist may

assist the Radiation Oncologist with patient care and consultation procedures. In order to perform these duties, the radiation therapist must be able to see in dim lighting; hear in a noisy environment; stand for long periods of time; communicate clearly with patients and staff; lift treatment accessories weighing up to approximately fifty (50) pounds; lift and transport patients; give mature comfort and support to patients and their families.

Students enrolled in both the bachelor degree and certificate programs must maintain a minimum grade of "C" in all RTS didactic and corequisite courses and a grade of "B" or better in all RTS clinical courses. A grade of "C-" requires that the course(s) be repeated and successfully passed before entering the next phase of education. This will require the student to withdraw from all radiation therapy courses until he/she can repeat the course(s). A student who fails two didactic courses in the major and/or co-requisite courses (C- and below) will be dismissed from the program and one clinical course (B- and lower) will be dismissed from the program. A grade of "F" requires the student to withdraw from the program. Students must maintain an overall GPA of 3.0.

The bachelor degree program requires ten semesters or 40 consecutive calendar months of study. Following successful completion of the prescribed curriculum, the student receives a Bachelor of Science Degree in Radiation Therapy, which is conferred at the May Commencement Ceremony.

The certificate program requires five (5) semesters or 20 consecutive calendar months of study. Following successful completion of the prescribed curriculum, the student receives a Certificate of Completion of Studies in Radiation Therapy.

Students of both programs of study receive school pins, which are presented at a special program ceremony in May.

Graduates of both the bachelor degree and certificate programs are eligible and required to apply to the American Registry of Radiologic Technologists (ARRT) to sit for the Registry Examination in Radiation Therapy.

RADIOLOGIC TECHNOLOGY

The Radiologic Technologist or radiographer is an individual who uses imaging equipment to provide patient services as prescribed by physicians. They are health care specialists who operate advanced technological equipment to create images (x-rays) of the human body to help physicians diagnose fractures, disease, tumors and injuries.

As a radiologic technologist, one can work in a variety of health care settings including: hospitals, doctors' offices, clinics and outpatient centers as well as continuing their education after graduation and specializing in the advanced technologies of CT, MRI, mammography, quality management and bone densitometry.

Prerequisites: High school or college physics or chemistry. Proficiency in mathematics (C+ or higher)

Corequisites: ENG 101; BIO 107 & 107L; MTH 141 or 142, PSY 100; BIO 108 & 108L; PSY 111; PHY 111, 111L; CIS 101; COM 101; HIT 109 and all signature courses.

Major Requirements: All RDS courses are listed on the curriculum sheet.

A student wishing to earn a Bachelor of Science in Radiologic Technology follows a 2 + 2 program of study. The first two years of the program are spent at Gwynedd-Mercy College completing the necessary general education and science courses to prepare the student for working in a health care environment. The second two years are spent off-campus at a certificate program in radiologic technology. The program must be accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 900, Chicago, Illinois 60606-2901 (312) 704-5300. Further information can be found on www.Jrcert.org.

During the 2nd two years of the program in radiologic technology, the student will have didactic, laboratory and clinical education on a full-time, 40 hours a week basis. All radiologic technology courses will be taught by qualified educators in the field of diagnostic imaging. Students can expect to participate in clinical education courses at affiliate sites if the program has them. All graduating students are eligible to sit for the national registry examination (ARRT) to become a registered radiologic technologist, a title recognized in all 50 states.

As a radiologic technologist, a professional in the health care team, graduates are responsible for proper patient care, appropriate radiation exposure and accurate radiographic positioning and procedures to ensure quality diagnostic radiographs. Graduates from this bachelor of science degree program can expect career options for working in hospitals, private practice, mobile companies, education, administration, applications and sales. The bachelor of science degree affords the student opportunities for advancement along with the skill of a registered radiologic technologist.

Students transferring acceptable credits, must take a minimum of 36 of the 61 liberal arts and science courses at Gwynedd-Mercy College in order to be eligible for the Bachelor of Science Degree in Radiologic Technology.

Application to JRCERT accredited Schools of Radiologic Technology must be made separately from the Gwynedd-Mercy College application. Students will be advised at which point in their studies that these applications must be submitted. Admission is competitive and no guarantee is granted any student that they will be accepted.

Students also have the option to apply for transfer into the Diagnostic Imaging Multi-Competency Program at Thomas Jefferson University

College of Health Professions. Gwynedd-Mercy College maintains a formal transfer agreement with Thomas Jefferson University. Application must be made separately from the Gwynedd-Mercy College application. Students will be advised at which point in their studies that this application must be submitted. Admission is competitive and no guarantee is granted any student that they will be accepted. Students choosing this option will have their bachelor of science degree awarded by Thomas Jefferson University.

Academic Progression

Students must achieve a minimum of a "C" in all co-requisite course work, including any developmental courses. Should a student receive a grade below a "C" in any co-requisite or developmental course, the student will have one opportunity one course to repeat the course. Should a student receive below a "C" in any subsequent course, the student will be dismissed from the program. Additionally, student must maintain a minimum GPA of 2.5 throughout the program. Any student who falls below a 2.5 GPA will be dismissed from the program.

Technical Standards:

Climbing	Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.
Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching.
Stooping	Bending body downward and forward by bending leg and spine.
Kneeling	Bending legs at knee to come to a rest on knee or knees.
Crouching	Bending the body downward and forward by bending leg and spine.
Reaching	Extending hand(s) and arm(s) in any direction.
Standing	Particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
Pulling	Using upper extremities to exert force in moving objects in a sustained motion.
Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
Grasping	Applying pressure to an object with the fingers or palm.
Talking	Expressing or exchanging ideas by means of spoken word to other workers accurately, loudly or quickly.
Hearing	Ability to receive detailed information through oral communication and to make fine discriminations in sound when applicable.
Visual Acuity	This is a minimum standard for use with those whose work deals largely with preparing and analyzing data and figures, accounting, transcription, computer terminal, monitors, extensive reading, visual inspection, using measurement

devices, assembly or fabrication of parts at distances close to eyes.

Medium Work Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

BACHELOR OF HEALTH SCIENCE PROGRAM

The Bachelor of Health Science (BHS) provides opportunity for associate degree or hospital-based program graduates from Allied Health Professions to earn a bachelor degree.

Bachelor of Health Science degrees are offered in:

Health Information Administration
Radiation Therapy
Respiratory Care

Admission to a program leading to a Bachelor of Health Science degree is restricted to allied health professionals who are certified, registered or registry eligible, have an associate degree or equivalent in science from a regionally accredited institution and are actively working in their area of professional competence. Students must become registered within one year of admission is limited to graduates of programs in Health Information Technology, Respiratory Care and Radiation Therapy. A minimum grade of "C" must be maintained for all concentration and science courses (a "C-" is not acceptable).

Eligibility for Admissions

1. Applicants must be graduates of a program approved by the appropriate allied health agency.
2. Applicants must possess an associate degree or equivalent; refer to progression from a Hospital Based Training Program.
3. The applicant must have achieved a grade point average (GPA) of at least 2.5 on a 4.0 quality scale in all prior course work attempted. An official transcript from each college attended must be submitted.
4. The applicant must have completed at least one year's work experience in his or her professional field to enroll full-time.
5. The applicant must possess or be eligible for certification, licensure and/or registration appropriate to the allied health specialty. Students must become registered within one year of entering the BHS program.
6. At least forty-five (45) credits required for a bachelor degree must be earned at Gwynedd-Mercy College.

Evaluation of Hospital Based Training Programs

Candidates who possess an allied health registry or certification may seek admission to various programs and may be able to obtain credit for Allied Health programs, if applicable.

- A. Those who hold a national registry/certification in an allied health field in which Gwynedd-Mercy College offers a degree will be

granted, under the usual conditions, the credits as earned by the college student enrolled in that program.

- B. Those who hold a national registry/certification in an allied health field in which the College does not offer a degree will be granted, under the usual conditions, 30 semester hours credit as recognition of that registry.

Formal admission to this program is contingent upon:

1. Verification of registry/certification from the recognized national accrediting body
2. Presentation of record from the institution where the requisite education was obtained
3. Official transcript(s) for any college credits received
4. Completion of the general education credits required for an associate Degree
5. Approval of previous allied health training by the Dean of the School of Allied Health Professions

Final acceptance to this program is conditional until the stated criteria have been met.

Health Information Administration

The HIA option is designed for the student with an RHIT credential. Applicants pursuing the bachelor degree, following completion of an associate degree in HIT, must have achieved a 3.0 (B) in all core courses or have permission from the program director. Directed Practicum manuals may also be reviewed by the program faculty to determine the applicant's ability to meet program goals.

Prerequisite for this option is that the student has a credential (RHIT) from the American Health Information Management Association or equivalent (permission of Program Director required). The students may have received their education from an approved school for health information technology or the Independent Study Program through AHIMA. Students are required to work at least part-time in the HIM field. HIA students must achieve their RHIT credential within one year of admission to the program. Student must complete the necessary tutorial modules based upon the results of the math placement test.

The Health Information Management Administration program's baccalaureate degree curriculum is designed in accordance with the American Health Information Management Association's *Model Curriculum*, which emphasizes a systems perspective, that produces a graduate who focuses on providing or brokering a unique set of health information services. Students will build upon health information technology class work to develop skills for the management of health-related information, the systems and services used to collect, store, retrieve, disseminate and communicate information for the support of organizational operations, and clinical and business decision making in healthcare or related organizations. The

curriculum content is comprised of general and professional education requirements. The integration of these requirements is imperative to the development of professional attributes necessary to function as a life long learner in a rapidly changing environment and high performance workplace.

The baccalaureate degree in accordance with CAHIIM/AHIMA curriculum represents a synthesis of course content drawn from general education, business administration, and information and communication technologies, coupled with a unique understanding of the biomedical sciences, healthcare organization and delivery, health data and information, and privacy, confidentiality, security and access to health information. The curriculum is supported by instructional strategies that focus on the development of professional attributes necessary to exercise leadership in the accomplishment of organizational objectives through the appropriate uses of health information.

The expertise of the baccalaureate degree graduate lies in the planning, analysis, design and management of healthcare information resources and services. The focus is on preparing mid-level managers.

The baccalaureate degree HIM graduate serves as a pivotal team member in the planning, design, implementation, management, use and evaluation of electronic patient records and other electronic information systems. Among the information services provided are definition of requirements and design for clinical and administrative systems development, data administration, clinical data management, data privacy and security management, decision support and data analysis, management of information-intensive areas such as quality/performance improvement, case management and outcomes measurement as well as management of the health information management departmental services. Baccalaureate degree HIM graduates may hold positions as compliance officer, data quality manager, data sets/nomenclature/classification standards manager, educator, healthcare consumer advocate, privacy/security officer, project manager, reimbursement or revenue cycle manager to name a few.

The curriculum combines didactic courses on college campus with professional practice experience (PPE) in selected clinical sites. The PPE will consist of 80 hours at a acute care site and 40 hours at a not-acute care institution during the students senior year.

Technical Standards:

An applicant to the Health Information Administration and Technology Programs must, with or without reasonable accommodations, have sufficient:

- Visual acuity to be able to identify read medical records and files; to operate computers and equipment appropriately and safely without substantially endangering students, co-workers and patients.

- Gross motor skills and manual dexterity to file and locate records according to established guidelines with speed, accuracy, precision, and in a manner that does not endanger others.
- The physical capability to lift 15-20 lbs. and to withstand prolonged sitting at a workstation.
- Communication skills to effectively convey and/or explain information to other health care personnel and applicable individuals, both within and outside the health information management department.
- Interactive skills to maintain cooperative and productive working relationships with patients and other health care professionals.
- Emotional stability to exercise appropriate judgment in responding to emergency situations that may be present in the health care environment.
- Ability to effectively handle stressful situations.
- Ability, with or without reasonable accommodation, to safely perform all core tasks required of a health information administrator or technician.

All standards were formulated to be in compliance with the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

Program Goals:

Developing skill in the following areas forms the basis of our curriculum:

- Professional competency
- Communication skills
- Moral and ethical judgement
- Critical thinking
- Leadership in society
- Critical and competent use of technology
- Problem Solving

Students will be assessed with regard to these goals throughout the curriculum and following their graduation. For general education requirements, please refer to the curriculum sheets.

Major Requirements:

HIA 301, 303, 306, 401, 403, 405, 407, (other courses as applicable) 21 credit hours. Accounting, Business, Computer Science, and Health Administration Requirements: ACC 105, 106, 301; BUS 371; CIT 213, 215.

Open Electives:

Thirty-six (36) credit hours given for associate degree or equivalent.

The Health Information Administration program is accredited by the Commission for Health Informatics and Information Management Education (CAHIIM) in cooperation with AHIMA's Educational Strategy Committee (ESC). Achieving the bachelor's degree allows the graduate to write the Registered Health Information Administrators' (RHIA) Examination.

Various core courses may be offered online in a hybrid format throughout the program.

The HIA program has adopted and utilizes the e-HIM Virtual Lab throughout the curriculum. The Virtual Lab is a project of the American Health Information Management Association, designed to make an array of Health care technologies available for accredited health information management programs, to use to support the HIM curriculum and provide students with access to state-of-the-art healthcare information system technologies.

Students are required to sit for the national registration examination (RHIT) every year until the credential is achieved or they are terminated from the HIA program.

Academic Progression

All courses in the HIM (Health Information Management) program have content, competencies and clinical laboratory experiences that are mandated by our accrediting agencies to ensure proficiency in the field. Grades of "C" or higher ("C-" is not acceptable) are required in each HIM course. A cumulative average of 2.0 is required. Grades of "C" or higher ("C-" is not acceptable) are required in anatomy and physiology I and II (lecture and lab) and pathophysiology for advancement.

A student may achieve less than a "C" in only one HIM course. He/she may repeat the course only once. If a student achieves less than a "C" grade in any two HIM courses in one semester, he/she will be placed on academic probation, which may result in dismissal from the program.

Post-Baccalaureate Certificate or Second Bachelor of Health Science Degree in Health Information Administration

A post-baccalaureate certificate or second bachelor degree may be pursued by those who have achieved a bachelor degree in a related field.

Presentation of the appropriate verification of degree and/or credential must be presented to and evaluated by the Program Director prior to being admitted to this program.

Candidates who hold an RHIT credential must complete the following courses: COM 101; ENG 215; PSY 111; SOC/PSY 215; HIA 301, 303, 306, 401, 403, 405, 407; ACC 105, 106, 301; BUS 371; CIT 213, 215.

Candidates who hold a bachelor degree in a related field with no RHIT Credential must complete the following courses: BIO 107, 108; CIT 101;

COM 101; HIT 100, 103, 105, 109, 200, 201, 203, 205, 206, 208, 210, 212, 214, 216; ENG 215; PSY 111; SOC/PSY 215; HIA 301, 303, 306, 401, 403, 405, 407; ACC 105, 106, 301; BUS 317; CIT 213, 215.

Following completion of the HIT core curriculum, the student will receive an associate degree in health information technology. This will allow the student to write the national Registered Health Information Technician (RHIT) examination. Following acquisition of an RHIT credential, the student will be allowed to progress to the HIA courses.

Dual Bachelor Program in HIA/CIS

Students may elect to pursue a dual bachelor degree in HIA and CIT in either their freshman year or following the completion of an associate degree in health information technology.

HIA Component Requirements:

Candidates who hold an RHIT credential must complete the following courses: COM 101; ENG 215; PSY 111; SOC/PSY 215; HIA 301, 303, 306, 401, 403, 405, 407; ACC 105, 106, 301; BUS 371; CIS 213, 215.

Candidates who do not hold a bachelor degree in a related field with no RHIT credential must complete the following courses: ENG 101, English Literature, 1 LLFA elective, 1 HIS, 2 Philosophy courses, 2 Religious study courses, PSY 100, 111; BIO 107, 108; CIS 101; COM 101; HIT 100, 103, 105, 109, 200, 201, 203, 205, 206, 208, 210, 212, 214, 216; ENG 215; SOC/PSY 215; HIA 301, 303, 306, 401, 403, 405, 407; ACC 105, 106, 301; BUS 371; CIS 213, 215.

CIS Component Courses:

CIS 111, 112, 114, 211, 212, 213, 215, 311, at least two upper level CIS electives.

Radiation Therapy

The Bachelor of Health Science – Radiation Therapy is designed for graduates of college or hospital-based JRCERT accredited Schools of Radiography and Radiation Therapy. Students must be ARRT registered in Radiography and Radiation Therapy or ARRT registered in Radiography and ARRT registry-eligible in Radiation Therapy. They must become ARRT registered in Radiation Therapy within one year of admission. Courses can be completed on a full-time, part-time, evening or day basis. Students must successfully pass the registry in Radiation Therapy prior to graduation.

Students in the Bachelor of Health Science degree in Radiation Therapy are required to have successfully completed the following coursework for graduation with a Bachelor of Health Science degree:

Radiation Therapy	53 credits
Additional courses	9 credits

General education requirements, please refer to the curriculum sheet.

Bachelor of Health Science in Respiratory Care

This option is designed as the final year of the 3-plus-1 program. It is a degree completion program designed for students seeking professional leadership and/or service in Respiratory Care. Students choosing this option must have completed an Associates Degree in Respiratory Care from a Regionally accredited institution, be a Certified Respiratory Therapist, and either completed the Advanced Level Registry Program at Gwynedd-Mercy College or attained the NBRC Registered Respiratory Therapist (RRT) credential. Additionally, candidates must have completed all pre-requisite academic course work outlined on the respiratory care curriculum sheet. The NBRC Registered Respiratory Therapist (RRT) credential is a graduation requirement. Students should seek advice and guidance from the program director.

Program Requirements:

*NBRC credentials (CRT/RRT) can be substituted for respiratory care courses. Credentials must be within the past three years or re-credentialing will be required. Student is required to pay appropriate fees.

ASSOCIATE DEGREE PROGRAMS

Cardiovascular Technology

Associate Degree

Prerequisites: high school chemistry and mathematics

Corequisites: BIO 107, 107L, 108, 108L, 111, 111L; CHM 111 MTH 136; PHY 111.

Major Requirements: CV 110, 120, 130, 130L, 135, 140, 141, 200; Either: 220, 222, 222L, 226, 228, 252, 254; or 230, 232, 232L, 236, 238, 262, 264.

Certificate Program:

Prerequisites: BIO 107, 107L, 108, 108L, 111, 111L; CHM 111; MTH 136; PHY 111; CV 130, 130L or demonstrated proficiency in ECG technology and interpretation; current AHA BLS card, graduation from a CAAHEP approved school of allied health or registered nurse.

Major Requirements: CV 200 either: 220, 222, 222L, 226, 228, 252, 254; or 230, 232, 232L, 236, 238, 262, 264.

Corequisites: CV 120, PHA 203.

Technical Standards for the CVT Practitioner:

General:

- The ability to move equipment and/or patients and/or furniture in excess of 400 pounds.
- The ability to lift, transfer, and move patients to and from wheelchair, table, stretcher, and/or bed.

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- The ability to stand for long periods of time.
 - The ability to work well under pressure.
 - The ability to work independently as well as part of a team.
 - The ability to move quickly for fast paced tests and/or in emergent situations.
 - The ability to use elevators and/or steps.
 - The ability to wear a 15 to 20 pound lead suit.
 - The ability to work in a sterile environment.

Physical Standards:

- **Sitting:** Done up to 50% of the time.
- **Standing:** Done up to 50% of the time, for extended periods.
- **Walking:** Done frequently.
- **Climbing:** Done infrequently.
- **Pushing:** Done very frequently (over 75% or more). Must be able to exert energy against equipment (some with wheels), patient, and furniture over 400 lbs., exerting up to 100 lbs of force occasionally, up to 50 lbs or force frequently and up to 20 lbs of force constantly to move objects.
- **Stooping:** Must be able to lower body to floor and move with agility.
- **Sensing/feeling:** Ability to detect and feel level objects such as shape, temperature, texture, tension or force by tactile means is done frequently.
- **Seeing:** Color and depth perception and ability to work in near darkness, ability to monitor and assist patient and equipment function are necessary.
- **Hearing:** Ability to hear and differentiate between sounds such as pumps for IV and life support, telephone ringing, monitors, voices of patients and staff, Doppler ultrasound, beepers, overhead paging, blood pressure sounds, etc. Ability to follow verbal instructions is necessary.
- **Temperature:** Ability to adapt to cold and hot environment in clinical settings.

Cognitive:

Attention/Concentration: The position requires strong concentration skills. The individual must have the ability to voluntarily sustain concentration to a task over an extended period of time as a result of an effortless and usually deliberate heightened and focused state of attention. The person must also be able to assimilate information and be able to report this information to the appropriate physician, nurse, and other health care personnel when required.

Temperaments:

- **Leadership:** Ability to accept responsibility for leadership, direction, control, planning, negotiating, organization, supervising and making decisions.
- **Creativity, Feelings, or Ideas:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situation, or

in situations in which working speed and sustained attention are critical aspects of the job.

- **Communication:** Ability to exchange information with others clearly and concisely to present ideas, facts, technical information, and potential diagnoses to the appropriate health care personnel.
- **Work Style:** Ability to work independently as well as part of a team is necessary in the non-invasive clinical setting.

Learning Outcomes:

Flowing from our mission and core values, the Cardiovascular Technology Program has established the following life-long learning outcomes for the students enrolled in the program. Students will be expected to develop the following competencies:

- Communication Skills
- Professional Competency
- Moral and Ethical Judgment
- Problem Solving
- Critical Thinking
- Leadership in Society
- Critical and Competent Use of Technology

Students will be evaluated with respect to development of these competencies throughout the curriculum.

The Cardiovascular Technology (CVT) program is designed to prepare individuals for entry-level positions in the fields of cardiovascular diagnostic medicine. A CVT is a highly specialized and knowledgeable health care professional that is educated and trained to perform diagnostic procedures at the request of a physician, in order to document the presence and degree of cardiac disease. A CVT may choose to specialize in either cardiac ultrasound or invasive cardiovascular technology.

A cardiac ultrasonographer performs noninvasive diagnostic procedures utilizing ultrasound. Such procedures include but are not limited to: 2-Dimensional Echocardiography; Doppler Flow studies; M-Mode echocardiography; Transesophageal Echocardiography; Stress-Echo studies. A cardiac ultrasonographer must have a thorough working knowledge of: ultrasound physics and instrumentation; cardiac anatomy and cardiac disease mechanisms; clinical signs and symptoms of acquired and congenital cardiac disease; cardiovascular pharmacology; ECG interpretation. This individual must also be proficient in mathematics in order to perform the various hemodynamic calculations required in the cardiac ultrasound study. In addition, the cardiac ultrasonographer must not only be proficient in performing a complete cardiac ultrasound study but must also be capable of communicating effectively to the physician, and in writing, a summary of the study performed. Individuals who perform cardiac ultrasound studies are often required to transport heavy machinery to and from a patient's bedside. Lifting and moving patients may also be required.

An invasive CVT is one of a team of individuals who works in a cardiac catheterization laboratory under the direction of a physician. Invasive cardiovascular technology includes diagnostic as well as interventional procedures. The duties of a CVT during a cardiac catheterization procedure include, but are not limited to: assisting the physician, utilizing sterile technique; performing hemodynamic monitoring and required calculations of physiologic data; assisting in advanced cardiac life support procedures. The invasive CVT must also be proficient in ECG interpretation; sterile technique; radiation safety and protection; knowledge of coronary and cardiac anatomy, physiology and disease mechanisms. Individuals who work in cardiac catheterization laboratories are usually required to stand during procedures and must wear heavy, lead, fluoroscopy aprons. Lifting and moving patients is required.

The associate of science degree curriculum is a 24-month program of professional studies, integrated with the liberal arts. In the first year, the candidate studies liberal arts and sciences along with basic theories, principles and applied techniques required to develop as a functioning member of the cardiovascular laboratory. Students spend the last four weeks of the first year at a hospital performing ECG testing and observing procedures in cardiac ultrasound and cardiac catheterization laboratories.

Upon successful completion of the first year, the student is required to select one area of clinical specialization — either cardiac ultrasound or invasive cardiovascular technology. A minimum grade point average of 2.0 in all CVT, science and mathematics, AHA Healthcare Provider and current certifications are required to enter the second year of the program.

All CVT students are required to maintain a minimum grade of C in all CVT, science and mathematics courses in order to remain in the second year of the program.

During the second year, the student's time is divided between campus classroom and laboratory studies, and the hospital laboratory. Students are responsible for their own transportation to and from the hospital sites.

Successful completion of the second year of the program qualifies the individual to sit for the appropriate registry examination. Professional registry in Invasive Cardiovascular Technology is sponsored by the Cardiovascular Credentialing International (CCI). Cardiac Ultrasonographers may choose to become registered through Cardiovascular Credentialing International (CCI) or the Association of Registered Diagnostic Medical Sonographers (ARDMS).

Certificates of specialization and the College pins will be conferred during the August ceremony.

Academic Progression

A student may receive a grade less than a "C" in one cardiovascular course. This course must be repeated and a grade of "C" or higher must be achieved

before continuing studies in the program. If a failing grade is achieved, the student may not continue studies in the program. If a student receives a grade less than a "C" in any science course the course must be repeated prior to starting the second year of the program.

Health Information Technology

Related Requirements: BIO 107, 107L, 108, 108L; CIS 101.

Major Requirements: HIT 100, 103, 105, 109, 200, 201, 203, 205, 206, 208, 210, 212, 214, 216.

General education requirements, please refer to the curriculum sheets.

The Health Information Technology program is designed to emphasize the technical component and first-line management skills needed for providing a variety of health information services. In accordance with the American Health Information Management Association *Model Curriculum* the program is designed to prepare entry-level graduates with the knowledge and skills necessary to use, analyze, present, abstract, code, store and/or retrieve health care data for the support of departmental operations, and clinical and business decision making in healthcare, or related organizations. The curricular content is comprised of general and professional education requirements. The integration of these requirements is imperative to the development of professional attributes necessary to function in a rapidly changing environment and high performance workplace.

The associate degree in accordance with CAHIIM/AHIMA curriculum represents a synthesis of curricular content drawn from general education and coupled with a unique understanding of the biomedical sciences, health data content and uses, and health data classification and reimbursement systems. It is important to note that the expertise of the associate degree graduate lies in the application of data management processes in support of healthcare information operations. The focus is on preparing expert technical staff.

Students will be exposed to didactic presentations, clinical simulations, clinical sites, library research, Internet research and leaders in the HIM profession. Following the beginning of the first semester students taking any course in the curriculum are expected to: utilize good writing techniques, to prepare papers with the American Psychological Association (APA) format, to use the Microsoft Office suite, and to conduct themselves professionally with good interpersonal skills.

Technical Standards:

An applicant to the Health Information Administration and Technology Programs must, with or without reasonable accommodations, have sufficient:

- Visual acuity to be able to identify read medical records and files; to operate computers and equipment appropriately and safely without substantially endangering students, co-workers and patients.

- Gross motor skills and manual dexterity to file and locate records according to established guidelines with speed, accuracy, precision, and in a manner that does not endanger others.
- The physical capability to lift 15-20 lbs. and to withstand prolonged sitting at a workstation.
- Communication skills to effectively convey and/or explain information to other health care personnel and applicable individuals, both within and outside the health information management department.
- Interactive skills to maintain cooperative and productive working relationships with patients and other health care professionals.
- Emotional stability to exercise appropriate judgment in responding to emergency situations that may be present in the health care environment.
- Ability to effectively handle stressful situations.
- Ability, with or without reasonable accommodation, to safely perform all core tasks required of a health information administrator or technician.

All standards were formulated to be in compliance with the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

Program Goals:

Developing skills in the following areas forms the basis of our curriculum:

- Communication Skills
- Professional Competency
- Moral and Ethical Judgment
- Problem Solving
- Critical Thinking
- Leadership in Society
- Critical and Competent Use of Technology

Students will be assessed with regard to these goals throughout the curriculum and following their graduation.

The HIM programs are accredited by the Commission for Health Informatics and Information Management Education (CAHIIM) in cooperation with AHIMA's Educational Strategy Committee (ESC). The program leads to an associate degree. It is designed to prepare the student to function effectively in a technical manner in the health information department of a variety of health care facilities including; hospitals, managed care organizations, healthcare information systems vendors, consulting and law firms, nursing homes, out-patient clinics, rehabilitation centers, state and local health departments, pharmaceutical companies, and the health care industry. No more than 6 (six) credits may be taken in the HIT curriculum without matriculating.

The curriculum combines didactic courses on the college campus with professional practice experiences (PPE) in selected clinical sites. THE PPE will consist of 80 hours at an acute care site and 80 hours at a non-acute

care institution during the students sophomore/graduating year. The student is responsible for transportation to and from the clinical sites.

Various core courses may be offered online in a hybrid format throughout the program.

The HIT program has adopted and utilizes the e-HIM Virtual Lab throughout the curriculum. The Virtual Lab is a project of the American Health Information Management Association, designed to make an array of healthcare technologies available for accredited health information management programs, to use to support the HIM curriculum, and provide students with access to state-of-the-art healthcare information system technologies.

Students must complete the necessary tutorial modules based upon the results of the mathematics placement test.

A balanced high school preparation with a background in science and computers is mandatory for this program. Verbal communication skills are necessary.

The full-time program requires four semesters or two academic years of study. Following the successful completion of the prescribed curriculum, the student receives an associate in science degree in health information technology. The degree is conferred at the May graduation. Part-time students must complete the associate degree within four (4) years of matriculation.

Upon completion of the accredited health information technology program, a student must write the examination administered by the American Health Information Management Association, and after successful performance therein, will earn the credential of Registered Health Information Technician (RHIT).

This program also provides the basis for upward mobility to the bachelor of health science degree program with the option in health information administration offered at Gwynedd-Mercy College.

Academic Progression

All courses in the HIM (Health Information Management) program have content, competencies, and clinical laboratory experiences that are mandated by our accrediting agencies to ensure proficiency in the field. Grades of "C" or higher ("C-" is not acceptable) are required in each HIM course. A cumulative average of 2.0 is required. Grades of "C" or higher ("C-" is not acceptable) are required in anatomy and physiology I and I (lecture and Lab) and pathophysiology for advancement.

A student may achieve less than a "C" in only one HIM course. He/she may repeat the course only once. If a student achieves less than a "C" grade in any two HIM courses in one semester, he/she will be placed on academic probation, which may result in dismissal from the program.

Comprehensive Coding Certificate Program

Related Requirements: BIO 107, 107L, 108, 108L; CIS 101

Major Requirements: HIT 100, 103, 105, 109, 201, 203, 204, 207, 208 and 209.

In consultation with our community of interest we have developed a program to address the extensive needs of health care organizations for training coding personnel. The Gwynedd-Mercy College comprehensive coding program is approved by the American Health Information Management Association (AHIMA) in cooperation with the Approval Committee for Certificate Programs (ACCP). This designation acknowledges the coding program as having been evaluated by a peer review process against a national minimum set of standards for entry-level coding professionals. The certificate requires acquisition of 41 credits – 32 of which can be used toward the associate degree we offer in Health Information Technology (HIT) – the full associate degree requires 71 credits. This certificate requires students to meet the same admission requirements as other students accepted to Gwynedd-Mercy College. Courses are offered primarily in the evening and may be completed on a full or part time basis. Various core courses may be offered online in a hybrid format throughout the program. The directed practicum, which consists of 80 hours, may require student presence in the clinical site during the daytime of one semester. These issues will be discussed with the applicant prior to admission to the program and are subject to the clinical site's requirements.

Gwynedd-Mercy College's Comprehensive Coding Certificate program was awarded AHIMA's 2009 Best Practice Award representing achievement of the highest goals of a quality coding certificate program

The approval designation assures healthcare providers that graduates of this comprehensive coding program possess the necessary job skills to attain success in entry level coding positions. Students are guided through a comprehensive coding curriculum providing them with instruction in ICD-9-CM and CPT coding and reimbursement methodologies.

The program entails a comprehensive and balanced emphasis on both coding that is typically done in a physician's office, and additionally, coding that is done in the acute care setting for both inpatient and outpatient coding.

A clinical coding specialist is a knowledge worker in health care organizations who reviews and analyzes health data. The coding specialist is responsible for translating diagnostic and procedural terms and services utilized by healthcare providers into coded form. The translation process may require interaction with the healthcare provider to ensure that the terms have been used and translated correctly according to the convention of the coding system used and the use of the information in coded form. The resulting code set is then utilized for a variety of purposes including billing, submission of claims to health plans for payment, clinical research, public health reporting and statistical reporting for decision support. Clinical coding specialists are employed by all types of health care organizations including

acute and long term care hospitals, physician offices and clinics, nursing homes, home health agencies, community mental health clinics, health plans, government agencies, and other organizations involved with the provision or funding of health services.

The American Health Information Management Association's Council on Certification (COC) administers an entry-level coding certification examination, the CCA (Certified Coding Associate). Gwynedd's program has met the criteria determined by AHIMA to contain the necessary components that prepare a student to be a competent, entry-level clinical coding professional. Students who complete the coding certificate program are eligible to sit for the CCA exam.

The Coding program has adopted and utilizes the e-HIM Virtual Lab throughout the curriculum. The Virtual Lab is a project of the American Health Information Management Association, designed to make an array of healthcare technologies available for accredited health information management programs, to use to support the HIM curriculum, and provide students with access to state-of-the-art healthcare information system technologies.

The certificate is built upon ten courses that are already in the associate degree. In addition, three new courses will provide greater depth and breadth of experience in the application of coding principals. It is also designed to allow students to be exposed to employers via directed practicum experience and through recruiting efforts from area health care organizations. This certificate requires all students, including those with an associate degree in HIT or a bachelor degree in HIA, to take a minimum of nine credits in the certification program. These minimum nine credits must include the following courses: HIT 204, HIT 207, HIT 209. Students without a degree from an AHIMA accredited HIM program must complete at least twenty-one credits at Gwynedd-Mercy College. Transfer credits will be assessed at the time of application.

Academic Progression

All courses in the HIM (Health Information Management) program have content, competencies, and clinical laboratory experiences that are mandated by our accrediting agencies to ensure proficiency in the field. Grades of "C" or higher ("C-" is not acceptable) are required in each HIM course. A cumulative average of 2.0 is required. Grades of "C" or higher ("C-" is not acceptable) are required in anatomy and physiology I and II (lecture and lab) and pathophysiology for advancement.

A student may achieve less than a "C" in only one HIM course. He/she may repeat the course only once. If a student achieves less than a "C" grade in any two HIM courses in one semester, he/she will be placed on academic probation, which may result in dismissal from the program.

Respiratory Care Program

Associate Degree: Entry Level (Certification Eligibility) and Advanced Level – (Registry – Eligibility) Program

Prerequisites: High school or college chemistry or physics, satisfaction of English and mathematics placement test requirement, tour of respiratory care department.

Corequisites: BIO 107, 107L, 108, 108L, 111; COM 101; ENG 101; FYE 1000, 1001; MTH 136; PSY 100; 2 Signature Courses; PHY 111; CHM 111; and CIS 101.

Major Requirements: RC, 200, 210, 230, 231, 232, 233, 234, 240, 241, 242, 250, 251, 330, 331, 332, 333, 334, 335, 340, 341, 342, 350 and 351.

Respiratory Care is a rapidly growing Allied Health Profession concerned with the diagnosis and treatment of patients with abnormalities associated with the process of breathing. A respiratory care professional can practice at The entry-level as a Certified Respiratory Therapist (CRT) or at the advanced-level as a Registered Respiratory Therapist (RRT). Additional coursework can be secured to prepare the therapist to practice in a leadership or service capacity. The respiratory care program at Gwynedd-Mercy College provides a true career ladder and is a three-plus-one program allowing for practice at all three levels.

The first year consist of general studies rich in the natural science, mathematics, and liberal arts disciplines. It is designed to prepare students for the respiratory care concentration courses taken in the second and third year.

The second year entails course work in the art and science of respiratory care coupled with a chemistry course in the Fall and microbiology in the Spring. Respiratory care courses are didactic (classroom), laboratory, and clinical in nature. The didactic classes are designed to address the principles and concepts of the particular subject in question. The laboratory is designed for demonstration and practice and serves as an environment where the student can first experience the procedures and practices of respiratory care in a controlled and closely supervised manner. Many of the laboratory sessions are self-directed with assistance provided by the faculty as needed. The clinical courses are both observational and performance in nature. The student will first observe procedures and modalities with the intention of gaining confidence and familiarity. After exposure and observation, the student will perform procedures and modalities until competency is assessed. Competency is followed by repeated practice and skill refinement. The ultimate goal is mastery and a high degree of expertise.

The clinical component will entail: clinical rotations in between semesters (approximately two weeks) that will serve as orientation to the hospital and to the respiratory therapy department, two days a week of clinical rotation during the second semester, and eight weeks of clinical rotations during the

summer. The clinical component is competency-based which means that the student must successfully complete all designated procedures to satisfy the course requirements. Upon completion of the second year of the program, the student will continue on to the third year, which is where credentialing-eligibility can be obtained.

The third year consists of advanced topics in respiratory care coupled with statistics in the fall and a basic communication course in the spring. The third year of the program is modeled after the second and consists of didactic (classroom), laboratory, and clinical courses. The didactic classes are designed to address the advanced principles and concepts in a classroom environment while the laboratory is designed for demonstration and practice. Laboratory sessions will frequently entail presentations and demonstrations by physicians and/or other health care professionals with knowledge and expertise in a variety of advanced topics. The clinical courses are both observational and performance in nature. The student will observe advanced procedures and modalities with the intention of gaining confidence and familiarity. After exposure and observation, the student will perform procedures and modalities until competency is assessed. Competency is followed by repeated practice and skill refinement. The ultimate goal is mastery and a high degree of expertise. Students in the third year of the program are expected to possess a relatively high degree of expertise and mastery with the entry level skills. The clinical component of the third year will entail clinical rotations two days a week in both the fall and spring semesters and two weeks of clinical rotations in between semesters. Rotations are of an advanced nature and entail specialties, which are provided in 5-day blocks. The specialty rotations will occur in a variety of clinical sites to include: large university-teaching hospitals, pediatric and neonatal centers, community hospitals, and alternate care sites; such as, home care and subacute care.

Upon completion of the third year of the program, the student will receive an associate degree in respiratory care and be eligible to sit for the NBRC Entry Level examination (CRT credential). Completion of the Entry Level examination allows the student to apply for a permit to practice in the State of Pennsylvania and secure a license.

After completion of the NBRC Entry Level Examination, the student is eligible to sit for the NBRC Advanced Level examination and secure the title of Registered Respiratory Therapist (RRT) and the receipt of an exclusive registry number. The RRT is the terminal credential in the profession of respiratory care and the highest level of professional practice. All students should aspire to achieve this level of credentialing. Additional specialty examinations and credentials are available and can be addressed by the program faculty. Entry into the third year of the program requires acceptable academic standings and approval of the program and the clinical faculty.

The fourth year is the baccalaureate level of the program. It is designed as a degree completion program that enhances the liberal arts and adds health science electives geared towards professional leadership in the areas of patient/family/clinical education, wellness, and/or entry-level

management/supervision. The bachelor's degree strives to prepare a more well-rounded graduate prepared to provide professional leadership and service.

The specific courses, as well as the required sequence, are displayed on the respiratory care curriculum sheet. Specific questions regarding transfer and sequencing of courses are to be referred to the program director.

Technical Standards

In addition to the technical standards for the School of Allied Health Profession, the following essential functions are required of all students in the Respiratory Care Program. Respiratory therapists are responsible for the care of patients, some of whom are critically ill. They are often required to manage highly complex pieces of equipment, as well as interact with patients in order to make diagnostic and therapeutic assessments. Respiratory therapists must also be able to communicate with other health care professionals and respect privacy and confidentiality of patient data, information and communication. Therefore, in order to be successful in the respiratory care program, all applicants should be able to perform, learn and/or adhere to the following essential functions:

- Spend much of the day traveling between patient rooms, various care areas and the respiratory care department
- Move and position bedridden patients
- Perform physically demanding tasks; such as: chest physiotherapy, chest compression, movement of life support equipment and technology
- Communicate effectively with patients and staff
- Use a stethoscope to assess breath sounds, hear normal levels of speech of patients and staff and respond to alarms
- Accurately measure medication, read patient records, evaluate information displayed on patient monitors and make observations of patients as required for respiratory care
- Manipulate small pieces of equipment and perform such tasks as arterial puncture and endotracheal intubations
- Apply sufficient intellectual and emotional skills in order to plan and exercise independent judgment and to respond quickly to medical emergencies.

Examination

All students must successfully complete the NBRC Entry Level Examination (Certification or CRT examination) and the NBRC Advanced Level Examination (Registry or RRT examination) prior to completion of the fourth year of the program. The student is responsible for transportation to and from the clinical site and all students are required to

carry medical and liability insurance. Membership in the professional society is provided at a reduced (student) rate and is a requirement of the program. Students must maintain a "C" in each respiratory course and all science courses in order to advance to the next level (a "C-" is not acceptable for advancement). In addition, students must adhere to course sequence as

outlined in the curriculum. Advancement from one level to the next is based on availability as well as recommendation of program faculty. Students matriculating at Gwynedd-Mercy College will be given preference for advancement to the next level of the program over students transferring from other institutions.

Academic Progression

As previously noted, students must achieve a "C" (C- or below is not acceptable) in all science, mathematics and respiratory care courses. Should they receive a grade below this level, they will be permitted to repeat the science or mathematics course once. Should the student receive a grade below this level in any respiratory care course, the student will be given one opportunity to repeat the course. Should a student receive a grade below this level in any subsequent respiratory care course, the student will be dismissed from the program. Additionally, student must follow the course sequence and can not progress to any advanced level course without satisfactory completion of prerequisite courses.

Advanced standing through transfer of credit is possible and is handled on an individual basis.

SCHOOL OF ARTS AND SCIENCES

The School of Arts and Sciences houses the traditional liberal arts disciplines including English, communication, history, philosophy, religious studies, foreign languages, music, art and science; psychology, sociology, criminal justice, human services and gerontology and programs in biology and mathematics are offered, as well. The Honors Program, a liberal studies component of six interdisciplinary, team-taught courses open to academically qualified students, is also a part of the School of Arts and Sciences.

Dean: Lisa McGarry, PhD

Behavioral & Social Sciences Chair: Mary R. Reilly, MS

Faculty: Rebecca L. Gullan, PhD; Wade J. Luquet, PhD; Patrick N. McGrain, PhD; Brigid K. O'Brien, MEd; Mary R. Reilly, MS; Walter T. Zdunowski, MS.

Humanities Chair: Wayne A. Huss, PhD

Faculty: Robert R. Clewis, PhD; Michael Clinton, PhD; Wayne A. Huss, PhD; Patrick Messina, PhD; Edward Jeremy Miller, PhD, STD; Ellen Murray, RSM, PhD; Brother David Schultz, FSC, PhD.

Language, Literature & Fine Arts Chair: TBA

Faculty: Donna Allego, PhD; Carol Breslin, PhD; Janis Chakars, PhD; Lisbeth Chapin, PhD; Carol Evans, MMus; Lisa McGarry, PhD

Natural and Computational Sciences

Chair: Michelle McEliece, PhD

Faculty: Jody Blohm, EdD; Felicia Corsaro-Barbieri, PhD; Sister Anne M. Donigan, RSM, PhD; Julian Wade Farrior, PhD; Lorraine Ford, MS; Thomas Gilmore, MEngr; Christian Hellings, PhD; Stacey Lettini, PhD; Michelle McEliece, PhD; Dorothy M. Zeiser, MA, MS

Credit Requirements

Students accepted into a program of study are expected to complete all courses at Gwynedd-Mercy College. Students transferring to Gwynedd-Mercy College will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd-Mercy College. The School of Arts and Sciences requires a minimum of fifty (50) credits as a residency requirement for all students transferring into a bachelor's degree program. A residency requirement of thirty (30) credits is required for students transferring into an associate degree program.

Natural and Computational Sciences Lab (Keiss Hall Room 203)

The natural and computational sciences lab holds 20 Pentium-4 workstations with access to the internet on a Windows XP network. These systems support Microsoft Office 2007, Visual Studio.net 2003, Qbasic, Net Express 4 (COBOL), Derive 5, Maple 10, Geometer's SKETCHPAD, GAP-4, Data Studio, C & S Solution, Organic Chemistry (RasMol, Protein, Cn3d), MVLP Studio MX 2004(Dreamweaver, Fireworks, Flash), and MVLP Director MX 2004, Front Page 2002, Publisher 2003. The room is also equipped with DVD+/-RW, scanner, zip drive and a shared laserJet printer.

Physics/Mathematics Computer Lab (Keiss Hall Room 202)

The physics/mathematics lab holds 20 Pentium III workstations with wireless access to the internet on a Windows WP network. These systems support Microsoft Office 2003, Derive 5, Maple 10, Pasco Science Workshop-Data Studio, Interactive Journey through Physics, GAP-4 and Geometer's SKETCHPAD. The room is equipped with a remote controlled projection and Smart Board, scanner and a shared laserJet printer.

Behavioral and Social Sciences

Behavioral & Social Gerontology, Criminal Justice, Human Services and Psychology degrees offered

Bachelor of Arts

Behavioral & Social Gerontology
Human Services
Psychology
Psychology/Pre-Law
Psychology/Sociology-Suspended
Sociology-Suspended
Sociology/Pre-Law-Suspended

Bachelor of Science

Criminal Justice
Criminal Justice – Private Security
Human Services
Psychology
Psychology/Pre-Law
Sociology-Suspended
Sociology/Pre-Law-Suspended

Certificate Program

Gerontology

Minors:

Behavioral & Social Gerontology
Criminal Justice
Psychology

Sociology-Suspended
Women's Studies

Chair: Mary R. Reilly, MS

Faculty: Rebecca L. Gullan, PhD; Wade J. Luquet, PhD; Patrick N. McGrain, PhD; Brigid K. O'Brien, MEd; Mary R. Reilly, MS; Walter T. Zdurowski, MS

Bachelor of Arts

Behavioral and Social Gerontology

Prerequisite: PSY 100 and SOC 100 for all courses.

Requirements: 63 semester hours including PSY 111, 200, 215, 260, 280, 285, 320, 350, two PSY electives; SOC 101, 201, 246, 321, 325, 335 341, 442, 443, SOC 4000; BIO 115.

Human Services

Prerequisite: PSY 100 and SOC 100 for all courses.

Requirements: 56 semester hours including PSY 150, 200, 280, 321, 350, 4000; SOC 101, 120, 201, 240, 241, 302, 325, 335, 400, 410, 435 (4 credits), 436 (4 credits). SOC 4000.

Psychology

Prerequisite: PSY 100 and SOC 100 for all courses.

Requirements: 51 semester hours including PSY 111, 150, 210, 211, 215, 230, 275, 280, 320, 322, 370, 435 and one from 200, 221, 222, 331, or 341, 4000 and four psychology electives.

Psychology/Sociology (Suspended 2011)

Prerequisite: PSY 100 and SOC 100.

Requirements: 66 semester hours including PSY 111, 211, 215, 230, 275, 280, 320, 350, 370, 445 or 450 and one from 200, 221, 222, 331 or 341; SOC 101, 150, 201, 241, 325, 349, 351, 400, 4000, SOC elective.

Sociology (Suspended 2011)

Prerequisite: PSY 100 and SOC 100.

Requirements: 48 semester hours including PSY 111; SOC 101, 120, 150, 241, 255, 325, 349, 351, 400, 445, 4000 and four sociology electives.

Bachelor of Science

Criminal Justice

Prerequisites: CRJ 102, PSY 100 and SOC 100.

Requirements: 66 semester hours including: CRJ 215, 220, 225, 250, 301, 310, 315, 320, 326, 327, 370, 401, 405, 410, 435, 4000 and four CRJ electives; PSY 111.

Criminal Justice – Concentration in Private Security

Prerequisites: CRJ 102, PSY 100 and SOC 100.

Requirements: 66 semester hours including: CRJ 102, 215, 220, 225, 250, 301, 310, 320, 326, 327, 355, 370, 401, 405, 410, 425, 435, 455, 4000; PSY 111; and one CRJ elective.

Human Services

Pre-requisites: PSY 100 and SOC 100.

Requirements: 65 semesters hours including: PSY 150, 200, 280, 321, 350; SOC 101, 120, 201, 240, 241, 302, 325, 335, 400, 435 (4 cr), 436 (4 cr); BIO 103 or 114; CHM 105 or PHA 101, CIT 102.

Psychology

Prerequisites: PSY 100 and SOC 100.

Requirements: 60 semester hours including PSY 111, 150, 210, 211, 215, 230, 280, 320, 322, 370, and one from 200, 221, 222, 331, or 341, PSY 435 and 4000, plus four psychology electives; BIO 103 or 114; CHM 105 or PHA 101; CIT 102.

Sociology (Suspended 2011)

Prerequisites: PSY 100 and SOC 100.

Requirements: 57 semester hours including SOC 101, 120, 150, 241, 255, 325, 349, 351, 400, 435, 445, PSY 111; PSY/SOC 4000 and three sociology electives; BIO 103 or 114; CHM 105; CIT 102.

Gerontology Certificate

Prerequisite: Interest in the field of aging.

Requirements: 23 semester hours including BIO 115; PSY 260, 285, 321; SOC 201, 246, 341, 342.

Pre-Law Option

Psychology/Pre-Law or Sociology/Pre-Law

Prerequisites: PSY 100; SOC 100

Requirements: 42 semester hours – 27 credits from the following: PSY 200, 210; SOC 255; BUS 230; ECN 102 or 103; CIS 101; COM 101; HIS 131, 132; POL 101, 211; ENG 315 or 448.

15 credits from the following recommended courses: HIT 103; PSY 150, 221, 222, 230, 320; SOC 325; ACC 105, 106, 315, 316; BUS 304, 373; CIS 102; HIS 101, 102; POL 212; PHL 234, 308; RS 101, 120, 231; ENG 107.

Minors:

Psychology Minor

Students with a college major other than psychology may earn a minor in psychology by completing six courses (18 credits) in psychology: PSY 100, 111, four electives, one of which must be a 300/400 level course. A maximum of six credits may be transferred from another college. Students must earn a “C” or better in all courses in the minor.

Sociology Minor (Suspended 2011)

Students with a college major other than sociology may earn a minor in sociology by completing six courses (18 credits) in sociology: SOC 100, 101, 241, 325 and two sociology electives. A maximum of six credits may be transferred from another college.

Gerontology Minor

Students with a college major other than gerontology may earn a minor in gerontology by completing six courses (18 credits) in gerontology: BIO 115; PSY 260, PSY 285 or SOC 335, SOC 201, 245 and 341. A maximum of six credits may be transferred from another college. Students must earn a “C” or better in all courses in the minor.

Criminal Justice Minor

Students with a college major may earn a minor in criminal justice by completing six courses (18 credits) in behavioral/social sciences: CRJ 102, 215, 250, 401 and one CRJ elective. A maximum of six credits may be transferred from another college. Students must earn a “C” or better in all courses in the minor.

Interdisciplinary Women’s Studies Minor

Students with a college major may earn a minor in women’s studies by completing six courses (18 credits): PSY 323; SOC 338; RS 256; HIS 246; ENG 212; HIS 246; RS 256; PSY 323; SOC 338, open elective. A maximum of six credits may be transferred from another college. Students must earn a “C” or better in all courses in the minor.

Program Dismissal Policy

Grades of C or higher are required in each of the major courses in the behavioral and social sciences division, including those taken as general education requirements. A student may achieve less than a "C" grade in only two major courses and he/she may repeat these courses only once. If a student, regardless of his/her cumulative grade point average, achieves less than a "C" grade on a third major course, or fails to bring all grades up to a "C" with one repeat, he/she will be dismissed from the program.

HUMANITIES

Economics, Geography, History, Philosophy, Political Science, Religious Studies

Degrees offered

Bachelor of Arts

History

History – Social Studies

Associate in Arts

Liberal Studies

Minors – The Humanities Division offers minors in the following areas: history, philosophy, and religious studies. For details, contact the chairperson of the division.

Chair: Robert R. Clewis, PhD

Faculty: Robert R. Clewis, PhD; Michael Clinton, PhD; Wayne A. Huss, PhD; Patrick Messina, PhD; Edward Jeremy Miller, PhD, STD; Brother David Schultz, FSC, PhD.

History

Requirements: 30 semester hours of history courses including HIS 107, 108, 131, 132, 449, 450, as well as four history electives and economics elective, GEO elective, PSY 100, POL 101.

History - Certification in Social Studies

Requirements: 30 semester hours of history courses including HIS 101, 102, 131, 132, 140, 450, as well as four history electives. Also required are POL 101; EDU 100, 222, 300, 301, 319, 325, 400 and nine credits in special education; ECN 101; SOC 120.

Certification students must apply separately to the School of Education for admission into the program.

History with a minor: A student pursuing a bachelor of arts in history may earn a minor in select subjects by taking approximately 18 specified credits in the subject area. Students should consult their history advisor for details.

History with a pre-law option: Requirements: 42 semester hours – 27 credits from the following: BUS 230; CIT 101; COM 101; ECN 102 or 103; ENG 315 or 448; HIS 131, 132; POL 101, 211; PSY 200, 210; SOC 255.

15 credits from the following recommended courses: HIT 103; PSY 150, 221, 222, 230, 320; SOC 325; ACC 105, 106, 315, 316; BUS 304, 373; **CIT 102**; ENG 107; HIS 101, 102; POL 212; PHL 234, 308; RS 101, 120, 231.

History and the A.S. degree: History majors who are not seeking certification in citizenship education usually have about 40 open credits that could be utilized for an associate degree in another field. Students should consult their history advisor for details.

Liberal Studies

This 62-credit program of studies provides a general foundation of courses in the liberal arts leading to the associate in arts degree. Requirements include courses in behavioral/social sciences, humanities, language, literature, fine arts and natural sciences. All credits earned in this program can be applied to the general education component required for the bachelor of arts or bachelor of science degree.

Philosophy

Requirements for any bachelor degree: PHL 2000 and one upper level philosophy course or one elective religious studies course.

Religious Studies

Requirements for any bachelor degree: RS 2000 and one elective religious studies course or one upper level philosophy course.

Humanities Minors in Conjunction with Other Degrees

By taking 18 specified credits, a student may earn a minor in history or in philosophy or a minor in religious studies while earning a bachelor's degree in another subject area. In addition to these two minors, the humanities division jointly sponsors with two other divisions a minor in women's studies. For information on all minors, consult the Dean of the School of Arts and Sciences, the Chairperson or any faculty advisor in humanities.

Academic Progress

Over and above the college-wide requirements for remaining in good academic standing, students majoring in history must also maintain a minimum grade point average of 2.5 (C+) in all courses required for the major in order to remain in the program. This criterion takes effect after a student has completed two 15-week semesters as a declared history major.

Transfer of Credits

The applicability of credits toward our degree programs from courses taken more than ten years ago will be judged on a case by case basis.

Internship Program

Opportunities for on-the-job application of research skills are available for interested students in the form of individually-designed internship programs. Arrangements will be made for seniors to spend a partial or full semester as an intern with a local historical society. Credit awarded will be determined by the nature and duration of the experience. Application should be made no later than the second semester of the junior year.

Prerequisites: Student must have a "B" average in all required History courses as well as the permission of the Dean of the School of Arts and Sciences or the Chairperson. Required History courses must be completed or taken concurrently.

LANGUAGE, LITERATURE AND FINE ARTS**English, Communication, Foreign Language, Art, Music****Degrees offered****Bachelor of Arts**

Communication

English

English with Secondary Education

Chair: TBA**Faculty:** Donna Allego, PhD; Carol Breslin, PhD; Janis Chakars, PhD; Lisbeth Chapin, PhD; Carol Evans, MMus; Lisa McGarry, PhD**English (Traditional)****Major Requirements:** 42 semester hours including ENG 105, 200, 201, 202, 216, 217, 230, 301 or 302, 310, 401, 416 or 417, a novel elective, 450 and one 400 level elective.**Required for Secondary Education:** COM 101; ENG 301 or 302, and a theater or media elective, EDU 100, 300, 319, 325, 400, PSY 222, 301, SPE 215, 331, 332.**Minor:** Any six English courses above the 200 level in literature or writing.**English (with Theater concentration) (Suspended 2011)****Major requirements:** 54 semester hours including ENG 103, 105, 200, 201, 202, 210, 216, 217, 230, 301 or 302, 310, 320, 416, 417, 430, 450, 460, 461.**Minor:** ENG 103, 210, 416, 460, 461 and any English course above the 200 level in literature or writing.**English (with Pre-Law Option)****Requirements:** 42 semester hours – 27 credits from the following: PSY 200, 210; SOC 255; BUS 230; ECN 102 or 103; CIS 101; COM 101; HIS 131, 132; POL 101, 211; ENG 315 or 448.**15 credits from the following recommended courses:** HIT 103; PSY 150, 221, 222, 230; SOC 325; ACC 105, 106, 315, 316; BUS 304, 373; **CIT 102**; HIS 101, 102; POL 212; PHL 234, 308; RS 101, 120, 231; ENG 107; CRJ 215.**Minor in Women's Studies:** PSY 323, SOC 340, RS 256, HIS 246, ENG 212, 240.**Minor in Music:** Students with any college major may earn a minor in music by completing 18 credits to be selected from the following: MUS 100, MUS 104, MUS 107, MUS200/EDU 203, MUS 203, MUS 204 or MUS 210. A maximum of three credits may be transferred from another college.***Any student may design an English minor with the approval of the Chairperson of the Language, Literature and Fine Arts Division.**

Major Grade Requirements and Program Dismissal

The minimum passing grade in the major is “C”. The earning of any grade lower than a “C” in more than one major course results in dismissal from the program.

Internship Program

Opportunities for on-the-job application of communication skills are available for interested students in the form of individually-designed internship programs. Arrangements will be made for seniors to spend a partial or full semester as an intern with a newspaper, television station, publishing house, advertising agency or other discipline-related business. Credit awarded will be determined by the nature and duration of the experience. Application should be made no later than the second semester of the junior year.

Prerequisites: Student must have a “B” average in all required English courses as well as the permission of the Dean of the School of Arts and Sciences or the Chairperson. Required English courses must be completed or taken concurrently.

NATURAL AND COMPUTATIONAL SCIENCES

Biology, Computer Information Sciences, Chemistry, Physics, Mathematics, Science

Degrees offered

Associate in Science

Natural Science

Bachelor of Science

Biology

Mathematics

Computer Information Science

Interdivisional Programs of Study

Bachelor of Science

Biology with Secondary Education

Mathematics with Secondary Education

Chair: Michelle McEliece, PhD

Faculty: Jody Blohm, EdD; Felicia Corsaro-Barbieri, PhD; Sister Anne M. Donigan, RSM, PhD; Julian Wade Farrior, PhD; Lorraine Ford, MS; Thomas Gilmore, MEng; Christian Hellings, PhD; Stacey Lettini, PhD; Michelle McEliece, PhD; Dorothy M. Zeiser, MA, MS

Program Coordinators: Lorraine Ford, CIS; Christine Hellings, Mathematics

BIOLOGY

Associate in Science

Natural Science

Major Requirements: BIO 203/203L, 204/204L; CHM 151/151L, 152/152L, 203/203L, 204/204L; MTH 234 or 245.

Bachelor of Science

Biology

Prerequisite: MTH 234 & 245.

Major Requirements: BIO 203/203L, 204/204L, 251/251L, 315, 402/402L, 415/415L, 421, 4000, 4001, 4002; plus 6 credits in biology electives at level 300 or higher; CHM 151/151L, 152/152L, 203/203L, 204/204L, 301, 301L, 302; PHY 241/241L, 242/242L.

All graduates will earn a minor in Chemistry. All seniors majoring in biology are required to take the ETS Biology Field Test to be eligible for graduation.

Biology with Secondary Education

Prerequisite: MTH 234 & 245.

Major Requirements: BIO 203/203L, 204/204L, 251/251L, 315, 402/402L, 415/415L, 4000, 4001, 4002; plus 6 credits in biology electives at level 300 or higher; CHM 151/151L, 152/152L, 203/203L, 204/204L, 301, 301L, 302; PHY 241/241L, 242/242L. EDU 100, 300, 319, 325, 400; PSY 222, 301.

All graduates will earn a minor in Chemistry . All seniors majoring in biology are required to take the ETS Biology Field Test to be eligible for graduation.

Minors

A student who is pursuing a bachelor of arts/bachelor of science degree in some other area may gain a minor by completing at least six courses (with corequisite labs) with at least 18 semester hours in specified courses. Available minors are:

Biological Science, for students in majors other than biology

Students accepted into a baccalaureate program other than biology may earn a minor in biological sciences by completing 20-24 credits in biology. BIO 203/203L, 204/204L and BIO 300-400 electives for 12-15 credits, four courses at the 300-400 level. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Chemistry

Students accepted into a baccalaureate program may earn a minor in chemistry by completing 23-24 credits in chemistry. All of the following courses are required: CHM 151/151L, 152/152L, 203/203L, 204/204L, 401/401L, and CHM 402. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

General Science, for students in majors other than biology

Students accepted into a baccalaureate program other than biology may earn a minor in general science by completing 18 credits in biology, chemistry and physics. The following courses are required: 3 credits in biology, 3 credits in chemistry, 3 credits in physics; also 9 credits in biology, chemistry, physics or natural science. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Human Biology, for students in majors other than biology

Students accepted into a baccalaureate program other than biology may earn a minor in human biology by completing 20 credits in biology. All of the following courses are required: BIO 107/107L, 108/108L, 317, 318; 6 credits of electives from the following: BIO 114, 115, 313 or PHA 101. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Microbiology

Students accepted into a baccalaureate program may earn a minor in microbiology by completing nineteen credits in biology. The following courses are required: BIO 305/305L¹, 310, 311, 312/312L², 313, 440³.

¹BIO 305/305L must be taken together

²BIO 312/312L must be taken together

³The internship must be in a field of microbiology

A maximum of six credits may be transferred from another college. All prerequisites for the above courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Physiology, for students in majors other than biology

Students accepted into a baccalaureate program other than biology may earn a minor in physiology by completing 21 credits in biology. All of the following courses are required: BIO 203/203L, 204/204L, 302/302L, 317, 318; PHA 101. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Major Grade Requirements

Grades of "C" or higher are required in each major course in the Natural and Computational Sciences. A student may achieve less than a "C" grade in only two major courses, and may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a "C" grade on the third major course, or fails to bring all grades up to a "C" with one repeat, the student may be dismissed from the program.

Internship Program

Opportunities for on-the-job application of research and laboratory skills are available to interested students in the form of individually designed internship programs. Arrangements may be made for juniors to spend time (total of at least 120 hours) in an academic or industrial research facility. Application should be made to the Internship Director early in the second semester of junior year.

Premedical/Pre dental/Preveterinary Education

Students preparing for application to a school of medicine, dentistry, veterinary medicine, optometry, or podiatry must include in their curriculum the following courses: Principles of Chemistry (CHM 151/151L, 152/152L), General Biology (BIO 203/203L, 204/204L), Organic Chemistry (CHM 203/203L, 204/204L) and General Physics (PHY 241/241L, 242/242L). These courses are part of the requirements for the bachelor's degree in biology; students in other majors may use these courses to fulfill open electives.

Advising for students interested in a career in medicine, dentistry, veterinary medicine, optometry, or podiatry is provided by the Preprofessional Advisory

Office and letters of evaluation are written by the Preprofessional Evaluation Committee; the Preprofessional Advisory Office and the Preprofessional Evaluation Committee are functions of the Natural and Computational Sciences Division and are intended to serve the students of this division. As a courtesy, the services of the Office and the Committee are available to all Gwynedd-Mercy College students, including non-matriculated post-baccalaureate students, who meet the eligibility requirements.

COMPUTER INFORMATION SCIENCES

Bachelor of Science

The Computer Information Sciences program combines the fundamental problem-solving capabilities of computer science with hands-on experience in several areas of CIS, including programming, networking, database development, web design, multimedia and mobile applications.

Major Requirements: a grade of “C” or better in CIS 104, 110, 114, 203, 204, 215, 230, 301, 304, 321, 330, 410, 420, *CIS 325, CIS 4000.

Additionally, this degree requires MTH 231, 234, and a 200-level math elective. (* required for the business option – CIS elective for the other two options). In addition to the core requirements, CIS majors select one of the three professional options: Computer Forensics, Web Design & Multimedia or Business.

Computer Forensics Option – 15 credits

CIS 240	-	Cybercrime
CIS 340	-	Computer Forensics
CRJ 102	-	Intro to Criminal Justice
CRJ 320	-	Forensics CSI
CRJ 405	-	Criminal Investigations

Web Design & Multimedia Option – 15 credits

CIS 350	-	Multimedia I
CIS 424	-	Web Design II
CIS 450	-	Multimedia II
COM 202	-	Visual Communication
COM 205	-	Media Technology

Business (pre MBA) – 15 credits

ACC 105	-	Principles of Accounting I
ACC 106	-	Principles of Accounting II
BUS 101	-	Introduction to Business
BUS Elective		
BUS Elective		

Credit requirements: a minimum of 126 credits is required for the BS degree.

Major Grade Requirements

Grades of “C” or highs are required in each major course in the Natural and Computational Sciences Division. A student may achieve less than a “C” grade in only two major courses, and may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a “C” grade on the third major course, or fails to bring all grades up to a “C” with one repeat, the student may be dismissed from the program.

Internship Program

Opportunities for on-the-job computer information science experience are available to interested students in the form of individually designed internship programs which must total at least 120-hours. Application should be made in the Internship Coordinator early in the second semester of junior year.

MATHEMATICS

Bachelor of Science

Mathematics

Major Requirements: MTH 231, 234, 235, 245, 246, 261, 301, 304, 305, 401, 407, two 300-400 level math elective, 450; PHY 241/241L, 242/242L.

Mathematics with Secondary Education

Major Requirements: MTH 231, 234, 235, 245, 246, 261, 301, 303, 304, 305, 401, 407, one 300-400 level math elective, 450; PHY 241/ 241L, 242/242L; PSY 222, 301; EDU 100, 300, 319, 325, 400.

Minor

Students accepted into a baccalaureate program other than mathematics may earn a minor in mathematics by completing 20 credits in mathematics. The following courses are required: MTH 245, 246; 12 credits of electives selected from: MTH 231, 234, 235, 261, 301, 302, 303, 304, 305, 401, 407 or 437. A maximum of six credits may be transferred from another college. All prerequisites for the chosen courses must be satisfied. A minimum grade of C must be earned for each course; C- grades are not acceptable.

Major Grade Requirements

Grades of “C” or higher are required in each major course in the Natural and Computational Sciences Division. A student may achieve less than a “C” grade in only two major courses, and may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than

a “C” grade on the third major course, or fails to bring all grades up to a “C” with one repeat, the student may be dismissed from the program.

Honors Program in Liberal Studies

Certificate in Honors

Degree with Honors

Director: Carol Breslin, PhD

Faculty: Donna Allego, PhD, Robert Clewis, PhD, Lisbeth Chapin, PhD, Michael Clinton, PhD, Marcia Cooper, MA, Felicia Corsaro-Barbieri, PhD, Sister Anne Donigan, RSM, PhD, Carol Evans, MMus, Wayne Huss, PhD, Lisa McGarry, PhD, Edward J. Miller, PhD, STD.

This program consists of a series of six interdisciplinary, team-taught courses developing the theme of “The Quest for Community and Freedom: The Individual and Society.” Courses are writing intensive and involve reading and discussion of primary texts. Eligible students are invited to join the program by the director and are awarded their baccalaureate degrees with honors upon the achievement of a 3.0 GPA in the six honors courses and an overall GPA of 3.35 for 125-127 credits in a bachelor degree program.

SCHOOL OF BUSINESS

ACCOUNTING, BUSINESS ADMINISTRATION, BUSINESS EDUCATION

Degrees offered:

Bachelor of Science

Accounting

Accounting – CPA Track

Accounting/Pre-Law Option

Business Administration - with professional options in:

Accounting

Finance

Health Administration

International Business

Management

Marketing

Human Resource Management

Public Relations/Communications

Sports Management

Business Administration/Pre-Law Option

Business Education

Associate of Science

Accounting

Business Administration

Teacher Certification

Business, Computer and Information Technology (K-12)

Minors

Accounting

Business Administration

Dean: Heather Pflieger, EdD

Faculty: Ronald Bruce, MBA; Ralph W. Hoffman, EdD; Stephen Mumford, MBA; E. Michael Shaffer, EdD; Carlo Silvestri, MBA, CPA

Accelerated Degrees

Gwynedd-Mercy College offers accounting and business administration degrees on campus in an accelerated format in the evening. Accelerated degrees meet all degree requirements with courses offered in eight week sessions, in six sessions per year. Most classes meet two times per week. Some Saturday and weekend classes are also available. These degrees are designed for the working adult who needs to complete a degree in a shorter

time frame. Accelerated degrees may be completed at the associate or baccalaureate level on a full-or part-time basis.

Credit Requirements

Students accepted into a program of study are expected to complete all courses at Gwynedd-Mercy College. Students transferring to Gwynedd-Mercy College will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd-Mercy College. The School of Business and Computer Information Sciences requires a minimum of forty-five (45) credits as a residency requirement for all students transferring into a bachelor's degree program. A residency requirement of thirty (30) credits is required for all students transferring into an associate degree program.

Business

Bachelor of Science

Accounting

Major Requirements: a grade of "C" or better in ACC 105, 106, 205, 206, 301, 305, 315, 316, 405, 406 and 407; BUS 101, 207, 230, 301, 304, 306, 310, 340, 4000; CIS 101; ECN 102, 103. A student may choose to pursue a Pre-law option while obtaining a BS in Accounting, the option requires 42 credits of selected interdisciplinary general education courses along with specific business courses. Permission of the Dean is required for this option.

Accounting – CPA Track

The 150-credit hour CPA track for accounting majors reflects the change in licensure requirements for Certified Public Accountants. For students graduating after December 31, 2011, the requirements for licensure include the following:

- Be a graduate with a baccalaureate or master's degree
- Have completed a minimum of 36 semester credits in accounting, finance, law or auditing
- In order to be licensed as a CPA, a candidate must complete 150-credit hours and obtain 1-year of public accounting experience.

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

1. Students having a 3.5 GPA and with the endorsement of the accounting faculty will be able to complete the 150-credit hour requirement in 4-years (six credits will be taken in the summer of the sophomore and junior years).
2. Students that do not have the 3.5 GPA will be required to complete the 150-credit hours through an additional year of study. Effectively, this will require 5-years to complete the bachelor's degree in accounting with the CPA track.

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

Major requirements: a grade of “C” or better in ACC 105, 106, 205, 206, 207, 301, 305, 315, 316, 317, 405, 406, 407, 408, 440, 441; BUS 101, 207, 230, 301, 304, 306, 310, 313, 314, 318, 321, 340, 4000; ECN 102, 103.

Business Administration

Major Requirements: a grade of “C” or better in ACC 105, 106, 301; BUS 101, 207, 230, 301, 304, 306, 310, 318, 321, 340, 4000; CIS 101; ECN 102, 103; and four courses in a professional option area. Options include accounting, finance, health administration, international business, management, marketing, human resource management, public relations/communications and sports management. A student may choose to minor (18 credits) in Computer Information Technology as part of the Business Administration degree. A student may choose to pursue a Pre-law option while obtaining a BS in Business Administration, the option requires 42 credits of selected interdisciplinary general education courses along with specific business courses. Permission of the Dean is required for this option.

Internship Program

The Internship Program is a directed work experience designed to provide the student with practical applications of business principles. This option is offered to accounting and business administration majors, usually in their senior year. To be eligible, students must have a “B” average in required business courses as well as permission of their adviser and the Dean. The internship may not be done at the student’s current place of employment.

Business Education

Students who satisfactorily complete requirements in business education are eligible for Instructional I Business, Computer and Information Technology certification (K-12) in the public schools of Pennsylvania, provided they have completed at least 30 semester hours of professional education and the required business courses. State certification requires that a student maintain a 3.0 grade point average. All certification students must successfully pass all required praxis tests and the specialty area test. These tests **must** be completed before enrolling in student teaching. Students should refer to the School of Education section for additional education requirements.

Major Requirements: ACC 105, 106, 205; BUS 101, 207, 230, 301, 304, 306, 310, 321; BE 4000; CIS 101, 110, 114; ECN 102, 103; EDU 100, 215, 300, 319, 325, 400; PSY 200, 301.

Second Bachelor Degree Program

The Second Bachelor Degree Program is designed for those students who have already earned a baccalaureate degree in another field and who wish to pursue a second bachelor degree.

A program review will evaluate each application, determining which course requirements need to be fulfilled for the granting of a second degree. Because the student holds a bachelor degree from an accredited institution, course for course substitution is not necessary. Courses are selected in consultation with an adviser. Lower level courses may be replaced with higher level courses if the student has related professional work experience.

The second-degree program may be completed in the day or evening, on a full or part-time basis. A second-degree program requires a minimum of 30 credits at Gwynedd-Mercy College.

Pre-Law Option for Accounting & Business Administration Majors:

Requirements: 42 semester hours – 27 credits from the following: PHL 240; PSY 200, 210; SOC 255; BUS 230; CIS 101; COM 101; ECN 102, 103; HIS 131, 132; POL 101; ENG 315 or 448.

15 credits from the following recommended courses: HIT 103; PSY 150, 221, 222, 230, 320; SOC 325; ACC 105, 106, 315, 316; BUS 304, 373; CIS 102; HIS 101, 102; PHL 234, 308; RS 101, 120, 231; ENG 107.

Associate in Science

All associate degrees may be used as the basis for a bachelor's degree.

Accounting

Major Requirements: a grade of "C" or better in ACC 105, 106, 205, 206, 301; BUS 101, 207, 230, 301, 310; CIS 101; ECN 102, 103, plus ACC, BUS or CIS elective.

Business Administration

Major Requirements: a grade of "C" or better in ACC 105, 106, 301; BUS 101, 207, 230, 301, 310, 321; CIT 101; ECN 102, 103, plus ACC, BUS or CIS elective.

Additional Degree Opportunities

The School offers associate degrees in accounting and business administration in cooperation with other Schools within the College. While a student is pursuing a bachelor degree in history, psychology or sociology, he/she may also pursue an associate degree in accounting or business by

taking certain required courses and using them in open elective areas. Permission to pursue concurrent degrees must be approved by the Deans of both Schools.

Minor in Accounting

A student who is pursuing a BA/BS in any major other than accounting may pursue a minor in accounting by taking eighteen (18) credits in accounting courses. For non-accounting majors, a minor in accounting requires: ACC 105, 106, 205, 206 and two additional accounting courses at the 300 or 400 level. A grade of "C" or better is required for all courses taken in the minor.

Minor in Business Administration

A student who is pursuing a BA/BS in any major other than business administration, may pursue a minor in business administration by taking eighteen (18) credits in business related courses. For non-business majors, a minor in business administration requires: ACC 105, 106; BUS 101, 207, 301; ECN 102. A grade of "C" or better is required for all courses taken in the minor.

Recognition for Previous Learning – (undergraduate programs)

Courses taken more than six years prior to admission as a student in the School of Business at Gwynedd-Mercy College must be supported by demonstrated current knowledge acceptable to the Dean.

Upper level (300 and 400) courses in the bachelor degree concentration and professional option must be completed at Gwynedd-Mercy College. Transfer students who have had equivalent courses accepted will substitute a similar number of Gwynedd-Mercy courses in fulfillment of this requirement.

Students may earn credit by examination (challenge examination) only at the highest level of demonstrated proficiency. For example, although an individual may successfully challenge Accounting I and II, credit will be awarded only for Accounting II.

Credit will not be given for courses taken at an unaccredited institution.

Students seeking life experience credit in courses for which a standard College Level Examination Program (CLEP) test exists (for example, Principles of Management) will take the CLEP test. Skill courses will require demonstrated ability. Life experience credit will not be given if there is no comparable Gwynedd-Mercy course (for example, credit will not be given for experience in real estate or restaurant management).

Challenge Exams

A student may arrange to take a challenge exam where available based on work experience at a time acceptable to the Dean and the appropriate faculty member.

Program Dismissal Policy

A grade of "C" or better is required in each course within the major or minor. If a student achieves less than a "C," the student is permitted to repeat the course once. If the student fails to receive a "C" or better after repeating the course once, the student, regardless of his/her cumulative grade point average, may be dismissed from the program.

Business Programs Offered through the Center for Lifelong Learning

The Center for Lifelong Learning located in East Norriton and Philadelphia, offers the following degree programs designed specifically for working adults:

Degrees Offered

Master of Science in Management (See Graduate Catalog)

Bachelor of Science in Business Administration

Associate of Science in Business Administration

All are accelerated, cohort-based programs of the highest educational quality. These are value-centered, highly interactive programs rooted in a progressive application of theory. The Creative Studies courses listed in the catalog are offered through the Center.

Classes meet one evening a week for four hours at our East Norriton Campus or CLL off sites with a Learning Team Session that meets for four hours per week as well. Without sacrificing course work or content, these programs are streamlined to accommodate the multi-faceted responsibilities of busy, working adults. For more information about the Center for Lifelong Learning, call 1-877-GWYNEDD (499-6333).

Computer Labs in East Norriton and Philadelphia

The Center for Lifelong Learning has two computer labs: in East Norriton and in Philadelphia. The labs support a variety of courses in every discipline of the college. The rooms are equipped with a remote controlled projection and SmartBoard system (wireless lab), zip drive (main lab) and network shared printer.

Bachelor of Science in Business Administration

The core curriculum is a 45 credit hour, 80-week program designed to expand a student's critical thinking skills while providing the student with a solid foundation in business administration principles and their contemporary applications in the workplace. (A minimum of 46 hours of transferable credits is required for admission to the B.S.B.A. program.)

Requirements:

ACC 300, 301; BAS 100; BUS 312, 321, 323, 341, 371, 405, 492; CIS 320; ECN 320; ENG 305; PHL 308; RS 115.

Associate of Science in Business Administration

The core curriculum is a 67 credit hour, 114-week program designed to improve a student's critical thinking skills while providing the student with a solid introduction to business administration principles.

Requirements:

ACC 105, 206; BAS 100; BIO 100; BUS 101, 210, 230, 292, 304, 310; CIT 101; ECN 104; ENG 101, 104, 220, 215; HIS 250; MTH 120; PHL 100; POL 255; PSY 321, 331; RS 120.

SCHOOL OF EDUCATION

Degrees offered

Bachelor of Science in Education

Master of Science (See Graduate Catalog 2011-12)

School Personnel Certification Area

Pre Grade 4

Grades 4-8

Mathematics and Science

Special Education

Pre K-8

Secondary Education 7-12 in:

Biology

Business, Computer and Information Technology

English

Mathematics

Social Studies

Education Administration:

Principal K-12

Curriculum & Instruction Supervisor

Master Teacher K-12

Reading Specialist K-12

School Counseling

Elementary K-6

Secondary 7-12

The School of Education has a 97% pass rate on the PRAXIS.

Interim Dean: Sandra Mangano, EdD

Faculty: Jody Blohm, EdD; Gary Bowman, PhD; Lucille Candeloro, EdD; Carol Evans, MMus; Daniel Harvey, PhD; Katherine Hylinski, MEd; Catherine McGeehan, EdD; Mary Jo Pierantozzi, MS; Melissa Reed, EdD; Deborah Schadler, PhD; Bruce Taylor, EdD.

Academic Progression

A student who receives a grade lower than “C+” in an education course will not be able to proceed to any other education course until the deficient course is repeated with a satisfactory grade of “C+” or higher.

By the 45 credit mark –

1. The student must have attained a standard passing score on the following
Pre-Professional Skills Tests in reading, writing and mathematics:
 - PPST: Reading (#710) = 172

- PPST: Writing (#720) = 173
- PPST: Mathematics (#730) = 173
-

A second method of accomplishing the basic skills testing requirements is now be available through achieving a composite/summary test score total of 521, provided that the following individual PPST I test are met:

- Mathematics - Score of 170 minimum
- Reading - Score of 169 minimum
- Writing - Score of 170 minimum
- Composite total required = 521.

For example, an individual with strong math skills may have scored 178 in the PPST Math, a score of 172 in Reading and a score of 171 in Writing. This student would meet the Praxis I composite test requirement as the composite score of 521 was met and no individual test score was under the required score minimum.

Also, by the 45 credit mark,

2. The student must have a minimum GPA of 3.0.
3. The student must have completed at least six semester credits in college level mathematics and at least three semester credits in college level English composition and three credits in American or British Literature.
4. The education majors must make a formal application to the Certification Program of the School of Education. Secondary education students must apply to the School of their discipline, as well as the School of Education.
5. Recommendation for state certification is predicated upon fulfillment of the academic requirements and upon the following considerations:
 - Physical fitness for teaching
 - Propensity for the teaching profession
 - Professional attitude and performance

These criteria are continuously monitored. Standings are reviewed by the faculty with respect to these criteria. Students whose standings are not satisfactory will not be admitted to more advanced professional courses.

If the student reaches the 45 credit mark and has not achieved all of the above requirements he/she **will be permanently dismissed from the School of Education.**

Pre-Student and Student Teaching

Approval to pre-student or student teach is not automatically granted upon completion of academic requirements. If weakness or deficiencies are noted in subject matter, knowledge, pedagogy, communications, or interpersonal skills, the Dean may require the student to take corrective action, such as, additional coursework, additional practicum, personal counseling, or pursue another major.

The Privilege of Pre-Student Teaching

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

- Formal acceptance into the School of Education and the relevant certification program(s).
- Have on record official notification of PASSING the math, reading, writing and PRAXIS exams (while the School of Education respects the student who repeatedly takes the exam, this effort does not replace passing the exam).
- Maintenance of a 3.0 overall GPA.
- Submission of the formal application for pre-student teaching and all necessary documentations to accompany the application prior to the February due date.
- Receive the recommendation of the Teacher Education Committee of the School of Education.
- Receive the recommendation of the Dean of the School of Education.

The Privilege of Student Teaching

- Formal acceptance into the School of Education and the relevant certification program(s).
- Have on record official notification of PASSING all PRAXIS exams (while the School of Education respects the student who repeatedly takes the exam, this effort does not replace passing the exams).
- Maintenance of a 3.0 overall GPA.
- Submission of the formal application for student teaching and all necessary documentations to accompany the application prior to the February due date.
- Completion of ALL course work prior to the student teaching semester.
- Reception of the recommendation of the Teacher Education Committee of the School of Education.
- Reception of the recommendation of the Dean of the School of Education.
- Successful completion of the pre-student teaching experience with an earned grade of a minimum of a C+.

Removal from a Pre-Student or Student Teaching Placement

The Dean of the School of Education, upon collaboration with relevant faculty and supervisors and recommendation of a hosting school/school district in which a student is placed, may have a student removed from a pre-student or student teaching placement when sufficient evidence indicates that it is not in the best interest of the school or the student to continue. If this occurs, the following consequences will be applied:

- The student will not continue in subsequent pre-student or student teaching placements.

- The student will receive a grade of “F” for the ENTIRE pre-student or student teaching experience.
- If this occurs during pre-student teaching, the student WILL NOT be permitted to move to the student teaching experience.
- The student will be dismissed from the School of Education.

Credit Requirements

Students accepted into a program of study are expected to complete all courses at Gwynedd-Mercy College. Students transferring to Gwynedd-Mercy College will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd-Mercy College. The School of Education requires a minimum of fifty (50) credits as a residency requirement for all students transferring into a bachelor's degree program.

Transfer credit in the concentration area will be accepted at the discretion of the Dean and credit evaluators. At least 50 percent of the concentration courses must be taken at Gwynedd-Mercy College.

Admission into the Teacher Certification Programs:

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. (Secondary education certification candidates submit an application to the School of their discipline and the School of Education):

1. The candidate for the teacher certification program must have attained passing scores on the following Pre-Professional Skills Tests in reading, writing, listening and mathematics:
 - PPST: Reading (710)
 - PPST: Writing (720)
 - PPST: Mathematics (730)
2. The candidate for the teacher certification program must have completed a minimum of 45 semester credit hours of college level course work.
3. The candidate for teacher certification must have a minimum GPA of 3.0
4. The candidate for teacher certification must have completed at least six semester credits in college level mathematics and at least six semester credits in college level English composition and American or British Literature.

School Personnel Certification Areas

Students who complete these programs satisfactorily are eligible for provisional certification for teaching in the public schools of Pennsylvania. The recommendation for these certificates is contingent upon passing the Praxis II. Certification in PreK-4, Grades 4-8 Math and Science, and Special Education are available. A laboratory nursery school on campus (Hobbit House) enhances the acquisition of PreK-4 and Special Education Skills.

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

1. physical fitness for teaching
2. Propensity for the teaching profession
3. Professional attitude and performance

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

Transfer credits in the concentration area will be accepted at the discretion of the credit evaluators. At least 50 percent of the concentration courses must be taken at Gwynedd-Mercy College.

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

PreK-4 Grades and Special Education Requirements: EDU 100, 104, 216, 223, 224, 226, 227, 228, 229, 309, 314, 315, 316, 351, 414, 415, 460, 4000; SPE 205, 231, 232, 331, 332; plus applicable general education requirements.

Grades 4-8 Mathematics/Science and Special Education Requirements: EDU 111, 240, 372, 373, 374, 350, 4000, 420; SPE 205, 231, 232, 331, 332; plus applicable general education requirements.

Secondary Education

Students can obtain provisional certification for teaching in the public schools of Pennsylvania in the following areas: biology; business; computer information technology; English; social studies or mathematics. To complete the requirements for certification, the student must major in one of the above named areas and complete at least the following education courses: 3 credits of ELL 310; PSY 222, 310; EDU 100, 300, 325, 319, 351, 400; SPE 215, 331, 332 under approved supervision.

The recommendation for this certificate is contingent upon passing all appropriate Praxis I and Praxis II tests for the specific discipline. The admission and retention procedure is the same as that described for elementary education.

FRANCES M. MAGUIRE SCHOOL OF NURSING

Degrees offered

Associate of Science in Nursing

Bachelor of Science in Nursing

Master of Science in Nursing (see Graduate Catalog, 2011-2012)

Dean: Andrea O. Hollingsworth, Ph.D.

Faculty: Marjory Belchic, MSN, CRNP; Elizabeth W. Black, MSN, CS; Mary Brinkman, MSN; Patricia Brown O'Hara, MSN; Nancy Chiarantona, MSN; Susan Cicione, MSN; Brenda Clapp, MSN; Mary Hermann, EdD; Andrea O. Hollingsworth, PhD; Nona Holloway, MSN; Barbara Jones, PhD; Pamela B. Lynn, MSN; Velia McCabe, MSN; Kathryn McEvelly, MSN; Ann McGinn, EdD; Jean Michiels, MSN; Dona M. Molyneaux, PhD; Roseann Regan, PhD; Elizabeth Romeo, PhD; Barbara Vassallo, EdD; Denise A. Vanacore, PhD

Associate of Science in Nursing Degree Program

This program is accredited by the National League for Nursing Accrediting Commission, and is approved by the Pennsylvania State Board of Nursing. It requires two academic years of full-time study and is articulated with the bachelor of science degree program, which requires two additional years of full-time study. All ASN students must carry at least 12 credits during the four semesters of the ASN program. Students have an option to stop at the completion of the associate in science degree in nursing program (ASN) and are eligible to take the examination to become a registered nurse (NCLEX-RN). Graduates of this program are prepared as beginning practitioners in nursing to give direct nursing care in supervised settings to clients with nursing problems.

Bachelor of Science in Nursing

The core curriculum is 45 credit hour, 78-week program designed to expand a student's critical thinking skills while providing the student with a solid foundation in the principles and practices of nursing and their contemporary applications in the workplace. (A minimum of an associate degree in nursing or equivalent RN diploma is required for admission to the B.S.N. program.)

Requirements:

BIO 317, 318; ECN 101; NUR 305, 308, 309, 311, 321, 408, 412, 415, 420; PSY 111; RS 241.

ACADEMIC PROGRESSION

All nursing courses in the ASN program have content and clinical laboratory experiences. Grades of "C" or higher ("C-" is not acceptable) are required in each nursing course for advancement to subsequent courses. For advancement to the sophomore year, a 2.0 cumulative average is required.

Grades of “C” or higher (“C”- is not acceptable) are required in anatomy and physiology I and II, (lecture and lab) and nutrition for advancement to the sophomore year; a grade of C or higher (C- is not acceptable) is required in microbiology for advancement to the 4th semester. A student who earns an “F” in anatomy and physiology I in the first semester may not advance to the second semester of nursing nor to anatomy and physiology II until a passing grade of “C” or higher has been obtained in the failed anatomy and physiology course.

A student may achieve less than a “C” (“C”- is not acceptable) in only one nursing course. He/she may repeat the course once and cannot progress in the sequential nursing courses until its successful completion with a “C” or higher grade. Students may be part-time while repeating the course but are required to revert to full-time status during subsequent semesters. If a student achieves less than a “C” grade (“C”- is not acceptable) in any two nursing courses, he/she will be dismissed from the program.

Students are required to provide their own transportation to and from the health care agencies for clinical experiences.

The National League for Nursing Accrediting Commission is a resource for information concerning tuition, fees and length of nursing programs.

Address: 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326

Phone: 1-404-975-5000 Website: www.nlnac.org

Nursing Computer Lab (Keiss Hall Room 103)

The nursing lab holds 24 Pentium-4 workstations with access to the Internet on a Windows XP network. These systems support Office 2003, C&D Programs (OralMeds, Math, SafeMeds, Pharma), SPSS for Windows, Immunization, Immobilization, AZ Nursing, NCLEX-RN Success, Meds Nursing, Advance Finance for Nurse Executive, PDS Nursing Scenarios, Central Venous Catheters, Ency Nursing skills, Iprax Course works v3.2, Iprax Just Pay v3.2, Dosage & Calculations Made Easy and clinical experience (Interview, Assess, Diagnose), Auscultation, AQ&A Testing tools and Diet Analysis. The room is also equipped with Immersion Touch Sense Tech, CD-RW & DVD combo, zip drive 250MB and shared laserJet printer.

ADMISSION PROCEDURE FOR STUDENTS APPLYING FOR THE ASN PROGRAM:

1. Complete an application form and pay registration fee. (See Admission section)
2. Submit an official high school transcript of credits showing 16 units in prescribed and elective subjects. This should include: chemistry, biology and three units in mathematics (algebra I, algebra II and geometry).
3. Be in the top third of high school class.
4. Complete the Scholastic Aptitude Tests of the College Entrance Board (SATs) or American College Testing (ACTs). Students who have been graduated three (3) years or more may have this requirement waived.

5. Transfer Students: Submit official copy/copies of all collegiate level work. A grade point average of 3.0 and demonstration of "B" or above in science courses are required.
6. Submit a written letter of recommendation concerning character and promise as a student in nursing from the principal, a teacher, or a guidance counselor from your high school/college.
7. Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.

Any applicant to the nursing program who has had science courses that are five (5) years or older prior to beginning the nursing courses is required to take Excelsior examinations (anatomy and physiology and/or microbiology) or repeat the science courses to verify that the knowledge is current. Passing score of 50 is required by the science division for each exam. Excelsior science examinations are 3 credits each. Additional science credits may be needed to meet the curriculum requirements. If a student fails any of these Excelsior exams, the course(s) must be taken. **All required science courses must have a "hands on" clinical lab experience.**

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

The Professional Nursing Law permits the State Board of Nursing to consider the "moral character of any license candidate." The applicant who is applying to the nursing program should be aware that the State Board of Nursing will not issue a license or certificate to an applicant who has been convicted of any felonious act. Matriculation into the nursing courses is conditional pending receipt and evaluation of a PA Criminal Record Check to determine if there is any conviction which may bar the student from the nursing program.

A PA Child Abuse History Clearance is required to determine if there is any conviction/charge which may bar the student from the nursing program. This evaluation is necessary in order to participate in experiences which include contact with children. This requirement is mandated by the Commonwealth of Pennsylvania per 24 P.S. 1-111 of the Pennsylvania Public School Code and 23 Pennsylvania C.S.A. 6355 of the Pennsylvania Child Protection Services.

NON ACADEMIC CRITERIA FOR ADMISSION AND RETENTION

Graduates from the School of Nursing must possess the essential knowledge and skills to function in a wide variety of clinical situations, and render a wide spectrum of patient care in a safe and effective manner.

The School of Nursing has specified non-academic criteria which all applicants/students are expected to meet in order to participate in the nursing programs. These criteria include, but are not limited to:

1. The ability to see, hear and touch, smell and distinguish colors.
2. Oral and writing ability with accuracy, clarity and efficiency.
3. Manual dexterity, gross and fine movements.
4. The ability to learn, think critically, analyze, assess, solve problems and reach judgments.
5. Emotional stability and the ability to accept responsibility and accountability.

ASN PROGRAM REQUIREMENTS FOR THE WEEK-END OPTION:

Only students with a previous bachelor's or master's degree may be part-time in the weekend option of the ASN program. Weekend content classes and clinical experiences are included in this option.

Requirements:

The following courses must be completed and eligible for transfer for entrance into the week-end option:

- Anatomy and physiology I and II
- Microbiology
- Nutrition course
- General Psychology,
- Developmental Psychology
- Principles of Sociology

In addition, the student must adhere to requirements for those accepted into the ASN program

REQUIREMENTS FOR THOSE ACCEPTED INTO THE NURSING PROGRAM:

1. Certificate of Health:

A certificate of health from a Nurse Practitioner or a family physician is necessary. Nursing Health Forms can be accessed online. Completed health forms are submitted to the School of Nursing before August 1, 2011. Students without completed health forms will not be permitted in any health care agency. Titer levels for protection from contagious diseases are required. Yearly PPD, yearly drug screen and yearly flu vaccine is required. Yearly influenza is required, when available.

2. Math Competency Examination:

Successful completion of a math competency examination at 85% is required during the first semester of the nursing program. Three opportunities will be afforded to the student to take this math examination during the Fall semester. Failure to achieve a score of 85 or better on the math examinations will result in dismissal from the School of Nursing.

3. Cardiopulmonary Resuscitation (CPR) Certification:

Students must be certified in CPR before beginning any clinical experience in a health care agency. All students are required to take the **American Heart Association Health Care Provider CPR**. Copies of certification or re-certification must be submitted to the administration assistant in the

nursing office to be placed in student's file. Biannual re-certification is required. www.amhrt.org

4. Health Insurance Coverage:

Students must carry health insurance while in the nursing program. This health insurance can be obtained through the College if the student does not have personal coverage. A copy of the health insurance must be submitted to the School of Nursing office by the beginning of the freshmen year.

5. Liability Insurance:

All students enrolled in the School of Nursing are required to carry liability insurance through the College. A fee for this insurance will be charged to the student's account.

6. Child Abuse History Clearance:

(Matriculation conditional pending receipt of clearance)

All students enrolled in the School of Nursing are required to have a **Child Abuse History Clearance**. This is accomplished by completing a Child Abuse History Clearance Form obtained from the secretary of the School of Nursing office in Keiss Hall. The form is to be mailed with a ten dollar (\$10.00) money order (no cash or personal checks). Forms are available online at: www.dpw.state.pa.us

A copy of the form must be submitted to the School of Nursing office by August 1st of freshmen year.

7. Criminal Record Check: (Matriculation conditional pending receipt of negative criminal record check)

All students enrolled in the School of Nursing are required to have a **Criminal Record Check indicating no felonies or misdemeanors**. This is accomplished by completing a Request for Criminal Record Check form obtained from the secretary of the School of Nursing in Keiss Hall. This form is to be mailed with a ten dollar (\$10.00) money order (no cash or personal check). Forms are available online at: www.patch.state.pa.us

A copy of the form must be submitted to the administrative assistant in the School of Nursing office by the beginning of the freshmen year. An FBI/fingerprinting check is required for some clinical experiences. (www.pa.cogentid.com)

8. Drug Screening:

All students must present yearly results from drug screening to participate in clinical experiences. Information on drug screening requirements is given with orientation materials. Students are responsible for the cost of the test.

9. Yearly PPD

All students must present yearly results from a PPD in order to participate in clinical experiences. Information on PPD screening is given with orientation materials. Students are responsible for the cost of the test.

**NURSING COURSES ARE SEQUENTIAL
ASN PROGRAM - SUGGESTED PROGRAM OF
STUDIES FOR A FULL-TIME SCHEDULE**

FALL - FIRST SEMESTER: CREDITS

FYE 1000	First Year Experience	2
FYE 1001	First Year Experience Service	1
BIO 107	Anatomy & Physiology I w/lab	4
NUR 110	Adult Health Nursing I	4
NUR 111	Concepts of Nursing	3
ENG 101	College English	3

TOTAL 17

SPRING – SECOND SEMESTER CREDITS

BIO 108	Anatomy & Physiology II w/lab	4
RS 231	Morality & Cont. Healthcare	3
NUR 120	Adult Health Nursing II	6
NUR 121	Health Assessment	2
NUT 200	Nutrition	3

TOTAL 18

FALL - THIRD SEMESTER CREDITS

BIO 121	Microbiology w/lab	3
SOC 2000	Society & Global Diversity	3
PSY 100	General Psychology	3
NUR 210	Pharmacology in Nursing	2
NUR 211	Complex Adult Health Nursing*	6

TOTAL 17

SPRING – FOURTH SEMESTER CREDITS

PSY 200	Developmental Psychology	3
PHL 2000	Encountering Ethics	3
NUR 220	Maternal-Child Nursing*	5
NUR 221	Behavioral Health Nursing*	3
NUR 222	Nursing Transition & Role Dev	2

TOTAL 16

NUR 220 and 221 must also be taken concurrently. These courses may be taken in either Fall or Spring semester of the sophomore year.

TOTAL CREDITS FOR THE ASN DEGREE = 68

OUTCOMES ASSESSMENT:

- Periodical assessment and testing is done throughout the ASN program of studies through HESI. See Nursing Student Guide Book for specifics.
- All students in the ASN program are required to take a designated NCLEX-RN diagnostic test prior to graduation. If a score predictive of success on NCLEX-RN is not achieved, the student will be required to repeat the test. The application for an RN license will not be sent by the School until the required score is achieved.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing program (BSN) at Gwynedd-Mercy College is structured to build upon the Associate in Science in Nursing program as a registered nurse degree completion program and is accredited by the National League for Nursing Accrediting Commission. Graduates from the BSN program are prepared as generalists to give direct and indirect nursing care in a variety of health care settings to individuals, families and groups and have an educational base upon which graduate study for specialization in nursing may be built.

The program is open to those students who have successfully completed an ASN program or, in the case of diploma school graduates, ASN degree requirements. Applicants must have registered nurse licensure in the State of Pennsylvania or be RN-eligible. Registered nurse licensure must be earned before a student can begin the spring semester of junior nursing courses.

The curriculum integrates a strong liberal arts component, sciences, and nursing courses different from basic nursing. Students can complete this program in four (4) semesters of full-time study beyond the ASN degree, but the student may choose to complete degree requirements as a part-time student. Nursing content can be completed in two semesters and two summer sessions, however, other college degree requirements will require additional time as a part-time student. Portfolio Assessment for selected courses allows the student to earn college nursing credits for nursing practice experience as a substitute for required nursing courses.

Students are required to have a grade of "C" or better ("C-" grade is not acceptable) in each nursing course for advancement to subsequent courses. Most nursing courses are sequential. Therefore, it is important for the student to have faculty advisement while in the program. A grade of "C" or higher ("C-" grade is not acceptable) is required for Advanced Physiology I and II. Students who have a grade lower than "C" in Advanced Physiology may advance in nursing but must have a grade of "C" or higher to be eligible for the BSN degree.

Requirements for the ASN degree needed for acceptance in the BSN Program may be met by challenging courses, by taking CLEP, teacher-made and/or Excelsior College exams or by taking the required course(s). Diploma school graduates must complete all ASN requirements before admission is granted to the BSN Program.

ASN graduates whose transfer credits do not satisfy Gwynedd-Mercy College's general education requirements must satisfy these deficiencies before graduation from the BSN program. Forty-five (45) credits must be earned at Gwynedd-Mercy College. The National League for Nursing Accrediting Commission is a resource for information concerning tuition, fees and length of nursing programs.

Address: 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326

Phone: 1-404-975-5000

Website: www.nlnac.org

Admission Requirements for the BSN Program:

1. Completion of an associate in science in nursing degree program or its equivalent (for diploma school graduates).
2. Completed application form and registration fee.
3. Official college transcripts (with college seal) of completed nursing program and all colleges attended.
4. Evidence of licensure as a registered nurse in Pennsylvania (or before beginning spring semester junior year if a new ASN Graduate).
5. Approval by the Admissions Committee**
**Students should make application to the BSN program as soon as possible, but are REQUIRED TO DO SO once they have earned nine (9) credits.
6. Graduation from the Gwynedd-Mercy College ASN program allows the student to move into the BSN program.

Candidates accepted for the BSN Program must have documented proof of the following additional requirements prior to clinical courses.

1. **Certificate of Health** from a nurse practitioner or a family physician is necessary. Health forms will be distributed from the Nursing Office after deposit is received. Completed health forms are submitted to the Campus Health Office before classes begin in the fall. Students without completed health forms will not be permitted in any health agency.
2. **Cardiopulmonary Resuscitation (CPR) Certification** or re-certification is required before beginning clinical practice experiences in any health care facility. Copies must be submitted to the nursing office in Keiss Hall to be placed in the student's file.
3. **Health Insurance Coverage:** Students must carry health insurance while in the nursing program. This health insurance can be obtained through the College if the student does not have personnel coverage. A copy of the health insurance must be submitted to the School of Nursing Office by the beginning of the junior year.
4. **Liability Insurance:** Students are required to carry liability insurance while in the nursing program. Liability coverage must be submitted to the nursing office for the student's file before the first day of class.
5. **Child Abuse History Clearance:** All students enrolled in the School of Nursing are required to have a **Child Abuse History Clearance**. This is accomplished by completing a Child Abuse History Clearance Form.

Department of Public Welfare
P.O. Box 8170
Harrisburg, PA. 17105-8170

Forms are available online at www.dpw.state.pa.us. A copy of the form must be submitted to the School of Nursing Office by the beginning of the junior year.

- 6. Criminal Record Check:** All students enrolled in the School of Nursing are required to have a **Criminal Record Check**. This is accomplished by completing a Request for Criminal Record Check form.

Forms are available online at: www.epatch.state.pa.us. A copy of the form must be submitted to the School Nursing office before the first day of class. An FBI check may be required for some clinical experiences.

- 7. Drug Screening:** All students must present yearly results from drug screening to participate in clinical experiences. Information on drug screening requirements is given in the Nursing Student Guidebook. Students are responsible for the cost of the test.
- 8. Yearly PPD:** All students must present yearly results from a PPD in order to participate in clinical experiences.
- 9. Flu Shot:** All students must have a flu shot by November 1st of each year.
- 10. Non-Academic Criteria**

All students in the bachelor of science in nursing program must meet the School of Nursing non-academic criteria for admission and for retention in the nursing program.

Credit Requirements

Students accepted into a program of study are expected to complete all courses at Gwynedd-Mercy College. Students transferring to Gwynedd-Mercy College will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd-Mercy College. The School of Nursing requires a minimum of forty-five (45) credits as a residency requirement for all students transferring into a bachelor's degree program.

Program Planning

The BSN program requires a minimum of four (4) semesters of study beyond the ASN degree. Students have an option to attend either day or evening classes depending on work schedules. The nursing major can be finished in two (2) semesters and two (2) summer sessions in one calendar year (42 weeks of class time). Clinical laboratory experiences are scheduled for one day per week or for those with at least one (1) year of nursing practice experience, a flexible clinical option may be selected.

Summer Session BSN Nursing Courses

Students may elect to finish the nursing major in two summer sessions. Only senior level courses are offered. An option for nursing electives is limited. It is required before students are eligible for summer nursing courses that the following courses be completed: all junior nursing courses, BIO 317/318 - Advanced Physiology I and II, PSY 111 – Statistics, ECN 101 – Economic

Problems. Priority will be given to those students who have completed all other required courses.

Major Requirements:

NUR 311, 321, 322, 323, 412, 420 and 430 and a nursing elective (NUR 406, 409, 415, 416, 421, 437, 438); BIO 317, 318; ECN 101; PSY 111.

Because this program is built on the premise that content impacts on practice, four nursing courses have a clinical component. Clinical experiences take place in a wide variety of settings with an emphasis on places where people live, work, play, shop, learn, or otherwise congregate. Students log their clinical experiences in a journal to document time and experiences. Some experiences are planned with an instructor; other options include independent assignments.

Students with at least one year of fulltime nursing practice experiences have a “flexible clinical option.” Candidates for the BSN program have a Portfolio Assessment option, which allows the student to earn a maximum of 12 nursing credits.

NUR 322 - Health Assessment II should be taken as a prerequisite or concurrent with nursing courses in the first semester of the junior year. BIO 317/318 - Advanced Physiology I and II and ECN 101 - Economic Problems should be completed prior to or during the junior year. PSY 111 -Statistics is required before beginning NUR 412 - Research Processes in Nursing Practice.

The majority of students enroll in two (2) nursing courses per semester in the following sequence:

NUR 311 and NUR 322 in the first semester of the junior year.
 NUR 321 and NUR 323 in the second semester of the junior year.
 NUR 412 and NUR 430 in the first semester of the senior year.
 NUR 4000 and a Nursing Elective in the second semester of the senior year.

Part-time nursing sequence for students taking one course at a time

For students who are unable to carry two (2) nursing courses, there is an option to take one (1) course per semester; however, students must be aware that all nursing courses are not offered each semester; therefore, time to complete the BSN degree will be prolonged and courses must be sequenced appropriately. Students are strongly advised to seek guidance for course planning when taking the nursing major.

Sequence of nursing courses for part-time students:

Pre/co-requisite	BIO 317/318 - Advanced Physiology I and II ECN 101 – Economics Problems PSY 111 - Statistics
Fall semester	NUR 322 – Health Assessment II
Spring semester	NUR 323 – Professional Issues in Nursing

Fall semester	NUR 311 - Community Health Nursing: Individual and Family
Spring semester	NUR 321 - Community Health Nursing – Community as Client
Fall semester	NUR 430 – Genomics in Nursing
Spring semester	NUR Elective
Fall semester	NUR 412 - Research Processes in Nursing Practice
Spring semester	NUR 4000 - Leadership and Management in Professional Nursing

Additional Requirements

In addition to the nursing requirements, the following general education and support courses are required for the BSN degree. The BSN degree also includes those general education and support courses required at the ASN level.

Skills for Exploring	6 credits at the ASN level	6 credits
Exploring the Spiritual World	6 credits at the BSN level 3 credits at the ASN level	9 credits
Exploring Society & Global Diversity	3 credits at the BSN level 9 credits at the ASN level	12 credits
Exploring Natural World, Mathematics And Technology	6 credits at the BSN level 12 credits at the ASN level	18 credits
Exploring the Arts & Imagination	9 credits at the BSN level	9 credits
Open Elective (BSN level)		3 credits

1 credit of content is equal to 50 minutes

1 credit of lab (on campus or health agency experience) is equal to 3 clock hours

B.S.N. PROGRAM - SUGGESTED PROGRAM OF STUDIES FOR A FULL-TIME STUDENT:

JUNIOR YEAR - FALL SEMESTER		CREDITS
NUR 322	Health Assessment II	3
NUR 311	Comm. Health Nursing: Individual and Family	4
BIO 317	Advanced Physiology I	3
ENG 2001	Arts and Ideas	3
ECN 101	Economic Problems	3
TOTAL		16

JUNIOR YEAR - SPRING SEMESTER		CREDITS
NUR 321	Community Health Nursing: Community As Client	4
NUR 323	Professional Issues in Nursing	3
BIO 318	Advanced Physiology II	3
PSY 111	Statistics	3
ENG	Elective	3
TOTAL		16

SENIOR YEAR – FALL SEMESTER		CREDITS
NUR 430	Genomics in Nursing	3
NUR 412	Research Processes in Nursing Practice	4
HIS 2000	Conflict & Consensus in History	3
RS 2000	Encountering Sacred Writings	3
TOTAL		13

SENIOR YEAR -- SPRING SEMESTER		CREDITS
NUR 4000	Leadership and Management in Professional Nursing	4
NUR	Nursing Elective	3-4
ENG	Elective	3
	Open Elective	3
TOTAL		13-14

TOTAL CREDITS FOR THE B.S.N. DEGREE 126 CREDITS

NURSING ELECTIVES:		CREDITS
NUR 406	Selected Health Problems of Women	3
NUR 409	Selected Health Problems of Children/Adol.	3
NUR 415	Selected Health Problems of Women & Children	3
NUR 416	Healthy Aging	3
NUR 421	Nursing Care of the Critically Ill Patient	4
NUR 437	Computer Technology in Nursing	3
NUR 438	Peri-operative Nursing (Limited to 10 RN students)	4

The nursing electives may be offered on a rotating basis.

BSN with MSN OPTION (Accelerated MSN):

The BSN program with an MSN Option at Gwynedd-Mercy College is a specially designed option to allow the student to complete a bachelor degree in nursing with graduate credits applicable to the MSN program at Gwynedd-Mercy College. The BSN student can select six (6) graduate credits that can be applied to the MSN program. An additional three (3) graduate credit course may be taken with MSN faculty approval to be used as an elective for the MSN program. This additional credit is not applicable to the BSN program for course substitution.

The MSN option is open to all BSN students with a GPA of 3.0. Applicants must have registered nurse licensure in the State of Pennsylvania.

Requirements:

Applicants must:

1. Be admitted to the BSN program.
2. Complete a request form for the option during the first or second semester when taking junior nursing courses. (This request form is not an application to the MSN program.)
3. Take the Miller Analogies Test or the Graduate Record Examination (GRE).

4. Make formal application to the MSN program during the first or second semester when taking junior nursing courses.

5. Requirements for the MSN program are listed in the graduate catalog. Included requirements are: A GPA of 3.0 and current clinical practice as a registered nurse.

Substitution for the nursing research course may only be permitted when the student has made formal application to the MSN program. NUR 610 - Research Methodology is substituted for NUR 412 in the first semester of the senior year. pre/corequisite for NUR 610 is NUR 530 – Theoretical Foundations of Nursing.

Nursing Courses required for the BSN with an MSN option

(accelerated MSN option)

NUR 311	Community Health Nursing: Individual and Family	4 credits
NUR 321	Community Health Nursing: Community as Client	4 credits
NUR 322	Health Assessment II	3 credits
NUR 323	Professional Issues in Nursing	3 credits
NUR 430	Genomics in Nursing	3 credits
NUR 4000	Leadership & Management in Prof. Nursing	4 credits
NUR 530	Theoretical Foundations of Nursing*	3 credits
NUR 610	Research Methodology	3 credits
NUR	Nursing Elective	3/4 credits

* Can be used as an open elective. If used as open elective, total nursing credits = 29; if not used as an open elective: Total Nursing Credits = 32

After satisfactory completion of the BSN program requirements, including substituted graduate courses, the Bachelor of Science in Nursing degree is awarded.

CENTER FOR LIFELONG LEARNING

The Bachelor of Science in Nursing program is also offered at the Center for Lifelong Learning located in East Norriton and Philadelphia.

This is an accelerated, cohort-based program. Classes meet once a week for four hours at the East Norriton campus or CLL off sites with a Learning Team Session that meets for four hours per week as well. Without sacrificing course work or content, this program is streamlined to accommodate the multi-faceted responsibilities of busy, working registered nurses. For more information about the Center for Lifelong Learning, call 1-877-GWYNEDD (877-499-6333).

The core curriculum is a 45-credit, 78 week program. A minimum of an associate degree in nursing or equivalent RN diploma is required for admission to the BSN program

Requirements: BIO 317, 318; ECN 101; NUR 311, 321, 322, 323, 412, 415, 4000.

COURSE DESCRIPTIONS

ACCOUNTING

ACC 105 Principles of Accounting I (3)

An introduction to basic principles of financial accounting, the effects of business transactions, and the effect on the financial statements. Learn how to prepare basic financial statements and to engage in decision making essentials in our economic system through analysis of receivables and inventories.

ACC 106 Principles of Accounting II (3)

An expansion of basic principles learned involving a deeper coverage of the complexities in the areas of accounting for depreciation, liabilities, and payroll taxes. Analysis of a corporation's shareholder's equity (bonds) and financial statements is stressed.

Prerequisite: A grade of C or better in ACC 105.

ACC 205 Intermediate Accounting I (3)

This course provides a study of generally accepted accounting principles and introducing international financial reporting standards, as they relate to financial reporting. The conceptual framework is established and accounting theory developed as the foundation for accounting principles, constraints and qualitative characteristics. Problems relating to income determination, classification and form and content of financial statements are stressed.

Prerequisites: A grade of C or better in ACC 105, 106.

ACC 206 Intermediate Accounting II (3)

An expansion of the comprehensive study of generally accepted accounting principles and introducing the student of international financial reporting standards. Asset valuation, liability classification, analysis of stockholder's equity and more complex principles related to income determination in various business situations are discussed.

Prerequisites: A grade of C or better in ACC 105, 106, 205.

ACC 207 Intermediate Accounting III (3)

An in-depth study of GAAP (Generally Accepted Accounting Principles) and IFRA (International Fin Reporting Standards) reporting issues dealing with earnings per share calculations, investments, derivatives, post-retirement accounting for benefits and pensions, lease accounting, revenue recognition, in-depth analysis of cash flow statements, and full disclosure.

Prerequisite: ACC 205, 206.

ACC 300 Financial Accounting (4)

This course is an in-depth study of the role that financial accounting data plays in the decision-making process of managers of both for-profit and

nonprofit organizations. Topics include examination of financial statements, job costing, cost-volume-profit analysis and capital budgeting. (6 weeks)
(Center for Lifelong Learning Only)

ACC 301 Managerial Accounting (3)

The study of accounting as an aid for management decision-making. Cost behavior, budget planning and control, and performance measurement are among the topics, which will be discussed.

Prerequisites: A grade of C or better in ACC 105, 106, MTH 136 or its equivalent.

ACC 305 Cost Accounting (3)

An examination of the role and attitude of the cost manager and the skills necessary to gather information for the analysis of business situations. The goal of decision-making is stressed. The course contains analysis of costs including job, process and standard costing as well as the study of processes and efficiencies.

Prerequisites: ACC 105, 106 and a grade of C or better in ACC 301.

ACC 317 Accounting Information Systems (3)

Principles involved in establishing an accounting information system included are source documents, internal control, and the interfaces needed for managerial control of the business. The integration of managerial accounting, information needs with the design and implementation of systems is studied.

ACC 315 Personal Taxes (3)

An intensified course involving taxation of individuals; tax policy, tax research, tax history, technical tax provisions, and tax planning including tax practice suggestions.

Prerequisites: A grade of C or better in ACC 105, 106.

ACC 316 Investment and Business Taxation (3)

A course designed to examine federal taxation of property transactions and the taxation of various forms of business organizations such as corporations, partnerships and S corporations.

Prerequisites: A grade of C or better in ACC 105, 106, 315.

ACC 405 Advanced Accounting (3)

This course includes a series of discrete topics not previously included in other courses plus topics considered in greater depth here than in previous courses. Included are GAAP accounting, business combinations, government accounting, foreign currency translation and derivatives.

Prerequisites: A grade of C or better in ACC 105, 106, 205, 206, 305.

ACC 406 Auditing (3)

A study and critical appraisal of current auditing statements related to the examination of financial statements by an independent auditor. The significance of the audit report, the nature, accumulation and evaluation of

evidence in the audit and the moral and ethical problems of the auditor are among the topics studied.

Prerequisites: A grade of C or better in ACC 105, 106, 205, 206, 305.

ACC 407 Fraud Auditing

This course is designed to aid the accountant or business analyst in detecting fraud in financial statements and embezzlement. It introduces students to the topic of fraud, then uses case study and discussions to develop tools to search for and identify inappropriate reporting and business practices along with common characteristics of fraudulent behavior in an effort to increase the awareness and skills of the accountant or business professional.

Prerequisites: A grade of C or better in ACC 105, 106, 205, 206.

ACC 408 Advanced Accounting II (3)

This course will pursue further complex accounting issues not covered in previous courses. Topics will include: GAAP and IFRS handling of international currency transactions, fiduciary accounting, including both bankruptcy and estates and trusts, and accounting for non-profit organizations.

Prerequisites: ACC 405

ACC 437 Special Topics

This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of accounting theory and practice.

ACC 440 Accounting Internship (6)

A 240-hour work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship, a minimum B average in all accounting courses is required as well as permission by the accounting adviser and the Dean of the School.

Prerequisite: Completion of ACC 205 & 206 are required and ACC 315 & 316 are recommended to be completed, with a grade of B or better.

ACC 441 Internship in Public Accounting (3)

A continuation of work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship a minimum "B" average in all accounting courses is required, as well as permission by the accounting advisor and the Dean of the School

Prerequisites: ACC 205, 206, 315, 316.

ART

ART 100 Basic Drawing (3)

This introductory course in drawing focuses on line, value, perspective, and composition. It includes experiential drawing from landscape, still life and the figure.

ART 106 Painting I (3)

Art elements, advanced drawing and composition, and color and design theory with studio work in acrylic and oil media receive emphasis in this beginning course, which includes work on still life, landscape, figure, and non-figurative compositions. (2-hour laboratory).

ART 111 Watercolors (3)

Students learn about various watercolor techniques, color and composition, and design through the painting of still-life subjects and landscapes.

ART 115 Art History I (3)

This course introduces works of art from ancient cave paintings to the Renaissance.

ART 116 Art History II (3)

Works of art from the Renaissance to the present are the focus of study in this course.

ART 120 Introduction to Traditional Photography (3)

Students receive instruction in learning to use a camera in new and expressive ways with an emphasis on photography as a fine art. A 35mm adjustable lens camera is required. Lab Fee.

ART 122 Introduction to Digital Photography (3)

This course is designed to narrow the gap between traditional (film) and digital photography. Through demonstrations and hands-on practice, students will learn the basic concepts and tools of Photoshop. They will also create digital images and develop a working method within a digital photographic context. Cameras are required for this course.

ART 137 Sculpture (3)

The study of the visual elements of art and how they relate to three-dimensional forms, the course explores many media as a way of exposing the students to the scope of sculpture. Lab Fee.

ART 437 Special Topics (3)

Course focuses on a medium and approach selected by the instructor.

BIOLOGY**BIO 101 Science of Life (3)**

An introduction to biology for non-majors. Basic principles of biology with emphasis on cell structure, energy metabolism, reproduction, genetics, diversity, and evolution. 3 lecture hours per week.

BIO 103 Human Anatomy (3)

This course for non-science major students investigates the human body, from cells to body systems. 3 lecture hours per week.

BIO 107 Anatomy and Physiology I (3)

A study of the basic concepts of human anatomy and physiology, beginning with cell biology and histology and continuing with a survey of skeletal, muscular, nervous, sensory, and endocrine systems. 3 lecture hours per week. *Not accepted as credit towards the biology major.*

Corequisite: BIO 107L

Prerequisite: High school chemistry or equivalent.

BIO 107L Anatomy and Physiology Laboratory I (1)

Laboratory studies of the structure and function of the systems included in BIO 107. 2 laboratory hours per week.

Corequisite: BIO 107

BIO 108 Anatomy and Physiology II (3)

A continued study of the basic structural and functional aspects of hematology, immunology, cardiovascular, respiratory, digestive, renal and reproductive systems. 3 lecture hours per week. *Not accepted as credit towards the biology major.*

Corequisite: BIO 108L

Prerequisites: BIO 107, 107L or equivalent.

BIO 108L Anatomy and Physiology Laboratory II (1)

Laboratory studies of the structure and functions of the systems included in BIO 108. 2 laboratory hours per week.

Corequisite: BIO 108

BIO 111 Microbiology (3)

An introduction to the microbial world, including discussion of the morphology, metabolism, growth and control of microorganisms. Topics include human infection, resistance and immunity. 3 lecture hours per week. *Not accepted as credit towards the biology major.*

Corequisite: BIO 111L

BIO 111L Microbiology Laboratory (1)

Basic microbiological techniques, biochemical and physiological reactions and identification of selected microorganisms. 2 1/2 laboratory hours per week.

Corequisite: BIO 111

BIO 114 Human Genetics (3)

This course for non-science-major students investigates normal patterns of inheritance and genetic abnormalities resulting in inborn genetic disorders. 3 lecture hours per week.

BIO 115 Biology of Aging (3)

Topics include theories of aging, discussion of organ systems of the body from the standpoint of the normal functions and specific age-related changes and disorders, as well as needs of the older adult. 3 lecture hours per week.

Not accepted as credit towards the biology major.

BIO 121 Microbiology for the Health Sciences (3)

An integrated lecture and laboratory course utilizing case studies to introduce students in the health sciences to the world of microorganisms and issues they may face involving microbes in the field of health care. Topics will include the structure and function of microorganisms, their growth and control, as well as their role in infection and human resistance and immunity. Basic handling and identification of microorganisms will be discussed in the laboratory component. For non-biology majors only. 3 lecture hours per week and 5 laboratory sessions/recitations per semester. Offered in the fall semester.

BIO 203 General Biology I (3)

An introduction to life science designed as a molecular investigation into living things, beginning with the cell. Cellular chemistry, structures and functions will be addressed. Physiological processes such as respiration and photosynthesis are discussed, as are the molecular aspects of cell division, genetics and gene expression. The course continues with an introduction into how genetics influences development, evolution, phylogeny and speciation. 3 lecture hours per week. Offered in the fall semester.

Prerequisite: A C or better in high school chemistry or equivalent.

Corequisite: BIO 203L

BIO 203L General Biology Laboratory I (1)

Laboratory investigations designed to supplement and clarify basic biological concepts introduced in BIO 203, including studies into eukaryotic and prokaryotic cells and cellular processes, molecular biology and genetics. 3 laboratory hours per week.

Corequisite: BIO 203

BIO 204 General Biology II (3)

An introduction into organismal biology beginning with basic systematics and species classification with an investigation into the biodiversity of the animal and plant kingdoms. The structure, function and development of animal systems will be discussed, as will plant growth, response and reproduction. The course culminates with an examination of ecology and animal behavior. 3 lecture hours per week. Offered in the spring semester.

Corequisite: BIO 204L

Prerequisites: BIO 203/203L with a grade of C or better.

BIO 204L General Biology Laboratory II (1)

Laboratory investigations designed to supplement and clarify basic biological concepts and species classifications introduced in BIO 204, including the examination of living and preserved specimens from various phylogenetic kingdoms to gain a familiarity with animal and plant anatomy and physiology. 3 laboratory hours per week. Offered in the spring semester.

Corequisite: BIO 204

BIO 251 Genetics (3)

An investigation into the fundamental principles of Mendelian and non-Mendelian inheritance and the molecular and cellular basis of heredity,

including the molecular and biochemical processes behind inheritance, gene expression and development. Additional topics include pedigree analysis, mutation and cancer, the conflict between nature and nurture, modern DNA technology, population genetics, evolution, and the ethical impact of genetics on society and will involve the review of current articles in the field. This course may be taken in lieu of BIO 410. 3 lecture hours per week. Offered in the spring semester.

Prerequisites: BIO 203/203L; CHM 203/203L or permission of instructor.

BIO 251L Genetics Laboratory (1)

The Genetics Techniques Laboratory is designed to introduce the student to the fundamentals of experimentation in basic Mendelian and non-Mendelian principles as well as expose the student to a variety of manipulations that can be conducted using model genetic systems as well as a series of molecular genetics techniques. This course may be taken in lieu of BIO 410L. Offered in the spring semester.

BIO 299 Selected Topics in Biology (3)

A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

BIO 302 Vertebrate Anatomy (3)

This is an integrative biological study of structural and functional anatomy of the vertebrate classes. It utilizes an organ system approach to the study of comparative anatomy, considers unique adaptations of individual vertebrate groups and incorporates evolutionary relationships in conjunction with aspects of vertebrate behavior, ecology and paleontology. Lecture and reading assignments incorporate research data from current literature. 3 lecture hours per week.

Corequisite: BIO 302L

Prerequisites: BIO 203/203L, 204/204L or equivalent.

BIO 302L Vertebrate Anatomy Laboratory (1)

This is an organ-based study of select specimens from the vertebrate classes, and includes a number of special topics, e.g. adaptations to flight. The laboratory promotes skill development, including a variety of investigative techniques. 3 laboratory hours per week.

Corequisite: BIO 302

BIO 305 Biology of Microorganisms (3)

A study of the biology and chemistry of microorganisms including their morphology, metabolism, genetics, growth and control, as well as their interactions with host cells. 3 lecture hours per week. Offered in alternate fall semesters.

Corequisite: BIO 305L

Prerequisites: BIO 203/203L; CHM 203/203L.

BIO 305L Biology of Microorganisms Laboratory (1)

Basic microbiological laboratory techniques including those used for the isolation, cultivation, enumeration, and identification of microorganisms. 3 laboratory hours per week. Offered in alternate fall semesters.

Corequisite: BIO 305

BIO 310 Mycology (3)

A detailed study of important fungi with emphasis on their biology, physiology and importance. Current research on the control of fungi and treatment of fungal diseases is examined. 4 lecture/laboratory hours per week. Offered in alternate fall semesters.

Prerequisite: BIO 203/203L or permission of division head.

BIO 311 Virology (3)

A study of the chemical and biological nature of viruses, their interaction with host cells and their role in disease. 3 lecture hours per week. Offered in alternate spring semesters.

Prerequisite: BIO 203/203L or permission of division head.

BIO 312 Parasitology (2)

Study of the morphology, distribution, symptoms, treatment, prevention, and control of important parasites. 2 lecture hours per week. Offered in alternate fall semesters.

Corequisite: BIO 312L

Prerequisite: BIO 203/203L or permission of division head.

BIO 312L Parasitology Laboratory (1)

Studies involving the comparisons and morphology of the parasites considered in Biology 312 using slides, demonstration materials and living organisms. 2 laboratory hours per week. Offered in alternate fall semesters.

Corequisite: BIO 312

BIO 313 Immunology (3)

Study of the mechanisms, cells and molecules involved in immunological responses. Emphasis is on comparison of antibody and cytokine families. Resistance to infectious organisms, allergic responses, tissue transplantation, and autoimmune diseases will be discussed. 3 lecture hours per week. Offered in alternate spring semesters.

Prerequisite: BIO 203/203L or permission of division head.

BIO 315 Ecology (3)

A study of basic ecological concepts including biotic parameters, ecosystem principles, biogeochemical cycles and energy flow as well as biological factors such as interspecific and intraspecific interactions among individuals, populations, communities and the ecosystem, with implications for evolution. Offered in the fall semester.

Prerequisites: BIO 203/203L, 204/204L or equivalent.

BIO 317 Advanced Physiology I (3)

A study of regulatory mechanisms involved in maintaining and controlling a homeostatic environment at the subcellular, cellular and organismal levels. It begins with a survey of the principles of regulatory and cell physiology and continues with an investigation of electrophysiology and the physiology of the nervous, muscular and cardiovascular systems. This course emphasizes an understanding of normality and the interpretation of deviations that lead to pathological conditions. 3 lecture hours per week.

Prerequisites: BIO 107/107L, 108/108L or BIO 203/203L, 204/204L or equivalent.

BIO 318 Advanced Physiology II (3)

This is a continuation of the study of homeostatic regulatory mechanisms using selected organ systems, including respiratory, digestive and renal systems. 3 lecture hours per week.

Prerequisites: BIO 317 or equivalent.

BIO 402 Molecular Biology of the Cell (3)

An investigation into the components that comprise cells, how those components are formed as well as how cells function individually and as part of a multicellular whole. Topics will include organelle structure and function, molecular signaling, membrane transport, the cytoskeleton and the cell cycle, as well as control mechanisms in gene expression and loss of control in cancer. 3 lecture hours per week. Offered in the spring semester.

Prerequisites: BIO 203/203L, 204/204L; CHM 203/203L, 204/204L, 301 or permission of division chairperson.

BIO 402L Molecular Biology of the Cell Laboratory (1)

Selected experiments investigate sub-cellular components, tissue culture, and control of cell proliferation. using chromatographic, spectrophotometric, and electrophoretic techniques. 3 laboratory hours per week. Offered in the spring semester.

Corequisite: BIO 402

BIO 410 Genetics (3)

An investigation into the fundamental principles of Mendelian and non-Mendelian inheritance and the molecular and cellular basis of heredity, including the molecular and biochemical processes behind inheritance, gene expression and development. Additional topics include pedigree analysis, mutation and cancer, the conflict between nature and nurture, modern DNA technology, population genetics and evolution, and the ethical impact of genetics on society. This course may be taken in lieu of BIO 251. 3 lecture hours per week. Offered in the spring semester.

Prerequisites: BIO 203/203L; CHM 203/203L or permission of instructor.

BIO 410L Genetics Techniques (1)

The Genetics Techniques Laboratory is intended as a stand-alone course meant as an optional supplement to the genetics lecture. It is designed to introduce the student to the fundamentals of experimentation in basic Mendelian and non-Mendelian principles as well as expose the student to a

variety of manipulations that can be conducted using model genetic systems as well as a series of molecular genetics techniques. This course may be taken in lieu of BIO 251L. 3 laboratory hours per week. Offered in the spring semester.

Pre or Corequisite: BIO 410

BIO 415 Developmental Biology (3)

A study into the biochemical, molecular and genetic factors that regulate organismal growth and development. The field of classical embryology will be combined with molecular biology to investigate the mechanisms by which DNA dictates organism form and function. The course will cover topics including cell fate determination and differentiation, fertilization, embryogenesis, pattern formation, the regulation of gene expression during development, plant and animal cell lineages, tissue and organ formation, gene rearrangements in adult cells, aging, and developmental responses to the environment. Molecular mechanisms of development will be examined in species ranging from bacteria to higher plants and animals. Offered in the spring semester.

Corequisite: BIO 415L

Prerequisites: BIO 251, 402 ; CHM 301 or 401 or equivalent.

BIO 415L Developmental Biology Laboratory (1)

The laboratory is designed to supplement the material presented in the developmental biology lecture by introducing students to the fundamental model systems utilized in the study of developmental processes. Patterns of development will be investigated in both vertebrate and invertebrate species using both prepared specimens and living models. 3 laboratory hours per week. Offered in the spring semester.

Corequisite: BIO 415

BIO 421 Biology Research (3)

This is an independent directed course of research under the direction of a member of the science faculty. Students will participate in a research project involving a literature review, laboratory research, and data analysis. Students will be expected to formalize their experience with a presentation in written, oral or poster format. Research credit may be earned only once. Permission of instructor required.

BIO 437 Special Topics (1-3)

This is an in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit and instructor will be announced prior to preregistration. Course may be repeated if topic is different.

Prerequisite: BIO 203/203L, 204/204L and permission of instructor.

BIO 439 Independent Study (1-3)

Investigation of selected topics.

Prerequisites: Junior/senior status; permission of Dean of the School of Arts and Sciences, the Chairperson and Vice President for Academic Affairs.

BIO 440 Internship (1-3)

A work experience with a minimum of 120-hours designed to afford the student a practical experience in the application of biological techniques and practices.

Prerequisites: Completion of relevant biology and chemistry courses, science GPA of 3.0, and approval of internship coordinator and/or Dean of the School.

BIO 4000 Seminar I - Capstone (1)

The first of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the college mission, core values and learning outcomes during the course of their education. Students will be exposed to options for their future and prepare for their post-graduate plans as well as begin research for their senior thesis. The class will additionally initiate a service project to be completed by graduation and begin the compilation of a portfolio to be submitted in the third capstone course. 1 conference hour per week. Junior status required.

Corequisite: SCI 4000.

BIO 4001 Seminar II – Capstone (1)

The second of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the college mission, core values and learning outcomes during the course of their education. Students will meet both as a class for literature and peer reviews as well as individually with an assigned thesis advisor during the formulation of their senior thesis. The class will continue the work of the service project initiated in BIO 4000 and continue the compilation of the portfolio to be submitted in the third capstone course. 1 conference hour per week. Senior status required. Offered in the fall semester.

Prerequisite: BIO 4000

BIO 4002 Seminar III – Capstone (1)

The third of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the college mission, core values and learning outcomes during the course of their education. Students will formally present their written thesis to a broader audience. Students will actively demonstrate proficiency in the discipline via a comprehensive examination and be required to self-assess their growth with regarding to the GMC core values and learning outcomes, as well as the general education and biology program goals through the submission of a portfolio of representative assignments and experiences spanning their college career. Finally, students will complete a service project initiated in BIO 4000. 1 conference hour per week. Senior status required. Offered in the spring semester.

Prerequisite: BIO 4001

BUSINESS ADULT STUDIES

BAS 100 Introduction to Business Adult Studies (1)

This course will emphasize such topics as self-management, research skills, learning styles and basic academic competencies as preparation for both the workplace and the completion of this academic program. Students will be introduced to the Gwynedd-Mercy College learning outcomes and how these relate to their educational, personal and career goals. (3 weeks) *(Center for Lifelong Learning only)*

BAS 101 Introduction to Business Studies (1)

This course is designed as a foundation for strengthening interpersonal and academic skills requisite to success at the bachelor level of study. The Gwynedd-Mercy College learning outcomes will provide the underlying structure for individual and team-related effectiveness in the context of an accelerated, cohort structured educational program. (3weeks) *(Center for Lifelong Learning only)*

BUSINESS

All research papers in the School of Business and Computer Information Sciences must be in APA format.

BUS 101 Business Theory (3)

An overview of the theoretical framework and structure of today's business environment is studied. Content areas include management, e-business, ethics and social responsibility, business organization, human resource management, international business and current business topics. Research procedures and an introduction to writing a business research paper using APA format will be studied. Students will conduct business research and write a paper on a topic provided in class.

BUS 201 Introduction to Word Processing (3)

An introductory course that stresses the application of the theory of processing information using a "hands-on" approach. Topics include basic correspondence, tables, manuscripts, and other applications.

BUS 207 Principles of Marketing (3)

An overview of marketing theory in the context of the corporate and global environment is studied. Topics include marketing strategy, opportunities, consumer behavior, segmentation and the marketing mix.

BUS 210 Marketing and Consumer Behavior (3)

An overview of marketing theory in the context of the corporate environment and consumer behavior. Topics include marketing strategy, opportunities, consumer behavior, segmentation, marketing mix, and the external and internal influences on the consumer including the effects of demographics, and social and psychological variables on buyer behavior. (5 weeks) *(Center for Lifelong Learning only)*

BUS 230 Business Law (3)

An introduction to the general framework of the law and how the law impacts business operations. The student will examine the basic elements of the law, its historical development, contracts, agency, sale of goods and various forms of business organizations. Student requirements will include case analysis and a review of research in the field.

BUS 292 Business Case Studies (3)

This course applies the business case method of learning various business situations that illustrate business strategy development. The evaluation of cases illustrates the causes of business problems, available solutions, and the impact of managerial choices on both the business enterprise and society in general. (5 weeks) (*Center for Lifelong Learning only*)

BUS 301 Principles of Management (3)

This course requires an analysis of the managerial processes with emphases on the planning, organizing, directing and control functions used by managers to accomplish the goals of the organization. Related behavioral topics will be included in the discussions. Course requirements will include a research paper and Internet assignments.

Prerequisite: BUS 101.

BUS 304 Business Ethics (3)

A discussion of the impact of ethics on today's business world with content areas to include business social responsibilities, rights of stakeholders, government interaction and international ethical practices is studied. The student will be expected to analyze cases and to write opinion reports using APA format as a part of the course requirements.

Prerequisite: BUS 101

BUS 306 Business Statistics I (3)

An introductory course in the use of statistics in business. Topics covered include measures of averages and dispersion, probability theory, probability distributions, sampling theory and estimation.

Prerequisite: MTH 136.

BUS 310 Principles of Finance (3)

This course is an introduction to the role of finance in the economy. Financial markets, debt and equity instruments, capital budgeting, inflation, and the role of the financial manager are examined.

Prerequisite: ACC 105, 106; MTH 136 or its equivalent.

BUS 311 Money, Banking and Financial Institutions (3)

Money, credit and financial instruments; banks, other financial institutions and the operation of the Federal Reserve System are discussed in relation to economic activity, inflation and unemployment.

Prerequisite: ECN 103; BUS 310.

BUS 312 Managerial Finance (3)

An examination of financial decision making in the firm, including the sources of funds, capital structure and long-range financial growth are studied.

Prerequisite: BUS 310.

BUS 313 Investments (3)

An introduction to the securities markets, their operations and regulations and alternative investment opportunities are presented. Corporate and government issues, risk and portfolio development will be considered. Current market conditions will be discussed.

Prerequisite: BUS 310.

BUS 314 International Finance (3)

This course considers the nature and scope of international financial management. Direct foreign investment, international exchange, U.S. balance of payment, and the multinational enterprise will be discussed.

Prerequisite: ECN 103; BUS 310.

BUS 318 Operations Management (3)

The course will consider the operational aspects of running a manufacturing or service organization. Topics will include layout considerations, service requirements, inventory control and a preview of today's operations challenges. Course requirements will include case studies, end of chapter review questions and small off-site assignments.

Prerequisite: BUS 101.

BUS 319 Purchasing and Contracting (3)

Introduction to the procurement function. Specification of products and services, selection of suppliers, price, delivery, and other requirements; contract negotiations will be discussed.

Prerequisite: BUS 101.

BUS 320 Small Business Management (3)

This course examines the start-up and operation of a small business. Emphasis will be placed on the business plan, financial options, managerial challenges and day-to-day operations. The student will be expected to conduct an analysis of a business opportunity as a part of the course requirements.

Prerequisite: BUS 101.

BUS 321 International Business (3)

An overview of the global market and its challenges for the U.S. businessperson. The student will look at the operation of the multinational company, international business activities, agreements between nations and other topics related to participation in global activities.

Prerequisite: BUS 101.

BUS 322 Corporate Public Relations (3)

The course introduces public relations as a marketing and management function. Emphasis is on corporate constituencies, i.e., employees,

consumers, government, and the community, as well as media used. Writing is a major component of the course.

Prerequisite: BUS 207.

BUS 323 Business Management and Leadership (3)

This course provides the student with an overview of management and leadership processes within an organization. By applying principles of planning, organizing, staffing, directing, controlling, and team development and building – to a comprehensive team project – the student will develop an understanding of the role of manager in today's organization. *(5 weeks)*
(Center for Lifelong Learning Only)

BUS 332 Principles of Retailing (3)

An analysis of retailing strategy to include such topics as location, design and layout, merchandise selection, and procurement, display and pricing are studied. Emphasis will be placed on decision-making strategy. An off-site project is required.

Prerequisite: BUS 207.

BUS 333 Advertising (3)

An overview of the various media available to advertisers, the factors influencing the choice of media and the role played by advertising agencies are studied. The significance of advertising in the economy, advertising design, layout, and regulation are included in the course.

Prerequisite: BUS 207.

BUS 334 Consumer Behavior (3)

This course provides an analysis of the consumer decision process in the market place. Special emphasis is placed on the external and internal influences on the consumer including the effects of demographic, social and psychological variables.

Prerequisite: BUS 207.

BUS 335 Creative Selling (3)

The course provides an application of principles and techniques of creative selling. Customer behavior, planning and sales strategies, selection, training, motivating, and evaluating the sales force are explored.

Prerequisite: BUS 207.

BUS 336 International Marketing (3)

An introduction to the implications of the global marketplace on the practice of marketing is presented. Management of marketing activities under various cultures, religions, political and legal environments, and economic systems are explored.

Prerequisite: BUS 207, 321.

BUS 340 Business Statistics II (3)

This course is a continuation of BUS 306. Topics include hypothesis testing, regression and correlation techniques, time series analysis, index numbers, nonparametric techniques and analysis of variance.

Prerequisite: A grade of C or better in BUS 306.

BUS 341 Business Statistics (4)

The use of statistics in business will be explored. Topics covered include measures of averages and dispersions, probability theory and distributions, sampling, tests of hypothesis, regression, correlation and nonparametric techniques as well as time series analysis, index numbers and analysis of variance. (7 weeks) (*Center for Lifelong Learning only*)

BUS 350 Introduction to Sports Management (3)

This introductory level course provides the student with an overview of the structure of the sports industry and highlights the scope and variety of career opportunities in the area. The value of professional management to sports organizations will also be emphasized. Attention will be given to the issues facing sport organizations and the use of management techniques to solve business-related problems

Prerequisite: BUS 301.

BUS 351 Sport Marketing (3)

This course provides the student with basic knowledge and understanding of sport marketing and promotions for the educational, recreational and professional sport. The components of the course include developing products, sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networks.

Prerequisite: BUS 207

BUS 352 Sport Business and Finance (3)

This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken; sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities.

Prerequisites: BUS 310, 350.

BUS 353 Sport Law (3)

This application of legal principles is considered in relation to professional and amateur sports. Emphasis is placed on tort liabilities and the regulation of sport in a variety of settings. The governance structure of professional and amateur sports organizations will also be discussed.

Prerequisite: BUS 230.

BUS 354 Athletics Administration (3)

This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as governance, scheduling, NCAA and conference compliance, gender equity and Title IX, conference membership issues, departmental structure, organizational goals in athletics, legal issues, and operating procedures.

Prerequisite: BUS 350.

BUS 355 Facility Management (3)

This course investigates the functions of sport managers in the design, operation, and financing of sport facilities. Students will examine the issues pertaining to management of public and private arenas, stadiums, and multipurpose facilities. Management of temporary facilities for special events will also be considered.

Prerequisite: BUS 301.

BUS 371 Introduction to Human Resource Management (3)

The student will be introduced to the field of human resource management. This course will examine the many aspects of human resources and how these functions support the goals of the organization. Topics will include recruiting, selection, training and development, compensation and safety. Student requirements will include a research paper and case analysis.

BUS 373 Labor and Industrial Relations (3)

This course includes topics such as collective bargaining, union and management negotiating strategies, the grievance process and a consideration of public sector bargaining. The student will be expected to complete a research paper and to review different types of grievances as a part of their coursework.

BUS 374 Employment Law (3)

A survey course introducing the laws that impact the employee-employer relationship. The student will analyze how the law affects areas such as hiring, compensation and safety as well as the laws governing discrimination. A Pennsylvania application will be included where appropriate. The student will be evaluated on the basis of examinations, case analysis, legal research and Internet use.

Prerequisite: BUS 301.

BUS 375 Risk Management (3)

The use of risk management techniques as tools to improve the efficiency and effectiveness of the organization are studied. The student will be introduced to the risk management process, various non-insurance activities to control risks in the workplace, safety in the workplace and current issues facing the businessperson. Coursework will include a research paper, case analysis and classroom discussions.

Prerequisite: BUS 101.

BUS 376 Employee Benefits (3)

This course will include consideration of the history of benefits, health insurance and its issues, other benefit options, administration and evaluation of employee benefit plans. The student will be expected to complete a research paper, perform case analysis and participate in classroom discussions.

Prerequisite: BUS 301.

BUS 377 Training and Development (3)

The student will take an in-depth look at training and its importance to the organization. Topics in this course include preparing the organization for training, evaluation of various training methods and employee development. The student will be required to complete a research paper, analyze cases and design a training program.

Prerequisite: BUS 101.

BUS 379 Seminar: Human Resources Development (3)

Policies and programs concerned with the allocation, utilization, development, and maintenance of human resources are presented. A case study approach with emphasis on student research and interaction..

Prerequisite: BUS 371. **Does not replace BUS 4000.**

BUS 381 Organization Theory and Behavior (3)

This course examines the systematic study of behavior and attitudes in organizations. The question of why people in organizations feel and behave as they do is examined through the study of motivation, communications, personality, leadership, and group dynamics.

Prerequisite: BUS 101, 301.

BUS 391 Current Business Issues (1)

This course is an independent research paper, which reviews current events in business. Permission of the Dean of the School is required.

BUS 405 Marketing Management (3)

This course develops a comprehensive overview of marketing strategy. Management decision-making in all areas of marketing is addressed. Strategic planning and implementation in segmentation, product, distribution, promotion, and pricing will be included.

Prerequisites: BUS 207 and any 300 level marketing course.

BUS 407 Marketing Research (3)

Research techniques/methods in the collection and analysis of data used as a basis for market identification, product planning, consumer motivation, pricing policy, and sales strategy are studied. An original research project is developed and completed during the semester.

Prerequisites: BUS 207 and any 300 level marketing course.

BUS 421 Corporate Studies I (3)

This course provides students the opportunity to complete an in-depth study of a service corporation, or several service corporations, so to better understand the integration that is required in management practices within a corporate business structure. The course will focus on the challenges, opportunities and integration of corporate management, administration, marketing, human resource management, leadership and, as applicable, global operations and management.

Prerequisites: BUS 101, 207, 301.

BUS 422 Corporate Studies II (3)

This course provides students the opportunity to complete an in-depth study of a retail corporation, or several retail corporations, so to better understand the integration that is required in management practices within a corporate business structure. The course will focus on the challenges, opportunities and integration of corporate management, administration, marketing, human resource management, leadership and, as applicable, global operations and management.

Prerequisites: BUS 101, 207, 301

BUS 436 International Management (3)

This course will examine, through case study and related theoretical readings, current issues that reflect the reality of operating and managing a business in a global, competitive environment. Each case study will represent a set of problems, challenges or issues that are commonly encountered by managers who may be operating at various levels of responsibility within the global business arena. Cases studied in this course will focus on broad interdisciplinary topics but will also allow students the opportunity to analyze specific functional areas and issues.

Prerequisites: BUS 301, 321.

BUS 437 Special Topics (3)

This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of business theory and practice.

BUS 439 Independent Study (1-3)

This course allows the student to Investigate selected topics. Registration with permission of the Dean of the School and the Vice President for Academic Affairs.

BUS 410 E-Business (3)

This course presents a wide variety of topics important to understanding e-business strategy. Topics include: The Internet, environmental factors that can influence e-business and online behaviors, research methodologies in e-business planning, marketing, management and financial issues related to the preparation of an e-business plan. The course will take a strategic planning approach in order to allow students to structure this information to actual business applications.

Prerequisites: BUS 207, 301.

BUS 440 Internship (6)

This is a 240-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.

Prerequisites: Required business courses must be completed or taken concurrently, minimum of B average and approval of adviser and the Dean of the School.

BUS 445 Sport Management Internship (3-6)

The internship requirement is considered to be one of the most critical components of the Sport Management program. Student will undertake a 120-240 hour supervised internship. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings.

Prerequisite: Approval of advisor and Dean of the School.

BUS 455 Sport Management Seminar (3)

The sport management seminar is designed to provide an overview of the moral and ethical issues faced by sport organizations. Emphasis will be given to the issues presented by sport managers as they attempt to operate businesses whilst understanding the basic tenants of sport policy and governance issues. Also included will be an examination of the structure and governance of sports organizations.

Prerequisite: Three Sports Management courses. **Does not replace BUS 4000.**

BUS 4000 Seminar: Business Policies and Strategies (3)

Using a business simulation/case approach, this course is a study of management policy as an integrative force to all other functions of businesses; i.e., marketing, manufacturing, finance, personnel. The course represents an insight into the strategies behind corporate policies.

Prerequisites: BUS 301, 304, 306, 310.

BUSINESS EDUCATION**BE 4000 Capstone (3)**

Study of basic methods, readings and materials used in business, computer and information technology education as applied teaching to learning skill and content subjects. Emphasis is placed on classroom presentations and curriculum development. Current trends and practices are examined in readings and discussions. Instructor's Permission. Professional affiliation fee: \$50.00

Prerequisite: EDU 325.

BE 437 Special Topics (3)

This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of business education theory and practice.

CARDIOVASCULAR TECHNOLOGY

CV 110 CV Clinical Laboratory Skills I (1)

A combined lecture/laboratory course will present an overview of the health care system, professionalism, ethics and legal issues in healthcare, medical terminology, patient communication skills, collection and analysis of vital signs and pertinent clinical data, asepsis, patient transport and basic patient care techniques. 3 hours laboratory per week for 15 weeks.

Prerequisite: Acceptance into this Allied Health Program.

Corequisites: CV 120, BIO 107, BIO 107 L, CHM 111, MTH 136.

CV 120 Cardiovascular Anatomy and Physiology (3)

This course will include an introduction to cardiovascular technology, studies in cardiovascular embryology, myocardial histology and function, circulatory dynamics, cardiac output and control mechanisms, electrophysiology, and pulmonary circulation. Detailed cardiac anatomy will be presented. Students will be required to master recognition of normal cardiac anatomic structures given angiographic projections and cardiac ultrasound images. 3 hours lecture per week for 15 weeks.

Prerequisite: Acceptance into this Allied Health Program.

Corequisite: CV 110.

CV 130 Principles of Electrocardiography (3)

Students will learn how to measure and interpret electrocardiograms (ECGs). Arrhythmias, conduction disturbances, myocardial ischemia and infarction are investigated. Medical and interventional treatment modalities are considered. 3 hours lecture per week for 15 weeks.

Prerequisites: CV 110, 120.

Corequisites: CV 130L, BIO 108, 108L, PHA 103, PHY 111.

CV 130L Principles of Electrocardiography Laboratory (1)

Application of noninvasive electrocardiographic techniques is provided in a campus laboratory setting. Students will perform laboratory exercises in: 12 lead electrocardiography; Holter monitoring; principles of exercise physiology and exercise stress testing; which will provide the student with a thorough knowledge base and skills to perform electrocardiographic studies under supervision in a clinical laboratory. 3 hours laboratory per week for 15 weeks.

Prerequisites: CV 110,120.

Corequisites: CV 130, BIO 108, 108L, PHA 103, PHY 111.

CV 135 Cardiovascular Pharmacology (3)

This course will provide a basic understanding of common medications with an emphasis on cardiovascular medications including antiarrhythmics, thrombolytics, antihypertensives, cardiac glycosides, antianginals, antihyperlipidemics, anticoagulants and antiplatelets. 3 hours lecture per week for 15 weeks.

Prerequisites: BIO 107, 107L, 108, 108L; CV 110, 120.

Corequisites: CV 130, 130L; PHY 111; BIO 108, 108L.

CV 140 Cardiovascular Clinical Skills II (1)

Pacemaker technology, electrical interventions, electrical safety, arterial blood gas analysis and oxygen delivery systems, veinapuncture skills, hematology and blood chemistries related to cardiovascular diagnosis, and introduction to clinical application of invasive and noninvasive diagnostic techniques will be presented. Students will have the opportunity to become certified in AHA BLS for healthcare providers. (AHA certification is required.) 6 lecture/laboratory hours per week for 6 weeks.

Prerequisites: CV 110, 120, 130, 130L.

Corequisites: BIO 111, BIO 111L.

CV 200 Cardiac Pathophysiology (2)

Students will learn the mechanisms, clinical recognition and detection, medical and surgical treatment of acquired and congenital cardiovascular disorders. (AHA Advanced Cardiac Life Support (ACLS) certification will be made available at an off-campus site. AHA certification fee is required.) 6 hours lecture per week for 5 weeks.

Prerequisite: admission into the second year of the program.

Corequisite: either CV 220, or CV 230.

CV 220 Physical Principles of Cardiac Ultrasound (1)

Principles of Doppler and ultrasound physics and instrumentation with applications to the cardiovascular system, ultrasound safety and bioeffects, quality control techniques will be presented.

6 lecture/laboratory hours per week for 5 weeks.

Prerequisite: admission to the ultrasound track.

Corequisite: CV 200.

CV 222 Foundations of Cardiac Ultrasound Practice (3)

Concepts of cardiac ultrasound diagnostic and quantitative techniques including M-mode, Two-Dimensional, and Doppler Echocardiography as well as recognition of normal and pathological cardiac ultrasound patterns will be reviewed. 6 hours lecture per week for 10 weeks.

Prerequisite: admission into the ultrasound track.

Corequisites: CV 200, CV 220, CV 222L.

CV 222L Foundations of Cardiac Ultrasound Laboratory (1)

Applications in performing cardiac ultrasound diagnostic studies will be provided in the campus laboratory. This course will equip the student with the necessary skills to perform cardiac ultrasound studies in the hospital laboratory setting with supervision.

Minimum 8 hours laboratory per week for 10 weeks.

Prerequisites: CV 200, 220.

Corequisite: CV 222.

CV 226 Cardiac Ultrasound Clinical Specialization I (3)

The student is placed in an affiliate hospital cardiac ultrasound laboratory. During this seventeen-week clinical rotation period, the student will develop competency in cardiac ultrasound scanning techniques, cardiac ultrasound

equipment, and implement the classroom/laboratory knowledge in the clinical setting. 32 clinical hours per week for 17 weeks.

Prerequisites: A minimum grade of 2.0 in CV 200, 220, 222, and 222L is required.

Corequisite: CV 228.

CV 228 Cardiac Ultrasound Clinical Symposium I (3)

Advanced concepts in cardiac imaging, such as intracardiac and intracoronary ultrasound; patient care; student presentation of case studies; and guest lecturers from industry and medicine will be presented. 3 hours lecture per week for 18 weeks.

Prerequisites: A minimum grade of 2.0 in CV 200, 220, 222, and 222L is required.

Corequisite: CV 226.

CV 230 Physical Principles of Invasive CVT (1)

Principles of radiation safety, dosimetry and practice; cine film development; imaging and monitoring techniques; digital subtraction angiography; pressure monitoring modes; instrument calibration and quality control will be presented. 6 hours lecture per week for 5 weeks.

Prerequisites: admission into the invasive CVT track.

Corequisite: CV 200.

CV 232 Foundations of Invasive CVT Practice (3)

Students study the indications and contraindications to diagnostic and interventional cardiac catheterization; adult and pediatric laboratory protocols; electrophysiology; collection, calculation and reporting of hemodynamic data; indications for cardiac assist devices will be studied. Advanced cardiac life support principles will be covered. 6 hours lecture per week for 10 weeks.

Prerequisite: admission into the invasive CVT track.

Corequisites: CV 200, CV 230, CV 232L.

CV 232L Foundations of Invasive CVT Laboratory (1)

In the campus laboratory the student will learn: sterile technique; emergency and interventional protocols; patient preparation and care; identify, classify and prepare catheters most commonly used; intra-aortic balloon pump maintenance and operation. Minimum 8 hours laboratory per week for 10 weeks.

Prerequisites: CV 200, 230.

Corequisite: CV 232.

CV 236 Invasive Cardiology Clinical Rotation (3)

The student is placed in an invasive clinical cardiology laboratory. During this seventeen-week clinical rotation period, the student will develop competency in cardiac catheterization procedures and patient care techniques, become familiar with the care and maintenance of a variety of invasive equipment, and implement the classroom/laboratory knowledge in the hospital setting. 32 clinical hours per week for 17 weeks.

Prerequisites: A minimum grade of 2.0 in CV 200, 230, 232, 232L is required.

Corequisite: CV 238.

CV 238 Cardiac Invasive Clinical Symposium I (3)

Advanced concepts in invasive cardiology and patient care, student presentation of case studies, and guest lecturers from industry and medicine will be presented.

4 lecture hours per week for 17 weeks.

Prerequisites: A minimum grade of 2.0 in CV 200, 230, 232, 232L is required.

Corequisite: CV 238.

CV 252 Cardiac Ultrasound Clinical Specialization II (4)

During the final nine weeks of the program, the student will develop entry-level competency and knowledge in the practice of pediatric and adult cardiac ultrasound diagnostics at assigned clinical sites. 36 hospital hours per week for 9 weeks.

Prerequisites: A minimum grade of 2.0 in CV 226, 228 is required.

Corequisite: CV 254.

CV 254 Cardiac Ultrasound Clinical Symposium II (2)

Topics in laboratory management, clinical education, and literature review will be covered. Students will also conduct an applied research project under the direction and guidance of the CVT faculty. 3 hours lecture, rotating weeks, for nine weeks.

CV 262 Cardiac Invasive Clinical Specialization II (4)

During the final nine weeks of the program, the student will develop entry-level competency and knowledge in the practice of pediatric and adult cardiac catheterization techniques at assigned clinical sites. 40 hospital hours per week for 9 weeks.

Prerequisites: A minimum grade of 2.0 in CV 236 and 238 is required.

Corequisite: CV 264.

CV 264 Cardiac Invasive Clinical Symposium II (2)

Topics in laboratory management, clinical education, and literature review will be covered. Students will also conduct an applied research project under the direction and guidance of the CVT faculty. 3 hours lecture, rotating weeks, for 9 weeks.

Prerequisites: Admission into the BHS in CVS and one of the following credentials: RCS, RDCS, RCIS, RVT. A minimum grade of 2.0 in CV 236 and 237 is required.

Corequisite: CV 262.

CHEMISTRY

CHM 105 Living Chemistry (3)

An introduction to chemistry designed to promote scientific literacy for the non-science student. Emphasis is non-mathematical and focuses on the applications of chemical principles to situations encountered in modern life, including preservation of natural resources, medicine and genetics, and consumer products. 3 lecture hours per week.

CHM 111 Chemistry for the Allied Health Professions (3)

An introduction to general, organic and biological chemistry for students in the allied health professions. Topics include the structure, properties and reactions of inorganic, organic and biological compounds, solution chemistry, gas laws, energetic, acid-base chemistry, equilibrium, kinetics, electrochemistry and nuclear chemistry. Emphasis is on physiological and clinical applications. 3 lecture hours per week. *Not accepted as credit towards the biology major.*

CHM 151 Principles of Chemistry I (3)

Chemical compounds and reactions; terminology, stoichiometry, solution chemistry, gas laws, thermochemistry, electronic structure and chemical bonding. 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.

Prerequisites: High school chemistry or equivalent; demonstrated knowledge of algebra.

CHM 151L Principles of Chemistry Laboratory I (1)

Application of the principles of stoichiometry, gas laws and solution chemistry to the synthesis, separation and identification of compounds. 3 laboratory hours per week. Offered in the fall semester.

Corequisite: CHM 151.

CHM 152 Principles of Chemistry II (3)

Condensed states of matter, properties of solutions, chemical kinetics, electrochemistry and nuclear chemistry. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.

Prerequisite: Grade of "C" or better in CHM 151.

CHM 152L Principles of Chemistry Laboratory II (1)

Laboratory investigations of properties of solutions, chemical kinetics and chemical equilibrium emphasizing techniques of quantitative analysis, including both traditional gravimetric and volumetric methods and instrumental methods of spectrophotometry and chromatography. 3 laboratory hours per week. Offered in the spring semester.

Corequisite: CHM 152

Prerequisite: Grade of "C" or better in CHM 151L.

CHM 203 Organic Chemistry I (3)

The study of carbon compounds from a functional group approach. Emphasis on nomenclature and structural features as they pertain to

physical properties and relate to reactivity and reaction mechanisms. 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.

Corequisite: CHM 203L.

Prerequisites: CHM 151/151L, 152/152L.

CHM 203L Organic Chemistry Laboratory (1)

Experiments illustrating the principal techniques of separation and purification of components of mixtures; organic synthesis. 3 laboratory hours per week. Offered in the fall semester.

Corequisite: CHM 203.

CHM 204 Organic Chemistry II (3)

Continuation of CHM 203. Emphasis on organic synthesis and structure determination via a theoretical, mechanistic approach. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.

Corequisite: CHM 204L

Prerequisites: Grade of "C" or better in CHM 203/203L.

CHM 204L Organic Chemistry Laboratory II (1)

Experiments illustrating organic synthesis and structure determination, instrumental analysis. 3 laboratory hours per week. Offered in the spring semester.

Corequisite: CHM 204.

CHM 299 Selected Topics in Chemistry (3)

A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

CHM 301 Biochemistry I (3)

Chemical structure, function and reaction of biologically important molecules, including nucleic acids, proteins, carbohydrates and lipids; biological membranes; enzyme kinetics, regulation and mechanisms. This course may be taken in lieu of CHM 401. 3 lecture hours per week. Offered in the fall semester.

Prerequisites: CHM 203/203L, 204/204L; BIO 203/203L

Corequisite: CHM 301L or permission of instructor

CHM 301L Biochemical Techniques Laboratory I (1)

A laboratory techniques course, which applies methods of modern biochemical separation and analysis, including spectrophotometry, chromatography, electrophoresis and immunochemistry, to the quantitative investigation of biochemical systems. This course may be taken in lieu of CHM 401L. 3 hours laboratory per week. Offered in the fall semester.

Prerequisites: CHM 203/203L, 204/204L; BIO 203/203L

CHM 302 Biochemistry II (3)

Intermediary metabolic pathways; photosynthesis; integration and regulation of mammalian metabolism; chemical aspects of storage, transmission,

expression and regulation of genetic information. 3 lecture hours per week. Offered in the spring semester.

Prerequisites: Grade of “C” or better in CHM 301 or 401.

CHM 401 Biochemistry (3)

Chemical structure and function of biologically important compounds; enzyme kinetics and mechanisms; intermediary metabolism; storage and transmission of genetic information. 3 lecture hours per week. Offered in the fall semester.

Prerequisites: CHM 203/203L, 204/204L; BIO 203/203L.

Corequisite: CHM 401L (or permission of instructor).

CHM 401L Biochemical Techniques (1)

A laboratory techniques course, which applies modern methods of separation and analysis, including spectrophotometry, chromatography and electrophoresis to the quantitative investigation of biochemical systems. 3 laboratory hours per week. Offered in the fall semester.

Corequisite: CHM 401.

CHM 402 Advanced Biochemistry – (3)

Reactions, bioenergetics and control of metabolic pathways with emphasis on the relationship between errors in metabolism and disease. This course may be used to satisfy an elective in the biology major. 3 lecture hours. Offered in the spring semester.

Prerequisites: CHM 151/151L, 203/203L, 204/204L, 401/401L; BIO 203/203L.

CHM 437 Special Topics (3)

This is an in-depth study of a specialized subject area. The special topic varies based on student/faculty interest. Topic, course structure and instructor will be announced prior to preregistration. This course may be used to satisfy a biology elective in the biology major. 3 lecture hours per week.

Prerequisites: CHM 151/151L, 152/152L, 203/203L, 204/204L, 401/401L

COMMUNICATIONS

COM 101 Public Speaking (3)

This is a course in public speaking with emphasis on informative, argumentative and persuasive skills along with the sharpening of student's ability to listen and analyze.

Prerequisite: ENG 101

COM 102 Introduction to TV Production (3)

Students are introduced to television production theory and practice including the creation of radio and TV commercials and group projects.

COM 201 Theories of Mass Communication (3)

This course is designed to introduce the fundamentals of mass communication, acquainting the students with theories of how the mass media shapes both ourselves as individuals and the world in which we live. It will offer an introduction to research methods and the history of the discipline, examine the theories and perspectives that research has generated, and explore important social and ethical questions revolving around media effects, including the impact of the portrayal of sex and violence.

Prerequisite: ENG 101

COM 202 Visual Communication (3)

Students receive a broad introduction to the distinct theories and perspectives involving visual communication, while addressing important issues of visual literacy. Given its place in the communication program, the course would also spotlight the use of images in marketing and public relations, and in news.

Prerequisite: ENG 101

COM 203 Introduction to Journalism (3)

This course is a pre-requisite for all other journalism courses. It should extend and reinforce the foundation of communication theory offered in COM 201, while more specifically illuminating journalistic working practices and exploring how news is constructed through varying perspectives of journalism research -- e.g. history, sociology, semiotics, linguistics, literary studies.

Prerequisite: ENG 101

COM 204 Introduction to Public Relations (3)

This course provides a valuable insight into the work of public relations, a profession that works closely with news workers, and one into which many journalists eventually move. This course covers the development of the public relations industry from its historical beginnings to contemporary application, including the relationship between theory and practice. While reviewing many specific areas of the field including media relations and crisis communication, the course highlights the core of utilizing public opinion and persuasion, as well as the arena of strategic counsel. The framework of the course is built on recognizing and understanding the essential skills for industry success.

Prerequisite: ENG 101

COM 205 Media Technology (3)

This course introduces students to practical applications in video, audio, and multimedia technology. Students will examine innovations in new forms of media, information and communication technology.

COM 206 Public Relations Writing (3)

This course delivers the basis for a multitude of written public relations materials, respecting the fact that exceptional writing in the industry is the most widely noted and requested skill. The course reviews new writing style

and how it parallels public relations writing, grammar, lead writing, and additional fundamentals. Students develop personalized portfolios, which include such items as print and electronic news releases, media alerts and advisories, feature stories and public service announcements.

Prerequisite: ENG 101, COM 204

COM 301 Feature and Magazine Writing (3)

This course is designed to help students develop accurate and technical literary skills of a creative writer with theoretical and practical training in writing feature articles for newspapers, magazines and broadcast. Students should learn to develop ideas for articles, carry out research, conduct interviews and write the articles themselves, with the course also suggesting strategies for selling written work on a freelance basis.

Prerequisite: ENG 101

COM 302 Media Ethics (3)

In this course, students examine ethical standards and practices in mass media, as well as the key ethical issues confronting mass communicators today. Case studies, ethical decision-making models, and industry standards will be used to show the impact of decisions media professionals make.

Prerequisite: PHL 2000

COM 400 Advanced Journalism (3)

This course will be built around the student newspaper, *The Gwynmercian*. On one hand the campus publication and its internet version will be employed to teach advanced skills in news selection, writing, headline creation, editing and layout, both in print and on the Web. At the same time, producing *The Gwynmercian* will be used to prompt exploration and discussion of issues surrounding the reporting and publications of news.

Prerequisite: ENG 101, COM 203

COM 401 Broadcast Journalism (3)

This course explores the variety of skills required to communicate effectively through radio and television. The course emphasizes the performance techniques, creativity, writing and analytical skills needed to communicate effectively using various formats such as interviews, editorials, commercials and newscasts.

Prerequisite: ENG 101, COM 203

COM 405 Internship (3)

This course allows student to experience communication-related fields in an applied context outside the classroom, usually in (but not restricted to) news organizations, media outlets, publication houses, and web design companies.

Prerequisite: ENG 101, COM 203

COM 407 Internship for Non-Profit Entities (3)

This course allows student to experience communication in an applied context outside the classroom with a service-learning component. To be used as an elective and *not* as a substitute for COM 405.

Prerequisite: ENG 101, COM 203

COM 4000 Capstone (3)

This course is designed for students to demonstrate and apply the knowledge and skills gained in all communication courses. A presentation and submission of an e-portfolio of materials culminates the course.

COMPUTER INFORMATION SCIENCE**CIS 100 Beyond the Laptop: Exploring Technology (3)**

This course is designed as a general education course for students that are not currently computer information science majors, but find technology interesting enough that they would enjoy exploring it further in a very hands-on way. The course will explore the relationship between humans and technology and the interrelationship between science and technology as well as the basic principles of: electricity, electronics, computers, programming and robots. Students will work in teams to work with electricity, electronics and robotics kits as well as construct programs utilizing drag and drop type programming tools such as (ALICE).

CIS 101 Introduction to Desktop Computing (3)

This course is designed to provide a foundation of computer skills for students enrolled in a variety of programs. Students will cover 4 of the Microsoft Office 2007 Professional products: Microsoft Word, Excel, PowerPoint and Access. Students will also learn common file management techniques using windows explorer including “drag and drop” techniques, configuring folder options and overview of the college email provider, Gmail. (Not required for CIS majors)

Prerequisite: None

CIS 102 Emerging Internet Technologies (3)

This course serves two purposes: 1) to teach emerging internet technologies including web 2.0, web 3.0 tools and 2) to teach students how to use the vast resources on the Internet for research. Students will learn how to discern the quality of information on the Internet, identify scholarly and non-scholarly sources, portals, general web directories, specialized directories, search engines, plagiarism, copyright laws, APA format, Turnitin.com and evaluating good presentation design of online tutorials. Students will research an emerging internet topic learning how to utilize all online tools available to them, write a paper on their topic and create a final project from their paper utilizing hypermedia authoring tools. This class includes many in-class projects both individual and group and is updated each semester with current tools and videa making these students the most tech-savvy non-majors on campus. (Not required for CIS majors)

Prerequisite: None

CIS 104 Programming I (3)

This course is designed as a first programming course for CIS majors or anyone interested in programming. Utilizing the industry proven C++ programming language in Microsoft Visual Studio 2008, this course will cover the structured and procedural programming aspects of the language, including top-down design, loops, conditional structures, use of variables, scope, arithmetic operations, processing records, Boolean algebra and reinforcement of basic algorithmic design. This will give the student a good foundation for more advanced topics in programming.

Prerequisite: None

CIS 110 Information Systems (3)

This course is designed to prepare students, prospective managers, to understand and manage computer-based information systems. Major topics include a systems model of the firm, a systems approach to problem solving, systems concepts including database and data communications, knowledge systems in business like artificial intelligence and robotics, decision support systems and understanding of the system life cycle. This course explores how information technology supports problems are solved in organizations, and also includes business problem solving exercises with both MS Excel and MS Access.

Prerequisite: None

CIS 114 Web Design I (3)

Using the popular Adobe CS4 Dreamweaver product for web development, students will learn the basics of creating web sites with emphasis on fundamental design issues. Topics include content planning and visual aesthetics including the design and layout of images and text. The basic elements of HTML will be covered including site design and page formatting along with an introduction to Cascading Style Sheets (CSS), browser compatibility, and server capability. Students will also get an introduction to Adobe Fireworks for graphic manipulation for web sites.

Prerequisite: None

CIS 203 Systems Analysis and Design (3)

This course offers an overview of topics in systems analysis and design while focusing on the core set of skills that all analysts and project managers must process. Students learn about each phase of the software development life cycle (SDLC) for a project including: requirements analysis and determination, project scheduling, process modeling, design (architectural, program, and user-interface), implementation, maintenance and review. Students create hands-on projects in both MS Project and the Visible Analyst CASE tool.

Prerequisite: CIS 104.

CIS 204 Programming II (3)

This course is designed as a second programming course for CIS majors. This course will continue in the Visual Studio 2008 IDE with the C++ programming language. However, the second course concentrates on the object-oriented aspects of the language. Topics including: object properties

and methods, inheritance and polymorphism. Students will have several hands-on programming assignments and create a final project demonstrating the concepts learned.

Prerequisite: CIS 104 or 301.

CIS 215 Introduction to Relational Databases (3)

This course is designed to provide individuals with a complete introduction to database concepts and the relational database model. Topics include QBE, SQL, normalization, design methodology, DBMS functions, database administration and other database management approaches, such as client/server databases, object-oriented databases, and data warehouses. In addition to the theoretical concepts, this course also gives the student a good foundation in hands-on training using the Microsoft Access 2007 DBMS. At the completion of this course, students should be able to understand a user's database requirements and translate those requirements into a valid database design.

Prerequisite: 100 level CIS course or greater.

CIS 230 Introduction to Networking (3)

This course provides a baseline level of knowledge for success in industry in the field of computer networking. Students study the layers of the ISO model, cable installation and management, networking media, network interface cards, network topologies, network communications and protocols with concentration on TCP/IP. Students are exposed to other new industry topics such as Networked Attached Storage (NAS) as well as the latest wireless technologies. With a focus on networking operating systems, this course provides coverage of both Microsoft Windows XP and Server 2003 technologies. Topics are supplemented with video throughout the semester from CompTIA+ to support lecture topics.

Prerequisite: None

CIS 240 Cybercrime (3)

This course gives the student the knowledge and skills to identify, track and prosecute the cyber-criminal. Exposes the student to the process of detecting attacks and collecting evidence in a forensically sound manner with the intent to report crime and prevent future attacks. Learners are introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence, provides preparation to identify evidence in computer related crime and abuse cases, as well as track the intrusive hacker's path through a client system. Labs help prepare the security student to profile an intruder's footprint and gather all necessary information and evidence to support prosecution in a court of law. Students are introduced to tools used in investigations, investigating network traffic, web attacks, DOS attacks and corporate espionage.

Prerequisite: None.

CIS 301 Algorithms and Data Structures (3)

This course feature the concept of programming as a method of analyzing, stating and solving problems on a computer. This course includes both structured and non-structured logic in the solution to mathematical and data

progressing problems. Topics include: arithmetic operations, working with data files, processing records, basic loops, Boolean algebra, linked lists, stacks, queues, recursion, binary trees, multi-way trees, graphs and sorting.

Prerequisite: CIS 104

CIS 304 Event-driven Programming (3)

Students are instructed in state-of-the-art Visual Basic application programming using the latest Microsoft toolset Visual Studio 2008. Advanced study of user created events, anticipation of these events, error trapping and user interface design. Students develop not only windows applications but students learn how to develop mobile PC applications for handheld pervasive devices and Smartphone devices. Students also learn how to use the latest ASP.NET framework in VB to develop ASP.NET web pages, file I/O, database connectivity and web services. Students create and demonstrate a Windows Pocket PC application on an actual Dell Axim 50 Pocket PC device at mid-semester, and develop a Windows mobile Smartphone device application as their final project.

Prerequisite: Any programming course.

CIS 320 Computer Applications in Business (3)

This course gives students a cursory overview of the major computer based business systems found in businesses today. Systems that will be looked at include E-commerce, Accounting Information Systems, Human Resource Information Systems and Enterprise Resource Planning Systems. In addition, the course will explore how knowledgeable workers can solve typical business problems through the use of advanced Microsoft Office features found in Word, Excel and Access. *(5 weeks) (Center for Lifelong Learning only)*

CIS 321 Computer Organization (3)

A technical study of the hardware/software interface level of a computer system. The course is approached in a hierarchical fashion covering the topics of basic electricity, circuitry, processor architecture, microcode, machine code, the assembly and compile process.

Prerequisite: Any programming course, CIS 301.

CIS 325 Database Administration and Security (3)

This course teaches the issues that face a database administrator in today's business climate. Issues covered will be installing and configuring databases, database server user access, performance tuning, backup and restore of server databases, client/server architecture and more.

Prerequisite: CIS 215.

CIS 330 Networking Administration and Security (3)

A more advanced and detailed look at computer networks with concentration on the biggest issue facing industry today – network security. Topics include discussion of file, database, print and other servers; hardware such as routers, hubs and bridges; network administration issues, wireless networking and emerging technologies. Security techniques are taught

including intrusion detection, encryption and cryptography along various other security issues facing business today.

Prerequisite: CIS 230 .

CIS 340 Computer Forensics (3)

This course investigates the fields of computer forensics and investigations. Learners will master the skills necessary to launch and complete a successful computer investigation by guiding students through the process of conducting a high-tech investigation, from acquiring digital evidence to reporting its findings. Students will be introduced to the computer forensics lab and current software used in the industry, how to acquire the proper and necessary tools and how to conduct the investigation and subsequent digital analysis.

Prerequisite: None.

CIS 350 Multimedia I (3)

Students will learn to create animations with one of the most popular multimedia tools on the market today: Adobe CS4 Flash. Flash lets you combine graphics, sound, video and other media, supports multiple timelines and features the latest in IK technologies (inverse kinematics) by adding bones to make more life-like animations. Students will gain valuable hands-on experience creating multimedia applications that can be used for a wide variety of purposes. Students will learn motion tweening and shaft tweening animation techniques, creating interactive media for the World Wide Web, information kiosks and presentations. Students will produce a multimedia project at the end of the semester.

Prerequisite: Any 100-level computer course or greater.

CIS 410 Operating Systems (3)

A study of operating systems concepts including processes, memory management, file systems, storage systems, I/O systems, networking and security, as well as other topics will be presented. Operating systems presented include current versions of Windows and Unix. Students will gain a practical understanding of how processes, file and storage systems and security function as elements of any operating system.

Prerequisite: Any programming course.

CIS 416 Multimedia Application Development II (3)

This course is for students exposed to advanced features of multimedia. From interactive video, to computer based training interactions, students learn and use Lingo, the programming language that is associated with The Macromedia Director Multimedia Studio. Lingo provides programming structures that are common to other programming languages, however its tight integration with Director timeline feature allows developers to truly enhance the end users experience whether that experience is training, information, or entertainment.

Prerequisite: A grade of C or better in CIS 315.

CIS 420 Mobile Application Development (3)

This course is an advanced course in software development for mobile devices using the latest technologies in the industry for mobile phone development. Students will learn how to determine what operating systems are available for Smartphones, what tools, hardware and software are needed to develop applications for different types of phones. Emphasis will be placed on the full-life-cycle of software development from requirements specifications through final deliverables. Several hands-on software assignments will be given during the semester culminating in a comprehensive final project for a Smartphone. This is a state-of-the-art course and will provide a truly professional development experience for the student.

Prerequisite: Ann programming course, CIS 301.

CIS 421 Advanced Computer Platforms (3)

This course advances the student's understanding of computer architecture which began in CIS 321 to include detailed treatment of all key organizational issues including I/O, RISC, cache memory, internal and external memory, parallel processors and micro-programmed implementation. Additional topics include: input and output storage systems, analysis and network organization and architecture.

Prerequisite: CIS 321.

CIS 424 Web Design II (3)

This is an advanced level course continuing the development of web site design utilizing the Adobe Dreamweaver CS4 development environment. This course is designed to incorporate skills learned in the introductory web design course and add in dynamic web functionality by connection to back-end databases, e-commerce support, and learning more advanced features of Fireworks for manipulating digital images including alpha channels and transparency. The students will culminate the semester by creating their own dynamic web site.

Prerequisite: CIS 114.

CIS 440 Internship (3-6)

A work experience with a minimum of 120-hours designed to afford the student a practical experience in the field of computer information sciences and information technology.

Prerequisite: Student should have completed 30 credits; minimum gpa of 2.5 and approval of internship coordinator and/or dean of the school.

CIS 450 Multimedia II (3)

This course continues where the first Multimedia course left off, with an in-depth study of the power behind Adobe CS4 Flash – ActionScript, while also learning the basic elements of game design and development. Students will be introduced to the basics of game design while working hands-on to create several game assignments programming in ActionScript. The students will culminate the semester with the creation of a fully functional game.

Prerequisite: CIS 350.

CIS 4000 Capstone (3)

This course emphasizes a team approach to researching, designing, developing, implementing and testing solutions to real-world IT problems. This is a problem-solving course. Students will complete a problem that incorporates many facets of the major. This course offers the student a comprehensive approach to their professional development.

Prerequisite: Completion of all required courses in the major and at least 2 courses in the student's professional option.

COMPUTER INFORMATION TECHNOLOGY**CIT 101 Introduction to Desktop Computing (3)**

This course provides the foundation for utilizing desktop applications on the personal computer. This course is open to the entire student body. Topics include an introduction to personal computer hardware and software, the Windows operating system and file management techniques. Students will learn the Microsoft Office suite of products and do multiple hands on projects using the software. (Not required for CIT majors.)

CIT 102 Hypermedia/Multimedia (3)

This course is designed to teach students how to use the Internet and educational CD-ROM/DVD's as a research tool. The resources for a variety of disciplines will be covered. Students may choose an area of research in which to specialize. (Not required for CIT majors.)

CIT 111 Foundations of Computer Technology (3)

An introduction to computing technology that underlies all of information technology (IT). Offers a holistic view of the computing field and its connections with other fields in science, business and philosophy. Emphasizes the historical development of these principles, why they have stood the tests of time, how they relate to one another and how they relate to issues in other fields.

CIT 112 Structured Programming (3)

An introductory course featuring the concept of programming as a method of analyzing, stating and solving problems on a computer. This course includes mathematical and data processing problems that use sub-routines, computer-based decision, looping, functions, arithmetic operations, processing records, Boolean algebra and working with data files.

CIT 114 Introduction to Networking (3)

An introduction to the structure and architecture of computer networks. The physical, data link and network layers of the ISO model are covered, as well as some aspects of the higher layers. Several important communication protocols are studied, including the currently used models for their specifications and analysis. Local Area Networks, such as Ethernet and Token Ring are also covered.

CIT 116 Solving Organizational Problems with Desktop Applications (3)

This is an advanced Desktop Computing course designed to find solutions to common organizational problems. Topics include: database functions, data tables, dynamic data exchange and what-if analysis. Students should have previous experience using word processors and spreadsheets.

CIT 211 Computer Organization (3)

Designed to provide majors with a basic understanding of computer systems hardware. The course includes the following topics: basic computer concepts, number systems, data representation, digital logic, Boolean algebra, storage devices and organization, basic computer organization, control, instruction formats, addressing modes and the assembler process.

Prerequisite: CIT 111.

CIT 212 Event Driven Programming/Interface Design (3)

An advanced study of user created events, anticipation of these events, error trapping and designing help screens for users. The design principles of interface transparency, predictability, consistency, efficiency and support will be emphasized.

Prerequisite: CIT 112.

CIT 213 Introduction to Systems Analysis (3)

A study and application of the elements of systems analysis and design as it is related to the development and modification of new or existing computer systems. A systems approach to problem solving, using computer assisted software engineering (CASE) tools, techniques and skills in a procedural approach in processing from problem definition through design, implementation and operation are used throughout the course.

CIT 214 Web-Design using HTML (3)

This course is an introduction to web page design concentrating on the basic elements of HTML including site design and page formatting with an overview of the latest HTML features and proprietary extensions. Emphasis will be placed on fundamental design issues such as content planning, browser compatibility, server capability and visual aesthetics including the design and layout of images and text.

Prerequisite: CIT 114

CIT 215 Introduction to Relational Databases (3)

Explores relational database principles and concepts, including the concepts of normalization, data structures, database design, database development and design and the integration and implementation of database technologies.

CIT 310 WE-Program Co-op (12)

This is a full time cooperative work experience program coordinated with local industries. Students work one semester as IT professionals.

Qualifications: Junior or senior standing in the CIT curriculum with an overall G.P.A. of 3.5 and coordinator approval. Students must notify the CO-

OP coordinator of their interest in participating during the first two weeks of the semester prior to the CO-OP experience.

Prerequisites: Satisfaction of program requirements.

CIT 311 Advanced Computer Platforms (3)

Advancing ones understanding of computer technology which began in "Computer Organization" to include detailed treatment of all key organizational issues including business organization, I/O, RISC, cache memory, internal and external memory, parallel processors and micro-programmed implementation. Additional topics include: input and output storage systems, systems software, alternative architectures, embedded systems, performance measurement and analysis and network organization and architecture.

Prerequisite: CIT 111, 211

CIT 312 Object Oriented Programming (3)

This course will show students how to work with predefined objects and how to create new classes from these objects. Topics covered in the course include control structures, classes, objects, methods, visibility modifiers, encapsulation, polymorphism, inheritance, exception handling and software development testing techniques.

Prerequisite: CIT 112, 212

CIT 314 Networking Administration & Security (3)

This course introduces students to trends and problems associated with organizational networking. Students will identify network trends, networking problems and solutions for these problems. Topics will include issues related to network security during data transmission and the network security features related to the configuration of encryption, check-summing and authentication.

Prerequisite: CIT 114, 214

CIT 315 Database Administration & Security (3)

This course is designed for the management and security of distributed database. Topics include managing users and user domains, managing and enforcing user profiles, managing privileges between system objects, creating and administering roles and auditing user groups and accounts.

Prerequisite: CIT 215

CIT 316 Multimedia Applications Design I (3)

This course introduces students to the field of multimedia design and development. Students will gain valuable hands-on experience using Macromedia Director software, a leading product in the multimedia development industry, to create multimedia applications that can be used for a wide variety of purposes. Students will learn the basics of animation using motion tweening and shape tweening techniques, creating interactive media for the World Wide Web, CD-ROMs, information kiosks, and presentations. Director's easy to use interface lets you combine graphics, sound, video and other media in any sequence. Students will be introduced to the basics of the interactive features of Lingo, the program's powerful scripting language.

Prerequisites: CIT 112 or equivalent structured programming course.

CIT 414 Creating Web-based Applications (3)

This is an advanced level course that is designed to incorporate skills learned in HTML, solving organizational problems, project management, network administration, relational databases and object-oriented programming. The student will be using these skills to create an application that will solve an organizational problem.

Prerequisite: CIT 114, 214, 314

CIT 416 Capstone (3)

This course emphasizes a team approach to researching, designing, developing, implementing and test solutions to real-world IT problems. This course offers the student a comprehensive approach to their professional development. Students will solve a problem that incorporates many facets of the major.

Prerequisites: All required CIT degree courses must be completed.

CIT 437 Special Topics (3)

This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of computer science theory and practice.

CIT 439 Independent Study (1-3)

Investigation of selected topics. Registration with permission of the Dean of the School and the Vice President for Academic Affairs.

CIT 4000 Computer Information Technology Capstone (3)

This course incorporates a comprehensive approach to the implementation, maintenance and use of computer technology in our modern world with the values of competency, integrity and compassion that are consistent with our Mercy tradition. Global, national, local and personal issues across many spectra, as it relates to technology, will be explored. The course will emphasize a team approach to researching, designing, developing, implementing and testing solutions to Information Technology problems. These problems will incorporate many facets of a student's previous learning in the major in order to develop a comprehensive understanding of the whole. In addition, students will learn critical aspects related to professional development and to managing their own professional careers.

Prerequisites: Successful completion of all required courses in the major. All required CIT degree courses must be completed.

CREATIVE STUDIES

(Center for Lifelong Learning Only)

CST 200 Creativity & Problem Solving (3)

Application of current research and theory in creativity; study of the creative process and creative problem solving paradigm; exploration of creative

problem solving techniques; application of theory and techniques in challenging situations. *(Center for Lifelong Learning Only)*

CST 220 Critical Thinking (3)

A multifaceted course aimed at the development of skill in critical thinking. Building on current theory and research in cognitive science, this course focuses on credibility of sources and evidence problem solving, pragmatic reasoning, and critical judgment. Also included is brain functioning, thinking styles and metacognition. *(Center for Lifelong Learning Only)*

CST 400 The Creative Leader (3)

Applications-oriented study of the creative leader as one who establishes direction, transforms organizations, and exemplifies innovative thinking. Operational skills include: goal-setting, creative problem solving, interpersonal dynamics, communication and team building. *(Center for Lifelong Learning Only)*

CST 410 Negotiation: Skills and Strategies (3)

A course designed for professional and personal practicality. Utilizing a diverse series of case studies as learning experiences, this course deals with the strategies, techniques and criteria of successful negotiation; the “people dimension” of negotiation; and negotiation as a creative problem-solving situation. *(Center for Lifelong Learning Only)*

CST 415 Decision Making

A study of decision making as an important personal and professional skill. Examination of the whole decision process including goal setting, framing of criteria, forecasting and selection, and post–decision planning. Analysis of thinking that can result in poor decisions. The role of intuition. Practical application of model and techniques. *(Center for Lifelong Learning Only)*

CST 420 Teaching Thinking: Contemporary Approaches and Strategies (3)

This is an applications-oriented course, which incorporates recent research and theory regarding the direct development of thinking skills. Topics include: metacognition, multi-mode learning, learning/teaching styles, questioning and discussion techniques. *(Center for Lifelong Learning Only)*

CST 425 Connections and Transformations: The Dynamics of Human Systems (3)

In-depth exploration into the nature and dynamics of human systems. Cross-disciplinary examination of current theory linking the physical and social sciences in order to develop a holistic understanding of living systems including individuals, families, organizations, nations, etc. Topics include: self-organization, change and transformation, chaos and complexity, learning organizations. *(Center for Lifelong Learning Only)*

CST 437 Special Topics in Creative Studies (3)

In-depth investigation of selected topics designed to integrate, deepen or expand the student's comprehension and application of creativity and the creative process. (*Center for Lifelong Learning Only*)

CRIMINAL JUSTICE**CRJ 102 Introduction to Criminal Justice (3)**

A survey of the American criminal justice system and its components: police, courts and correction. The course is designed to describe the functions of the system from arrest through trial, appeal, sentencing, correction and parole. The object of the course is to provide the student with a procedural framework of the criminal justice process. (Also SOC 102.)

CRJ 215 Criminology (3)

An introduction to crime and criminality, the course examines types of crime, such as violent and property crime, white-collar, organized and victimless crimes, as well as theories of crime and the collection of statistical crime data.

CRJ 220 Ethics in Criminal Justice (3)

This course will explore a range of value-based concepts and perspectives designed to familiarize students with their importance both within the complex world of crime and justice and outside of it. This course will explore more generally the relevance of duties, obligation, and principles; to encourage sound reflection on those particular explorations; and, ideally, to be better equipped to resolve any (criminal justice) situation in which conflict might arise.

CRJ 225 Juvenile Delinquency (3)

Consideration of delinquent and status offenders, the role of the family, peers, schools and gender in the creation of delinquency and the controversy surrounding the punishment of juvenile offenders.

CRJ 250 Police and Law Enforcement in America (3)

A survey of law enforcement in America focusing on the role of the police, their functions and responsibilities. This course also includes an examination of the historical foundations of police organizations and police work, occupational roles, patterns of relationships between the police and the public, community policing.

Prerequisites: CRJ 102 or permission of instructor.

CRJ 285 Family Violence and the Criminal Justice Response (3)

An overview of domestic violence in America, including spouse and child abuse in its physical, sexual and psychological forms and attempts at intervention by criminal justice agencies. Analysis of types of abuse and offenders, existing research and emerging problems, as well as intervention

strategies involving arrest and prosecution, protection of victims, changes in legislation and social and cultural contexts which enable violence.

Prerequisite: CRJ 102, 250 or permission of instructor.

CRJ 299 Selected Topics in Criminal Justice (3)

This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.

CRJ 301 Introduction to Private Security (3)

This course is designed to acquaint the student with systems and organizations of security with primary emphasis on the private sector. The course includes an examination of historical and philosophical perspectives of security and a comparison of the private and public sectors. It covers the protection of personnel, facilities and other assets as well as the administrative, legal and technical problems of loss prevention and control.

CRJ 310 Introduction to Criminal Justice Research (3)

An introduction to research appropriate to the exploration of problems in the criminal justice field. Students will develop basic research skills and come to an understanding of research design and methodologies used in the works of criminal justice researchers and criminologists. Serves to prepare students for reading the professional literature and for undertaking original research projects.

CRJ 320 Forensics Crime Scene Investigation (3)

This course will examine the role of the crime-scene investigator at the crime scene. Common items of physical evidence are identified. In-depth discussions of both digital and film crime-scene photography are presented, and recognized procedures for conducting the crime-scene search are emphasized. The philosophy underlying the appropriate undertaking of a crime-scene reconstruction is detailed as exemplified by blood pattern interpretation.

CRJ 326 Criminal Procedures (3)

This course is designed to give students an understanding of the major aspects of the law of criminal procedure, the purposes behind that law and how that law impacts the search for, the gathering of, and the use of evidence in criminal cases. The Constitutional provisions, which are the source of much of the law of criminal procedure, and the courts' interpretations of those provisions, will be closely examined.

Prerequisite: CRJ 102

CRJ 327 Criminal Law (3)

This course is designed to give students an understanding of the origins and purposes of criminal law, the constitutional limitations on criminal law, and the general principles of criminal liability and defenses to criminal liability.

Prerequisite: CRJ 102, 326.

CRJ 355 Terrorism and Hate Groups (3)

An investigation of domestic and international groups espousing hatred and creating terror for political purposes. Included among topics discussed will be religion and terrorism, biochemical terrorism, fanaticism and the anti-terrorist response. The American militia movement, Middle Eastern terrorism and cults in the U.S. and Japan will be among groups studied.

CRJ 370 Corrections (3)

An overview of the history and evolution of correctional philosophies, practice and procedures. Includes management and organization of institutional and community-based corrections, diversionary programs and purposes of different types of offender treatment. The course will also consider correctional service to the state and society, costs, recidivism and controversial issues in contemporary corrections.

Prerequisite: CRJ 102, 250.

CRJ 401 Theories of Crime and Deviance (3)

An in-depth examinations of sociological and interdisciplinary theories found in the study of crime, delinquency and deviance, including theories of the Chicago School, social learning, control theory, rational choice and routine activities theory. Relationships between the theories, types of crime and the study of crime derived from casebooks are explored.

CRJ 405 Criminal Investigations (3)

The fundamentals of criminal investigation, theory and history will be surveyed. Students study and follow the process of criminal investigations from collection of crime scene evidence to the courtroom, including problems encountered in interviewing, interrogating and investigation and specific techniques appropriate to different types of crimes.

CRJ 410 Courts in America (3)

An introduction and overview of criminal courts in America, their historical development, functions and consideration of controversies in the courts system including media impact on juries and trials, plea bargaining, sentencing issues, prosecutorial discretion, jury selection and juvenile justice. Provides students with an understanding of the courts and court processes as located in the broader socio-political environment.

Prerequisites: CRJ 102, 250, 370.

CRJ 415 Administration of Justice (3)

An examination of the organization, administration and interrelation of criminal justice agencies, and an exploration of policy problems and potential solutions to issues in all areas of the administration of justice. Analysis will focus on personnel policies, management procedures and policies, and evaluation of each agency within the system and include such issues as discretionary decision-making and the association between crime rates and punitive policies of correction.

Prerequisite: CRJ 410

CRJ 425 White Collar Crime (3)

Ranging from Edwin Sutherland to Enron, this course will focus on crimes committed by corporations and the white-collar criminal, how such crimes are defined and the moral, ethical, legal and social contexts, which promote it. Discussion will also include societal perception and reaction to white-collar crime.

CRJ 435 Criminal Justice Internship (3-6)

Criminal justice majors who have attained class standing as a junior may choose to obtain directed experience in selected criminal justice or security facilities, programs or agencies under faculty supervision and upon the recommendation of the instructor. The internship is a field placement designed to enable the student to acquire the skills, experience and knowledge necessary for the further preparation and choice of a career, while also providing a serve to the larger community. May be repeated for credit up to a total of six semester hours maximum.

CRJ 437 Special Topics (3)

Investigation of selected topics related to criminal justice identified by faculty as useful to the student's developing knowledge and competence in the field.

CRJ 455 Issues in Private and Corporate Security (3)

This course will focus on contemporary issues in security including legal authority and general effects on society. Various segments of the course will explore the branches and functions of security in multiple industry and institutional settings including private industry, business, government and other institutions. A specific segment of the course will be devoted to the analysis of the growing function of security from a management perspective.

Prerequisite: CRJ 301

CRJ 490 Honors Thesis in Criminal Justice (3-6)

A criminal justice major with a GPA of 3.25 or better may choose to prepare an honors thesis in criminal justice under the supervision of a criminal justice faculty member upon the approval of the program coordinator. The thesis may examine any theoretical, empirical or policy issue of the student's choice within criminal justice and would represent an integration and culmination of studies completed during the student's studies. The object of the work should be the creation of a portfolio project demonstrating the student's level of competence for employment and/or further training. May be repeated for additional credit up to a total of six semester hours.

DRAMA

See English

ECONOMICS

ECN 101 Economic Problems (3)

This course, which may be used to fulfill a humanities elective, presents a study of contemporary economic issues from humanistic and historical perspectives and includes a discussion of inflation, unemployment, corporate vs. union power, among other issues.

ECN 102 Microeconomics (3)

This course surveys four major topics: an introduction to economics; the economics of the firm and resource allocation; current microeconomic problems; and international economics and the world economy. This course may not be used to fulfill a humanities economics elective.

ECN 103 Macroeconomics (3)

An examination of national income accounting, inflation, unemployment, and interest rates and the use of monetary and fiscal policy are studied. This course may not be used to fulfill a humanities economics elective.

Prerequisite: A grade of C or better in ECN 102.

ECN 104 Introduction to Applied Economics (3)

An overview of economics, focusing on a limited but crucial set of economic principles. Topics include a study of contemporary economy problems, appropriate use of scarce resources, business cycles and policy-making, forces behind economic growth, inflation, employment and monetary controls and economic systems. *(5 weeks) (Center for Lifelong Learning only)*

ECN 320 Managerial Economics (3)

This course is a study of the fundamental principles of economics and how they affect the consumer, business and industry, the government and the entire economy. Domestic as well as global issues are emphasized. Topics include supply and demand, monopoly, fiscal policy, unemployment and international trade. *(6 weeks) (Center for Lifelong Learning only)*

EDUCATION

EDU 100 Education in America (3)

This is a foundation course in American education. A major thrust of the course involves the study of the multiple factors that impact learning and teaching in the United States. Throughout the course a wide array of areas will be addressed including: history of American education; philosophical, psychological, ethical, economic, and sociological underpinnings of American education; current issues; learners and the learning context; teacher professionalism; teaching in a multicultural society. **(Also required for Secondary Education Majors.)**

EDU 104 Health and Motor Development PreK-4 (3)

Personal, family and community health and safety issues are examined with regard to nutrition, health wellness, advocacy and disease prevention, health products and services, reducing health risks, setting goals and health influences. Students will share current research information regarding the previous topics. Emphasis will be on physical fitness, body coordination, the development of motor and manipulative skills and safety in physical activity settings as students plan and present lessons supporting the national Health Education Standards. The class will also include the role and value of play, games and sports in child development, including adaptations for diverse learners. Guest speakers will share current research findings and programs concerning substance abuse, dependency, universal precautions and child abuse. This course is approached from a pre-school – 4th grade classroom teacher's viewpoint as students demonstrate knowledge and understanding of the National Association for Sport and Physical Education for Pre-K to grade 4.

Prerequisite: EDU 100

EDU 105 Teaching Health and Physical Education (3)

Personal, family and community health and safety issues are examined with regard to nutrition, wellness and life-long healthy habits. Students will share current research findings and programs concerning substance abuse, dependency, child abuse, conflict resolution, safety and school violence. Emphasis will be on physical fitness, the development of perceptual motor skills and safety in physical activity settings as students plan and present lessons. The class will also include the role and value of play and games in the classroom setting within the everyday curriculum.

Prerequisite: EDU 100

EDU 112 Philosophical Foundations of Middle Grades Education (3)

This is a foundation course in American middle grades education. A major thrust of the course involves the study of the philosophical foundations for middle level education as described by the NMSA (National Middle School Association). The unique characteristics and development of adolescents will be examined. This course requires one full day per week in a middle grade classroom (TAP).

EDU 160 Technology Integration in Education I (3)

This course is designed to familiarize students with the most current forms of technology being utilized in pre K and elementary classrooms. Students will gain an understanding of the various types of technology and their use as tools for instructional purposes. Students will gain hands on experience with word processing, databases, spreadsheets, presentation software and other relevant educational software. Student will be introduced to the National Educational Technology Standards (NETS) for teachers and students.

EDU 205 Exceptional Person (3)

The course will require students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities ages birth-21 years of age. This will include:

philosophical, historical and legal foundations of education, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures, as well as cognitive, behavioral and physical characteristics of students with disabilities. The course will present models and theories of typical/atypical growth and behavior across age groups, as well as disabilities. Field experience is required. Cross-referenced as SPE 205.

EDU 209 Fundamentals of Teaching Reading (3)

This course is designed to provide the students with knowledge of phonics, emergent literacy, critical thinking skills, and comprehension strategies in the teaching of reading. The importance of children's literature and the role of parents, technology and assessment in literacy education will be discussed.

EDU 213 Methods and Materials in Early Childhood Education (3)

The course will require students to demonstrate knowledge of the fundamental concepts teaching children birth through third grade. This will include: historical, philosophical, social and cultural foundations of education. Typical and atypical development of children regarding physical, social-emotional and cognitive development will be presented. Students will learn about curriculum models and approaches, and instructional practices consisting of: developmental and learning theory, and play theory. Field experience is required.

Corequisite: EDU 2809 and Early Childhood TAP

EDU 214 Reading Assessment (3)

This course will stress the importance of using multiple assessments in determining a child's reading ability. Formal and informal measures will be discussed. Through a case study, students will use testing materials to assess a child's reading proficiency and design lesson plans for improvement.

Prerequisite: EDU 209

EDU 216 Foundations of Teaching and Learning PreK-4 (3)

This course will require students to demonstrate their knowledge of learning as a process that integrates all areas of development-emotional, social, language, cognitive, physical and creative as the students utilize a variety of instructional strategies and methods. This will include: historical, philosophical, social and cultural foundations of education. Students will learn about curriculum models, approaches and instructional practices to meet individual and group needs, consisting of: developmental and learning theory, the integration of play-based, experience based and project-based teaching. The content is based on the Key Learning Areas of the Pennsylvania Early Childhood and Academic Standards. Field experience and participation in the chapter of the Gwynedd-Mercy Association of the Education of Young Children (GMACEYC) are required.

Prerequisite: EDU 100

Corequisite: EDU 229 and Early Childhood TAP

EDU 220 Classroom Management (3)

This course is designed to prepare teacher candidates to understand and use provisions and procedures needed to create and maintain an environment in which teaching and learning can occur.

Corequisite: EDU 465

EDU 221 Child Psychology (3)

Study of the successive stages of growth and development from conception through adolescence: social, emotional, intellectual, moral, perceptual, behavioral, and physical development. (Cross-referenced – See PSY 221)

EDU 222 Adolescent Psychology (3)

Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth, and emotional development. **(Required for Secondary Education Majors.)** (Cross-referenced – See PSY 222)

EDU 223 Teaching Science PreK-4 (3)

This course is designed to familiarize students with objectives, methods, and resources for pre K to Grade 4 science and to further enhance the scope of their science knowledge through lecture, class discussion, projects, and student demonstration. The course will introduce students to academic standards developed by NSTA, and PDE. Students will develop lesson plans, based on Danielson's four domains, and these will include best practices in instruction and various types of assessment techniques. The course will involve students in a hands-on, constructivist mode of teaching/learning.

Prerequisite: EDU 100.

EDU 224 Teaching Social Studies PreK-4 (3)

This course is designed to familiarize students with objectives, methods, and resources for PreK to Grade 4 social studies and to further enhance the scope of their social studies knowledge through lecture, class discussion, projects, and student demonstration. The course will introduce students to academic standards developed by NCSS, the National Geographic Society, and PDE. Students will develop lesson plans, based on Danielson's four domains, and these will include best practices in instruction and various types of assessment techniques. The course will involve students in a hands-on, constructivist mode of teaching/learning.

Prerequisite: EDU 100.

EDU 226 Reading Sequence I – Foundations of Early Literacy Research (3)

This is a foundational course on literacy instruction for PreK-4 students. The course will provide students the opportunity to: review the evolution of American Reading Instruction, explore various instructional processes for teaching reading and writing, investigate techniques for teaching reading and writing, discover the role of assessment in literacy instruction and become familiar with the Pennsylvania literacy standards.

Prerequisite: EDU 100

EDU 227 Math Methods for PreK-4 (3)

The course emphasizes the basic mathematical competencies identified by the Pennsylvania Academic Standards for Mathematics and the National Council of Teachers of Mathematics critical to mathematics instruction for pre-kindergarten students to fourth grade. Students will learn the pedagogical methods and strategies combined with the essential mathematical theories of number operations, geometry, fractions, data analysis, probability and statistics through demonstrations, collaborative learning, modeling and field experience. This course is intended for the sophomore level.

Prerequisite: MTH 103, 104

EDU 228 Art and Humanities (3)

This course will require students to create a portfolio demonstrating artistic media, techniques and processes with a variety of media, methods and materials used in the classroom. Through classroom observation, readings, collaborative work groups and lesson presentations, students will develop an understanding of production, performance and exhibition of dance, music, theatre and visual arts. Also, through these activities students will gain knowledge regarding historical and cultural contexts, make connections between visual arts and other disciplines, critical response and aesthetic response. Students will learn how to apply appropriate strategies and approaches to help children interact musically with others and move expressively to the elements, express and interpret understanding of the world through structures and informal musical play, and sing and create music. Students will demonstrate knowledge and understanding of the National Standards developed by the Consortium of National Arts Education Association and understand Pennsylvania's learning standards pre-k through grade 4 for arts and humanities.

Prerequisite: EDU 100

EDU 229 Reading Sequence II – Language Development and Early Literacy, Instruction and Assessment (3)

This course emphasizes reading and writing instructions for emerging readers and writers Birth-K. Instruction will focus on assisting students in: discovering developmentally appropriate practices for emerging readers and writers, examining oral language development and the impact on literacy development, exploring various instructional processes, investigating assessment practices and procedures for emerging readers and writers, and reviewing Pennsylvania early literacy standards.

Prerequisite: EDU 226.

Corequisite: EDU 216 and Early Childhood TAP

**EDU 245 Methods and Materials for Middle Grades:
Reading Across Curriculum (3)**

This course will emphasize reading and writing in the content area for grades 4-8. Instruction will focus on various instructional processes, techniques for teaching reading and writing, differentiated literacy programs, assessment practices and procedures and review of Pennsylvania literacy standards as

well as the NCTE/IRA standards and vision for effective instruction of language arts.

Prerequisite: EDU 112.

EDU 270 Reading Sequence I (3)

This course is designed to provide the students with knowledge of the PA literacy standards and benchmarks, the five essential reading skills, writing instruction and researched based instructional techniques and frameworks as identified by the Pennsylvania Academic Standards for Literacy. The importance of children's literature, assessment, technology and differentiated instruction will be emphasized. This course is intended for the sophomore level.

Prerequisite: EDU 100

EDU 271 Math Methods – Elementary Level Grades (3)

The course emphasizes the basic mathematical competencies that represent those elements identified by the Pennsylvania Academic Standards for Mathematics and the National Council of Teachers of Mathematics as critical to mathematics instruction for kindergarten and the primary grades. Students will learn the pedagogical methods and the essential mathematical theory of Number Sense, Geometry, Fractions, Data Analysis and Statistics and Probability through demonstrations, collaborative learning, modeling and a field experience. This course is intended for the sophomore level. Will be equivalent to EDU 227.

Prerequisite: MTH 103, 104.

EDU 272 Art and Music (3)

This course will require the students to create a portfolio demonstrating appreciation and production of the arts and basic concepts through tactile and musical experiences with a variety of media, methods and materials used in the classroom. Through classroom observation, readings, collaborative work groups and lesson presentations students develop knowledge of cognitive growth, theories of learning and developmentally appropriate methods for growth and development in the arts.

Prerequisite: EDU 100

EDU 273 Teaching Science and Social Studies (3)

This course is designed to familiarize students with objectives, methods and resources for pre K and elementary science and social studies and to further enhance the scope of their science and social studies knowledge through lecture, class discussion and student demonstration. The course will introduce students to standards, best practices in instruction and various types of assessment techniques. The course will involve students in a hands-on, constructivist mode of teaching/learning.

Prerequisite: EDU 100.

EDU 280 Reading Sequence II (3)

This course is designed to provide students with knowledge with PA early childhood literacy standards and benchmarks, the five essential reading skills, writing instruction and researched based instructional techniques and

frameworks appropriate for students in Pre K and K programs as identified by the Pennsylvania Academic Standards for Literacy and the NAEYC standards for programs. The importance of children's literature, assessment, technology and differentiated instruction appropriate for emergent readers and writers will be emphasized. This course is intended for the sophomore level.

Prerequisite: EDU 270.

EDU 300 Pre-Student Teaching (3)

Observation and participation in classroom activities of local schools one day a week for 14 weeks prior to student teaching.

Prerequisite: EDU 325 for secondary education majors.

EDU 301 Educational Psychology (3)

Study of the nature of learning, teaching relationships, individual differences, and the classroom as a social unit. **(Required for Secondary Education Majors.)** (Cross-referenced – See PSY 301)

EDU 309 Technology Integration in Education PreK- 8 (3)

In this course, students will become familiar with the PDE Standards of Science and Technology as well as the National Educational Technology Standards (NETS) for both teachers and students. Students will design lesson plans and learning activities that integrate technology from Pre K to Grade 8. Students will be introduced to the various tools of technology including assistive technologies for students with special needs. The use of technology for assessment, management and other administrative procedures will also be addressed.

Prerequisite: EDU 100

EDU 314 Reading Sequence III – Early Literacy Instruction and Assessment (3)

This course emphasizes reading and writing instruction for transitional readers and writers K-4. Instruction will focus on assisting students in: discovering appropriate practices for instructing transitional readers and writers, exploring various instructional processes, investigating assessment practices and procedures for transitional readers and writers, considering differentiated learning for transitional readers and writers and reviewing Pennsylvania Literacy Standards.

Prerequisite: EDU 226.

EDU 315 Curriculum, Instruction, Assessment for Typical and Atypical Student PreK-8 (3)

This course is designed to prepare teacher candidates to understand and implement curriculum models and instructional strategies that are assessment driven. Students will design lessons and data driven assessment strategies for typical and atypical students. There will be an instruction to the Response to Intervention model.

Prerequisite: EDU 100, 223, 224

Corequisite: SPE 215; EDU 490

EDU 316 Reading Sequence IV – Literacy Instruction, Assessment and Intervention (3)

This course emphasizes reading and writing instruction for fluent readers in PreK-4. Instruction will focus on: exploring various instructional processes, examining techniques for integrating reading and writing instruction in the content areas, investigating assessment practices and procedures for fluent readers and writers, reviewing Pennsylvania Literacy Standards and analyzing various remedial programs.

Prerequisite: EDU 226, 229, 314

Corequisite: Tutoring Field Experience

EDU 319 Selected Topics in Secondary Education (3)

This course covers issues that are encountered by teachers in middle and high schools today. These include meeting the needs of middle/high school students, multicultural education, multiple intelligences and other topics relevant to students' needs and concerns. Field work required.

Prerequisite: EDU 100.

EDU 325 Secondary School Methods and Materials (3)

Study of basic methods and materials of secondary education; the rationale behind the methods, as well as how to carry these methods out in the classroom. Students will explore Standards, Curriculums, Assessment and Lesson Planning.

Prerequisite: EDU 100.

EDU 351 Meeting the Needs of English Language Learners (3)

This course emphasizes various instructional processes, techniques and assessment for working with English language learners. Differentiation and review of Pennsylvania standards will be addressed.

Prerequisite: EDU 100 (Pre-K) or EDU 112 (4-8)

EDU 360 Technology Integration in Education II (3)

This course is a continuation of the elements presented in EDU 160. In this course, students will become more familiar with the National Educational Technology Standards (NETS) for teachers and students. Students will design lesson plans and learning activities that integrate the various tools of technology. Students will also be introduced to the variety of assistive technologies available for students. The use of technology for assessment, management and other administrative procedures will also be covered.

Prerequisite: EDU 160.

EDU 370 Reading Sequence III (3)

This course is designed to provide students with knowledge of the PA literacy standards and benchmarks, the five essential reading skills, writing instruction and researched based instructional techniques and frameworks for students in grade K-12 as identified by the Pennsylvania Academic Standards for Literacy. The importance of children's literature, assessment, technology and differentiated instruction appropriate for early/transitional readers and writers will be emphasized. This course is intended for the junior level.

Prerequisite: EDU 270.

EDU 371 Math Methods - Middle Level Grades (3)

The course emphasizes the basic mathematical competencies that represent those elements identified by the Pennsylvania Academic Standards for Mathematics and National Council of Teachers in Mathematics as critical to mathematics instruction for middle school teaching. Students will learn the pedagogical methods and the essential mathematical theory of Number Sense, Geometry, Fractions, Data Analysis and Statistics and Probability through demonstrations, collaborative learning, modeling and a field experience. This course is intended for junior level students. Course equivalent to EDU 372

Prerequisite: EDU 271, MTH 103, 104

EDU 372 Math Methods for the Middle Level Grades 4-8 (3)

The course emphasizes the basic mathematical competencies identified by the Pennsylvania Academic Standards for Mathematics and the National Council of Teachers of Mathematics critical to mathematics instruction for middle school teaching. Students will learn the pedagogical methods and strategies combined with the essential mathematical theories of number operations, algebra, geometry, fractions, data analysis, probability and statistics through demonstrations, collaborative learning, modeling and field experience. This course is intended for the junior level.

Prerequisite: MTH 103, 104, 136, 141, 303

EDU 373 Methods and Materials for Middle Grades: Science (3)

This course is designed to familiarize students with objectives, methods and resources for grade 4-8 science and to further enhance the scope of their science knowledge through lecture, class discussion, projects and student demonstration. The course will introduce student to Academic Standards developed by NSTA and PDE. Students will develop lesson plans, based on Danielson's four domains, utilize effective instructional strategies, including cooperative learning and other evidenced-based best practices as they apply to the sciences, and will be involved in a hands-on, constructivist mode of teaching/learning.

Prerequisite: EDU 112.

EDU 374 Methods and Materials for Middle Grades: Social Studies (3)

This course is designed to familiarize students with objectives, methods and resources for grades 4-8 social studies and to further enhance the scope of their social studies knowledge through lecture, class discussion, projects and student demonstration. The course will introduce students to academic standards developed by NCSS, the National Geographic Society and PDE. Students will develop lesson plans, based on Danielson's four domains and these will include best practices in instruction and various types of assessment techniques. The course will involve students in a hands-on, constructivist mode of teaching/learning.

Prerequisite: EDU 112.

EDU 375 Curriculum Instruction and Assessment (3)

This course is designed to prepare teacher candidates to understand and implement curriculum models and instructional strategies that are assessment driven.

Prerequisite: EDU 100, 273.

EDU 380 Reading Sequence IV (3)

This course is designed to provide students with knowledge of the PA literacy standards and benchmarks, the five essential reading skills, writing instruction and researched based instructional techniques and frameworks appropriate for students in grades 2-4 as identified by the Pennsylvania Academic Standards for Literacy. The importance of children's literature, assessment, technology and differentiated instruction appropriate for fluent/advanced readers and writers will be emphasized. This course is intended for the junior level.

Prerequisites: EDU 270, 280, 370.

EDU 401 Student Internship and Professional Seminar (6)

The internship takes the place of student teaching for in-service teachers. Seminar and individual conferences are held by college supervisors.

EDU 414 Classroom Management for PreK-4 (3)

This course is designed to prepare teacher candidates to understand and use provisions and procedures needed to create and maintain an environment in which effective teaching and learning can occur. Various discipline models will be introduced.

Corequisite: EDU 415

EDU 415 Pre-Student Teaching PreK-8 (3)

The student is required to participate in classroom activities of local schools one day each week during the semester. Two different placements are offered to the student in preparation for the student's anticipated certification categories. The experience is to promote the development of professionalism in the school and community setting while affording the opportunity to apply teaching methodology and educational concepts mastered in coursework. A weekly seminar provides an opportunity to analyze the experience. Application to the Education Committee of Gwynedd-Mercy's School of Education is required early in the spring semester prior to the experience.

EDU 437 Special Topics (3)

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

EDU 439 Independent Study (1-3)

Investigation of selected topics. Registration with permission of the advisor and the Vice President for Academic Affairs.

EDU 460 Student Teaching Pre-K-4/SPE Pre-K-8

This course is designed for the student who is simultaneously seeking certification in elementary education (PreK-4) and special education (PreK-8). This student teaching requirement is fulfilled after all other coursework requirements have been completed and has at least a cumulative GPA of 3.0. The student is required to make formal application to the Education Committee of the School of Education by February 1st of the spring semester prior to the academic year in which the student anticipates engaging in student teaching. The experience is designed to allow for the development of professionalism in the school and the community setting while affording the opportunity to apply teaching methodology and education concepts mastered in coursework on a daily basis. This student teaching experience is for 16 weeks in an inclusion classroom under the supervision of a certified elementary education teacher and a certified special education teacher and is accompanied by a weekly seminar class to provide an opportunity to analyze the experience.

Prerequisite: All course work complete. All PRAXIS II tests passed.

EDU 465 Student Teaching Experience I (3)

This course is designed for the student who is simultaneously seeking early, special and elementary certification. The student is required to participate in classroom activities of local schools for one full day during each week of the semester. The experience is to promote the development of professionalism in the school and community setting while affording the opportunity to apply teaching methodology and educational concepts mastered in coursework. A weekly seminar provides an opportunity to analyze the experience. Application to the Education Committee of Gwynedd-Mercy's School of Education is required by February 1st of the spring semester prior to the experience.

EDU 470 Student Teaching Experience II (15)

This course is designed for the student who is simultaneously seeking early, special and elementary certification. The student teaching requirement is fulfilled after all other coursework requirements have been completed. The student is required to make formal application to the Education Committee in February of the spring semester prior to the academic year in which the student anticipates engaging in student teaching. The experience is designed to allow for the development of professionalism in the school and community setting while affording the opportunity to apply teaching methodology and educational concepts mastered in coursework on a daily basis. A monthly seminar provides an opportunity to analyze the experience.

EDU 480 Student Teaching/Classroom Management/Educational/Technology - Grades 4-8 (12)

The student teaching requirement fulfilled during the second semester of senior year. The first three weeks will be spent in intensive research and student in Classroom Management and Technology. During the remaining 12 weeks, each candidate for certification will spend five days a week in a classroom of grades 4-8. Seminar and individual conferences are required by supervisors.

Prerequisites: All coursework must be completed prior to student teaching. All PRAXIS tests must be taken and passed prior to student teaching; EDU 112.

EDU 490 Student Teaching and Professional Seminar Secondary Education (6)

The student teaching requirement (13 weeks) is fulfilled during the last semester of senior year. Each candidate for certification spends five days a week for seven weeks in a primary grade and even weeks in an intermediate grade. Seminar and individual conferences are required by supervisors.

Prerequisite: All course work must be completed prior to student teaching. All PRAXIS tests must be taken and passed prior to student teaching.

Corequisite: SPE 215, EDU 351 will be taken in the same semester with EDU 490, two weeks prior to the start of Student Teaching, and at an accelerated rate.

EDU 4000 Capstone Seminar (3)

This course provides for culminating activities of the curriculum in elementary, special and early childhood education. Students demonstrate proficiency in activities relative to securing a teaching position, as well as research-based best teaching practices. To be taken the semester before student teaching. Individual active research projects required.

Teacher Apprentice Program (TAP) (No Credit)

The Gwynedd-Mercy College teacher assistant program (TAP) schedules time for all freshmen, sophomores, juniors and transfer students to assist in participate in classroom activities and requires observation of teaching techniques in local schools weekly. See Teacher Apprentice Program (TAP) Handbook.

Field Experience (No credit)

Students enrolled in teacher education courses are responsible, from freshman year on, for direct experience with pupils on a para-professional basis through organized programs of observation in urban, suburban and rural situations. i.e. TAP.

ENGLISH

This section includes drama, writing and literature courses. Students matriculated as of Fall 2007 or later must take ENG 102, or 210 to satisfy one open LLFA elective under General Education. Students matriculated prior to Fall 2007 may satisfy the Literature/Communications/Drama elective under General Education by taking any course designated ENG with the exception of ENG 002, 101, 400, 405, 430 or 439.

Please note: ENG 101 prerequisite may be set aside only with the permission of the Division Chairperson.

ENG 2001 Arts and Ideas (3)

This is an introductory course designed to give the student an appreciation of the literary and fine arts. The course examines ideas rooted in justice, philosophy, spirituality, politics, science, education, art, and psychology through literature that spans the evolution of those ideas. The course requires both analytical and creative responses to these ideas so that students can express their understanding of the complex relationship among thought, writing, art and society.

Prerequisite: ENG 101

ENG 002 Developmental Writing (3)

A review of sentence, paragraph and essay structure, this course prepares the student for college writing.

Passing this course is a prerequisite for taking ENG 101.

Credits may not be used to satisfy credit requirements for graduation.

The grading for this course is a pass (P) or fail (F).

ENG 101 College English (3)

This course focuses on the personal and expository components of rhetoric. Emphasis is given to writing processes and logic through constant practice in sentence combining and through organizing and styling paragraphs and themes. Peer review of student writing is included.

Prerequisite: GMC's Placement Test. The placement test is waived if the student scores 650 in the verbal section of the SAT or has Advanced Placement. Students who score 3 or higher on the Advanced Placement Test in composition may be exempted from taking this course.

ENG 102 Introduction to Literature (3)

Students explore literary genres from selected world masterpieces with emphasis on style and philosophic import and write themes of critical analysis.

Prerequisite: ENG 101

ENG 103 Play Production (3)

This course emphasizes the fundamentals of play production – script selection, casting, blocking, lighting, publicity and culminates in the production of a play.

ENG 105 Grammar Review (3)

This class reviews the basics of traditional grammar – classes of words and sentences, inflections and functions of English, syntactical relationships and usage – and examines alternative grammar systems.

ENG 107 Basic Journalism (3) – Cross-reference COM 203**ENG 109 Journalism Practicum (1) – Cross-reference COM 400**

Prerequisite: ENG 101

ENG 112 Theater for Young People (3)

This course serves as an introductory practicum for those students who plan to stage plays in educational settings or use theater techniques to enrich education. Students create puppets, write simple plays and participate in an end-of-term performance. (Materials fee: \$25.00)

ENG 200 Communication Arts (3)

Refer to COM 101 for course description.

ENG 201 British Literature I (3)

Students in this course read and discuss selected major figures in English literature from the Anglo-Saxon Period through the eighteenth century.

Prerequisite: ENG 101

ENG 202 British Literature II (3)

Students read and discuss major figures in English literature from the Romantic Period to the present.

Prerequisite: ENG 101

ENG 203 Introduction to Poetry (3)

Students read, discuss and write about traditional and modern poems. They learn the rudiments of poetry and refine critical thinking and writing skills by analyzing and interpreting poems. This course benefits future English teachers, creative writers and those who love literature.

Prerequisite: ENG 101

ENG 210 Introduction to the Theater (3)

This course surveys important historical periods of theater from Greeks to present; examination of representative dramas from each period.

Prerequisite: ENG 101

ENG 212 Women Authors (3)

This course surveys the problems of women as writers and writers as women.

Prerequisite: ENG 101

ENG 215 Technical Writing (3)

Designed as a process that is adaptable to all professions or crafts, the technical writing course reviews and reinforces the tools of writing.

Prerequisite: ENG 101

ENG 216 American Literature I (3)

This course concentrates on major figures in America's literature from the Colonial Period through the Age of Transcendentalism.

Prerequisite: ENG 101

ENG 217 American Literature II (3)

Beginning with writers of the nineteenth century, American Literature II surveys major figures from realism and naturalism through modernism and post-modern writing.

Prerequisite: ENG 101

ENG 218 Multicultural Literature (3)

Treating the literature of ethnic groups such as European immigrants and people of color, this course may be a historical survey or a thematic exploration of issues and may focus on one or more groups.

Prerequisite: ENG 101

ENG 230 History of the English Language (3)

This course surveys origins of the development of the English language from the Proto-Indo-Europeans of Central Europe through the development of the Danish, Saxon and Germanic tribes to the present-day status of the English language.

Prerequisite: ENG 101

ENG 240 History of Rhetoric (3)

This course explores classical texts, as well as their influence on contemporary principles and philosophical perspectives and the production of written, oral, visual, and digital texts today. Students will discuss important developments in the history of rhetoric and use rhetorical theory to consider issues related to oral, written, and visual discourse.

Prerequisite: ENG 101

ENG 270-289 Themes in Literature (3)

This series of courses treats popular themes as they appear in literature and the media.

Prerequisite: ENG 101

ENG 290 The Short Story (3)

This course analyzes the short story genre and its development in world literature.

Prerequisite: ENG 101

ENG 299 Selected Topics in English (3)

In this course students have the opportunity to explore genres, concepts or authors selected by the instructor. Course may be repeated for credit if the topic changes.

Prerequisite: ENG 101 and other courses as deemed necessary by the instructor.

ENG 301 World Masterpieces I (3)

Beginning at the ancient epics of eastern and western cultures and ending in the late Renaissance, this course focuses on major writers of world literature.

Prerequisite: ENG 101

ENG 302 World Masterpieces II (3)

Masterpieces of the modern ages, Romantic through contemporary, are examined.

Prerequisite: ENG 101

ENG 305 Persuasive Business Presentations (3)

Verbal skills essential to effective business presentations, including negotiation, debating, extemporaneous speaking, and interviewing provides the focus of this course. Oral reporting, management briefing, conference and committee leadership, and active listening are addressed as tools to minimize or eliminate barriers to understanding. (5 weeks) (*Center for Lifelong Learning only*)

ENG 310 Literary Criticism (3)

This course examines the aesthetics of literature from Plato to contemporary theory.

Prerequisite: ENG 101

ENG 315 Essay Writing (3)

An advanced study of expository writing processes, this course stresses techniques of research, logic, and organization of writing.

Prerequisite: ENG 101

ENG 320 Cinema and Cinematography (3)

This course focuses on the history of films and analysis of film scripts with emphasis on class discussion of major directors including Carol Reed, Alfred Hitchcock, Stanley Kubrick, and Orson Welles.

Prerequisite: ENG 101

ENG 330 Myth and Fantasy (3)

This course studies ancient and modern mythology through its embodiment in literature and in themes common to all cultures.

Prerequisite: ENG 101

ENG 400 Tutorial in Acting (3)

Students participate in the college production as actors or actresses and research the various styles and theories of acting: Classical, Elizabethan, Restoration, Stanislavskian, Brechtian. Research paper required.

Prerequisite: ENG 103.

ENG 401 Chaucer and His Contemporaries (3)

Reading and discussion of Chaucer's major works is supplemented with those of his contemporaries including Langland, the Pearl poet and others.

Prerequisite: ENG 101

ENG 405 Tutorial in Directing (3)

Introduced to the techniques of directing for the proscenium and arena stages, students learn to cast, block and direct a play.

Prerequisite: ENG 103.

ENG 413 Poets of Britain and America (3)

Poets of Britain and America are examined with emphasis on the moderns and post-moderns.

Prerequisite: ENG 101

ENG 416 Shakespearean Tragedy (3)

This course studies the major tragedies as performance art, including Hamlet, Macbeth, Richard III, King Lear, Romeo and Juliet, and Othello.

Prerequisite: ENG 101

ENG 417 Shakespearean Comedy (3)

This course focuses on the major comedies as performance art, including As You Like It, Twelfth Night, A Midsummer Night's Dream, The Taming of the Shrew, and Much Ado About Nothing.

Prerequisite: ENG 101

ENG 422 Romantic/Victorian Literature (3)

Students engage in in-depth study of the literature of the Romantic and Victorian Age.

Prerequisite: ENG 101

ENG 423 Modern Fiction (3)

Novels and short stories of twentieth-century authors are discussed in terms of thought and technique in modern fiction.

Prerequisite: ENG 101

ENG 425 Seventeenth and Eighteenth Century British Literature (3)

This course examines selected prose and poetry from the late English Renaissance, the Restoration, and the eighteenth century. Readings include works by the Metaphysical and Cavalier poets, Jonson, Bacon, Dryden, Swift, Pope, and others.

Prerequisite: ENG 101

ENG 430 Internship (3-6)

An option for out-of-the-classroom work, this internship gives students practical experience in professional communications field.

Prerequisites: B average in all required English courses, permission of the division chair. Required English courses must be completed or taken concurrently.

ENG 437 Special Topics (3)

This course offers the opportunity for in-depth study of a major author, period or concept selected by the instructor. Course may be repeated for credit, if topic changes.

Prerequisite: ENG 101

ENG 439 Independent Study (3)

Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and authors. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.

Prerequisite: ENG 101

ENG 447 Seminar in Novel (3)

This course examines the novel, drawing examples from the 19th and 20th centuries.

Prerequisite: ENG 101

ENG 448 Writing Seminar (3)

The process of writing creative research papers, essays and other non-fiction materials is reviewed. The course combines the tools of research with the appropriate organizational method and emphasizes peer-evaluation, revision, and market research toward publication.

Prerequisite: ENG 101

ENG 450 Senior Seminar (3)

An Integration of literary study, critical theory and techniques of literary research, this course combines class discussion and independent work, having as its goal the completion of a paper representative of the undergraduate major's research interests.

Prerequisite: ENG 101

ENG 451 Creative Writing (3)

Students practice their creative writing skills with reference to reading and study of contemporary literature.

*Permission of the instructor is required.

Prerequisite: ENG 101

ENG 460 Theater of Greece and Rome (3)

A study of the production techniques of the classical period combines with reading of representative plays by Sophocles, Euripides, Aeschylus, Aristophanes, Plautus, Terence, and Seneca.

Prerequisite: ENG 101

ENG 461 Modern Drama (3)

Students read and analyze the works of selected modern playwrights, including Ibsen, Strindberg, Pirandello, Brecht, Shaw and Ionesco.

Prerequisite: ENG 101

FIRST YEAR EXPERIENCE

FYE 1000 and 1001 are required of all first-year students. Students who are older than 22 years of age or who have accrued more than 29 credits of college experience are exempt from FYE. Students who are exempt from FYE should take a general education elective in place of the FYE courses. Students are not allowed to withdraw from the course except in cases of documented necessity. In all such cases, permission from the FYE coordinator is required to withdraw from the course. Any student who does not successfully complete FYE 1000 in the fall semester is required to enroll in the course again in the spring semester of his or her first year. Any student who does not successfully complete FYE 1001 (fall semester for nursing students; spring semester for all others) is required to enroll in the course again in the subsequent semester.

FYE 1000 First Year Experience (2)

This course is the first in the core curriculum and will transition students into the Gwynedd-Mercy College community. It has three main goals including the value of educating students in the Mercy tradition and the mission of the college, fostering the development of academic skills and supporting the positive growth of interpersonal and social skills, all of which are necessary for success in the collegiate environment. In addition, this course introduces students to the concept of service to society reflective of the Mercy charism. The components of this course are sponsored by the Academic Affairs and Student Services divisions of the college. Therefore, co-curricular events are required. Attendance at the first class, which is held during orientation, is mandatory.

FYE 1001 First Year Experience Service (1)

This course further nurtures student development for service to society within the Mercy tradition through participation in a service activity, as well as a guided reflection on this activity. Also, the course emphasizes student empowerment and the development of leadership skills to foster personal responsibility.

FRENCH**FRE 101 Basic French I (3)**

This course serves an introduction to the French language as well as an exploration of cultural themes in the French-speaking world. Emphasis will be placed on effective oral and written communications. No prerequisite.

FRE 102 Basic French II (3)

Conversation and composition skills continue to be emphasized along with developing proficiency in understanding spoken French. Cultural enrichment will include such topics as current events, history and the arts.

Prerequisite: FRE 101 or previous study of the language.

FRE 201 French Conversation I (3)

Intensive French conversation on topics relating to the French aspects of present-day society is supplemented by use of films and slides.

Prerequisites: FRE 101, 102 or the equivalent.

FRE 299 Selected Topics in French (3)

This course provides students who have completed FRE 101 and 102 or the equivalent the opportunity to explore French language, culture, literature, history and other topics as selected by the instructor. Course may be repeated if the topic changes.

Prerequisite: FRE 101, 102 or the equivalent and additional courses as indicated by the instructor.

FRE 439 Independent Study (3)

Qualified advanced students may arrange independent study in areas not covered by existing courses; analysis of literary techniques, translation,

study of special aspects of major works and authors in the field of French literature and culture.

Prerequisite: FRE 101 and 102.

GEOGRAPHY

GEO 100 Political Geography (3)

The political significance of contemporary world patterns of nations and states is considered through the interaction of their physical, economic and cultural aspects.

GEO 101 Cultural Geography (3)

The interrelationships of geography, cartography and culture are explored through a study of population, migration, language, religion, social customs and political and economic development. We will examine what role these interrelationships have played in 20th century cultural geography.

HEALTH ADMINISTRATION

HA 301 Health Care Delivery Systems (3)

Introductory course in medical care organization. The health care system will be examined in terms of primary and secondary providers, financing mechanisms and the health services consumer. Current legislation and future trends in the medical field will be analyzed.

HA 302 Health Care Administration (3)

This course will examine major issues of health care as it pertains to the management of health service organizations and health systems. Particular emphasis is placed on team building and increased awareness of professionalism in health care.

HA 301 or 302 are a prerequisite to all health administration courses.

HA 311 Sociology of Medicine (3)

(For description see SOC 311)

HA 312 Health Planning (3)

Intensive, in-depth examination of "real world" medical care organization topics and problems. Emphasis on the development of health planning and policy strategies and their implementation.

HA 401 Health Care Financial Management (3)

Intensive examination of development and management of resources for health care through the budget and staffing process.

HA 402 Legal Issues in Health Administration (3)

Examination of the interaction of the legal system with modern medical practice. Particular emphasis on regulatory factors and medical malpractice as they influence the organization and delivery of health care are the focus of this course.

HA 422 Internship in Health Administration (6)

A 240-hour directed work experience in a health care institution/program affording the student a beginning "hands on" administrative experience.

Prerequisites: Completion of all required HA courses except HA 492, minimum of B average and approval of advisor and the dean of the school.

HA 492 Seminar: Health Policy Analysis (3)

Discussions designed to integrate class work and the internship experience to facilitate the transition from student to health administration professional. Does not replace BUS 492.

Prerequisite: Completion of all required HA courses.

HEALTH INFORMATION ADMINISTRATION**HIA 301 Advanced Quality Improvement Techniques in Health Care (3)**

Students will build upon the knowledge base achieved in the Health Information Technology Program. This will enable the development of management aspects of the HIM professional in quality improvement and assessment. A review of a variety of accrediting bodies and their standards will be undertaken. The focus of the class will be on the application and analysis of JCAH standards for Organizational Performance Improvement, Information Management, Leadership, and Medical Staff. During this class students will be expected to utilize the MS Office Suite to develop training sessions and prepare reports simulating HIM and PI activities that would be needed for a JCAH survey and its preparation. Other topics included in the course are; ethics in quality management, introduction to epidemiology, benchmarking, library and Internet research regarding: licensure, accreditation and industry standards, data quality and clinical pertinence of record content, utilization and resource management, risk management, practitioner credentialing, clinical outcome management and research, clinical pathways and critical paths, and case management ORYX, severity of illness and six sigma. Students are required to undertake library research such as Medline and CMS and utilize the MS Office products in their presentation of material.

Prerequisites: HIT 100-216.

HIA 303 Advanced Computer Application in HIM (3)

This course addresses health care information systems, requirements, and standards. The student will build upon the skill and knowledge base established through the HIT curriculum and the computer science and business courses taken at the baccalaureate level. Students will develop, access, and evaluate databases, and utilize MS Office products to create documents and reports needed in HIM practice. Students will also be

expected to develop educational and training presentations regarding information technology and its applications. The following areas will also be covered during the course: hardware, software, operating systems, application development, communications technologies (networks – LANS, WANS, VPNs; data interchange standards – NIST, HL-7), internet technologies (Intranet, web-based systems, standards – SGML, XML), data, information and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems), data storage and retrieval (storage media, query tools/applications, data mining, report design, search engines), data security (protection methods – physical, technical, managerial, risk assessment, audit and control program, contingency planning, data recovery, Internet, web-based and e-Health security), leading development of health information resources and systems, brokering of information services, clinical, business and specialty systems applications (administrative, clinical decision support systems, nursing ancillary service systems, patient numbering systems at master and enterprise levels), systems development (planning, analysis and design, customization, selection/procurement, implementation, integration, support, testing and evaluation, auditing and monitoring), systems life cycle (systems analysis, design, implementation, evaluation and maintenance), electronic health record, e-HIM, National Healthcare Information Infrastructure.

Prerequisites: HIT 100-216; CIT 101, 213; BUS 101.

HIA 306 Health Information Management Science (3)

Students further develop management skills with an emphasis placed upon organizational and departmental management. This course uses case studies, lectures, exercises, and guest speakers to learn about the following concepts: payment and reimbursement systems, clinical data and reimbursement management, compliance strategies and reporting (e.g. National Correct Coding Initiative), charge-master management, HIM ethics, legal aspects and release of information, professional ethics, principals of management, strategic planning, marketing, human resources management, education and training, leadership, motivation, team building, work redesign, HIM statistics, and research pertinent to the HIM field. Students will develop an analytic and problem solving approach to managing a health information management department.

Prerequisites: HIT 100-216; CIT 101; BUS 101.

HIA 401 Advanced Pathophysiology (3)

This course addresses pathophysiology and history of diseases as well as pharmacology, biomedical/health research and investigation, national research policy-making, and epidemiologic evaluation. Students will build upon the course work in the HIT curriculum to develop a more integrated knowledge base of information that assists in technical, analytic, and research skill. Students will also be exposed to the history of public health and an overview of current public health systems in the United States.

Prerequisites: HIT 100-216, HIT 208 or equivalent.

HIA 403 Current Topics in Health Care (3)

This course provides an opportunity to explore current changes that have occurred in the organization of health care and in health information management. While some other topics may be included, based on current issues at the time the course is provided, the standard areas addressed include: the electronic health record and health delivery record and associated legislation, information security, the organization of health care, health care organizations, current legislation and legal issues, professional ethics, marketing, human resource management, education and training, entrepreneurialism, library research techniques, changes in content to the medical record, vocabulary standards and classification and nomenclatures, and human subject research, instructional review board and ethical issues in healthcare.

Prerequisites: HIT 100-216; CIT 101; BUS 101 or permission of the program director.

HIA 407 Management Practicum (3)

This course is the last course the student takes in the HIM curriculum and is designed to integrate all material learned in both the two year associate degree and the four year baccalaureate program. It is always offered in Spring of any given year. Students will be assigned to two clinical sites during the semester and are required to complete manuals for both sites. This is a non-paid affiliation and students may not be substituted for paid workers. This course requires that a minimum of 80 hours be completed in an acute care facility and a minimum of 40 hours in a non-acute care facility. Every effort will be made to accommodate students in their placement, however, the HIM program reserves the right to limit placement to those sites that will provide a quality clinical experience. Assessment examinations will be required section of this course.

Prerequisites: HIT 100-216; HIA 301, 303, 305, 401, 403, 405; ACC 105, 106, 301; BUS 371; CIT 101, 213, 215.

HIA 4000 Management Project – Capstone (3)

This course is taken in the Fall of the final year of the HIM program and builds upon HIA 306 to further explore health information management issues. Initially, students work with an HIM faculty member to analyze and evaluate a wide range of case studies to insure proficiency in professional competency, including a health information management project undertaken in a clinical site, project management techniques and the tools that are used including creation of a project charter and deliverables. This project is based upon the student's area of interest and the capacity of the HIM to place them in a quality environment. Assessment examinations will be a required section of the course.

Additionally, as a capstone course, it will address the following issues: health promotion, community service, ethical and professional issues, GMC learning outcomes, and core values of a distinctive Mercy graduate. The students will also begin the development of a professional portfolio that reflects their professional competencies as well as the GMC outcomes. This process will be continued and finalized in HIA 407.

HEALTH INFORMATION TECHNOLOGY

HIT 100 Introduction to Allied Health & Health Care Organization (3)

This course provides an overview of the organization of health care in the United States. It also addresses the structure of health care organizations, and accrediting and governmental bodies that provide standards for the provision of health care. The content and flow of the acute care medical record will be addressed. The course also includes an introduction to the allied health professions and the organizational structure of the medical staff and its composite members. Students will be provided an overview of payer organization including, but not limited to, managed care and capitation. Finally, the Health Information Management profession, its historical development, current structure and career applications, as well as the projected future roles will be explored. Students will examine the purpose/role of AHIMA, CoP and BOK. Students will also engage in dialogue about diversity in the workplace. Students will be introduced to the library and to the development of research skills.

AHIMA's Virtual Lab applications used where applicable.

Corequisite: Acceptance into this Allied Health Program or permission of the HIM program director.

HIT 103 Licensing Agencies/Legal Aspects (3)

Legal and accreditation issues impacting health care and the health information, HIPAA, Confidentiality, privacy and security policies, procedures and monitoring, management professional are the focus of this course. It includes the following areas; confidentiality and the right to privacy, release of information and the legal basis for releasing information, the legislative process, the local, state and federal court system, legal vocabulary, retention of information guidelines, patient rights and patient advocacy, advanced directives, and ethical issues in health care and health information management. Case studies are examined to emphasize major legal doctrine. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisite: HIT 100 or permission of the HIM program director

HIT 105 HIM Systems (3)

This course builds upon the knowledge acquired in HIT 100 regarding the content, structure, format and documentation requirements of the acute care record (paper, electronic computer-based, e-health-personal, web based). In addition, the content, structure, format and documentation requirements of non-acute care records are addressed. This course includes the study of systems used to use, analyze, store, and/or retrieve health care data to support organizational operations, and clinical and business decision-making. A segment of the course will address the structure and use of registries, indices, and primary and secondary records. Students will be expected to describe, analyze, and evaluate health information management systems and to participate in an organization-wide information management plan. Students will also design of forms and computerized segments of the patient record. This course also includes: Clinical Vocabularies, Healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS), National Healthcare

Information Infrastructure (NHII), Health information specialty systems (such as ROI, coding, registries), document archival, retrieval and imaging systems, maintenance and monitoring of data storage systems.

AHIMA's Virtual Lab applications used where applicable.

Prerequisite: HIT 100, 103 or permission of the HIM program director

HIT 109 Medical Terminology and the Acute Care Record (3)

In this course students learn the language of medicine with emphasis on the application of medical terminology in the medical record. The types of terms that will be taught include; the components of medical words, terms specific to all body systems, common disease processes, and common drug names and their prescribed uses. The content of the acute care record and the documentation needs of the related health care practitioners will be an integral topic of this class.

AHIMA's Virtual Lab applications used where applicable.

HIT 200 Health Statistics/Abstracting (3)

This course provides a review of basic mathematics and an overview of health care statistics, data literacy, severity of illness abstracting, severity of illness systems, vital statistics, and descriptive statistics and statistical applications with health care data and data selection, interpretation and presentation, Institutional Review Board processes, national guidelines regarding human subjects research, research protocol monitoring. Students will be expected to utilize Excel and other software packages to develop graphics and reports in accordance with accepted health information management practice. Other areas of study will include; reliability and validity of data and data base issues such as data searching and access to data needed such as DCD statistics and state based statistics (PHC4). The various health care data sets will also be introduced. Knowledge-based research techniques (such as, library, MEDLINE, web-based) are also applied.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 103, 105 or permission of the HIM program director.

HIT 201 Coding I (3)

The primary focus of this course is clinical classification systems and related areas of study such as data quality, clinical vocabularies, payment and reimbursement methodologies, the payment methodologies and systems (such as capitation, prospective payment systems, RBRVS), diagnostic and procedural groupings (such as DRG, APC, RUGs, SNOMED), third party payers, billing and insurance procedures, chargemaster description, and managed care and capitation. An overview of evaluation and management codes will be undertaken. Students study Basic ICD-9-CM, ICD and CPT as well as other nomenclatures and classification systems. Typed medical records, codebooks, and encoders will be used during the course to develop coding skill. An emphasis will be placed on correct usage of the Uniform Discharge Data Set, application of national coding standards, and correct DRG assignment. Other topics in this course include: Coding compliance strategies, auditing and reporting, reimbursement monitoring and reporting,

revenue cycle monitors, standards and ethical coding, compliance issues, ICD10. AHIMA's Virtual Lab applications used where applicable.

Corequisites or Prerequisites: BIO 107, 108; HIT 109, 208, or permission of the HIM program director.

HIT 203 Coding II (3)

This course is a continuation of HIT 201. Students will continue to apply ICD to various body systems, disease processes, and treatments. Basic CPT-4 and HCPCS coding will be taught in this course. Students will evaluate and analyze case mix in several health care organizations. Further work will be done with coding compliance strategies, auditing and reporting, Quality Improvement Organization (QIO) and their role in the payment process, reimbursement methodologies and case mix exercises, using Excel spread sheets, to evaluate data quality. Other topics of the course include; explanation of benefits, the use of the charge master, introduction to ICD 10, and coding in the managed care environment. Students will be required to code typed and non-typed medical records to correctly assign codes and payment classifications in accordance with national standards. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites or Corequisites: HIT 109, 201, 208; BIO 107, 108 or permission of the HIM program director.

HIT 204 Advanced CPT (3)

The primary focus of this course is to develop a greater level of understanding of CPT/HCPCS coding and Ambulatory Payment Classifications (APCs) classifications systems. The main thrust of the course is to assign valid diagnostic and/or procedure codes in order to achieve the correct reimbursement for a given case. The course will also describe the organization, financing and delivery of health care services with regard to billing and medical office procedures. Coding compliance and more complex code assignments using CPT and HCPCS Level II codes. Other topics in this course include: third party payers, billing and insurance procedures, explanation of benefits, quality improvement organizations (QIO) and their role in the payment process, managed care/capitation, billing for healthcare services using codes, auditing and monitoring the coding process for regulatory compliance, standards of ethical coding.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 105, 109, 201, 203.

HIT 205 Basic Computer Applications in HIM (3)

This course provides an overview of information technology in healthcare. It includes a review of health information systems (such as administrative, patient registration, ADT, EHR, PHR, lab, radiology, pharmacy and other ancillary departments as well as in HIM). Students are expected to be fluent with word processing, e-mail, Internet searching, Excel, PowerPoint, and basic database development and query. Students will be exposed to current information in at least the following areas: National Healthcare Information Infrastructure (NHII), data and information, networks, data integrity, document imaging, automatic identification, data security, input and output

devices, the anatomy of computer systems, programming languages, the computer based patient record, ergonomics, and exploring current emerging technologies such as voice recognition and its applications. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: CIT 101; HIT 100, 103, 105, 109.

HIT 206 Professional Practice Experience II (3)

During this practicum students will apply knowledge from the courses they have had in the curriculum to two non-acute care clinical settings. Students will be expected to complete the directed practicum manuals provided at the beginning of the semester. HIM faculty expect students to complete assignments on a timely basis and to conduct themselves in a manner appropriate to their assigned clinical site. This is a non-paid, non-working clinical affiliation. Students may be asked to complete assignments given by the clinical site periodically but may not be substituted for paid workers. Assessment examinations are required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 103, 105, 109.

Corequisites: HIT 200, 201, 205.

HIT 207 Reimbursement Methods (3)

The primary focus of this course is to study the uses of coded data and health information in reimbursement and payment systems appropriate to all health care settings and managed care. The course explores complex coding areas that are difficult for coders. Clinical information regarding specific disease processes will be covered as well as diagnostic and procedural terminology. It builds upon previous knowledge of the basic principles and conventions of the ICD-9 coding system. A set of records will be coded, including inpatient, emergency department, short procedure unit, and physician office scenarios.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 105, 109, 201, 203, 204.

HIT 208 Basic Pathophysiology, and Pharmacology (3)

Students will learn the disease processes associated with common disorders in the population of the United States. Treatments and pharmacology related to these diseases will also be discussed. Students will be expected to utilize this information in coding application and database development. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: BIO 107 and 108.

Corequisite: HIT 109.

HIT 209 Coding Directed Practicum (3)

During this practicum students will apply knowledge from the courses they have had to a coding setting. Students will be expected to complete the directed practicum manual provided at the beginning of the semester. This is a non-paid, non-working clinical affiliation. Students may be asked to

complete assignments given by the clinical site periodically but may not be substituted for paid workers.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100,105,109, 201, 203, 204, 207, 208; BIO 107, 108.

HIT 210 Supervisory Principles (3)

This course is an overview of management principals for first line managers. Topics covered in the course include; motivational theory, leadership, supervisory skills, human resource management, budgeting, ergonomics, marketing HIM services, resume development, In-service education, policies and procedures, project management, presentation skills, professional image development, HIM departmental performance improvement, presentation techniques, and appropriate oral and communication skills. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 103, 105, 200, 201, 205.

HIT 212 Quality Improvement in Healthcare (3)

This course is an introduction to quality assessment and improvement techniques such as data collection tools, data analysis, reporting methods, quality assessment plan and team development. Students will also learn about: structure and use of health information (individual, comparative, aggregate), data sources (primary/secondary), healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS), data monitoring and compliance reporting, severity of illness systems, regulatory guidelines (such as LMRP, peer review organization), data selection, interpretation and presentation, outcomes measures and monitoring, utilization and resource management, case management, risk management, clinical and critical pathways, project management, and accreditation standards governing a variety of health care organizations. An overview of a Joint Commission on Accreditation of Health Care Organizations survey schedule will also be provided. Other issues that may be addressed include; practitioner credentialing, information management plans and how they interface with quality assessment efforts, standard performance measures, and practice guidelines. Library research is also required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 100, 103, 105, 200, 205.

HIT 214 Professional Practice Experience (3)

This course is the second directed practicum in the curriculum and it takes place in an acute care facility. Students will be provided a manual which will be completed with information and experiences generated at the clinical site to which the student is assigned. HIM faculty expect students to complete assignments on a timely basis and to conduct themselves in a manner appropriate to their assigned clinical site. This is a non-paid, non-working clinical affiliation. Students may be asked to complete assignments given periodically by the clinical site supervisors but may not be substituted for paid workers. Assessment examinations are required in this course.

AHIMA's Virtual Lab applications used where applicable.

Prerequisites: HIT 200 - 212.

HIT 216 Introduction to Business (3)

(Cross-reference course, please refer to the course description for BUS 101)

HEALTH SCIENCE**HS 100 Introduction to Allied Health (2)**

The core component of this course will include an overview of the health care systems, the allied health professional, ethical and legal considerations and basic safety and infection control techniques. An opportunity will be provided to become certified in CPR. 2 hours lecture/lab per week.

Prerequisite: Acceptance into an Allied Health Program.

Corequisite: RTS 100

HS 208 Basic Pathophysiology (3)

(For Description see HIT 208)

HS 305 Teaching in the Health Profession (3)

Health related teaching skills; development of learning objectives; use of media and teaching strategies such as lecture, group process and tutorial methods. Additionally, emphasis will be placed on development of lesson plans for use in a formal classroom, clinical setting, and/or patient education in-service and community education environment.

HS 370 Promoting Health/Preventing Disease (3)

This course will provide the health profession student with the opportunity to gain an appreciation and awareness of health promotion and disease prevention. It will provide a forum for the discussion of issues, concerns and intervention strategies in fostering optimal health.

Prerequisite: Completion of or enrollment in a health care profession.

HS 403 Current Topics in Health Care (3)

This course provides an opportunity to explore current changes that have occurred in the organization of health care and in health information management. While some other topics may be included, based on current issues at the time the course is provided, the standard areas addressed include: the computer-based medical record and associated legislation, information security, the organization of health care, health care organizations, current legislation and legal issues, professional ethics, marketing, human resource management, education and training, entrepreneurialism, library research techniques, changes in content to the medical record, vocabulary standards and classification and nomenclatures, and human subject research. Cross-referenced with HIA 403.

Prerequisites: HIT 100-216; CIT 101; BUS 101 or permission of the program director.

HS 410 Medical Immunohematology (3)

This course will expand upon the knowledge acquired at the MLT level. Problems in blood banking procedures, regulations governing blood banks,

review of the theory of immunohematology, blood reactions and case studies will be emphasized.

Prerequisite: MLT-AD or equivalent.

HS 425 Advanced Hematology/Coagulation (3)

This course will expand the knowledge acquired at the MLT level. Hematologic and coagulation disorders and information concerning advanced diagnostic procedures will be stressed along with quality control, laboratory management, instrumentation and case studies.

Prerequisite: MLT-AD or equivalent.

HS 437 Special Topics (3)

This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of health science theory and practice.

HS 439 Independent Study (I-3)

Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with the consent of the involved faculty and permission of the dean of the school and the vice president for academic affairs.

HS 445 Medical Chemistry (3)

This course will expand upon the knowledge acquired at the MLT level. Advanced chemistry procedures, instrumentation, disease states, quality control and laboratory management will be reviewed.

Prerequisite: MLT-AD or equivalent.

HS 455 Medical Microbiology (3)

Infectious disease, epidemiology and antibiotics and chemotherapeutic agents will be emphasized.

HEALTH SCIENCE EDUCATION

HSE 342 TIPS: Teaching Skills for Health Professionals (3)

This course is composed of two, three and a half day workshops: Strengthening Clinical Teaching and Strengthening Classroom Teaching. These workshops enable participants to develop and present both lecture and demonstration lessons, develop communication skills and construct performance evaluation instruments.

HSE 343 TIPS: Strengthening Clinical Teaching (1.5)

This course consists of a three and half day workshop provided by the TIPS faculty. This workshop enables participants to develop and present demonstrations and lectures of a clinical or laboratory nature. Attendees will learn to develop a lesson plan, write objectives, and construct performance evaluation instruments.

HSE 344 TIPS: Strengthening Classroom Teaching (1.5)

This course consists of a three and a half day workshop provided by the TIPS faculty. This workshop enables participants to develop and present lectures of a didactic or classroom nature. Attendees will learn to develop a lesson plan, write objectives, and construct performance evaluation instruments.

HISTORY**HIS 2000 Conflict & Consensus in History (3)**

This course seeks to expand students' understanding of the historical, political, psychological and social dimensions of global communities, while learning to relate to and interact with those of different viewpoints and experiences. It introduces students to historical thinking and themes in order to develop critical thinking skills associated with historical inquiry and to acquire a broad understanding of factors related to American or World History.

Prerequisite: ENG 101

HIS 101 Western Civilization to 1648 (3)

This course offers a survey of the developments of western societies and ideologies from the origins of civilization in the ancient Near East to the mid-seventeenth century.

HIS 102 Western Civilization from 1648 (3)

This course provides a survey of modern Europe from the mid-seventeenth century to the present. Topics include the development of political systems and ideologies, intellectual, scientific, political, social, and industrial revolutions, nationalism, imperialism, communism and globalism.

HIS 107 World History I (3)

This course provides a survey of the developments of societies from the origins of the earliest civilizations in Africa, Asia, the Mediterranean and the Americas to 1500.

HIS 109 World History II (3)

This course provides a survey of the development and interactions of the cultures of Europe, the Americas, Africa, Asia and Oceania from 1500 to the present in order to give students a greater understanding of the relationships among diverse regions and cultures in today's world.

HIS 131 American Civilization to 1877 (3)

This course provides a basic survey of political, social economics, intellectual and cultural developments from the early colonial era through Reconstruction.

HIS 132 American Civilization from 1877 (3)

This course provides a basic survey of political, social economic, intellectual and cultural developments from Reconstruction through modern times.

HIS 140 The Non-Western World (3)

This course provides an introduction to the civilization of Africa, Asia, Latin America and the Middle East, including their politics, cultures, and social structures.

HIS 210 Twentieth Century Europe (3)

This course surveys European political, social, economic and cultural developments that have shaped contemporary Europe.

HIS 214 History of Pennsylvania (3)

This course explores the social, cultural, economic, cultural and political influences on and by the inhabitants of the Commonwealth of Pennsylvania from colonial times to the 20th century.

HIS 217 Early Modern Europe 1300-1750 (3)

This course examines political, social, intellectual and cultural developments from the Renaissance to the Enlightenment.

HIS 218 The French Revolution and Napoleon (3)

This course examines the causes, events and consequences of revolution, social change and war from the end of the Old Regime to the Bourbon Restoration of 1815.

HIS 219 Nineteenth-Century Europe (3)

This course examines European political, economic, and social events from the fall of Napoleon to the outbreak of World War I.

HIS 220 United States in the 1960s (3)

This course offers a detailed examination of the tumultuous and influential period from the close election of 1960 to the unprecedented resignation of an American president in 1974.

HIS 230 History of Philadelphia (3)

The course offers a detailed examination of the political, economic, social and cultural developments of William Penn's "Greene Country Towne" over a period of 300 years.

HIS 233 Colonial America (3)

This course carefully examines the process of the colonization and maturation of American from earliest times to end of the French and Indian War.

HIS 234 Invention and Technology in America (3)

This course studies the effects of technological, mechanical and scientific change upon the fabric of American life from the Civil War to the present.

HIS 236 Civil War and Reconstruction (3)

This course offers a thorough examination of the tragic but fascinating story of the Union torn apart and put back together again.

HIS 237 Jefferson and Jackson (3)

The course explores the personalities, events, ideologies and controversies in the period from the election of Thomas Jefferson to the end of the Mexican-American War.

HIS 239 U.S. Since World War II (3)

This course offers a detailed examination of the political, social and economic forces that have shaped American life since 1945.

HIS 240 Pluralism in American History (3)

This course provides a socio-historical study of Native Americans, African-Americans and immigrants from colonial times to the 20th century. (HIS 131 or HIS 132 is recommended as a prerequisite. This course may be taken for sociology credit.)

HIS 246 Women in American History (3)

This course offers a survey of the role of women in American from colonial times to the present. Covered topics include moral reform, everyday life, political and social activism and the labor and peace movements.

HIS 250 Contemporary World (3)

This course offers a survey of fundamental developments in world history from 1945 to the present. Topics include the Cold War years, economic affluence in the West and Japan, and the struggle of non-Western nations for political independence and economic prosperity.

HIS 299 Selected Topics in History (3)

This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

HIS 317 Latin America (3)

This course examines selected nations of Latin America from independence to the present, paying special attention to recent political and economic developments.

HIS 326 USSR and Modern Russia (3)

This course examines the institution and development of the Communist society among the peoples of the former Russian Empire in the years since 1917 and the transition to the Commonwealth of Independent States.

HIS 430 Internship (3-6)

This work experience is designed to give the student practical experience in a professional historical/archival field.

Prerequisite: “B” average in all required history courses, permission of the division chairperson. Required history courses must be completed or taken concurrently.

HIS 437 Special Topics (3)

This course allows for the investigation of a topic in history that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.

HIS 439 Independent Study (1-3)

Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and the permission of the chairperson of the division and the Vice President for Academic Affairs.

HIS 449 Historiography (3)

This course introduces students to fundamental questions about the nature of history and to the varieties of history that different answers to these questions have inspired. Students will investigate the kinds of questions historians ask about the past, the relationship between theory and evidence in historical writing and the varieties of evidence historians use to reconstruct the past.

HIS 450 Seminar (3)

This course features research under direction of a faculty mentor on a theme or themes chosen by faculty and/or students. Work is reported both orally and in writing.

Prerequisite: HIS 449

ITALIAN

ITA 101 Basic Italian I (3)

This beginning course introduces the Italian language. The four basic skills of listening, speaking, reading and writing are taught. No prerequisite.

ITA 102 Basic Italian II (3)

This course builds upon the basic foundations established in ITA 101. It emphasizes an in-depth study of the grammatical structures and how they function.

Prerequisite: ITA 101 or prior study of the language.

ITA 299 Selected Topics in Italian (3)

This course provides students who have completed ITA 101 and 102 or the equivalent the opportunity to explore Italian language, culture, literature, history and other topics as selected by the instructor. Course may be repeated for credit if the topic changes.

Prerequisite: ITA 101, 102 or the equivalent and additional courses as indicated by the instructor.

LIBERAL STUDIES

Qualified students who are not members of the honors program may be permitted to enroll in an Honors course, provided they receive the approval of the director.

LIB 100 The Origins of the Western Tradition (3)

This course introduces the ancient world of the western tradition from the perspectives of major thinkers and texts of the period. Readings include pre-Greek myths, biblical texts of Old and New Testaments, Greek dramas and epics, the dialogues of Plato, and others.

LIB 101 Medieval Life and Thought (3)

This course takes an interdisciplinary look at Western Europe in the Middle Ages. Through their texts, Augustine, Boethius, Eloise and Abelard, Marie de France, Chaucer and the like tell the story of a tumultuous millennium.

LIB 102 The Modern Age (3)

Beginning at the Italian Renaissance, this course charts the journey to the modern world of the Industrial Revolution by examining several key movements: Humanism, the Reformation, the Scientific Revolution, the Enlightenment, and Romanticism.

LIB 200 The American Experience I (3)

This course traces the evolution of the American Dream in historical and literary texts beginning with the Age of Settlement and concluding in the mid-nineteenth century.

LIB 201 The American Experience II (3)

Exploration of life and culture in America from 1848 to 1940 continues with special emphasis on religious issues.

LIB 300 Toward Global Community (3)

This course explores global trends from 1945 into the twenty-first century and the promises and conflicts these trends provoke concerning personal identity, the meaning of democracy and the interaction between science and the environment.

LITERATURE

See English

MATHEMATICS

MTH 002 Developmental Mathematics (3)

Credits may not be used to satisfy credit requirements for graduation.

A course designed to prepare students for courses requiring quantitative skills. **The grading for this course is pass (P) or fail (F).**

MTH 103 Fundamentals of Mathematics I (3)

A survey of introductory college mathematics: sets and logic, structure of number systems, number theory, algebraic equations and inequalities, absolute value, problem solving and mathematical systems.

Prerequisite: Gwynedd-Mercy College Mathematics Assessment Test, Level 3

MTH 104 Fundamentals of Mathematics II (3)

A continuation of MTH 103: relations and functions, graphing, geometry, matrices, counting techniques, probability and statistics.

Prerequisite: Gwynedd-Mercy College Mathematics Assessment Test, Level 3

MTH 120 Contemporary Math for Business (3)

This course covers standard business mathematics with work-related applications to prepare students for the quantitative courses (statistics, economics and finance) required in their programs. Topics include basic mathematics, algebra, coordinate geometry, counting techniques and probability. The use of a scientific calculator is required. *(5 weeks) (Center for Lifelong Learning only)*

MTH 136 Topics of Mathematics (3)

An introductory college mathematics course to promote mathematical literacy. Topics include contemporary applications of mathematics (such as scheduling, optimization and identification numbers), counting techniques, probability and statistics. A graphing calculator is required for class, assignments and testing

Prerequisite: Gwynedd-Mercy College Mathematics Assessment Test, Level 3.

MTH 141 Elementary Mathematical Models (3)

An introductory college mathematics course designed to introduce the concept of mathematical functions and how real-world situations can be represented by them. Topics and skills include linear and exponential modeling techniques, solving and simplifying equations using algebra, graphing, data analysis and rates of change. Some assignments may require computer use. A graphing calculator is required for class, assignments and testing.

Prerequisites: A working knowledge of high school mathematics including two years of algebra and Gwynedd-Mercy College Mathematics Assessment Test, Level 4.

MTH 142 Elementary Functions (3)

This course is a fast-paced one semester precalculus course which includes a study of polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions and their applications. A TI 89 symbolic algebra system and graphing calculator is required for class, assignments, and testing.

Prerequisites: A working knowledge of high school mathematics including two years of algebra and Gwynedd-Mercy College Mathematics Assessment Test, Level 4.

MTH 231 Discrete Mathematics (3)

A course in discrete structures with applications. Topics include formal logic, sets, functions, sequences, growth of functions, complexity of algorithms, applications of number theory, mathematical induction, recursion, counting techniques, relations, graph theory, and trees. A TI 89 symbolic algebra system and graphing calculator is required for class assignments and testing. Some assignments will require computer use.

Prerequisites: Three years of high school mathematics including two years of algebra and Gwynedd-Mercy College Mathematics Assessment Test, Level 4.

MTH 234 Probability and Statistics (3)

A course in analysis of data with focus on statistical inference. Topics include descriptive statistics, random variables and probability distributions, correlation and regression analysis, non-parametric statistics, and use of statistical software. A TI 89 graphing calculator is required for class, assignments, and testing. Some assignments may require computer use.

Prerequisites: Three years of high school mathematics including two years of algebra and Gwynedd-Mercy College Mathematics Assessment Test, Level 4.

MTH 235 Linear Algebra (3)

A course in linear algebra with applications which includes systems of linear equations, matrices, determinants, n-dimensional vector spaces, eigenvalue theory, general vector spaces, and linear transformations. A TI 89 symbolic algebra system and graphing calculator is required for class assignments and testing. Some assignments will require computer use.

Prerequisites: Three years of high school mathematics including trigonometry and two years of algebra and Gwynedd-Mercy College Mathematics Assessment Test, Level 5.

MTH 245 Calculus I (4)

A course in the mathematics of continuous change. Topics include both differentiation and integration, with an emphasis on applications. A TI 89 symbolic graphing calculator is required for in-class work, assignments and tests. Some assignments will require computer use. 4 lecture hours and 1 computer lab/recitation hour per week.

Prerequisites: Four years of high school mathematics including trigonometry and Gwynedd-Mercy College Mathematics Assessment Test, Level 5.

MTH 246 Calculus II (4)

A continuation of MTH 245. Topics include advanced integration techniques, limits, l'Hopital's Rule, improper integration, infinite sequences and series, parametric equations, and some complex number theory. A TI 89 symbolic graphing calculator is required for in-class work, assignments and tests.

Some assignments will require computer use. 4 lecture hours and 1 computer lab/recitation hour per week.

Prerequisite: MTH 245.

MTH 261 Programming for Mathematics (3)

An introduction to computer programming and algorithm development, with specific focus on mathematical applications. Students will create programs to solve computationally difficult problems and to analyze mathematical models of real-world phenomena through simulation. All projects and assignments will require the use of a computer.

Prerequisite: MTH 245 or permission of instructor.

MTH 299 Selected Topics in Mathematics (3)

A study of a specialized subject area, which may vary, based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

MTH 301 Multivariable Calculus (3)

A continuation of MTH 246, topics include vectors in three-dimensional space, vector-valued functions, partial derivatives, multiple integrals, and vector analysis. A TI 89 symbolic algebra system and graphing calculator is required for class assignments and testing. Some assignments will require computer use.

Prerequisite: MTH 246.

MTH 302 Differential Equations (3)

Introduction to methods of solution and applications of ordinary differential equations and systems of ordinary differential equations. A TI 89 symbolic algebra system and graphing calculator is required for class assignments and testing. Some assignments will require computer use.

Prerequisite: MTH 235, 246

MTH 303 College Geometry and Related Topics (3)

Historical development of geometry from Mesopotamian civilization to the present that includes axiom systems, Euclidean and non-Euclidean geometries, topology, and other related topics. Some assignments will require computer use.

Prerequisite: MTH 235, 245, or permission of instructor

MTH 304 Number Theory (3)

This course includes prime numbers, divisibility and factorization, modular arithmetic, the Euclidean algorithm, linear Diophantine equations, congruencies, the Chinese remainder theorem, multiplicative orders, the Euler phi-function and primitive roots. A TI 89 graphing calculator is required for class assignments and testing. Many assignments will require computer use to generate data needed for making conjectures.

Prerequisite: MTH 231, 245, 246.

MTH 305 Sets, Relations, and Functions (3)

An introduction to the basic techniques of writing proofs. Application of proof writing techniques and an in-depth study of fundamental concepts and principles that are used throughout mathematics: logic, sets, relations, functions, and infinity through topics such as Cartesian product, partitions, equivalence relations, mathematical induction, set indexing, special functions and transfinite numbers.

Prerequisites: MTH 231 and MTH 246.

MTH 307 Real Analysis I

An in-depth analysis of properties of the real number line, higher-dimensional Euclidean spaces and general metric spaces. Limits, sequences and series are studied. The basic theory of functions of a real variable is considered, including continuity, derivatives and integrals.

Prerequisite: MTH 305

MTH 401 Abstract Algebra (3)

A course in abstract mathematics including the integers, groups, normal subgroups, quotient groups, finite abelian groups, rings, integral domains, ideals, quotient rings, fields, homomorphisms, isomorphisms, real and complex numbers, and polynomials. A TI 89 graphing calculator is required for class assignments and testing. Some assignments may require computer use.

Prerequisite: MTH 231 and 305.

MTH 407 Probability Theory (3)

Probability as a basis for statistical theory and inference. Distributions of random variables, conditional probability, statistical independence, mathematical expectation, probability distributions, probability density and distribution functions of random variables. A TI 89 symbolic algebra system and graphing calculator is required for class, assignments, and testing. Many assignments will require computer use.

Prerequisites: MTH 234, 245, 246.

MTH 408 Mathematical Statistics (3)

A continuation of MTH 407. Topics include sampling distributions, estimation theory and applications, hypothesis testing theory and applications, regression and correlations, analysis of variance, nonparametric tests and use of statistical software. A T 89 graphing calculator is required for class, assignments and testing. Many assignments will require computer use.

Prerequisite: MTH 407

MTH 437 Special Topics (1-3)

This is an in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit, and instructor will be announced prior to preregistration. Course may be repeated if topic is different.

Prerequisites: MTH 231, 234, 235, 245, 246 and permission of instructor.

MTH 439 Independent Study (1-3)

Investigation of selected topics.

Prerequisite: Permission of the Dean of Arts and Sciences, the Chairperson and the Vice President for Academic Affairs.

MTH 440 Internship (1-3)

A work experience designed to afford the student a practical experience in the application of mathematical techniques and practices.

Prerequisites: Completion of relevant mathematics courses, Math GPA of 3.0 and approval of internship coordinator.

MTH 4000 Mathematics Seminar - Capstone (3)

Research on topics related to the student's study of mathematics or its related fields. Several projects/papers must be developed and presented.

Prerequisite: Permission of the instructor.

MEDIA

See English

MEDICAL LABORATORY SCIENCE

Medical Technology courses are open to senior Medical Laboratory Science students who have been accepted to a hospital-based School of Medical Laboratory Science. MLS courses are given at the hospital.

A grade of incomplete (I) will be recorded until the affiliate sends a grade report for courses, which are not completed at the report time. The final transcript will have grades according to the following courses and credits.

MLS 410 Medical Immunohematology (2)

Study of the theory of immunohematology. Emphasis is on antigen systems of red cells and antibodies produced against these as related to blood transfusions. Included will be methodologies used, the importance and hazards of transfusion of human blood and blood components, quality assurance, and the regulations governing blood banks.

MLS 415 Clinical Immunohematology (2)

Performance of methodologies and problem-solving techniques in immunohematology, to include cross-matching, antibody identification, preparation and transfusion of blood and blood components, and transfusion reactions.

MLS 420 Basic Hematology and Coagulation (2)

Theoretical aspects of routine hematology and coagulation procedures are covered in detail. Normal cellular elements of the blood and bone marrow and coagulation factors are covered and correlated to appropriate hematology techniques.

MLS 425 Advanced Hematology and Coagulation (2)

Theoretical aspects of specialized hematology and coagulation techniques are reviewed in appropriate detail. Hematologic and coagulation disease states are thoroughly studied and correlated to the relevant basic and advanced techniques.

MLS 430 Clinical Hematology and Coagulation (2)

Performance of various hematological and coagulation techniques are emphasized. Theory and comparison of techniques are discussed where pertinent. Appropriate pathologic states are thoroughly reviewed and compared.

MLS 435 Immunology (2)

Study of the body's immune process, host reactions and diseases of the immune system. The course will include laboratory immunology procedures.

MLS 440 Urinalysis and Other Body Fluids (2)

Study of urine and other body fluids with emphasis on composition, theory of laboratory tests and related pathology; includes clinical experience.

MLS 445 Medical Chemistry (4)

Chemistry of the human body; included will be enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins; metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes; colorimetry and spectrophotometry; electrophoresis; chromatography; theory and principle of instrumentation; radioimmunoassay; toxicology and quality control.

MLS 450 Clinical Chemistry (4)

Performance of various clinical chemistry procedures. Emphasis will be on techniques, principles of procedures and relationship of results to normal and disease states. Also a detailed study of instrumentation as used in clinical procedures.

MLS 455 Medical Microbiology (5)

Detailed study of pathogenic microorganisms encountered in infectious diseases. Symptomatology, identification, treatment and epidemiology of microorganisms are studied. A study of other pathogenic organisms, such as yeast, fungi, viruses, and higher forms of parasites will also be included.

MLS 460 Clinical Microbiology (4)

Identification and sensitivity testing of pathological microorganisms from normal and infectious materials by appropriate laboratory techniques. Also included is parasitology, mycology, mycobacteriology, serology, and some virology.

MLS 4000 Clinical Seminar/Capstone (4)

A culminating course for students in the clinical laboratory sciences designed to review the educational process from the general education and sciences up to the professional laboratory studies, including continuing education and

lifelong learning. Students will review issues in laboratory management, educational methodologies, and community service as it relates to health care, research, clinical correlation case studies and laboratory information systems (LIS). Students will review materials for the national registry examination.

MUSIC

MUS 100 Glee Club (1)

This course is designed to train and develop vocal talents by study, practice and actual choral performance. It may be repeated for credit.

MUS 104 Music Appreciation I (3)

This course is designed to discover listening skills that will sharpen the student's perception of music, involving some study of its element: melody, harmony, rhythm and meter, tempo and dynamics, timbre and form - and a knowledge of how these are combined in the works heard; information about the great composers, their lives and careers from music of earlier times to the Baroque period is provided.

MUS 107 Music Therapy (3)

An introduction to music as a healing art form, this course includes visits to institutions and schools which use music as therapy.

MUS 200 Fundamentals of Music (3)

This course introduces the fundamentals of music including melody, rhythm and harmony, materials and methods used in teaching music in the elementary classroom. It includes the use of the recorder and simple songs appropriate for various age levels.

MUS 203 Introduction to Broadway Musicals (3)

The course traces the origins of the musical drama back to the cantatas of J.S. Bach, the operas of Mozart and standard musicals by Rodgers & Hammerstein.

MUS 204 Music Appreciation II (3)

This course continues Music Appreciation I from the Baroque to Modern Times.

MUS 210 Advanced Music Theory (3)

A continuation of Fundamentals of Music, this course emphasizes music composition and analysis of major works.

Prerequisite: MUS 200.

MUS 299 Selected Topics in Music (3)

This course offers students the opportunity to pursue study of musical topics, composers and forms chosen by the instructor. Course may be repeated if the topic changes.

Prerequisite: Determined by instructor.

MUS 437 Special Topics (3)

This course permits in-depth study of a composer, period, genre or topic in music selected by the instructor.

MUS 439 Independent Study (3)

Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and composers. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.

NURSING**NUR 110 Adult Health Nursing I (4)(2 cr. content - 2 cr. lab)**

This course includes an examination of the pathophysiology and nursing care of selected adult health problems. Beginning application of the components of nursing process are utilized for holistic care of the individual. Students are introduced to application of the concepts of critical thinking, cultural sensitivity, therapeutic nursing interventions, and therapeutic communication skills.

Prerequisites or Corequisite: BIO 107, 107L, NUR 111.

NUR 111 Concepts of Nursing (3)(2 cr. content - 1 cr. lab)

This course includes an introduction to the profession of nursing. It provides an overview of the nursing process as students are introduced to the concepts that promote the psychosocial and physiological adaptation of individuals. Emphasis is placed on the development of interpersonal communication and critical thinking and ethical and moral judgment.

Prerequisites or Corequisite: BIO 107, 107L.

NUR 120 Adult Health Nursing II (6) (2 cr. content - 4 cr. lab)

This course includes an examination of the pathophysiology and nursing care of selected health problems. Application of the components of the nursing process is utilized for the holistic care of the individual. Topics related to metabolic, respiratory, cardiovascular, reproductive function and cancer will be explored. Students will apply the concepts of critical thinking, cultural sensitivity, health assessment, therapeutic nursing interventions and therapeutic communication skills.

Prerequisites: BIO 107, 107L; NUR 110, 111.

Prerequisites or corequisites: NUR 121, BIO 108, 108L.

NUR 121 Health Assessment (2) (2 cr. content)

This course presents principles of health assessment and assists student to utilize basic skills of interviewing, inspection, percussion, palpation and auscultation. Opportunities to critically apply knowledge and beginning skills through the use of instructional technology are provided. Emphasis is placed on the identification of normal findings and the application of assessment in the nursing care of the individual.

Prerequisites: BIO 107, 107L; NUR 110, 111

Prerequisites or corequisites: BIO 108, 108L, NUR 120.

NUR 210 Pharmacology (2) (2 cr. content)

This course is a basic introduction of the principles of pharmacological therapy in nursing practice. It examines the nurse's role in applying these principles in caring for the patient. Content encompasses general pharmacological principles, patient education, health promotion and the pharmacology of selected drugs. Students will utilize the concepts of cultural sensitivity, critical thinking, therapeutic nursing interventions and therapeutic communication skills through case studies.

Prerequisites: BIO 107, 107L, BIO 108, 108L; NUT 200; NUR 110, 111, 120, 121.

NUR 211 Complex Adult Health (6) (2 cr. content - 4 cr. lab)

This course includes an examination of the pathophysiology and nursing care of adults with selected complex health problems. Application of the components of the nursing process will be utilized for the holistic care of the individual. Topics related to complex impairments of the respiratory, cardiac, renal, hepatic, endocrine and immunological systems will be explored. Students will integrate the concepts of critical thinking, cultural sensitivity, therapeutic nursing interventions and therapeutic communication skills.

Prerequisites: BIO 107, 107L, 108, 108L; NUT 200, NUR 110, 111, 120, 121.

Prerequisite or Corequisite: BIO 121, NUR 210.

NUR 220 Maternal -Child Nursing (5) (2 cr. Content – 3 cr. Lab)

This course examines the nursing care of the childbearing and childrearing families in a contemporary society. Application of the components of the nursing process will be utilized for the holistic care of individual(s) within the content of the family. The reproductive phase of the life cycle, the neonatal period and common childhood health issues are addressed. Experiences in the classroom and clinical setting enable the student to integrate cultural sensitivity, professional competence, critical thinking skills, therapeutic nursing interventions and therapeutic communication skills.

Prerequisite: BIO 107, 107L, 108, 108L; NUT 200; NUR 110, 111, 120, 121.

Prerequisite or corequisite: BIO 121; NUR 221.

NUR 221 Behavioral Health Nursing (3) (2 cr. content - 1 cr. lab)

The course addresses behavioral health problems and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, cultural and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship and the nursing process are emphasized and applied to the care of patients across the lifespan.

Prerequisites: BIO 107, 107L, 108, 108L; NUT 200; NUR 110, 111, 120, 121.

Prerequisite or Corequisite: BIO 121, NUR 220.

NUR 222 Nursing Transition & Role Development (2) (2cr content)

The course examines the principles of patient care management, standards of care, delegation, time management and communication. Career entry and development will be explored. Experiences will enable the student to integrate cultural sensitivity, professional competence, critical thinking skills, communication skills, caring and nursing care within an ethical and moral context.

Prerequisites: BIO 107, 107L, 108, 108L, 121; NUT 200; NUR 110, 111, 120, 121, 210.

Prerequisite or Corequisites: NUR 211, 220, 221.

**NUR 311 Community Health Nursing: Individual and Family (4)
(2cr. diadactic – 2 cr. lab)**

This course emphasizes the health of the individual and family in the community setting. The concepts of community health nursing and the impact of the health care delivery system are explored. Roles of the professional nurse in the community are critically analyzed. The ethical, spiritual and moral aspects of the individual and family are considered in a caring environment. Technical applications are used to enhance learning. A variety of community settings are used for clinical experiences including home care and hospice agencies. **(Portfolio Assessment available)**

Prerequisite or Corequisite: NUR 322; BIO 317.

**NUR 321 Community Health Nursing: Community as Client (4)
(2cr. didactic – 2 cr. lab)**

This course focuses on developing the role of the nurse in improving the health of the community. Principles of epidemiology and public health are integrated. The use of critical thinking is emphasized in assessing communities and planning and implementing health education programs. Nursing care is provided to culturally diverse aggregates in a variety of community settings. **(Portfolio Assessment available).**

Prerequisite: NUR 311, 322; BIO 317.

Corequisite: NUR 322; BIO 318

NUR 322 Health Assessment II (3) (3 cr. didactic)

This course is designed to expand the student's health assessment skills through a lifespan approach focusing on the role of the nurse as client educator. Normal and abnormal history and physical examination findings are differentiated. Assessment of selected health problems is analyzed. Emphasis is placed on the exploration of the biological, psychosocial, spiritual and cultural dimensions of the individual that impact health. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are explored. Critical thinking and clinical judgment skills are enhanced through technological applications and other learning modalities.

NUR 323 Professional Issues in Nursing (3) (3 cr. didactic)

This course examines selected topics critical to the practice of professional nursing. Current issues and trends that impact on nursing within the health care delivery system are addressed in lecture and discussion format. Topics

are addressed from historical, political, socio-economic and technological perspectives.

Prerequisite: NUR 311, 322; BIO 317

Corequisite: NUR 321; BIO 318

NUR 406 Selected Health Problems of Women (3) (3 cr. didactic)

Selected health problems and related issues pertaining to women will be critically analyzed in relation to the impact on the woman, her family and the community. Cultural, spiritual, ethical and moral aspects will be discussed as they influence nursing care. The role of the nurse and community resources available to this population are explored. **(Portfolio Assessment available)**. Nursing elective given in the last semester of the senior year.

NUR 409 Selected Health Problems of Children/Adolescents (3) (3 cr. didactic)

Selected health problems specific to children and adolescent are critically analyzed in relation to their impact on the child, his/her family and the community. The various roles necessary to provide nursing care are emphasized. Moral and ethical decision-making is also considered when discussing the health problems. The community resources are addressed through independent investigation. **(Portfolio Assessment available)**. Nursing elective given in the last semester of the senior year.

NUR 412 Research Processes in Nursing Practice (4) (2 cr. didactic- 2 cr. lab)

The focus of this course is the critical analysis of the process of research. Ethical, moral and technological aspects related to nursing research are discussed. The relationship of nursing utilization and evidence-based practice is examined. This course provides an experience in conducting descriptive research on a nursing problem. **(Portfolio Assessment available)**.

Prerequisites: NUR 311, 321, 322, 323; BIO 317, 318; PSY 111; ECN 101.

Corequisite: NUR 430

NUR 415 Selected Health Problems of Women and Children (3) (3 cr. didactic)

Selected health problems and related issues pertaining to women and children will be critically analyzed in relation to the impact on the individual, his/her family and the community. Cultural, spiritual, ethical and moral aspects will be discussed as they influence nursing care. The role of the nurse and community resources available to this population are explored. **(Portfolio Assessment available)**. Nursing elective is given in the last semester of the senior year.

NUR 416 Healthy Aging (3) (3 cr. didactic)

The focus of this course is the nurse's roles in promoting healthy aging through the examination of physical, spiritual, psychological, sociological, economic, political, and ethical problems which affect the aging person. Course includes health promotion and disease prevention strategies. Opportunities for interaction with older adults through independent

assignments are provided. Nursing elective is given in the last semester of the senior year. **(Portfolio assessment available).**

**NUR 421 Nursing Care of the Critically Ill Patient (4)
(2 cr. didactic – 2 cr. lab)**

This course introduces the nurse to critical care concepts. Therapeutic care management principles in the critical care setting will be examined. The nursing process will be used with the critically patient to develop professional competence with advanced nursing skills. Moral, ethical and legal standards will be applied to the care of the critical patient. Technological applications are used to enhance learning. Nursing elective is given in the last semester of the senior year. **(Portfolio Assessment available).**

Prerequisite: NUR 305.

NUR 430 Genomics in Nursing (3) (3 cr. didactic)

This course introduces the principles of genetics, genomics and epigenomics and their relevance to health and nursing care. Genetic influences as seen from conception throughout the lifespan will be discussed. Ethical, legal and socioeconomic issues associated with genetics are examined.

Prerequisite: NUR 311, 321, 322, 323.

**NUR 437 Computer Technology in Nursing (3)
(3 cr. didactic/hands-on)**

This elective introductory course is designed to foster the attainment of knowledge, skills and attitudes about computer technology essential for practice in any advanced nursing role. The domains of learning are addressed. The cognitive component includes specific content related to basic computer concepts and applications in nursing that nurses need in order to function effectively in the health care environment. The attitudinal component incorporates the values and beliefs associated with the impact of computerization on the practice of nursing. The psychomotor component refers to the skills necessary to use the computer as a problem-solving tool for nursing. The social, legal and ethical issues associated with computerization of health care delivery are analyzed. **(Portfolio Assessment Available)** Nursing elective is given in the last semester of the senior year.

Pre/Corequisites: Be enrolled in the BSN Program.

NUR 438 Peri-Operative Nursing (4) (2 cr. didactic - 2 cr. lab)

This elective introductory course explores perioperative nursing practice during the phases of surgical intervention: preoperative, intraoperative and postoperative. Roles of the perioperative nurse are identified with emphasis on professional competence, communication, critical thinking and moral and ethical judgment through the implementation of nursing care. Nursing elective is given in the last semester of the senior year. **(Portfolio Assessment available).**

Pre/Corequisites: NUR 322.

NUR 439 Independent Study (1 to 3)

Study of a student-selected health problem under the guidance of a faculty member. Student will develop objectives for the study, analyze the problem, including implications for nursing practice, and write a paper based on the findings. Course has limited registration. (See college policy for Independent Study.) Clinical component is arranged on an independent basis with an instructor. Registration requires consent of instructor and permission of the Dean of the School of Nursing and the Vice President for Academic Affairs.

**NUR 4000 Leadership and Management in Professional Nursing (4)
(2 cr. didactic - 2 cr. lab)**

Concepts, theories and roles of leadership and management in professional nursing are examined. The differentiation between the processes of leadership and management are explored. Grounded in the Mercy mission, emphasis is placed on the development of leadership abilities of the individual nurse in influencing the nursing profession and society. Communication, ethical reasoning, critical thinking and cultural competence are included. The course has a clinical component with a nurse leader or manager within a health care setting.

COURSES FOR the BSN with MSN OPTION:

A graduate course elective can be taken with faculty approval. This course is not a substitute for any BSN required course.

NUR 530 – Theoretical Foundations of Nursing – (3) (3 cr. content)

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 practice. Must be taken prior to the area specialization and the research courses.

NUR 610 Research Methodology – (3) (3 cr. content)

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 of research.

Prerequisite or concurrent: NUR 530

NUTRITION**NUT 200 Principles of Nutrition (3) (3 cr. content)**

A comprehensive course that covers the essentials of optimum nutrition in health and disease. It includes macro-nutrients and energy metabolism; vitamins and minerals; nutrition and diet for the client. The course includes an examination of clinical nutrition as it pertains to care of clients in a health care setting.

PHARMACOLOGY

PHA 101 Pharmacology (3)

A basic course which teaches principles of drug action and major classes of drugs emphasizing mechanism of action, rationale for therapeutic use, side effects and relevant toxicities. 3 lecture hours per week.

PHA 103 Cardiovascular Pharmacology (3)

A discussion of drugs used to treat cardiovascular disorders such as arrhythmias, angina, congestive heart failure, shock, hypertension, and bacterial endocarditis. A previous course in pharmacology is not required since each lecture will include the basic principles required to understand the mechanism of drug action. 3 lecture hours per week.

PHILOSOPHY

Requirements for bachelor degree: PHL 2000 and one upper level philosophy course or one elective religious studies course

PHL 2000 Encountering Ethics (3)

This course analyzes moral problems and evaluates their possible solutions in light of ethical theories.

Prerequisite: ENG 101

PHL 100 The Human Condition (3)

This course offers a systematic introduction to some central concerns of men and women both as individual persons and as social beings. It considers our complex nature, the many activities in which we engage and the problem of our destiny, especially in relation to God and nature.

PHL 101 Ethics: The Moral Quest (3)

This course introduces philosophical interpretations of moral life and their application to contemporary social and moral problems.

PHL 201 Ancient Philosophy (3)

This course examines the emergence of Greco-Roman philosophy. It can cover the Pre-Socratic thinkers, the founders of Greek philosophy such as Socrates, Plato, and Aristotle, and the Roman philosophers and ancient Neo-Platonists.

PHL 202 Medieval Thought (3)

This course examines the philosophical contributions made by Jewish, Christian, and Muslim scholastics and their ancient predecessors. The discussion focuses on the preoccupations traditionally associated with the medieval thinkers, e.g., God, Divine revelation, the relationship between faith and reason, the problem of evil, and the respective provinces of philosophy and theology.

PHL 211 Philosophy of Love (3)

This course focuses on the internal relation between love and meaning in human existence. It explores this major philosophical theme in Platonism, existentialism, or other traditions.

PHL 225 Philosophy of Film (3)

This course examines central issues in the philosophy of film. It discusses the philosophy of film, philosophy in or illustrated by film, and philosophy through film (film as philosophy). We examine the definitions of the moving picture, the extent to which films can illustrate philosophy, and the philosophical claims made by films.

PHL 234 Philosophy of Globalization (3)

This course surveys some global problems: hunger, depletion or inequitable distribution of resources, violence. It identifies the ethical values involved and provides a philosophical consideration of some possible solutions.

PHL 240 Logic (3)

This course introduces the study and practice of inductive and deductive reasoning with consideration given to such topics as truth, validity, and propositional logic.

PHL 250 Philosophy of Science (3)

This course examines the nature of science and its relationship to technology and human responsibility as revealed in the works of scientists and philosophers.

PHL 299 Selected Topics in Philosophy (3)

This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

PHL 305 Contemporary Philosophy (3)

This course studies the thought of contemporary philosophers such as Sartre, Heidegger, Wittgenstein, Rorty and Quine. It can take either a philosopher-based approach or a thematic approach concerning issues in epistemology, metaphysics, and related areas.

PHL 308 Political Philosophy (3)

This course looks critically at political democracy. Readings from philosophy and the social sciences explore political institutions, individualism and attempts to renew community life. (May be taken for sociology credit.)

PHL 310 Philosophy of Education (3)

This course offers a philosophical investigation of the basic principles, aims and human values involved in the process of education. It examines major educational philosophies as well as contemporary issues in this area.

PHL 313 Modern Philosophy (3)

This course analyses the works of authors such as Descartes, Spinoza, Leibniz, Locke, Hume, Kant and Hegel. It examines notions such as certainty, freedom, substance, concepts, and sensations in the modern period. The latter is discussed as a response to medieval and Renaissance philosophy.

PHL 325 Philosophy of Religion (3)

The course studies the shared philosophical themes that emerge in different religious traditions. Readings include works by philosophers and from Eastern, Western, and Native American religions.

PHL 330 The Healing Journey (3)

Healing involves social forces, personal attitudes and patterns of meaning which allow us to re-establish an authentic wholeness in the context of illness and suffering. Readings in the social sciences and philosophy are used to investigate these issues. (May be taken for sociology credit.)

PHL 420 Philosophy in Italy (3)

This course focuses on philosophy that developed in the Italian territory. It covers ancient, medieval, and modern philosophy in Italy, including ancient Rome. It discusses philosophers such as Epictetus, Seneca, Boethius, Aquinas, and Machiavelli.

PHL 430 Asian Philosophy (3)

The goal of this course is to understand the major principles and practices of Taoism and Zen and to see the value and viability of these principles and practices. Topics include: approaches to creativity, aesthetics and spiritual mastery.

PHL 437 Special Topics (3)

Investigation of a selected topic designed to integrate and deepen the student's comprehension and application of philosophy.

PHL 439 Independent Study (3)

Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and the permission of the Dean of Arts and Sciences, the Chairperson and the Vice President for Academic Affairs.

PHYSICAL EDUCATION**PE 101 Conditioning/Weight Training (1)**

This class teaches basic principles of weight training. Types of weight training exercises and nutrition and fitness concepts are introduced which instruct students to design their own personal program.

PE 102 Aerobics (1)

This is a group aerobic exercise class that will also provide information on cardiovascular fitness, weight control, stress management and benefits of exercise.

PE 103 Beginning Tennis (1)

This course is designed for the beginner participant. Students will have the opportunity to gain the necessary skills and knowledge which will enable them to take part in the game of tennis as leisure-time activity.

PE 104 Beginning Racquetball (1)

This course will include strokes, strategy and basic concepts of this indoor racquet sport. Through a combination of play and instruction, the student will be prepared for life-long participation in an aerobic and social sport.

PE 111 Karate/Self Defense (1)

An introductory course in the history, terminology and skills of this martial art. Classes are taught by professional black belt martial artists.

PE 113 Lifetime Recreational Activities I (1)

A culmination of lifetime activities that are played throughout the year. Examples include: volleyball, wallyball, pickle-ball, power walking, racquetball, bocce ball, and horseshoes. Students will be instructed on rules and techniques, then tested on the material at the end of the 8 week session.

PE 114 Lifetime Recreational Activities II (1)

This course is a continuation of Recreation Activities I. Five or six various lifetime activities are presented. Activities will vary due to the weather conditions. Part I is not a pre-requisite.

PE 120 Introduction to Yoga (1)

Students learn to breathe, strengthen and relax through a basic posture series scientifically designed and time-tested in bringing about the union of the body, mind and spirit - the essence of yoga. Various other styles of yoga are also explored.

PHYSICS**PHY 111 Physics for Allied Health Sciences (3)**

Students will learn basic physical principles with applications to the measurement, analysis and treatment of human beings. The structure and function of biomedical instrument systems specific to the field of cardiovascular technology, radiation therapy, radiologic technology and respiratory care will be explored. *Not accepted as credit towards the biology major.*

PHY 111L Physics for Allied Health Sciences Lab (1)

This course is designed to provide the student with an understanding of basic physics principles, methods and terminology, with application to the

measurement, analysis and treatment of human beings. Physics principles and terminology will focus on the fields of radiation therapy and radiologic technology. 3 laboratory hours.

Corequisite: PHY 111.

PHY 241 General Physics I (3)

Principles of classical mechanics for science and mathematics majors. Topics include one and two dimensional kinematics, vector analysis, dynamics, work and energy, energy and momentum conservation, rotational motion of rigid bodies, mechanical properties of matter. Mathematical level requires a working knowledge of differential and integral calculus. 3 lecture hours and 1 recitation hour. Offered in the fall semester.

Corequisite: PHY 241L.

Prerequisites: MTH 245.

PHY 241L General Physics Laboratory I (1)

A course in which the student is exposed first hand to the observational nature of science and the basic measurement techniques of experimental physics. Collection of raw data and its reduction via graphical analysis are stressed. Subject matter is drawn from the concurrent lecture course. 3 laboratory hours. Offered in the fall semester.

Corequisite: PHY 241.

PHY 242 General Physics II (3)

Continuation of PHY 241. Topics include heat, first and second laws of thermodynamics, vibrations, analysis of wave motion, sound, electrostatics, electrical circuits, electromagnetism, geometrical optics, atomic and nuclear structure, radioactivity and topics in modern physics. 3 lecture hours and 1 recitation hour. Offered in the spring semester.

Corequisite: PHY 242L.

Prerequisite: PHY 241 with a grade of "C" or better.

PHY 242L General Physics Laboratory II (1)

Continuation of PHY 241L. 3 laboratory hours. Offered in the spring semester.

Corequisite: PHY 242.

PHY 299 Selected Topics in Physics (3)

A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

POLITICAL SCIENCE

POL 101 American Government (3)

This course analyzes the American form of government, its functions and current problems along with reflections upon comparative governments around the world.

POL 211 Constitution of the United States (3)

This course provides a basic understanding of the philosophical, historical, political roots of the United States Constitution, its structure, provisions and interpretations and includes a study of notable Supreme Court controversies.

POL 212 State and Local Government (3)

This course offers an understanding of the structure and functioning of the Pennsylvania state legislature, courts, municipal governments and school boards within the context of federalism and discusses their impact upon the state's history and the daily lives of its citizens.

POL 255 Law and Social Justice (3)

(For description see SOC 255.)

POL 299 Selected Topics in Political Science (3)

The course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

POL 437 Special Topics (3)

This course allows for a special investigation of a topic in political science that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.

PSYCHOLOGY

PSY 100 General Psychology (3)

Introduction to fundamental concepts of psychology, including memory, development, learning, language, personality, testing, and abnormal psychology.

PSY 111 Statistics (3)

Introduction to descriptive and inferential statistics with applications to educational and psychological research: frequency distributions, probability, binomial and normal distributions, graphic comparisons, correlation, chi square, analysis of variance, and distribution.

PSY 150 Social Psychology (3)

Study of human behavior as influenced by group situations, interpersonal relations, attitudes, and opinions; groups and group conflicts, language and communication as social products. (May be taken for sociology credit.)

Prerequisite: PSY 100.

PSY 200 Developmental Psychology (3)

Theories, issues and research concerning changes in physical, intellectual, emotional and social development across the life-span are examined and applied to specific social issues.

Prerequisite: PSY 100.

PSY 201 Psychology of Adjustment (3)

The purpose of this course is to provide students with opportunities to gain insight about themselves as well as others, who might differ from them along any number of identity variables (e.g., gender, ethnicity). Students will be encouraged to become aware and process how they think and feel about a variety of issues that college students typically face (from vocational choices and selection, to family and other relational contexts). This course relies heavily on **student's participation** and is organized around a great variety of **experiential** as well as **research activities**.

Prerequisite: PSY 100.

PSY 210 Abnormal Psychology (3)

Study of normal and abnormal personality development and psychopathology; includes etiology, diagnosis, prognosis and treatment of behavioral disorders.

Prerequisite: PSY 100.

PSY 211 Fundamentals of Biopsychology (3)

An introduction to biological bases of behavior in humans and animals. Topics include basic neuroanatomy, neurophysiology, information transmission, neuropathology, sensory-motor functions, biochemical processes, and psychopharmacology, with applications to human behavior and intervention.

Prerequisite: PSY 100.

PSY 215 Methodology (3)

Examination of aims and methods of behavioral and social scientists; theory and practice in the techniques of scientific research and scientific writing.

Prerequisite: PSY 100 and 111

PSY 221 Child Psychology (3)

Study of the successive stages of growth and development from conception through adolescence: social, emotional, intellectual, moral, perceptual, behavioral, and physical development. (Cross-referenced – See EDU 221)

Prerequisite: PSY 100.

PSY 222 Adolescent Psychology (3)

Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth and emotional maturity. (Cross-referenced – See EDU 222)

Prerequisite: PSY 100.

PSY 230 Theories of Learning (3)

Analysis of major phenomena of learning and conditioning at both the animal and human levels, with particular attention to major issues and theorists. Specific empirical and theoretical issues are considered in detail and applications to everyday affairs are explored.

Prerequisite: PSY 100.

PSY 246 Issues in Gerontology (3)

(For description see SOC 246.)

Prerequisite: PSY 100.

PSY 260 Death and Dying (3)

(For description see SOC 260.)

Prerequisite: PSY 100.

PSY 280 Ethical Issues in the Behavioral and Social Sciences (3)

Study of major current ethical and controversial issues in the behavioral and social sciences with emphasis on providing a framework for the development of an appreciation of the issues and the ability to evaluate the issues analytically and critically. (May be taken for Sociology credit.)

Prerequisite: PSY 100.

PSY 285 Therapeutic Activities for the Elderly (3)

This course is designed to acquaint students with various forms of activities structured to meet the physical, social, and intellectual needs of the aging population. (May be taken for Sociology credit.)

Prerequisite: PSY 100.

PSY 290 Psychology and Criminal Justice (3)

Relationship of psychology to our understanding of the criminal justice system. Topics include criminal behavior, violence and aggression, jury selection, witness testimony, insanity defense, sentencing, prisons and alternatives, punishment, corrections, and rehabilitation.

PSY 299 Selected Topics in Psychology (3)

This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.

PSY 300 Addictions, Dynamics and Interventions (3)

An introduction to the psychological, sociological and physiological dynamics of abuse, dependency and addiction and an overview of counseling intervention models designed to help the student identify and become familiar with current counseling approaches in the treatment of addictions. (May be taken for Sociology credit.)

Prerequisite: PSY 100.

PSY 301 Educational Psychology (3)

(For description see EDU 301.)

PSY 308 Psychological and Educational Tests and Measurements (3)

Analysis and use of tests; emphasis on interpretation of intelligence and achievement tests; principles involved in the construction of tests.

Prerequisite: PSY 100.

PSY 320 Experimental Psychology (3)

Introduction to fundamental techniques of psychological experimentation; theoretical and laboratory examination of processes underlying behavior.

Prerequisites: PSY 100, 111 and 215.

PSY 321 Group Processes (3)

Introductory analysis of group interaction with focus on the theory and practice of group models in education and social psychology; survey of current trends in groups; opportunities for the student to examine personal behaviors in group interaction. (May be taken for Sociology credit.)

Prerequisite: PSY 100.

PSY 322 Psychology of Personality (3)

A study of the normal personality including structure, dynamics and theoretical approaches, exploration of patterns of adjustment, and the methods of personality assessment.

Prerequisite: PSY 100.

PSY 323 Psychology of Women (3)

An analysis of the female personality; special consideration given to biological, intellectual, motivational, and achievement characteristics of women; current role dimensions with home and community examined. Prerequisite: One of the following: PSY 100, PSY 200, PSY 221 or PSY 222.

PSY 331 The Middle Adult Years (3)

Survey of their psychological and social aspects; examination of selected topics: perspectives and theories of adulthood, tasks and lifestyles of the young adult, transition to middle age with its tasks and characteristics, preparation for later maturity. (May be taken for Sociology credit.)

Prerequisite: PSY 100.

PSY 341 Social Psychology of Aging (3)

(For description see SOC 341.)

Prerequisite: PSY 100, SOC 100.

PSY 350 Counseling Theory and Practice (3)

An integrated approach to the study of basic helping relationships utilizing theory, practice, and case applications; exploration of the nature and dynamics of the helping encounter in addition to strategies and interviewing techniques.

Prerequisite: PSY 100.

PSY 370 History of Psychology (3)

Comprehensive investigation of historical antecedents of contemporary psychology. Philosophical roots and major theorists and paradigms are examined. (Juniors and Seniors only)

Prerequisite: PSY 100.

PSY 435 Psychology Practicum (3)

With the permission of the psychology faculty, advanced students will be provided direct experience in selected supervised settings including clinical, social, educational, personnel, and organizational facilities, agencies and

programs. The practicum aims to provide a service to the community and enable the student to acquire the skills, experience and knowledge necessary for the choice of a career.

Prerequisite: Permission of the instructor.

PSY 437 Special Topics (3)

Investigation of a selected topic or topics designed to integrate and deepen the students' comprehension and application of psychology.

PSY 439 Independent Study (1-3)

Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and permission of the Chairperson, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.

PSY 445 Topical Seminar (3)

Comprehensive investigation of selected psychological issues, topics, theories and applications. Course is designed to provide students with a comprehensive integrative experience.

Prerequisites: junior or senior status and permission of the instructor.

PSY 450 Research Seminar (3)

Research under the direction of a faculty mentor on a topic chosen by faculty and/or students. Work is reported orally and in writing.

Prerequisites: PSY 215 and permission of the instructor.

RADIATION THERAPY

RTS 100 Introduction to Radiation Therapy (3)

This course will acquaint the student with the history of radiation therapy and the terminology associated with diagnosis, evaluation and treatment of the cancer patient as well as those terms that relate to radiation dosage and radiation protection. 3 hours lecture/lab per week.

Prerequisite(s): Acceptance into the Radiation Therapy Program; BIO 107, 107L 108. 108L; CIS 101, MTH 141 or 142.

Corequisite: HS 100.

RTS 101 Orientation to Clinical Education I (2)

This course is designed to provide the aspiring radiation therapist with a general overview of the day-to-day activities in a modern radiation oncology department as well as observation of diagnostic imaging procedures pertinent to the practice of radiation therapy. 8 hours per day, 2 days per week. One hour recitation is scheduled per week.

Prerequisite: HS 100; RTS 100.

Corequisite(s): RTS 107, 308; PHY 111.

RTS 107 Principles of Medical Imaging and Radiographic Positioning (3)

This course will introduce the student to the fundamentals of medical imaging and radiographic positioning. Topics covered include: various imaging modalities pertinent to radiation therapy, accessory equipment, darkroom chemistry, body planes/sections, radiographic positioning as it is related to radiation therapy procedures and related terminology

Prerequisite: RTS 100; HS 100

Corequisite: RTS 101, 308; PHY 111

RTS 110 Orientation to the Clinical Education II (3)

Continuation of RTS 101 with emphasis on patient care, simulation and treatment procedures performed daily in the Radiation Oncology department. 8 hours per day, 5 days per week.

Prerequisites: RTS 101, 107, 308; PHY 111

RTS 200 Radiation Biology (3)

This course covers cell biology and the biological effects of ionizing radiation on cells in culture, small animal models, and humans, including the factors that influence and determine cellular radiosensitivity. 3 lecture hours per week

Prerequisites: RTS 110.

Corequisites: RTS 202, 203, 204, 208, 209, 307

RTS 202 Principles of Radiation Oncology Patient Care (2)

This course will provide the student with concepts and principles of patient care to include: assessment and evaluation of patient vital signs; types of treatment reactions; care of treatment reactions; pharmacology; psychological needs of the patient; venipuncture; emergency care. 2 hours lecture/lab per week

Prerequisites: RTS 110.

Corequisites: RTS 200, 203, 204, 208, 209, 307.

RTS 203 Principles of Technical Radiation Therapy (2)

This course introduces the student to factors governing the choice of modality for treatment as well as principles of simulation. Also, includes factors affecting dosage delivery from both the physical and mechanical standpoint. 2 hours lecture lab per week.

Prerequisites: RTS 110.

Corequisites: RTS 200, 202, 204, 208, 209, 307.

RTS 204 Clinical Education I (3)

Orientation to the clinical area with particular emphasis on patient care, simulation techniques, treatment positioning, charting, and setting of treatment parameters on console. 8 hours daily, 3 days per week. One hour of recitation is scheduled per week.

Prerequisites: RTS 110.

Corequisites: RTS 200, 202, 203, 208, 209, 307.

RTS 208 Technical Radiation Therapy I (3)

This course covers the technical aspects of radiation therapy treatment techniques, as well as a review of relevant clinical oncology. Includes: site specific simulation and treatment set-up parameters; treatment reactions; procedure specific treatment aids. 3 hours lecture/lab per week.

Prerequisites: RTS 110.

Corequisites: RTS 200, 202, 203, 204, 209, 307.

RTS 209 Clinical Oncology I (1)

This course covers the clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient. Topics covered are: site specific epidemiology, etiology, clinical work-up and diagnosis, anatomy & physiology, histopathology, staging and grading, rationale for treatment selection and prognosis. 1.5 lecture hours per week.

Prerequisites: RTS 110.

Corequisites: RTS 200, 202, 203, 204, 208, 307.

RTS 303 Clinical Education II (3)

The student therapist engages in the daily activities of the radiation oncology department while participating in the medical dosimetry, brachytherapy, treatment unit and simulation rotations. 8 hours per day, 3 days per week. One hour of recitation per week.

Prerequisite: RTS 200, 202, 203, 204, 208, 209, 307.

Corequisite: RTS 304, 305, 306.

RTS 304 Technical Radiation II (3)

Continuation of Technical Radiation I. The technical aspects of radiation therapy treatment technique as well as a review of relevant clinical oncology are discussed. 3 lecture/lab hours per week.

Prerequisites: RTS 200, 202, 203, 204, 208, 209, 307.

Corequisites: RTS 303, 305, 306.

RTS 305 Clinical Oncology II (1)

Continuation of Clinical Oncology I. Clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient are discussed. 1.5 lecture hours per week.

Prerequisites: RTS 200, 202, 203, 204, 208, 209, 307.

Corequisites: RTS 303, 304, 306.

RTS 306 Applied Radiation Physics I (3)

This course covers the basic principles of classical and modern physics including atomic structure, electrostatics, electrodynamicism, magnetism and electromagnetism. Concepts of matter and energy interactions and radionuclide decay, principles of radiation protection and radiation oncology treatment modalities are discussed. 3 lecture hours per week.

Prerequisites: RTS 200, 202, 203, 204, 208, 209, 307.

Corequisites: RTS 303, 304, 305.

RTS 307 Principles of Medical Dosimetry (3)

This course covers basic calculations in detail, methods of contouring, beam modifying devices and immobilization aids. The student is instructed in all aspects of treatment planning to include contouring, hand-drawn isodose summations and calculations of dose. This is augmented by computerized treatment planning in the clinical area. 3 lecture hours per week.

Prerequisites: RTS 110.

Corequisites: RTS 200, 202, 203, 204, 208, 209.

RTS 308 Cross-Sectional Anatomy (2)

This course will introduce the students to the cross-sectional and topographic anatomy of the specific body systems and will discuss the relevance to the practice of radiation therapy. 2 lecture hours per week.

Prerequisites: RTS 100, HS 100.

Corequisites: RTS 101, 107; PHY 111.

RTS 320 Clinical Education III (3)

The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, mold room and patient care rotations. 8 hours per day, 4 days per week

Prerequisites: RTS 303, 304, 305, 306, 307.

Corequisites: HS 208.

RTS 400 Technical Radiation Therapy III (1)

Continuation of Technical Radiation Therapy II. The technical aspects of emerging radiation therapy techniques and adjuvant therapies are discussed. 1.5 lecture/lab hours per week.

Prerequisites: RTS 320, HS 208.

Corequisite: RTS 402, 403, 404; HS 305; PSY 111.

RTS 402 Applied Radiation Physics II (3)

Sequential continuation of Radiation Physics I, dealing with quantity and quality of ionizing radiation. Physical concepts of radiation dosimetry are covered in detail as well as methods of calibration of treatment equipment. 3 lecture hours per week.

Prerequisite: RTS 320; HS 208.

Corequisite: RTS 400, 403, 404; HS 305; PSY 111.

RTS 403 Clinical Education IV (3)

The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, dosimetry and brachytherapy rotations. 8 hours per day, 3 days per week.

Prerequisites: RTS 320; HS 208.

Corequisites: RTS 400, 402, 404; HS 305; PSY 111.

RTS 404 Advanced Medical Dosimetry (2)

This course covers dosimetry of complex treatment planning and brachytherapy. Topics include: 3-D treatment planning, TBI, electron beam IMRT and irregular field calculations. 2 lecture hours per week.

Prerequisites: RTS 320; HS 208.

Corequisites: RTS 400, 402, 403; HS 305; PSY 111.

RTS 406 TQM in Radiation Oncology (1)

This course will discuss the development and implementation of quality control programs in providing quality patient care. 15 lecture hours.

Prerequisites: RTS 400, 402, 403, 404; HS 305; PSY 111.

Corequisites: RTS 407, 408, 409, 410; HS 403.

RTS 407 Clinical Education V (4)

The student therapist engages in the daily activities of the radiation oncology department while participating in quality assurance, quality management, advanced treatment techniques, simulation and brachytherapy rotations.

8 hours per day, 4 days per week

Prerequisites: RTS 400, 402, 403, 404, HS 305, PSY 111.

Corequisites: RTS 406, 408, 409, 410; HS 403.

RTS 408 Applied Physics of Advanced Treatment Techniques (2)

This course will cover the physics of advanced radiation oncology procedures. Topics include: HDR brachytherapy, stereotactic radiosurgery, TBI, CT simulation, conformal radiation therapy and advanced treatment techniques. 2 lecture hours per week.

Prerequisites: RTS 400, 402, 403, 404, HS 305; PSY 111.

Corequisites: RTS 406, 407, 409, 410; HS 403.

RTS 410 Capstone Seminar in Radiation Therapy (2)

A review of radiation therapy concepts included in the American Registry of Radiologic Technologists certifying examination. Concepts covered include: radiation protection, quality assurance, treatment planning and delivery, and patient care, management and education. Students are required to successfully complete a comprehensive examination in radiation therapy to complete their program of study as well as submit a portfolio of their work. 3 lecture hours per week, 8 weeks.

Prerequisites: RTS 400, 402, 403, 404, HS 305; PSY 111.

Corequisites: RTS 406, 407, 408, 409; HS 403.

RTS 4000 Capstone Research Project (3)

A research course for students designed to demonstrate understanding of the malignant process and its control. Students will be required to research a randomly selected RTOG Clinical Trial, write a paper and give an oral presentation on the subject to their classmates and the ACR personnel. Additionally, they will write a reflection paper of the experience and how it will impact the practice of their profession and their patients. 3 hours per week

Prerequisites: RTS 400, 402, 403, 404, HS 305; PSY 111.

Corequisites: RTS 406, 407, 408, 410; HS 403.

RADIOLOGIC TECHNOLOGY

Radiologic Technology course are only open to junior and senior student who have been accepted into a JRCERT accredited certificate based School of Radiologic Technology. RDS courses are offered off campus. A grade of incomplete (I) will be recorded until the affiliate sends a grade report for courses, which are not completed at the report time. The final transcript will have grades according to the following courses and credits.

RDS 300 Orientation/Introduction to Radiologic Technology (2)

This course is designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the radiographer. An overview of the AMH or other program policies, functional components of healthcare delivery systems and radiology administration are also introduced.

RDS 301 Patient Care (3)

This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified.

RDS 302 Radiographic Procedures I and Related Anatomy (3)

This course will prepare the student to perform routine radiographic procedures of the chest, abdomen, upper extremities and shoulder girdle in the clinical setting. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic positioning. The student will be assessed on competency on performance of the procedures.

RDS 303 Film Screen Image Acquisition and Processing (3)

This course is designed to provide a knowledge base of factors that govern and influence the production and recording of radiologic images. Film, image production, and related accessories will be discussed. In addition, a basis for analyzing radiographic images will be provided. A discussion of imaging standards, problem solving techniques and factors that affect image quality using actual images will be included.

RDS 304 Clinical Education I (3)

Students participate in clinical education in an affiliate hospital performing procedures in accordance with the clinical competency evaluation system. Beginning rotations occur at the front desk, transportation, general radiography and fluoroscopy areas of the department.

RDS 305 Radiographic Procedures II (3)

The student learns to perform routine radiographic procedures of the bony thorax, pelvis, hip and spring. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic

positioning. The student will be assessed on competency on performances of the procedures.

RDS 306 Digital Image Acquisitions and Display (3)

This course is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system assist students to bridge between film-based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented.

RDS 307 Radiation Physics (3)

This course provides the student with a comprehensive study of radiation physics covering atomic structure, electricity, magnetism, electromagnetic radiation, electric motors, operators, transformers, generators, rectification and the x-ray tube. Also includes an in depth study of the production of x-radiation and it's interaction with matter.

RDS 309 Clinical Education II (2)

Continuation of clinical education rotations in general radiography and fluoroscopy occur in this course. Observation and application of the principles and procedures introduced in general radiography and fluoroscopy are on-going throughout the course with opportunities for the student to perform initial competencies in the areas of chest, abdomen, upper extremities and shoulder girdle.

RDS 310 Clinical Education III (3)

Continuation of clinical experience rotations give the student the opportunity to gain knowledge and practice in performing the radiographic procedures learned in the classroom. The student will continue to gain confidence in their skills. The student is required to demonstrate competency in lower extremities, bony thorax, pelvis and spine.

RDS 320 Radiation Physics II (3)

This course is a continuation of Physics I. This section will deal with the principles of operation for radiographic equipment and the electrical circuitry.

RDS 321 Ethics/Medical Law/Human Diversity (3)

This basis of ethics and ethical behavior will be introduced, as well as, solving ethical dilemmas found in the clinical setting. An introduction to legal terminology and concepts will also be presented. Informed consent and proper documentation is presented. Human diversity is addressed with the idea of promoting better understanding of patients and their families in order to provide better patient care.

RDS 402 Radiographic Procedures III (3)

This course will provide the student with the ability to perform skull and facial bones studies in the clinical setting. Anatomy and positioning of the skull and facial bones will be presented. In addition, instruction will be given

about pediatrics, trauma and mobile exams. The student will be assessed as to competency on performance of the procedures.

RDS 403 Radiation Biology and Protection (2)

Principles of radiation biology, including the interaction of radiation with living tissue and the methods used to protect the patient, radiographer and others are the major topics covered within this course. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are discussed, including acute and chronic effects of radiation. An overview of protection is presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.

RDS 404 Advanced Imaging Techniques (2)

This course is designed to provide radiography students with principles related to Computed Tomography (CT) imaging and sectional anatomy.

RDS 407 Clinical Education IV (3)

Continuation of clinical education rotations gives the student the opportunity to gain knowledge and practice in the procedures learned in the classroom. The student will continue to advance in their skills and confidence. At the conclusion of the semester, they must demonstrate competence in the following exams: skull, arches, nasal bones, facial bones, orbits, mandible and TMJs.

RDS 408 Radiographic Pathology (3)

This course is designed to provide the student with an introduction to pathology related to medical-surgical diseases and injury. Diseases that are demonstrated using radiographic procedures are the primary focus. The various modalities used to demonstrate pathologies are also discussed.

Prerequisites: RDS 302, 303, 305, 306, 402, 403, 404, 406

Corequisites: RDS 403, 409, 413

RDS 409 Advanced Imaging Techniques II (3)

This course is designed to enhance the knowledge base of general radiographic equipment requirements and design. Included topics include: Image intensification, viewing and recording systems, digital fluoroscopy, linear tomography, mobile units and AEC devices.

RDS 410 Radiographic Procedures IV (2)

Various forms of contrast media and its delivery are reviewed in this course. The procedures involving the digestive, urinary and biliary systems are studied in detail.

RDS 412 Quality Assurance Testing (3)

This course provides the student with the effective and corrective measures to ensure production of high quality radiographs. Applicable state and federal and non-governmental regulations are also presented.

RDS 413 Clinical Education V (3)

Continuation of clinical education rotations gives the student the opportunity to gain skill in the procedures learned in the classroom. At this point in time, the student should be confident in performing all basic radiographic procedures. Routine contrast media exams of the urinary, digestive and biliary systems are required competencies at the end of the semester.

RDS 415 Clinical Education VI (3)

Continuation of clinical education rotations gives the student the opportunity to ensure that a broad knowledge and comfort level in performing all radiographic procedures has been attained before graduation. The terminal competencies are required at the conclusion of the semester.

RDS 416 Radiographic Procedures (3)

Additional contrast media exams are covered in this semester. The procedure and image analysis of myelograms, venograms, hysterosalpingography, arthrograms and other contrast media exams are presented.

RDS 420 Pharmacology and Drug Administration (2)

This course is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and administration of contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.

RDS 4000 Registry Review - Capstone (3)

A culminating course for students in the Radiologic Technologic Program designed to prepare students for the American Registry of Radiologic Technologists (ARRT) examination. Preparation for this examination is a crucial part of the Radiologic Technology program. Review of all five sections of the examination will be reviewed utilizing learning aids from all previously taught courses in the professional curriculum as well as two recent editions of Radiography Prep workbooks.

Students enrolled in this capstone course will review the general education and science courses including professional development and lifelong learning as it relates to healthcare. Research, image analysis and review of case studies will also be discussed.

RELIGIOUS STUDIES

Requirements for baccalaureate degree: RS 2000 and one elective religious studies course or one upper-level philosophy course.

RS 2000 Encountering Sacred Writings (3)

This course introduces students to the issues involved in reading and understanding sacred texts, whether one reads texts as a believer or not. Given the nature of Gwynedd-Mercy College, the biblical texts of the Old and New Testament form the core of the course. To provide comparisons and

contrasts with the Judeo-Christian biblical tradition, some selective writings from other major religions will be examined in a limited manner.

RS 101 Introduction to the Old Testament (3)

Various religious themes are examined, such as covenant, messianism, eschatology, redemption and prayer. Students are encouraged to appreciate the various writing genres of Old Testament literature, such as its creation stories, prophetic literature, apocalyptic and wisdom motifs expressed in Hebrew poetry.

RS 102 Introduction to the New Testament (3)

Situating New Testament books within covenantal expectations is established as a foundation. The various genres of New Testament literature are explored, such as gospel writing, letters, and apocalyptic and theological history. Religious motifs from the various genres are selected for deeper analysis, such as justification in the Pauline letters.

RS 105 Life and Meaning of Jesus (3)

A portrait of the historical Jesus provides the foundation for the course. From this basis, various theological doctrines are studied, such as the nature of resurrection, explanations of redemption and salvation and the ecumenical implications of Christological statements.

RS 111 History of Christianity (3)

The course examines the development of Christianity from after the New Testament period until the present century. It will focus upon the major events, persons, and doctrines that have shaped this development and which also explain the current situation of separated churches within Christianity.

RS 112 Sacraments & Spirituality (3)

The relationship between the Christian spiritual life and the sacramental and liturgical life of the Church is examined. The differences between Protestant and Roman Catholic understandings of sacraments are explored for ecumenical implications. The course concludes with the implications of sacramental life for moral decision-making.

RS 115 World Religions (3)

The six major religions of the world, Hinduism, Buddhism, Judaism, Christianity, Islam and the Chinese religions are examined in a comparative manner. The course focuses on the historical developments of each religion and their respective treatments of common themes, such as sacred literature, moral behavior, salvation motifs and the role of prophetic figures.

RS 120 Contemporary Moral Problems (3)

The basic principles of Christian moral decision-making and their application to current issues are examined. Some contemporary moral issues discussed include sexual behavior, racism, sexism, just war theories, capital punishment, among others.

RS 147 Christian Faith (3)

This course examines the features of religious faith that are common to Protestant and Catholic Christianity. Basic Christian beliefs, characteristics of adult faith development, commitment to one's Christian faith in a contemporary world are treated in an ecumenically sensitive manner.

RS 160 Religions in America (3)

This course treats the major religions found in the United States today. Their historical developments and the large diversity of beliefs and practices are examined both in a critical manner and with their ecumenical implications.

RS 165 Foundations of Christian Spirituality (3)

Through an examination of the basic tenets of Christiana faith, this course proceeds to explore the foundational elements of spirituality within a Christian context. Various themes, movements and figures from the Christian spiritual tradition across the centuries are examined and brought into dialogue with contemporary Christian living.

RS 200 Paul and His Theology (3)

The life and missionary activities of Paul the Apostle are reconstructed from both biblical and non-biblical sources. While Pauline theology is examined mainly from the authentic Pauline letters, Pauline thought from the entire corpus of letters traditionally attributed to Paul is studied.

RS 201 Writings of John (3)

The literature of Johannine Christianity, which includes a gospel, three letters and an apocalyptic work, is the primary subject matter of this course. Comparisons and contracts with the Synoptic tradition are also examined.

RS 203 The Synoptic Gospels (3)

The gospels of Mathew and Mark and the two-part work consisting of the gospel of Luke and Acts of the Apostles, provide the primary subject matter of the course. The Synoptic Problem of interdependence and the primary emphases of the Synoptic tradition are examined.

RS 218 Meaning and Practice of Prayer (3)

The three monotheistic religions, Judaism, Christianity and Islam, offer rich and varied approaches to prayer. The basic beliefs of these three major religions are examined in light of their unique approaches to prayer practices.

RS 220 The Prophets (3)

Because the prophetic literature of the Old Testament is so vast, this more specialized course treats biblical prophecy in detail. A survey of the books of the major and minor prophets forms the foundation of the course. Biblical prophecy and its relationship to messianic expectations are explored, as is the recurring issues of false vs. true prophets.

RS 226 Social Spirituality (3)

This course provides students with a scriptural, theological and spiritual base from which to examine contemporary social issues. Particular emphasis is given to the place of compassion in one's everyday life, such as organ donation. Contemporary topics of euthanasia and genetic engineering are also examined.

RS 231 Morality and Contemporary Health Care (3)

This course grounds its ethical foundation on the Judeo-Christian understanding of sanctity of life. Ethical principles and practices of decision-making, as influenced by the Roman Catholic moral tradition, are applied to specific medical-moral questions.

RS 241 Theology of Suffering (3)

As an exploration of the theological issues that arise in the face of human suffering, this course addresses questions about God and the human condition. Particular attention is given to various kinds of suffering, to how people find meaning in the face of suffering and to sources of hope within the Judeo-Christian tradition.

RS 252 Contemporary Catholicism (3)

After placing into a fuller context the Second Vatican Council of the Roman Catholic Church, this course examines the significant topics that have characterized more contemporary Roman Catholic discussions and aspirations since the Council ended in 1965.

RS 256 Christian Feminism (3)

The course examines the emergent Christian feminist movement in the churches and it examines the implications of feminist theology for all persons in the churches today, both in a critical and an appreciative manner.

RS 264 Theology of Marriage and the Family (3)

In Roman Catholic understanding, the family is the basic unit of secular society and is also essential to a proper self-understanding of the nature of the church. From biblical, ecclesial and pastoral perspectives, the course reflects upon the gift and challenges of committed love, parenting, widowhood, marriage breakdown and various roles of lay ministry. The church annulment process is examined, as are various pre-marriage preparation programs.

RS 299 Selected Topics in Religion (3)

This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

RS 437 Special Topics (3)

Specialized topics, not covered in the range of topics above are chosen by a professor for presentation on an ad hoc basis.

RS 439 Independent Study (1-3)

Qualified students may request an independent study in areas not covered by existing courses. Initial permission from the faculty member and from the chairperson of the humanities division and Vice President for Academic Affairs is required.

RESPIRATORY CARE**RC 200 Introduction to Allied Health (2)**

The core component of the course will include an overview of the health care system, the allied health professional, basic safety, infection control techniques and basic patient care skills and procedures. Students will become CPR certified and competent in assessment of vital signs.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses.

RC 210 Medical Terminology (1)

This course will provide an in-depth study of the terminology associated with the human body. Emphasis will be placed on the prefixes, suffixes and roots associated with terminology necessary to function in today's health care environment.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses.

RC 230 Respiratory Theory I (4)

Study of the principles and theory in the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment. An overview of basic sciences applicable to respiratory care will also be provided.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses, CHM 111.

RC 231 Respiratory Theory II (3)

This course will continue with the basic concepts of physical assessment and include cardiac assessment and basic pediatric and neonatal assessment. It will address basic concepts of pulmonary diagnostics and include: arterial blood gas analysis and pulmonary function testing.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; CHM 111; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses, BIO 111, 111L .

RC 232 Respiratory Theory III (3)

This course will serve as an introduction to the care and management of the patient's airway. Additionally, it will provide an introduction to the design,

development, initiation, management and discontinuation of continuous mechanical ventilation.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; CHM 111; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses, BIO 111, 111L.

RC 233 Respiratory and Cardiac Physiology (3)

This course will provide in-depth coverage of the anatomy and physiology of the cardiopulmonary system. Particular emphasis will be placed on pulmonary mechanics, control of breathing and gas exchange. General characteristics of obstructive and restrictive lung disease will be addressed.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses, CHM 111.

RC 234 Respiratory Pharmacology (3)

This course will address the principles of cardiopulmonary pharmacology. It will address pharmacological agents used in the care and treatment of common cardiac and respiratory disease and conditions. It will specifically cover the mechanism of action, dosages, indications, and hazards of common cardio-respiratory medications. Routes of administration and calculation of drug dosages will be addressed.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses, CHM 111.

RC 240 Respiratory Laboratory Procedures I (1)

The application of principles and theory covered in RC 230 will be provided in a campus laboratory setting. Laboratory exercises will include: administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all first semester RC 200 level courses, CHM 111.

RC 241 Respiratory Laboratory Procedures II (1)

The application of principles and theory covered in RC 231 will be provided in a campus laboratory setting. Laboratory exercises will include: a continuation of practice in physical assessment of the adult, practice in cardiac assessment, basic pediatric and neonatal assessment and pulmonary diagnostics. Pulmonary diagnostic exercises will include: arterial blood gas analysis and pulmonary function testing.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; CHM 111; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses, BIO 111, 111L.

RC 242 Respiratory Laboratory Procedures III (1)

The application of principles and theory covered in RC 232 will be provided in a campus laboratory setting. Laboratory exercises will include: care and management of the patient's airway and extensive hands-on experiences with a variety of mechanical ventilators. Emphasis will be placed on set up, maintenance and adapting/modifying the ventilator to specific circumstances.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; CHM 111; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses, BIO 111, 111L.

RC 250 Respiratory Clinical Practice I (3)

The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241 courses. The specific competencies will entail: the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; CHM 111; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses.

RC 251 Respiratory Clinical Practice II (3)

The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241. The student will continue observation, practice and competency development of administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy and basic physical assessment. Additionally, the student will observe, practice and develop competency in the care and management of the patient's airway as well as the set up, maintenance and adapting/modifying of the ventilator to specific patient conditions and circumstances. Clinical competency of all designated procedures, skills, modalities is a requirement for graduation from this portion of the program.

Prerequisites: BIO 107, 107L, BIO 108, 108L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses.

Corequisites: all second semester RC 200 level courses, BIO 111, 111L.

RC 330 Advanced Respiratory Theory I (3)

This course will address advanced topics in physical assessment of the adult, child and newborn. It will provide more detailed coverage of the care and management of pediatric and neonatal patient. Additionally, it will address the issues of pulmonary rehabilitation, and the role of the respiratory therapist in alternative sites such as skilled nursing facilities and home care.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; PSY 111.

RC 331 Advanced Respiratory Theory II (3)

This course will address advanced topics in critical care medicine. It will specifically cover advanced topics in airway care and management, hemodynamic monitoring and all phases of mechanical ventilation, to include: pneumatic, electric, microprocessor, fluidic, high frequency, and noninvasive ventilators.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; PSY 111.

RC 332 Advanced Respiratory Theory III (3)

This course will address advanced topics in the area of pulmonary diagnostics and advanced cardiology. It will specifically cover body phethysmography, methacholine challenge testing, cardio-pulmonary stress testing, brochoscopy, sleep studies and assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac support.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all second semester RC 300 level courses, COM 101.

RC 333 Respiratory Pathophysiology (3)

This course will continue the work of the respiratory and cardiac physiology course (RC 233) and provide a more detailed account of selected cardio-respiratory diseases and conditions. It will specifically address: the definition, etiology, clinical manifestations, pathology, radiographic, diagnostic and laboratory findings, prevention, prognosis and treatment of common cardio-respiratory diseases and conditions. Emphasis will be placed on care plans and respiratory protocols.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; PSY 111.

RC 335 Respiratory Seminar (3)

Discussion and presentation of professional issues and topics related to the field of respiratory care. Special emphasis will be placed on preparing students for employment by engaging in job selection process, personal needs assessments, resume writing, and interviewing skills. Additionally, the course will serve as a review and a preparation for the credentialing process. Extensive coverage of computerized clinical simulations and case studies will be provided.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; ENG 101; MTH 136; PSY 100, 111; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all second semester RC 300 level courses, COM 101.

RC 340 Advanced Respiratory Laboratory Procedures I (1)

The application of principles and theory covered in RC 330 will be provided in a campus laboratory setting. Laboratory exercises will include: advanced topics in physical assessment of the adult, child and newborn, care and management of the pediatric and neonatal patient, and equipment and procedures employed in pulmonary rehabilitation, skilled nursing facilities and home care.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; PSY 111.

RC 341 Advanced Respiratory Laboratory Procedures II (1)

The application of principles and theory covered in RC 331 will be provided in a campus laboratory setting. Laboratory exercises will include: airway care, all phases of mechanical ventilation, hemodynamic monitoring and advanced cardiology. Additionally, it will address assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all second semester RC 300 level courses, PSY 111.

RC 342 Advanced Respiratory Laboratory Procedures III (1)

The application of principles and theory covered in RC 332 will be provided in a campus laboratory setting. Laboratory exercises will include: advanced topics in the area of pulmonary diagnostics; such as, body plethysmography, methacholine challenge testing, cardio-pulmonary stress testing, bronchoscopy and sleep studies.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100, 111; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; COM 101.

RC 350 Advanced Respiratory Clinical Practice I (2)

The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be advanced topics in physical assessment of the adult, child and newborn, care and management of the pediatric and neonatal patient, equipment and procedures employed in pulmonary rehabilitation, skilled nursing facilities and home care, and advanced topics in the area of pulmonary diagnostics, bronchoscopy and sleep studies.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; COM 101; ENG 101; MTH 136; PSY 100, 111; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all first semester RC 300 level courses; PSY 111.

RC 351 Advanced Respiratory Clinical Practice II (3)

The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be: airway care, all phases of mechanical ventilation, hemodynamic monitoring, advanced cardiology, and assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; ENG 101; MTH 136; PSY 100; PHY 111; and 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all second semester RC 300 level courses, COM 101.

RC 4000 Respiratory Research - Capstone (3)

This course will address the principles and practice of performing/conducting research. The course will help the student identify, review and intelligently describe the results of selected cardiopulmonary journals and articles, as well as culminate in the provision of a comprehensive research project. Additionally, as a capstone course, it will address the following issues: health promotion, community service, ethical and professional issues, GMC learning outcomes, and core values of a distinctive Mercy graduate.

Prerequisites: BIO 107, 107L, BIO 108, 108L, BIO 111, 111L; CIS 101; ENG 101; MTH 136; PSY 100; PHY 111; any 2 designated Signature Courses; CHM 111; and all RC 200 level courses.

Corequisites: all second semester RC 300 level courses, COM 101.

SCIENCE**SCI 2000 From Telescope to Microscope (3)**

This course is a scientific look at the natural world through the lens of social responsibility, considering the interrelationship of science, mathematics and technology in light of our stewardship of the universe and of each other. This course is research and writing intensive.

Prerequisite: ENG 101

SCI 100 The Environment (3)

This course is designed to make the student aware of the environment in which we live and its impact on the quality of life. Human influence on the environment will also be examined. 3 lecture hours per week. *Not accepted as credit towards the biology major.*

SCI 105 The Science in Forensics (3)

An introduction to the principles of physics, chemistry and biology, illustrated with laboratory experiences and examples from the field of forensics. Emphasis is on the scientific foundations of forensic investigation. 2 lecture hours and 2 laboratory hours per week. *Not accepted as credit towards the biology major.*

SCI 299 Selected Topics in Science (3)

A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.

SCI 4000 Plant Earth (3)

This is the science signature course for students matriculated in the Biology program and a component of the capstone experience for the Biology program. Drawing from the fields of astronomy, geology, meteorology, hydrology and environmental science, this course investigates the relationship of the physical structure of the planet and its location in the universe to the characteristics and welfare of its inhabitants. Through the lens of social responsibility, the course examines the role of the human inhabitants of the planet as wise stewards of its resources.

Prerequisite: ENG 101; CHM 151/152; BIO 203/204; PHY 241/242 or permission of the instructor.

Corequisite: BIO 4000.

SECONDARY EDUCATION

(See Education Section)

SOCIOLOGY**SOC 2000 Society and Global Diversity (3)**

This course is designed to expand students' understanding of the social and psychological dimensions of global communities, while learning to relate and interact with those of different viewpoints and experiences. Topics of diversity and community will be explored in light of Mercy values, such as "dignity of each person" and "social responsibility".

Prerequisite: ENG 101

SOC 100 Principles of Sociology (3)

Analysis of basic structures of human societies in order to understand human social behavior in the modern world and in one's own society with emphasis on social institutions and social change.

SOC 101 Social Problems (3)

Analysis of social factors in the persistent problems of disorganization, conflict, and culture lag. Attention to problem resolution and social policies.

Prerequisite: SOC 100

SOC 102 Introduction to Criminal Justice (3)

(Cross-referenced – for description see CRJ 102.)

SOC 120 Cultural Anthropology (3)

Investigation of nature and function of human culture with stress on interrelationship of social institutions within cultural systems and emphasis on operation of them in non-Western societies.

Prerequisite: SOC 100

SOC 150 Social Psychology (3)

(Cross-referenced - for description see PSY 150.)

SOC 201 Introduction to Social Work (3)

This course will present an overview of the elements which define social work. Social work history, values, and ethics will be discussed. Basic counseling techniques and an overview of the various agencies of social work will be covered providing a strong overview of generalist social work practice. This course requires a short social service volunteer experience. (Fall semester only)

Prerequisite: SOC 100

SOC 215 Methodology (3)

(Cross-referenced - for description see PSY 215.)

SOC 240 Pluralism in American History (3)

(Cross-referenced - for description see HIS 240.)

SOC 241 Marriage and the Family (3)

Historical and cultural evolution of family structures and functions with particular emphasis on interpersonal relations; comparative sociological analysis of traditional and changing roles of parents in contemporary American society.

SOC 246 Issues in Gerontology (3)

Survey of current social issues regarding the aging population. Topics such as social needs, delivery of services, legislation, advocacy, and ethics and legal issues will be covered. (May be taken for psychology credit.)

Prerequisite: SOC 100

SOC 255 Law and Social Justice (3)

Constitutional principles will be examined and their relationships to selected issues of social justice in America explored. (May be taken for political science credit.)

SOC 260 Death and Dying (3)

Survey of dying as a social act; examination of selected topics; social concepts and attitudes on death and dying; social methods of dealing with death, effects of death on social groups, demographic concepts, euthanasia, legal aspects. (May be taken for psychology credit.)

Prerequisite: PSY 100 and SOC 100

SOC 280 Ethical Issues in the Behavioral and Social Sciences (3)

(For description see PSY 280.)

SOC 285 Therapeutic Activities for the Elderly (3)

(For Description see PSY 285.)

SOC 299 Selected Topics in Sociology (3)

This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.

SOC 300 Addictions, Dynamics and Interventions (3)

(For description see PSY 300)

SOC 302 Social Work Practice (3)

Principles of methods of practice in all areas of social work will be explored including techniques in casework, group work, community organization, planning and administration. Field observations will be held in various social work settings throughout the metropolitan suburban area.

Prerequisite: Soc 201

SOC 308 The Good Society (3)

(For description see PHL 308.)

SOC 311 Sociology of Medicine (3)

Examination of the social organization of modern science-based medicine. Emphasis on health and disease as social processes influenced by social roles, community factors and cultural values.

SOC 321 Group Processes (3)

(For description see PSY 321.)

SOC 325 Social Stratification (3)

Examination of the distribution of power, prestige, and property in modern societies; of age, sex, race and ethnicity as factors in social status; and of functions and consequences of social inequality.

Prerequisite: SOC 100

SOC 330 The Healing Journey (3)

(For description see PHL 330.)

SOC 331 The Middle Adult Years (3)

(For description see PSY 331.)

SOC 335 Human Service Administration (3)

Student will learn management and administration skills to prepare them for work in human service agencies. Course will examine the various agencies composing the human service delivery system and their administrative needs such as hiring, state and federal regulations, and team building. Areas of study will include planning, goal setting, decision making, leadership, conflict resolution, budgeting and fiscal management.

SOC 338 Global Perspectives on Women (3)

This course explores women's issues in international law and policy, in third world development, and in cross-cultural and multi-cultural contexts.

SOC 341 Social Psychology of Aging (3)

Study of the social definitions of and responses to aging as they relate to personal adaptation, changing family patterns, quality of life issues, retirement, and reactions to loss and death. (May be taken for psychology credit.)

Prerequisite: PSY 100 and SOC 100

SOC 342 Practicum in Gerontology (2)

Through observation and participation in a variety of selected settings (facilities, agencies, services and programs) serving older adults, students will acquire knowledge of the aging network for their career in gerontology.

SOC 349 History of Social Thought (3)

A survey of the development of social thought. It begins with the work of Plato and Aristotle, and ends with the classical sociological theorists: Marx, Durkheim and Weber. An additional section of the course focuses on the social teachings of the Catholic Church. (Fall semester only)

Prerequisite: SOC 100

SOC 351 Contemporary Sociological Theory (3)

A continuation of SOC 349, includes recent developments in social thought including the functionalist, conflict and symbolic interactionist traditions as well as critical theory, structuralism, liberation theology, feminist theory and post-modernism. (Spring semester only)

Prerequisite: SOC 349 or permission of instructor.

SOC 400 Social Research Methods (3)

A critical examination of research methods found in both quantitative and qualitative sociology. Foundations of research, including research design, ethics, conceptualization, measurement and the logic of sampling, leading to the creation of a proposal for original research by the student. Outside exercises also familiarize students with different research methods, techniques of observation and the reading and evaluation of published research. (Offered Fall semester only.)

SOC 435 Sociology - Social Work Practicum I (3)

With the permission of the sociology faculty, advanced students will be provided direct experience in selected supervised settings including social, educational, personnel and organizational facilities, agencies and programs. The practicum aims to provide a service to the community and enable the student to acquire the skills, experience, and knowledge necessary for the choice of a career.

Prerequisite: SOC 201 and permission of the instructor.

SOC 436 Sociology – Social Work Practicum II (3)

A continuation of SOC 435. with the permission of the sociology faculty, advanced students will be provided direct experience in selected supervised settings including social, educational, personnel and organizational facilities, agencies and programs. The practicum aims to provide a service to the community and enable the student to acquire the skills, experience and knowledge necessary for the choice of a career.

Prerequisite: SOC 435 and permission of the instructor.

SOC 437 Special Topics (3)

Investigation of a selected topic designed to integrate and deepen the students' comprehension and application of sociology.

SOC 439 Independent Study (1-3)

Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and permission of the Dean of Arts and Sciences, the Chairperson and the Vice President for Academic Affairs.

SOC 442 Gerontology Field Placement I (3)

With the permission of the chairperson, senior students will participate, under supervision, in a direct experience in selected facilities/programs/agencies serving older adults. The field experience aims at increasing the student's knowledge of facilities, programs and agencies serving older persons, developing the student's interpersonal relations with co-workers and supervisors and enhancing the student's personal and professional growth.

Prerequisite: Permission of the instructor.

SOC 443 Gerontology Field Placement II (3)

See description of SOC 442. Permission of the instructor.

SOC 445 Senior Seminar (3)

The capstone course for sociology majors. Students investigate selected sociological issues, topics and theories in the preparation of a theoretical or empirical project representing the comprehensive integration of their experience as majors in the discipline.

Prerequisite: Senior standing.

SPANISH**SPA 101 Basic Spanish I (3)**

This beginning course introduces the Spanish language. The four basic skills of listening, speaking, reading, and writing are taught. No prerequisites.

SPA 102 Basic Spanish II (3)

This continues to build upon the basic foundations established in SPA 101. A more in-depth study of the grammatical structures and how they function in the language is emphasized.

Prerequisite: SPA 101 or prior study of the language.

SPA 210 Spanish for Health Personnel I (3)

This course emphasizes basic communication necessary for medical personnel. Listening, speaking and pronunciation skills will be the primary concern. Topics to be covered include: the human body, foods, illnesses, patient's medical and personal background, useful expressions. Students must have a command of basic Spanish to take this course.

SPA 299 Selected Topics in Spanish (3)

This course provides students who have completed SPA 101 and 102 or the equivalent the opportunity to explore Spanish language, culture, literature, history and other topics as selected by the instructor. Course may be repeated if the topic changes.

Prerequisites: SPA 101, 102 or the equivalent and additional courses as indicated by the instructor.

SPA 439 Independent Study (3)

Qualified students may arrange independent study in areas not covered by existing courses. Topics are to be determined by consultation with instructor.

Prerequisites: SPA 101 and 102.

SPECIAL EDUCATION

The competencies in these courses are reflective of the professional education standards for special education certification candidates set forth by the Pennsylvania Department of Education.

SPE 205 Exceptional Person (3)

The course will require students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities ages 0-21. This will include: philosophical, historical and legal foundations of education, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures, as well as cognitive, behavioral and physical characteristics for students with disabilities. The course will present models and theories of typical/atypical growth and behavior across age groups, as well as disabilities. Field experience is required. Cross referenced as EDU 205.

SPE 215 Exceptional Person for Secondary Education (3)

This course requires students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities in the high school inclusive setting. This includes: philosophical, historical and legal functions of special education; current identification criteria; legal and educational definitions; etiology; incidence and prevalence figures; cognitive, behavioral and physical characteristics for high school students with disabilities. Field experience is required.

Corequisite: EDU 351, 490.

SPE 231 Mild/Moderate Disabilities (3)

Educational and medical definitions, etiology, identification criteria and current incidence and prevalence rates for students with learning disabilities, emotional/behavioral disorders and mild mental retardation are presented. This course will review major theoretical models associated with the study of these conditions. Field experience is required.

Prerequisite: EDU/SPE 205.

SPE 232 Severe/Profound Disabilities (3)

This course presents the causative factors, atypical cognitive, physical, psychological, medical, psychological and psychosocial conditions of students with severe/profound disabilities. Collaborative relationships within the educational, rehabilitative, social welfare and medical systems; as well as with professional organizations and advocacy groups are stressed.

Prerequisite: EDU/SPE 205.

SPE 331 Curriculum, Instruction and Assessment for Mild/Moderate Disabilities (3)

Applications of fundamental concepts for teaching students with mild to moderate disabilities are presented. Students will examine norm-referenced, criterion-referenced and curriculum-based instruments and procedures for assessing and diagnosing students who are experiencing learning and behavior problems in school. Students will conduct curriculum-based assessments to identify students' academic strengths and weaknesses. Students will also learn to create an environment conducive to learning through an applied behavior analysis perspective.

Prerequisites: EDU/SPE 205, SPE 231.

SPE 332 Curriculum, Instruction and Assessment for Severe/Profound Disabilities – (3)

Authentic and alternative assessment techniques used with students with severe/profound disabilities are presented. The assessments are the basis for the development of best practices in curriculum development and instructional delivery, including IEP and SDI construction. Emphasis is on identifying strengths and needs and monitoring the progress of students with severe/profound disabilities. Students will develop a systematic approach to the modification/adaptation planning for instruction within a curriculum. Practical, ethical, legal and philosophical approaches to inclusion are included.

Prerequisite: EDU/SPE 205; SPE 232.

SPE 405 Research and Field Experience in Special Education (1-3)

By pre-arrangement with the Coordinator of Special Education, a student may be awarded up to three academic credits for participation in an organized program for exceptional persons and by completing related research. This experience allows students who have demonstrated competencies in other required courses to enhance their professional knowledge and skills on an advanced level.

Pre-requisite: Permission of the School of Education through the undergraduate coordinator of special education.

Teacher Assistant Program (TAP) (No Credit)

The Gwynedd-Mercy College teacher assistant program (TAP) schedules time for all freshmen, sophomores, juniors and transfer students to assist in classroom management and to observe teaching techniques in local schools weekly.

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Joseph Guckavan, BS

Director of Physical Plant

Public Safety & Security

James McNesby, MS

Director of Public Safety and Security

Institutional Technology Services

Karl Horvath, PhD

Chief Information Officer

Michelle Simms, EdD

Director of Instructional Technology

TBD

Instructional Technology Support, CLL

James Domanico, BS

Associate Director of Administrative

Computing

John Reilly

Associate Director of Enterprise Systems

Abhishta Bodapati, MS

Associate Director of Information

Systems and Security

Gabriehwot Radi, MBA

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Menghis Ghebre, BS

Senior Computer Lab Manager

Oscar Thodde, BS

Help Desk & Media Services Mgr.

William Kershner, BS

Systems Manager

Institutional Advancement

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Vice President for Institutional Advancement

Shannon Blacker Bruno, BA

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Bernadette Walsh, JD, LLM

Director of Corporate and

Foundation Relations

Mia McGlynn, BA

Director of Annual Giving

Jill Dow, MBA

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Mission and Planning

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Special Assistant to the President
 for Mission and Planning
 Director of Campus Ministry
 Campus Minister/Chaplain
 Associate Director of Campus
 Ministry for Community Service

Student Services

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Vice President for Enrollment &
 Student Services

Athletics

Keith Mondillo, MS

Director of Athletics

Career Services

Nicholas Schaeffer, MA

Director of Career Services

Dean of Students

TBD

Dean of Students

Campus Health and Wellness

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Director of Campus Health and Wellness

Counseling Services

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 Daniel Jordan, MC, LPC,
 NCC, CCDPD

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 Counselor & Disability
 Support Services Coordinator

Resident Life

Richard LaRosa, MS

Director of Resident Life

Student Activities

Thomas Friel, MS

Director of Student Activities

Upward Bound Program

Denise Hackney, MS

Director of Upward Bound Program

Additional Services/Programs

Campus Store
 Food Services
 Marian Uba, MS

Follett
 Parkhurst Dining Services
 Director of Mercy Volunteer Corps, Institute of
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Judy Pascasio, MD, Medical Director

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Reading Hospital and Medical Center

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Jack Balmer, RCIS
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Mary Lynn Bernsten, RHIA	Mary Lou Nevins, RHIA
Charlette Bowens, RHIA	Robin Otto, RHIA, CTR
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Bic Bui, RHIA	Diane Quier, RHIT
Jean Ciao, RHIA	Laurie Rentz, RHIT
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Jackie Desiato, RHIT, CCS	Susan Scholz, RHIA
Michelle Feisel, RHIA	Trudy Spanier, RHIA
Adele Feldman, RHIT	Kathy Syrek, RHIA
Colleen Feras, RHIT, CTR	Barbara Thompson, RN, RHIT
Aileen Gergely, MA, RHIA	Barbara Thorne
Trish Gould, RHIA	Mary Tunney, MBA, RHIA
Zelda Greene, RHIT	Rosemary Velten, RHIA
Fran Guiles, RHIA, CTR	Suzanne Weaver, RHIT
Sharon Hopkins, RHIT	Emily West
Lucress Irizarry	Angela Whitley, RHIA
Karen Jadach, RHIA	Holly Wolbronsky, RHIA
Diane Kubacke, RHIA	Sigrid Wurrender, RHIA, CCS
Steven Kurtzman, RHIA	Steven Young, RHIA
Suzanne Layne, BS, RHIT	Linda Zan
Pat Maraski, RHIA	Greg Zleski, RHIA
Karen McKinney	

Radiation Therapy

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Elizabeth Antonelli, BHS, RT(R)(T)(MR) ARRT
Sheri Beamesderfer RT (R)(T) ARRT
Robert Beecher, MBA, RT (R) (T) ARRT
Laura Brady, RT(T), ARRT
Christine Callahan, RT (R)(T) ARRT
Mary Cohen, BS, RT (T) ARRT
Karima Cooper, AS RT (T) ARRT
Donna M. Davis, MA, RT (R)(T) ARRT
Gina DeMaio, BS, RT (R) (T) ARRT
Ida Draughn, AS, RT (R)(T) ARRT
Dionne Graves, RT (R) (T) ARRT
Melissa Hable, AS, RT (R) (T) ARRT
Lori Hanson, AAS, RT (R)(T) ARRT, CMD
Jennie Inemer, AS, RT (T) ARRT
Daniel Jenkins, AS, RT (T), ARRT
Kathleen Kelley, RT (R) (T) ARRT
Tara Lacey, AS, RT (T) ARRT
Kimberly Leinenbach, BS, RT (R) (T) ARRT
Sarah Lowitz, BS, RT (T) ARRT
Lynn McLaughlin, RT (R) (T) ARRT
Patricia Miller-Wilson, BS, RT(R)(T) ARRT
Carol Moffo, RT (R) (T) ARRT
Sharon Naylor, RT (R)(T) ARRT
Dipti Patel, BS, RT (T) ARRT
Miriam Perlingiero, RT (R) (T) ARRT
Donna M. Pihadjny, RT (R)(T) ARRT
Ashli Rusmisl, BS, RT (R)(T) ARRT
Karen Schrevelius, RT (R)(T) ARRT
Maria Singer, RT (R) (T)(M) ARRT
Patti Smeltz, RT (R)(T) ARRT
Anastasia Terranova, RT (R)(T) ARRT
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Respiratory Care

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 Kristin Bower, BS, RRT
 Loretta Brown, RRT
 Bill Bucher, RRT
 Matt Buffler, RRT
 Eileen Censullo, BSN, RRT
 Iris Chase, RRT
 Sheryl Collette, CRT
 Linda Corman, BS, RRT
 Sue Craemer, RRT
 David Domzinski, RRT
 Patty Evans, RRT
 Debbie Foley, RRT
 Lee Greenspan, MD
 Peggy Hager, CRT, RPFT
 Thomas Hennessey, RRT
 Lorrie Hough, MEd., RRT
 Cathy Hurley, RRT
 Carol Ingenito, RRT
 Tom Lamphere, BS, RRT
 Lee Letwin, MD
 Lindsay Louis, RRT
 Chip Malloy, RRT

Ken Miller, BS, RRT
 Pat Modafferi, BS, RRT
 Marianne Moll, CRT
 Thomas Myer, MD
 Linda Napoli, BS, RRT
 Joe Nyame, RRT
 Dawn Patterson, BS, RRT
 Donald Peterson, MD
 Michael Pomerantz, MD
 Kathy Punzo, RRT
 Ruth Ann Rock, RRT
 Maureen Sarcewicz, RRT
 Marc Schlessinger, BS, RRT
 Kathy Sebastian, RRT
 Carole Sheesley, RRT
 Rodney Simcox, BS, RRT
 Steve Smith, BS, RRT
 Randy Solly, BS, RRT
 Edward Tollick, BS, RRT
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Professor Emeriti

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