

Gannon University Graduate Catalog 2018 - 2019

Since 1964 Gannon has provided graduate-level course work for the Erie community, the tri-state region, and beyond. We pride ourselves on the resulting professional accomplishments of our 10,214 master's degree and 415 doctoral alumni, included among them are presidents of over 70 organizations, vice presidents, controllers, executive directors, officers, principals, superintendents, and upper-level managers in 350 organizations worldwide. Many of our graduate school alumni have received the Ph.D. degree.

Our urban location provides both support to the regional professional communities and a significant source of hands-on experience for graduate studies. Over the years Gannon students have had many enriching opportunities to do projects, consult, complete internships, and otherwise involve themselves in the business, health care, human service, educational, and government communities at our doorstep. Additionally, representatives of these professions visit the Gannon campus regularly to supplement classroom theory via guest lectures, seminars, workshops, and adjunct teaching.

Office of Graduate Admissions - Erie Campus
Courthouse Commons
109 University Square
Erie, PA 16541-0001

Office of Graduate Admissions – Ruskin Campus
105 Commercial Center Drive
Ruskin, FL 33573

Phone (814) 871-7474 or
Toll Free 1-800-GANNON-U
FAX (814) 871-5827
E-mail: graduate@gannon.edu

University Mission Statement

Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness and social responsibility.

Academic Accreditation

Based on accepted qualitative and quantitative standards of excellence for evaluating the quality of education offered at the institution. Evaluation and subsequent accreditation include such areas as the educational objectives and achievements, academic programs, admissions practices, student personnel and welfare services, institutional study, training and experience of instructional staff, financial stability, and laboratory and library resources.

Gannon University Graduate Programs are accredited by:

The Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104

(267)-284-5000, FAX (215) 662-5501, www.msche.org

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Pennsylvania Department of Education

333 Market Street, Harrisburg, PA 17126-0333

(717) 787-5041 FAX (717) 783-0583

Accreditation Council for Business Schools and Programs

11520 West 119th St., Overland Park, KS 66211

(913) 339-9356, FAX (913) 339-6226, www.acbsp.org

Accreditation Council for Occupational Therapy Education

4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449

(301) 652-6611 x2042, FAX (301) 652-7711

Accreditation Review Commission on Education

for the Physician Assistant, Inc.

12000 Findley Road, Suite 150

Johns Creek, GA 30097

(770) 476-1224, FAX (770) 476-1738

Commission on Accreditation of Athletic Training Education

6850 Austin Center Blvd., Suite 100

Austin, TX 78731-3184

512-733-9700, www.caate.net

Commission on Accreditation in Physical Therapy Education

1111 North Fairfax Street, Alexandria, VA 22314

(703) 684-2782 FAX (703) 684-7343, www.capte.org

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530

Washington, DC 20036

(202) 887-6791, www.aacn.nche.edu/ccne-accreditation

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

(703) 535-5990, FAX (703) 739-6209, www.cacrep.org

Council on Accreditation of Nurse Anesthesia Educational Programs

222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068-4010

(847) 692-7050, FAX (847) 692-7137

Florida Department of Education

325 West Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

(850) 245-3200 www.fldoe.org/cie

Gannon University holds membership in:

American Association of Colleges of Nursing

One Dupont Circle, Suite 530, Washington, DC 20036

(202) 463-6930, FAX (202) 785-8320, www.aacn.nche.edu

American Association of Colleges for Teacher Education

1307 New York Avenue NW, Suite 300, Washington, DC 20005-4701

(202) 293-2450, FAX (202) 457-8095, www.AACTE.org

American Assembly of Collegiate Schools of Business

600 Emerson Road, Suite 300, St. Louis, MO 63141-6762

(314) 872-8481, FAX (314) 872-8495

American Council on Education

One Dupont Circle, NW, Suite 800, Washington, DC 20036

(202) 939-9300, FAX (202) 833-4760, www.acenet.edu

Association of Independent Colleges and Universities of Pennsylvania

800 North Third Street, Suite 502, Harrisburg, PA 17102

(717) 232-8649, FAX (717) 231-4053

The Board of Law Examiners of the Commonwealth of Pennsylvania

5035 Ritter Road, Suite 1100, Mechanicsburg, PA 17055

(717) 795-7270

College Entrance Examination Board (The College Board)

45 Columbus Ave, New York, NY 10023-6992

(212) 713-8000

The Council of Independent Colleges

One Dupont Circle, Suite 320

Washington, DC 20036

(202) 466-7230, www.cic.org

Middle Atlantic Association of Colleges of Business Administration

La Salle University, 1900 W. Olney Avenue

Philadelphia, PA 19141

(215) 951-1040

Pennsylvania Association of Colleges and Teacher Educators

1201 Northwestern Drive, Monroeville, PA 15146

(412) 373-9185

Pennsylvania Association of Colleges and Universities

800 North 3rd Street, Harrisburg, PA 17102

(717) 232-4446 or (717) 232-8639

Pennsylvania Association of Graduate Schools

President, James F. Matta,

Assistant Vice President for Graduate Studies and Research,

Bloomsburg University, 400 E. Second Street, Bloomsburg, PA 17815

(570) 389-4015, jmatta@bloomu.edu

State Education Department of New York

Cultural Education Center, Room 5A-11, Albany, NY 12230

(518) 474-3901, FAX (518) 473-0271, www.nysed.gov/tert/homepage.com

Advocate for Campus Accessibility

Michelle Wiley is the 504/ADA coordinator for students with disabilities who require accommodation of facilities, programs, or services of the University. Students seeking information or assistance in any matter regarding accessibility or accommodations should contact him promptly upon admission to the University: Michelle Wiley, Gannon University, 109 University Square, Erie, PA 16541, 814-871-5471, wiley004@gannon.edu.

Table of Contents

| | |
|--|-----|
| Graduate Study at Gannon | 4 |
| Programs of Study | 5 |
| Doctoral Programs | |
| Master's Degree Programs | |
| Graduate Level Certificates | |
| Coursework for Professional Development | |
| Admission | 6 |
| International Students | 7 |
| Tuition and Fees | 9 |
| Semester Payment Plan | 10 |
| Company/School District Reimbursements | 10 |
| Financial Aid | 10 |
| Federal Direct Student Loan (FDSL) | 10 |
| Graduate Student Incentive Awards | 10 |
| Grant for Diocesan Employees | 10 |
| Career Services | 11 |
| Assistantships | 11 |
| Academic Regulations | 14 |
| The Library | 17 |
| Academic Computing | 18 |
| | |
| Graduate Programs, Departments and Courses | |
| Business Administration (MBA) | 19 |
| Clinical Mental Health Counseling (MS) | 26 |
| Computer and Information Science (MSCIS) | 30 |
| Criminalistics (MSC) | 40 |
| Education | 43 |
| Engineering | 59 |
| Electrical Engineering (MSEE) | 59 |
| Embedded Software Engineering (MSES) | 60 |
| Engineering Management (MSEM) | 68 |
| Mechanical Engineering (MSME) | 69 |
| English (MA) | 76 |
| Environmental Health and Engineering (MSEH) | 80 |
| Health Communication (MA) | 84 |
| Healthcare Administration (MHA) | 86 |
| Nursing (MSN) | 89 |
| Nursing Practice (DNP) | 98 |
| Occupational Therapy (MS) | 100 |
| Post-Professional Occupational Therapy Doctorate (OTD) | 107 |
| Organizational Learning and Leadership (PhD) | 109 |
| Pastoral Studies (MA) | 116 |
| Physical Therapy (DPT) | 120 |
| Physician Assistant (MPAS) | 130 |
| Public Administration (MPA) | 136 |
| Sport and Exercise Science | 141 |
| Athletic Training (MAT) | 141 |
| Sport and Exercise Science (MS) | 144 |
| | |
| Board of Trustees | 150 |
| Administration | 151 |
| Faculty | 151 |

Gannon University is dedicated to excellence in holistic education. In 1933, Archbishop John Mark Gannon established Cathedral College, a two-year institution for men which by 1941 had evolved into a four-year college, the Gannon School of Arts and Sciences. The name Gannon College was adopted in 1944, and Gannon achieved university status in 1979. Then, in 1989, the delivery of higher education was further enhanced as Villa Maria College, founded in 1925, became part of the University community.

Today, Gannon University is a co-educational institution with 1,245 graduate students among a total student body of 4,343 enrolled full and part-time in a variety of graduate, undergraduate and associate degree programs.

Key to Gannon's mission is the personal and professional development of its students. A range of campus organizations and activities enhance academic interests, as well as foster leadership, volunteerism, and community service. The University community provides numerous opportunities for intellectual, moral, and spiritual growth.

Gannon University Policy of Equal Opportunity

It is the policy of Gannon University to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits shall conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy. Furthermore, Gannon University does not discriminate on the basis of sex in its education programs and activities.

Gannon University will protect the rights of all students and employees to work and study free from harassment, including sexual harassment and/or sexual violence. Inquiries concerning the application of Title IX and other non-discrimination policies are to be referred to the Gannon University Title IX Coordinator, Susan Majocka, Beyer Hall, 109 University Square, Erie, PA 16541-0001; 814-871-7224; kerner005@gannon.edu.

Graduate Study at Gannon

Gannon first offered graduate course work in 1964 and the first master's degrees were awarded in 1966. From a small beginning with fewer than 50 students enrolled in English and Education master's degree programs, graduate offerings grew dramatically in the late 60's and early 70's with the introduction of Counseling Psychology, Engineering, Public Administration, Nursing, and the tri-state area's first MBA program. Growth and development continued with the addition of a number of certificate programs in the late 70's and 80's. The Ph.D. in Organizational Learning and Leadership was first offered in 2007 and the University announced the addition of the Doctor of Nursing Practice and the MS in Sport and Exercise Science programs in 2012. The Master of Science in Criminalistics is the university's newest graduate program beginning in 2016.

In the Summer of 2015, Gannon University introduced an additional campus in Ruskin, Florida. The Morosky College of Health Professions and Sciences currently offers the Occupational Therapy Doctorate, Doctor of Physical Therapy and Master of Athletic Training.

Perhaps the single most distinguishing characteristic of Gannon is that it is a Catholic university. This means that academic focus is placed upon the quality and dignity of human life. We treasure each individual graduate student and strive to provide the highest level of professional and academic training within a context of growth and supportiveness. Graduate students, both full and part-time, are valued members of the University community. They are encouraged to participate in the many cultural, social, recreational, and athletic activities of Gannon.

Statement of Principles of Good Practice

Gannon University subscribes to the National Association for College Admission Counseling's Statement of Principles of Good Practice. Admission policy has been established to protect all students' rights, privileges and privacy, while providing well-qualified students with an opportunity to enroll at the University. Gannon University reserves the right to deny admission to applicants who have a criminal record or other indications that they could harm or impact the wellness of the Gannon Community.

Graduate Studies Mission Statement

The mission of graduate education at Gannon University is to provide distinctive and rigorous programs in diverse disciplines for students who are seeking to: advance their knowledge and attain mastery in their profession; engage with the faculty in the integration of scholarship, research and professional practice; and succeed as critical thinkers and decision makers and as contributing leaders of their professions in a global society.

Graduate Studies Vision Statement

Graduate programs at Gannon University will be recognized for their academic excellence and their innovative pedagogies. Our programs will produce life-long learners who successfully compete in their respective careers, provide ethical leadership, and serve their communities. Graduate education will be acknowledged and supported as central to Gannon's continued growth and innovative, entrepreneurial spirit.

Graduate Studies Learning Outcomes

By graduation, all Gannon University graduate students will have demonstrated:

1. Advanced knowledge and skills appropriate to the discipline.
2. Knowledge or application of ethical standards within the discipline.
3. Professional communication proficiencies and disseminated information appropriate to the discipline.
4. Contributions, such as service, to the profession and/or community

The University reserves the right to make any changes in the contents of this catalog or in the documented course of study that it deems necessary or desirable. When changes are made they will be communicated to the appropriate students.

Programs of Study

Gannon offers four different levels of graduate programs:
 (1) Doctoral programs, (2) Master's degrees with concentrations,
 (3) graduate level certificates, and (4) select course work for
 professional development.

Doctoral Programs

- Doctor of Nursing Practice (DNP)
- Organizational Learning and Leadership (Ph.D.)
- Physical Therapy (DPT)
- Post Professional Occupational Therapy (OTD)

Master's Degree Programs

The following areas of study lead to master's degrees. Concentration areas are listed under degree programs where applicable.

- **Business Administration (Master of Business Administration - MBA)**
- **Clinical Mental Health Counseling (Master of Science - MS)**
- **Computer and Information Science (Master of Science - MSCIS)**
 - Information Analytics
 - Software Engineering
- **Criminalistics (Master of Science in Criminalistics - MSC)**
- **Education (Master of Education - MED)**
 - Curriculum and Instruction
 - Reading
- **Electrical Engineering (Master of Science in Electrical Engineering - MSEE)**
- **Embedded Software Engineering (Master of Science in Embedded Software Engineering - MSES)**
- **Engineering Management (Master of Science in Engineering Management - MSEM)**
- **English (Master of Arts - MA)**
- **Environmental Health and Engineering (Master of Science in Environmental Health and Engineering - MSEH)**
- **Health Communication (Master of Arts -MA)**
- **Healthcare Administration (Master of Healthcare Administration - MHA)**
- **Mechanical Engineering (Master of Science in Mechanical Engineering - MSME)**
- **Nursing (Master of Science in Nursing - MSN)**
 - Administration
 - Anesthesia
 - Family Nurse Practitioner
- **Occupational Therapy (Master of Science - MS)**
- **Pastoral Studies (Master of Arts - MA)**
 - Pastoral Ministry
 - Religious Education
- **Physician Assistant (Master of Physician Assistant Science - MPAS)***

- **Public Administration (Master of Public Administration - MPA)**
- **Sport and Exercise Science**
 - Athletic Training (Master of Athletic Training - MAT)
 - Sport and Exercise Science (Master of Science - MS)

* Note: The Physician Assistant program is limited in the number of spots we are able to offer due to limitations set by Gannon's accrediting body. Given an overwhelming response to our program, we do not currently have any post-baccalaureate spots available.

Graduate Level Certificates

Graduate certificate programs involve prescribed sets of courses and/or projects/internships that are designed to build expertise in a specialized area. The total credit requirements (usually 12 to 18) are substantially fewer than that of a master's degree. Some students pursue graduate certificates in lieu of making a commitment to an entire degree program. Others use certificates to build specializations with master's degree programs, to retool after a master's degree has been earned, or for professional development. Certificate students must apply and be accepted on a non-degree basis. Gannon University offers the following graduate level certificate programs:

- District-wide Supervisory Certificate: Curriculum and Instruction**
- English as a Second Language Program Specialist Certificate PK-12**
- Family Nurse Practitioner Certificate**
- Nurse Anesthesia Certificate**
- Principal PK-12 Certificate**
- Reading Specialist Certificate PK-12**
- Superintendent/Letter of Eligibility Certificate**
- Theological Studies Certificate**

Coursework for Professional Development

As a continuing service to the regional professional community, Gannon University offers qualified students the opportunity to pursue professional development via sequences of graduate course work. Students wishing only to build expertise in areas of interest or to gain new knowledge may apply for non-degree status. However, like certificate students, non-degree students must satisfy graduate level entrance requirements.

Minimum Credit Requirements

The minimum required number of credits is 30 for a Master's degree and 12 for a certificate. Most degree and certificate programs, however, have requirements which are in excess of this minimum.

Graduate Student Designations

Each graduate student's status will be determined based upon the specifics of the application decision and the student's individual circumstance.

Degree Status

Students who submit a complete application portfolio and meet the program admission requirements qualify for degree status.

Provisional Status for Degree Seeking Students

There are two general circumstances which lead to this designation:

A. Provisional/Academic

If a student does not meet an admissions criterion (i.e., GPA, test scores, etc.) but shows potential in other areas, the student may be admitted with provisional/academic status. Continued enrollment is contingent upon demonstration of sufficient ability to do graduate work. Generally, to receive degree status, students must achieve a minimum cumulative average of 3.00 in 9-12 credits of graduate work. This is determined by the Program Director.

B. Provisional/Administrative

This status applies to an applicant showing great promise but who has a missing component of information, such as a letter of recommendation or test score. This status allows students an initial semester to complete the admissions portfolio. In general, provisional students may not register for more than one semester however, specific programs may have different limits.

In either case, the responsibility is on the student to petition the Program Director by letter for a change to degree status as soon as the deficit has been alleviated. Generally, credits earned as a provisional student are fully applicable to graduate degrees and certificates.

Non-Degree Status

This designation is reserved for students who are not pursuing a degree at Gannon. There are a variety of common reasons for this status, including students who are pursuing a course or two for professional development, certificate students, students from other graduate schools who are planning to transfer course work back to their own institutions, or students who are attending workshops and institutes which offer graduate credit. In some cases, with the permission of a graduate program director, credits earned as a non-degree student may be applied toward a degree or certificate program at Gannon.

With the exception of students in graduate certificate programs, the non-degree student is limited to nine credits of graduate course work under this status. Only with special permission of the program director and respective Academic Dean may a non-degree student enroll for more than nine credits.

Admission

While the requirements for admission to various programs differ, the general requirements and procedures are listed below. Please refer to the individual program description for specific details.

General Requirements

Applicants for graduate study must hold a bachelor's degree from an appropriately accredited college or university, and demonstrate the motivation, ability, and preparation needed to pursue graduate study successfully. A determination of this capacity will be made by the graduate program director and/or the respective Academic Dean, based upon records of undergraduate achievement, prior graduate work (if any), scores on required standardized tests (GRE, GMAT, etc.), letters of recommendation, and other information. Official transcripts and test scores must be sent directly from the appropriate institution to the Office of Graduate Admissions of Gannon University.

Process

Prospective applicants must submit a completed application for graduate study. Applicants should direct all application materials and questions regarding the process of admission to the:

Office of Graduate Admissions

109 University Square

Erie, PA 16541-0001

Phone (814) 871-7474

Toll Free 800-GANNON-U

(Press 3 when you hear the voice prompts.)

E-Mail: graduate@gannon.edu

Admissions representatives assist prospective students with any questions regarding program admission requirements or the decision process.

Programs may require students to apply through a Centralized Application Service (CAS).

Standardized Admission Tests

Each of the master's degree programs has its own requirements with regard to standardized admission tests. Please refer to the individual program descriptions for the appropriate tests or contact a graduate admissions representative. An applicant who already holds a graduate degree is not required to take an exam when applying to a Gannon master's degree program. The results of standardized tests should be sent directly to the above office from the test administrator.

Global-International Students

Gannon has a long tradition of receiving and welcoming students and scholars from around the world. Global students and scholars are a great source of cultural enrichment offering insight and experience to the various graduate classrooms and the opportunity for American students to develop friendships with persons from widely diverse cultures.

Admission Requirements

Submission of all required records: completed application – online application is preferable; transcripts from all colleges and universities; three (3) letters of recommendation; English language proficiency scores - if available. All records must be translated into English and officially notarized or attested when original documents are not available. The application packet will be reviewed only when complete.

Official or attested copies of all transcripts and related documents are required upon arrival at Gannon University. All records become the property of Gannon University and cannot be returned nor forwarded to a third party.

English Language Proficiency Requirements

Students for whom English is not their native language must demonstrate the appropriate proficiency in English for academic purposes before beginning course work for their degree. Students are not required to submit TOEFL or similar benchmarks unless specifically required for admission into any one degree as stated. In this regard, some professional accreditations require minimum scores for certain programs such as the health sciences; all doctoral programs require a benchmark as so defined per the program.

Students need to meet one of the following criterion in order to be exempt from English language placement testing. They will be tested for English-language proficiency and placed, if necessary, into the appropriate level of English-as-a-Second-Language (ESL).

1. Native language is English as developed in an English-speaking country; the following countries meet this requirement and permit an exemption from other benchmarks and ESL placement testing:

| | |
|-----------|---------|
| Australia | Ireland |
| Bahamas | Jamaica |
| Barbados | Kenya |
| Belize | Liberia |

| | |
|---------------------------|----------------|
| British West Indies | New Zealand |
| British Virgin Islands | Nigeria |
| Canada – excluding Quebec | Singapore |
| Fiji | South Africa |
| Ghana | United Kingdom |
| Guyana | |

Other countries that have an English-language tradition will be considered on a case-by-case basis as determined by the success of similar students at Gannon or other U.S.-based colleges and universities.

2. You have been educated in an English-language medium of instruction - in an English-speaking country - as demonstrated by one of the following:

- Post-secondary degrees from a U.S. college or university.
- Post-secondary degrees from other English-speaking countries such as the United Kingdom, Canada, or Australia.

3. You have attained one of the following benchmarks that are recognized within higher education as meeting minimum English-language proficiency at most colleges:

| | |
|-----------------------|-----------|
| TOEFL | |
| Computer-based | 213 |
| Internet-based | 79 |
| Paper-based | 550 |
| IELTS | |
| Overall band | 6.5 |
| MBA/MPA/ME/EE/EMBS | 6.0 |
| PTE | 53 |
| ELS Language Centers: | Level 112 |
| English 3 | 66 |
| Duolingo | 49 |

Campus-based ESL Programs at accredited US-based colleges or universities as documented by a transcript that lists the highest level attained, the grades as a basis for attainment, and a letter of recommendation by the program director. No consideration can be made without this documentation.

4. You have completed Gannon University's ESL Program:

Students who do not have the necessary proficiency when they arrive at Gannon must study English in Gannon's ESL Program. Students must take a placement exam for level placement purposes as scheduled by Gannon's Office of English Language and Global Training. Students begin their training from the level where they place until they complete Advanced Level 2 (level 6 out of 6).

When students obtain the maximum score in Gannon University's ESL placement exam, they will be exempt from ESL training and can begin academic coursework.

For more information on on recognized tests and benchmarks, please visit the following Web sites:

www.toefl.org
 www.ielts.org.
 www.els.com
 www.pearsonpte.com

Financial Requirements

Students must submit financial documents in conjunction with the Affidavit of Support Form as part of the requirements for issuing Form I-20. Per United States immigration law, the Affidavit of Support Form and supporting documentation must show that all educational expenses, including tuition, room and board, books and health insurance, can be fully met by the student for the first academic year.

Once a student has been admitted and the Affidavit of Support Form has been approved, the student will be issued Form I-20 as a basis for making an appointment at the US Consulate. Students must notify the Office of Global Support & Student Engagement of their planned date of arrival after receiving their visa. All students are required to fill out the Attendance Confirmation Form located on our website at www.gannon.edu/admissions/global-admissions-and-outreach/attendance-confirmation-form/.

Information regarding graduate assistantships should be referred to the respective academic department for one's program of study.

Refer to the Tuition and Fees information provided in this catalog or on Gannon's website.

Office of Global Support & Student Engagement

The Office of Global Support and Student Engagement (OGSSE) strives to foster an environment in which global students and their families will thrive, as well as, to engage the members of the wider community in cross-cultural dialogue and learning. The OGSSE staff seeks to serve the global community through orientation, advocacy, and referral to community resources, cultural programming, and immigration advising for F and J visas. The OGSSE welcomes all members of the Gannon community with global interests and backgrounds, offering support, advice and resources:

- Pre-Arrival Correspondence and International Student Orientation
- Social Media and OGSSE Website
- Cultural Programming, including International Night
- Field trips and Shopping Shuttles
- Advocacy, Referral, and International Student and Family Resources
- Student Organization Support and Advising

The Office of Global Support & Student Engagement is responsible for student and University compliance with U.S. immigration regulations, as well as reporting required data to the Department of Homeland Security (DHS) through the Student and Exchange Visitor Information System (SEVIS). In order for international students to understand and maintain federal regulations governing their immigration status and attendance in school, all new students in F-1 and J-1 status are required to attend International Student Orientation.

Enrollment Requirements: International students are required to enroll each semester in a full course of study, making steady academic progress toward completing their program of study. For most graduate students, this is 9 credits per semester. If a student needs to drop below a full course load, s/he must consult with the Office of Global Support and Student Engagement prior to dropping a course, or her/his immigration status may be terminated.

Employment under F-1 Status: On-campus employment; F-1 students are permitted to work on campus no more than 20 hours per week while school is in session. F-1 students may work full time during break periods, including summer.

CPT(Curricular Practical Training): CPT authorization may be granted for work done on or off campus but only if it is an established curricular requirement of a degree program or tack within a degree program or being completed for a course credit. F-1 students are eligible for CPT after completing one academic year, unless otherwise required by their degree program.

OPT (Optional Practical Training): The OGSSE assists students in applying to the United States Citizenship and Immigration Services (USCIS) for OPT authorization to work in the US.

Note: Spouses and dependents of F-1 students may not work in the U.S. under any circumstances.

Health Insurance: Gannon University has a policy that mandates that all enrolled international students must have Health Insurance coverage. Students who do not show proof of health insurance that is operational in the United States will be subscribed to Gannon's contracted health-insurance provider and charged accordingly. Students who do not want to be charged for health insurance must demonstrate coverage through proper documentation before the start of classes.

Office of English Language and Global Training

The Office of English Language and Global Training offers English as a Second Language (ESL), short-term programs, and workshops on language and culture. The staff guides international students and global participants in their cultural adjustment to the United States by creating and supporting a professional and respectful learning environment, one which students simultaneously develop and strengthen their language ability, academic skills, and intercultural competence.

English as a Second Language Program

The Office of English Language and Global Training prepares non-native speakers to achieve language competency necessary to succeed in English language curricula at the post-secondary level. Through its academic programming, as well as the specialized services it provides to English language learners, this office echoes the University's mission by its commitment to excellence in teaching, scholarship and service, and by preparing its students to become global citizens.

The English as a Second Language Program is designed to meet the needs of students who are accepted to Gannon University and have yet to reach the required English language proficiency. Students who do not meet the required minimum benchmark must enroll in the ESL Program. Students will take a placement exam that will determine their language level. Students may place in one of the six levels: Beginning 1, Beginning 2, Intermediate 1, Intermediate 2, Advanced 1, and Advanced 2.

Each level can be completed in one nine-week session. At each level students take four core courses: reading, writing, grammar, and listening and speaking, as well as special courses tailored to support the needs of the students at a particular level.

Online Student Services

The Distance Education department supports students enrolled in online programs of study by aiding in registration, facilitating new student orientation for online programs, and offering training in Blackboard. In addition, department staff answer online student's academic questions, questions regarding online courses, and schedule changes. The office also monitors compliance requirements for distance education. The office may be reached toll-free at 1-888-868-0897.

Tuition and Fees

2018-2019

Tuition and fees for 2018-2019 are subject to change.

Tuition

| | |
|---|--------------------|
| All graduate programs (except those listed below) | \$1,030 per credit |
| Act 48 Courses designated by GUEC | 344 per credit |
| Advanced Education Programs (all other Ed majors) | 680 per credit |
| Curriculum and Instruction (majors 753 & 831) | 515 per credit |
| Doctor of Physical Therapy Program | |
| 10+ credits | 17,000 per term |
| Less than 10 credits | 9,465 per term |
| Occupational Therapy Program - 5th Year | 1,175 per credit |
| Physician Assistant Program - 5th Year | 1,175 per credit |
| Post-Baccalaureate Occupational Therapy | 1,175 per credit |
| Post Professional OTD | 725 per credit |

Special Fees and Expenditures:

| | |
|----------------------------|-----------------------|
| Application Fees | \$25 |
| Audit Fee | 150 per credit |
| Challenge Fee | 50 per credit |
| Graduation Fee | 150 |
| Late Fee | 50 - 100 |
| NSF Check Fee | 25 |
| University Fee | |
| Part time (1 - 8 credits) | 30 per credit |
| Full time (over 8 credits) | 340 flat fee/semester |

Course Fees:

Refer to www.gannon.edu/fees for a complete listing of all lab and course fees.

Gannon Refund Policy:

For 14 week semesters, a percentage of tuition charged will be refunded as follows: 100% during the first week; 80% the second week; 60% the third week; 40% the fourth week; and no tuition refund thereafter. For fees, 100% refund will be given during the first week; and no fee refund thereafter.

For 7 or 9 week courses, a percentage of tuition charged will be refunded as follows: 100% during the first week; and no tuition refund thereafter. For fees, 100% during the first week; and no fee refund thereafter.

Federal Refund Policy:

Federal Direct Unsubsidized and Grad PLUS Loans are federal funds and are subject to the "Treatment of Federal Funds When a Student Withdraws from a Credit Hour Program". Gannon University may be required to return a portion of federal funds to the Department of Education for students that withdraw or cease attending before 60% of the semester is over. This federal policy is outlined online at <http://www.gannon.edu/Financial-Aid/Policies-and-Legal-Information> and can also be obtained by contacting the Financial Aid Office or the Department of Education.

Payment

The following payment options are available:

- **Check, Cashier's Check, or Money Order**
- **Cash payments under \$1,000**
- **On-Line Payment**

E-Check and Credit Card payments can be made on GUXpress or at www.gannon.edu/epayment. There is no charge for E-Check transactions. A 2.65% service fee is assessed on credit card transactions. Cards accepted: VISA, MasterCard, Discover and American Express.

- **Semester Payment Plan**

A Semester Payment Plan is available through Gannon's Cashier Office which enables you to defer up to \$2,500 per semester for a \$30 processing fee.

- **Company/School District Reimbursement**

A student who receives 100% reimbursement must make a \$100 down payment per term. A student who receives partial reimbursement must pay tuition or fees not covered by their employer. In both cases, payment must be made by the time the semester bill is due. The balance is deferred until 30 days (45 days for school district reimbursement) from the last day of the semester. Any student who fails to make payment in full by this date will be liable for a \$50 late fee. Employer or grade delays will have no effect on the final payment date.

The Company/School District Reimbursement Agreement is limited to credit courses. Application fees and late fees cannot be deferred. These fees, if applicable, are payable at the time charged. Books cannot be deferred. It is the student's responsibility to provide the employer with grades and/or other necessary paper work to obtain reimbursement.

It is the student's responsibility to make payment of the semester balance to Gannon. Students should also ensure that the conditions of reimbursement are stated clearly and completely on the reimbursement form by their employer.

Indebtedness Policy

A student who is in debt to the University may not register, receive an official transcript, or receive their diploma from the Registrar until the indebtedness has been discharged.

Past Due Accounts

Past due accounts without satisfactory arrangements with Gannon's Cashier Office will be turned over to a collection agency. All reasonable collection costs, including attorney fees and other charges necessary for collection, will be the student's responsibility.

Financial Aid

Gannon operates a full-time office with financial aid representatives who will work with you to facilitate your financial needs. These individuals have access to information relative to loans, grants, and

programs at all private and government levels. Graduate students should contact Gannon's Financial Aid Office at the earliest possible time to facilitate processing.

Federal Direct Student Loan (FDSL)

Full and part-time graduate students are eligible to apply for a student loan. Students must file the Free Application for Federal Student Aid (FAFSA) and have a FDSL Master Promissory Note on file. FAFSA applications can be completed online at: www.fafsa.ed.gov. The FDSL MPN is available online at: studentloans.gov.

Students may be eligible to borrow up to \$20,500 per academic year, depending on the number of credits for which the student is enrolled. Students must successfully complete 18 credits in order to be eligible for the next increment of \$20,500. Please note: Graduate students are not eligible for PHEAA or PELL grants.

Graduate Student Incentive Awards

Students may qualify for a Graduate Student Incentive Award. The awards range from \$100 - \$525 per semester and are available to graduate students who are receiving no other form of assistance such as scholarship, grant, tuition discount, or company reimbursement (excluding educational loans). To be considered for this award, you must be a US citizen or eligible non-citizen and complete either the FAFSA or a Graduate Student Incentive Award application. Online programs and certain majors are excluded from this scholarship program. Refer to the Office of Graduate Admissions brochure "Financial Facts and Policies for Graduate Students" for additional information or contact the Financial Aid Office. Graduate Student Incentive Award applications are available in the Offices of Graduate Admissions and Financial Aid.

Gannon University Grant for Diocesan Employees

Full-time employees of the Catholic Diocese of Erie or an approved affiliate institution are eligible for the Gannon University Grant for Diocesan Employees. This grant from Gannon University is designed to assist Diocesan employees who are continuing their education at Gannon University on a part-time (fewer than 9 credits per semester) basis. Students are not eligible if they are enrolled in Health Science or Doctoral programs. For additional information refer to the Office of Graduate Admissions brochure "Financial Facts and Policies for Graduate Students" or contact the Education Office of the Diocese of Erie. Students cannot be receiving any other type of assistance.

Application forms are available in the Office of Graduate Admissions and the Education Office of the Diocese of Erie. The application must be completed by the student and approved by the Vicar of Education each semester and submitted to the Cashier's Office prior to the due date of the bill. Once the approved application is received, the grant will be applied to the student's bill.

Career Services

Located in the Student Success Center, the Career Exploration and Development team can be a resource for graduate students. The staff interacts with students and graduates from all academic disciplines and supports individuals interested in learning about the world of work and exploring possible destinations. Students are encouraged to authenticate their job seeker accounts on Gannon's online career portal and pursue the employment and experiential learning opportunities that are posted on a continual basis. One-on-one career advising is also available and there are a variety of initiatives throughout the academic year in which graduate students can engage.

Assistantships

There are a limited number of assistantships available through various departments of the University. Generally the positions require part-time professional contributions by the student in return for tuition waiver and a stipend. For an updated list please call the Office of Graduate Admissions. Competition for assistantship openings is quite intense; therefore, early application is essential.

Advising

The essence of a quality graduate experience, regardless of the program, is academic advising. Each program has its own unique system for delivering information and monitoring the progress of its graduate students; thus it is essential that each graduate student contact the director of his or her program to ask for direction. This advice is most important at the onset of the program to avoid scheduling conflicts and problems with course sequencing, and to assure that the steps required to complete the program are understood.

Scheduling

We make every effort to create schedules which provide convenience and ease for graduate students. Since many students work full or part-time, some graduate courses are scheduled in the evenings, on weekends, or online. The fall academic semester begins in August and the spring semester begins in January. In addition, there are a variety of summer offerings generally designed to meet the needs of students in specific programs.

Class Attendance

Attendance at all classes and laboratory sessions is expected of all students and all courses are conducted with this understanding. A student's grades are based upon the general quality of work performed in each course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. Ultimately, it is the responsibility of each faculty member to set reasonable attendance policies appropriate to individual courses and to publish those policies on course syllabi. When so indicated on the course

syllabus, class attendance may directly influence final grades in a course.

When taking an online course, the instructor may not have a fixed weekly meeting time, but consistent attendance is still expected. The following actions demonstrate attendance:

1. Logging into the course and participating in the first introductory activity.
2. Frequently and regularly accessing course instructional materials each week over the entire term.
3. Timely submission of assignments.
4. Participating in scheduled weekly course activities.

Grading System

The work of all graduate students is evaluated and then reported in terms of the following grades:

| Grade | Grade Points Per Credit Hour |
|----------------|---------------------------------|
| A+ | 4.0 |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| F (Failure) | 0 |
| I (Incomplete) | 0 |
| X (Withdrawal) | 0 |
| P (Pass) | 0 |
| AU (Audit) | 0 |

A program may require students receiving a grade below B- in a specific course to repeat that course. A program may limit a student to two grades below B-. No student may graduate with a GPA below 3.0. There is no pass/fail election.

Grade Change

A grade change can only be initiated by the faculty member who gave the grade. Students who feel there has been an error in grading, or who wish to challenge a grade, should contact their professor.

Grade Point Average Computation

Computation of Grade Point Average for a semester or cumulatively is accomplished by dividing total grade points earned by the total semester hours for courses where a letter grade between A+ and F is received. In some circumstances, certain courses not appropriate for a program (e.g. when a student changes programs) may be excluded from the computation of the GPA in the program. The grade of "A+" carries the same GPA weight as an A, but represents academic work of extraordinary distinction.

Incomplete Grades

Incomplete grades may be assigned at the discretion of the faculty member in cases of serious need. Students may request “I” grades, but the decision to grant this concession will be made by the faculty member.

Students who receive an “I” grade have until the conclusion of the next regular (not summer) academic semester to complete their work, submit it, and have the “I” grade changed to a regular letter grade. Incomplete grades which are not finished within this time period will be changed to the grade of “F”, unless an extension is petitioned and granted by the appropriate faculty member. Exceptions on extensions may be made in cases of the thesis or research project. International students, in proper F-1 or J-1 status, are advised that receipt of an “I” grade may impact their student visa status. The implications of an “I” grade should be discussed with the Office of Global Support and Student Engagement before an international student requests an “I” grade from his instructor. The Office of Global Support and Student Engagement should be contacted for this support and guidance.

Thesis or Research Project

For thesis and research projects, students should refer to the program’s guidelines for advice and direction.

Comprehensive Examination

Many graduate programs require that a student achieve a satisfactory rating in a comprehensive examination. The comprehensive examination is ordinarily written but, at the option of departmental faculty, an oral examination may be required in addition to or in lieu of the written exam. The comprehensive exam is an evaluation of the student’s ability to integrate the content of the program’s courses and research. Comprehensive examinations are administered on a date that shall be arranged by the individual program director. A student who fails the comprehensive may petition for permission to retake the examination during the next scheduled period. Graduate students are eligible to take the comprehensive examination two times only. A student who fails the comprehensive examination a second time is subject to dismissal.

Statute of Limitations

University policy requires that students must complete a Master’s degree program within six years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

University policy requires that students must complete a doctoral degree program within seven years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

Exceptions can be granted only by the program director and the Academic Dean. The statutes of limitations are not extended due to interruption of study or medical leave.

Dismissal

Students may be dismissed from Graduate Studies for academic and/or professional reasons.

Academic: All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director.

Professional: All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program.

Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate studies at Gannon is possible only with written permission of the Academic Dean.

Graduate Student Academic Action for a cumulative grade point average below 3.0 will be based upon the following guidelines:

- Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
- Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.
- Graduate students who received a regular admission and attempted 9 credits or more but fewer than 24 credits at Gannon University will be placed on academic probation. Graduate students who fail to raise their cumulative grade point average to a 3.0 or above after attempting 9 additional credits will be dismissed.
- Notwithstanding the prior guidelines, graduate students who have attempted 9 credits or more at Gannon University whose cumulative grade point average is less than 2.3 will be dismissed.
- Graduate students who have attempted 24 credits or more at Gannon University will be subject to dismissal.

None of these guidelines will supersede individual program requirements that create a higher expectation.

Transfer of Credits

Transfer credits from other institutions are accepted at the discretion of program directors. Generally, a maximum of six credits from an accredited university may be accepted in transfer for courses in which a student received at least a grade of “B” (3.0).

Changing Graduate Programs

Graduate students who are enrolled in one program may seek to switch into another graduate program at Gannon. The decision to accept such transfers is at the discretion of the new program director and, for students whose cumulative grade point average is below 3.0, the respective Academic Dean.

Students who change programs are required to meet with the new program director and have a new program plan developed. While all courses taken will remain on a single graduate transcript, it will be the prerogative of the new director to select courses from those previously completed to become part of the new program requirements.

For purposes of the Academic Program GPA computation, the new program director will compute a grade point average on the basis of the courses which are required for that particular program. At the time that the new program director interviews a student, a letter identifying the courses factored into the GPA is to be shared with the student, and placed in the student's graduate file.

Concurrent Graduate Degrees

If accepted into two graduate programs of study at the same time, students may work towards graduate degrees concurrently. To be eligible for simultaneous enrollment in more than one graduate program, students must complete a minimum of 9 credit hours in the first degree program and be in good academic standing. To add a second program of study, students must complete and obtain all required signatures on the "Add a Second Degree" form and the "Second Degree Program Plan", which will determine eligibility for entrance into an additional program and the course of study required to earn each graduate degree. Students who have not been accepted into an additional graduate degree program by the deadline for application for graduation from the first degree program are not considered concurrent, and should refer to the section regarding Second Master's Degree to consider seeking out additional graduate level degrees at Gannon. Since program entry requirements into a second graduate degree program may limit the number of credits that can be utilized to satisfy degree requirement taken prior to entrance into the program, students are encouraged to apply early into additional graduate programs that are desired to be completed concurrently with another degree.

Second Master's Degree

An increasing number of students are expressing interest in earning a second Gannon master's degree. In cases where (1) the first master's degree has been earned recently, (2) select course work from the first degree would normally be part of the second degree, and (3) the graduate program director judges the application of these credits to be appropriate, up to twelve credits of upper (600 or 700) level course work within the second master's degree level course work may be accepted in transfer from the first degree.

Course applicability would require that the earlier course work, rather than the degree itself, be recent (no more than seven years

old) and judged by the particular graduate program director to be an appropriate substitution for course work within the second master's degree.

Interruption of Study

For Masters students

It is expected that degree-seeking students will make steady and continued progress towards completion of the program. However, students occasionally must interrupt their studies to take a semester (or more) off due to personal or professional needs. Each program handles this situation differently, and the student should contact the program director as needed. Forms for documenting the leave of absence or withdrawal from the University are available in the Office of the respective Academic Dean. However, if a student has been off for two years or longer, that student must re-apply for admission to the Office of Graduate Admissions.

For Doctoral Students

Doctoral students who need to interrupt their program of study for personal or professional reasons must complete a leave of absence form and have it signed by their program director or department chair. Unless excused by an official leave of absence (which in no case may exceed one year throughout the student's degree program), all doctoral students are required to be continuously enrolled and must pay tuition and fees in order to remain in the program. Criteria for what constitutes continuous enrollment varies by program, as specified in the program listings in this catalog. If a student fails to obtain a Leave of Absence or maintain continuous enrollment in their program of study, he or she is required to apply for readmission and must be in good financial standing with the University before readmission is granted. Under no circumstances may a student utilize a leave of absence to pursue courses in another graduate program at Gannon University.

For International Students

In order to fulfill academic attendance requirements imposed by the Department of Homeland Security (DHS), international students, in F-1 or J-1 nonimmigrant status, are required to complete an academic year (two consecutive semesters) before taking a break in coursework. If so desired, F-1 or J-1 international students may enroll continuously without taking advantage of the break period earned after two consecutive semesters of attendance. Those students seeking a break should always consult with the Office of Global Support and Student Engagement (OGSSE) so that the authorized break is approved and properly reported to DHS. If an international student interrupts study during the required two consecutive semesters, without proper authorization from the OGSSE, they will risk a serious immigration violation, requiring either an application to DHS for reinstatement to student status or departure and re-entry to the United States. Depending on the timing of a departure from the United States, re-entry into the United States to resume studies may require an application for readmission submitted to the Office of Global Admissions and Outreach.

Medical Leave

Graduate students who find it necessary to take a medical leave from the University must:

- Meet with their respective Program Director/Chair or advisor
- Submit medical documentation that substantiates/verifies need for the leave
- Medical leave form must be completed
- Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
- Medical leave of absence is granted for up to two (2) semesters
- Student must submit medical clearance to return to coursework AND a written plan of action needs to be developed with input from the program director/chair prior to returning
- If a student does not return to the University within two (2) years, they will be required to reapply for admission
- Failure to comply with this policy may result in the assignment of an “F” grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
- International students in F-1 or J-1 status, who need a leave of absence for medical purposes (or a partial or full withdrawal from a semester) must secure approval from the Principle/Designated School Official in the International Student Office. Prior approval is required for all medically-related leaves, whether they occur during a semester or between semesters and regardless of the amount of time required by the leave.

Repeat Courses

A student may repeat a course. The student is required to take the course at Gannon and submit written notice of a repeated course to the Registrar’s Office if he or she wishes to have the repeat noted on the transcript. Forms are available in the Registrar’s Office. When a student elects to repeat a course, the letter “R” will be placed in front of the original grade and the original grade will not be calculated in the grade point average (GPA). Graduate students may repeat only 6 credit hours of coursework under this policy unless otherwise indicated in their program. In CEB programs a non-scheduled course cannot be used to repeat a failed course.

Level 500 Courses

The general rule is that a 500-level course may be taken by undergraduates only in their senior year, either for undergraduate credit (cross-listed as a 400-level course) or for graduate credit with permission of the program director. However, because of the nature of particular integrated programs, 500-level courses may be taken in the junior year; such programmatic exceptions must be approved by the Academic Affairs Committee of the college based upon a recommendation from the Graduate Council.

Auditing

With permission of the faculty member and program director, persons holding bachelor’s degrees may audit select course offerings. No graduate credit is awarded to audit students. The conditions of the audit with regard to assignments and examinations will be determined by the faculty member after discussing each situation with the audit student. Auditors must have written approval of the course instructor and are advised that they cannot retroactively upgrade to credit-seeking status after the first two weeks of the regular semester. Additionally, after the first two weeks of the semester, a credit student cannot switch to audit status. Once written instructor permission is obtained, students should contact the Registrar’s Office. Records of the course will be noted on a student transcript with a grade of “AU” which carries neither credits nor grade points.

Graduation

Degrees are conferred three times per year: May, August and December. Attendance at Commencement ceremonies, which are held in May and in December, is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. A graduate student completing all requirements by the end of the spring semester is eligible to participate in the May ceremony. August graduates who have had their application for graduation approved by their program director and complete their requirements during the summer may participate in the May ceremony. A graduate student is eligible to participate in the December ceremony only after all requirements are completed in December.

Submission of the form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student’s file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early application will allow for both expeditious processing of the request and time to make up any deficiencies. May and August graduates must apply before November 15. December graduates must apply for graduation before May 31.

Academic Regulations

Academic Integrity Policy

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code. Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/her work, fraudulently or unfairly

advance his/her academic status, or be a party to another student's failure to maintain integrity. The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code. Each student will receive the Code of Academic Integrity publication of Gannon University during Freshman Orientation or entrance into the University. Upon review of the publication, the students will be invited to sign a pledge to uphold the Academic Integrity of their work and the work of their peers.

Forms of Academic Dishonesty

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete and accurate documentation, and specific footnote references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

EXAMPLES (Including but not limited to):

1. Whenever one quotes another person's actual words.
2. Whenever one paraphrases another person's idea, opinion or theory; and
3. Whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive.

EXAMPLES (Including but not limited to):

1. Citing information not taken from the source indicated.
2. Listing sources in a bibliography not used in the academic exercise.
3. Inventing data or source information for research or other academic exercise.
4. Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc.) prepared totally or in part by another.
5. Taking a test for someone else or permitting someone else to take a test for you.
6. Collaborating with another person or external entity to participate in a discussion activity in an online course.
7. Paying for a Web service to provide answers for online homework and exams.
8. Paying for a Web service to complete an online course.

Cheating

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

EXAMPLES (including but not limited to):

1. Copying from another student's test paper and/or other assignments.
2. Actively facilitating another student's copying from one's own test paper/other assignments.
3. Using the course textbook or other materials such as a notebook not authorized for use during a test.
4. Collaborating during a test with any other person by receiving information without authority.
5. Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.
6. Reporting a clinical visit completed when it was not.
7. Falsifying reports of clinical visits, laboratory exercises, or field experiences.
8. Utilizing cheating devices and any other technology to communicate question content and answers with another person during the administration of an exam.
9. Performing web searches for answers during an online exam.
10. Collaborating with another person or external service to participate in a discussion activity or exam in an online course.

Academic Misconduct

Academic misconduct is the tampering with grades, or taking part in obtaining or distributing any part of a test not administered.

EXAMPLES (including but not limited to):

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. Entering a building, office file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.
6. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
7. Hiding and/or mutilating library/classroom books and/or equipment.
8. Taking an online exam or quiz early to share question content with other students.
9. Sharing Blackboard or Gannon user ID login information with another person or external entity to submit or share class work.

Academic Dishonesty Procedure

1. If an instructor suspects that a student has violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student involved as well as the department chair responsible for the course in question. At no time during the investigation or appeal process are students permitted to withdraw from the course. Within 10 calendar days of the discovery of the alleged violation the instructor will notify the student of the allegation and invite the student to meet to review the matter and to explain the alleged violation. If the student chooses to meet with the instructor to contest the allegation, this meeting shall be scheduled within 7 calendar days of the notification.
2. If the student is cleared of the allegation, the matter will be dropped. If not, then the instructor will inform the Dean's Office of the violation. (The Dean's Office to be notified is the one responsible for the course.) This Office shall then inform the instructor of the student's number of previous violations of the academic integrity policy, if any. In consultation with the department chair the instructor will then impose a sanction upon the student. A letter detailing the sanction will be sent to the student from the instructor and copied to the three College Deans. The letter shall be sent within 10 calendar days from the date the Dean was notified. The student should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor.
3. The student may appeal the instructor's decision to the Dean of the College in which the course resides. Appeals must be made within 7 calendar days of the date of the instructor's decision. Students are expected to continue to attend class during the appeal process.
4. A hearing will be scheduled within 10 calendar days of the Dean receiving the student's appeal. The hearing will include the Dean, the instructor, and the student. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense. The student may have one guest present during the hearing, but the guest is not allowed to speak during the hearing unless permitted by the Dean. The Dean will issue a finding based upon the evidence presented. If the Dean determines that insufficient evidence has been presented, the matter will be dropped. If the Dean finds the student in violation of the Code of Academic Integrity, he/she may support the academic sanction originally imposed by the instructor. The Dean also has the power to issue administrative sanctions [i.e., separation from the University]). In considering the penalty to be imposed, the Dean shall take into account the evidence of the appeal proceeding as well as any documented previous infraction(s). A letter detailing the sanction will be sent to the student from the Dean and copied to the other two College Deans.
5. Following the Dean's decision, the student has 7 calendar days to make a final appeal to the Provost with respect to the fairness of the proceedings and/or the appropriateness of the sanction. The Provost will issue a decision within 7 calendar days of the

appeal. Students are expected to continue attending class during the appeal process. A final letter will be sent to the student from the Provost and copied to the three College Deans. (Note: At the Dean's or Provost's discretion, exceptions to the calendar day requirements can be made for unusual circumstances such as Christmas or summer breaks).

6. Once all appeals are exhausted and a final decision has been made the Dean's office responsible for the course will report the finding of academic dishonesty to each of the other Academic Deans.

Academic Dishonesty Sanctions

Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. A grade of "zero" for the assignment involved (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's first offense. However, the instructor has the right to impose a more severe penalty based on the circumstances of the offense.
2. Failure of the course (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's second documented offense. However, the instructor has the right to impose a lesser penalty based on the circumstances of the offense.
3. Subject to review and approval of the Dean responsible for the course, separation from the University. This penalty will generally be applied in the case of a student's third documented offense. However, the Dean has the latitude to apply a lesser penalty depending on the circumstances of the offense.

Review and Expunging of Records

1. Records of completed disciplinary proceedings are destroyed if the student is acquitted.
2. Records of the completed disciplinary proceedings are maintained by the Academic Dean's Office if the student is found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

Policy on Professional Integrity

All students have an obligation to maintain ethical behavior in relationship to their profession.

Professional Behavior

Those behaviors reflecting status, character, and standards of the given profession.

Ethical Behavior

Those behaviors in accordance with the accepted principles of right and wrong that govern the conduct of a profession.

Any student of Gannon University who engages in unprofessional or unethical conduct is subject to disciplinary action which could include reprimand, probation, separation and expulsion from the University.

IV. Sources

Robert M. Gorell and Charlton Laird, *Modern English Handbook*, 6th Edition (Englewood Cliffs, NJ, Prentice-Hall, 1976), p. 71.

Campus Rules and Moral Community; In Place of In Loco Parentis by David A. Hoekema. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1994.

The format and definitions for the policy on Academic Integrity were adapted from the “Academic Honesty and Dishonesty” brochure produced by the College of Health Sciences, Gannon University, Erie, PA 16541.

The format and definitions for the policy on Academic Integrity were adapted from the School of Hotel Administration, Code of Academic Integrity, and Cornell University.

Transcript Policy

The student’s authorization and written signature are needed to release a transcript. The student can request the transcript in person in the Registrar’s office, can write a letter addressed to the Registrar’s office, or can FAX the request. Students may also order a transcript online or elect to have transcripts sent electronically via the National Student Clearinghouse. For information on transcript ordering options, visit www.gannon.edu/transcript.

Official transcripts must be mailed directly from the Registrar’s office to the party requested. All transcripts given directly to the student will be stamped “Issued directly to the student.”

Students who need transcripts to submit unopened with applications should request that the transcript be issued to them in a sealed envelope. The transcript is stamped “Issued directly to the student,” has the Registrar’s stamp and the school seal. The envelope is sealed and has the Registrar’s stamp. The student must submit the transcript in the unopened envelope with the application. If the envelope is opened it is no longer valid as an official transcript.

Transcripts are not released for students with financial holds. Partial transcripts are not issued. Each transcript includes the complete academic record at Gannon University and work accepted from other colleges.

Official transcripts of credit earned at other institutions, which have been presented for admission or evaluation of credit and have become a part of the student’s permanent record in this office, are not reissued or copies duplicated for distribution, other than internally. Transcripts from other institutions must be official and received by Gannon University directly from the original institution(s). Copies issued to the students with the college seal will not be accepted. Transferred credit is not added to the Gannon University transcript unless it is applicable toward a degree at Gannon University.

Access to Student Records

In accordance with the 1975 Family Educational Rights and Privacy Act, the University has established a policy concerning access to

student records. The full policy is available upon request from the Registrar’s Office. The following items are included here because of their general interest:

- Probation and suspension letters, and other correspondence are sent directly to all students at their home address.
- Access to student records is permitted only upon receipt of a written release by the student.
- Students may have access to parental financial records submitted in support of financial aid applications.
- With certain exceptions, each student has access to his or her personal and academic records.
- Students may request that directory information not be released to anyone.

The Library

The Msgr. Wilfrid J. Nash Library and Student Learning Commons is a dynamic and engaging learning environment that provides resources, spaces, and support to students of Gannon University to foster learning and academic success.

Nash Library’s collections contain over 200,000 book volumes and more than 5,000 audiovisual items. Special collections include the University Archives. The library provides online access to over 45 databases, 50,000 periodicals, and 175,000 ebooks. Other learning resources such as laptops and anatomical models are also available for checkout. Research assistance and information literacy instruction are also integral components of the library’s educational mission.

The STEM Center and Writing and Research Center are also located within the building to provide individual and course-integrated group tutoring both online and in-person.

Nash Library and Student Learning Commons opened in spring of 2018 after an extensive modernization project. The building contains spaces for quiet study as well as spaces for collaborative work. There are 49 study rooms in a variety of sizes and configurations designed to accommodate 2 to 10 students. Urban Brew, a new café with its own distinctive menu, is also located in Nash. The library is open 97 hours per week during the Fall and Spring semesters.

Student Services

All enrollment services at Gannon University are available to students on campus and online. These enrollment services include course registration, student financial aid, student accounts and billing.

Gannon students are able to purchase books, supplies, and apparel from the Gannon bookstore in Erie at the Palumbo Academic Center located at 824 Peach Street. Students are also able to order books, supplies, and apparel from the Gannon bookstore online. When ordering textbooks on www.gannon.bkstr.com, students can purchase new or used books to be shipped to their residence or for

store pickup. Books ordered online may be filled by one of over 900 Follett stores or from the Follett distribution center in Chicago. The bookstore website lists all of Gannon's offerings each semester with corresponding text information.

The mission of Gannon's Information Technology Services (ITS) department is to provide the technology infrastructure and tools to enhance the productivity of students, faculty and staff. Students who have specific needs or problems related to online instruction can contact the ITS Helpdesk Monday – Friday 8:00AM – 9:00 PM at (814) 871-7501. This information is provided to the students in the new student orientation, registration information as well as published at the bottom of each Blackboard screen.

Any student who requires instructional accommodations can contact the Student Services Office at (814) 871-7597 (<http://www.gannon.edu/depts/nss/accommodations.ihtml>). This office is responsible for maintaining disability related documentation, certifying eligibility for receipt of services, determining reasonable accommodations, and ensuring the provision of those services. Gannon's learning management system also includes a prominent link to an accessibility statement that contains helpful information on accessibility resources.

Gannon's Student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for campus and distance students attending the University.

Professionally trained peer consultants who reflect respect for the individual writer staff the Writing Center in the Student Success Center. Consultations promote the recognition of an elemental rhetorical situation, the ability to understand and apply corrections, and the stimulation of critical thinking. The Writing Center consultants have a strong commitment to service and regard language as fundamental to the holistic development of the Gannon University student.

Math and Writing Centers are located at the Palumbo Academic Center, 824 Peach Street. Both Centers offer synchronous tutoring services available online. Tutoring is facilitated over the phone and through the Web. Appointments can be made from any Internet-connected computer or mobile device.

Career Services and academic advising are also available to students on campus and from a distance.

Academic Computing

Gannon University seeks to provide state-of-the-art computing, networking, and instructional technology to its students, faculty, and staff.

The campus currently offers:

- wireless access to Gannon's network and the Internet in all campus buildings;
- close to 100% of classrooms equipped with instructional technology;
- an online learning management system to provide an enhanced classroom environment;
- general computer labs in Academic buildings throughout campus;
- virtual access to specific lab applications so you can access them on your personal computer or mobile device from anywhere in the world;
- each student is provided 600 print pages a semester to print in computer labs throughout campus;
- MS Office 365 (full versions of Word, Excel, One Note, PowerPoint, etc) is available to students at no charge;
- labs and classrooms with equipment geared to specific discipline requirements in several departments including Biology, Business, Chemistry, Computer Science, Health Sciences, Communications, Mechanical Engineering, and Electrical Engineering;
- access to view your tuition bill, grades, schedule, and transcript as well as view available courses and schedule online. You can also print your academic evaluation, register, or drop classes online.
- a debit card used on campus at all dining locations, library, bookstore, special events, and at many off-campus vendors.

GRADUATE PROGRAMS, DEPARTMENTS AND COURSES

Business Administration

Director: Michael J. Messina, Ph.D.

Associate Director: Michelle M. Zimmerman, Ph.D.

INTRODUCTION

Gannon University is a student-oriented teaching university. This philosophy guides our approach to curriculum design, teaching, and advising. We recognize and understand the dramatic changes ongoing in the world of business. The mission of the Gannon MBA Program is to provide students with the vision, values, and skills required to lead successful professional and rewarding personal lives within this exciting new world. Our approach is to pay careful attention to each student, challenge them to grow, and help them to reach their own personal and career objectives. Courses in the Master of Business Administration Program (MBA) are rigorous and challenging by design, but the faculty is prepared to work with each student to build the skills needed for the business world of the 21st century.

Our experience as the region's first and largest graduate school of business has taught us some important lessons. Simply having a master's degree, regardless of the type of degree or apparent status of the degree-granting institution, is no assurance of success or happiness. To succeed in business, individuals need real skills, an understanding of the world of business and an appreciation for life. Our network of over 1,600 MBA alumni is a proud testament to Gannon's ability to make success happen for its graduate students. Gannon MBA Alumni include Presidents/CEO's, Vice Presidents, CFO's, Treasurers, and Managing Partners. In addition, over 60 have earned advanced degrees, including doctorates from some of the most prestigious academic institutions in North America (Indiana University, University of Michigan, Pennsylvania State University, the University of Pennsylvania's Wharton School, and Stanford University to name a few). More than 45 Gannon MBA's are currently teaching in colleges and universities.

One of the common dreams of graduate business students has traditionally been to own a business. Our alumni currently include a number of individuals who are owners/operators of their own businesses. Gannon has continued to provide both instruction and

motivation for these entrepreneurs and our faculty is proud of its supportive efforts in helping these alumni businesses to succeed.

OFFERINGS

Gannon University offers the Master of Business Administration (MBA) Degree, a specialized Five Year Bachelor Degree with an MBA Degree Program and the Gannon Online Degree Program. In addition, Gannon provides customized packages of graduate courses in business administration (and related topics) for working professionals who wish to upgrade skills or retrain. The Gannon MBA can be designed either as a general degree or with a concentration. Concentration areas are designed for the student who can take advantage of course offerings to allow for a specialization in a specific area. These concentrations include Finance, Management, and Marketing.

The Gannon MBA Program may be pursued on either a full-time or part-time basis.

MISSION AND OUTCOMES OF THE MBA PROGRAM

The mission of the Gannon University Master of Business Administration Program is to provide an ethics based graduate level education with an emphasis on practical knowledge and application in the functional areas of management grounded in sound business theory presented by faculty actively engaged in scholarship in the pure and applied fields of business consistent with the mission and goals of the University as well as those of the Dahlkemper School of Business Administration.

To achieve the practical knowledge outlined above, the outcomes of the program are:

1. Understand the global business environment;
2. Understand and integrate the functional areas of business;
3. Be able to apply analytical skills to solve problems in a business environment;
4. Develop leadership skills and ethically responsible behavior in an organizational context;
5. Be able to communicate effectively; and
6. Understand how to work effectively in team settings.

ACCREDITATION

The Business Administration program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) an international accreditation body for business schools.

ADMISSION REQUIREMENTS

For all students:

- A Bachelor's Degree in any discipline from an accredited college or university
- A GMAT score (this requirement is waived for students with an undergraduate GPA in business of 3.2 or higher). If a business or non-business student has a GPA less than 3.2 they also have the option of being admitted as a "Provisional" student that requires the student have a minimum GPA of 2.7 and must complete three of four 500 level classes with a minimum of a "B" in each class. If students earn an acceptable score on the GMAT exam, they can be offered the opportunity for unrestricted admission. If a student is admitted on a "Provisional" basis, they are then required to complete three of the four classes including GMBA 501, GMBA, 521, GMBA 525, and GMBA 561. If a student has waived all 500 level courses, then it is required that the student complete GMBA 601, GMBA 641, and GMBA 661. All completed "Provisional" courses must earn a grade not less than a "B" in each class to remain in the program. Any student not meeting the minimum grade of a "B" in each course as a "Provisional" student will not be permitted to register for any further MBA classes. Students can thus be admitted by either earning an acceptable GMAT score or successfully completing the identified courses as a "Provisional" student with a minimum grade of "B" in each course within two consecutive semesters to remain in the program.
- A completed application for admission
- A completed resume
- Official transcripts from all prior institutions
- Three letters of recommendation
- TOEFL scores if English is not a first language

Unconditional Admission is awarded to business students whose undergraduate business grade point average is 3.2 or higher or who score at least 1050 using the following formula: $200 \times (\text{Undergraduate GPA}) + \text{GMAT Score}$

Provisional Academic Status may be awarded at the discretion of the Director of Graduate Programs to students who show academic promise but do not achieve 1050 on the formula above. These students may petition for Degree status after completion of 9 credits with a minimum of a B grade in each course.

Non-Degree Status is offered to students who, in the opinion of the admissions committee, show academic promise and are seeking professional development. A maximum of 9 credits may be taken as a non-degree student.

CURRICULUM

The Gannon MBA is a professional degree program. Students begin studies with a wide variety of academic and work backgrounds. MBA curriculum requirements range from 30 to 48 credits depending upon these experiences. Courses are presented in three general categories:

- 0 to 18 credits of MBA Foundation courses. This series is designed to bring all students up to the same preliminary level before commencing with the common body of course work. Foundation courses can be waived (or can be challenged) by taking a challenge exam in any 500 level prerequisite.
- 30 credits of MBA Core courses. The Gannon MBA Core represents the common body of topics and skills that MBA's are generally expected to possess.
- 9 credits of MBA Elective courses. MBA Elective courses allow students to customize a curriculum or build a concentration Finance, Management or Marketing.

1. MBA Foundation Courses (0-18 credits – courses may be waived on a course by course basis based on academic background at the discretion of the Director of Graduate Programs)

| | | |
|----------|--------------------------------------|---|
| GMBA 501 | Financial Accounting | 3 |
| GMBA 521 | Quantitative Techniques | 3 |
| GMBA 525 | Statistical Analysis | 3 |
| GMBA 531 | Management and Marketing Concepts | 3 |
| GMBA 561 | Fundamentals of Financial Management | 3 |
| GMBA 571 | Economic Environment of the Firm | 3 |

2. MBA Core Courses (21 credits)

| | | |
|----------|---|---|
| GMBA 601 | Managerial Accounting | 3 |
| GMBA 631 | Organizational Culture, Creativity and Change | 3 |
| GMBA 641 | Operations and Supply Chain Management | 3 |
| GMBA 651 | Strategic Marketing Management | 3 |
| GMBA 661 | Financial Management | 3 |
| GMBA 686 | Leadership and Business Ethics | 3 |
| GMBA 799 | Business Policy and Strategy | 3 |

3. MBA Elective (Select 9 credits of free electives at the 700 level or a concentration in Finance, Management, or Marketing.)

Total credits 30-48

WAIVER OF FOUNDATION COURSES

The MBA Foundation courses may be waived in either of the following two ways:

1. Waiver by Transcript

Students should make an appointment with the MBA office to determine if any MBA Foundation courses can be waived. A waiver request is based upon previously completed undergraduate or graduate courses which are equivalent to the Foundation course in question. The student must demonstrate the equivalency of the prior courses by completing a Course Waiver Form. The form is completed and returned to the MBA Office. To waive a Foundation course the student must have taken specific courses within 7 years and obtained at least a grade of "B" (where two courses are listed, a grade of at least a "B" must be achieved in both courses). Below

are the Foundation courses and the undergraduate courses required to waive each by transcript. International students with a three (3) year bachelor degree will be required to take all 18 credits of the Foundation level as well as other designated courses and may not waive nor challenge these courses.

- GMBA 501 Financial Accounting
1 course in Introductory Accounting
- GMBA 521 Quantitative Techniques
1 course in Algebra for Business or Calculus 1
- GMBA 525 Statistical Analysis
1 course in business related Statistics course, or Applied Statistics
- GMBA 531 Management and Marketing Concepts
1 course in Principles of Marketing and 1 course in Principles of Management
- GMBA 561 Fundamentals of Financial Management
1 course in Financial Management or Corporate Finance
- GMBA 571 Economic Environment of the Firm
1 course in Introductory Micro Economics and 1 course in Introductory Macro Economics

2. Waiver by Proficiency Examinations

Students who have taken the equivalent courses in the past, and do not meet the requirements in number one, above, but feel that they have a strong background in an area which is not reflected on their transcript (i.e. the courses were taken more than 7 years prior to admission or the student did not achieve the appropriate grade) may request challenge exams to demonstrate their proficiency. Please contact the Director of Graduate Programs for more information.

ONLINE MBA PROGRAM

Gannon’s Online Degree Program in Business Administration uses an internet delivery system for a robust teaching and learning experience for students who work full-time and may have travel schedules and/or family obligations. Gannon uses the Blackboard delivery mechanism. With Blackboard, students have access to all their course materials, collaborative workspaces and online resources. Courses require that students work both independently and interdependently with their instructors and with fellow students. Participants in these courses must maintain their own internet access and have Microsoft Word or compatible word processing software.

All courses are three credits and will be delivered in efficient seven-week sessions. There is an expectation that the student will stay current with the course, remain engaged in all learning activities, and if necessary, seek help in a timely fashion. Students can begin their studies in any seven-week session and may either take one class per session as a part-time student or may take two classes in a session as a full-time student.

While applications may be submitted at any time, Gannon reviews applications on a rolling basis. Please contact our admissions representative to discuss details about our next start date and how to apply. Students must complete the application process prior to the start date of a given session.

Gannon’s online MBA Program consists of 18 credits of foundation courses, 21 credits of core courses and 9 credits of free electives or concentration courses. MBA concentrations are available in finance, management and marketing. A student may enroll in the Gannon MBA Program on a full-time or part-time basis. Students are not permitted to change from the ground to the online program after completing one semester of coursework and are required to remain in the ground program.

Upon acceptance into the Gannon MBA Program, the Director will evaluate prior post-secondary coursework to determine if any of the MBA Foundation courses can be waived. If MBA Foundation courses are waived, the Director will determine alternative courses so that the matriculated student will earn a total of 30 credits at Gannon University prior to commencing the MBA core coursework

MBA Curriculum (30 credits)

| | | |
|----------|---|---|
| GMBA 601 | Managerial Accounting | 3 |
| GMBA 631 | Organizational Culture, Creativity and Change | 3 |
| GMBA 641 | Operations and Supply Chain Management | 3 |
| GMBA 651 | Strategic Marketing Management | 3 |
| GMBA 661 | Financial Management | 3 |
| GMBA 686 | Leadership and Business Ethics | 3 |
| GMBA 799 | Business Policy and Strategy | 3 |
| GMBA 7xx | Electives | 9 |

FIVE-YEAR BACHELOR DEGREE/MBA DEGREE PROGRAM

The Five-Year Bachelor Degree/MBA Degree Program is designed to allow outstanding undergraduate students the opportunity to earn both an undergraduate degree in many disciplines and an MBA within a five year period. Students from any major may apply and should do so before they begin their junior year. Working with both the undergraduate advisor and Director of Graduate Programs, the student will customize a schedule in which MBA Foundation course work will be completed during the undergraduate years. These MBA courses will be used as substitutes for undergraduate requirements, electives, or cognates. At the completion of the undergraduate work, provided the student has taken the appropriate coursework in their undergraduate career, the 18 credits of foundation work will be met and the student will need only 30 more graduate credits to earn an MBA. Applicants to the program must have a 3.2 undergraduate GPA with no grades in business courses below a C. Retention in the program requires that the student maintain a minimum of a 3.2 GPA for their undergraduate studies.

MBA CONCENTRATIONS

Although it is not necessary to work toward a concentration, many students do so in an effort to become more attractive in the job market. A concentration consists of the student taking three courses in one of the following cognate areas: Finance, Management, or Marketing. With the permission of the graduate director, additional GMBA 700 electives can be substituted for the required concentrations within each concentration in Finance, Management, and Marketing.

The Concentration in Finance requires 9 credits and is outlined as follows:

- GMBA 761 Advanced Financial Management
- GMBA 764 Investments
- GMBA 767 Security Analysis and Portfolio Management

The Concentration in Management requires 9 credits of management courses in consultation with the graduate director including: GMBA 774 Strategic Management and 6 credits of management electives approved by the graduate director. Additional management electives include: GMBA 735 Employee Relations and Employment/Labor Law, GMBA 736 Human Resource Management, GMBA 741 Advanced Operations Management, and GMBA 770 Entrepreneurial Management or a Special Topics course in Management approved by the director of graduate programs.

The Concentration in Marketing requires 9 credits and is outlined as follows:

- GMBA 752 Consumer Behavior
- GMBA 753 Marketing Research
- GMBA 754 International Marketing or any 3 credit Marketing elective including Special Topics in Marketing, that is approved by the director.

Please note: Students have the option of completing a Graduate Thesis that can substitute for 6 credits of electives.

FIVE-YEAR BACHELOR DEGREE/MBA DEGREE PROGRAM

The Five-Year Bachelor Degree/MBA Degree Program is designed to allow outstanding undergraduate students the opportunity to earn both an undergraduate degree in many disciplines and an MBA within a five year period. Students from any major may apply and should do so before they begin their junior year. Working with both the undergraduate advisor and Director of Graduate Programs, the student will customize a schedule in which MBA Foundation course work will be completed during the undergraduate years. These MBA courses will be used as substitutes for undergraduate requirements, electives, or cognates. At the completion of the undergraduate work, provided the student has taken the appropriate coursework in their undergraduate career, the 18 credits of foundation work will be met and the student will need only 30 more graduate credits to earn an MBA. Applicants to the program must have a 3.2 undergraduate GPA with no grades in business courses below a C. Retention in

the program requires that the student maintain a minimum of a 3.2 GPA for their undergraduate studies.

INTERNSHIPS AND COOPERATIVE EDUCATION

Gannon MBA students may, with permission of the MBA program director, accept placements in fields that are related to their academic studies. The University generally has a number of professional opportunities available students that can be valuable resume and portfolio builders for graduate students. Placements range from short term assignments to full-time positions and are often administrated in cooperation with either the Co-op Office or the Small Business Development Center. Interested students are advised to check with both for placement opportunities. In some circumstances, these placements can be credit bearing and substituted for an elective course. Students may take up to 3 credits of internship/cooperative education for credit with the permission of the Director of Graduate Programs, provided the experience adds to the student's knowledge and ability in their chosen field of study.

DUAL MBA/MPA PROGRAM

A student who has earned an MBA or MPA can obtain a second master's degree with a reduced number of courses. A second degree can only be awarded upon completion of either the MBA or the MPA degree. See the MBA program director for more information.

COURSE DESCRIPTIONS

Gannon MBA Foundation Courses

GMBA 501 Financial Accounting

3 credits

A study of basic accounting concepts, techniques, and systems with a focus on reporting, analysis, and interpretation of accounting data used for decision making.

GMBA 521 Quantitative Techniques

3 credits

An introduction to scalar and matrix algebra and differential and integral calculus.

GMBA 525 Statistical Analysis

3 credits

A survey of the elements of probability theory and methods of statistical inference which are useful for decision making. Correlation, regression, and significance testing are also covered.

GMBA 531 Management and Marketing Concepts

3 credits

An overview of managing the modern organization, including a discussion of the functional areas of the organization, history of management thought, and the structure of organizations. Approximately half the course involves discussion of the elements of marketing management.

GMBA 561 Fundamentals of Financial Management

3 credits

Prerequisites: GMBA 501

A survey of financial decision making, using ratio analysis, the time value of money, the cost of capital, and capital budgeting concepts. Considerable time is spent outlining the environmental (macro-finance) factors that affect financial decisions.

GMBA 571 Economic Environment of the Firm

3 credits

Selected topics in the economic theory of the business firm. A mathematical approach will cover those areas of both micro and macro economics which are critical to economic decision making at the management level.

Gannon MBA Core Courses**GMBA 601 Managerial Accounting**

3 credits

Prerequisite: GMBA 501

A study of the accounting information utilized in the control and evaluation of managerial decision making. The focus is cost accumulation, cost allocation and control. Critical attention is placed upon budgeting, cost-volume-profit relationships, and variance analysis as they relate to production, working capital management, and marketing decisions.

GMBA 631 Organizational Culture, Creativity and Change

3 credits

Prerequisite: GMBA 531

The course addresses the application of the behavioral sciences to management. The focus is on the analysis of structure and behavior in work organizations as well as classical organizational theory.

GMBA 641 Operations and Supply Chain Management

3 credits

Prerequisite: GMBA 521 and GMBA 525

The course is designed to introduce students to the principles of operations and supply chain management and their application in decision making. The topics covered include logistics, transportation, inventory management, warehousing, materials management, global supply, demand management, project management, e-commerce, finance, and network design.

GMBA 651 Strategic Marketing Management

3 credits

Prerequisites: GMBA 531

An examination of the marketing system and the use of various marketing applications such as marketing research, advertising research, and consumer behavior to assist the marketing manager in the major decision areas of targeting, product planning, channels of distribution, personal selling, pricing, promotion, branding, and development of integrated marketing programs.

GMBA 661 Financial Management

3 credits

Prerequisites: GMBA 521, GMBA 525, and GMBA 561

A study of risk and risk management, including advanced analysis of the investment decision using the Markowitz portfolio model and the capital asset pricing model. Other areas of study include the financing and dividend decisions, sources of short and long term capital, and current asset management.

GMBA 686 Leadership and Business Ethics

3 credits

Prerequisite: GMBA 531

A study of leadership theory and how it impacts relationships in the organization and organizational performance. This course will provide a critical investigation of the ethical issues associated with decision making.

GMBA 799 Business Policy and Strategy

3 credits

Prerequisite: Open only to students who are in their final semester of MBA course work.

In this course, the student will apply functional expertise to actual strategic issues. The students will be challenged to assess real managerial problems, to integrate all of the skills developed in the MBA curriculum, and to develop well-reasoned, innovative, and practical solutions to these problems.

MBA Elective Courses**GMBA 710 Management Information Systems**

3 credits

Prerequisites: GMBA 631

A study of the use of information as a corporate resource in the support of decision making by managers. The position and role of the MIS manager are discussed. A study of technology, foundations and support systems for the corporate information system is included.

GMBA 735 Employee Relations and Employment/Labor Law

3 credits

Prerequisite: GMBA 631

A survey of labor law issues designed to give the student a fundamental, practical, working knowledge of the impact of various federal, state and local laws on the workplace. The distinctive nature of management of a unionized workforce will also be studied focusing upon union avoidance, certification and decertification elections, collective bargaining, arbitrations, and other elements of employee relations.

GMBA 736 Human Resource Management

3 credits

Prerequisite: GMBA 631

The knowledge, skills, and abilities of the workers in a firm are its most valuable resource. This course helps students recognize the

strategic importance of human resource management. The student will explore contemporary techniques of resource analysis, testing, recruiting, selection, training, appraisal, and compensation planning, and will integrate these techniques with the strategic focus of the firm.

GMBA 741 Advanced Operations Management

3 credits

Prerequisite: GMBA 641

A comprehensive study of the literature of management science and operations research, discussing specific models and problems.

GMBA 752 Consumer Behavior

3 credits

Prerequisite: GMBA 651

Examines the social and psychological influences on individual, household, and organizational buyer behavior and explores models of buyer behavior and consumer research by applying them to marketing decision-making processes.

GMBA 753 Marketing Research

3 credits

Prerequisites: GMBA 525, GMBA 651

This course will acquaint students to the field of marketing research by combining both a practical and theoretical approach to the research process. The course will examine the process of defining marketing problems and issues, developing a research design, generating primary data, examining secondary data, formulating recommendations, preparing a research report and presentation and implementing research results. The course includes the design of marketing research study.

GMBA 754 International Marketing

3 credits

Prerequisite: GMBA 651

A survey of international marketing concepts and practices, with a focus on the current problems and issues of international firms. International marketing strategies, policies and structures are evaluated.

GMBA 761 Advanced Financial Management

3 credits

Prerequisite: GMBA 661

Advance topics in finance, such as forecasting, lease and buy considerations, and advanced working capital management.

GMBA 764 Investments

3 credits

Prerequisite: GMBA 661

A survey of financial instruments and financial markets focusing on the risk and return characteristics of such financial instruments as stocks, bonds, options, futures, tax shelters, real estate, and precious metals.

GMBA 767 Security Analysis and Portfolio Management

3 credits

Prerequisite: GMBA 661

A study of security valuation models, discussed in light of the Efficient Market Hypothesis. Also study of security aggregation techniques for increasing portfolio returns and/or risk reduction.

GMBA 770 Entrepreneurial Management

3 credits

Prerequisites: GMBA 601, GMBA 651, GMBA 661

For those considering going into business for themselves. Topics include marketing, financing, and production of a new product or service. The course will take a seminar approach. For the student who is not considering an entrepreneurial venture, the course should provide several insights into the macroscopic aspects of business. The course includes one research project in the form of a feasibility study in the area of the student's interest.

GMBA 774 Strategic Management

3 credits

Prerequisites: GMBA 561, GMBA 631

A study of how the organization plans for its long term survival based on analysis of the impact of changes in the economic, social, legal, competitive, and technological environments. Uses of long range strategic planning for competitive advantage are examined and discussed.

GMBA 790-794 Special Topics Electives

3 credits

Prerequisites: Permission of the Director of Graduate Program and Instructor

Course content will vary among topics in accounting, finance, economics, management, and marketing. Current issues and trends in business and organizations will be addressed using a best practices approach. The class may be taken multiple times as long as the class topic title is different. The same class topic title may not be retaken for additional credit.

GMBA 795 Graduate Thesis

3-6 credits

See the Director of Graduate Programs

GMBA 797 MBA Internship

3 credits

Prerequisite: Permission of the Director of Graduate Programs

Students are placed in work roles related to their professional interests and supervised by both a faculty member and a field coordinator.

GMBA 798 Co-operative Education Placement

1-6 credits

Prerequisite: Permission of the Director of Graduate Programs

Note: Current business experience cannot be used to fulfill the requirements of this course.

GMBA 799 Business Policy and Strategy

3 credits

Prerequisite: Open only to students who are in their final semester of MBA course work and must have completed all 600 level classes. In this course, the student will apply functional expertise to actual strategic issues. The students will be challenged to assess real managerial problems, to integrate all of the skills developed in the MBA curriculum, and to develop well-reasoned, innovative, and practical solutions to these problems. In class students must complete GMBA 799 at Gannon University and not as an online option or transferred in from another university. Students must have completed all 600 level classes and 6 elective credits before registering for GMBA 799.

Healthcare Management Course Electives**GHCM 702 Introduction to the US Healthcare System**

3 credits

Prerequisites: GMBA 531 and GMBA 571

This course provides students with an overview of the various components of the health care system including providers, consumers, payers, and third parties and how they interrelate. They will also have an understanding of the political and social environment in which they operate.

This overview course will give all students a common base of understanding early in the program. Graduate Business Program.

GHCM 703 Healthcare Services Marketing

3 credits

Prerequisites: GMBA 531, GMBA 571, GMBA 525

This course will allow students to have a better understanding of the complex market environments of healthcare product offerings. Students will be with presented marketing principles and how they connect to innovation, operations, and strategy in the healthcare industry. Graduate Business Program.

GHCM 705 Healthcare Quality

3 credits

Prerequisites: GMBA 525

This course will cover the basic elements of quality improvement and organizational responsibilities related to quality assurance. Data analysis for quality improvement, clinical practice guidelines, and future of healthcare quality will be discussed. A special focus will focus on health care facilities, physician practices, managed care, and public health.

GHCM 706 Healthcare Informatics

3 credits

Prerequisites: GMBA 501, GMBA 525, GMBA 531, GMBA 561, GMBA 571

This course is designed to provide a broad overview of the use and value of information technology in healthcare. Emphasis will be on

understanding the general principles and concepts of information management and systems while examining how information management and technology facilitate health care- related operations and processes

GHCM 710 Healthcare Management and Leadership

3 credits

Prerequisites: GMBA 631, GMBA 686

This course will explore all aspects of a health care organization that are necessary for success. Managing modern health care organizations is complex especially in an environment of health care reform. A focus of the course will identify the role of management in health care and the various leadership styles that are present. Various models of leadership will be reviewed including leadership competencies.

GHCM 725 Healthcare Law and Ethics

3 credits

Prerequisites: GMBA 686

This course explores ethical and legal dilemmas in which there are often two or more equally valid decisions to choose from. Real-world issues are explored that are often decided based on a combination of negligence, liability, and ethical situations. Central themes will focus around individuals, organizations, and society. This course will provide an overview of the legal environment as it affects medicine and business.

GHCM 761 Healthcare Finance

3 credits

Prerequisites: GMBA 561, GMBA 661

This course explores financial theory and its practical application in health care across a full application in health care across a full range of facilities, from hospitals and home health agencies to skilled nursing facilities, surgical centers, and private physician practices.

GHCM 799 Healthcare Strategic Management

3 credits

Prerequisites: Completion of all 600 level MBA courses

This integrative course will involve strategic thinking and will address the socioeconomic, political, ethical and practical issues confronting the medical care system in the United States. Emphasis is given to the trends in providing and financing care in changing markets and governments, as well as the implications for clinics, medical groups and health professionals. The goal of the course is to use current, high visibility health policy issues to engage students in the policy process.

Clinical Mental Health Counseling

Master of Science (M.S.) Degree

Director: Timothy E. Coppock, Ph.D.

INTRODUCTION

Gannon University offers the Master of Science in Clinical Mental Health Counseling. The M.S. in Clinical Mental Health Counseling is a 60 credit-hour program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The program is designed to prepare individuals for careers in a variety of professional counseling settings such as outpatient mental health, human service agencies, college and university counseling, and residential treatment. The curriculum includes a blend of counselor training experiences designed to provide the skills and knowledge necessary to become a professional counselor. The program prepares graduates to pursue National Counselor Certification (NCC) and licensure as a Professional Counselor (LPC).

MISSION STATEMENT

The mission of Gannon University's Clinical Mental Health Counseling Program is to educate and train students to become professional counselors who are committed to the wellness of individuals, families, groups, and the greater community. The philosophy of the program focuses on the development of the competencies required of professional counselors. The program objectives are (a) enhancing students' knowledge of counseling theory and concepts; (b) developing strategies to facilitate human growth and development over the lifespan; (c) providing skills and training requisite of generalist entry-level counseling practitioners; (d) developing multicultural competencies; (e) promoting the development of sound legal and ethical decision-making skills; and (f) preparing individuals for national certification and professional licensure. Although students typically are drawn from the regional area, applicants with diverse backgrounds and from outside the region are encouraged to apply. Students are guided to embody and contribute to the spirit of diversity to which the program and profession are committed.

STUDENT LEARNING OUTCOMES

Learning outcomes are statements of knowledge, skills and abilities an individual student possesses and can demonstrate upon

completion of a program of study. Students graduating from the Clinical Mental Health Counseling Program at Gannon University are expected to achieve the following learning outcomes:

1. Demonstrate understanding of the ethical, legal and professional spheres of counselor roles, responsibilities, and identity.
2. Demonstrate understanding of the complexities of social and cultural contexts for individuals and their implications for relationships.
3. Demonstrate understanding of human development across the lifespan and its significance for counseling relationships and strategies.
4. Demonstrate understanding of career development appropriate to diverse needs and life experiences.
5. Demonstrate counselor characteristics, behaviors, interviewing, and counseling skills that influence the helping relationship.
6. Demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness
7. Demonstrate competent use of assessment and diagnosis of mental and emotional disorders and conditions.
8. Demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.
9. Demonstrate case conceptualization, diagnosis, and treatment planning skills within the context of clinical mental health counseling.
10. Demonstrate self-awareness and self-development through engagement in active learning and reflectivity.

DIVERSITY STATEMENT

The Clinical Mental Health Counseling Program establishes and supports an environment that values the diverse and unique nature of human experiences and backgrounds. We enrich our personal and professional lives by exemplifying Gannon University's call to demonstrate professional respect for the dignity of every person.

PROGRAM ADMISSION REQUIREMENTS

Students must have a bachelor's degree from an approved institution. A complete application for admissions includes: a resume, three letters of recommendation from appropriate professionals, an essay, and participation in an admissions interview. To be admitted into the program, applicants must have a minimum grade point average of 2.8 in undergraduate coursework. Students must also have Pennsylvania Child Abuse History clearance and the Pennsylvania State Police Criminal Record Check (ACT 33 & ACT 34 clearances) dated within a year of application. Formal admittance to the program is required before enrolling in courses. Program director approval may be given for students to transfer up to 12 semester hours of credits earned at a CACREP accredited program. Program director approval may be given for students to transfer up to six semester hours of credits earned at a non-CACREP accredited institution, subject to Gannon University Graduate program policy.

International applicants must provide evidence of successful achievement on the TOEFL of 95 and/or 7.0 on the International English Language Testing System (IELTS). Examination sub-scores will also be considered as important to overall applicant qualification. A 500-word writing sample in English and evidence of successful completion of an undergraduate course taught in English in the United States or Canada are required.

Undergraduate Course Work

Students enter the Clinical Mental Health Counseling Program from a variety of undergraduate backgrounds. Course work in human services, psychology, statistics, and human development is helpful. Several courses in psychology are recommended.

ACCREDITATION

The Clinical Mental Health Counseling Program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the professional accrediting body for counselor education and promotes the professional competence of counseling and related practitioners through preparation standards, excellence in program development, and accreditation of professional preparation programs. For further information on accreditation, contact: CACREP, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314. Phone: (703) 535-5990. Website: www.cacrep.org.

CURRICULUM

I. Master’s Degree in Clinical Mental Health Counseling Core Courses

1. Foundations of Professional Counseling Sequence (12 credits)
 - GCOU 605 Group Dynamics 3
 - GCOU 608 Human Development Over the Life Span 3
 - GCOU 627 Professional Counseling 3
 - GCOU 648 Counseling Strategies & Techniques 3

2. Counseling Core I Sequence (12 credits)
 - GCOU 603 Research Methodology 3
 - GCOU 610 Counseling & Personality Theories 3
 - GCOU 613 Appraisal in Counseling 3
 - GCOU 625 Multicultural Issues in Counseling 3

3. Counseling Core II Sequence (15 credits)
 - GCOU 612 Family Systems 3
 - GCOU 622 Career Development & Counseling 3
 - GCOU 631 Diagnosis and Treatment Planning 3
 - GCOU 642 Child and Adolescent Counseling 3
 - GCOU 690 Seminar in Counseling 3
 - (GCOU 690 and 691 must be completed after the Counseling Core II sequence and prior to or concurrent with enrolling in GCOU 651)
 - GCOU 691 Counselor Preparation 0

4. Advanced Core Sequence (12 credits)
 - GCOU 649 Mental Health Counseling 3
 - GCOU 660 Counseling and Spirituality 3
 - GCOU 667 Crisis and Disaster Counseling 3
 - GCOU 668 Addictions Counseling 3

5. Supervised Counseling Experience (9 credits)
 - GCOU 650 Supervised Practicum 3
 - GCOU 651 Supervised Internship 6

II. Comprehensive Examination

Each candidate will be required to pass a comprehensive examination during GCOU 691 Counselor Preparation.

SPECIAL FEATURES

Clearances

Clinical Mental Health Counseling Program applicants must present an acceptable Pennsylvania Child Abuse History clearance and an acceptable Pennsylvania State Police Criminal Record Check (ACT 33 & ACT 34 clearances). Clearances must be dated within a year of application. Applicants with documented criminal or abuse records will be evaluated on an individual basis for acceptance in the program.

Licensure

Professional counselors are licensed by the Commonwealth of Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors. The overall goal of the Clinical Mental Health Counseling Program is to provide academic preparation for graduates to become Licensed Professional Counselors. There are additional postgraduate clinical supervision requirements in order to attain licensure. For further information on licensure, contact: State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors, P. O. Box 2649, Harrisburg, PA 17105-2649 Phone: (717) 783-1389.

National Certification

The National Board for Certified Counselors (NBCC) administers the National Counselor Examination (NCE). Gannon University sponsors the NCE on campus as a service to program students and alumni. Graduates of CACREP accredited programs receive their NCC soon after graduation from the program. The NCE is also used for LPC licensure in Pennsylvania. Graduates are encouraged to pursue both national certification and licensure. For further information on NBCC, contact: NBCC 33 Terrace Way, Greensboro, NC 27403. Phone: (336) 547-0607. Website: www.nbcc.org.

Post-Graduate Coursework

Individuals who have completed a Master’s degree in counseling may take courses in the Clinical Mental Health Counseling Program in order to meet the requirements for licensure. All post-graduate students must apply to the Office of Graduate Admissions and be approved by the program director.

COURSE DESCRIPTIONS

GCOU 603 Research Methodology

3 credits

This course provides an understanding of principles and methods of counseling research and program evaluation including quantitative and qualitative analysis. Students will learn to critically evaluate counseling research, literature, consider ethical issues relevant to counseling research, and identify how research and program evaluation can improve counseling effectiveness. It is strongly recommended that students have taken an undergraduate statistics course.

GCOU 605 Group Dynamics

3 credits

This course provides an understanding of group counseling, group dynamics, types of groups, and group leadership. Students will experience integrative learning by participating in a developmental process group. Guidelines for group treatment, ethics, and diversity will be discussed.

GCOU 608 Human Development Over the Life Span

3 credits

This course provides an understanding of human growth and development over the life span including theoretical approaches and issues relevant to human services. It emphasizes physiological, cognitive, social, emotional, personality, spiritual, and moral development from conception to death. Legal and ethical issues related to human development, as well as diversity issues, will be reviewed in relation to human services.

GCOU 610 Counseling and Personality Theories

3 credits

This course provides an overview of the major theories in counseling and psychotherapy. The theoretical and historical backgrounds will be reviewed along with current practices. The strengths, limitations, and appropriate use of major counseling theories will be reviewed. This course will help students consider their own evolving theoretical orientation applicable to professional counseling settings and diverse client populations.

GCOU 612 Family Systems

3 credits

This course provides an understanding of family systems theory and several major approaches to family therapy. Couples therapy and parent training will also be reviewed. Students will gain an understanding for assessing, conceptualizing, and intervening with families.

GCOU 613 Appraisal in Counseling

3 credits

This course provides an understanding of individual and group approaches to assessment and evaluation in professional counseling. Emphasis is placed on all aspects of clinical assessment including

risk assessment, personality assessment, assessing achievement, intelligence assessment, and career testing. Students will have the opportunity to administer selected assessment instruments.

GCOU 622 Career Development and Counseling

3 credits

This course provides an introduction to the theoretical bases of career development and individual career decision making. It incorporates career assessment instruments and techniques for evaluating individuals relevant to career development, planning and placement. Emphasis is placed on understanding career, educational and labor market information, technology in career counseling, legal and ethical standards, multicultural and gender bias as well as an appreciation for career trends across the life-span.

GCOU 625 Multi-Cultural Issues in Counseling

3 credits

This course provides an overview of the theories of multicultural counseling and development. Issues related to social and cultural diversity will be examined as well as guidelines for developing multicultural competencies. An experiential focus is designed to increase sensitivity in counseling.

GCOU 627 Professional Counseling

3 credits

This course provides an introduction to the field of professional counseling. Multiple aspects of counselor professional identity and the specific role of clinical mental health counselors will be explored. Counselor roles, legal and ethical standards, organizational affiliations, and credentialing will be reviewed. Counselor preparation and training as well as professional development will be explored.

GCOU 631 Diagnosis and Treatment Planning

3 credits

This course provides an understanding of diagnosis according to the DSM and the practice of treatment planning. Emphasis is placed on differential diagnosis, the etiologies of mental and emotional disorders, as well as the cultural, contextual, and ethical issues related to the development of a diagnosis and treatment plan. Students will demonstrate diagnostic and treatment planning skills.

GCOU 642 Child and Adolescent Counseling

3 credits

This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, culturally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents. Special emphasis will be placed on the diagnosis of mental and emotional disorders related to children and adolescents according to the current edition of the DSM.

GCOU 648 Counseling Strategies and Techniques

3 credits

This course provides training in the core counseling skills essential for the counseling relationship and effective treatment outcomes. Students receive supervised training through modeling, live observation, skill rehearsal, and video recording in the counselor training facilities.

GCOU 649 Mental Health Counseling

3 credits

This course will provide instruction and skills training in mental health strategies and techniques. Students will develop competencies in diagnosis and integrative treatment approaches for selected psychological conditions and behavior problems. Emphasis is placed on establishing a therapeutic relationship, case conceptualization, evidence-based treatment, and legal and ethical practice.

GCOU 650 Supervised Practicum

3 credits

Practicum provides preparation for internship through highly structured and supervised counseling practice. Students will demonstrate the basic competencies required of professional counselors, performing direct and indirect counseling services under supervision. 100 hours of counseling practice including individual on-site supervision and on-campus group supervision are required.

GCOU 651 Supervised Internship

6 credits

Internship provides 600 hours of supervised counseling experience in an appropriate mental health counseling setting. Students will perform direct and indirect counseling services under supervision. Emphasis is placed on counselor identity development, legal and ethical practice, and demonstration of multicultural and counseling competencies and case conceptualization. Students will receive individual on-site supervision and weekly on-campus group supervision.

GCOU 660 Counseling and Spirituality

3 credits

This course will focus on understanding how spirituality is naturally integrated into the practice of professional counseling. Spirituality, spiritual issues, spiritual diversity, and ethical concerns will be examined. Critical topics, such as illness, death and dying, suicide, and trauma will be explored. Students will review guidelines and competencies for integrating spirituality into the counseling relationship.

GCOU 667 Crisis and Disaster Counseling

3 credits

This course provides a comprehensive overview of how crises, disasters, and trauma-causing events impact the practice of professional counseling. Students will develop competencies

relating to the assessment and counseling of persons experiencing trauma, crises, and/or disasters. Emphasis is placed on differentiating between normal and pathological functioning as well as understanding crises and disaster coordination, emergency response, and interdisciplinary engagement.

GCOU 668 Addictions Counseling

3 credits

This course will examine addictions and addictive behaviors including strategies for prevention, intervention, and treatment. Course topics include the etiology, assessment and treatment of addictions, substance abuse, and co-occurring disorders. Treatment strategies such as harm reduction and motivational interviewing will be examined.

GCOU 680-682 Special Topics in Clinical Mental Health Counseling

3-6 credits

Special courses developed from study interests in various aspects of clinical mental health counseling including supervised clinical experiences.

GCOU 688 Directed Studies

1-3 credits

A directed study provides the advanced counseling student the opportunity to pursue knowledge and training in areas of interest within the counseling profession. The student will demonstrate a thorough investigation and understanding of the selected topic.

GCOU 690 Seminar in Counseling

3 credits

This seminar reviews counselor preparation for certification and licensure. Legal and ethical standards of practice and consultation in professional counseling will be emphasized and reviewed. Students will prepare for the comprehensive examination, create a professional vitae, and licensure preparation.

GCOU 691 Counselor Preparation - Comprehensive Examination

0 credits

Students will be required to pass a comprehensive exam. This exam should be taken the same semester as GCOU 690.

Computer and Information Science

Chair: Deacon Stephen Frezza, Ph.D., P.S.E.M.

INTRODUCTION

Computer and Information Science (CIS) has been one of the most dynamic fields in recent decades. With growing demand for computing professionals, the program is designed to provide advanced studies for those who wish to continue preparation for effective participation in computing professions. The program provides continuing education in advanced subjects for CIS professionals who wish to stay abreast of the rapidly changing technological world. Emphasis is placed on the development of the student's skill for independent study and continued professional growth.

PROGRAM OUTCOMES

At the conclusion of any of the programs of study leading to the degree of Master of Science in Computer and Information Science, the graduate is able to:

1. Elicit, document, and analyze the requirements for software systems
2. Obtain a comprehension of the evolving technology and its ramifications
3. Identify, plan, and manage the schedule and risks for the activities involved in software-based systems development
4. Provide a research contribution or development of value to the profession, industry or society
5. Exhibit skills to support continued development and improvement of their professional abilities
6. Exhibit skills necessary to make ethical decisions as a moral and conscientious individual and as a citizen of their professions, their society, and their place of employment

DEGREE OFFERED

The program offers a Master of Science in Computer and Information Science (MS-CIS) degree.

ADMISSION REQUIREMENTS

1. An applicant must present a baccalaureate degree in computer science, information systems, information science, software engineering, or a related field from a regionally accredited institution with a GPA of at least 2.5/4.0.
2. Completed graduate application
3. Complete resume
4. Transcripts from all prior institutions
5. Three letters of recommendation
6. TOEFL scores if English is not a first language

Factors for consideration include work experience in related areas of CIS and letters of recommendation. A committee appointed by the department chairperson will review applications for admission.

ADMINISTRATION

Retention is contingent on maintaining at least a 3.0 grade point average (GPA). The course work is expected to be completed within two years for full-time students and within six years for part-time students. The degree requirements are at least thirty credit hours of study.

Each academic semester typically consists of fourteen weeks of instruction including one week for final exams. Some courses follow a 15-week schedule. Lectures meet fifty-five minutes per week for each credit.

Although it is anticipated that many of the courses in the program would be offered in evening sessions, no special requirements for either the students or instructors will be made. The courses are scheduled as regular sessions and classes meet in rooms appropriate for the course being taught. Courses requiring the use of lab equipment as part of their instructional model are taught in computer teaching labs, and may include an additional lab fee.

The University's policy is that a master's degree program must be completed within six years of taking the first course. Only the Program Director and/or the Dean can grant exceptions.

WAIVER OF COURSES

Students must complete the waiver process within the first semester of beginning coursework. The foundations-series courses can be waived. The foundations-series courses are listed below.

- GCIS 506 Obj.-Ori. Programming in Java
- GCIS 507 Data Structures
- GCIS 508 Database Management Systems
- GCIS 509 System Analysis and Design
- GCIS 510 Software Engineering
- GCIS 580 Programming in Unix
- GCIS 581 Introduction to Networks

Any of the foundations series courses may be waived in either of the following ways:

1. Waiver by Transcript

A waiver request is based upon previously completed undergraduate or graduate courses which are equivalent to the foundation course in question. The student must demonstrate the equivalency of the prior courses by completing a Course Waiver Form available in the CIS office. The form is to be completed and returned to the CIS office. To waive a foundation course, the student must have taken the courses within the last seven (7) years and obtained at least a grade of B. Special circumstances may be considered where other factors demonstrate currency and proficiency in the subject. Transcript-based waiver notification may accompany admissions notification. Transcript waiver applications must be completed by the end of the first semester of enrollment to be applied to course waivers.

2. Waiver by Proficiency Examination

Students who are confident of and can substantiate a strong background in an area which is not reflected in their academic transcript (i.e., the courses were taken more than 7 years prior to admission, or the student did not achieve the appropriate grade) may request challenge examination(s) to demonstrate their proficiency. Proficiency exams must be scheduled and taken by the end of the first semester of enrollment to be applied to course waivers. See the CIS Office for details.

PROJECT REQUIREMENT

Each graduate student is expected to conduct a directed research/development project or thesis for completion of the degree; (see Plans A and B below). To propose an independent project or thesis, the student requests a specific CIS faculty member as the project advisor to chair his/her review committee in agreement with the CIS faculty member. These are normally completed as part of the required GCIS 605 Scholarship Seminar course. Decisions about the topic, project advisor and the committee members are shared between the student and the review committee chair. The committee members participate in reviewing quality and content for the directed research project/thesis and its written component. These project proposals and formulation of graduate project/thesis committees must be completed prior to registration for any Thesis or Directed Research credits.

Proposal sessions are scheduled during the last weeks of each semester. Various communication channels are utilized to disseminate the procedure and deadline on signing up for proposal sessions. Students, who wish to register for GCIS698/GCIS799 credits for the coming semester, must follow the communicated procedure and deadline to be scheduled in one of the proposal sessions.

The directed research project/thesis advisor directs the student's work and determines when to recommend the manuscript for review

by a faculty committee. The review committee is appointed by the usual academic approval sequence and consists of at least two full-time Gannon CIS faculty members familiar with the subject material and one optional member from outside the CIS department. The outside member can be from industry. The committee is responsible for supporting the student in their work and assessing the quality of the project. After final corrections are made in the project and/or supporting documentation, the student will give an oral defense of their work before the committee. The CIS faculty member who chairs the review committee becomes the student's academic advisor.

Plan A (Thesis):

The candidate is required to submit a 6-credit thesis as part of the 30-42 credits of graduate course work and to pass a final oral examination on the thesis material and related subjects. Individuals considering further doctoral graduate studies are recommended to pursue the thesis option. The content should represent a researched and creative expression of the student's advanced capability as a result of the graduate program. The thesis should be *proposed and approved prior* to the commencement of the thesis work. Proposals must be *approved prior* to registering for thesis credits.

Thesis students register for GCIS 799 *Thesis* when beginning the research effort and after having received agreement from a faculty member to be the chair of the student's research effort. While enrolled in GCIS 799 Thesis, the student will be required to satisfy other department-stipulated activities such as attendance at research seminars, participation in research presentations, and writing- or research-improvement seminars. Students who elect to complete a thesis apply three of their thesis credits as a graduate elective within their course of study.

Plan B (Directed Research):

The student is required to complete a 3-credit independent/team project and to pass a final oral examination covering the student's project area and related subject areas. The content of the independent/team project can be either (1) in-depth scholarship culminating in a publishable-quality manuscript or (2) study and development of a prototype-level application culminating in a publishable-quality technical report. The content should represent a researched and creative expression of the student's advanced capability as a result of the graduate program. The directed research project should be *proposed and approved prior* to the commencement of the independent/team project work. Proposals must be *approved prior* to registering for project credits.

Directed Research students register for GCIS 698 *Directed Research* when completing the research effort and after having received agreement from a faculty member to be the chair of the student's research effort. GCIS 699 *Directed Research* is used for larger, non-thesis research projects. While enrolled in GCIS 698

and GCIS 699 Directed Research, the student is required to satisfy other department-stipulated activities such as attendance at research seminars, participation in research presentations, and writing- or research-improvement seminars.

THE CURRICULUM PLAN

The MS-CIS is a professional degree program. Students may begin studies with a wide variety of academic and work backgrounds. The MS-CIS curriculum may range from 30-42 credits depending upon past experiences. Upon commencement of graduate studies, students choose to complete their course of study in one of the defined degree options: *Information Analytics (IA)*, or *Software Engineering (SE)*.

Courses are presented in three general categories:

- *Foundations Series*: From 0 to 12 credits of (foundations series) classes. The series is designed to bring all students up to the same preliminary level while commencing the common body of coursework. Foundation courses can be waived (or challenged) on the basis of academic and professional experience.
- CIS Core Courses: 12-15 credits of required coursework regardless of option chosen. Two courses are outlined below.
 - ^ *Scholarship Seminar*: 3 credits of professional development work. This course focuses on topics providing foundations for success in advanced graduate work and in the workplace. Topics include communications, professional development and applied research methods.
 - ^ *Project Series*: From 3 to 6 credits of directed research (GCIS 698/699) or thesis (GCIS 799) work. Students must have completed 12 credits of graduate work, have completed all prerequisites including a formal proposal of their project to register for their project work. Students are encouraged to begin developing and planning their project work well in advance of the semester in which they register for their directed research or thesis credits.
- *Option-Specific Courses*: 15-18 credits of coursework focused on a particular applied area in computer and information science.

The student must complete 30-42 credits of graduate course work. Students must maintain a cumulative grade point average of at least 3.0 for the duration of their master's degree program. A total of ten graduate level courses (500-level or higher), exclusive of foundations-series courses are required.

MASTER OF SCIENCE IN COMPUTER AND INFORMATION SCIENCE OPTIONS

The Master of Science in Computer and Information Science offers students three options, which allow the student to select a technology, analytical or a practical and applied focus for the application of computing technologies. These consist of Information Technology, Data Science and Software Engineering. Each option consists of 30 credits of graduate work beyond the foundations series, and each specifies its own foundations series courses. The specific courses of study for each option is described below.

COURSE OF STUDY FOR DATA SCIENCE (DS)

Data Science is a dynamic and fast growing field at the interface of Statistics and Computer Science. The emergence of massive datasets containing millions or even billions of observations provides the primary impetus for the field. Such datasets arise, for instance, in large-scale retailing, telecommunications, astronomy, medical domain, volumes of documents and social media. The MS-CIS with Data Science option prepares students to understand major practice areas in data science. They can collect, organize and manage data, identify patterns in data using visualization, statistical analysis and data mining, develop actionable insight based on big data, communicate data analysis and findings to people across a broad range of industries. They meet the demand of careers including Data Engineer, Data Architect, Statistical Programmer, and Big Data Analysts..

In addition to the overall program outcomes, at the conclusion of the program of study, the DS-option graduate will be able to:

- DS-1. Identify patterns in data using data mining techniques.
- DS-2. Manage large-scale data and the practical issues surrounding how the data is stored, processed, and analyzed in the cloud
- DS-3. Extract knowledge from large amounts of text data

CURRICULUM REQUIREMENTS

The Data Science Option requires 30 credits beyond 12 credits of foundations courses. Nearly all graduates from four-year Information Systems, Computer Science, Software Engineering and related programs are eligible to have all 12 credits of foundation series courses waived.

Foundations Series (12 credits):

Programming Fundamentals: GCIS 506 Object-Oriented Programming in Java and GCIS 507 Data Structures
 Database Fundamentals: GCIS 508 Database Management Systems
 Software Development: GCIS 580 Programming in Unix

Systems (3 credits): *One course:*

GCIS 514 – Requirements and Project Management

Data and Statistical Methods (9 credits): *Three courses:*

GCIS 516 – Data-Centric Concepts and Methods
 GCIS 523 – Statistical Computing
 GCIS 583 – Introduction to Cloud Architecture

Data Science (9 credits): *Minimally three of four courses:*

GCIS 655 – Data Mining (3 credits)
 GCIS 656 – Text Mining (3 credits)
 GCIS 657 – Big Data Analytics (3 credits) OR
 GCIS 658 – Data Analysis and Visualization (3 credits)

Elective (3 credits): *One of:*

Approved GCIS Electives. Electives may be any non-foundations series GCIS course approved by the faculty advisor. These choices may include non-GCIS graduate-level courses with approval of the department chair. Students who successfully complete the GCIS 799 course may waive one elective.

Professional Quality Module (3 credits): *One course:*

GCIS 605 – Scholarship Seminar

Research Project or Thesis: (3-6 credits): *One of:*

GCIS 698– Directed Research or
 GCIS 698 and GCIS 699 – Directed Project/Research or
 GCIS 799 – Thesis

COURSE OF STUDY FOR INFORMATION TECHNOLOGY (IT)

The MS-CIS with Information Technology Option is designed for students who wish to combine technical competence in information technology with knowledge of managerial and organizational issues. Students will have extensive skill and experience in the design and implementation of operational databases as well as the data warehousing, cloud computing technologies and related business intelligence technologies for managing the enterprise. They will be trained on the business intelligence techniques to discover knowledge from massive data sets along with the importance on data security. This option will prepare the student with the management and advanced technology skills needed to become a leader and decision-maker in the technology field. Career tracks include Database and Cloud Network Administrators and Designers, Data Security and Business Intelligence Analysts.

In addition to the overall program outcomes, at the conclusion of the program of study, the IT-option graduate will be able to:

- IT-1. Understand database modeling, design and implementation
- IT-2. Demonstrate knowledge of Cloud Computing Technologies
- IT-3. Derive intelligence from large volumes of business data

CURRICULUM REQUIREMENTS

The Information Technology Option requires 30 credits beyond 12 credits of foundations courses. Nearly all graduates from four-year Information Systems, Computer Science, Software Engineering and related programs are eligible to have all 12 credits of foundation series courses waived.

Foundations Series (12 credits):

Programming Fundamentals: GCIS 506 Object-Oriented Programming in Java
 Database Fundamentals: GCIS 508 Database Management Systems
 Network Fundamentals: GCIS 581 Introduction to Networks
 Software Development: GCIS 580 Programming in Unix

Systems (3 credits): *One course:*

GCIS 514 – Requirements and Project Management

Data & Statistical Methods (9 credits): *Three courses:*

GCIS 516 – Data-Centric Concepts and Methods
 GCIS 523 – Statistical Computing
 GCIS 583 – Introduction to Cloud Architecture

Information Technology (9 credits): *Minimally three of four courses:*

GCIS 665 – NoSQL and RESTful API (3 Credits) OR
 GCIS 666 – Cybersecurity (3 Credits)
 GCIS 667 – Cloud Networks (3 Credits)
 GCIS 668 – Business Intelligence (3 credits)

Elective (3 credits): *One of:*

Approved GCIS Electives. Electives may be any non-foundations series GCIS course approved by the faculty advisor. These choices may include non-GCIS graduate-level courses with approval of the department chair. Students who successfully complete the GCIS 799 course may waive one elective.

Professional Quality Module (3 credits): *One course:*

GCIS 605 – Scholarship Seminar

Research Project or Thesis: (3-6 credits): *One of:*

GCIS 698 – Directed Research or
 GCIS 698 and GCIS 699 – Directed Research or
 GCIS 799 Thesis

COURSE OF STUDY FOR SOFTWARE ENGINEERING (SE)

The Software Engineering (SE) option focuses on mobile computing and interactive software development. Software testing and quality assurance methods are weaved throughout the curriculum. Students develop interactive apps for iOS (iPad, iPhone) and Android.

In addition to the overall program outcomes, at the conclusion of the program of study, the SE-option graduate will be able to:

- SE-1. Develop and deploy goal-oriented, high-quality interactive software systems
- SE-2. Identify and apply effective engineering development techniques

CURRICULUM REQUIREMENTS

The Software Engineering option requires 30 credits beyond 12 credits of foundations courses. Nearly all graduates from four-year Information Systems, Computer Science, Software Engineering and related programs are eligible to have all 12 credits of foundation series courses waived.

Foundations Series (12 credits):

Programming Fundamentals: GCIS 506 Object-Oriented Programming in Java
 Data Structures: GCIS 507 Data Structures
 Database Fundamentals: GCIS 508 Database Management Systems
 Software Design & Development: GCIS 510 Software Engineering

Systems and Project Management (3 credits): *One course:*
 GCIS 514 Requirements and Project Management

Data-Centric Design and Development (3 credits): *One course:*
 GCIS 516 Data-Centric Concepts and Methods

Mobile Programming (3 credits): *One of:*
 GCIS 521 Advanced Programming: iOS *or*
 GCIS 522 Advanced Programming: Java for Mobile

Software Design and Development (9 credits): *Three courses:*
 GCIS 533 Software Patterns and Architecture
 GCIS 634 Software Maintenance and Deployment
 GCIS 639 Interactive Software Development

Elective (6 credits): *Two of:*
 Approved GCIS Electives. Electives may be any non-foundations series GCIS course approved by the faculty advisor. These choices may include non-GCIS graduate-level courses with approval of the department chair. Students who successfully complete the GCIS 799 course may waive one elective.

Professional Quality Module (3 credits):
 GCIS 605 Scholarship Seminar

Research Project or Thesis: (3-6 credits): *One of:*
 GCIS 698 Directed Research or
 GCIS 698 and GCIS 699 Directed Research or
 GCIS 799 Thesis

PROFESSIONAL TRACK

Gannon partners with local industry in Erie, providing a two-year work-study program. The objective of the professional track is to present an academic program combined with application training on actual industrial problems to give students a targeted education, complemented by hands-on, real-world development exposure. Students are selected for the track based on academic background, leadership skills, and communication skills. The student is assigned a Gannon professor as a mentor while working at the industrial site. The mentor advises the student about academic work and guides the student on industrial projects. The projects are carefully chosen to reinforce classroom work and to develop the students into outstanding professionals. In addition to the mentorship in technical areas, the professor also mentors the student in leadership skills, work and personal ethics, and communication skills needed in the industrial workplace. The track requires students to work on projects half-time during the school year and full-time during the summer. Students receive full tuition and a yearly stipend for their work. Students need to apply and be accepted separately for the program. The number of students in the track is dependent on availability of industrial sponsorship.

CO-OP TRACK

The objective of the co-op track is to present an academic program combined with application training on actual industrial problems in computing and systems environments. The track is designed to give students a targeted education on real-world problems. Students may join the program after completing sufficient coursework to be successful in an industrial environment and receiving approved industrial sponsorship. International students participating in a co-op are required to contact the Office of Global Support and Student Engagement to apply for Curricular Practical Training before engaging in any co-op activity. Students accepted to the co-op track are assigned a Gannon professor as a mentor. During each semester in which they are enrolled in the co-op track, students must be enrolled in GENG 700, GENG 701, or GENG 702.

Students must complete 30 credits of graduate coursework beyond their foundations-series coursework in addition to their Graduate Professional Experience courses. Students must maintain a cumulative grade point average of at least 3.0 for the duration of their master's degree program, and fulfill all other requirements for their degree.

DEPARTMENT POLICIES

Incomplete Grades in CIS

Incomplete (“I”) grades for a course within the CIS Department require students to follow extra procedures in order for the “I” grade to be appropriately handled.

- Students must obtain confirmation from the course instructor to be assigned the “I” grade.
- The course instructor and student complete and sign an “*Incomplete Grades*” form **before** issuing the “I” grade. The form identifies required deliverables, expected delivery dates, and consequences for not following through on the work.
- The course instructor and student complete and sign a “*Behavioral Contract*”. The contract stipulates other activities and arrangements expected of the student in order to earn a grade in the course.
- The course instructor submits both forms to the department and to Graduate Records.
- If the “I” grade is assigned for either GCIS 698 Directed Research, GCIS 699 Directed Research, or GCIS 799 Thesis, then the student is also required to register for GCIS 697 (1 cr.) Directed Project in the semester when the incomplete work is being done. Registering for GCIS 697 Directed Project is to occur regardless of the other courses registered in the semester.

Research and Thesis Projects

All qualifying research and/or thesis projects must be successfully proposed to the department faculty and have a review committee assigned prior to course registration. Standards for project scope and proposal methods are managed by the department chair. Externally-sponsored projects are encouraged, but not required. All projects must have a CIS Faculty member in charge of the work, with a supporting committee of two department faculty and optionally one external committee member. The committee is assigned by the chair prior to registration. The committee is responsible for:

- Supporting the student in completing their work
- Approving changes to the defined work scope,
- Judging the quality of the project work through the written and oral presentations of the work.
- Grading of these courses is by the committee as a whole.

Students are responsible to identify the project, stakeholders and/or topics, and complete the project on their own. Students are encouraged to identify and start work on their projects, especially requirements and exploratory research prior to proposing their projects. Students should register for their project or thesis credits in the semester that they expect to complete the project, not necessarily in the semester they start the project. Please see the chair with questions.

C-Grade Policy

Gannon graduate students are required to earn a grade point average (GPA) of 3.0 or better in order to successfully complete the graduate program. CIS graduate students are expected to maintain a semester

GPA of 3.0 or better. Because of CIS scheduling patterns, the necessity of retaking a course to improve one’s GPA may cause the duration of one’s graduate studies to extend one year or more.

COURSE DESCRIPTIONS

FOUNDATIONS SERIES

Foundations-series courses may not serve as elective courses to satisfy MS graduation requirements.

GCIS 506 Object-Oriented Programming in Java

3 credits, Spring

Prerequisite: CIS 180 and CIS 181 or satisfactory completion of undergraduate Java course

The course covers the application of object-oriented programming to software development which includes the general topics of encapsulation, inheritance, and polymorphism. Topics also include GUI objects, event-driven programming, and exception handling. Basic object-oriented design principles using UML diagrams are introduced to facilitate large scale software development.

GCIS 507 Data Structures

3 credits, Spring

Prerequisite: GCIS 506

An in-depth programming-based study of data structures and of algorithms for their manipulation. Arrays, tables, stacks, queues, trees, linked lists, sorting, searching and hashing are topics considered.

GCIS 508 Database Management Systems

3 credits, Spring

A skills-building course in the fundamentals of database design, creation, and operations. Course topics include the ability to create a project-based database and its associated queries.

GCIS 509 Systems Analysis and Design

3 credits, Fall

Prerequisite: GCIS 506

An introduction to the role and responsibilities of a systems analyst. Students examine systems by analysis, modeling, and design at the enterprise, process, logical, data, and technology levels. Optionally included topics are feasibility analysis, technology evaluation, project management, object-oriented analysis.

GCIS 510 Software Engineering

3 credits, Spring

Prerequisite: GCIS 506

An advanced treatment of methods for producing a software design, and the testing of that design and ensuing code. Focus is on object-oriented analysis and design methods, black-box (functional) testing techniques. Includes treatment of the developing Unified Modeling Language (UML) techniques and its application to software development.

GCIS 580 Programming in UNIX

3 credits, Fall

Prerequisite: GCIS 506 or equivalent

Students are introduced to the UNIX system, shell programming and program development in the UNIX environment. Basic commands and utilities provided through standard UNIX or UNIX-dialect shell are covered. The UNIX command language interpreter and the ability to write routines within its structure are addressed. Course includes configuration and use of software tools for development of higher-order language compilation as well as the use of configuration management tools.

GCIS 581 Introduction to Networks

3 credits, Spring

Prerequisite: None

This course is designed to introduce the student to the fundamentals of network technology. The student will learn how to identify the different types of networks and to implement and support the major networking components including the server, operating system, and clients. Different types of media used in network communications will be explained. Students will learn how to use these media to connect clients to the network. Networking standards, protocols, and access methods will be introduced in order to create appropriate networks for a given environment.

500 SERIES**GCIS 514 Requirements and Project Management**

3 credits

Prerequisite: GCIS 509 or GCIS 510

The course focuses on the requirements engineering and project management process, and how these two practices are intertwined. Requirements engineering includes the study of tools, methods and description techniques applicable from initial requirements elicitation through to requirements validation. Along with the requirements engineering focus, the project management skills for managing software systems and projects are addressed. The course includes specific techniques for the analysis, modeling, validation, and management of requirements for engineering and a general introduction to the PMBOK terminology. Ethical practice of software engineering and information system development is addressed.

GCIS 515 Software Testing & Quality Assurance

3 credits, Fall

Prerequisite: GCIS 510 and (GCIS 506 or GCIS 521 or GCIS 522)

The course is concerned with understanding the role of quality assurance in the software development cycle, and applying these techniques to software products. Course topics include test design methods, test planning, automated test support, quality measurement and quality tracking techniques.

GCIS 516 Data-Centric Concepts and Methods

3 credits

Prerequisite: GCIS 508

The course introduces the concepts and approaches necessary for data-centric design and development of high-quality software and systems. Incorporated in the course is an introduction to the systematic methodologies and tools required for the development and use of vital data connections.

GCIS 521 Advanced Programming: iOS

3 credits, Fall

Prerequisite: GCIS 506 and GCIS 510

The course treats the development of Objective-C programming language for application development, including an overview of the language and libraries, object-oriented development, source-code control and an introduction to testing. Project work will include the application of design patterns, user-interfaces, multi-threading, database connectivity and other relevant materials. The course includes introductory material in mobile design, and a variety of building blocks utilizing libraries and modes available to the mobile app developer in the iOS domain.

GCIS 522 Advanced Programming: Java for Mobile

3 credits, Spring

Prerequisite: GCIS 506 and GCIS 510

The course treats the development of the Java programming language for application development, including an overview of the language and libraries, object-oriented development, source-code control and an introduction to testing. Project work will include the application of design patterns, user-interfaces, multi-threading, database connectivity and other relevant materials. The course includes introductory material in mobile design, and a variety of building blocks utilizing libraries and modes available to the mobile app developer in the Java domain.

GCIS 523 Statistical Computing

3 credits

Prerequisite: None

The advancement of statistical methodology is now inextricably linked to the use of computers. The translation of a statistical problem into its computational analog (or analogs) is a skill that must be learned by actively solving relevant problems. This course focuses on training students to solve statistical problems using programming languages. The course includes specific computational methods for the analysis, modeling, validation, and interpretation of various statistical problems derived from biology and business. It includes a special emphasis on statistical analysis, experiments design and the related computational solutions/packages.

GCIS 531 Distributed Programming

3 credits, Spring

Prerequisite: GCIS 506 or equivalent

An introduction to the fundamental techniques and tools used to develop programs that rely on inter-process communication. Topics

include TCP/IP, client-server paradigm, daemon programs, client socket calls, server socket calls, concurrent vs. iterative servers, connectionless and connection-oriented server paradigms.

GCIS 533 Software Patterns and Architecture

3 credits, Spring

Prerequisite: (GCIS 506 or GCIS 521 or GCIS 522) and GCIS 507 and (GCIS 509 or GCIS 510)

This course is concerned with the issues, techniques, strategies, representations and patterns used to design and implement a software component or a large-scale system. Using the Unified Modeling Language (UML), it focuses on defining architectures that conform to requirements, achieve quality goals and work within constraints including resource, performance, reliability and security. The course includes project work that emphasizes the selection and appropriate use of architectural specification.

GCIS 546 Managing Information Organizations

3 credits, Fall

Prerequisite: GCIS 509 or GCIS 510

Introduces theories and techniques of information science and management to information enterprises, concentrating on how the structure and dynamics of the environment influences the behavior of the enterprise. Aspects of organizational structure, knowledge management, decision making, planning, control, political processes, leadership, communication, and human resources are examined in light of the theories.

GCIS 555 Dynamic Web Development

3 credits, Fall

Prerequisite: GCIS 506 and GCIS 508

The course is concerned with the development of database systems and their application in multi-tiered systems. The student develops desktop and web-based database applications. Typical coverage includes event-driven programming.

GCIS 583 Introduction to Cloud Architecture

3 credits, Fall & Spring

Prerequisites: GCIS 580 and 581

This course focuses on the configuration of networks for internet services, and how to deploy and maintain internet servers on multiple platforms. The course includes extensive laboratory work to support the installation and configuration of hardware and software to support networking, servers, and security for internet services, particularly on Windows and UNIX platforms. This course also includes discussion of the ramifications of internet service technologies. Finally, building of Network Balanced and High Availability Clusters that are the building blocks of forming a Cloud will be highlight of this course.

GCIS 590-595 Special Topics in CIS

1-3 credits

Prerequisite: Specific prerequisites are topic-related

The course offers presentation of topics that are emerging as the field of computer and information science changes. The objectives

and content reflect the interests of the faculty and the students relative to the topic.

600 SERIES**GCIS 605 Scholarship Seminar**

3 credits

Prerequisite: Completion of all foundation courses and 12 credits of post-foundation graduate work

Co-requisite: GCIS 514

The course emphasizes the skills necessary to perform effectively and professionally, and includes writing, listening, and presentation skills. The course focuses on posing a research question, gathering appropriate source materials, analyzing the current status of related materials, planning a valid study, defining project goals, selecting appropriate research and/or development methods and assessment techniques, and formulating an effective project proposal. Review of professional and research ethics is included.

GCIS 634 Software Maintenance and Deployment

3 credits, Fall

Prerequisite: GCIS 521 or GCIS 522

The course introduces the concepts and approaches necessary for the maintenance and refactoring of software projects, particularly in a rigorous life-cycle process. The course focuses on materials related to software maintenance, process, metrics and quality related to the development and improvement of high-quality software and systems. The course includes significant project work where students apply a rigorous process to the refactoring of a software product to improve its features and quality.

GCIS 639 Interactive Software Development

3 credits, Fall

Prerequisite or co-requisite: GCIS 521 or GCIS 522

This course deals with developing interactive computer-based systems that allow users to complete meaningful tasks. This includes both the process and tools for exploring users' needs, analyzing tasks and information flow, as well as identifying, defining and assessing usability factors through usability testing. Interface specification and iterative interface design and prototyping is addressed.

GCIS 644 Knowledge-Based Systems

3 credits, Spring

Prerequisites: GCIS 516 and GCIS 523

An introduction to advanced information systems combining a database management system, a model-based management system, and a dialog management system. Emphasis is placed on decision support system requirements analysis and specification, the use of alternative analytical methods, iterative design approaches for realization of analytical systems, and developing appropriate integrated information systems architecture. Multidimensional databases and data warehousing initiatives are presented as other forms of knowledge-based systems.

GCIS 646 Architecting Enterprise Information Systems

3 credits, Fall

Prerequisites: GCIS 509 and GCIS 514

Integrating analytical systems into the information system architecture in organizations requires an understanding of the infrastructure, the processes, and the governance of the enterprise. Through a real-world analysis and design project, students examine, document, and recommend the role of information systems for producing cohesive business processes and functional applications to meet business need. Current and emerging issues of creating, coordinating, and managing the key activities by the organization to build cohesive and strategically responsive information systems are addressed.

GCIS 655 Data Mining Concepts and Techniques

3 credits

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523

The course introduces the multidisciplinary field of data mining, and the importance of data quality and cleaning. Included are the essential data mining and knowledge representation techniques used to extract intelligence from large data sets in order to discover patterns or within them. Techniques include advanced frequent pattern mining techniques, classification, and clustering methods. Students demonstrate their understanding of intelligent systems technologies in one or more applications.

GCIS 656 Text Mining

3 credits

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523

This course covers foundations of text mining and text analysis, acquiring data, the logic of text mining, and techniques for web-scraping and web-crawling. It includes text mining fundamentals such as lexical resources, basic text processing and supervised learning. Included are text analysis methods from the humanities and social sciences such as analyzing narratives, themes, metaphors as well as text mining methods from computer science such as text classification, opinion mining, and information extraction.

GCIS 657 Big Data Analytics

3 credits

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523 and GCIS 583

The course introduces the fundamental concepts of Big Data management and analytics, challenges and applications. It includes MapReduce methodology for exploiting parallelism in clouds (racks of interconnected processors) to compute very large amounts of data. Algorithms for streaming data, web search, on-line advertising and recommender systems are also discussed.

GCIS 658 Data Analysis and Visualization

3 credits

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523

The course contains three parts. The first part of course explores scripting for the data science pipeline. Students learn to acquire, access, and transform different forms of data, including structured, semi-structured and unstructured data. The second part of course explores complicated statistical models, focusing on regression models. The third part of the course focuses on data visualization, layered grammar of graphics, perception of discrete and continuous variables, introduction to Mondran, mosaic pots, parallel coordinate plots, introduction to ggobi, linked pots, brushing, dynamic graphics, model visualization, clustering and classification.

GCIS 665 NoSQL and The RESTful API

3 credits

Prerequisites: All foundation courses; GCIS 506 and GCIS 516 and GCIS 583

The student will learn to set up a RESTful API using the Express Server to create endpoints needed to add, update, and delete data from a cloud (e.g. MongoDB) database. The course will cover middleware, testing in Node.js, application organization, data modeling, querying data with Mongoose, using Web Token Authentication (e.g. JSON), securing routes, and deployment.

GCIS 666 Cybersecurity: Ethical Hacking

3 credits

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523

The course develops the structured knowledge base needed to discover vulnerabilities and recommend solutions for tightening network security and protecting data from potential attackers. Students focus on using penetration-testing tools and techniques to protect computer networks. This course provides students basic knowledge and skills in the fundamental theories and practices of Cyber Security. In addition, this course will provide a basic introduction to of all aspects of cyber-security including procedures, communications security, network security, defender website, legal issues, and technical issues. Also, it will support some technical approaches using in ethical hacking.

GCIS 667 Cloud Networks

3 credits, Spring

Prerequisites: All foundation courses; GCIS 507 and GCIS 516 and GCIS 523 and GCIS 583

This course builds from clustered servers to running different services and applications on a private cloud. The course includes extensive laboratory work to support the installation and configuration of a private cloud system. It provides a hands-on comprehensive study of cloud concepts and capabilities across the various cloud service

models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and Business Process as a Service (BPaaS).

GCIS 668 Business Intelligence

3 credits, Spring

Prerequisites: All foundation courses; GCIS 516 and GCIS 523 and GCIS 583

Advances in computing technologies have greatly enhanced our ability to collect and store large amounts of data, i.e. big data. Yet, corporations today are said to be data rich but knowledge poor. This course will introduce state-of-the-art Business Intelligence and Analytics techniques to discover knowledge from massive data sets using a hands-on approach. Students will have a chance to apply such techniques on real-world data sets in various domains, including finance, healthcare, commerce and sports in order to produce actionable intelligence for enhanced managerial decision making.

GCIS 690-695 Special Topics in CIS

3 credits

Prerequisite: Specific prerequisites are topic-related

The course offers presentation of topics that are emerging as the field of computer and information science changes. The objectives and content reflect the interests of the faculty and the students relative to the topic.

GCIS 697 Directed Project

1 credit

GCIS 698 Directed Research

3 credits

Prerequisite: GCIS 605

The course tracks the completion of an independent/team project. Passing a final oral examination covering the student's project area and related subject areas and documenting the research project are part of its requirements for satisfactorily completing the course. The content of the independent/team project can be either an in-depth scholarship culminating in a publishable-quality manuscript (hereafter referred to as a 'research project') or the study and development of a prototype-level application culminating in a publishable-quality technical report (hereafter referred to as a 'technical project').

The project content represents a researched and creative expression of the student's advanced capability as a result of the graduate program. The directed research project must be proposed and approved prior to the commencement of the independent project work.

GCIS 699 Directed Research

3 credits

Co-requisite: GCIS 698

The course complements GCIS 698 for larger research projects satisfying Plan B of the Project Requirement.

GCIS 799 Thesis

3-6 credits

Prerequisite: GCIS 605

The course tracks the completion of an independent research project and the final oral examination covering the student's project area and related subject areas. The content of the independent, in-depth scholarship culminates in a publishable-quality manuscript (here after referred to as a 'research project').

The thesis work represents a researched and creative expression of the student's advanced capability as a result of the graduate program. The thesis must be proposed and approved prior to the commencement of the independent project work. The credits may be taken as a six-credit block, or as two 3-credit blocks.

Criminalistics

Program Director: Jerry Clark, Ph.D.

INTRODUCTION

The primary goal of the Master of Science in Criminalistics is to provide students with a theoretical foundation, while focusing on criminal investigative techniques and practical application. With hands-on experience, students will be able to apply terms, skills and techniques utilized in the field of Criminal Justice. There are currently 1.5 million full-time law enforcement officers in the United States. With the increased professionalization of the Criminal Justice field, many state and local police departments are beginning to require bachelor degrees, with graduate degrees being crucial to promotion. Furthermore, to be competitive, federal agents are increasingly in need of a graduate degree. Popular career paths include local and state police departments in addition to federal agencies such as FBI, DEA, and ATF.

STUDENT LEARNING OUTCOMES

At the completion of this 36-credit program students will be able to:

1. Demonstrate an understanding of the scientific principles of crime scene investigation and reconstruction, including evidence collection and preservation.
2. Demonstrate the capabilities, use, potential and limitations of forensic laboratory theory and techniques in respect to the analysis of evidence.
3. Utilize ethical principles and an understanding of legal precedents to make decisions related to investigative techniques, analysis of evidence, and courtroom testimony.
4. Demonstrate problem-solving skills and synthesize forensic, evidential, and investigatory information from multiple sources to generate theories about a crime.
5. Conduct interviews and interrogations, develop and execute investigative plans, follow up investigative leads, document their findings, and testify to the interpretation of evidentiary findings in a courtroom setting.
6. Integrate knowledge and skills through an applied capstone experience.

ADMISSION REQUIREMENTS

Applicants interested in the Master of Science in Criminalistics must hold a bachelor's degree from an accredited college or university. The undergraduate degree does not have to be in criminal justice, but applicants are required to demonstrate a basic understanding and awareness of the criminal justice system.

- Submit graduate application
- Submit final, official, transcripts from all colleges/universities attended
- Submit three letters of recommendation
- Submit an updated resume

- Undergraduate degree (or expected completion of undergraduate degree prior to enrollment) preferably in criminal justice, natural science, computer science or related field.
- Successful completion of undergraduate level coursework in the following courses, achieving a minimum grade of "C" in each: Introduction to Criminal Justice, Investigative Concepts, Natural Science course
- Minimum 2.75 overall GPA, 3.00 in prerequisite courses
- Act 33/34 and FBI background check clearance is needed for full acceptance
- Personal interview may be required. Student will be contacted to schedule interview.
- All application materials must be submitted to the Graduate Admissions Office no later than August 1 (for Fall admission), November 1 (for Spring admission), or May 1 (for Summer Admission).
- The graduate assistantship deadline is March 15.

CURRICULUM

Students can begin the program in the Fall, Spring, or Summer semesters. Flexible scheduling options are available.

Fall Course Offerings

- GCRIM 501: Crime Scene Techniques
- GCRIM 601: Criminalistics
- GCRIM 509: Crime Mapping and Analysis
- GCRIM 507: Criminal Law of Evidence

Spring Course Offerings

- GCRIM 621: Physical and Pattern Evidence
- GCRIM 508: Courtroom Procedures
- GCRIM 611: Digital Evidence
- GCRIM 622: Medicolegal Investigation

Summer Course Offerings

- GCRIM 631: Applied Criminalistics
- GCRIM 612: Interviewing and Dispute Resolution
- GCRIM 602: Psychology and the Law
- GCRIM 641: Forensic Investigation Practicum

ASSISTANTSHIPS

Graduate Assistantships are available for full-time and part-time students. Potential responsibilities of Graduate Assistants include:

- Assisting experienced faculty members with research
- Assisting faculty members with teaching responsibilities
- Helping to manage the Forensic Investigation Center
- Assisting with various programmatic duties

COURSE DESCRIPTIONS

GCRIM 501 Crime Scene Techniques

3 credits

This is a course in the study of crime scene investigation. This course offers a comprehensive and engaging examination of criminal investigation and the vital role that criminal evidence plays in the process. This course focuses on the five critical areas essential to understanding criminal investigations: background and contextual issues, criminal evidence, legal procedures, evidence collection procedures, and forensic science. This course includes a multitude of case examples to illustrate key points and as a basis for discussion about the proper conduct of criminal investigations and goes beyond a simple how-to in investigative procedures, drawing from fascinating modern research and its importance in the real world of criminal justice.

GCRIM 507 Criminal Law of Evidence

3 credits

Criminal Law provides students with an integrated framework for understanding the U.S. criminal justice system with a diverse and inclusive interdisciplinary approach and thematic focus. This course looks at the law and decisions in court cases and considers and integrates issues of race, gender, and socio-economic status with their discussion of criminal law. Material from the social sciences is incorporated to highlight the intersection between criminal law and key social issues. Case excerpts and detailed case summaries, used to highlight important principles of criminal law, and are featured throughout the course. The coverage is conceptual and practical, showing students how the criminal law applies in a “real world” environment.

GCRIM 508 Courtroom Procedures

3 credits

In this course, you will reviews ways in which the law, particularly the law of evidence, affects the work of the law enforcement professionals. This course outlines the various roles of courtroom participants, paying particular attention to preparing individuals to become expert witnesses in the courtroom. This course works through the legal process up through trial and including appeals and motions for a new trial. Covers, at each stage, legal doctrines of interest such as chain of custody, work product privileges, laying the proper foundation, exhibits, and the standards necessary to obtain a new trial. This course will cover the various roles in the courtroom, trial preparation, preparing witnesses, differences in grand juries and trials.

GCRIM 509 Crime Mapping and Analysis

3 credits

This course will provide students with the knowledge and use of GIS in crime prevention and crime analysis. Students will learn through crime mapping exercises the various uses of GIS (Geographic Information System) in criminal investigation, prosecution and correctional management. Students will develop crime mapping project using online data and will learn skills how to make and analyze maps.

GCRIM 601 Criminalistics

3 credits

In this course, you will learn many of the cardinal and techniques of forensic science, criminalistics and laboratory analysis. The necessity of a rigorous scientific approach will be stressed. The course is designed to acquaint the student with a comprehensive understanding of today’s crime laboratories and investigative techniques involving the proper collection, preservation, and analysis of evidence. The student will be introduced to scientific, technological, and experientially-based procedures as they are applied in the criminal justice system.

GCRIM 602 Psychology and Law

3 credits

This is a course in the study of Psychology and Law. The course offers the definitive perspective on the practical application of psychological research to the law. Insight is offered into the application of psychology in criminal and non-criminal matters. Topics such as family law, insanity, police interrogation, jury selection and decision making, involuntary civil commitment, and various civil capacities are included. The course emphasizes the major contributions psychological research has made to the law, and encourages critical analysis through examples of court cases, high-profile current events, and research leadership and the organizational improvement process.

GCRIM 611 Digital Evidence

3 credits

Computer and communication technologies have become key components to support critical infrastructure services in various sectors of our society. In an effort to share information and streamline operations, organizations are creating complex network systems and opening their networks to customers, suppliers, and other business partners. Increasing network complexity, greater access, and a growing emphasis on the Internet have made information and network security a major concern for organizations. This course focuses on computer and cyber forensics. Students will learn different aspects of computer and cybercrime and ways in which to uncover, protect, exploit, and document digital evidence. Students will be exposed to different types of tools (both software and hardware), techniques and procedure, and will be able to use them to perform rudimentary forensic investigations.

GCRIM 612 Interviewing and Dispute Resolution

3 credits

This course is working through the legal and practical aspects of interviewing and interrogation. The course offers perspectives from hands-on to legal considerations as well as ethics. Interrogation and interviewing are the cornerstones of any investigation and can make or break a case in court. It is imperative that one recognizes the legalities involved, the ethics of appropriate conduct and the proven methods and procedures for successful interviewing and interrogation. This course will utilize technologies such as Skype and Adobe Connect to allow students to practice interviewing techniques.

GCRIM 621 Physical and Pattern Evidence: Investigative Methods

3 credits

In this course, you will learn various techniques utilized in data collection, information assessment, theory Development, and evidence application as it relates to criminal investigations. The types of data associated with the three primary crime motivations will be studied; with student recognition of data and the appropriate application of the information properly placed in relation with the identified motive. The course is designed to acquaint the student with a process involving investigative methodology and a comprehensive understanding of the most utilized investigative techniques in pursuit of the necessary evidence to successfully investigate and perfect today's most serious crimes. The student will be introduced to scientific, technological, and experientially-based procedures as they are applied in the criminal justice system

GCRIM 622 Medicolegal Investigation

3 credits

An intensive look at medical and legal investigations into causes of death. Topics include the difference between the medical (or pathological) and legal (or criminal) components of investigations into the causes of death, medical and investigative terminology, and the impact of ethics on prosecutions and convictions. Case studies illustrate practical applications of various forms of forensic styles and parameters.

GCRIM 631 Applied Criminalistics

3 credits

This course complements prior courses by giving the student a chance to experimentally investigate concepts and techniques learned in the lecture. During the online portion of this course, the identification and individualization of biological and toxicological evidence are presented. The theories and practice of microscopic, biological, immunological, and chemical analysis are applied to the examination of blood, semen, and other body fluids. Additionally, principles and methods of analysis of microscopic and macroscopic evidence such as glass, soil, papers, inks, dyes, paints, drugs, and other potential physical traces will be discussed. During the residency, mock crime scenes will be used for demonstration and to assess knowledge, skills and abilities of students. Scenes will be indoor and outdoor and at least one scene will be scheduled as a late evening early morning exercise. Scenes will encompass criminal and non-criminal activities including homicide, sexual assault, burglary, suicide, accidental death, etc.

GCRIM 641 Forensic Investigation Practicum

3 credits

This course examines the various forensic investigatory topics treated during the course of the Criminalistics program, together with expansion of a few topics not examined in detail during the program, all in the context of the forensic investigation of a Capstone Case provided by the instructor. The use of scientific method as such, and as part of the ethical requirements for good investigation, forms the framework for intellectually examining the totality of a crime scene investigation.

Education

MISSION OF THE GRADUATE SCHOOL OF EDUCATION

The mission of the Graduate Department in the School of Education at Gannon University is to provide professional educators a practitioner-oriented instructional program that is steeped in academic excellence, visionary leadership, ethical practices, and collegiality.

Master of Education: Curriculum and Instruction - ONLINE

*Program Coordinator: Bill Hallock, Ed.D. (814) 871-7136
hallock002@gannon.edu*

MISSION OF THE GANNON MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION PROGRAM

The Mission of the Gannon Master of Curriculum and Instruction program is to provide candidates exceptional professional education through integration of theory and pedagogy to prepare them to be Agents of Change within the disciplines of curriculum, instruction, and assessment.

OVERVIEW

Gannon University offers the Master of Education in Curriculum and Instruction online. The Master's degree is a 30 credit, non-thesis, portfolio-based program. Twenty-four credits are taken from the Gannon core and six credits are earned as electives.

The program is designed to be convenient and flexible for teachers. Graduate learners complete two Gannon core courses (6 credits) each semester for four semesters. Courses are offered online in 7 week sessions, and graduate learners take only one course at a time. Graduate learners complete the electives online whenever it is most convenient for them.

In each of the core courses, the graduate learner will submit assignments that are labeled as portfolio evidence. These assignments will be reviewed by the course instructor. At the conclusion of the core courses, the graduate learner will submit a final, electronic reflection which will be reviewed by the program coordinator.

TEACHERS AS AGENTS OF CHANGE – A RATIONALE

The Teacher as Agent of Change is the conceptual framework for the M.Ed. It is a unifying theme for all courses and is particularly applicable to the evidence in the portfolio as well as the action research process and dispositions. Considerable dialogue has taken place in recent years about the need for positive change in American education. The Gannon Master of Education enables the graduate learner to seize the opportunity to engage in a professional process of renewal. Graduate learners are empowered to translate their knowledge and skills into applied action research in the classroom.

ADMISSIONS REQUIREMENTS

- A Bachelor's degree from a regionally accredited college or university and fulfillment of requirements for admission to the graduate program at Gannon University
- Final, official transcripts from all colleges attended with a minimum cumulative grade point average of a 3.0 on a 4.0 scale; provisional acceptance may be granted in some instances
- A completed application for admission including three letters of recommendation from persons qualified to judge the applicant's character and scholarly/professional abilities
- Evidence by previous academic record that the applicant has the general ability and preparation necessary to pursue graduate study successfully

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of "B" or better and are recorded on an official transcript, and which are no older than six years at the time of program completion. No credits may be transferred in place of the core courses.

Core Courses and Portfolio (24 credits)

| | |
|-----------|---|
| GEDU 505 | Classroom Management (3 credits) |
| GEDU 601 | Action Research (3 credits) |
| GEDU 602 | Portfolio (0 credits) |
| GEDU 604 | Educational Tests and Measurements (3 credits) |
| GEDU 609 | Inclusive Classroom Practices (3 credits) |
| GEDU 612 | Leadership, Current Issues and the Teacher as Agent of Change (3 credits) |
| GEDU 621 | School Curriculum (3 credits) |
| GEDU 623 | Technology Literacy and Integration (3 credits) |
| GEDU 637 | Learning Theory (3 credits) |
| Electives | (6 credits) |

Gannon University Elective Cohort

Gannon University Elective Cohort offers courses online that can fulfill the M.Ed. elective requirements. These courses are offered at a significantly reduced cost from the tuition for the core courses. These courses are based on the *teacher friendly* model for which Gannon University is known. The courses are taught utilizing the Gannon University practitioner model that emphasizes theory aligned with practical application. The courses stress the needs of Pennsylvania's educational community and are linked to school district initiatives. For further information go to www.gannon.edu/Act48.

Advanced Certification Program Options:

Graduate learners can use the six credit elective requirement to begin taking courses toward an advanced certification as a Reading Specialist (online courses plus practicums), ESL Program Specialist (online courses plus practicums), or a Principal (online courses plus practicums). In addition, participants who wish to become secondary teachers in Biology, English, History/Social Studies, or Mathematics may use the six credit elective requirement toward an initial certification.

Master's Level Director Credential (DC) Program

The Director Credential Program is offered in conjunction with the Northwest Regional Key and is available to childcare center directors and those interested in becoming child care center directors. The program consists of three 3-credit graduate courses, and Act 48 hours are given if applicable. After a classroom introduction to the online learning system, the remainder of the coursework is presented and completed online.

The courses may also be used to fulfill the elective component of the M. Ed. in Curriculum and Instruction if the participant chooses to pursue that degree.

| | |
|----------|---|
| GUAP 597 | Curriculum and Content for Early Childhood Education |
| GUAP 598 | Current Trends in Early Childhood Education |
| GUAP 599 | Organizational Leadership and Program Administration in Early Childhood Education |

Tuition assistance for the Director Credential Program may be available through the Rising STARS Tuition Assistance program. For further information, please contact Dr. Bill Hallock at hallock002@gannon.edu or at 814-871-7136.

Master of Education: Curriculum and Instruction - Secondary Teacher Certification

Program Coordinator: Janice M. Whiteman, M.Ed.
Phone: (814) 871-7497, whiteman002@gannon.edu

MISSION OF THE GANNON SECONDARY TEACHING PROGRAM

The Secondary programs promote excellence in content knowledge, intellectual skills, and dispositions by emphasizing extensive practical field experiences, professional development, research, and practices which support the developmental needs of students.

OVERVIEW

Students pursuing the Master of Education in Curriculum and Instruction can also seek preparation as a Secondary certified teacher in the content areas of Biology, English, Social Studies, or Mathematics.

This program is designed for the professional who holds a Bachelor's degree and who seeks to obtain Pennsylvania Instructional I Teaching Certification in order to teach at the secondary level, grades 7-12. This program is designed to allow graduate learners to accomplish this while pursuing a master's degree. Courses, except those that have a field experience component, are conveniently offered online to accommodate work and family schedules. Gannon University provides graduate learners with the tools to engage in leadership activities, instructional innovation, and ongoing assessment.

Graduate learners in the M.Ed. in Curriculum and Instruction are required to complete assignments labeled as portfolio evidence. The portfolio assignments enable graduate learners through action research to develop projects that will impact their classroom, school, and/or school district. As a result of these projects, graduate learners have the potential to make significant changes in schools and to emerge as leaders in their respective districts.

Individuals seeking initial teaching certification are also required to complete a professional portfolio. The portfolio is intended to demonstrate and document the professional educator's knowledge, skills, abilities, performances, and professionalism. At the university level, portfolios must demonstrate the degree to which the teacher candidate has attained the outcomes designated by the School of Education and the Pennsylvania Department of Education. Equally important, the professional portfolio is a tool for the interviewing process.

Teacher candidates are required to complete more than 180 hours of field experiences and 14 weeks of student teaching. Teacher

candidates are encouraged to talk to their advisor early in the program so that they can take the proper course sequence and meet all certification and program requirements.

ADMISSION REQUIREMENTS - MASTER'S DEGREE

- A Bachelor's degree from a regionally accredited college or university and fulfillment of requirements for admission to the graduate program at Gannon University
- Final, official transcripts from all colleges attended with a minimum cumulative grade point average of 3.0 on a 4.0 scale; provisional acceptance may be granted in some instances.
- A completed application for admission including three letters of recommendation
- Evidence by previous academic record that the applicant has the general ability and preparation necessary to pursue graduate study successfully
- An interview with the program director

Before admission to the graduate program, student transcripts will be reviewed by a faculty member in the content area of intended certification as well as by the program director in the School of Education to determine the required program of study.

Individuals must also apply and be admitted to the School of Education to be eligible for field experiences and upper level education courses. Admission to the M.Ed. program for the purpose of pursuing teacher certification does not guarantee admission to the School of Education. Once admitted to the School of Education, the teacher candidate must complete all certification requirements as outlined in the Teacher Certification Handbook.

ADMISSION REQUIREMENTS - TEACHER CERTIFICATION

The candidate will provide the following official documentation that demonstrates:

- A B.A. or B.S. degree in the content area or related content area for which the applicant is seeking a PA Instructional I certificate
- An overall GPA of 3.0; Provisional acceptance may be granted for a GPA between 2.8 and 2.99
- All required courses in the candidate's content area of Biology, English, Mathematics, or Social Studies have been successfully completed with a grade of "C" or better
- Two approved college Math courses were completed successfully with a grade of "C" or better
- Two approved college English courses, one in composition and one in American or British literature, were passed successfully with a grade of "C" or better
- Valid negative TB test on file in the School of Education
- Valid criminal history clearances, including Criminal

Background Check, Child Abuse Clearance, and FBI Fingerprint Check have been obtained. In addition, Act 126 training and the Diocesan Child Protection Policy Inservice must be completed. In order to be considered valid, the applicant must submit original documents which are less than one year old. Please note that the fingerprint check must be obtained by following the procedures set forth by the Pennsylvania Department of Education

- A completed application to the School of Education which includes a writing sample has been submitted

CURRICULUM REQUIREMENTS

This program requires the student to take 24 credits of core courses, 6 credits of cognate/required electives, and 18 credits of certification requirements. The following courses are completed online.

- GEDU 505 Classroom Management (3 credits)
- GEDU 601 Action Research (3 credits)
- GEDU 602 Portfolio (0 credits)
- GEDU 604 Educational Tests and Measurements (3 credits)
- GEDU 609 Inclusive Classroom Practices (3 credits)
- GEDU 612 Leadership, Current Issues, and the Teacher as Agent of Change (3 credits)
- GEDU 621 School Curriculum (3 credits)
- GEDU 623 Technology Literacy and Integration (3 credits)
- GEDU 637 Learning Theory (3 credits)

REQUIRED COGNATE/ELECTIVES FOR TEACHER CERTIFICATION IN SECONDARY EDUCATION

(6 credits) The following credits are completed online.

- GEDU 537 Special Education Overview (3 credits)
- GEDU 627 Foundations of Literacy in the Secondary Program (3 credits)

This course sequence completes the requirements for the M.Ed.
Total credits for M.Ed. Curriculum and Instruction: **30**

CERTIFICATION REQUIREMENTS

(16 credits or 17 credits)

The following additional courses and field experiences are required for teacher certification. The courses and field experiences should be taken in the following order:

- GEDU 520 Methods and Materials for Teaching ESL/Practicum Field Experience. 15 hrs. (3 credits). This course is offered either as an online or face-to-face course. Individuals who wish to add ESL specialist certification to their credentials must also enroll in GEDU 525 ESL Practicum Field Experience (1 credit)
- GEDU 516 Instructional Design and the Secondary Education Classroom (3 credits)
- GEDU 628 Secondary Education Field Experience 1

| | |
|--|---|
| | (0 credits) |
| GEDU 521 | Methods and Materials of Instruction Seminar (1 credit) |
| GEDU 629 | Secondary Education Field Experience 2 (0 credits) |
| GEDU 632 | Secondary Education Field Experience 3 (0 credits) |
| GEDU 550 | Student Teaching (6 credits) |
| GEDU 690 | Professional Seminar (taken in conjunction with GEDU 550 Student Teaching) (3 credits) |
| Total minimum credits required for M.Ed. with teacher certification: 46 or 47 credits | |

STEPS TO CERTIFICATION

1. Successfully complete all required coursework and field experiences.
2. Pass required Praxis exam.
3. Apply for certification on the PA Teacher Information Management System (TIMS).
4. Gannon University recommends candidates for certification, and PDE approves and issues certification.

Master of Education: Reading and Reading Specialist Certification Program-ONLINE

Program Coordinator: Robin L. Quick, D.Ed.
Phone: 814-871-5399, quick003@gannon.edu

MISSION STATEMENT OF THE READING AND READING SPECIALIST PROGRAM

The mission of the Master of Education in Reading/Reading Specialist Program at Gannon University is to prepare Reading professionals who have the skills and knowledge in literacy instruction, diagnosis, and assessment to ensure that all students have the opportunities and resources to develop the literacy skills they need to reach their full potential.

OVERVIEW

Preparation in Reading is a valuable area of specialization. The Master of Education in Reading provides a strong foundation in the pedagogical, curricular, and leadership dimensions of reading instruction required for key positions in literacy programs.

The M.Ed. in Reading provides training to become a reading professional who can function collaboratively and in a variety of capacities. Preparation consists of theory, application, and implementation of research-based instruction and assessment practices.

Candidates who complete the Master of Education in Reading will be eligible to apply for Reading Specialist Certification in Pennsylvania upon successful completion of the degree requirements and passing the Reading Specialist Praxis Exam. The Reading Specialist is trained in instruction and assessment techniques and given leadership opportunities to support and advance literacy programs for students, parents, other educators, and the community.

Those who already hold a master's degree in education can add the Reading Specialist Certification by completing the required 27 credits and passing the Reading Specialist Praxis Exam.

During a specified time in the summer, all candidates must complete 75 hours of clinical experience and attend a mandatory one-day on-campus orientation as part of GEDU 647 Assessment of Literacy Development/Clinical Application (Reading Clinic). The summer clinical experience is completed at an approved site under the supervision of a site based reading specialist and a University faculty supervisor. In addition, the Pennsylvania Department of Education requires 40 hours of practicum experience. (25 hours are integrated in coursework and opportunities to complete the practicum hours vary. 15 hours are required in an ESL-specific placement.)

OUTCOMES

The Master of Education Candidate and/or the Reading Specialist Candidate:

- Knows literacy history, theory, and methodology
- Applies theory and knowledge of literacy instruction
- Identifies, selects, and applies literature, textbooks, curricular materials as well as technology for all learners
- Demonstrates the use and interpretation of formal and informal assessment procedures and communicates results and implications to appropriate stakeholders
- Maintains indicators of student progress and achievement
- Aligns Pennsylvania Language Arts Core Standards with instruction and assessment
- Consults and collaborates using knowledge of literacy practices, including reading and writing processes
- Demonstrates leadership in home, school, and community literacy environments

ADMISSION REQUIREMENTS

- A completed application for admission including three letters of recommendation from persons qualified to judge the applicant's character and scholarly/professional abilities
- Candidates applying for the M.Ed. in Reading must submit an official transcript showing completion of a Bachelor's degree from a regionally accredited college or university
- Candidates applying for the Reading Specialist Certification only, must submit a copy of their valid Instructional I or II teaching certificate in addition to an official transcript (see above)

- A graduate minimum cumulative grade point average of a 3.0 GPA on a 4.0 scale
- Evidence by previous academic record that the applicant has the general ability and preparation necessary to pursue graduate study successfully

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of "B" or better and are recorded on an official transcript, and which are no older than six years at the time of program completion.

Candidates must successfully pass the Reading Specialist K-12 Praxis Exam in order to be eligible for certification.

Requirements for Reading Specialist Certification (27 credits total)

- GEDU 520 ESL Teaching Methods (3 credits)
- GEDU 626 Foundations of Literacy in Elementary Programs (3 credits)
- GEDU 627 Foundations of Secondary and Content Area Literacy (3 credits)
- GEDU 631 Diagnosis and Correction of Reading Difficulties (3 credits)
- GEDU 633 Diverse Learner Competencies for Reading Specialists (3 credits)
- GEDU 640 Young Adult Literature (3 credits) **OR**
GEDU 641 Children's Literature (3 credits)
- GEDU 645 Leadership and Current Issues/Practicum and Seminar (3 credits)
- GEDU 647 Assessment of Literacy Development/Clinical Application (6 credits)

During a specified time in the summer, all candidates must complete 75 hours of clinical experience and attend a mandatory one-day on-campus orientation as part of GEDU 647 Assessment of Literacy Development/Clinical Application (Reading Clinic). The summer clinical experience is completed at an approved site under the supervision of a site based reading specialist and a University faculty supervisor

Additional Requirements for the Master of Education in Reading

(33 credits total)

- GEDU 643 Overview of Curriculum Design (3 credits)
- GEDU 644 Student-Centered Action Research (3 credits)

STEPS TO CERTIFICATION

1. Successfully complete all required coursework.
2. Pass required Praxis exam.
3. Apply for certification on the PA Teacher Information Management System (TIMS).
4. Gannon University recommends candidates for certification, and PDE approves and issues certification.

Gainful Employment <http://www.gannon.edu/gainfulemployment/readingspecialist/gedt.html>

English as a Second Language (ESL) Program Specialist-ONLINE

Program Coordinator: Robin L. Quick, D.Ed.

Phone: (814) 871-5399, quick003@gannon.edu

MISSION STATEMENT OF THE ENGLISH AS A SECOND LANGUAGE PROGRAM

The mission of the English as a Second Language Program at Gannon University is to prepare teachers with the knowledge of second language acquisition and cultural competencies necessary to provide standards-based instruction and assessment for English language learners so that they may acquire the level of English proficiency needed to be successful in society.

OVERVIEW

The English as a Second Language Program Specialist Certificate is designed to prepare candidates to become leaders in the field of second language acquisition. Candidates will be prepared to support students and other teachers using their expert knowledge and skills. Those who complete the program will gain an understanding and appreciation of various cultures as well as acquire a solid foundation in the theories and current research in second language acquisition. Coursework is delivered in an online format. Each course has a corresponding 15 hour 1 credit practicum which must be completed in the field. At least one placement must be in a K-12 classroom setting.

ADMISSION REQUIREMENTS

- A completed application for admission including three letters of recommendation from persons qualified to judge the applicant's character and scholarly/professional abilities.
- A Bachelor's degree from a regionally accredited college or university with a cumulative grade point average of at least 3.0 on a 4.0 scale.
- A valid Pennsylvania Instructional I or II teaching certificate. Those applicants holding a teaching certification from another

state should contact their issuing state Department of Education to determine eligibility and requirements for ESL certification in that state.

- International students must provide evidence of proficiency in English as indicated by a rating of “superior” on the Oral Proficiency Interview English Language Testing (OPI).

OUTCOMES

The English as a Second Language Program Specialist:

- Knows the history and current theories of second language acquisition
- Applies theory and knowledge of ESL methodology in planning instruction
- Identifies and documents students’ language proficiency through the use of assessments
- Consults and collaborates with regular education faculty and staff
- Demonstrates a sensitivity and knowledge of cultural diversity

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of “B” or better and are recorded on an official transcript, and which are no older than six years at the time of program completion.

This program requires the student to take 16 credits focused on preparation for the ESL Program Specialist Certificate. Practicums should be completed in the same semester as the courses with which they are paired.

| | | |
|---|--|-------------------|
| GEDU 518 | Multicultural Aspects of Cross Cultural Communication (3 credits) | |
| GEDU 523 | Multicultural Aspects Practicum 15 hours (1 credit) | |
| GEDU 520 | Methods and Materials for Teaching ESL (3 credits) | |
| GEDU 525 | ESL Methods Practicum 15 hours (1 credit) | |
| GEDU 519 | Structures of English (3 credits) | |
| GEDU 524 | Structures of English Practicum 15 hours (1 credit) | |
| GEDU 517 | Assessment and Support for English Language Learners (3 credits) | |
| GEDU 522 | Assessment and Support for English Language Learners Practicum 15 hours (1 credit) | |
| Total credits required for ESL Certificate | | 16 credits |

Gainful Employment <http://www.gannon.edu/gainfulemployment/esl/gedt.html>

Principal PK-12 Certification Program - ONLINE

*Program Coordinator: Bill Hallock, Ed.D, (814) 871-7136
hallock002@gannon.edu*

MISSION STATEMENT OF THE PRINCIPAL CERTIFICATION PK-12 PROGRAM

The mission of Gannon University’s Principal Preparation Program is to prepare principals as instructional leaders who effectively and ethically bring about continuous school improvements that result in increased student achievement.

PRINCIPAL AS AGENT OF SCHOOL REFORM

The Principal Preparation Program is designed around the conceptual framework of *The Principal as Agent of School Reform* and is designed to meet the Pennsylvania Leadership Standards and the Educational Leadership Constituent Council (ELCC) Standards.

All of the courses in the certification program are approved to meet the Act 45/48 professional development requirement and are also approved as foundational courses for Gannon’s Ph.D. in Organizational Learning and Leadership.

PROGRAM DISTINCTIONS

Program Delivery Model for Working Professionals

Classes meet online. The 12-month online program allows the complete flexibility that busy educators need to accommodate work and family. Travel to Gannon University is not required during the program.

Leadership Assessment

Each candidate takes part in a leadership assessment prior to the capstone internship experience. This assessment helps to establish the focus of the internship and ensures that the candidate has a well-rounded experience under the direction of a principal.

Cohort

The design of Gannon’s program is based on effective models of adult learning. The program provides candidates in an online cohort community the opportunity to cooperate and collaborate throughout the sequence of five connected core courses all of which have job embedded internships. Once the online learning community is formed, it becomes the basis of a strong professional network that continues to provide support and professional development for the candidates as they move through their leadership careers.

Leadership Cohort Mentor/ Portfolio Advisor

Every candidate has a Leadership Cohort Mentor/Portfolio Advisor who serves as the consistent point of contact and mentor throughout the candidate's progression through the preparation program.

Highly Qualified Faculty

Courses are taught by highly qualified content experts who are successful practitioners in their respective fields. The courses are taught by either current or retired principals or individuals who have administrative experience.

Differentiated Internships

The internships begin during the first course at the introductory level, continue through key skills areas at the developmental level, and culminate during the last course in a mastery level capstone internship. This differentiated model allows candidates to have guided practice and formative feedback from faculty mentors and experienced practitioners throughout the program.

Length of Internships

The internship experiences take place throughout the program so that candidates are involved in critical leadership responsibilities involving students, faculty and staff, strategic planning, curriculum development, budgeting, and other key areas of district culture. The embedded internships vary in length from 20 to 35 hours and the Principal Mastery Internship is 235 hours, which equates to 360 total internship hours in the PreK-12 Principal Certification program.

Leadership Portfolio

Candidates develop a Leadership Portfolio throughout their courses and internship learning experiences and present the portfolio as a capstone activity. The portfolio is a very effective tool in career advancement.

ADMISSION REQUIREMENTS

Applicants must:

- Complete an application for admission.
- Submit official transcripts from a regionally accredited college or university which verify a Master's degree in Education or a related field and a minimum cumulative GPA of 3.0 on a 4.0 scale, plus transcripts showing any additional graduate-level coursework.
- Submit three letters of recommendation, including one from the current superintendent and one from the current building principal. The letters from the superintendent and principal must speak to the candidate's potential to become an effective school leader and acknowledge permission for the candidate to engage in internship activities throughout the year.
- Submit documentation of three years of educational experience working under a certificate. Candidates may be admitted with two years of experience if they will have completed three years of experience by the time their program concludes.

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of "B" or better and are recorded on an official transcript, and which are no older than six years at the time of program completion.

Core courses and portfolio (21 credits over three semesters)**September-October**

- | | |
|-----------|---|
| 3 credits | GEDU 720 Quality Teaching, Continuous Learning, Professional Accountability |
| 1 credit | GEDU 725 Principal Introductory Internship (35 hours) |

October-December

- | | |
|-----------|--|
| 3 credits | GEDU 722 School Financial Management |
| 1 credit | GEDU 726 Finance Developmental Internship (35 hours) |

January-March

- | | |
|-----------|--|
| 2 credits | GEDU 730 Diverse Learner Competencies for School Leaders |
| 1 credit | GEDU 731 Diverse Learner Developmental Internship (35 hours) |

March-May

- | | |
|-----------|--|
| 3 credits | GEDU 721 Principal as Agent of School Reform |
|-----------|--|

May-August

- | | |
|-----------|---|
| 2 credits | GEDU 723 Legal Aspects of Educational Administration |
| 1 credit | GEDU 727 Legal Aspects Developmental Internship (20 hours) |
| 3 credits | GEDU 728 Principal Mastery Internship (235 hours) |
| 1 credit | GEDU 732 Principal Leadership Cohort Mentor/Portfolio Advisor |

STEPS TO CERTIFICATION

1. Successfully complete all required coursework.
2. Pass required Praxis exam.
3. Apply for certification on the PA Teacher Information Management System (TIMS).
4. Gannon University recommends candidates for certification, and PDE approves and issues certification.

RECOMMENDATION

Candidates enrolled in the Principal PK-12 program should consider adding the Supervisor of Curriculum and Instruction certification to

their credentials once they have completed the principal program. The supervisory certification is a value-added component to one's principal certification.

ALTERNATE ROUTE TO PRINCIPAL CERTIFICATION (Provisional Administrative Level I Certification)

Under certain conditions, candidates who hold a bachelor's degree may attain principal certification through an alternative route. Three years of documented relevant professional experience in an educational setting and a certified offer of employment as a principal, vice principal, or assistant principal are required, along with additional coursework completed within two years of employment as a principal, vice principal or assistant principal. For more details, please contact the program director.

District-Wide Supervisory Certificate: Curriculum and Instruction - ONLINE

*Program Coordinator: Bill Hallock, Ed.D., (814) 871-7136
hallock002@gannon.edu*

MISSION STATEMENT OF THE DISTRICT-WIDE SUPERVISORY CERTIFICATE: CURRICULUM AND INSTRUCTION

The mission of Gannon University's District-wide Supervisory Certification in Curriculum and Instruction program is to prepare school administrators for the role of a district-wide specialist who works across the total grade organization and is responsible for supervising instruction and evaluating staff, designing and developing curriculum and innovative educational programs, conducting experimental instructional initiatives, and directing and conducting applied educational research.

OVERVIEW

The Curriculum and Instruction Supervisor is a district-wide specialist who works across all grade levels of a school entity. Candidates who successfully complete the principal certification program at Gannon University may elect to take an additional 9 credits of coursework in order to be eligible to apply for certification as a Curriculum and Instruction Supervisor. Candidates who have completed their principal certification program at another institution may need 9-17 credits based upon a transcript review. **In addition, candidates must have an Instructional II Pennsylvania teaching certificate.** Candidates must also take and pass a Praxis examination prior to receiving their certification from the Pennsylvania Department of Education.

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of "B" or better and are recorded on an official transcript, and which are no older than six years at the time of program completion

For individuals who have successfully completed Gannon's Principal PreK-12 certification program, the nine credits listed below are required. A transcript review is required for all other candidates.

| | |
|----------|---|
| GEDU 616 | School and Community Relations (3 credits online) |
| GEDU 617 | Administration of School Personnel (3 credits online) |
| GEDU 713 | Supervisor of Curriculum Internship (3 credits/360 hours) |

STEPS TO CERTIFICATION

1. Successfully complete all required coursework.
2. Pass required Praxis exam.
3. Apply for certification on the PA Teacher Information Management System (TIMS).
4. Gannon University recommends candidates for certification, and PDE approves and issues certification.

Gainful Employment <http://www.gannon.edu/gainfulemployment/curricumsupervisor/gedt.html>

Superintendent Certification/Letter of Eligibility Program - ONLINE

*Program Coordinator: Bill Hallock, Ed.D., (814) 871-7136
hallock002@gannon.edu*

MISSION STATEMENT OF THE SUPERINTENDENT CERTIFICATION/LETTER OF ELIGIBILITY PROGRAM

The mission of Gannon University's Superintendent Preparation Program is to prepare superintendents to be strategic system leaders who effectively and ethically bring about continuous system improvements that result in increased student achievement.

SUPERINTENDENT AS STRATEGIC SYSTEM LEADER

The Superintendent Letter of Eligibility Program is designed around the conceptual framework of *The Superintendents as Strategic System Leader* and is designed to meet the Pennsylvania Leadership Standards and ELCC Standards.

All courses in the certification program are approved to meet the Act 45/48 professional development requirement for practicing administrators and are also approved as foundational courses for Gannon's Ph.D. in Organizational Learning and Leadership.

PROGRAM DISTINCTIONS

Program Delivery Model for Working Professionals

Classes meet online. The 12-month online program allows for the complete flexibility required for busy educators to accommodate work and family. Travel to Gannon University is not required during the program.

Leadership Assessment

Candidates take part in a leadership assessment prior to the capstone internship experience. This assessment helps to establish the focus of the internship and ensures that the candidate has a well-rounded experience.

Cohort

The design of Gannon's program is based on effective models of adult learning. The program provides candidates in an online cohort community the opportunity to cooperate and collaborate throughout the sequence of five connected core courses all of which have job embedded internships. The online learning community formed becomes the basis of a strong professional network that continuous to provide support and professional development for the candidates as they move through their leadership careers.

Leadership Cohort Mentor/ Portfolio Advisor

Every candidate has a Leadership Cohort Mentor/Portfolio Advisor who serves as the consistent point of contact and mentor throughout the candidate's progression through the preparation program.

Highly Qualified Faculty

Courses are taught by highly qualified content experts who are successful practitioners in their respective fields. The courses are taught by either current or retired superintendents or individuals who have relevant central office experience.

Differentiated Internships

The internships begin during the first course at the introductory level, continue through key skills areas at the developmental level and culminate during the last course in a mastery level capstone internship. This differentiated model allows candidates to have guided practice and formative feedback from university faculty mentors and experienced practitioners throughout the program.

Length of Internships

The internship experiences take place throughout the program so that candidates are involved in critical leadership responsibilities involving students, faculty and staff, strategic planning, curriculum development, budgeting, and other key areas of district culture related to a superintendent's position. The embedded internships vary in length from 20 to 35 hours and the Superintendent Mastery Internship is 235 hours, which equates to 360 total internship hours in the Superintendent Letter of Eligibility program.

Leadership Portfolio

Candidates develop a Leadership Portfolio throughout their courses and internship learning experiences and present the portfolio as a capstone activity. The portfolio is a very effective tool in career advancement.

ADMISSION REQUIREMENTS

Applicants must:

- Complete an application for admission.
- Submit official transcripts from a regionally accredited college or university which verify a Master's degree in Education or a related field and a minimum cumulative GPA of 3.0 on a 4.0 scale, plus transcripts showing any additional graduate-level coursework.
- Submit three letters of recommendation, including one from the current superintendent. The letter from the superintendent must speak to the candidate's potential to become an effective system leader and acknowledge permission for the candidate to engage in internship activities throughout the year.
- Submit evidence of six years of satisfactory school experience of which at least three must be in a supervisory or administrative capacity.

CURRICULUM REQUIREMENTS

In order to ensure that all of our M. Ed. and certification candidates possess the most current, relevant knowledge at the time of their degree/certification completion and in keeping with University policy, we require that all coursework is no older than six years at the time of program completion.

Transfer of credits:

Transferring credits to a program is done at the discretion of the program coordinator. Minimum requirements are that they are graduate courses from an approved institution which have a grade of "B" or better and are recorded on an official transcript, and which are no older than six years at the time of program completion.

Courses and portfolio (21-23 credits over three semesters)

September-October

- | | |
|-----------|--|
| 3 credits | GEDU 740 Superintendent as Architect of Standards-based Reform |
| 1 credit | GEDU 748 Superintendent Introductory Internship (35 hours) |

October-December

- 3 credits GEDU 744 Business Administration and Finance
 1 credit GEDU 747 Business Administration
 Developmental Internship (35 hours)

January-March

- 2 credits GEDU 743 Collective Bargaining
 1 credit GEDU 746 Collective Bargaining Developmental
 Internship (35 hours)

March-May

- 3 credits GEDU 741 Superintendent as Strategic System
 Leader

May-August

- 3 credits GEDU 742 Educational Facilities and School
 Plant
 1 credit GEDU 745 Educational Facilities Developmental
 Internship (20 hours)
 2 credits GEDU 730 Diverse Learner Competencies
 for School Leaders (based on transcript review)
 3 credits GEDU 750 Superintendent Mastery Internship
 (235 hours)
 1 credit GEDU 751 Superintendent Leadership Mentor/
 Portfolio Advisor

STEPS TO CERTIFICATION

1. Successfully complete all required coursework.
2. Pass required Praxis exam.
3. Apply for certification on the PA Teacher Information Management System (TIMS).
4. Gannon University recommends candidates for certification, and PDE approves and issues certification.

ALTERNATIVE ROUTE TO SUPERINTENDENT PK-12 CERTIFICATION (Commission Qualification Letter Process)

In certain circumstances, a Commission Qualification Letter (CQL) may be issued to an applicant who holds a graduate degree from an accredited higher education institution in business, finance, or management, and provides evidence of four years of relevant business, finance, or management work experience in the fields of business, industry, or education. The CQL is not a credential. It is a letter that confirms that the candidate met alternative route requirements to be commissioned as a superintendent or assistant superintendent in Pennsylvania. The CQL requires, among other things, completion of a Leadership Development Program that meets the Pennsylvania School Leadership Standards under Section 1217 during the initial contract term as a superintendent or assistant superintendent in Pennsylvania. For more information, please contact the program director.

Please note that current Pennsylvania Department of Education standards and regulations take precedence over any information described in this document. Should these standards and regulations change, Gannon will change its requirements. Teacher and advanced certification candidates will be responsible for meeting the new

guidelines for certification. Please refer to the PDE website at <http://www.pde.state.pa.us>

Gainful Employment <http://www.gannon.edu/gainfulemployment/superintendent/gedt.html>

COURSE DESCRIPTIONS**GEDU 505 Classroom Management**

3 credits

This course is a study of major educational disciplines, theory, and practical application for teachers as they use their knowledge and skills for effective classroom management.

GEDU 512 Autism Spectrum Disorders: Theory and Practice

3 credits

This course is an introduction to the education and habilitation of children diagnosed with autism spectrum disorder (ASD). The course concentrates on historical development, identification, assessment, and characteristics, including communication and social skills, of ASD. Instructional interventions are also identified and examined. The course is a competency-based course which will be delivered in a seven week online modality.

GEDU 513 Autism Spectrum Disorders: Practicum One

1 credit

This course is a field experience taken concurrently or upon completion of GEDU 512 Autism Spectrum Disorders: Theory and Practice. The experiential learning takes place during a 30 hour field placement in an educational or therapeutic setting assigned by the Coordinator of Clinical Experiences. The candidate observes, serves as a teacher aide, and begins to practice skills. Online communications are required during this course.

Please note: For individuals who live in the Erie area, arrangements for the practicum will be done by the School of Education. For individuals who live outside of the Erie area, special arrangements will need to be made. The individual must contact the Program Coordinator prior to enrolling in GEDU 513 to discuss the practicum site arrangements.

GEDU 516 Instructional Design and the Secondary Education Classroom

3 credits

This course introduces students to creating and managing instruction in the learning environment. Students develop standards-based lessons and instruction as part of the scope and sequence of instructional planning. Assessment anchors are included as they relate to instruction. Emphasis is given to the connections between curriculum, instruction and assessment that results in successful learning. Students are introduced to the approaches for differentiating instruction for adolescents with academic diversity and other special needs. Students also learn how to interact

effectively with instructional support staff, paraprofessionals and parents. The field experience associated with this course is an Observation and Exploration (Stage 1 & 2) experience which takes place for ten weeks (60 hours) throughout the course.

GEDU 517 Assessment and Support for English Language Learners

3 credits

This is a 45-hour course designed to provide knowledge specified by the Pennsylvania Department of Education in its requirements for ESL training. Specifically, the course will address part three: English Language Learners (ELLs) Language and Support Services Knowledge. It is designed to expand participants' knowledge of effective assessment practices and support services available for ELL students. In addition to effective assessment practices, purposes for assessment, multiple assessment models, use of evaluation techniques, scaffolding of assessments, and formal/informal assessment tools will be discussed. Participants will learn the availability of school support services to assist ELLs in language acquisition and content learning and ways to promote parental/family involvement. Participants will gain hands-on experience in test administration, interpretation, and reporting. Individualized Education Plans for ELLs identified as special education students will also be discussed.

GEDU 518 Multicultural Aspects of ESL/Cross Cultural Communication

3 credits

This course explores cultural diversity, the nature of cross cultural communication, and the relationship between language and culture in educational contexts.

GEDU 519 Structures of English

3 credits

This course examines (American) English usage, fundamentals of linguistics as well as first and second language acquisition. Current theories and research in these fields are introduced and applied. Course content also includes English Language Learner (ELL) literacy development and characteristics of ELLs.

GEDU 520 Methods and Materials for Teaching ESL

3 credits

This course will provide students with a survey of current research and theory in English as a Second Language (ESL)/Teaching English as a Foreign Language (TEFL) and explore and practice traditional and innovative methodologies for teaching language skills to non-native speakers (PK-12).

GEDU 521 Methods and Materials of Instruction Seminar

1 credit

This course is designed for middle level and secondary majors. It emphasizes teaching methodologies, standards-based instruction, and integration of content areas. Emphasis is given to the preparation

of effective lessons in the content area and selection of instructional methods and materials appropriate for adolescents. This course is associated with a field experience to provide an opportunity for teacher candidates to work with a content expert in their field.

GEDU 522 Assessment and Support for English Language Learners Practicum

1 credit

This course is taken together with GEDU 517 Assessment and Support for English Language Learners. The practicum is a 15-hour course embedded application of skills and knowledge learned in the course. During the practicum, candidates will observe effective assessment practices and participate in implementing an assessment of an English Language Learner in order to put into practice the concepts and skills learned in GEDU 517.

GEDU 523 Multicultural Aspects Practicum

1 credit

This 15-hour course is taken together with GEDU 518 Multicultural Aspects of ESL/Cross Cultural Communication. During the practicum, candidates will conduct a cultural assessment through observation and interaction with a group of ELL students in order to put into practice the concepts and skills learned in GEDU 518.

GEDU 524 Structures of English Practicum

1 credit

This course is taken together with GEDU 519 Structures of English. The practicum is a 15-hour course embedded application of skills and knowledge learned in the course. During the practicum, candidates will observe an ELL in order to put into practice the concepts and skills learned in GEDU 519 and apply these insights and knowledge to a classroom setting.

GEDU 525 ESL Methods Practicum

1 credit

This course is taken together with GEDU 520 Methods and Materials for Teaching ESL. The practicum is a 15-hour course embedded application of skills and knowledge learned in the course. During the practicum, candidates will apply instructional strategies, effective assessment tools, methods of second language acquisition, and content knowledge gained throughout the coursework.

GEDU 526 Autism Spectrum Disorder: Applied Behavior Analysis and Intervention

3 credits

This course is designed to identify the components of applied behavior analysis (ABA) and the development of effective behavioral interventions pertaining to children and adolescents diagnosed along the autism spectrum. Focus is given to identification of the causes and function of behaviors, the assessment and diagnosis of behavioral issues, and the development and implementation of effective behavior and therapeutic treatment plans. The course participants will be able to assess, develop, implement, and evaluate

effective behavioral and therapeutic intervention plans using a variety of positive behavioral supports and management techniques.

GEDU 527 Autism Spectrum Disorders: Practicum Two

1 credit

This course is a field experience taken concurrently or upon completion of GEDU 526 Autism Spectrum Disorders: Applied Behavior Analysis and Interventions. The experiential learning takes place during a 30 hour practicum in an educational or therapeutic setting assigned by the Coordinator of Clinical Experiences. The candidate observes, serves as a teacher aide, and begins to practice skills. Online communications are required during this course.

GEDU 531 Autism Spectrum Disorder: Strategies for Social Competence

3 credits

This course is designed to identify the components of language and social skills and the development of those skills as they pertain to children and adolescents with ASD. Emphasis will be placed on information processing and the development of language, communication strategies, pragmatics, augmentative, and alternative communication systems. This course will also focus on social skills deficits and approaches for teaching social skills to students with ASD.

GEDU 532 Autism Spectrum Disorders: Practicum Three

1 credit

This course is a field experience taken concurrently or upon completion of GEDU 531 Strategies for Social Competence. The experiential learning takes place during a 30 hour practicum in an educational or therapeutic setting assigned by the Coordinator of Clinical Experiences. The practicum is intended to afford the candidates the opportunity to take over most of the responsibilities throughout the day which have been approved by the cooperating teacher. The cooperating teacher will critique the candidate's planning, instructional delivery, and classroom environment skills, as well as the candidate's professionalism. Online communications are required during this course.

GEDU 537 Special Education Overview

3 credits

This course explores the characteristics and needs of special needs children and adolescents who are included in regular classrooms. It also examines effective instructional strategies and adaptations for teaching exceptional children in typical school cultures and environments. Specifically, this course addresses the following: (a) characteristics of various exceptionalities, (b) teacher dispositions, (c) cultural diversity, (d) curricular modifications and adaptations, (e) educational assessment, (f) historical, legislative, current and legal issues in special education and (g) the coordination of regular and special education.

GEDU 540 American Sign Language I

3 credits

This course will teach a basic vocabulary of signs used in American Sign Language, the true language of Deaf Americans. Students will learn important aspects of ASL grammar and ASL culture, and will be given a brief introduction to hearing loss and practical issues in the education of Deaf children.

GEDU 541 American Sign Language II

3 credits

This course will teach more advanced vocabulary of signs used in American Sign Language. It will also analyze conversational settings of various Deaf and hearing signers. Detailed aspects of ASL grammar and ASL culture will be taught. A major emphasis is placed on expressive signing by students. Practical issues in Deaf culture and in Deaf education will be discussed.

GEDU 550 Student Teaching

6 credits

Prerequisite: Permission of Education Department

This experience in the field encompasses one full semester of directed observation and supervised student teaching, with gradual assumption of total teaching responsibilities. This course is taken in conjunction with the professional seminar course, GEDU 690.

GEDU 591 Seminar: Selected Topics in Education

1 credit

GEDU 592 Seminar: Selected Topics in Education

2 credits

GEDU 593 Seminar: Selected Topics in Education

3 credits

GEDU 600 Fundamentals of Applied Statistics

3 credits

Prerequisite: EDCR 330 or other beginning course in descriptive statistics.

An intermediate to advanced course in statistics applicable to educational research settings. The general emphasis is on commonly used inferential and parametric techniques with a brief review of descriptive statistics. Topics covered include correlation, linear and multiple regression, sampling and sampling distributions, t-test, chi-square, one and two factor Analysis of Variance, and parametric statistics.

GEDU 601 Action Research

3 credits

This course provides graduate learners with the opportunity to examine standard methods of conducting and reporting educational research. It is designed to provide the knowledge and practice needed to apply overview synthesis and collection of data to problem solving and making informed decisions.

GEDU 602 Portfolio Project Degree Requirement

0-1 credits

The final development, submission, and evaluation of the portfolio.

GEDU 604 Educational Tests and Measurements

3 credits

This course explores the various statistics and assessments that teachers utilize in their classrooms. This course is designed to prepare teachers with assessment skills and knowledge to improve teaching and learning. Specific skills include developing, understanding, and explaining assessments. The course will enable teachers to take a more active leadership role in school improvement processes, curriculum development, and assessment planning initiatives.

GEDU 609 Inclusive Classroom Practices

3 credits

This course will explore the essential questions needed to develop a productive learning environment for diverse learners.

GEDU 612 Leadership, Current Issues and the Teacher as Agent of Change

3 credits

A major theme in the master's program is "*teacher as agent of change*". The concept of teacher as agent of change is very important in this course because the graduate learners will have the dual opportunity of examining leadership concepts and applying those concepts to successfully addressing current issues as they affect the school setting. Finally, the graduate learners will have an in depth opportunity to examine and build on their own leadership capacity and that of their students.

GEDU 616 School and Community Relations

3 credits

This seminar will view the school as a dynamic cultural entity. The graduate learner will assess the school's interdependence on the community and its many stakeholders, the importance of a sound public relations program for the school, and the need to communicate with and understand the community.

GEDU 617 Administration of School Personnel

3 credits

This seminar studies dimensions in school personnel administration and includes the principles of recruitment, selection, and practices essential to a functional integration of the individual into the school system.

GEDU 621 School Curriculum

3 credits

Through this course, the participants will look at curriculum as a body of knowledge and a process by exploring the theory, history, purposes, and evolution in curriculum. Factors which shape curriculum will be thoroughly discussed, and current trends will be examined. A strong effort will be made to provide practical information with specific relevancy to each participant.

GEDU 623 Technology Literacy and Integration

3 credits

Technology Literacy and Integration will focus on researching, identifying, designing, evaluating and implementing appropriate technology based applications and tools through assigned project activities and use of online learning applications.

GEDU 624 Writing Project Summer Institute

3 credits

This course emphasizes improving student writing skills by using various methods of practicing writing across the curriculum.

GEDU 626 Foundations of Literacy in Elementary Programs

3 credits

This course explores components of the elementary reading program: emergent literacy, phonemic awareness, phonics, fluency, vocabulary, and text comprehension, as well as literacy programs and procedures in the elementary school. State and national standards are also addressed.

GEDU 627 Foundations of Secondary and Content Area Literacy

3 credits

This course focuses on the examination of the reading process as it pertains to the secondary school level. Specifically, this course examines current theory and best practices in integrating the language systems, thinking strategies, and instructional methods that support the curricula from middle school through high school. Practical strategies and materials to promote literacy, assessment, integration of technology, and literacy competencies in content areas, will be the focal points of this course.

GEDU 628 Secondary Education Graduate Field Experience 1

1 credit

This 10 week/60 hour equivalent experiential learning practicum takes place in an educational setting assigned by the Coordinator of Practicum Placements. This practicum focuses on classroom interaction and student observation.

GEDU 629 Secondary Education Graduate Field Experience 2

1 credit

This 10 week/60 hour equivalent experiential learning practicum takes place in an educational setting assigned by the Coordinator of Practicum Placements. In addition to observation, this practicum offers teacher candidates the opportunity to teach all or part of several lessons. Students also complete tasks at the direction of the cooperating teacher.

GEDU 631 Diagnosis and Remediation of Reading Difficulties

3 credits

Diagnosis and Remediation of Reading Difficulties prepares the candidate to evaluate the variances in reading strengths and weaknesses through the use of formal and informal diagnostic tools. This course is designed to provide an examination of traditional,

as well as newly developed perspectives and insights necessary to provide for effective assessment and instruction for students with reading difficulties.

GEDU 632 Secondary Education Graduate Field Experience 3

1 credit

This 10 week/60 hour equivalent experiential learning practicum takes place in an educational setting assigned by the Coordinator of Practicum Placements. The requirements of this practicum include teaching at least 3 lessons and completing tasks at the direction of the cooperating teacher.

GEDU 633 Diverse Learner Competencies for Reading

Specialists

3 credits

This course develops the knowledge and skills required by Reading Specialists to be collaborative partners in providing support for all children in inclusive settings and to provide specialized leadership for the development of programs for diverse learners. The course will focus on issues such as over representation of diverse students in special education, prevention and early intervention, and effective instructional strategies for students with disabilities in inclusive settings.

GEDU 637 Learning Theory

3 credits

This course examines human learning processes, the nature and kinds of learning, factors that influence learning, and major learning theories.

GEDU 640 Young Adult Literature

3 credits

This comprehensive course reviews young adult literature genres, authors, and selection of books for young adults.

GEDU 641 Children's Literature

3 credits

This comprehensive course consists of the critical examination of children's books and outstanding writers and illustrators in the field of children's literature.

GEDU 643 Overview of Curriculum Design

3 credits

This course is a study of styles and processes for implementing school curriculum, with a focus on the integration of literacy including reading, writing, listening, and speaking. The course addresses issues dealing with perceptions, professionalism, and change, and examines various school curriculum models including the Pennsylvania Department of Education Standards Aligned System for standards based curriculum design.

GEDU 644 Student Centered Action Research

3 credits

The Student Centered Action Resource Course is aligned with the Standards for Reading Professionals developed by the International Reading Association. Teachers will be introduced to the techniques involved in conducting action research. Action research allows teachers to investigate an evidence based problem, collect data, and analyze the data to improve instructional decision making at the practitioner level that leads to improvements in curricular and instructional design.

GEDU 645 Literacy and Leadership/Practicum and Seminar

3 credits

Prerequisites: GEDU 626, GEDU 627, and GEDU 631. Should be taken in conjunction with GEDU 647.

This course is designed to focus upon current issues in literacy and leadership. Students complete a 25-hour literacy and leadership practicum.

GEDU 647 Assessment of Literacy Development/Clinical Application

6 credits

Prerequisites: GEDU 626, GEDU 627, and GEDU 631. Should be taken in conjunction with GEDU 645.

This course provides experience in formal and informal assessment and data interpretation. Students are responsible for implementation of instructional programs based upon assessment data. A 75-hour clinical practicum is required. See Master of Education Reading/Reading Specialist Certification Program Online Overview.

GEDU 679 Curriculum Design and Instructional Technique in Environmental Education

3 credits

Graduate learners will explore various educational processes that deal with people's relationship with their total environments, including the interaction of population, pollution, resource allocations and depletions, conservation, transportation, and technology with a focus on urban and rural planning as it relates to the total human environment. Participants will also review current programs and materials in environmental education as well as current research projects.

GEDU 690 Graduate Education Seminar

3 credits

This seminar will focus on a current issue or topic in education, and is taken with student teaching, GEDU 550.

GEDU 696 Directed Research and Special Topics

2-4 credits

Prerequisite: GEDU 601, Action Research

In this course, students refine their research from the prerequisite courses and complete chapter 4 and 5 of their research paper.

GEDU 713 District Wide Certificate: Curriculum and Instruction Internship

3 credits

This course is designed to be the capstone experience of the Curriculum Supervisor Certification program. The course will provide experiences designed to develop and enhance the overall effectiveness of the supervisor candidate's competencies. The internship is designed as an integrating experience and an opportunity for the student to practice those skills and competencies learned in the classroom setting and to learn certain skills best taught in a school environment. It consists of 360 hours of planned experiences and emphasizes direct involvement in Curriculum, Instruction and Assessment Program administration at sites mutually acceptable to the student and the program director.

GEDU 720 Quality Teaching, Continuous Improvement, and Professional Accountability

3 credits

This course will focus on the role of the principal as the instructional leader, along with collaborative efforts by the instructional staff, in bringing about quality teaching, continuous learning, and professional accountability. Candidates will understand the school personnel policies and procedures that provide the organizational boundaries for accountability, and the importance of school and community relations in an effective instructional program.

GEDU 721 The Principal as Agent of School Reform

3 credits

This course prepares instructional leaders whose leadership skills and knowledge are grounded in standards based theory and design, who can create a culture of teaching and learning in a school through effective leadership and operational management, effective communication, ethical behavior, and advocacy for children.

GEDU 722 School Financial Management

3 credits

This course examines the legal and other factors governing financial policies and practices in public schools, sources of revenue, budgeting, disbursement of funds, school plant, records, and insurance. It emphasizes knowledge and understanding of the major tasks and methods involved in meeting financial responsibilities in the school and the educational system.

GEDU 723 Legal Aspects of Educational Administration

2 credits

This course examines the major areas of school law with particular emphasis on the school code of Pennsylvania. Topics include tort liability of school officials and teachers, the legal structure of public education, control of pupil conduct, desegregation, church-school relations, teachers' rights and responsibilities, pupils' rights, professional negotiations, the courts' impact on curriculum, the use of school property, the Individuals with Disabilities Education Act,

and the Family Educational Rights and Privacy Act, in addition to issues in the area of special education.

GEDU 725 Principal Introductory Internship

1 credit

GEDU 726 School Finance Developmental Internship

1 credit

GEDU 727 Legal Aspects Developmental Internship

1 credit

GEDU 728 Principal Mastery Internship

3 credits

This course is the capstone leadership course in the principal preparation program. The internship is a 200-hour mastery level internship. The internship requires candidates to work in their districts to initiate specific activities that will provide leadership the role of the principal as an instructional leader and agent of school reform.

GEDU 729 Independent Study - Principal

1-3 credits

This course is designed to provide students with the opportunity to organize and conduct research in the area of educational administration under the supervision of a faculty member, but independent of scheduled meetings and regular assignments.

GEDU 730 Diverse Learner Competencies for School Leaders

2 credits

This course develops the knowledge and skills required to provide leadership for the development of programs for diverse learners. The course will focus on issues such as over representation of diverse students in special education, prevention and early intervention, and effective instructional strategies for students with disabilities in inclusive settings.

GEDU 731 Diverse Learner Competencies Internship

1 credit

This course is taken together with GEDU 730 Diverse Learner Competencies for School Leaders. The internship is a 35-hour developmental internship experience. The internship provides the opportunity to put into practice the concepts and skills learned in this course and to bring back the insights and knowledge gained into the classroom discourse.

GEDU 732 Principal Leadership Mentor/Portfolio Advisor

1 credit

The Leadership Cohort Mentor/Portfolio Advisor serves as the consistent point of contact and mentor throughout the candidate's progression through the preparation program. The mentor also provides an orientation to the portfolio process.

GEDU 740 The Superintendent as Architect of Standards Based Reform

3 credits

The course begins with establishing the urgency for school reform. From a historical perspective we re-examine the assumptions that reinforce the status quo. There is a review of No Child Left Behind and Race to the Top and their implications to our current systems. After examining school reform models the course moves to the practical aspects of moving systems through the reform process.

GEDU 741 Superintendent as Strategic System Leader

3 credits

This course is grounded in the continuum of “*systems thinking*” and operating principles needed for strategic planning that leads to improved student achievement. It provides a broad based view of the current research built around strategic planning and moves to the practical application of these theories and concepts.

GEDU 742 Educational Facilities and School Plant

3 credits

This course is designed to familiarize the prospective educational leadership administrator with the issues and problems of new plant construction, renovation, and rehabilitation of existing buildings and facility maintenance. The utilization of demographic, curriculum, resource, and energy data, as well as state building construction guidelines will be presented and studied.

GEDU 743 Collective Bargaining and Labor Relations

2 credits

This course enhances leadership through study of negotiations and labor relations in public education. Topics and issues explored include an in-depth analysis of contract negotiations, grievance procedures, mediation, and arbitration for all school employees. Theories and practices in staff recruitment, selection, assignment, orientation, evaluation, professional development, and retrenchment are studied.

GEDU 744 Business Administration and Finance in Public Education

3 credits

This course identifies and assesses methods of financing public education. Included are the processes of educational planning and financing for staff, instructional processes, and physical plant; the study of federal and state funding sources; the nature of taxing authorities; the subsidy system; grants and entitlements to public education; and future trends and options in creative financial planning. The business operation of the public school is examined. There is an in-depth investigation of budget preparation, long and short-term investing, bonding, under-writing, tax collecting, and construction planning.

GEDU 745 Educational Facilities Developmental Internship

1 credit

GEDU 746 Collective Bargaining Developmental Internship

1 credit

GEDU 747 Business Administration Developmental Internship

1 credit

GEDU 748 Superintendent Introductory Internship

1 credit

GEDU 749 Independent Study in Educational Leadership—Superintendent

1-3 credits

This course is designed to provide students with the opportunity to organize and conduct research in the area of educational administration under the supervision of a faculty member, but independent of scheduled meetings and regular assignments.

GEDU 750 Superintendent Mastery Internship

3 credits

This course is the capstone leadership course in the superintendent preparation program. The internship is a 235- hour mastery level internship. The internship requires candidates to work in their districts to initiate specific activities that will provide leadership opportunities in the role of the superintendent as a strategic system leader.

GEDU 751 Superintendent Leadership Mentor/Portfolio Advisor

1 credit

The Leadership Cohort Mentor/Portfolio Advisor serves as the consistent point of contact and mentor throughout the candidate’s progression through the preparation program. The mentor also provides an orientation to the portfolio process.

GUAP 520-597 Special Topics

3 credits

GUEC 550-599 Special Topics

3 credits

GUSD 530-562 Special Topics

3 credits

Important Note: Current Pennsylvania Department of Education (PDE) standards and regulations take precedence over any information described in this catalog. Should those standards and regulations change, Gannon University will change its requirements. Candidates will be responsible for meeting the new guidelines for certification. Please refer to the PDE website at <http://www.pde.state.pa.us> for changes in regulations.

Electrical and Computer Engineering

Director: Wookwon Lee, D.Sc., P.E.

INTRODUCTION

The world of electrical and computer engineering is an ever-changing one. The advances in technologies over a new graduate's professional career of approximately 40 years will be phenomenal. While the undergraduate coursework puts a solid foundation in mathematics, engineering science, and humanities, as well as the ability to tackle and solve new problems in a forthright manner, graduate school is the next step in a lifetime of learning for both new graduates and experienced working professionals who have been out a few years and recognize the need for more education.

The graduate program in ECE is designed to provide advanced studies for those who wish to continue preparation for effective participation in the professions of electrical, software, and systems engineering. The program also provides continuing education in advanced subjects for experienced working engineers who desire to stay abreast of the rapidly changing technological world. Emphasis is placed on the development of the engineer's capacity for independent study and continued professional growth.

PROGRAM OBJECTIVES:

The program is designed to guide students to build technical competency, and effective communication and leadership skills.

1. Demonstrate professional ethics and personal values in daily and professional life that exercise informed literary and aesthetic judgments by leveraging diverse cultures and societies
2. Demonstrate teamwork and leadership qualities and/or attainment of leadership roles in a global work environment
3. Demonstrate technical competency in applying comprehensive engineering knowledge throughout their chosen profession

DEGREES OFFERED

The program offers both a Master of Science in Electrical Engineering (MSEE) degree and a Master of Science in Embedded Software Engineering (MSSE) degree.

ADMISSION REQUIREMENTS

1. Applicants must have earned a Bachelor's degree in Electrical or Computer Engineering from an ABET accredited program or its equivalent with a QPA of 2.5 or better.
2. Applicants with non-electrical or computer engineering degrees may be admitted, but required to take additional course work

as determined by the program director.

3. Applicants must submit the following:
 - Completed application
 - Transcripts for all prior college course work
 - Three recommendation letters
 - TOEFL scores if English is not a first language

CURRICULUM

Upon commencement of graduate studies, the student will choose to study for an Electrical Engineering or Embedded Software degree. The student will be assigned an initial advisor by the program director. The advisor and student will select appropriate courses for the objectives of the student and obtain approval of this course-of-study through the academic approval sequence. All students must take the following two courses for the first 9 credits:

Course Requirements:

- GECE 502 Embedded C Programming
- GECE 704 Advanced Engineering Analysis

All students must complete at least one systems development course prior to graduation. Systems development courses include:

- GECE 501 Engineering Project & Management
- GENG 580 Requirements Engineering
- GENG 570 Introduction to Systems Engineering

After the student has completed 12 credits of study, the student will be assessed relative to their preparedness to begin thesis or project work. The candidate must have a 3.0 QPA to continue for the degree. The candidate must then choose one of the three project/thesis plans below for completion of their degree and an advisor will be assigned to guide the candidate for the completion of the degree work. Students cannot register for project/thesis credits until after 12 credits of graduate work are completed (see plans A, B, and C below). The degrees require a total of 30 credit hours of graduate work. Up to 6 credits of approved graduate work can be transferred from another graduate program.

Graduate students intending to pursue two Master's degrees simultaneously (see Dual Majors for more information) or a second Master's degree (see Second Master's Degree for more information) in the Electrical and Computer Engineering department must be first admitted into the second degree program prior to any coursework toward the second Master's degree.

Plan A (Thesis):

The candidate will be required to submit a 6 credit thesis as part of the 30 credits of graduate course work and pass a final oral examination on the thesis material and related subjects. The thesis work must be approved by the faculty and program director prior to the commencement of the research work. The thesis advisor will direct the student's work and determine when to recommend the manuscript for review by a faculty committee. The review committee will be appointed by the program director and shall consist of at least

three full-time Gannon engineering faculty members familiar with the subject material and one member outside the ECE department. The outside member can be from industry. The faculty advisor will be the chair of the review committee.

Plan B (Project):

The student will be required to complete a design project and to pass a final examination covering the student's project and related subject areas. The project can be worth 3 or 6 credits as part of the 30 credits of graduate course work depending on the difficulty of the project. The project must be approved by the faculty and program director prior to the commencement of the project work. The project advisor will direct the student's work and determine when to recommend the manuscript for review by a faculty committee. The review committee will be appointed by the faculty and program director and shall consist of at least three full-time Gannon engineering faculty members familiar with the subject material and the faculty advisor will be the chair of the review committee.

Plan C (Project Course):

The student will be required to complete a 3 credit course designated as a project course. The project course will be approved by the program director prior to the commencement of the project work and must include a significant project for its completion. The course instructor will inform the student of the complete requirements for the project course and will oversee the work to ensure that the student satisfies these requirements. Students are required to prepare a manuscript in thesis format for the project.

DEGREE PROGRAMS

Electrical Engineering Degree

The goal of the program is to give an Electrical and Computer Engineering graduate the necessary education to be an effective design or systems engineer. The student shall devise a curriculum with his/her advisor to pursue knowledge in advanced control theory, system modeling, electronics, communication, systems engineering, and embedded software. The student must complete at least 9 credits of Electrical Engineering program courses and satisfy the project/thesis requirement in Electrical Engineering.

Embedded Software Engineering Degree

The goal of the program is to give an Electrical and Computer Engineering graduate the necessary education to be an effective embedded software/systems engineer. The student shall devise a curriculum with his/her advisor to pursue knowledge in computer hardware and software implementation strategies, software development, software quality measures, software design and testing techniques, microprocessors, digital system design and/or hardware description languages. The student must complete at least 9 credits of Embedded Software Engineering program courses in system, software, hardware categories, and satisfy the project/thesis requirement in a topic related to Embedded Software Engineering.

CO-OP Track

The objective of the CO-OP track is to present an academic program combined with application training on actual industrial problems in engineering environments. This is to give students a targeted education on real-world problems. Students may join this program after completing sufficient coursework to be successful in an industrial environment, and receiving approved industrial sponsorship. International students participating in a CO-OP are required to contact the Office of Global Support and Student Engagement to apply for Curricular Practical Training before engaging in any CO-OP activity.

Students accepted to the co-op track are assigned a Gannon professor as a mentor, and must take the Graduate Professional Experience (GENG 700-series) course each semester they are enrolled in the program.

Students must complete 30 credits of graduate course work in addition to their Graduate Professional Experience courses. Students must maintain a cumulative grade point average of at least 3.0 for the duration of their master's degree program, and fulfill all other requirements for their degree.

Professional Track

Gannon runs a two year work-study program with local industry in Erie. The objective of the track is to present an academic program combined with application training on actual industrial problems to give students a targeted education, complemented by hands-on, real-world development exposure. Students are selected for this track based on academic background, leadership skills, and communication skills. The student is assigned a Gannon professor as a mentor while working at the industrial site. The mentor advises the student on his academic work and guides the student on industrial engineering projects. The projects are carefully chosen to reinforce classroom work and to develop the students into outstanding engineers. In addition to the mentorship in technical areas, the professor also mentors the student in leadership skills, work and personal ethics, and communication skills that are needed in the industrial workplace. This track requires that the student work on these projects half time during the school year and full time during the summer. The students receive full tuition and a yearly stipend for their work. Students need to apply and be accepted separately for this program. The number of students in this track is dependent on availability of industrial sponsorship.

The students earn either an Electrical Engineering degree or an Embedded Software Engineering degree. There are two tracks for the program:

Embedded Software track (leads to Embedded Software degree) and the Systems and Modeling track (leads to Electrical Engineering degree). All students in the professional track must have equivalent background (academic or professional) in Automatic Control.

Furthermore, all students in the Embedded Software track must have equivalent background in C++ and Data Structures.

The recommended curriculum is as follows:

| Embedded Software | Systems and Modeling |
|---|---|
| Summer Second Session Intro to Embedded Systems Orientation and Curricular Practical Training (CPT) | Intro to Embedded Systems Orientation and Curricular Practical Training (CPT) |
| Fall First Semester Engineering Analysis I#* Requirements Engineering* Adv Digital Design CPT | Engineering Analysis I#* Requirements Engineering* System Modeling* CPT |
| Spring Second Semester Engineering Analysis II* Embedded Kernel* Embedded Systems Design* CPT | Engineering Analysis II* Adv Programming in C/C++ Electric Machine Modeling* CPT |
| Summer CPT | CPT |
| Fall Third Semester RTOS Applications+ Hw/Sw Co-design Personal Software Process* CPT | Control of Electric Drives Power Electronics Elective CPT |
| Spring Fourth Semester Project/thesis Elective Elective CPT | Project/thesis Digital Control Elective CPT |

Substitutions for this course may be approved by advisor and Department Chair.

* Required courses for professional track

+special topic electives

COURSE DESCRIPTIONS

Courses of Interest for All Options

GECE 501 Engineering Project & Management

3 credits

Prerequisite: GECE 502, GECE 704

This is one of the core courses for the electrical and computer engineering graduate students. Engineering development process from inception to product will be covered. The function of systems

engineering is to guide the engineering of complex systems that is the collection of components, people, facilities, and procedures organized to accomplish some common objectives. This course will focus on the skills required to manage the development of effective system architectures from concept through engineering design and production. Topics include, but are not limited to, the structure of complex systems, project management, system development process, requirement specifications, functional decomposition, system modeling techniques and modern toolsets, hardware-in-the-loop simulation and control, system testing, and oral and written communication issues.

GECE 502 Embedded C Programming

3 credits

This course is designed for students to build a solid foundation in embedded programming using the C language. Intermediate C programming techniques and embedded environment considerations will be discussed. Contents of the course include: C and embedded systems, program structure, variables and memory implication, flow control, arrays, pointers, structure and union, functions, I/O's, preprocessor directives, GNU development tools, and basic UNIX/LINUX operations.

GECE 509 Software Tools

3 credits

Prerequisite: GENG 585

Focus on the Unix programming environment and the various tools for software development, application environments and techniques. Topics include operating systems, standards, real-time programming, concurrency, software testing, metrics, IPC techniques, scripting, compilers, interactive debugging.

GECE 704 Advanced Engineering Analysis

3 credits

This course focuses on theory and application of linear algebra, ordinary differential equations, Laplace transform, Fourier analysis, partial differential equation, probability and statistics for solving engineering problems. Application of Matlab.

GENG 570 Introduction to Systems Engineering

3 credits

The function of systems engineering is to guide the engineering of complex systems, that is the collection of components, people, facilities and procedures organized to accomplish some common objectives. This course explores the life cycle of systems, and the skills required to manage the development effective system architectures from concepts through engineering design and production. Topics include, but are not limited to the structure of complex systems, system development processes, systems engineering management, needs analysis, systems requirements management, program risk, functional analysis and design, integration and system evaluation.

GENG 580 Requirements Engineering

3 credits

Requirements engineering process from initial requirements elicitation through to requirements validation for systems engineering. The course includes specific techniques for the analysis, modeling, validation, and management of requirements for engineering projects, and is applicable to software, mechanical, electrical, process and other types of engineering projects. Topics include requirements processes, documents, elicitation, analysis, management, modeling, viewpoint analysis, non-functional requirements, advanced topics.

GENG 582 Fuzzy Control

3 credits

This course provides a fundamental understanding of fuzzy logic with application to control theory. The methodology provides a method for constructing nonlinear controllers via the use of heuristic information for real-world problems. The fuzzy controller emulates the decision making process of the human. Engineering evaluations of performance and comparative analysis with conventional control methods are used.

GENG 585 Advanced Programming In C/C++

3 credits

Problem analysis. Translation path from pseudo-code to implementation. Comparison of C and C++ implementations. Critical evaluation of time, memory, and program structure. Programming style.

GENG 586 Object-Oriented Modeling

3 credits

Prerequisite: GENG 580 or GCIS 504 or 566 or 567 or permission of instructor

An advanced treatment of methods for producing an object-oriented design, including structural, behavioral, and architectural design. Focus is on Object-Oriented analysis and design methods and design processes they support. Includes treatment of the Unified Modeling Language (UML) techniques and their application to systems/software development

GENG 590-599 Special Topics in Engineering

3 credits

Special courses developed from study interest in all areas of Engineering. Brief description of current content to be announced in schedule of classes.

GENG 603 Engineering Analysis I

3 credits

The theory and application to engineering problems of Laplace transforms, generalized Fourier transforms and Linear Algebra.

GENG 609 Nonlinear Analysis

3 credits

Introduction to the understanding of nonlinear characteristic of mechanical and electrical components and systems. Basic analytical,

graphical and numerical methods are presented. Introduction to chaotic dynamics and nonlinear control.

GENG 648 Modeling and Simulation of Dynamic Systems

3 credits

This interdisciplinary course presents mathematical modeling methods for physical dynamic systems containing electrical, mechanical, and control components. Included are the application of physical principles, energy approaches, non-dimensional techniques, and discretization of continuous systems. Numerical simulation of linear and nonlinear models will be studied and compared to experimental results. Problems of current interest will be used as examples.

GENG 678 System Testing

3 credits

Prerequisite: GENG 586

This course covers the fundamentals of testing engineering systems and their models. Includes coverage of types of testing, fundamental problems in testing, purposes for testing, testcase design, quality assurance and test planning. Topics include prototype testing, validation testing, acceptance testing, and other topics.

GENG 689 Stability Analysis of Multidimensional Dynamic Systems

3 credits

Fundamental concepts of stability for various classes of dynamic systems are examined and discussed. The systems considered include multidimensional lumped-parameter systems that can be described by linear differential equations. The systems under consideration are divided into certain well-defined classes, and various phenomena related to vibrations and stability of these systems are exposed systematically. Although the course examples are drawn from mechanical systems, the general nature of formulation can be applied to systems of similar nature in other disciplines, such as electrical circuits.

GENG 690-699 Special Topics in Engineering

3 credits

Special courses developed from study interest in all areas of Engineering. Brief description of current content to be announced in schedule of classes. Graduate courses in the 600 series are open to graduate students only.

GENG 700-702 Graduate Professional Experience

1 credit

Prerequisite: Discipline-specific industrial sponsorship

This course complements regular academic training with hands-on, real-world development exposure. Students are required to be engaged in practical training during the course. International students require Curricular Practical Training (CPT) approval. Topics include issues facing engineering and computing professionals, trends in the fields, job prospects, team and workplace behavior, project leadership as well as reviews of speaking, listening, reading and writing skills.

GENG 703 Engineering Analysis II

3 credits

Solving engineering problems using ordinary differential equations, partial differential equations, series solutions to differential equations. Complex analysis applied to engineering problems.

GENG 796 Directed Project

3-6 credits

Those students choosing their research project option will complete a directed research project. The student must submit a project proposal to the department for approval. Upon approval of the topic, the department Chair will appoint a three member committee to oversee the project. The student will perform the literature search, complete the project, and submit a project report that conforms to department thesis guidelines, and pass an oral defense.

GENG 797 Thesis

3-6 credits

Those students choosing the thesis option must select a directed project with a research component. The student must submit a thesis proposal to the department for approval. Upon approval of the topic, the department Chair will appoint a three member committee to oversee the project. The student will perform the literature search, complete the project, submit a thesis report that conforms to department thesis guidelines, and pass an oral defense. Additionally, thesis students are expected to submit a paper on their work suitable for publication.

Courses of Interest for Embedded Software Option

GECE 500 Introduction to Embedded Systems

3 credits*

Prerequisite: GECE 502, GECE 704

This course orients students to embedded system concepts and gives different embedded system applications. The course is structured as a series of lectures and training sessions at General Electric Transportation System work site. Topics include but not restricted to the following: Software QSP/QSW, DC locomotive overview, ISO9000 overview, CSE overview, Toll Gate overview, OTC overview, DFSS training, Software Process, Traction System overview, RMD overview, OHV overview, System Integration overview, IFC overview, Formal Technical overview, DC Simulator overview, FTR recording, Simulink training.

*3 credit hours – does not apply toward the degree requirement.

GECE 506 Personal Software Process

3 credits

Prerequisite: GENG 585

The Personal Software Process (PSP) is a process-based method that software engineers use in the development of large-scale projects. It uses quality management principles and the Capability Maturity Model (CMM) framework to demonstrate the benefits of using sound engineering principles in software development and maintenance work. Defect management, design and code reviews,

design templates, and process analysis will be used. Here, the students progress through a sequence of software processes that provide a sound foundation for large scale software development.

GECE 508 Embedded Software Paradigms

3 credits

Prerequisites: GENG 585

Course focuses on the design and development of embedded and real-time systems. Embedded software design techniques and considerations. Overview of embedded systems & software design processes. Systems and software quality considerations. Hardware tools and trends.

GECE 510 Software Engineering Processes

3 credits

Prerequisite: GENG 585

Fundamental embedded software design techniques and considerations. Fundamental Method Goals of quantity, repeatability, measurability. Design and Analysis Methodologies focusing on object-oriented design and testing. Design processes of waterfall, spiral, and knowledge based. Risk analysis, software project management, including knowledge strategies plus economics and metrics of a software project.

GECE 511 Embedded Kernel

3 credits

Prerequisite: GECE 502, GECE 704

Real-time embedded kernel development and implementation. Begins with the implementation of a non-preemptive kernel, add features, and transform into a preemptive kernel. Topics include interrupt management, time management, task management, inter-task communication and synchronization, and memory management.

GECE 515 Software Testing & Quality Assurance

3 credits

This course is concerned with understanding the role of quality assurance in the software development cycle, and applying these techniques to software products. Course topics include test design methods, test planning, automated test support, quality measurement and quality tracking techniques.

GECE 539 Real-time System Implementation

3 credits

Prerequisite: GECE 502, GECE 704

This is a project oriented course. It is designed for students to get familiarity and hands-on experiences with the real-time system implementation process using Matlab Real-time Workshop and Real-time Workshop Embedded Coder tools.

GECE 545 Advanced Digital Design

2 credits

Prerequisite: GECE 502, GECE 704. Take concurrently with GECE 546.

Advanced topics in top-down digital design and bottom-up

verification are introduced. Combinatorial and sequential logic design, circuit aspects of logic devices, families, and interfaces are reviewed. CAD tools using schematic and hardware description language based design entry for simulation, synthesis, post-synthesis analysis and implementation on a programmable target device are exposed. Industry standard integrated design and development environments will be used throughout the course.

GECE 546 Advanced Digital Design Lab

1 credit

Laboratory to accompany GECE 545 Advanced Digital Logic. Must be taken concurrently with GECE 545.

Prerequisite: GECE 502, GECE 704

GECE 547 Embedded Systems Design

3 credits

Prerequisite: GECE 502, GECE 704

This is a project oriented course. It is designed to deliver the concepts of microprocessor-based design flow and hardware/software design integration. Discussions include CPU architectures, instruction sets, interrupts, peripheral configurations, software development, real-time operating system, as well as hardware-in-the-loop debugging and testing.

GECE 549 VHDL

3 credits

Prerequisite: GECE 502, GECE 704

This is an introductory course for the VHDL hardware description language that targets the programmable logic and ASIC design. The usage of the language in representation, simulation, verification and synthesis areas is studied with extensive lab assignments. Essential syntax and semantics of the VHDL language including design entity, architectural bodies, concurrent and sequential statements, processes, data types, packages, configurations, register transfer level design are among the covered topics.

GECE 550 Hw/Sw Co-Design

3 credits

Prerequisite: GECE 502, GECE 704

Top-down system level embedded design for large-scale systems containing hardware and software components are considered. Development flow shall include a) requirements to design specifications b) hardware and software partitioning c) trade off analysis between self-development and reuse for intellectual property and real-time OS d) HDL-based hardware design, simulation and testing, e) OO software design, simulation and verification.

GECE 551 Rapid Prototyping with FPGA

3 credits

Prerequisite: GECE 502, GECE 704

Field Programmable Gate Arrays (FPGAs) has become an essential part of the digital system design flow for many applications. They provide inexpensive solutions for hardware prototypes and fastest

time-to-market. The novelty and programmability also allow design explorations towards optimal architecture. This course will cover the FPGA features and architectures, rapid prototyping aspect of FPGA use, FPGA configuration techniques, hardware simulation and debugging, as well as the modern digital synthesis and hardware analysis skills and tools. Other commercial programmable logic devices (PLD) will also be discussed.

GECE 552 Data Integrity on Computer Networks

3 credits

Prerequisite: GECE 502, GECE 704

This course provides the concepts, theory (algorithms) and techniques (protocols/standard) to delivery data integrity on computer networking. Topics include Data Integrity on data communication (i.e., Transmission Media, and Transmission and Multiplexing) and on computer network (i.e., Data Security, Flow Control, Wire/Wireless network, and Internet Protocols/Applications/Programming). Students perform Data Integrity on data communication (1/2) and on computer network (1/2).

GECE 553 Real-Time Simulator

3 credits

Prerequisite: GECE 502, GECE 704

This course provides the concepts and hardware/software modeling techniques to delivery real-time data processing and signal acquisition on real-time applications. Topics include hardware modeling based on FPGA implementation in VHDL and software modeling based on Matlab/Simulink.

GENG 586 Object-Oriented Modeling

3 credits**

**Please see course description in the Course of Interest for All Options

Courses of Primary Interest for Electrical Engineering Option

GECE 520 Advanced Instrumentation and Measurement

3 credits

Prerequisite: GECE 502, GECE 704

This course emphasizes the use of National Instruments (NI) tools to perform data acquisition, measurement techniques and instrument control. Data acquisition will include analog and digital I/O, signal conditioning and sensors. Measurement techniques will include time-frequency analysis, data filtering, and distortion measurements. Instrument control will include serial port, GPIB communications and instrument drivers.

GECE 521 VLSI Design

3 credits

Prerequisite: GECE 502, GECE 704

Focuses on the theory, design, implementation, and testing of Very Large Scale Integrated (VLSI) Circuits and associated technologies.

Primarily focuses on CMOS technologies and their implementation. Includes a review of CMOS circuits & theory, overview of MOS fabrication technology, circuit characterizations and performance estimation, electrical & physical design of logic gates, clocking strategies, I/O structures, system design and test methods, design synthesis, and advanced topics.

GECE 527 Intro to Electric Drives

3 credits

Prerequisite: GECE 502, GECE 704

This course uses an integrative approach to allow examination of all subsystems that make up an electric drive system. The approach requires minimum prerequisites in circuit and system and electromagnetic field theory to understand the essentials of the topics covered. The topics covered include electric machines, power-electronics-based converters, understanding mechanical system requirements, feedback controller design, and interaction of drives with the utility grid.

GECE 528 Modern Control Theory

3 credits

Prerequisite: GECE 502, GECE 704

Linear spaces and operators, mathematical descriptions of systems. Linear dynamical systems and impulse response, matrices. Controllability and observability of linear dynamical systems. Irreducible realizations of rational transfer function matrices. Canonical forms, state feedback and state estimators. Stability of linear systems. Composite systems; linear optimal control and linear distributed systems

GECE 529 Digital Control

3 credits

Prerequisite: GECE 502, GECE 704

This course deals with the control of dynamic systems by employing classical and model control tools incorporating a digital computer in the control loop. It provides the background needed for those practicing engineers, who have studied the concepts of continuous-time control, to enhance their knowledge in the area of digital control system. Topics include the Z-transform, digital control system design, filters design, and the state-space approach to control system design. Modern software tools such as Matlab/Simulink will be used.

GECE 530 Sensors and Actuators

3 credits

Prerequisite: GECE 502, GECE 704

This is an introductory course on the subject of control system instrumentation, with an emphasis on sensors, transducer, and actuators. Specifically, this course deals with “instrumentation” a control system through the incorporation of suitable sensors, actuators, and associated interface hardware. The control system architectures are reviewed first prior to detailed discussion of the component interconnection and signal conditioning, and performance specification and analysis. Then the operation

principles and characteristics of a series of analog sensors and digital transducers are studied. Finally, the stepper motors as well as continuous-drive actuators (DC and AC motors) are covered.

GECE 531 Electronic Systems Design & Integration

3 credits

Prerequisite: GECE 502, GECE 704

This is a hands-on laboratory-based course with emphasis on design and integration of electronic systems. Industry-standard tools such as the circuit simulation software (e.g. Orcad Capture CIS, PSpice), the Printed Circuit Board (PCB) design software (e.g. Cadence Layout Plus), PCB maker (e.g. LDK ProtoMat), and its related software (e.g. CircuitCam) will provide the platform to build, test, and validate systems/subsystems, such as basic OP-AMP circuits, analog computer, traffic light control, power subsystems, bridge driver subsystem, and driver system integration. Electronic systems design and integration will be emphasized through laboratory projects.

GECE 537 Advanced Computer Architecture

3 credits

Prerequisite: GECE 502, GECE 704

Focuses on the design and implementation of the instruction-set architecture. Performance measures, ALU design, data and control path design, evolving into custom high performance processor design using VHDL, pipelining, memory hierarchy design, cache memory and advanced topics.

GECE 545 Advanced Digital Design

2 credits*

GECE 546 Advanced Digital Design Lab

1 credit*

GECE 547 Embedded Systems Design

3 credits*

GECE 549 VHDL

3 credits*

GECE 552 Data Integrity on Computer Networks

3 credits*

GECE 553 Real-Time Simulator

3 credits*

GECE 556 RF Circuit Integration

3 credits

Prerequisite: GECE 502, GECE 704

Application of concepts from Circuits, Electronics and Fields to radio frequency design techniques as applied to state-of-the-art electronic devices.

GECE 565 Power Electronics

3 credits

Prerequisite: GECE 502, GECE 704

This course introduces the basic concepts of various topologies (ac-dc, dc-dc, dc-ac, ac-ac, etc.) of power converters. The fundamental principles of switching components are discussed first prior to introduction of the design and application of the converters. Emphases are on the design issues associated with the converters and the computer techniques (PSpice) used for the performance evaluation and analysis. Experiments are part of the course.

GECE 566 Modeling and Analysis of Electric Drives

3 credits

Prerequisite: GECE 502, GECE 704

This course introduces the issues on modeling and analysis of electrical drives. Basic concepts of electromechanical energy conversion will be presented prior to the detailed modeling of the dynamical aspects of both the DC and AC machines. Dynamic behavior of the machines and their computer simulation will be examined. Numerical schemes for simulation, singular perturbation technique, linearization technique, etc. are parts of the analysis tools. In addition, modeling of switching power conversion will be studied as it pertains to drive application. If time permits, some other practical aspects of drives will be examined, too.

GECE 567 Integration of Renewable Energy into Electric Power System

3 credits

Prerequisite: GECE 502, GECE 704

This course is designed to provide general technical education in all major electricity generating with renewable energy sources and their integration in electric power systems. Different types of renewable energy resources will be studied for the following aspects: the available form, the feature of electricity generation, how to integrate into electric power system, and the impact on the electric power system, etc. The course also stresses the importance of power electronics technology in the process of power conditioning and controlling. The decentralized electric power system concept will be introduced. The future development of renewable energy technologies and the way that power systems may evolve to accommodate them will be discussed.

GECE 572 Digital Signal Processing

3 credits

Prerequisite: GECE 502, GECE 704

This course emphasizes the fundamental principles of signal and systems, sampling theorem, discrete-time Fourier transform, power spectrum, z-transform, discrete Fourier transform (DFT) and the FFT algorithm, digital filter design and implementation.

GECE 573 Introduction to Neural Networks

3 credits

Prerequisite: GECE 502, GECE 704

Data management, pattern recognition and classification, neural networks models, learning schemes, genetic algorithms, applications of neural networks.

GECE 574 Artificial Neural Networks

3 credits

Prerequisite: GECE 502, GECE 704

This course will present artificial neural network (ANN) architectures and computational algorithms suited for practical engineering applications. Topics will include an overview of artificial neural networks and neural computing, elementary ANN building blocks and models. Concepts of learning and training rules, the back-propagation algorithm as well as examples and discussion of several classes of ANN such as feed-forward networks, multilayer networks, recurrent networks, and self-organizing networks will be presented.

GECE 575 DSP System-level Design & Integration

3 credits

Prerequisite: GECE 502, GECE 704, GECE 572

This is a hands-on laboratory-based course with emphasis on design and integration of digital signal processing (DSP) systems. Industry-standard tools such as NI-LabVIEW, Matlab/Simulink, and TI-DSK processor boards will provide the platform to build and test systems such as analog-to-digital converters (ADC), sampling rate converters, digital FIR and IIR filters, spectrum analyzers. DSP implementation and system integration will be emphasized through laboratory projects such as dual-tone multi-frequency analysis, adaptive noise cancellation, and software-defined radio.

GECE 583 Introduction to Communication Systems

3 credits

Prerequisite: GECE 502, GECE 704

This course emphasizes Fourier Series/ Transform, frequency shifting concepts ideally and in reality. Analog modulation techniques and technology including enhancement techniques (AM, SSB and FM), sampling theory and digital modulation (PAM, PWM, PPM, PCM). Noise considerations in determining best SNR technique. Multiplexing and practical examples included.

GECE 584 Power System Analysis and Control

3 credits

Prerequisite: GECE 502, GECE 704

Basic principles in power system analysis; models for elements of power system components, the per unit system, Load flow analysis; optimal dispatch of generation; synchronous machine transient analysis; balanced faults; symmetrical Components and unbalanced faults; stability; power system control.

GECE 585 Wireless System Applications

3 credits

Prerequisite: GECE 502, GECE 704

This course will cover topics in wireless and mobile communications and their application to the design of systems and networks. These topics will include cellular concepts, beam formation, path loss, fading, and multi-path in radio propagation, digital modulation formats, equalization, diversity, coding, and multiple access techniques. Wireless local area networks (WLAN), global system for mobile (GSM), and wideband CDMA (W-CDMA) will be discussed.

GECE 586 Computer Communication Networks

3 credits

Prerequisite: GECE 502, GECE 704

This course introduces fundamental concepts and theories in data and computer communications and networking. Topics include data transmission techniques and encoding for data communication, networking techniques, circuit and packet switching, and network access protocols.

GECE 587 Wireless Data Communications

3 credits

Prerequisite: GECE 502, GECE 704

This course introduces a comprehensive list of topics in the emerging field of wireless data communications. Focused on upper layer (above the physical layer) protocols and operations for wireless data transmission. Topics include wireless cellular system infrastructures, wireless circuit data, wireless packet data, mobile IP, and packet data in third generation wireless networks. Various existing and soon-to-be available wireless data systems and technologies are also discussed.

GECE 588 Simulation of Communication Systems

3 credits

Prerequisite: GECE 502, GECE 704

Comprehensive course for simulation-based design and analysis of communication systems; Focused on the physical layer in the context of the OSI-layer model of communication systems, topics include modeling of communication systems, performance measures and statistical methods for interpretation of simulation results, simulation techniques and technology, and case studies.

GECE 590-599 Special Topics in Electrical Engineering

1-3 credits

Prerequisite: GECE 502, GECE 704

Special courses developed from study interest in all areas of Electrical Engineering and Embedded Software. Brief description of current content to be announced in schedule of classes.

GECE 625 Advanced Control Systems

3 credits

Prerequisite: GECE 502, GECE 704

This course treats the analysis and design of linear control systems from the point view of state space representations. Topics will include system modeling, coordinate transformation, controllability, observability, output feedback, state feedback, linear quadratic regulators, and linear estimators. Additionally, an introduction to nonlinear control is presented with the topics of feedback linearization and adaptive control. Applications from interdisciplinary current state-of-art systems will be presented.

GECE 626 Advanced Control Technologies

3 credits

Prerequisite: GECE 502, GECE 704

This course emphasizes the applications of advanced control technologies. The advanced control technologies covered in this course include active disturbance rejection control, reduced-order active disturbance rejection control, discrete active disturbance rejection control, and discrete time optimal control. Applications include motor control, power systems, chemical processes, and micro-electro-mechanical systems.

GECE 671 Design of Electrical Machinery

3 credits

Prerequisite: GECE 502, GECE 704

A design-oriented course which emphasizes realistic characteristics and specifications applicable to AC and DC motors and generators leading to an individual design project.

GECE 672 Digital Image Processing

3 credits

Prerequisite: GECE 502, GECE 704, GECE 572

This course presents strategies to process digital image data. Topics covered will include the representation and perception of images, the use of operations in the spatial and spatial-frequency domains to segment, enhance, filter, and restore digital images as well as transformations of images for multi-resolution analysis. Algorithms will be implemented and evaluated in Matlab/Simulink.

GECE 673 Control of AC Drives

3 credits

Prerequisite: GECE 502, GECE 704

This course introduces the concept of AC drives. Various types of converters and inverters suitable for AC drives and the related control issues are presented and studied. The modeling and dynamical aspects of AC machines will be examined prior to the detailed discussion of the control issues and techniques such as vector control and field orientation, etc.

GECE 680 Digital Communication

3 credits

Prerequisite: GECE 502, GECE 704

This is a graduate course in the analysis of digital communication systems. Methods to understand and analyze digitally modulated signals are presented. Optimum receiver designs, synchronization issues, and coding strategies for different channel models are developed. Communications over fading, multipath and band-limited channels is studied using Code Division Multiple Access (CDMA) schemes and Spread Spectrum (SS) approaches.

GECE 681 Optical Devices and Systems

3 credits

Prerequisite: GECE 502, GECE 704

This course is an introduction to electrooptics. This includes wave propagation, interaction with both iso and anisotropic materials, modulation techniques, lenses and lens systems and optical sources and detectors. Subsystems are considered initially but typical optical systems and applications are considered.

GECE 690-699 Special Topics in Electrical Engineering

1-3 credits

Prerequisite: GECE 502, GECE 704

Special courses developed from study interest in all areas of Electrical Engineering or Embedded Software. Brief description of current content to be announced in schedule of classes. Graduate courses in the 600 series are open to graduate students only.

* Please see course description in the Embedded Software Engineering Option

Engineering Management

Director: Mahesh Aggarwal, Ph.D.

INTRODUCTION

The graduate program in Engineering Management is designed to provide advanced studies for the graduate engineer who wishes to continue preparation in the profession of engineering manager or project director/leader.

The program provides continuing education in advanced engineering and business/management subjects for the working engineer who acknowledges the need to stay abreast of the rapidly changing technological and business world. Emphasis is placed on the development of the engineer's capacity for independent study and continued professional growth.

DEGREE OFFERED

The program offers a Master of Science in Engineering Management degree.

ADMISSION REQUIREMENTS

1. Applicants must have earned a Bachelor's degree in Engineering from an ABET-accredited program or its equivalent, with a GPA of 2.5 or better.
2. Applicants without the appropriate Engineering degree may be admitted and required to take additional course work as determined by the program director.
3. Applicants must submit the following:
 - Completed application
 - Transcripts for all prior college course work
 - Three recommendation letters
 - TOEFL/other scores if English is not a first language.

CURRICULUM

The student will be assigned an initial advisor through the academic approval sequence. The advisor and the student will select appropriate courses for the objectives of the student and obtain approval of this curriculum through the academic approval sequence. The candidate must have a 3.0 GPA to continue for the degree.

A total of 36 credits will be required: Students will be required to take four core courses (12 credits) from business, four core courses (12 credits) from engineering, and four courses (12 credits) of electives that will include a maximum of two courses (6 credits) from Business. Students are expected to be able to waive Statistical

Analysis, GMBA 525. If not, this course would be an additional requirement.

Required Courses – Business: Select 4 courses (12 credits) only from the list below

Note: prerequisites may apply to some courses

| | |
|----------|---|
| GMBA 501 | Financial Accounting |
| GMBA 531 | Management Concepts |
| GMBA 561 | Fundamentals of Financial Management |
| GMBA 571 | Economic Environment of the Firm |
| GMBA 631 | Organizational Behavior, Theory, and Practice |
| GMBA 601 | Management Accounting |
| GMBA 641 | Operations and Supply Chain Management |
| GMBA 651 | Marketing Management |
| GMBA 661 | Financial Management |
| GMBA 671 | Managerial Economics |

Required Courses – Engineering: Select 4 courses (12 credits)

| | |
|----------|--|
| GENG 621 | Reliability Engineering |
| GENG 622 | Risk Management |
| GENG 623 | Decision Making Under Uncertainty or GME 565– Computer Assisted Engr. |
| GENG 624 | Project Management |

Elective Courses: Select 4 courses (12 credits) but no more 2 courses (6 credits) from Business

Engineering – All GENG, GCIS, GECE, GENV, and GME courses are acceptable. However, they should be focused towards the student's interests and objectives.

Business – All GMBA 700 series electives courses are acceptable provided the appropriate prerequisites are satisfied for each course.

Mechanical Engineering

Chairperson: Mahesh Aggarwal, Ph.D.

INTRODUCTION

The graduate program in Mechanical Engineering is designed to provide advanced studies for the graduate engineer who wishes to continue preparation for effective participation in the professions of mechanical engineering. The program also provides continuing education in advanced subjects for the working engineer who acknowledges the need to stay abreast of the rapidly changing technological world. Emphasis is placed on the development of the engineer's capacity for independent study and continued professional growth.

DEGREE OFFERED

The program offers a Master of Science in Mechanical Engineering degree.

ADMISSION REQUIREMENTS

1. Applicants must have earned a Bachelor's degree in Mechanical Engineering from an ABET accredited program or its equivalent with a QPA of 2.5 or better.
2. Applicants without the appropriate Mechanical Engineering degree may be admitted and required to take additional course work as determined by the program director.
3. Applicants must submit the following:
 - Completed application
 - Transcripts for all prior college course work
 - Three recommendation letters
 - TOEFL/other scores if English is not a first language.

CURRICULUM

The student will be assigned an initial advisor through the academic approval sequence. The advisor and the student will select appropriate courses only from the courses listed below under Course Descriptions for the objectives of the student and obtain approval of this curriculum through the academic approval sequence. Within the first 9 credits, students must take the following course:

GENG 603 Engineering Analysis 1

Note: A student may replace GENG 603 Engineering Analysis 1 with another approved GME or GENG course by passing an exam conducted during the first week of class. The exam time will be announced at the first GENG 603 class.

After the student has completed 12 credits of study, the student will be assessed relative to their preparedness to begin thesis or project work. The candidate must have a 3.0 QPA to continue for the degree. The candidate must then choose one of the three project/thesis plans below for completion of their degree; an advisor will be assigned to guide the candidate for the completion of the degree work.

The advisor (thesis or project) will recommend a program of study and advise the student regarding the thesis/project subject, act as the academic advisor, and determine when to recommend the student for final examination, at which time this recommendation will be transmitted for approval through the academic approval sequence.

Plan A (Thesis)

The student will be required to submit a six credit thesis as part of the 30 credits of graduate course work and pass a final oral examination on the thesis material and related subjects. The thesis work must be approved by the academic approval sequence prior to the commencement of the research work. The thesis advisor will direct the student's work and determine when to recommend the manuscript for review by a faculty committee. The review committee will be appointed by the usual academic approval sequence and will consist of three full-time Gannon Mechanical Engineering faculty members familiar with the subject material. In some cases, one committee member may be from outside the Mechanical Engineering Department. The advisor will be the chair of the review committee.

Plan B (Project)

The student will be required to complete a design project and to pass a final oral examination covering the student's project and related subject areas. The project will be worth three graduate credits as part of the 30 credits of graduate work. The project must be approved by the usual academic approval sequence prior to the commencement of the project work. The project advisor will direct the student's work and determine when to recommend the manuscript for review by a faculty committee. The review committee will be appointed by the usual academic approval sequence and will consist of three full-time Gannon Mechanical Engineering faculty members familiar with the subject material. In some cases, one committee member may be from outside of the Mechanical Engineering Department. The advisor will be the chair of the review committee.

Plan C (Project Course)

The student will be required to complete a three credit course designated as a project course as part of the 30 credits of graduate work. The project course will be approved by the usual academic approval sequence prior to the commencement of the course and must include a significant project for its completion. The course instructor will inform the student of the complete requirements for the project course and will be responsible for seeing that the student satisfies these requirements.

Professional Track (Work-Study Program)

The objective of the professional track is to present an academic program combined with application training on actual industrial problems to give students a targeted education, complemented by hands-on, real-world development exposure. Students are selected for this track based on academic background, leadership skills, and communications skills. The student is assigned a Gannon professor as a mentor while working at the industrial site. The mentor advises the student on his academic work and guides the student on industrial engineering projects. The projects are carefully chosen to reinforce classroom work and to develop students into outstanding engineers. In addition to the mentorship in technical areas, the professor also mentors the student in leadership skills, work and personal ethics, and communication skills that are needed in the industrial workplace. The student is also assigned an engineering mentor from the industrial sponsor. This track requires that the student work on these projects half-time during the school year and full-time during the summer. The number of students in this track is dependent on availability of industrial sponsorship.

Mechanical Engineering Curriculum with Professional Track

The curriculum and internship training for Mechanical Engineering with professional track is as follows:

Fall First Semester

Engineering Analysis 1
Two Mechanical Engineering Graduate Courses
CPT

Spring Second Semester

Engineering Analysis 2
Three Mechanical Engineering Graduate Courses
CPT

Summer

Curricular Practical Training

Fall Third Semester

Three Mechanical Engineering Graduate Courses
CPT

Spring Fourth Semester

Two Mechanical Engineering Graduate Courses
One Free Elective with Advisor's Approval
CPT

CO-OP Track

The objective of the CO-OP track is to present an academic program combined with application training on actual industrial problems in engineering environments. This is to give students a

targeted education on real-world problems. Students may join this program after completing sufficient coursework to be successful in an industrial environment, and receiving approved industrial sponsorship. International students participating in a CO-OP are required to contact the Office of Global Support and Student Engagement to apply for Curricular Practical Training before engaging in any CO-OP activity.

Students accepted to the CO-OP track are assigned a Gannon professor as a mentor, and must take the Graduate Professional Experience (GENG700-series) course each semester they are enrolled in the program.

Students must complete 30 credits of graduate course work in addition to their Graduate Professional Experience courses. Students must maintain a cumulative grade point average of at least 3.0 for the duration of their master's degree program, and fulfill all other requirements for their degree.

COURSE DESCRIPTIONS

GENG 588 Modern Control Theory

3 credits

Linear spaces and operators, mathematical descriptions of systems. Linear dynamical systems and impulse response; matrices. Controllability and observability of linear dynamical systems. Irreducible realizations of rational transfer function matrices. Canonical forms, state feedback and state estimators. Stability of linear systems. Composite systems; linear optimal control and linear distributed systems.

GENG 589 Digital Control

3 credits

This course deals with the control of dynamic systems by employing classical and model control tools incorporating a digital computer in the control loop. It provides the background needed for those practicing engineers who have studied the concepts of continuous-time control to enhance their knowledge in the area of digital control system. Topics of discussion are z-transform, digital control system design, filters design, state-space approach to control system design, etc.

GENG 603 Engineering Analysis 1

3 credits

The theory and application to engineering problems of matrix-vector methods and Matlab software. Transition from discrete to distributed parameter systems with introduction to finite elements and partial differential equations.

GENG 609 Nonlinear Analysis

3 credits

Introduction to the understanding of nonlinear characteristics of mechanical and electrical components and systems. Basic analytical, graphical, and numerical methods are presented. Introduction to chaotic dynamics and nonlinear control.

GENG 621 Reliability Engineering

3 credits

Reliability modeling, prediction, testing, physics to failure, and reliability design techniques are studied. Hardware and software systems. Identification of weak link for reliability improvement. Quality system reliability using advanced testing methods.

GENG 622 Risk Management

3 credits

Introduction to project risks management and engineering ethics for engineering decision making. Integrated models for technical, schedule, and cost risks. Management of cost-risk contributions. Identification and control of critical paths for project schedule. Implementation of integrated risk management with computer simulation methods.

GENG 623 Decision Making under Uncertainty

3 credits

Introduction of general techniques for dealing systematically with uncertainty in engineering decision problems. Computer simulation models, sensitivity analysis, and subjective probability assessment for engineering judgment. Probabilistic design criteria, value of information, utility analysis with risk aversion, and trade-off under uncertainty are studied.

GENG 624 Project Management

3 credits

The course will cover the skills necessary to manage large and small projects in terms of planning and controlling techniques, coordinating and directing techniques, and negotiating techniques. Roles and responsibilities of the project manager and tools and techniques used in managing projects will be discussed along with preparing project records and reports.

GENG 685 Advanced Control Systems

3 credits

This course treats the analysis and design of linear control systems from the point of view of state space representation. Topics include system modeling, coordinate transformation, controllability, observability, output feedback, state feedback, linear quadratic regulators, and linear estimators. Additionally, an introduction to nonlinear control is presented with the topics

of feedback linearization and adaptive control. Applications from interdisciplinary current state-of-the-art systems will be presented.

GENG 689 Stability Analysis of Multidimensional Dynamic System

3 credits

Fundamental concepts of stability for various classes of dynamic systems are examined and discussed. The systems considered include multidimensional lumped-parameter systems that can be described by linear differential equations. The systems under consideration are divided into certain well-defined classes, and various phenomena related to vibrations and stability of these systems are exposed systematically. Although the course examples are drawn from mechanical systems, the general nature of formulation can be applied to systems of similar nature in other disciplines, such as electrical circuits.

GENG 700-702 Graduate Professional Experience

1 credit

Prerequisite: Discipline-specific industrial sponsorship

This course complements regular academic education with hands-on, real-world development exposure. Students are required to be engaged in practical training during the course. International students require Curricular Practical Training (CPT) approval. Topics include issues facing engineering and computing professionals, trends in the fields, job prospects, team and workplace behavior, project leadership as well as reviews of speaking, listening, reading and writing skills.

GENG 703 Engineering Analysis 2

3 credits

Solving engineering problems using ordinary differential equations, partial differential equation, series solutions to differential equations. Complex analysis applied to engineering problems.

GENG 796 Directed Research Project

3 credits

Those students choosing their research project option will complete a directed research project. The topic will be approved by a three-member board consisting of the candidate's major professor, the department chairperson, and the Director of the Graduate Engineering Program. The student will perform the literature search, complete the project, and submit a final report.

GENG 797 Thesis

3-6 credits

Those students choosing the thesis option will have their topic approved by a three-member board consisting of the candidate's major professor, the department chairperson, and the Director of the Graduate Engineering Program. The student will perform the

literature search, complete the thesis, and submit a final report. Under this option, students must complete a total of 6 Thesis credits.

GME 505 Finite Element Method 1

3 credits

Fundamentals of matrix algebra; basic approach to finite element analysis; definitions and basic concepts; system analysis fundamentals of elasticity; element formation by direct displacement method; element formulation by Galerkin Criterion (weight residuals method); finite element workshop using finite element program, such as ANSYS, for design and analysis of some structures.

GME 507 Optimization in Engineering

3 credits

Basic theory, concepts and methods of engineering optimization. Primary techniques from both classical and modern optimizations applied to engineering decision-making.

GME 510 Thermal Systems Design

3 credits

This course reviews the fundamentals of thermal systems design and optimization. Basic consideration in thermal systems design will be discussed. General approach to system analysis, modeling, simulation and optimization will be introduced. Various optimization techniques and methods will also be presented and discussed.

GME 511 Alternative Energy Systems

3 credits

Various alternative energy systems are introduced, their operation discussed and their performance evaluated.

GME 524 Turbomachinery Design

3 credits

Application of general principles of fluid mechanics to fluid machinery design. Design principles of centrifugal and axial compressors, degree of reaction estimates, blade design, state performance calculations, axial flow turbines. Design calculations of blade stress, disc stresses, and thermal stresses.

GME 525 Advanced Fluid Mechanics

3 credits

Velocity distributions in laminar and turbulent flow. Equations of state and interphase transports in isothermal systems. Compressible flow. Isentropic flow. Shock and expansion waves. Frictional effects. Flow with heat consideration. Numerical analysis.

GME 526 Advanced Thermodynamics

3 credits

Recapitulations of first and second laws of thermodynamics and their application to more generalized engineering systems. Chemical engineering thermodynamics; partial molar properties,

chemical potential and its application to multiphase and multispecies systems. Statistical thermodynamics. Introduction to irreversible thermodynamics.

GME 527 Internal Combustion Engines

3 credits

This course introduces and reviews the fundamentals of internal combustion engines, including spark-ignition and compression-ignition engines. General engine systems and working cycles are described. Engine thermodynamics, gas exchange and combustion processes, engine fluid flow and heat transfer, and fuel injection systems are analyzed. The course also reviews the formation of engine exhaust emissions and methods for controlling the emissions of the internal combustion engines. Engine design and consideration of the effects of design and operating factors are introduced.

GME 528 Heat Exchanger Design

3 credits

Application of general principles of heat transfer in design of heat exchangers. Different types of heat exchangers will be studied in design-oriented projects.

GME 530 Advanced Strength of Materials

3 credits

Special topics on the strength and stiffness of members subjected to static loads; beams on elastic foundations; thin plates and shell contact stress; curved flexural members, energy methods; instability-buckling loads; plasticity; ultimate load analysis.

GME 555 Computer Aided Manufacturing

3 credits

Introduction of basic concepts of automation in manufacturing with principles of NC systems and computer-managed manufacturing.

GME 561 Vibrations

3 credits

Dynamics Systems Analysis-Analogies between various engineering systems, including mechanical (linear and torsional), fluid, electrical and acoustical systems. Study of free vibration. Solution of systems with two or more degrees of freedom. Properties and response of dynamical systems. Methods of solution for analogous and mixed systems.

GME 563 Machine Dynamics

3 credits

Introduction to basic machine dynamics. Analysis of forces in translating rotating and reciprocating systems. Flywheel analysis, regulators, balancing, gyroscopic forces in machines.

GME 564 Thermal Environmental Design

3 credits

The relevant principles of engineering thermodynamics, heat transfer and fluid mechanics will be reviewed. Refrigeration and cryogenics will be covered. Thermodynamic properties of moist air will be reviewed along with various applications in heating, ventilating and air conditioning. Human thermal comfort and indoor air quality will be covered and various methods of heating and cooling load calculations for buildings will be presented.

GME 565 Computer Assisted Engineering

3 credits

Topics include the application of Matlab software to multi component mechanical and thermal/fluid system design, analysis and synthesis, static and transient systems. Mathematical techniques include nonlinear equation solution, nondimensional analysis, lumped vs. distributed models, optimization and design sensitivity analysis, probability and statistics, and Monte Carlo simulation. Examples are taken from industrial mechanical engineering problems of current interest.

GME 567 Lubrication System Design

3 credits

Analytical and experimental results in lubrications of journal bearings and utilization of this information in design projects.

GME 583 Polymer Engineering

3 credits

Prerequisite: Background in general chemistry and material science as undergraduate

This course is designed to introduce graduate engineering students to the important field of polymer science. The course will be focused on the fundamentals of polymer science. Since polymers are ubiquitous in modern society, a background in this subject is essential for engineers who wish to pursue careers in industry.

GME 589 Nanotechnology for Engineers

3 credits

Prerequisite: Background in general chemistry and material science as undergraduate

This course is designed to introduce graduate engineering students to the important field of nanotechnology. The course will be focused on the fundamentals of nanomaterials (i.e. synthesis, characterization, properties and applications). Since nanotechnology is a field with incredible promise to change the future of society in almost every facet, a background in this subject is essential for engineers who wish to pursue careers in industry.

GME 590-599 Special Topics in Engineering

3 credits

Special courses developed from study interest in all areas of Engineering. Brief description of current content to be announced in schedule of classes.

GME 605 Finite Element Method 2

3 credits

Prerequisite: GME 505 or equivalent course/experience

Variational methods of element formulation (virtual work, potential energy, complementary energy, discretion, and hybrid approach); variational principles in global analysis, representation of element behavior functions and geometry (requirements, polynomials, shape functions different elements including higher order elements); finite element programming ideas and simple routings.

GME 612 Distributed Parameter Systems

3 credits

Modeling and analysis of bounded engineering systems distributed over space and time. Application of partial differential equation models and transition to infinite dimension representations. Analytical exact and approximate solutions are combined with numerical results. Examples are taken from areas of current interest in the fields of acoustics, mechanics, structural dynamics, heat transfer, fluid flow, kinematic waves, and nano systems.

GME 615 Acoustics and Noise Control

3 credits

Introduction to acoustics with a focus on noise control. The course provides the fundamentals of noise radiation, transmission, measurement, and control. Additionally, the course covers the fundamental principles and application of noise control materials and systems. Examples from actual noise control problems will be used throughout the course.

GME 625 Convection Heat Transfer

3 credits

Review of equations of change, equations of state, and constitutive and governing equations; forced convection heat transfer in laminar internal flows; forced convection heat transfer in turbulent internal flows; forced convection heat transfer in turbulent external flows; condensation; boiling.

GME 628: Fundamentals and Applications of Combustion

3 credits

This course studies the fundamentals of combustion and their applications to combustion systems such as combustion engines. Review of fundamentals of combustion thermochemistry and chemical kinetics, mass transfer and reacting flow, laminar premixed and diffusion flames, droplet burning, turbulent premixed and

non-premixed flames, detonations, and formation of combustion emissions. The combustion engines analyzed for combustion and emissions formation and control include general internal combustion and gas turbine engines.

GME 629 Continuum Mechanics

3 credits

Study of continuum media. Tensor analysis, kinematics of deformation, elastic response, isotropic and anisotropic elasticity, finite deformations, viscoelasticity.

GME 630 Computational Fluid Dynamics

3 credits

This is an introductory course in computational fluid dynamics (CFD). The course reviews the fundamental conservation principles and governing equations of fluid mechanics. Numerical methods and computational techniques and skills required for analyzing and solving the fluid mechanics governing equations are introduced. Application of the methods to practical fluid dynamics problems is presented and discussed. Available CFD application codes are also introduced. In addition, the fundamentals of computational heat transfer are presented.

GME 635 Structural Dynamics

3 credits

Dynamics of structures including beams, plates, and mixed systems of beams, plates, and lumped masses/springs. Energy methods. Exact and approximate solutions for system natural frequencies and mode shapes. Effect of damping. Response to applied forces.

GME 641 Elasticity

3 credits

Equations of linear elasticity; techniques for solution: Airy's stress function; polar coordinates; numerical methods; thermal stress.

GME 643 Plasticity

3 credits

Plasticity as applied to engineering. Stress-strain relation both in elastic and plastic medium. Yielding, deformation energy and creep. Limit analysis and its application in design.

GME 645 Plates and Shells

3 credits

Properties, theory, and method of analysis of plates and shells. Problems related to rectangular, circular and annular plates, buckling; energy methods, thin shells, dynamic analysis vibration.

GME 646 Advanced Machine Design

3 credits

A design-project based course. This course enhances student's machine design experience. The course demonstrates to the student

how knowledge from other engineering disciplines can be integrated in the accomplishment of a design objective. At the same time, the student will get acquainted with design methodology and developing the design strategy.

GME 648 Modeling and Simulation of Dynamic Systems

3 credits

This course presents mathematical modeling methods for multi-physics physical systems containing mechanical, electrical, thermal-fluid, actuators, and control components. Included are the application of physical principles, energy approaches, non-dimensional techniques, and discretization of continuous systems. Numerical simulation of linear and nonlinear models will be studied and compared to experimental results.

GME 650 Robotics

3 credits

Introduction of basic concepts and robotic systems with principles of kinematics, dynamics control and economics, to familiarize the student with the basics and industrial applications.

GME 655 Advanced Dynamic Systems

3 credits

Energy considerations and development of Lagrange's method for multi-element dynamic systems. Applications for deriving system differential equations. Dynamics of electromechanical and electro-hydraulic systems. Examples of current interest will be studied.

GME 657 Active Suspension Systems

3 credits

Modeling and analysis of suspension systems for ground vehicles and aircraft. Response to various types of inputs. Applications of control theory. Analysis and design of active and semi-active components and systems.

GME 661 Advanced Mechanical Vibrations

3 credits

Advanced topics related to vibration of multi-dimensional and continuous parameter systems are examined and discussed. The course includes vibration analysis of various types of continuous parameter homogeneous and forced systems. It further includes methods of converting continuous parameter systems to discrete multi-dimensional systems. Additionally, concepts of vibration design including active suppression are investigated. Finally, vibration testing methods are discussed.

GME 670 Mechanics of Composites

3 credits

An introduction to the mechanics composite materials, specifically fiber-reinforced plastics (FRP). The course will focus on the

macroscopic properties of laminated structures formed from FRP, including strength, stiffness, thermal and hygrothermal properties, and theories of failure. The course will present the classical lamination theory, with extensions to the theory as time permits.

GME 680 Design of Experiments

3 credits

Review of Visual Basic and MINITAB; application of Monte Carlo software for Six Sigma Design: simple comparative experiments; experiments with single factor; the analysis of variance; randomized blocks, Latin squares, and related designs; factorial design; two and higher level fractional factorial designs.

GME 690-699 Special Topics in Engineering

3 credits

Special courses developed from study interest in all areas of Engineering. Brief description of current content to be announced in schedule of classes. Open to graduate students only.

English

Program Director: Laura E. Rutland, Ph.D.

INTRODUCTION

The Department of English offers the Master of Arts degree. Its inception in 1964 makes it the oldest Master's program at Gannon. The program is characterized by its range of offerings and flexibility of requirements.

The Department has graduate teaching assistantships. Competition for these positions is intense, and applications must be completed by mid-February. Contact the Office of Graduate Admissions or the Director of the Graduate English Program for more information.

OBJECTIVES

The Graduate Program in English is designed for the professional student of letters seeking preparation for doctoral study in the discipline, for teachers of English who desire increased general competency, and for those in business and industry seeking professional growth or personal enrichment. The program is intended to expand the student's knowledge of linguistic and critical theory, composition and rhetoric, literary history, the development of literary genres, and major and minor writers of all periods. Additionally, the program is designed to refine students' responses to literature and language in use, sharpen their critical judgment, and develop their extended knowledge and expanded abilities into more effective writing, speaking, and teaching.

ADMISSION REQUIREMENTS

Completion of an undergraduate degree in English with a 3.00 average is the normal prerequisite. However, students who do not meet this norm may be admitted to the program, dependent on their background (e.g. literature and writing courses, job experience, independent study, etc.). The Graduate Advisor based on a conference with the applicant, may determine that some additional coursework is necessary. All students must arrange an interview with the Graduate Advisor before registering.

CURRICULUM

Master of Arts Program

Thirty graduate hours are required. Candidates may elect to take all thirty graduate hours within the English department, or they may elect to take six hours of other graduate level courses approved by the Graduate English Program Director. Students are required to take nine graduate hours in English and American literature and nine graduate hours in language studies courses. Of the graduate hours required in English and American literature, three must be in British literature before 1700 (excluding Shakespeare), three in British literature between 1700 and the present, and three in

American literature. Of the graduate hours required in language studies, three must be in theory, three in writing, and three in linguistics. If students have not taken Shakespeare and literary criticism as undergraduates, they must take them as part of their graduate curriculum.

All students must take GENGL 500 in their first semester, or as soon as possible in their graduate study. The candidate must take GENGL 796, Directed Research, as part of their 30 hours. Most students enroll during the next to last semester of study and complete their projects the following semester.

Course of Study

Required Courses:

GENGL 500 Introduction to Graduate Studies in English
 GENGL 681 Literary Criticism (If not taken as an undergraduate)
 GENGL 521 or 522 Shakespeare (If not taken as an undergraduate)
 GENGL 796 Directed Research
 American Literature (one course)

British Literature

Before 1700 (one course)
 After 1700 (one course)

Language Studies

Writing (one course)
 Linguistics (one course)
 Theory (one course)

Students who have taken Literary Criticism and Shakespeare as undergraduates have two electives, which may be taken either in English or other graduate departments as appropriate to the students' academic goals.

4+1 B.A./M.A. Program in English

The English Department offers outstanding undergraduate students an accelerated program which allows them to complete both a Bachelor's and a Master's degree in English in five rather than six years. Exceptional students may be accepted at admission, and enrollment will be confirmed in the middle of the junior year. Students may add the program after the freshman year, but will need to plan coursework accordingly.

4 + 1 Curriculum

Freshman Fall

LENG 111 College Composition
 LTHE 101 Foundations of Theology
 LHST 111 History without Borders
 Modern Language
 Liberal Studies Social Science
 First-year seminar

Freshman Spring

LENG 112 Critical Analysis and Composition
 LPHI 131 Introduction to Philosophy
 ENGL 206 Pursuits of English
 Modern Language
 Mathematics
 SPCH 111, 113, or 115 Speech

Sophomore Fall

ENGL 217 Introduction to Linguistics
 LTHE 201 The Bible
 ENGL*** Writing course
 ENGL*** British Literature course
 Science
 Undergraduate elective

Sophomore Spring

ENGL*** American literature course
 ENGL*** Writing course
 ENGL*** Upper-division literature elective
 ENGL*** English elective
 Philosophy II series
 Undergraduate elective

Junior Fall

ENGL 350 Drama of Shakespeare
 ENGL 381 Literary Criticism
 Theology III or Philosophy III series
 Undergraduate elective
 Leadership seminar (1 hour)
 Undergraduate elective (2 hours)

Junior Spring

ENGL*** International Literature
 ENGL*** English elective
 ENGL375 English Internship
 Undergraduate elective
 Undergraduate elective
 Undergraduate elective

Senior Fall

ENGL 400 Research Project and Oral Report
 LFIN Fine Arts
 LBST 383 Integrating Seminar
 Undergraduate elective
 GENGL 500 Introduction to Graduate Studies in English
 GENGL*** Linguistics

Senior Spring

Undergraduate elective
 Undergraduate elective
 Undergraduate elective
 Undergraduate elective
 GENGL 602 Creative Writing
 GENGL*** American Literature

Fifth Year Fall

GENGL*** Theory course
 GENGL*** Early British Literature
 GENGL 796 Directed Research

Fifth Year Spring

GENGL 681 Literary Criticism or Free Elective
 GENGL*** Later British Literature
 GENGL*** Free elective

COURSE DESCRIPTIONS

Graduate courses may be taken by select senior undergraduates with the consent of the Chair of the Department of English

GENGL 500 Introduction to Graduate Studies in English

3 credits

An introduction to how English scholars conceive of and carry out research. The course consists of three units: a general introduction to general bibliography and research tools in English, including textual bibliography, historical bibliography, reference bibliography; a focused introduction to the bibliography and research tools and methods for literary studies; and a focused introduction to the bibliography and research tools and methods for language and linguistic studies.

GENGL 501 The Structure of English

3 credits

A descriptive study of the structure of modern American English. Emphasis is placed on the special characteristics of the English language.

GENGL 504 Sociolinguistics

3 credits

An introduction to the general theory and concepts which define the field of sociolinguistics. Students explore the dynamic interaction between language and socio-cultural influences, including the relation of language variation to such social factors as gender, ethnicity, social class, and geographic region.

GENGL 512 Chaucer

3 credits

A detailed study of *The Canterbury Tales* to develop an understanding of the work within its social, philosophical, and literary frames of reference along with a brief look at other major works of the author.

GENGL 513 Non-Chaucerian English Medieval Literature

3 credits

An examination of the variety of genres in the Middle English period, both prose and verse, including Arthurian romance, lyrics and mystery plays.

GENGL 516 Literature and Film

3 credits

Designed to give students skills in critical analysis of literary works (fiction and drama) and films adapted from or inspired by them. We'll explore the process involved in adapting a narrative from a print and/or stage medium to the film medium. We'll study works from a variety of genres and from a variety of critical perspectives. Students interested in pedagogy may also study methods of teaching literature/film pairings.

GENGL 520 Methods and Materials for Teaching ESL

3 credits

A study of various theories and research in Second Language Acquisition and practice of the various methods and approaches to teaching ESL.

GENGL 521 Shakespeare: Comedies and Histories

3 credits

A study of the dramatist's handling of the two forms, with a detailed analysis of major representative works.

GENGL 522 Shakespeare: Tragedies

3 credits

A study of the dramatist's handling of the form, with close analysis of all the tragedies.

GENGL 580 Mythology and Literature

3 credits

A study of the principal mythologies of the Western world at the root of much of Western literary traditions. The study is based on the principal mythic literature in Greek and Roman cultures; it also includes principal theoretical interpretations of myth.

GENGL 601 Explorations in Rhetorical Theory

3 credits

Examination of theories of communication and persuasion. Topics may include the historical evolution of rhetoric as a discipline, methods of rhetorical criticism, material and /or visual rhetoric, rhetoric and gender, cross-cultural rhetorics, and the application of rhetorical principles to teaching or other professions.

GENGL 602 Creative Writing

3 credits

A writing workshop in fiction, poetry, and creative non-fiction. Students may compose in the creative genre(s) of their choice, but will critique the submitted works of their peers in all genres. Selected readings in contemporary literature will also provide opportunity for analysis and discussion.

GENGL 603 Research on Composing

3 credits

A detailed examination of current theory and research in composition studies with a dual emphasis on applying the results of such studies to teaching at all educational levels and on designing and conducting classroom-centered research.

GENGL 611 Writing Project Summer Institute

3-6 credits

An intensive five-week workshop, with emphasis on improving writing skills and methods of using writing in the classroom.

GENGL 613 A Literacy Framework: Reading, Writing and Talking Across the Curriculum

3 credits

Designed to help develop teaching competencies through a regular pattern of activities that embody learning and language linkages.

GENGL 621 The English Renaissance

3 credits

A study of the important literature of the English Renaissance, including prose and poetical works of More, Sidney, Shakespeare, Lyly, with special stress on Spenser.

GENGL 623 Tudor and Stuart Drama

3 credits

A survey of Shakespeare's earlier and later contemporaries in the finest dramatic era England has ever experienced: Marlowe, Jonson, Webster, Beaumont and Fletcher, Ford, and other tragic and comic playwrights are studied.

GENGL 631 Seventeenth Century English Literature: Donne to Milton

3 credits

A study of significant figures and movements in English poetry from the beginning of the seventeenth century through the final poems of John Milton; emphasis is on the Metaphysicals, the Cavaliers, and the neo-classical influence of Ben Jonson.

GENGL 642 Topics in the Eighteenth Century

3 credits

Example topics include: The Eighteenth Century Marketplace; The Rise of the Gothic; The Trans-Atlantic Eighteenth Century; Fielding and Richardson; Restoration Drama; Literary Coteries of the Eighteenth Century.

GENGL 651 The British Romantics

3 credits

A study of the characteristics of Romanticism and why it has been such a significant movement, The course involves reading selected works by writers from the period 1790-1830.

GENGL 661 Studies in Victorian Literature

3 credits

A course focused on two or more of the following key issues of the period: Cultural Imperialism, Industrialization, The Woman Question, and Religion and the Rise of Science.

GENGL 671 The American Renaissance

3 credits

A study of the most important figures and trends in American literature in the mid-nineteenth century. Emphasis is placed on the works of Whitman, Thoreau, Emerson, Hawthorne, and Melville.

GENGL 672 The American Realist Movement

3 credits

A study of the most important trends encompassing the notion of realism in American literature. Emphasis is placed on the work of Crane, Twain, Howells, and James.

GENGL 675 The American Novel Post WWII

3 credits

A survey of significant authors and movements in the American novel from the 1940's through the 1990's.

GENGL 678 Minority Literature

3 credits

A study of the literature written by and about selected minorities, such as groups distinguished by race, ethnicity, gender and/or sexual orientation. Emphasis is on literary and cultural analyses, including application of relevant critical theories.

GENGL 681 Literary Criticism: Contemporary Critical Problems

3 credits

A study of the main trends of contemporary literary criticism. Beginning with the New Criticism, course content at various times might include the approaches of such theories as structuralism, deconstruction, reader response, new historicism, Marxism, or book history. The course explores the intersections of these theories with culture, education, and literary history.

GENGL 682 Studies in Twentieth Century British and American Poetry

3 credits

A study of the founding fathers of modern poetry (Hopkins, Yeats, Eliot, Stevens) and contemporary practitioners of the art (Wilbur, Lowell, Sexton, Merwin, Dickey).

GENGL 683 Joyce and Yeats

3 credits

A detailed analysis of the work of two dominant figures in modern English literature, James Joyce and William Butler Yeats, focusing on the prose works of James Joyce, primarily *Dubliners* and *A Portrait of the Artist as a Young Man* (or alternately, *Ulysses*), and the poetry and three one-act plays of William Butler Yeats.

GENGL 685 Major Continental Writers

3 credits

A selection of major continental writers, with emphasis on the fiction of Voltaire, Flaubert, Balzac, Dostoyevsky, Turgenev, Tolstoy, Kafka, Mann, and Camus.

GENGL 686 Modern/Contemporary Drama

3 credits

An examination of the modern dramatists from Ibsen to the present.

GENGL 690 - 694 Special Topics

3 credits

An intensive study of the works of one or more authors, a type of literature, an area of criticism, or an area of language studies.

GENGL 796 Directed Research

3 credits

In this course, students complete a major written project that involves conducting primary and/or secondary research, or writing original prose or poetry along with a research component. In consultation with the department chairperson, each student will choose a faculty member to chair the project; this person will give the student direction and feedback throughout the project, including selection of two other faculty members to serve on the committee. When the written project is completed, the student will present an oral discussion of the project to his or her committee. Both the written and oral requirements of the project are to be successfully completed within one academic year of registering for GENGL 796.

Environmental Science and Engineering

Program Director: Michelle M. Homan, Ph.D.

Master of Science in Environmental Health and Engineering

The program in Environmental Health and Engineering is designed for individuals seeking careers in the environmental health and safety field. Emphasis is placed on coursework and research that assesses the impact of human activity on ecological and human health. Students benefit from Gannon's location on the shores of Presque Isle Bay and Lake Erie, with access to the Environaut, the university's research vessel and the University's relationships with various local industries and environmental agencies. Graduates of our program are working for environmental governmental agencies, environmental consulting firms and for various industries.

Students whose career plans are more management and administrative in nature are advised to pursue the Environmental Management option. The Department of Environmental Science & Engineering draws upon the resources of the School of Business to contribute to this program, making Gannon University a regional leader in environmental quality, environmental health, and environmental management.

PROGRAM OBJECTIVES AND LEARNING OUTCOMES

The following Program Educational Objectives have been established.

- Students will acquire the knowledge and skills in environmental quality management, environmental protection, remediation, modeling, and/or natural resource conservation such that they are prepared to begin a career in the field of environmental protection.
- Students will be able to use scientific research methods to define problems, gather relevant information, and analyze research results.
- Students will be able to use state-of-the-art computer

applications that assist in managing information and solving problems in the area of environmental science.

Program Learning Outcomes

To accomplish the program, the department has set forth the following learning outcomes, along with an assessment process to provide feedback for continuous improvement in the program. Graduates of the Environmental Health and Engineering program should demonstrate:

1. Proficiency in the fundamentals of biology, chemistry, and physics as applied to natural and engineered environmental systems;
2. Knowledge of environmental health, science, and engineering fundamentals relevant to the areas of air, water, land, and soil;
3. Capability to design an environmental research study to collect and analyze data setting and communicate the results;
4. Understanding of environmental regulations and the roles of public and private organizations in environmental regulatory compliance;
5. The ability to communicate effectively and function as a member on multi-disciplinary teams;
6. Advanced knowledge and competency in at least one of the following specializations: water and wastewater treatment, soil and groundwater pollution, environmental modeling, environmental health and safety, or environmental management.
7. Knowledge of contemporary environmental issues on a local and global scale.

EMPLOYMENT OUTLOOK

The application of environmental science is felt in essentially every walk of life today, including agriculture, manufacturing, mining, water and wastewater treatment, land reclamation, and recreation. Opportunities for employment include not only government and non-profit agencies, but also environmental consulting firms and private corporations needing professionals to manage their in-house programs.

ADMISSIONS CRITERIA

Students are expected to have a Bachelor's degree in science or engineering from an accredited college or university, with courses in math (calculus preferred), biology (preferably including ecology and microbiology), chemistry, physics, and earth sciences. If an applicant's undergraduate science and math preparation are not adequate, appropriate undergraduate courses may be required in addition to the graduate program. If the applicant's undergraduate grade point average is less than 3.0 (4 point scale), the Graduate Record Exam (GRE) is required as part of the application package. All international applicants must submit GRE scores to be considered.

MASTER OF SCIENCE IN ENVIRONMENTAL HEALTH AND ENGINEERING CURRICULUM

A minimum of 36 credits are required for the M.S. degree; number of credits per course are indicated. Each student's program is crafted by the student and advisor to meet the student's individual career needs.

Core Requirements for all students except for those in the Management option:

| | | |
|----------|---|-----|
| GENV 500 | Environmental Research Methods | 3 |
| GENV 536 | Environmental Chemistry | 3 |
| GENV 537 | Environmental Chemistry Lab | 1 |
| GENV 542 | Environmental Toxicology | 3 |
| GENV 544 | Environmental Law & Regulations | 3 |
| GENV 643 | Principles of Environmental Science & Engineering | 3 |
| GENV 694 | Thesis | 6-9 |
| | | or |
| GENV 695 | Research Paper or Project | 3 |

Additional electives approved by the program director to satisfy the program requirements of 36 credits.

Environmental Management Option

The role of the environmental manager has evolved rapidly over the past forty years, since the enactment of sweeping environmental legislation of the early 1970s. Each commercial entity must have a sophisticated understanding of its legal, moral, and ethical obligations to bring products and services to the market with minimal environmental harm. While this responsibility has initially been viewed simply as a burden and additional cost of operation, it has more recently been realized that pollution prevention along with resource recovery and/or recycling contributes to higher quality, higher productivity, and reduced costs of operation. Thus, proper environmental stewardship can lead to greater competitiveness and profitability. The need for individuals who understand business and management principles, and who also have a thorough understanding of environmental science and technology has thus grown. These individuals are in short supply, and thus command high salaries.

Objectives

- To gain an understanding of current concepts in the science and technology of pollution management and the remediation of contaminated sites, and of the role of pollution prevention and minimization in the manufacturing and service sectors;
- To develop an understanding of the health effects of pollution, and the strategies employed to promote a safe and healthy workplace;
- To develop an understanding of business and management issues and strategies;
- To use scientific methods to define problems, gather relevant information, and analyze research results.

Requirements for the option in Environmental Management (36 credits)

Environmental Health and Engineering (21 credits):

| | | |
|----------|---|---|
| GENV 643 | Principles of Environmental Science & Engineering | 3 |
| GENV 542 | Environmental Toxicology | 3 |
| GENV 544 | Environmental Law & Regulations | 3 |
| GENV 549 | Industrial Safety or GENV 540 Industrial Health | 3 |
| GENV 695 | Research Paper or Project | 3 |
| | Plus, Environmental Department Electives | 6 |

Management Courses (15 credits)

(see the Business Administration section of the graduate catalog):

| | | |
|----------|--------------------------------------|---|
| GMBA 501 | Financial Accounting | 3 |
| GMBA 531 | Management and Marketing Concepts | 3 |
| GMBA 561 | Fundamentals of Financial Management | 3 |
| GMBA 571 | Economic Environment of the Firm | 3 |
| | Plus one 3 credit business elective | 3 |

COURSE DESCRIPTIONS

(Senior undergraduate students may be admitted to 500-level courses with the consent of the Program Director; unless formally enrolled in the Combined 5 Year BS/MS program, undergraduate students taking 500-level courses get credit only toward their BS degree.)

GENV 500 Environmental Research Methods

3 credits

The student will become familiar with the scientific method and the scientific literature, and will be prepared to plan a scientific research study, including a statement of experimental goals, a discussion of the previously published knowledge on the topic, and a presentation of methods. Offered: Fall Semester

GENV 517 Limnology of the Great Lakes with Lab

4 credits

Prerequisite: a course in Hydrology is preferred but not required
A study of the physical, chemical and biological aspects of the Great Lakes. Advanced limnological concepts will be incorporated into understanding the past, present and future condition of the Lakes. Field and laboratory experiences will include the analysis of Lake Erie water samples for chemical, biological and physical interpretation using standard procedures. Field experiences will include trips on the R/V Environaut, Gannon's research vessel. Offered: Summer

GENV 520 Environmental Site Assessment

2 credits

The course covers the background and techniques required of an environmental professional in performing Phase I and Phase II environmental site assessments. These assessments are commonly required when there is a transfer of ownership of commercial or industrial property. Topics include site characterization, fate

and transport, and application of the three attainment standards associated with Act II, Pennsylvania Land Recycling Program. Hands-on field experience included in the course activities. Offered: Varies

GENV 522 Wetlands Science and Engineering

2 credits

Wetlands Science and Engineering is a comprehensive course in wetland identification, function & value assessments, and management. The course will cover the fundamentals of identifying and delineating jurisdictional wetlands utilizing the current methods described in the 1987 US Army Corps of Engineers Manual. Comparative reference will be made to the 1989 EPA Joint Manual. Wetland design and construction methods will be presented as applicable to water quality enhancement, wildlife habitat improvement, storm water management, and riparian environments. Offered: Fall

GENV 535 Water Quality Modeling

4 credits

Pre/Corequisites: (ENV 403 or GENV 536) and GENV 643, or permission of the Instructor.

An overview of fundamental processes and models developed to simulate and predict changes in water quality in natural settings. This course will be restricted to freshwater surface waters, particularly streams and rivers, but there will be some discussion of lakes and reservoirs. Students will become familiar with USEPA's BASINS (a GIS software for the presentation and analysis of water quality data) and the models associated with it.

GENV 536 Environmental Chemistry

3 credits

Prerequisite: two semesters of undergraduate chemistry

This course will cover various chemistry topics that are applicable to environmental science. Emphasis is placed upon principles of water chemistry and quantitative chemical analysis. Course will discuss basic principles of thermodynamics, adsorption isotherm, chemical equilibrium, redox, organic water pollutants and various analytical instruments such as atomic absorption spectroscopy and chromatography. Offered: Fall semester

GENV 537 Environmental Chemistry Lab

1 credit

Pre/Corequisite: GENV 536

Laboratory to accompany Environmental Chemistry. Lab exercises in applied, environmental aspects of physical, organic, and inorganic chemistry, including instrumental analysis. Offered: Fall semester

GENV 540 Industrial Health I

3 credits

Prerequisites: GENV 542

This course will review the basic principles and knowledge required to recognize, evaluate and control hazardous agents within the workplace environment. The topics to be covered include: an overview of occupational health and safety regulations, workplace

exposure limits and standards, air sampling principles and techniques, chemical hazard identification and control, ventilation and biohazards. Offered: Spring semester

GENV 541 Industrial Health II

3 credits

This is the second part of a two-semester course that covers the basic principles and knowledge required to recognize, evaluate and control hazardous agents within the workplace. The topics to be covered include: ergonomics, radiation hazards, heat stress, noise and noise control, respiratory protection, risk assessment, and health & safety programs. Offered: Varies

GENV 542 Environmental Toxicology

3 credits

Prerequisites: Organic Chemistry

This course provides an overview of the theory, basic concepts and application of environmental toxicology. A public health approach is used in applying these concepts to protect human health. Topics covered include: dose-response relationships, toxicokinetics, biotransformation and elimination of toxicants, target organ toxicity, carcinogenesis, risk assessment and the standard-setting process. Offered: Fall Semester

GENV 544 Environmental Law and Regulations

3 credits

The course introduces students to the major concepts of environmental law. Because environmental law is grounded in both federal and state statutes, the course will expose students to major components of statutory law at both levels, and will also explore the federal/state relationship using Pennsylvania as a model. Although a basic understanding of the American legal system and administrative law would be of great benefit, it is not a prerequisite to the course. Offered: Spring semester

GENV 546 Industrial Hygiene Sampling Techniques

2 credits

Pre/Co-requisite: GENV 540

Develop an understanding of practices and procedures of environmental/occupational sampling and interpretation of collected data. Emphasis is applied to air sampling techniques and methods, and industrial hygiene sampling. Offered: Varies

GENV 547 Epidemiology

3 credits

This course will review the basic principles related to the design and implementation of epidemiologic studies. The topics to be covered include: application of epidemiologic studies, study designs, statistical issues, exposure and health outcome measurements, measurement error and data interpretation. Examples and applications are specific to occupational and environmental epidemiology. Offered: Varies

GENV 548 Aquatic EcoToxicology

3 credits

Prerequisites: Molecular & Cellular Biology, Organic Chemistry
Topics covered include basic principles that govern the behavior and effects of toxic chemicals in the aquatic environment; determination of aquatic toxicity using bioassays; ecological effects of pollutants; and aquatic ecosystem modeling. Offered: Varies

GENV 549 Industrial Safety

3 credits

This course provides students with an introduction to the major facets of effective safety and health management programs and the associated regulatory environments, using both OSHA and ISO (international) guidelines. The course offers practical approaches to managing risk to people and property, with a focus on industrial workplaces. Students will develop technical skills by studying ergonomic, equipment design, machine guarding, chemical safety and fire suppression principles. Students will also be exposed to basic project management principles and will be afforded opportunities to enhance their critical thinking and communication skills via industrial safety case studies and project planning exercises.

GENV 551 Water and Wastewater Treatment Design Engineering

3 credits

Prerequisites: ENV 403 or GENV 643; Co-requisite: GENV 553
The course covers the fundamental processes and operations commonly used at typical drinking water treatment plants and municipal wastewater treatment plants. The student will learn how to specify the sequence of operations and size the important elements in treatment plant operations. Offered: Fall semester

GENV 553 Water-Wastewater Treatment Lab

1 credit

Co/Prerequisite: GENV 551

This course will support GENV 551, Water/Wastewater Treatment Engineering, by providing laboratory experiences which complement the principles and engineering practices presented in the lecture sessions. Topics covered will include those operations typically found at water and wastewater treatment plants, and used by consulting engineers to conduct bench-scale and pilot-scale studies for treatment plants. (3 hour lab). Offered: Fall semester

GENV 555 Air Pollution Control Engineering

3 credits

Prerequisites: ENV 403 or GENV 643

This course focuses on the technology and methodologies used to reduce concentration levels of pollutants being released to the atmosphere. The statutes, regulations, and permitting protocol will be introduced since they constitute an important requirement for obtaining legal authority to build a facility that will emit pollutants to the atmosphere. Integrated knowledge of fluid mechanics, thermodynamics, chemistry and mathematics will be applied. Topics

covered will include nature and dynamic behavior of particulate matters, collection methods and analytical techniques, air pollution control/reduction methods, treatment technologies and air pollution control devices, and control of NO_x, SO_x, and volatile organic compounds (VOCs). Offered: Varies

GENV 565 Soil and Groundwater Pollution

3 credits

Prerequisites: ENV 403 or GENV 643

Soil serves as a multifunctional and crucial natural system for the reception, storage, and transport of water and pollutants to aquifer media. In this course, fundamental understanding of physics, geology and hydrogeology, and chemistry, along with engineering principles, will be used to understand the dynamic nature of fluid flow and contaminant fate and transport in porous media. Topics covered include the hydrologic cycle, sources and types of contaminants, remediation technologies, and well hydraulics theory and field examples. Offered: Spring semester

GENV 574 Environmental Microbiology

2 credits

Prerequisite: a college course in microbiology; Co-requisite: GENV 578
The course will cover the applied effects of microorganisms on both the environment and human health/activities. The topics to be covered during this course include: biogeochemical cycling; municipal water and wastewater treatment; bioremediation; detection and quantification techniques; and the control of human pathogens. Offered: Varies

GENV 577 Solid and Hazardous Waste Management

3 credits

Prerequisites: GENV 536 and permission of the instructor

The objective of this course is to apply multidisciplinary approaches to managing solid and hazardous wastes. Topics include familiarization with sources, classification, storage, transportation, various physicochemical and biological remediation technologies, and pertinent federal and state regulations. Knowledge of physicochemical and/or biological characteristics of a waste will be used to design appropriate disposal options. Offered: Varies

GENV 578 Environmental Microbiology Laboratory

2 credits

Pre/Corequisite: GENV 574

This lab accompanies GENV 574 and includes field and lab work which aid in understanding environmental microbiological principles. Offered: Varies

600 level courses (for graduate students only)

GENV 630 Ecological Change

3 credits

This course relates to changes in the global ecosystem as a result of natural and human-induced change. Topics covered include extinction as a result of habitat destruction and excessive harvesting,

ecological impacts of changing land use, and the effects of global climate change. The implications of energy policy and economics on the environment will be studied. Offered: Varies

GENV 643 Principles of Environmental Science and Engineering

3 credits

Prerequisites: graduate standing

This course applies the principles of science and engineering to environmental systems and pollution management. Specifically covered will be chemical kinetics, mass balance models, reactor models, mass transfer, biological principles governing ecosystems, water and wastewater treatment, air pollution control, and solid and hazardous waste management. Offered: Spring semester

GENV 645 Human Health Risk Assessment

3 credits

This course will cover the principles and application of risk assessment to determine the risk of human health effects from environmental hazards. Methods for evaluating potential environmental exposures will be examined coupled with the principles and concepts of toxicology as covered in GENV 542. Specific topics to be covered include the application of various risk assessment paradigms; the EPA risk assessment guidelines; and the use of risk assessment in environmental/occupational standard setting. Offered: Varies

GENV 656 Air Quality Modeling and Measurement

3 credits

Prerequisites: GENV 643

Air quality modeling and measurement of point, line and area sources. Considerations of micro-meteorological and transport mechanisms in order to assess impact of proposed air pollution sources. Use of the computer simulation models for pollution impact prediction. Use of model calibration and validation procedures with measured ambient air quality levels and stack emissions. Offered: Varies

GENV 680 Graduate Environmental Internship

1-4 credits

GENV 692-693 Special Topics

1-3 credits

GENV 694 Graduate Thesis

6-9 credits

GENV 695 Research Paper or Project

3 credits

Health Communication

Program Director: Jennifer R. Allen Catellier, Ph.D.

INTRODUCTION

The Master of Arts in Health Communication prepares students for careers in professional communication settings such as community-based agencies, hospitals, nonprofit organizations and government. The curriculum combines a theoretical foundation with a focus on the public sphere and advanced healthcare topics. With the increased focus on healthcare in the United States, health communication employment is expected to grow by 16% through 2026 with the number of new jobs exceeding 19,200*.

*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2017-18 Edition, Health Educators and Community Health Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

WHAT YOU WILL LEARN

1. At the completion of this 30-credit program students will be able to: Understand the cultural and political issues impacting the study of human communication, with specific focus on health communication.
2. Understand the dynamic nature of interpersonal communication, with specific focus on the patient-provider relationship.
3. Apply theoretical principles of human communication theory and communication ethics in interpersonal, small group, team, and organizational contexts, with specific focus on health communication contexts.
4. Analyze the role that ethical persuasion plays within the marketplace, specifically within the area of health communication.
5. Evaluate existing research in order to examine a contemporary issue within the field of human communication, with specific focus on issues found within the study of health communication.
6. Critique existing professional practices and academic research to improve interaction between persons of varying religious, professional, and socio-economic backgrounds, specifically those exchanges within a health communication context.

ADMISSION REQUIREMENTS

Applicants interested in the Master of Arts in Health Communication must hold a bachelor's degree from an accredited college or university. The undergraduate degree does not have to be in a communication-related field, but applicants are required to demonstrate a basic understanding and awareness of communication.

If, in the judgment of the Admission Committee, you do not fulfill this prerequisite you may be asked to complete GCOMM 500: Communication in the Marketplace.

To apply:

- Submit a graduate application
- Submit final, official, transcripts from all colleges and/or universities attended
- Submit three professional letters of recommendation
- A statement of the applicant's professional and career goals (not more than 500 words).
- All application materials must be submitted to the Graduate Admissions Office no later than August 1 (for Fall admission), November 1 (for Spring admission), or May 1 (for Summer Admission).
- The graduate assistantship deadline is March 15 for fall assistantships and October 15 for spring assistantships.

CURRICULUM

Students can begin the program in the Fall, Spring, or Summer semesters. Flexible scheduling options are available.

Prerequisite (3 credits)*

GCOMM 500 Communication in the Marketplace

*waived if relevant coursework is completed prior to enrollment

Graduate Program Core Courses (15 credits)

GCOMM 505 Communication Theory & Research Methods

GCOMM 525 Organizational Communication

GCOMM 535 Persuasion in the Marketplace

GCOMM 600 Philosophy & Ethics of Communication

GCOMM 615 Intercultural Communication

Health Communication Emphasis (15 credits)

GCOMM 515 Health Communication

GCOMM 545 Interpersonal Communication: Provider-Patient Relationships

GCOMM 605 Family Communication: Health & Aging

GCOMM 625 Health Communication Campaigns

GCOMM 635 Health Communication Seminar

ASSISTANTSHIPS

Graduate Assistantships are available for full-time and part-time students. Potential responsibilities of Graduate Assistants are:

- Serving as teaching or research assistants with experienced faculty members
- Teaching the SPCH 111, Public Speaking or other available courses
- Assisting with various programmatic duties

COURSE DESCRIPTIONS

GCOMM 500 Communication in the Marketplace

3 credits

Develops the theoretical and practical knowledge and skills of communication for students in professional communication contexts. Builds advance marketplace skills through oral and written performance. [This course is a pre-requisite to enter the MA Health Communication program; requirement can be waived by MA Director.]

GCOMM 505 Communication Theory & Research Methods

3 credits

Students learn to interpret and design various theoretical studies within the field of communication, highlighting multiple theoretical perspectives that inform communication scholarship.

GCOMM 515 Health Communication

3 credits

A foundational course introducing students to communication theory and research in a variety of health communication contexts, including interpersonal, organizational, intercultural, family, and public communication.

GCOMM 525 Organizational Communication

3 credits

Examines communication theory as it is applied in various organizational settings. Topics include organizational socialization, decision-making, leadership, and structure and environment. Students also consider the various audiences to which organizational communicators direct a message.

GCOMM 535 Persuasion in the Marketplace

3 credits

Examines the design, form, and strategies of persuasion in the marketplace. Also considers the construction and interpretation of persuasive messages.

GCOMM 545 Interpersonal Communication: Provider-Patient Relationships

3 credits

Examines interpersonal communication between persons in various health care contexts, with specific focus on theories and research in patient-provider communication.

GCOMM 600 Philosophy & Ethics of Communication

3 credits

Provides an applied understanding of philosophy and ethics of human communication. Various philosophical and ethical theories are described, analyzed, and interpreted to better understand the process of communication. Basic philosophical and ethical assumptions of traditional and contemporary philosophers of communication are examined.

GCOMM 605 Family Communication: Health & Aging

3 credits

Examines family communication as it evolves across one's lifetime. The theory and research focus provides students with tools to investigate and appreciate the complexities of family communication at different life stages, with specific focus on health communication literature.

GCOMM 615 Intercultural Communication

3 credits

Explores cultural, international and global communication as essential skills to become informed and effective professional communicators. Students research the intersection of health and environmental concerns within a global context.

GCOMM 625 Health Communication Campaigns

3 credits

Prerequisite: GCOMM 515

Explores use of health communication campaigns to promote health and reduce health risks; examines how health communication campaigns are designed, implemented, and evaluated; and describes the role of communication theory and research throughout the campaign process.

GCOMM 635 Health Communication Seminar

3 credits

Prerequisite: GCOMM 515

Various topics will be explored in this course depending upon the research/teaching focus of faculty and the interest/needs of students.

Healthcare Administration

*Director: George Couch, D.H.A.**Associate Director: Michelle M. Zimmerman, Ph.D.***INTRODUCTION**

Healthcare facilities are increasingly complex to manage due to many factors: increased governmental regulation, demand for accountability, advances in healthcare technology, the changing demographics of the country, and the variety of reimbursement systems. There is a pressing need for qualified healthcare administrators to plan, organize, direct, and control their organization's resources.

The Master of Healthcare Administration (MHA) degree is designed to meet this need through an executive format with a blend of face-to-face evening courses and online instruction.

OFFERINGS

Gannon University offers the Master of Healthcare Administration (MHA) degree through an executive format with a blend of face-to-face evening courses and online instruction. Graduate students will typically take two courses per semester, each of which is seven weeks, allowing students to focus on a single course at a time. Given the dynamic curriculum and flexible modality, the MHA program is ideal for working healthcare professionals who wish to continue to work while pursuing their education to advance their careers.

The part-time program consists of 36 credits with the option of a capstone paper or comprehensive examination. A volunteer service commitment, or internship, of no less than 20 hours is required for individuals not presently employed in healthcare.

The Gannon MHA Program may be pursued on either a full-time or part-time basis.

MISSION AND OUTCOMES OF THE MHA PROGRAM

The Master of Healthcare Administration (MHA) degree is designed for career-oriented individuals who want to help shape the direction of healthcare organizations. Students should bring both a business mind and a commitment to take care of the enterprise, its patients and families, and its employees. Our students will be provided with the education, tools, and resources to help them gain employment in the full continuum of healthcare including hospitals, physician practices, long-term care settings, and public health, research, and consultant organizations.

At the completion of the 36 credit program students will:

1. Demonstrate knowledge of the skills, terminology and professional conduct necessary to align with positions into which the students enter.
2. Understand, demonstrate and speak to the essential elements in the development, understanding and execution of the mission of a healthcare organization.
3. Be able to effectively communicate to both healthcare professional and nonprofessional audiences.
4. Be able to raise vital questions and formulate them clearly; gather and assess relevant information using abstract ideas and think critically. They will be able to justify their answers and analyze their information in terms of clarity, accuracy, relevance, logic and fairness.
5. Demonstrate professional ethics and competences.

VISION STATEMENT

The Masters of Healthcare Administration at Gannon University will be recognized for its:

- Outstanding faculty who are recognized as leaders in the field of healthcare administration and innovators in the classroom.
- Exceptional, highly motivated students who excel through active and collaborative learning.
- Service to the local and global community through classroom projects, research, and internships.
- Committed program stakeholders (students, staff, faculty, and the organizations and people we engage) will shape the healthcare future.
- Expertise to facilitate continuous improvements in healthcare delivery systems in Erie, the region and nationally.

ADMISSION REQUIREMENTS

For all students:

Candidates for the entry-level Master's program will be considered for enrollment on a rolling basis. Students will be notified of admissions decision after review from the MHA admissions committee. Applicants are asked to meet the following admissions criteria:

- Undergraduate degree (or expected completion of an undergraduate degree prior to enrollment) preferably in healthcare or related field
- Minimum 3.00 overall GPA

Applicants are asked to submit the following information to the Gannon University Office of Graduate Admissions:

- Completed graduate application (online)
- Official academic transcripts from all prior institutions
- Professional resume
- Three letters of recommendation

Unconditional Admission may be awarded to business students whose undergraduate business grade point average is 3.0 or higher. Provisional Academic Status may be awarded at the discretion of the

Director to students who show academic promise. These students may petition for degree status after completion of 9 credits with a minimum of a B grade in each course.

Non-Degree Status is offered to students who, in the opinion of the admissions committee, show academic promise and are seeking professional development. A maximum of 9 credits may be taken as a non-degree student.

CURRICULUM

The Gannon MHA is a professional degree program. MHA students will be working health care professionals who balance their studies with their careers. Instruction will be delivered both in-person and online, allowing students to continue working while completing their degree within two to three years. Graduates will complete 36 credit hours of coursework with the option of a capstone paper or comprehensive examination. Students in this program presently employed in healthcare would not be required to complete an internship or volunteer service.

| | |
|----------|---|
| GMHA 602 | Introduction to the U.S. Health Care System |
| GMHA 603 | Healthcare Services Marketing |
| GMHA 605 | Quality Management in Health Care Services |
| GMHA 606 | Healthcare Information Systems and Technology |
| GMHA 610 | Healthcare Management and Leadership |
| GMHA 611 | Healthcare Research and Quantitative Methods |
| GMHA 615 | Healthcare Policy |
| GMHA 625 | Healthcare Law and Ethics |
| GMHA 661 | Healthcare Finance |
| GMBA 641 | Operations and Supply Chain Management |
| GMBA 736 | Human Resource Management |
| GMHA 700 | Strategic Management |
| | Comprehensive Exam or Capstone Paper |
| | Total credits: 36 |

Courses may be waived on a course-by-course basis based upon academic and employment background at the discretion of the Director.

COURSE DESCRIPTIONS

GMHA 602 Introduction to the US Healthcare System

3 credits

Prerequisites: None

This course sets the stage for understanding the US system. It includes an examination and analysis of how the US system works and the cultural basis of its organization and financing. Ability to lead in health care requires acknowledgment of how cultural beliefs and values about health and health care in a society impact how the system structure and financing have developed and how they can change. Examining the cultural beliefs underlying how the system works leads to many 'aha!' moments, even for seasoned healthcare professionals. Succeeding courses revisit these insights regularly in proposing solutions to thorny medical problems.

May substitute GHCM 702 Intro to the US Healthcare system.

GMHA 603 Healthcare Services Marketing

3 credits

Prerequisites: GMHA 602

This course provides students with a thorough understanding of the principles and concepts of health care marketing. Essential elements of marketing are discussed in detail to assist students in applying this knowledge in today's dynamic healthcare environment.

May substitute GHCM 703 Healthcare Services Marketing if prerequisites are met.

GMHA 605 Quality Management in Healthcare Services

3 credits

Prerequisites: GMHA 602 and Statistics

This course focuses on strategies to measure and improve healthcare efficiency, effectiveness, patient satisfaction, and quality. It considers various quality standards and protocols, preparing the health administrator to gather, assess, and act on data from a variety of sources. It addresses the role of getting stakeholders engaged to develop a safety culture and to achieve organizational goals that drive recognition, patient safety, and reimbursement.

May substitute GHCM 705 Healthcare Quality.

GMHA 606 Healthcare Information Systems and Technology

3 credits

Prerequisites: GMHA 602

This survey and analysis of healthcare information systems planning and leadership prepares health administrators to communicate productively with information technology and clinical professionals. The course explores the challenges of selecting and implementing information systems to achieve organizational mission. The course focuses on how and from whom health administrators should gather information and judge its veracity. It also considers other organizational data and issues that go into selection decisions and implementation plans. Attention will be given to various stakeholders and how to manage their impact on IT projects.

May substitute GHCM 706 Healthcare Informatics.

GMHA 610 Healthcare Management and Leadership

3 credits

Prerequisites: GMHA 602

This course examines leadership concepts as they apply specifically in healthcare organizations. Topics such as managing change, intra-organizational communication, and high-level decision making are included. The course focuses on building skills to sort through and make sense of the plethora of information available in making judgment calls. Focusing on leadership, the course goes well beyond management, helping students recognize, building on and enhancing their skills and increase their adaptability. This course also stresses the importance of identification, empathy, and communication with relevant stakeholders.

May substitute GHCM 710 Healthcare Management and Leadership.

GMHA 611 Healthcare Research and Quantitative Methods

3 credits

Prerequisites: GMHA 602 and Statistics

This course focuses on the value of various research methods and resulting data for running an efficient and effective organization. The course focuses on the development of skills to assemble and analyze research information. The course acknowledges that most health administrators will not be designing and running research projects but that they must be able to communicate with researchers in a variety of disciplines. They must be able to recognize quality research protocols and select findings that can complement data from other disciplines in leadership decision making.

GMHA 615 Healthcare Policy

3 credits

Prerequisites: GMHA 602

This course looks at the impact of healthcare public and organizational policy on leadership function. The course prepares health administrators to understand how such policy evolves, including their potential role in shaping it. The course addresses how to analyze both current and proposed policy along with ethical issues for its impact on their organization. Focusing on communication with employees and other stakeholders, it also considers strategies for translation of policy for implementation, compliance within the organization.

GMHA 625 Healthcare Law and Ethics

3 credits

Prerequisites: GMHA 602

This course examines the roles and legal rights of patients, administrators, governing boards, state and federal government, third-party payers, and healthcare providers. It focuses on providing healthcare administrator the knowledge of how and when to communicate with legal experts and how to use appropriate legal precepts. This course provides an introduction to the concept of ethics in healthcare settings. The course also provides a historical perspective on the development of healthcare ethics, the role of the ethics professionals, the principles of health care ethics and the connection between ethics, and quality improvement in various healthcare settings. Special topics include liability, risk management, patient-provider relationships, fraud and abuse, antitrust, and health legislation. This course will also examine selected business law topics including agency and partnership, business corporations, and joint ventures.

May substitute GHCM 725 Healthcare Law and Ethics.

GMHA661 Healthcare Finance

3 credits

Prerequisites: GMHA 602 and Accounting or Finance

This course explores financial theory and its practical application in healthcare across a full application in healthcare across a full range of facilities, from hospitals and home health agencies to skilled nursing facilities, surgical centers, and private physician practices.

May substitute GHCM 761 Healthcare Finance if prerequisites are met.

GMBA 641 Operations and Supply Chain Management

3 credits

Prerequisite: GMHA 602 and Statistics

The course is designed to introduce students to the principles of operations and supply chain management and their application in decision making. The topics covered include logistics, transportation, inventory management, warehousing, materials management, global supply, demand management, project management, e-commerce, finance, and network design.

GMBA 736 Human Resource Management

3 credits

Prerequisites: GMHA 602

The knowledge, skills, and abilities of the workers in a firm are its most valuable resource. This course helps students recognize the strategic importance of human resource management. The student will explore contemporary techniques of resource analysis, testing, recruiting, selection, training, appraisal, and compensation planning, and will integrate these techniques with the strategic focus of the firm.

GHCM 799 Healthcare Strategic Management

3 credits

Prerequisites: Completion of all 600 level MHA courses

This last course in the Gannon MHA program consolidates learning from every other course in a real-life strategic analysis of a healthcare organization in transition. The course focuses on the main processes in planning and delivering health care to the community, such as needs assessment, feasibility studies, strategic marketing design, and implementation and evaluation strategies and methods. This course is an application exercise simulating activities healthcare administrators engage in daily, pulling information from various sources and packaging it for effective decision making. The course is intended to be a practical, interesting, exciting, and informative culmination for the MHA program.

Nursing

Director: Dawn Coburn Joy, Ph.D., RN, CNE

INTRODUCTION

Upon completion of program requirements, students are awarded the Master of Science in Nursing (MSN) degree. The program integrates nursing administration, research, and clinical practice. Graduates are able to respond to challenges facing nursing and the health care system through advanced clinical practice and scientific inquiry.

The MSN degree is awarded to graduates who complete requirements for a specific advanced practice option in an identified area of nursing practice. Currently, students may select from Family Nurse Practitioner, Nurse Anesthesia, or Nursing Administration.

Registered nurses who graduated with an Associate Degree in Nursing (ADN) or with a Diploma in Nursing from a National League of Nursing (NLN) accredited nursing program and who demonstrate leadership potential are eligible for RN to MSN study. Students in the RN to MSN option complete undergraduate nursing requirements prior to selecting a concentration of study in the graduate nursing program. Requirements for the RN-MSN degree can be found in the Undergraduate Catalog.

OUTCOMES

At the conclusion of the program of study leading to the degree of Master of Science in Nursing, the graduate:

1. Synthesizes theory and research from nursing, the biopsychosocial sciences, and the humanities in their advanced practice role to care for members of diverse populations.
2. Is able to conduct research, collaborate with other researchers from various disciplines, and implement research findings in practice or educational settings.
3. Is able to assume the advanced practice role of administrator, researcher, or practitioner.
4. Is prepared to assume a leadership role to influence change in health care practice at local, regional, and national levels.
5. Articulates and differentiates the various advanced practice roles within nursing.
6. Has developed an understanding of the importance of maintaining professional development in their advanced practice role.
7. Actively engages in collaborative relationships as an advanced practice nurse with professionals from various disciplines and members of diverse populations to improve health care.
8. Has acquired an educational foundation for doctoral study.

PART-TIME OPPORTUNITIES IN THE GRADUATE NURSING PROGRAM

Opportunities for part-time study are available to students in two of the three program options. Courses are scheduled three semesters per year (fall, spring, and summer) and are offered in the evening to accommodate students who are working full-time.

NOTE: Course offerings in any graduate nursing option are contingent on sufficient enrollment.

ADMISSION REQUIREMENTS

Registered nurses who have a Bachelor of Science degree with a major in Nursing from an accredited program are eligible to apply for admission to graduate study. Applicants must:

- Submit an application for admission.
- Provide transcripts of all academic work.
- Complete an introductory statistics course and an undergraduate research course with a grade of at least a “B” in both courses.
- Submit competitive scores from the Graduate Record Examination (GRE scores are not required for the Nurse Administrator track).
- Provide three letters of recommendation from individuals who can speak to the candidate’s academic and professional expertise.
- Give evidence of the fulfillment of legal requirements for the practice of nursing in the United States.
- Interview with an admissions committee for the Nurse Practitioner and Nurse Anesthesia program.

NOTE: Specific MSN program options may require additional admission criteria.

RESEARCH REQUIREMENT

Each graduate student in nursing is required to conduct a research study or evidence based practice project and submit a formal research report prior to graduation. This requirement includes nine credits of study - three credits of GNURS 650 Research Methods, three credits of GNURS 651 Research Seminar, and three credits of GNURS 721 Thesis/Project Guidance. Students are guided through the process by a doctorally-prepared nursing faculty member. A student may need more than the 3 credits required for Thesis Guidance to complete their thesis. If additional credits are needed, the student will be directed to take GNURS 684 or GNURS 685 Independent Study credits—one credit at a time until thesis is completed.

THE CURRICULUM PLAN

The graduate nursing program requires students to complete from 42 to 48 credits. Credit requirements are specific to the advanced practice nursing option selected by the student. Regardless of the area of concentration, all students are required to complete six credits

of core nursing knowledge courses—three credits of GNURS 525 Theoretical Foundations of Nursing and three credits of GNURS 526 Role Theory and Professional Issues in Nursing.

Master of Science in Nursing Options

COURSE OF STUDY FOR FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner option offers students a focus on development and implementation of the nurse practitioner role with families and individuals across the lifespan. Ethical dilemmas and legal issues resulting from the advanced practice role are addressed. Primary care provider and leadership roles in community practice are learned from a theoretical knowledge base in the classroom and a clinical practice base in a variety of settings. Students learn needs assessment approaches for a community-wide system of health care services.

CURRICULUM REQUIREMENTS

The planned course sequence that follows is for part-time study.

FIRST YEAR

Fall Semester

| | | |
|-----------|------------------------------------|-----------|
| GNURS 525 | Theoretical Foundations of Nursing | 3 |
| GNURS 587 | Advanced Pathophysiology 1* | 3 |
| | | 6 credits |

Spring Semester

| | | |
|-----------|--|-----------|
| GNURS 526 | Role Theory and Professional Issues in Nursing | 3 |
| GNURS 588 | Advanced Pathophysiology 2 * | 3 |
| | | 6 credits |

SECOND YEAR

Fall Semester

| | | |
|-----------|-------------------------------|-----------|
| GNURS 650 | Research Methods | 3 |
| GNURS 590 | Advanced Physical Assessment* | 3 |
| | | 6 credits |

Spring Semester

| | | |
|-----------|------------------------|-----------|
| GNURS 651 | Research Seminar | 3 |
| GNURS 589 | Pharmacotherapeutics * | 3 |
| | | 6 credits |

Summer Session

| | | |
|-----------|---|-----------|
| GNURS 660 | Family Nurse Practitioner Theory 1 * | 3 |
| GNURS 663 | Family Nurse Practitioner Practicum 1 * | 3 |
| GNURS 721 | Thesis Guidance | 1 |
| | | 7 credits |

THIRD YEAR**Fall Semester**

| | | |
|-----------|---|-----------|
| GNURS 661 | Family Nurse Practitioner Theory 2 * | 3 |
| GNURS 664 | Family Nurse Practitioner Practicum 2 * | 4 |
| GNURS 721 | Thesis Guidance | 1 |
| | | 8 credits |

Spring Semester

| | | |
|-----------|---|-----------|
| GNURS 662 | Family Nurse Practitioner Theory 3 * | 3 |
| GNURS 665 | Family Nurse Practitioner Practicum 3 * | 5 |
| GNURS 721 | Thesis Guidance | 1 |
| | | 9 credits |

48 Total credits

NOTE: * indicates courses required for a Family Nurse Practitioner Certificate.

Family Nurse Practitioner Certificate

For students with an earned MSN, a Family Nurse Practitioner Certificate may be earned by taking the 33 didactic and clinical course credits indicated with an asterisk. A Gap Analysis will be completed on Post-Master's Certificate student transcripts on application for admission to avoid unnecessary repetition of courses. If the student has not completed a thesis, the research component will be required. Certificate students are admitted on a space-available basis.

COURSE OF STUDY FOR NURSE ANESTHESIA

The Nurse Anesthesia option is designed to provide the professional nurse with an in-depth concentration in clinical anesthesia and prepare graduates of the program to assume the specialized role of nurse anesthetist. Students have the opportunity to use research, collaborate, and contribute effectively to the health care team's efforts to provide optimal patient care. Upon completion of the program, students will be eligible to take the National Certification Exam of the National Board of Certification & Recertification for Nurse Anesthetists Council on Certification of Nurse Anesthetists. This graduate nursing option is a cooperative program between Gannon University and UPMC-Hamot Medical Center.

Levi Black, DNP, MSN, CRNA is the director of this program.

NOTE: Students must attend full-time in this option.

ADMISSION REQUIREMENTS

Professional nurses who have a Bachelor of Science degree with a major in Nursing from an accredited program are eligible to apply for admission. NOTE: **The Nurse Anesthesia program of study begins only in January. The application deadline is May 1 of each calendar year.** Applicants seeking admission to the Nurse Anesthesia option must:

- Submit an application for admission—deadline for submission is May 1 for classes beginning the following January.

- Provide official transcripts of all academic work.
- Give evidence of the fulfillment of legal requirements for the practice of nursing in the United States.
- Provide evidence of having completed an introductory statistics course and an undergraduate research course with a grade of at least a “B” in both courses.
- Provide evidence of a cumulative GPA of 3.0 for undergraduate math and science courses.
- Provide evidence of a cumulative GPA of 3.0 for the last 60 hours of undergraduate nursing studies.
- Submit competitive scores from the Graduate Record Examination.
- Provide four letters of recommendation from former professors and employers who are in a position to comment on the applicant's ability to successfully pursue graduate study in the nurse anesthesia option.
- Have at least two years of clinical experience in which critical judgments are made, i.e., critical care, prior to the May 1 deadline.
- Be interviewed and selected for admission by the Gannon University Villa Maria School of Nursing and UPMC-Hamot Medical Center School of Anesthesia Admission Committee.

CURRICULUM REQUIREMENTS

This program of study can only be completed on a full-time basis.

FIRST YEAR**Spring Semester**

| | | |
|-----------|--|------------|
| GNURS 525 | Theoretical Foundations of Nursing | 3 |
| GNURS 561 | Chemistry and Physics of Anesthesia * | 3 |
| GNURS 627 | Physiology for Anesthesia 1 * | 4 |
| GNURS 630 | Advanced Physical Assessment & Foundations of Anesthesia Nursing 1 * | 3 |
| GNURS 625 | Pharmacology for Anesthesia 1 * | 3 |
| | | 16 credits |

Summer Session

| | | |
|-----------|--|-----------|
| GNURS 617 | Anesthesia Clinical Practicum 1 * | 0 |
| GNURS 725 | Advanced Anesthesia Nursing 1 * | 3 |
| GNURS 628 | Physiology for Anesthesia 2 * | 3 |
| GNURS 632 | Advanced Physical Assessment & Foundations of Anesthesia Nursing 2 * | 3 |
| | | 9 credits |

Fall Semester

| | | |
|-----------|-----------------------------------|-----------|
| GNURS 618 | Anesthesia Clinical Practicum 2 * | 0 |
| GNURS 629 | Physiology for Anesthesia 3 * | 2 |
| GNURS 650 | Research Methods | 3 |
| GNURS 626 | Pharmacology for Anesthesia 2 * | 3 |
| | | 8 credits |

SECOND YEAR**Spring Semester**

| | | |
|-----------|--|---|
| GNURS 526 | Role Theory and Professional Issues in Nursing | 3 |
| GNURS 619 | Anesthesia Clinical Practicum 3 * | 0 |

| | | |
|-----------|---------------------------------|---|
| GNURS 651 | Research Seminar | 3 |
| GNURS 726 | Advanced Anesthesia Nursing 2 * | 3 |
| 9 credits | | |

Summer Session

| | | |
|-----------|-----------------------------------|---|
| GNURS 717 | Anesthesia Clinical Practicum 4 * | 0 |
| GNURS 721 | Thesis Guidance | 1 |
| 1 credit | | |

Fall Semester

| | | |
|-----------|-----------------------------------|---|
| GNURS 718 | Anesthesia Clinical Practicum 5 * | 0 |
| GNURS 731 | Integrated Role Seminar * | 3 |
| GNURS 721 | Thesis Guidance | 1 |
| 4 credits | | |

THIRD YEAR**Spring Semester**

| | | |
|-----------|-----------------------------------|---|
| GNURS 719 | Anesthesia Clinical Practicum 6 * | 0 |
| GNURS 721 | Thesis Guidance | 1 |
| 1 credit | | |

48 Total credits

NOTE: * indicates courses required for a Nurse Anesthesia Certificate.

The Nurse Anesthesia program and Certificate options are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

NURSE ANESTHESIA CERTIFICATE

For students with an earned MSN, a Nurse Anesthesia Certificate may be earned by taking the didactic and clinical courses indicated with an asterisk. If the student has not previously completed a thesis, the research component will be required. Certificate students must meet all admission eligibility requirements and are admitted on a space-available basis only.

NOTE: Gannon RN to MSN students may be admitted into the Nurse Anesthesia option after completing all undergraduate requirements and fulfilling all admission requirements for the Nurse Anesthesia option. Availability of RN to MSN placement in this program option is limited.

COURSE OF STUDY FOR NURSING ADMINISTRATION

Specialization in Nursing Administration focuses on the responsibilities the nurse executive must assume in order to administer resources for the provision of nursing care delivery. Emphasis is placed on the analysis and synthesis of advanced concepts from both nursing and business—as well as the systematic investigation of the concepts underlying nursing and leadership roles in changing environments and complex health care organizations. The curriculum provides up-to-date orientation of today's health care environment and explores the implications of that environment

for health care organizations, individual nursing departments, and patient populations. The program of study prepares nurse executives to work effectively in leadership roles within today's highly specialized and extremely complex health care practice arena.

CURRICULUM REQUIREMENTS

The planned course sequence that follows is for full-time study, but part-time study is available.

FIRST YEAR**Fall Semester**

| | | |
|-----------|-------------------------------------|---|
| GMBA XXX | Business Administration Course* | 3 |
| GNURS 510 | Financial Dimensions of Health Care | 3 |
| GNURS 525 | Theoretical Foundations of Nursing | 3 |
| 9 credits | | |

NOTE: * Graduate-level Business Administration course is required. Specific course taken to be determined with advisor.

Spring Semester

| | | |
|-----------|--|---|
| GNURS 526 | Role Theory and Professional Issues in Nursing | 3 |
| GNURS 675 | Nursing Administration Theory 1 | 3 |
| GNURS 677 | Nursing Administration Practicum 1 | 3 |
| 9 credits | | |

Summer Session

| | | |
|-------------|--|---|
| ** Elective | | 3 |
| 3 credits | | |

NOTE: * Students are to identify a course within the University that will help them develop expertise in a specific area. Elective credits can be from the School of Nursing, but may also be taken from other Graduate Programs within the University.

SECOND YEAR**Fall Semester**

| | | |
|-----------|------------------------------------|---|
| GNURS 676 | Nursing Administration Theory 2 | 3 |
| GNURS 678 | Nursing Administration Practicum 2 | 3 |
| GNURS 650 | Research Methods | 3 |
| 9 credits | | |

Spring Semester

| | | |
|-----------|---|---|
| GNURS 651 | Research Seminar | 3 |
| GNURS 512 | Legal/Ethical Concerns in Health Care | 3 |
| GNURS 513 | Organizational Analysis of Health Care Administration | 3 |
| 9 credits | | |

Summer Session

| | | |
|-----------|-----------------|---|
| GNURS 721 | Thesis Guidance | 1 |
| 1 credit | | |

THIRD YEAR**Fall Semester**

GNURS 721 Thesis Guidance 1
1 credit

Spring Semester

GNURS 721 Thesis Guidance 1
1 credit

Total credits 42

COURSE DESCRIPTIONS**GNURS 510 Financial Dimensions of Health Care**

3 credits

Prerequisites: Graduate standing or permission of the program director.

This course is open to all graduate students.

This course examines the financial implications of health care. Content provides an overview of health care business practices—including accounting, finance, marketing, health policy, and reimbursement. This course prepares advanced practice nurse managers and administrators to operate effectively in the fiscally responsible environment required in the current health care practice arena. An equivalent MBA course may be substituted by the Graduate Director in cooperation with the MBA Chair if student cohorts are below 5 students.

GNURS 512 Legal/Ethical Concerns in Health Care

3 credits

Prerequisites: Graduate standing or permission of the program director.

Health care practitioners—including nurses—are facing increased legal, moral, and ethical dilemmas in daily professional practice. This course provides a systematic examination of the legal basis for professional practice and examines the practical application of the principles of law and ethics to health care situations.

GNURS 513 Organizational Analysis of Health Care**Administration**

3 credits

Prerequisites: Graduate standing or permission of the program director.

This course provides a systematic examination of a specific conceptual model of organizational management that is applicable to any organization in which health care administrators function. This model was identified for examination because it fosters analytic thinking, is applicable to any organization, and facilitates integration of knowledge from many disciplines. An equivalent MBA course may be substituted by the Graduate Director in cooperation with the MBA Chair if student cohorts are below 5 students.

GNURS 525 Theoretical Foundations of Nursing

3 credits

Prerequisites: Graduate standing or permission of the program director.

This is a Core course.

This course provides an overview of nursing theories and models. Course work provides the student an opportunity to examine the development of concepts applicable to nursing, as well as the explication and utilization of concepts nursing theories. Emphasis is on theory construction and the role that theory plays in providing the scientific basis for the practice of nursing. Offered fall and spring semesters.

GNURS 526 Role Theory and Professional Issues in Nursing

3 credits

Prerequisites: GNURS 525 or permission of the program director.

This course is a core course.

This course deals with the examination of theories underlying the construction and definition of roles in society, with emphasis on the acquisition and meaning of advanced practice nursing roles. Professional issues and advanced practice roles are examined for their interrelatedness within the health care system. Emphasis is on role development, leadership, and research, and how these provide the basis for planned change within the health care system and the nursing profession. Offered spring semester.

GNURS 535 Fundamentals of Forensic Nursing

3 credits

Prerequisites: Graduate standing or permission of the program director.

This course is open to all graduate students and can be used as an elective.

This course provides introductory knowledge and nursing strategies to better meet the needs of individuals affected by forensic-related health care situations. The ultimate goal is to improve patient outcomes. Course content explores the history and development of forensic nursing as a scientific subspecialty of nursing, the forensic nursing process, and application of the forensic nursing role. Forensic topics covered include sexual assault management; death investigation; child death review; abuse and neglect recognition and investigation; emergency department procedures; violence and victimology; and injury identification and interpretation. The recognition, collection, preservation, and documentation of forensic evidence is presented in depth. How forensic nursing interfaces with the law and legal issues are addressed.

GNURS 543 Palliative Care

3 credits

Prerequisites: Graduate standing or permission of the program director.

This course is open to all graduate students and can be used as an elective.

This course provides an examination of the theory of palliative care in the United States, focusing on the complexities of caring

for terminally ill and dying patients and their families. The course is designed for students from a variety of disciplines. Aspects of the interdisciplinary team in providing a comprehensive approach to palliative care are emphasized. The physical, psychosocial, cultural and spiritual needs of patients and families at life's end, as well as ethical and legal issues concerning end-of-life care are explored.

GNURS 561 Chemistry and Physics of Anesthesia

3 credits

Prerequisite: Graduate standing in the Nurse Anesthesia option.

Corequisites: GNURS 627 & GNURS 630

This course investigates the basic principles of chemistry and physics as they relate to the clinical practice of anesthesia. Course content includes mechanics, fluids, gases, electricity, electronics, and instruments as they relate to the practice of anesthesia.

GNURS 583 Special Topics in Nursing

1 to 3 credits

The designation of a course as a "Special Topic" enables faculty in the School of Nursing to offer seminars, courses, or workshops in a specialized area of nursing. Requests for special topic courses can be initiated by graduate nursing students to complete program requirements.

GNURS 587 Advanced Pathophysiology 1

GNURS 588 Advanced Pathophysiology 2

3 credits each

Prerequisite: Graduate standing or permission of the program director. GNURS 587 is prerequisite to GNURS 588.

This two-course series is designed to provide didactic learning experiences that enable students to incorporate advanced knowledge specific to normal aging processes, physiology, and pathology of all major body systems into their advanced practice nursing role across the lifespan.

GNURS 589 Pharmacotherapeutics

3 credits

Prerequisites: GNURS 587, GNURS 588 and GNURS 590 or permission of the program director.

This course provides an in-depth analysis of the principles of pharmacology for registered nurses in an advanced practice role. Course content identifies the clinical judgment necessary for identifying the appropriate drug, dose, route, frequency, duration of treatment and nursing interventions necessary when presented with patients experiencing particular symptoms or disease states across the lifespan. In this decision-making process, patient factors—such as age, renal function, hepatic function, concurrent disease states, and current medications—as well as pharmacologic factors—such as pharmacokinetics, efficacy, and toxicity—are identified.

GNURS 590 Advanced Physical Assessment

3 credits

Prerequisites: GNURS 587 and GNURS 588. Graduate standing or permission of the program director.

This course expands nursing physical assessment skills to the level of advanced practice. Skills addressed include taking a health history, and physical, psychological, cognitive, and social assessments. Physical assessment skills span all age groups, but the focus in this course is on the adult. Advanced inspection, auscultation, percussion, and palpation skills are taught and practiced. Emphasis is on the application of knowledge specific to human anatomy, physiology, and pathophysiology to physical assessment.

GNURS 617 Anesthesia Clinical Practicum 1

0 credits

Prerequisite: GNURS 630 and graduate standing in the Nurse Anesthesia option.

The clinical Nurse Anesthesia curriculum is designed to allow the nurse anesthetist student integrate didactic learning into the clinical practice of anesthesia. Clinical Practicum 1 provides the foundation for clinical practice. Basic anesthesia skills are learned and practiced during an appropriate orientation to clinical practice that precedes this initial clinical experience.

GNURS 618 Anesthesia Clinical Practicum 2

0 credits

Prerequisite: GNURS 617 and graduate standing in the Nurse Anesthesia option.

Clinical Practicum 2 builds on the basic skills learned and practiced in Clinical Practicum 1. It provides the nurse anesthetist student the opportunity to improve their basic anesthesia skills. Clinical Practicum 2 builds on the student's basic anesthesia knowledge and comprehension. The student demonstrates the use of didactic knowledge learned in the classroom and skills learned in the clinical setting to meet the perioperative needs of patients.

GNURS 619 Anesthesia Clinical Practicum 3

0 credits

Prerequisite: GNURS 618 and graduate standing in the Nurse Anesthesia option.

Clinical Practicum 3 builds on the advanced skills learned in Clinical Practicum 2. It provides the nurse anesthetist student the opportunity to improve their basic anesthesia skills, and to demonstrate advanced skills. Clinical Practicum 3 builds on the student's anesthesia knowledge and comprehension. The student demonstrates the use of didactic knowledge learned in the classroom and skills learned in the clinical setting to meet the perioperative needs of a variety of patients. Students begin to take a more active role in the decision-making process specific to the anesthesia needs of their patients.

GNURS 625 Pharmacology for Anesthesia 1

3 credits

Prerequisite: GNURS 561 and graduate standing in the Nurse Anesthesia option.

This course is the first in a two-course series presenting requisite knowledge for the effective clinical practice of anesthesia. It provides in-depth knowledge specific to anesthesia pharmacology to nurse anesthetist students. Course content includes the pharmacokinetics and pharmacodynamics of anesthetic agents, muscle relaxants, and local agents. Emphasis is on knowledge specific to the uptake and distribution of anesthetics, as well as the metabolism, excretion, and elimination of anesthetic drugs.

GNURS 626 Pharmacology for Anesthesia 2

3 credits

Prerequisite: GNURS 625 and graduate standing in the Nurse Anesthesia option.

This course is the second in a two-course series for nurse anesthetist students presenting requisite knowledge for the effective clinical practice of anesthesia. Course content includes the pharmacokinetics and pharmacodynamics of the accessory drugs used in anesthesia practice. Emphasis is on drugs affecting the autonomic system, the central nervous system, and the cardiovascular system.

GNURS 627 Physiology for Anesthesia 1

4 credits

Prerequisite: Graduate standing in the Nurse Anesthesia option.

Corequisites: GNURS 561 & GNURS 630

This course is the first in a three-course series for nurse anesthetist students. Course content presents a detailed, systematic investigation of the anatomy, physiology, and pathophysiology of the cardiopulmonary system. Emphasis is on the integration of this knowledge into planning, implementation, and evaluation of care strategies for patients requiring anesthesia.

GNURS 628 Physiology for Anesthesia 2

3 credits

Prerequisite: GNURS 627 and graduate standing in the Nurse Anesthesia option.

This course is the second in a three-course series for nurse anesthetist students. Course content presents a detailed, systematic investigation of the anatomy, physiology, and pathophysiology of the endocrine and renal systems, including fluid, electrolyte, and acid-base physiology. Emphasis is on the integration of this knowledge into planning, implementation, and evaluation of care strategies for patients requiring anesthesia.

GNURS 629 Physiology for Anesthesia 3

2 credits

Prerequisite: GNURS 628 and graduate standing in the Nurse Anesthesia option.

This course is the third in a three-course series for nurse anesthetist students. Course content presents a detailed, systematic investigation of the anatomy, physiology, and pathophysiology of

the neuromuscular system. Emphasis is on the integration of this knowledge into planning, implementation, and evaluation of care strategies for patients requiring anesthesia.

GNURS 630 Advanced Physical Assessment & Foundations of Anesthesia Nursing 1

3 credits

Prerequisite: Graduate standing in the Nurse Anesthesia option.

Corequisites: GNURS 561 & GNURS 627

This course is the first in a two-course series. It provides nurse anesthesia students with an introduction to the art and science of anesthesia. Course content identifies basic concepts of anesthesia and introduces the student to techniques and procedures specific to the practice of anesthesia. Reinforcement of didactic principles is accomplished by practice sessions in a structured laboratory setting.

GNURS 632 Advanced Physical Assessment & Foundations of Anesthesia Nursing 2

3 credits

Prerequisite: GNURS 630 and graduate standing in the Nurse Anesthesia option.

This course is the second in a two-course series for nurse anesthesia students. Course content includes progressive, guided instruction in the clinical anesthesia management of patients undergoing obstetrical, pediatric, orthopedic, and urologic surgery. Inpatient, outpatient, and trauma settings are included. Legal aspects of the practice of anesthesia are addressed. Reinforcement of didactic principles continues.

GNURS 650 Research Methods

3 credits

Prerequisite: GNURS 525 or permission of the program director.

This course involves the systematic examination of the research process and the various quantitative and qualitative methods available to researchers—including nurse researchers. Focus is on the methods and processes of systematic investigation, including critical analysis of studies, and analysis of the dynamic relationships among the various design, implementation, and evaluation components of research. This course provides graduate nursing students with the fundamental knowledge necessary to design and conduct a research study. Offered fall semester.

GNURS 651 Research Seminar

3 credits

Prerequisites: GNURS 650 or permission of the program director.

This seminar provides peer and faculty support to students developing their graduate research proposals. The major emphasis includes refining an area of research, identifying a researchable question, exploring the literature, critiquing literature relevant to the research area, determining the appropriate method to answer the question under investigation, and identifying a thesis chairperson. The majority of seminar sessions are devoted to student presentations of their research plans with peer and faculty feedback to strengthen the proposal. Offered spring semester.

GNURS 660 Family Nurse Practitioner Theory 1

3 credits

Prerequisites: GNURS 587, GNURS 588, GNURS 589, GNURS 590 and graduate standing in the Family Nurse Practitioner option.

Corequisite: GNURS 663

This course presents theoretical knowledge and skills necessary for the nurse practitioner student to develop effective strategies to analyze, manage, and prevent episodic problems common to a specific female population—women from adolescence through post-menopause. The focus is on providing care to women who live in rural areas.

GNURS 661 Family Nurse Practitioner Theory 2

3 credits

Prerequisites: GNURS 660, GNURS 663 and graduate standing in the Family Nurse Practitioner option.

Co-requisite: GNURS 664

This course presents theoretical knowledge and skills necessary for the nurse practitioner student to develop nursing competency in rural pediatric primary care practice. Course content identifies strategies and interventions to assist individuals and families who are coping with health problems affecting an age-specific population—infants through adolescents. The focus is on providing care to infants, children, adolescents, and families who live in rural areas. Emphasis is on providing health promotion and disease prevention nursing strategies to meet the health needs of this patient population.

GNURS 662 Family Nurse Practitioner Theory 3

3 credits

Prerequisites: GNURS 661, GNURS 664 and graduate standing in the Family Nurse Practitioner option.

Co-requisite: GNURS 665

This course focuses on being a Family Nurse Practitioner in rural settings—settings that meet the health care needs of an adult and aging population. This focus includes health promotion, episodic illness care, stable chronic illness care, and awareness of dealing with emergency situations that can present at rural health care sites. Ethical dilemmas and legal issues resulting from expectations of nurses in this advanced practice role will be addressed. Leadership roles in community practice will be discussed from a theoretical knowledge base. Content will be presented specific to conducting a needs assessment in rural communities to ensure organization of health services that provide for stabilization and continuity of health care.

GNURS 663 Family Nurse Practitioner Practicum 1

3 credits

Co-requisite: GNURS 660 and graduate standing in the Family Nurse Practitioner option.

This practicum focuses on the clinical application of theoretical knowledge and skills in the development of nurse practitioner strategies for health promotion and management of problems common to women and their families. The focus is on providing care to women and families who live in rural communities.

GNURS 664 Family Nurse Practitioner Practicum 2

4 credits

Co-requisite: GNURS 661 and graduate standing in the Family Nurse Practitioner option.

This practicum focuses on the clinical application of theoretical knowledge and skills in the development of nurse practitioner strategies for health promotion and management of problems common to pediatric and adolescent populations. The focus is on providing care to pediatric and adolescent populations in rural communities.

GNURS 665 Family Nurse Practitioner Practicum 3

5 credits

Co-requisite: GNURS 662

This practicum focuses on synthesis and evaluation of nurse practitioner clinical experiences. The development and implementation of the role of family nurse practitioner in providing for the health care needs of individuals and families in rural communities is evaluated. Emphasis is on the ability of the student to integrate theoretical and clinical components in an ambulatory care setting within a rural, community-wide system.

GNURS 675 Nursing Administration Theory 1**GNURS 676 Nursing Administration Theory 2**

3 credits each

Prerequisites: GNURS 510, GNURS 512, GNURS 513, GNURS 525, and GNURS 650 or permission of the program director.

These two courses provide knowledge specific to being effective in nursing administration. Course content focuses on the management process—including planning, organizing, staffing, directing, and controlling. The process is viewed as a series of actions or operations leading toward a goal. The first course looks at a beginning-level management position. The second course explores the role of a nurse executive.

GNURS 677 Nursing Administration Practicum 1**GNURS 678 Nursing Administration Practicum 2**

3 credits each

Prerequisites: GNURS 675 &, GNURS 676 or permission of the program director.

Each of these clinical practicum experiences provide the nursing administration student an opportunity to develop in their advanced practice role in an appropriate agency with selected preceptors. Practicum experiences are individualized to meet student needs. With input from the faculty facilitator, the student self-identifies all components of the experience—including setting, outcomes, and specific strategies to meet outcomes.

GNURS 684 or GNURS 685 Independent Study

1 to 3 credits

This course is designed to provide graduate students with learning experiences that enable them to independently explore a specific area of nursing. Exploration can focus on issues related to education, administration, practice, legislation, or scientific inquiry. With input from the faculty facilitator, the student self-identifies all components of the experience—including outcomes and specific strategies to meet outcomes.

GNURS 717 Anesthesia Clinical Practicum 4

0 credits

Prerequisite: GNURS 619 and graduate standing in the Nurse Anesthesia option.

Clinical Practicum 4 builds on the advanced skills learned in Clinical Practicum 3. The nurse anesthesia student will be given the opportunity to experience more difficult cases and apply new learning. The student will be required to demonstrate higher levels of application and comprehension in clinical practice.

GNURS 718 Anesthesia Clinical Practicum 5

0 credits

Prerequisite: GNURS 717 and graduate standing in the Nurse Anesthesia option.

Clinical Practicum 5 builds on the advanced skills learned in Clinical Practicum 4. It provides the nurse anesthetist student the opportunity to be more independent in meeting the anesthesia needs of their patients.

GNURS 719 Anesthesia Clinical Practicum 6

0 credits

Prerequisite: GNURS 718 and graduate standing in the Nurse Anesthesia option.

Clinical Practicum 6 builds on the advanced skills learned across the anesthesia curriculum. Nurse anesthesia students are now expected to be as independent as possible in the practice of anesthesia.

GNURS 721 Thesis Guidance

1 to 3 credits

NOTE: A total of 3 credits required.

Prerequisites: GNURS 650, GNURS 651 and graduate standing, or permission of the program director.

This course is designed to provide graduate nursing students individualized guidance as they complete the research requirement of their program of study. The focus is on enabling the student to effectively use the research process in systematic inquiry aimed at discovery. The student may use either quantitative or qualitative methods in answering identified researchable questions within their optional course of study. Offered each fall and spring semester, and each summer session.

GNURS 725 Advanced Anesthesia Nursing 1

3 credits

Prerequisites: GNURS 632 and graduate standing in the Nurse Anesthesia option.

This course provides content specific to the application of didactic information to clinical situations. Nurse anesthesia students are introduced to anesthesia specialties in a seminar format. Specialties include: pediatric, cardiovascular, otolaryngologic, and anesthesia for uncommon disease.

GNURS 726 Advanced Anesthesia Nursing 2

3 credits

Prerequisites: GNURS 725 and graduate standing in the Nurse Anesthesia option.

This course provides detailed instruction specific to the art and science of regional anesthesia and pain management. Reinforcement of didactic principles will be gained throughout the course by video, computer, and mannequin simulation.

GNURS 731 Integrated Role Seminar

3 credits

Prerequisite: Graduate standing in the Nurse Anesthesia option.

This course introduces the nurse anesthetist student to areas of professional responsibility. A wide range of topics are discussed. This course is designed to assist the student in analysis and evaluation of their advanced practice role. Offered in the fall semester.

DOCTOR OF NURSING PRACTICE (DNP)

Director: Dawn Coburn Joy, Ph.D., RN, CNE

INTRODUCTION

Upon completion of the program requirements, students are awarded the Doctor of Nursing Practice (DNP) degree. To comply with required educational changes, as outlined by the *American Association of Colleges of Nursing (AACN)* and the *Council on Accreditation of Nurse Anesthesia Programs (COA)* the Villa Maria School of Nursing is offering the addition of courses that will meet identified core content and core competencies outlined by the AACN specific to the practice doctorate.

It will initially be offered as a “bridge program” or Master’s add-on from the MSN to the DNP that is 26 credits in length. It can be completed in three full-time semesters or four to six part-time semesters. It will be offered to advanced practice RNs who hold active certification in their respective field. Future plans include the offering of a BSN to DNP program. With the exception of the GEDU 600 pre-requisite, this program will be offered in an all on-line format beginning Fall 2014.

Graduates will be prepared as leaders in their practice area. Course content will direct the DNP student at Gannon University to prepare, deliver and evaluate an evidence-based practice project in the clinical arena. This project will be an immersion experience and will not be a research dissertation. Students may use their previous MSN level thesis work as a pilot study or starting point to develop the project.

OUTCOMES

At the conclusion of the course of study leading to the Doctor of Nursing Practice at Gannon University, the graduate will:

- be prepared as advanced practice nurses who are culturally sensitive, competent and safe practitioners and who deliver care and act as advocates for individuals, aggregates, and communities of varying diversity and socioeconomic levels;
- effectively use technology, large aggregate data bases, and information systems to identify, use, and create therapeutic nursing interventions that promote health and prevent disease;
- identify, analyze, and create evidence-based solutions to individual practice and organizational health care dilemmas;
- synthesize and utilize ethical, legal, political, and advocacy methodologies to positively impact health care practice and health care delivery systems;

- promote collaborative and multidisciplinary delivery of health care as members of teams and organizations across the health care practice arena;
- provide quality nursing leadership and serve as mentors to other nurses, from novice nurses to nurses in advanced practice roles.

PART-TIME OPPORTUNITIES IN THE DOCTORAL PROGRAM

Although the full-time course of study can be completed in three semesters, students may choose to take the courses on a part-time schedule over four to five semesters. Students must complete the course of study within three years part-time.

NOTE: Course offerings in any graduate program nursing option are contingent on sufficient enrollment.

ADMISSION REQUIREMENTS

Advanced practice registered nurses who hold a Master of Science in Nursing (MSN) and are certified as a Nurse Practitioner, Nurse Midwife or a Nurse Anesthetist are eligible to apply for admission to the Doctor of Nursing Practice program of study. Applicants with a Clinical Nurse Specialist will be considered. Applicants must:

- Submit an application for admission with the Gannon University Graduate Admissions office. Applicants will:
 - Provide official transcripts of all previous academic work
 - Have a 3.5 out of 4.0 overall GPA in their Master’s work
 - Submit three letters of recommendation; one from an academic professional (faculty who knows the student’s ability to do independent academic work), one from an employer, and one from a professional who can address the candidate’s advanced practice ability
- Submit a portfolio (either e-attach or hard copy) to the nursing admissions committee, to include:
 - A professional resume
 - A copy of a current license and advanced practice license
 - Evidence of active certification and current CEUs
 - Course description of a Graduate level statistics course (if completed)
 - A synopsis or evidence of a thesis or evidence-based practice project completed at the Master’s level
 - an essay (limited to 500 words) about the direction or intent of A capstone project of study

RESEARCH REQUIREMENT

Applicants must present evidence of a research thesis or evidence-based project based on research to be considered for admission to the DNP program. If not completed at the MSN level, students will be required to complete the research core at Gannon University to include GNURS 650 Nursing Research (3 cr), GNURS 651 Research Seminar (3 cr), GNURS 721 Thesis Guidance (3 cr). This will increase the credit program from 26 to 35 credits post-masters.

THE CURRICULUM PLAN

A three credit graduate level statistics course must be completed prior to taking DNURS 801 Evidence based Practice/Theory. If it is taken outside of Gannon, a course description must accompany the portfolio and be approved by the Graduate Nursing Director. It can be taken at Gannon in either as an on-line or face to face format. The Graduate Nursing Director will review approved courses with the student.

Full-time Program of Study

Fall Semester (Semester #1)

| | | |
|-----------|---|---|
| DNURS 801 | Evidence-Based Practice/Theory | 3 |
| DNURS 802 | Transcultural Influences on Health Care * | 3 |
| DNURS 803 | Leadership and Health Policy * | 3 |

Spring Semester (Semester #2)

| | | |
|-----------|---|---|
| DNURS 804 | Scientific Underpinnings of Advanced Practice Nursing | 3 |
| DNURS 805 | Epidemiology and the Role of the Clinical Nurse Doctorate | 3 |
| DNURS 806 | Health Care Informatics | 3 |

Summer Session (Semester #3)

| | | |
|-----------|--|---|
| DNURS 807 | Evidence-Based Practice/Specialty Practice Capstone* | 5 |
|-----------|--|---|

* 224 + 40 + 40= 304 hours of clinical practice minimum

Suggested Part-time Program of Study

Fall Semester

| | | |
|-----------|---|---|
| DNURS 801 | Evidence-Based Practice/Theory | 3 |
| DNURS 802 | Transcultural Influences on Health Care (40 hours clinical) | 3 |

Spring Semester

| | | |
|-----------|---|---|
| DNURS 804 | Scientific Underpinnings Of APN | 3 |
| DNURS 805 | Epidemiology and the Role of the Clinical Nurse Doctorate | 3 |

Summer Session

| | | |
|-----------|----------------------------------|---|
| DNURS 806 | Health Care Informatics | 3 |
| DNURS 807 | Evidence Based Practice Capstone | 2 |

Fall Semester

| | | |
|-----------|---|---|
| DNURS 803 | Leadership & Health Policy (40 hour project) | 3 |
| DNURS 807 | Evidence Based Practice/ Capstone (with Summer practice hours= 224)** | 3 |

*Regardless of whether course of study is completed as a full-time or part-time student, a minimum of 304 clinical practice hours are required (40 + 40 + 224 hours = 304 hours); *all post-BSN and post-MSN clinical certification hours will be evaluated for a total of 1000 post-BSN clinical hours

COURSE DESCRIPTIONS

DNURS 801 Evidence- Based Practice/Theory

3 credits

Emphasis is on the impact of the advanced practice nurse's use of evidence on the delivery of health care and in the measurement of outcomes. Methods to improve practice, identify and test interventions and care delivery models, and evaluate health care outcomes will be explored. Content provides a synthesis of concepts across the program of study. Students will choose a population question and an evidence-based practice model that will drive a change project throughout the program of study that will culminate in their capstone semester.

DNURS 802 Transcultural Influences on Health Care

3 credits

This course emphasizes the impact of culture, belief systems, and societal norms on the delivery of health care for diverse populations. Diversity is studied in relation to roles, expectations and social organization. Emphasized are the tools necessary to acquire the knowledge and skills to demonstrate culturally aware communication and cultural assessment which will identify strategies for enhancing health outcomes of ill and well patients, families and communities. Transcultural nursing concepts, theories and models will be applied to the analysis of health disparities and health care trends and issues across the lifespan.

DNURS 803 Leadership and Health Policy

3 credits

The emphasis of this course is the impact of leadership on organizational, professional, and governmental policies in nursing practice. It includes an overview of how health care changes affect the structure and cost of care in the United States at the local, state, and national levels. Leadership is fundamental to DNP practice. This course will prepare students to analyze and develop practice processes and outcomes that improve quality outcomes, patient safety and their implications. Teams and interprofessional collaboration will be examined to effect quality outcomes. Students will synthesize the impact of budget and finance on strategic planning and influence health policy makers to evaluate and improve health care delivery systems at a local, state or national level.

DNURS 804 Scientific Underpinnings of Advanced Practice Nursing

3 credits

Advanced practice nurses will explore the evolution and application of knowledge in nursing. This course will emphasize the acquisition of knowledge, the theoretical underpinnings of nursing and the transference of knowledge to the practice of nursing. To affect changes in nursing and health care of the individual, family and community, the joining of theory and practice are explored within the context of other scientific disciplines and clinical nursing practice.

DNURS 805 Epidemiology and the Role of the Advanced Practice Nurse

3 credits

Prerequisite: DNURS 801

This course emphasizes the distribution and determinants of health-related states and events in populations, and the application of findings to the control of health problems. Identifying health care needs and trends based on epidemiological data in a specific population will be used to examine ways to ensure that health care needs are being met—and improved. Clinical doctorate nursing students will be given the knowledge necessary to identify—and effectively use—epidemiologic database systems and trends in health care data.

DNURS 806 Health Care Informatics

3 credits

This course emphasizes the role that information technology has as a support of patient-centered care—from individual to population-focused care. Topics covered include: electronic medical records [EMRs]; patient safety systems, tele-health modalities, from remote monitoring in hospital settings—such as intensive care units [ICUs]—to remote monitoring in patient homes; and web-based patient and professional education opportunities. Clinical doctorate nursing students will select, design, use, and evaluate a health information modality at the system level. Students will identify ethical issues in information management and the use of technology used to evaluate and research evidence-based issues.

DNURS 807 Evidence – Based Practice/Specialty Practicum Capstone

2-5 credits

Prerequisites: DNURS 801, 802, 803, 805, 806

This clinical practicum requires the student to be precepted by a DNP prepared practitioner/adjunct faculty in a practice specialty area of their choice for a total of 224 hours over the course of the 14 week semester. Concepts across the program of study, from all didactic and clinical experiences, will culminate in an evidence-based change project. Practice settings can be varied, and can include clinical, governmental, or educational settings. Students will disseminate their project in a poster presentation in the clinical and the educational arena.

DNURS 810 Special Topics

1-6 credits

The designation of a course as a “Special Topic” enables faculty in the Villa Maria School of Nursing to offer seminars, courses or additional clinical experiences. Requests for special topic courses can be initiated by DNP students or faculty to complete program requirements. The syllabus and course objectives will be negotiated between student and faculty on an individual basis to meet student needs.

Occupational Therapy

Program Director: Amy Brzuz, OTD, OTR/L

INTRODUCTION

The Occupational Therapy Program offers opportunities for in-depth study of, and clinical experiences with, clients of all ages who have limited capacity to perform to their expectations in their everyday lives or are at risk of developing a limiting condition. The goal of occupational therapy is to assist individuals to achieve their maximum level of independent living and quality of life through remediation of, adaptation to, or prevention of physical, cognitive, perceptual or mental health functional limitations. Occupational therapy utilizes the consultative process in addition to direct intervention and works with populations and systems as well as individuals.

MISSION

The Occupational Therapy Program engages students in teaching and learning to enable them to demonstrate excellence in all aspects of the evaluation and intervention. This process is grounded in the application of occupation, and the use of reasoning and creative problem solving. The program is designed to foster life-long learners who:

- adapt to ever-changing professional environments,
- contribute to the knowledge base of the profession,
- provide leadership in the profession and society,
- acknowledge the importance of holism in their own lives and in the lives of their clients,
- work collaboratively, respecting diversity within the global community, and
- value engagement and involvement within the community.

Gannon’s Occupational Therapy program is reflective of and consistent with the University Mission in preparing our students to be global citizens by emphasizing a strong foundation in liberal studies and a dynamic program curriculum that promotes professionalism and experiential learning. Inspired by the Catholic Intellectual Tradition, students receive a value centered and ethically based approach to life and learning, that emphasizes faith, leadership, inclusiveness, and social responsibility.

Every occupational therapy faculty member is committed to excellence and continuous advancement in teaching, scholarship, and service. The faculty as a whole is committed to supporting University and professional commitments in these three areas to prompt and promote excellence in the Occupational Therapy program.

GOALS OF THE PROGRAM

The goals of the Occupational Therapy program reflect the missions of the university, college, and program. In essence, these are to educate self-directed students who, upon graduation, will become quality professionals, contribute to the body of knowledge of the profession and provide leadership for the profession and society. This will be accomplished through incorporation of the liberal studies component of the student's bachelor's degree into graduate, professional education in Occupational Therapy. Accordingly, the goals of the program are to:

- develop quality entry-level occupational therapists whose practice is guided by occupational science and clinical reasoning;
- create life-long learners who will contribute to the body of knowledge of the profession;
- foster student attitudes and professional behaviors consistent with the missions of the university, college and program;
- assist the student to develop the skills necessary to provide leadership roles in the profession and society;
- provide students with the skills and problem-solving abilities to adapt and respond proactively to a changing health care system and society;
- provide professional resources, services, leadership and scholarship to the profession and community;
- foster an academic community in which its members participate actively in the development of self and society.

PROGRAMS OF STUDY

The post-baccalaureate program of study begins in the summer semester of the entering year with three required and foundational OT courses done in an online distance education format, with three required on-campus lab days for GOCCT513 Occupational Science & Analysis. Full-time, on-campus graduate course work starts in the fall semester and continues for three (3) years, with the summer between the first and second years off. The summer and fall semesters of the third year are spent in full-time clinical internships, followed by a capstone semester in the spring. (See the Curriculum below.)

Upon completion of the program a Master of Science degree is awarded and graduates are eligible to sit for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT; www.nbcot.org). Individuals with certain types of criminal records (felonies) may be barred from practicing occupational therapy at the national or state level. Individuals with criminal records should contact NBCOT (<http://www.nbcot.org>) and the occupational therapy licensing board of the state where they would like to practice prior to applying for admission to any OT program. Both of these organizations will do early evaluations of the criminal record as a means of determining if the student would be allowed to practice occupational therapy.

Clinical Experiences (Fieldwork I and Fieldwork II)

Fieldwork I: Earlier clinical experiences, which include 40 hour weekly or weeklong experiences in the clinic, are provided locally or within a reasonable proximity to the student's permanent residence. Each of three Fieldwork I experiences are a component of professional level course requirements for Psychosocial OT, Pediatric OT, and Physical Disability OT courses in the curriculum.

Fieldwork II: Clinical placements for the two 12-week full-time, clinical field work experiences are available throughout the United States, although most are located in Pennsylvania, New York and Ohio.

Thesis Requirements

Students are guided in their selection of a thesis topic and in the successful completion of the thesis experience. Students participate in a small group, original research project with a faculty mentor, which culminates in a publishable paper and multiple presentations of their thesis.

ADMISSION REQUIREMENTS

The program is designed as a full-time course of study, although part-time study may be designed with the student in special circumstances and with the Program Chair's approval.

Students in the final year of completion of a bachelor's degree are accepted into the program with a minimum 3.0 out of a 4.0 scale grade point average in college courses. GRE's are not required. Transfer credit for prerequisite courses will be completed on an individual basis but all transfer courses must fall at a "C" or higher level. Students may be accepted into the program contingent upon satisfactory completion of prerequisites at another university or may be accepted directly into the OT program if completing prerequisites at Gannon.

The following prerequisites must be completed before formal matriculation into the OT program:

- Intro to Psychology
- Psychopathology or Abnormal Psychology
- Intro to Sociology or a course in diversity
- Anatomy & Physiology I & II with lab (total of 8 credits)
- Developmental psychology or equivalent
- Physics (one semester survey or two semester full sequence)
- Statistics

*Additional requirements for all students

- Prior to matriculation in the program, students must complete their bachelor's degree and a minimum of 40 hours of observation in an OT setting; two different sites are preferred. After completing the hours the student must obtain signed verification from the facility that includes student's name, dates of observation, and number of hours completed.

- Deadline for applications is January 15; applications received after this deadline will be reviewed if space is available in the program
- Interested students must complete the “Student Self-Report Transcript Evaluation” in accordance with the OT program and Graduate Admissions office.
- Students must have demonstrated efficiency in using tools common to distance education. This might include a learning platform, special courses, or job experience. Students taking an online course at Gannon University will require internet access to utilize Blackboard for their coursework. Blackboard can be found in the <http://my.gannon.edu> portal. Blackboard supports the latest versions of Internet Explorer, Safari, Mozilla Firefox, and Chrome.

FINANCIAL AID

The program confers scholarships in the final two semesters of the program. Awards are based upon academic performance, professional behaviors, and leadership/career potential. Graduate and teaching assistant positions may be available in the final two semesters of the program. Graduate students at Gannon may also apply as Resident Advisors in the undergraduate dorms to defray college expenses.

ACCREDITATION

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Its graduates are therefore eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the certification examination. For further information on accreditation, the address and telephone number for ACOTE are 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; (301) 652-6611 x 2042.

CURRICULUM

OCCUPATIONAL THERAPY POST BS/BA SEQUENCE

First Year Summer

| | |
|---|---|
| GOCCT 501 Foundations of OT | 3 |
| GOCCT 513 Occup Science & Analysis | 3 |
| GOCCT 561 Theoretical Foundations of OT | 3 |
| Total 9 | |

First Year Fall

| | |
|--|---|
| GOCCT 505 Clinical Neuroscience | 4 |
| GOCCT 517 OT Intervention Psychosocial I | 3 |
| GOCCT 518 OT Intervention Psychosocial I Lab | 1 |
| GOCCT 542 Analysis of Human Movement | 3 |
| GOCCT 543 Analysis of Human Movement Lab | 1 |
| GOCCT 586 OT Medical Sciences | 3 |
| Total 15 | |

First Year Spring

| | |
|--|---|
| First Year Spring | |
| GOCCT 511 Neurorehab Techniques | 3 |
| GOCCT 512 Neurorehab Techniques Lab | 1 |
| GOCCT 519 OT Intervention: Psychosocial II | 4 |
| GOCCT 520 OT Intervention: Psychosocial II Lab | 1 |
| GOCCT 550 The Research Process or | 5 |
| GOCCT 552 Qualitative Research | 3 |
| Total 14/12 (depending on Research course) | |

Second Year Fall

| | |
|--|---|
| GOCCT 531 OT Intervention: Phys Disabilities I | 3 |
| GOCCT 532 OT Intervention: Phys Disabilities I Lab | 1 |
| GOCCT 537 OT Intervention: Pediatrics & Dev Disabilities I | 4 |
| GOCCT 538 OT Intervention: Pediatrics & Dev Disabilities I Lab | 1 |
| GOCCT 530 Community Based Intervention | 3 |
| GOCCT 650 Research Seminar | 3 |
| Total 15 | |

Second Year Spring

| | |
|---|---|
| GOCCT 533 OT Intervention: Physical Disabilities II | 4 |
| GOCCT 534 OT Intervention: Physical Disabilities II Lab | 1 |
| GOCCT 539 OT Intervention: Pediatrics & Dev Disabilities II | 3 |
| GOCCT 540 OT Intervention: Pediatrics & Dev Disabilities II Lab | 1 |
| GOCCT 630 Intervention Techniques for Gerontology” | 3 |
| GOCCT 640 Clinical Reasoning Seminar I | 3 |
| GOCCT 750 Thesis I | 1 |
| Total 16 | |

Third Year Summer/Fall

| | |
|--|---|
| GOCCT 660 Field Work Experience II (A) | 8 |
| GOCCT 661 Field Work Experience II (B) | 8 |
| Total 16 | |

Third Year Spring

| | |
|--|---|
| GOCCT 620 Entrepreneur Mgmt Practice in OT | 3 |
| GOCCT 710 Emerging Models of Practice | 3 |
| GOCCT 726 Advanced Intervention: Theory & Techniques | 2 |
| GOCCT 727 Advanced Intervention: Theory & Techniques Lab | 1 |
| GOCCT 730 Professional Issues Seminar | 3 |
| GOCCT 751 Thesis II | 3 |
| Total 15 | |

Total credits 100 (or 98 depending on Research course)

COURSE DESCRIPTIONS

GOCCT 501 Foundations of Occupational Therapy

3 credits

Development of Occupational Therapy as a profession; concepts of occupational role acquisition and role dysfunction; use of human occupation as therapeutic intervention; exploration of domains of practice of OT; scopes of practice of health professionals; health and wellness; health care delivery systems; disability; professional behavior. Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In-depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning.

GOCCT 505 Clinical Neuroscience

4 credits

Prerequisite: GOCCT 526 or Permission of Instructor

An in-depth study of the structure and function of the central nervous system relative to human behavior. Peripheral structures involved in sensorimotor function will be included. Clinical conditions and case studies, including their influence on occupational performance components and areas, will be utilized.

GOCCT 511: Neurorehabilitation Techniques

3 credits

Prerequisites: GOCCT 505

Corequisite: GOCCT 512

Analysis of various theoretical approaches to the treatment of central nervous system motor dysfunction throughout the life span. Topics will include neurodevelopmental, sensorimotor, and kinesiological approaches to motor dysfunction including relevant research findings. Current research regarding the efficacy of the various theoretical approaches will be explored.

GOCCT 512: Neurorehabilitation Techniques Lab

1 credit

Prerequisites: GOCCT 505

Corequisite: GOCCT 511

Laboratory will provide guided experiences in neurorehabilitation handling techniques, application to human occupations, clinical reasoning, case analyses and selected clinical experiences. Current research regarding the efficacy of the various theoretical approaches will be explored. Lab fee

GOCCT 513 Occupational Science & Analysis

3 credits

Analysis of occupation as a life organizer. Development of observational skills, problem solving approaches, the teaching-learning process, therapeutic use of self, and activity analysis. Laboratory will provide experience in and analysis of selected tasks of work, self-care and play/leisure. Lab Fee.

GOCCT 517: Occupational Therapy Intervention: Psychosocial I

3 credits

Co-requisite: GOCCT518

This is an integrated theory and practice course examining occupational therapy models for psychosocial treatment approaches based on the current research body of knowledge. Development of interpersonal skills, group leadership skills, and the therapeutic use of self are introduced. Areas explored include techniques for prevention, understanding of the process of group dynamics, remediation of role dysfunction within various cultures, populations, and diagnosis groups. OT Intervention: Psychosocial I is the first of two courses dealing with psychosocial dysfunction.

GOCCT 518: Occupational Therapy Intervention: Psychosocial I Lab

1 credit

Co-requisites: GOCCT517

This lab course provides students with hands-on experience in examining occupational therapy models for psychosocial treatment approaches based on the current research body of knowledge. Development of interpersonal skills, group leadership skills, and the therapeutic use of self are fostered. Areas explored include techniques for prevention, understanding of the process of group dynamics, remediation of role dysfunction within various cultures, populations, and diagnosis groups. Lab fee

GOCCT 519: OT Intervention: Psychosocial II

3 credits

Prerequisites: GOCCT 517; GOCCT 518

Co-requisite: GOCCT 520

This course integrates OT theory and practice and the use of self in a therapeutic manner (the intentional relationship) in relation to occupational therapy evaluations, interventions, and clinical fieldwork experiences. The basis for this course is mental health throughout the lifespan and this represents the course framework. Mental health diagnosis, signs, symptoms, medications, and behaviors will be presented. Fieldwork placements for this course will provide a dynamic and total experience of academic learning placed into clinical action with clients who experience mental health issues either primarily or secondarily in the community. This course includes traditional lecture, student presentations, and community-based fieldwork placements throughout the semester.

GOCCT 520: OT Intervention: Psychosocial II Lab

1 credit

Prerequisites: GOCCT 517; GOCCT 518

Co-requisite: GOCCT 519

This lab course integrates OT theory and practice and the use of self in a therapeutic manner (the intentional relationship) in relation to occupational therapy evaluations, interventions, and clinical fieldwork experiences. Course labs provide hands-on activities to strengthen concepts learned in lecture and provide a format for peer learning of evaluations, screens, and interventions. Lab fee

GOCCT 526 Structural Function of the Neuromusculoskeletal System

1 credit

The purpose of this course is to provide students with laboratory skills necessary for the understanding of the neuro-musculo-skeletal system sufficient to prepare them for progression to courses in the Occupational Therapy Program. The laboratory portion of the course will focus on functional anatomy of the musculo-skeletal system. It will concentrate on having the student identify the function of the bones, joints, and muscles, within the context of volitional movement.

GOCCT 530 Community-Based Intervention

3 credits

Prerequisite: GOCCT 519; GOCCT 520;

Corequisite: GOCCT 531; GOCCT 532; GOCCT 537; GOCCT 538

Therapeutic intervention with concentration on community-based practice and populations; special emphasis on the needs of the elderly; health/wellness programs; community centers; homeless populations; and special considerations in home health.

GOCCT 531: OT Intervention: Physical Disabilities I

3 credits

Prerequisites: OCCT 586; GOCCT 511; GOCCT 512; GOCCT 519; GOCCT 520

Co-requisites: GOCCT 532

This course examines the Occupational Therapy evaluation and treatment planning process as it relates to individuals with physical disabilities. Students will acquire information regarding evaluation of all areas of the Occupational Therapy domain: occupation; client factors; performance skills; performance patterns; and contexts and environments. Students will also gain knowledge of intervention planning, documentation, and specific intervention practice settings, as they relate to individuals with physical disabilities.

GOCCT 532: OT Intervention: Physical Disabilities I Lab

1 credit

Prerequisites: OCCT 586; GOCCT 511; GOCCT 512; GOCCT 519; GOCCT 520

Co-requisites: GOCCT 531

This lab course builds upon the information acquired in OT Intervention: Physical Disabilities I Lecture. Students will gain hands-on experiences related to evaluations, intervention planning, documentation, and specific intervention practice settings, as they relate to individuals with physical disabilities. Lab fee

GOCCT 533: OT Intervention: Physical Disabilities II

4 credits

Prerequisites: GOCCT 531; GOCCT 532

Co-requisite: GOCCT 534

This course explores the analysis and adaptation of the human and non-human environments in response to role dysfunction, as well as architectural barriers, orthotics, prosthetics, wheelchair prescription and management, adaptive equipment and assistive technology. OT interventions for specific adult physical disabilities

including orthopedic, neurological and general medical conditions are presented. Prevention and treatment interventions are explored as well as the psychosocial aspects of physical dysfunction and application of clinical reasoning through case studies and review of relevant research. Level I fieldwork in an adult Physical Disabilities setting included.

GOCCT 534: OT Intervention: Physical Disabilities II Lab

1 credit

Prerequisites: GOCCT 531; GOCCT 532

Co-requisite: GOCCT 533

This lab course builds upon the information acquired in OT Intervention: Physical Disabilities II Lecture. Students design and implement OT interventions for specific adult physical disabilities including orthopedic, neurological and general medical conditions. Prevention and treatment interventions are explored as students gain hands-on experience in the analysis and adaptation of the human and non-human environments in response to role dysfunction, as well as architectural barriers, orthotics, prosthetics, wheelchair prescription and management, adaptive equipment and assistive technology. Lab fee

GOCCT 537: OT Intervention: Pediatrics and Developmental Disabilities I

4 credits

Prerequisites: OCCT 586; GOCCT 511; GOCCT 512

Co-requisites: GOCCT 531; GOCCT 532; GOCCT 538

This course involves atypical development resulting in problems in role performance with interventions to address dysfunction in children. Role acquisition, competence, adaptation, and dysfunction from birth through adolescence in the areas of sensory, motor, perceptual, cognitive, and play will be addressed. Students will analyze appropriate use of specific assessments and treatment techniques from a range of theoretical frames of reference.

GOCCT 538: OT Intervention: Pediatrics and Developmental Disabilities I Lab

1 credit

Prerequisites: OCCT 586; GOCCT 511; GOCCT 512

Co-requisites: GOCCT 531; GOCCT 532; GOCCT 537

This course builds on information acquired in OT Intervention: Pediatrics and Developmental Disabilities I Lecture. Through hands on learning students analyze and utilize appropriate and specific assessments and treatment techniques from a range of theoretical frames of reference with guided practice along with clinical reasoning through case studies and active lab learning activities. The use of assistive technology will also be incorporated. Lab fee

GOCCT 539: OT Intervention: Pediatrics and Developmental Disabilities II

3 credits

Prerequisites: GOCCT 537; GOCCT 538

Co-requisites: GOCCT 540; GOCCT 533; GOCCT 534

This course is a continuation in knowledge acquisition of pediatrics and developmental disabilities building off of GOCCT 537 and

538. Students will learn how to provide pediatric O.T. intervention in a variety of settings and models, including educational, early intervention and medical rehab. Further learning surrounding child and adolescent development and specific treatment techniques from a range of theoretical frames of references will be included.

GOCCT 540: OT Intervention: Pediatrics and Developmental Disabilities II Lab

1 credit

Prerequisites: GOCCT 537; GOCCT 538

Co-requisites: GOCCT 539; GOCCT 533; GOCCT 534

This course provides students with the opportunity to apply and practice hands on application of the knowledge acquisition of pediatrics and developmental disabilities building off of GOCCT 537 and 538 and GOCCT 539 lecture. Students will practice assessment strategies, various treatment intervention and discharge planning related to a variety of settings and models, including educational, early intervention and medical rehab. Active learning lab activities including pediatric hand splinting, sensory based interventions and assistive technology/wheelchair procurement will be addressed. Level I Fieldwork in a pediatric setting will be included. Lab fee

GOCCT 542: Analysis of Human Movement

3 credits

Prerequisites: PHYS 101, A & P I and II, OCCT 314, OCCT 315

Co-requisite: OCCT 443

Analysis of movement from a musculoskeletal orientation with focus on motor, sensory and motor learning components of human movement and their impact on occupations such as work, self-care, and play/leisure. Clinical examples will be provided to connect lecture to real-life application. This course will also discuss the influence of neurological, biomechanical, and human/non-human environments on daily occupations.

GOCCT543: Analysis of Human Movement Lab

1 credit

Prerequisites: PHYS 101, A & P I and II, OCCT 314, OCCT 315

Co-requisite: OCCT 442

This course builds upon knowledge acquired in Analysis of Human Movement lecture, providing students with hands-on experiences regarding analysis of movement from a musculoskeletal orientation with focus on motor, sensory and motor learning and the impact on occupations such as work, self-care, and play/leisure.

GOCCT 550 The Research Process

4-5 credits

Using a comprehensive approach, this course is designed to stimulate student interest in the research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles and methods of scientific research to become discerning consumers of research.

GOCCT 552 Qualitative Research

3 credits

Prerequisite: Permission of Instructor

Using a comprehensive approach, this course is designed to stimulate student interest in the qualitative research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles, and methods of scientific qualitative research to become discerning consumers of research.

GOCCT 561 Theoretical Foundations of Occupational Therapy

3 credits

Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In-depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning.

GOCCT 586 Occupational Therapy Medical Sciences

3 credits

Signs, symptoms, medical management and pharmacological management of general medical, neurological, orthopedic and psychiatric conditions relevant to occupational therapy intervention.

GOCCT 590 Special Topics

1-3 credits

Prerequisite: Permission of Instructor

A course designed to provide in-depth study of a specific topic; objectives are determined on a course by course basis relative to the expertise of the faculty, needs of the students or relevance to a changing professional environment.

GOCCT 599 Independent Study

1-3 credits, Fall, Spring, Summer

An independent study whose objectives are determined collaboratively between student and instructor; designed to enrich a student's depth of study in a specific area.

GOCCT 620 Leadership and Management in OT

3 credits

Supervision and management theory and techniques with research review and application; role delineation; COTA and OTR collaborative intervention; quality assurance; program development; financial management; management methods in current healthcare systems and alternative work settings including funding resources; and developing independent small businesses in alternative settings.

GOCCT 630 Intervention Techniques for Gerontology

3 credits

Prerequisites: GOCCT 519; GOCCT 520; GOCCT 531; GOCCT 532

This course will explore various evidence-based strategies for improving health and functional independence of older adults.

Students will be introduced to the various age related changes that occur in the cardiovascular, pulmonary, musculoskeletal, neuromuscular, and information processing systems. Course content will be delivered primarily through lecture, discussions, and article reviews. Case studies and interactive clinical activities will allow students the opportunity to design and implement an occupational therapy screening, evaluation, plan of care, and treatment for individuals with a variety of diagnoses commonly encountered in the aging populations.

GOCCT 640 Clinical Reasoning Seminar

3 credits

Prerequisite: GOCCT 519; GOCCT 520; GOCCT 531; GOCCT 532; GOCCT 537; GOCCT 538

The Liberal Studies senior capstone is the culminating experience of the Core curriculum and therefore requires students to integrate knowledge and skills from their major study areas, Liberal Studies courses, and co-curricular experiences. The course emphasizes cultural competence, leadership, ethical reasoning, Catholic social teaching, and LIFECORE. Additionally, the OT capstone covers the analysis of therapeutic intervention as an interpretive process. Application of procedural, interactive, conditional and narrative reasoning to therapeutic intervention through selected case analysis across disabilities and the life span.

GOCCT 650 Research Seminar

3 credits

Prerequisite: GOCCT 550 or GOCCT 552

This course involves the systematic writing of the research proposal and application of the research process and methodologies as they apply to the field of occupational therapy. Focus is on the methods of research design, with critical analysis of its components including collection, analysis, and interpretation of data. Synthesizing the relationships of the problem, methodology, hypothesis, and data analysis will be pivotal in the course. This course will culminate in the production of an approved proposal, which will be the basis of the student's completed thesis.

GOCCT 660/661 Fieldwork Experience II (A) & II (B)

8/8 credits

Prerequisite: Satisfactory completion of all prior course requirements, permission of faculty

This course involves six months full-time clinical experience in two different occupational therapy settings and supervised practice of therapeutic assessment and intervention techniques. Students will gain experience in a wide variety of clinical conditions and age ranges.

GOCCT 710 Emerging Models of Practice

3 credits

This course will examine emerging models of practice in the field. These will vary, based upon current Occupational Therapy theory, practice and service delivery models. In-depth exploration and understanding of current healthcare policies; social, demographic,

and political issues driving the healthcare system; influences in delivery of services in OT. Informatics will be utilized as primary sources. Participants will examine new methods and settings in which to provide OT intervention and apply these in a local agency or organization. Participants will also evaluate the effectiveness of these services and modify them as needed.

GOCCT 726: Advanced Intervention: Theory and Techniques

2 credits

Prerequisites: GOCCT 660; GOCCT 661

Co-requisite: GOCCT 727

Emphasis is on advanced therapeutic intervention techniques and theories across age ranges. Analysis and adaptation of the human and non-human environments in response to role dysfunction; advanced modalities, refined handling techniques, advanced hand treatment, assistive technology application, and complementary and alternative therapies. Review of current research in all areas of practice and clinical reasoning through case studies.

GOCCT 727: Advanced Intervention: Theory and Techniques Lab

1 credit

Prerequisites: GOCCT 660; GOCCT 661

Co-requisite: GOCCT 726

This lab course builds upon concepts learned in GOCCT Advanced Intervention: Theory and Techniques Lecture. Emphasis is on hands-on application of advanced therapeutic intervention techniques and theories across age ranges, analysis, and adaptation of the human and non-human environments in response to role dysfunction; advanced modalities, refined handling techniques, advanced hand treatment, assistive technology application, and complementary and alternative therapies. Lab fee

GOCCT 730 Professional Issues Seminar

3 credits

Prerequisite: GOCCT 660; GOCCT 661

Co-requisite: GOCCT 726; GOCCT 727

Critical analysis of current professional issues will be examined in this course. Topics will include, but not be limited to: healthcare delivery systems, professional boundaries, regulatory agencies, specialization, validation of theory; analysis of current social, political, cultural and economic change; continuing professional development; contributions to the profession and society.

GOCCT 750/751 Thesis I and II

1/3 credits

Prerequisite: GOCCT 650, approval of the thesis director

This sequence builds on GOCCT 650 by further developing and complementing the group research proposal. Discussion leading to systematic investigation of a research problem including gathering and analyzing the data, synthesizing and discussing the information collected, and summarizing the conclusions.

Post Professional Occupational Therapy Doctorate (OTD) Degree

Program Director: Michele Karnes, Ed.D., M.S., OTR

INTRODUCTION

The mission of the post-professional Occupational Therapy Doctorate (OTD) program is to enable occupational therapists in any practice area to develop roles and skills beyond that of the therapist-clinician. Our program supports their development toward practitioner-scholars who can translate knowledge, including cross-disciplinary theories and research, into practice, and who are capable of serving as change agents in new and expanded arenas within the field of occupational therapy .

The post-professional OTD curriculum is designed to prepare practicing occupational therapists to become advanced practitioners capable of serving as evidence-based leaders. The capstone component is an integral part of the program. It is designed to develop occupational therapists with advanced knowledge/skills in one of the following eight areas: clinical practice, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. With a keen understanding of the responsibilities of the practicing occupational therapist that holds a master’s degree, this mission is accomplished by offering a two-year, part-time online program. It combines web-based instruction with a one-time campus visit to present the Capstone to faculty and students.

APPLICATION PROCESS

The Office of Graduate Admissions and the Occupational Therapy Doctorate Department receives and reviews applications for the post-professional OTD program on a monthly basis. The electronic application can be located at www.gannon.edu/grad. After completion of the application, candidates are required to submit supplemental materials to the Office of Graduate Admissions. This includes, but is not limited to, the following information: academic transcripts, OT licensure, AOTA national and state membership, curriculum vitae/resume, and references. Complete application instructions can be found at the www.gannon.edu/grad.

ADMISSION REQUIREMENTS

Acceptance requirements into the Post-Professional Occupational Therapy Doctorate program will be based on the following:

- Completed master’s degree (Occupational Therapy)
- Minimum graduate GPA of 3.0 on a 4.0 scale
- Active licensed as an OT (in the state they practice)
- AOTA & state OT organization membership
- Official transcript of completed master’s degree
- Curriculum vitae or professional resume
- Personal statement of professional and educational goals
- Three professional references
- Phone interview
- Completed graduate studies application

STUDENT SUCCESS ONLINE

Gannon’s Online Engagement Coordinator facilitates our online new student orientations, implements strategies to ensure that online students are active in their online courses, and provides general online student support through a variety of high-touch methods to engage students and support student retention efforts.

Gannon online students can reach out to our Office of Distance Education with general questions about online learning or how to remotely access Gannon’s comprehensive student services.

CURRICULUM

The post-professional Occupational Therapy Doctorate is a doctoral degree which is awarded upon the successful completion of the following 34 credits:

| | |
|---|-----------|
| Summer I – Total credits | 6 |
| DOCCT 900 Applied Research in Clinical Practice | 3 |
| DOCCT 903 Advanced Occupations | 3 |
| Fall I – Total credits | 5 |
| DOCCT 905 Capstone 1 | 2 |
| DOCCT 844 Community Based Interventions | 3 |
| Spring I – Total credits | 5 |
| DOCCT 906 Capstone 2 | 2 |
| DOCCT 873 Emerging Models of Practice in OT | 3 |
| Summer II – Total credits | 6 |
| DOCCT 910 Advanced Leadership and Ethics | 3 |
| DOCCT 912 Reasoning and Evidenced-Based Practice | 3 |
| Fall II – Total credits | 6 |
| DOCCT 916 Analysis of Policy and Change in OT | 3 |
| DOCCT 918 Teaching in Practice and Community | 3 |
| Spring II – Total credits | 6 |
| DOCCT 907 Capstone Project | 3 |
| DOCCT 871 Entrepreneurial Management Practice in OT | 3 |
| Total Credits | 34 |

COURSE DESCRIPTIONS

DOCCT 844 Community Based Interventions

3 credits

This course provides therapeutic intervention via programming development, with concentration on community-based practice and populations. There is a special emphasis on the needs of the elderly, health/wellness programs, the homeless, and the child and youth populations, home care programming and interventions, and community partner identification, development, and relationship cultivation. Through the program development process, the student will learn, understand, and implement community programs for identified facilities and populations.

DOCCT 871 Entrepreneurial Management Practice in OT

3 credits

Administrative and organizational theory applied to occupational therapy service delivery. Content includes personnel relationships and supervision, systems analysis, program planning, budgeting, space and facilities planning, communication, and programs for staff and student development. The course also includes marketing, the professional association, national certification, state regulations, productivity, quality assurance, and an overview of ethics and legal issues. All management and organizational topics are viewed within the perspective of the dynamics of the health care industry.

DOCCT 873 Emerging Models of Practice

3 credits

This course will examine emerging models of practice in the field. These will vary, based upon current Occupational Therapy theory, practice and service delivery models. In-depth exploration and understanding of current healthcare policies; social, demographic, and political issues driving the healthcare system; influences in delivery of services in OT. Informatics will be utilized as primary sources. Participants will examine new methods and settings in which to provide OT intervention and apply these in a local agency or organization. Participants will also evaluate the effectiveness of these services and modify them as needed.

DOCCT 900 Applied Research in Clinical Practice

3 credits

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies from lowest to highest levels of evidence in terms of purpose of study, question formulation, methodological features and significance of findings for application in practice.

DOCCT 903 Advanced Occupations

3 credits

This is a course in the study of occupation performance analysis. Through various learning activities, students develop and communicate mechanisms to infuse a lifelong learning model to professional practice. This course will also examine the role of occupation in enhancing the health of populations through health promotion, health education and prevention of illness.

DOCCT 905 Capstone 1

2 credits

Capstone I is designed as a self-directed and professional exploration and development course of study. It is the stage that focuses the ppOTD student on where they are now; where they want to go, and how they will get there. During Capstone I the ppOTD student is laying the foundation for what comes next. A series of journals, annotations, and learning how to formulate objectives rounds out the beginning capstone course.

DOCCT 906 Capstone 2

2 credits

Capstone 2 is an extension of Capstone 1. The goal is to develop skill sets in a particular area (beyond that of a generalist level) as part of the process of formulating the objectives and completing the culminating Capstone project.

DOCCT 910 Advanced Leadership and Ethics

3 credits

This course will examine leadership roles, practices and ethical responsibilities as they relate to diverse organizational settings. Evolving leadership theories and styles will be explored as well as ethical dilemmas. Students will identify strategies for improving personal and professional responsive leadership efforts after analyzing their own leadership strengths. Self-reflection, self-discovery, integrity, credibility as well as other leadership concepts and themes will influence this course.

DOCCT 912 Reasoning & Evidenced-Based Practice

3 credits

This is a course for occupational therapists designed to develop essential skills for conducting evidence-based practice. It will focus in detail on appraising the internal, external, and statistical validity of evidence related to intervention effectiveness and predicting client outcomes. The course proceeds to examine evidence gathered using a variety of quantitative methods including group designs and meta-analytic approaches. Readings are selected from a variety of peer-reviewed journals related to health and disability to introduce students to the interdisciplinary literature that may provide valuable evidence for occupational therapy practice.

DOCCT 916 Analysis of Policy and Change in OT

3 credits

This course provides students with an introduction to health care change and examination of policies related to occupational therapy in the United States. Students will review the history of disability policy, and examine social, medical and political models and their influence on the delivery of health care and occupational therapy practice. An understanding of political process related to health care and major players in policy development will be explored along with the use of advocacy on micro and macro levels. Critical analysis of the use and impact of clinical outcome measures in occupational therapy and their effect on policy making will be covered.

DOCCT 918 Teaching in Practice and Community

3 credits

This course will examine the foundations of adult learning as well as their application in educating the public and addressing health literacy. This course identifies the advanced practitioner's role in various practice settings and the impact of ethical, political, legal, socio-cultural, and economic factors affecting programmatic goals. This course will explore personal teaching and learning styles and Boyer's Scholarship of Teaching.

DOCCT 907 Capstone Project

3 credits

During this course students complete a final project that demonstrates the synthesis of occupational therapy theory, evidence-based practice principles and advanced knowledge in a practice area. Students demonstrate skills of self-direction, self-sufficiency, independence and professionalism expected of therapists prepared at the doctoral level. The final component of the course requires the student to complete a professional written report and oral presentation.

Organizational Learning and Leadership

Program Director: Bill Hallock, Ed. D.

INTRODUCTION

The Doctor of Philosophy in Organizational Learning and Leadership is an interdisciplinary program devoted to theory and research in the areas of leadership and organizational studies. As such, the program prepares students to identify, analyze, and affect myriad issues underlying organizational processes and the dynamics of leadership. Program participants are provided with the conceptual and analytic means necessary to work effectively in a diverse range of social organizations spanning the corporate, non-profit, entrepreneurial, education, higher education, health care, religious and civic communities.

The Ph.D. is an academically rigorous program designed to accommodate the schedules of full-time working professionals. Courses are held on nights and weekends, with students progressing as a cohort through a prescribed sequence of courses that includes summer instruction. The program utilizes a combination of classroom seminars and the possibility of independent study to integrate intellectual content with students' professional experiences and individual aspirations. Students and faculty share responsibility for providing contributions that enhance the quality of the learning environment for everyone.

Curricular requirements for the Organizational Learning and Leadership Program includes three components: 1) Multidisciplinary Theory and Research Core, 2) Individualized Foundations and 3) Doctoral Dissertation. The Multidisciplinary Theory and Research Core (42 credits) consists of coursework covering theory, research and practice pertaining to leadership and organizational studies supported by a sequence of courses devoted to social research methods and statistics. The Individualized Foundations (18 credits) component is a combination of transfer credits, elective courses and/or independent study germane to leadership, learning, and social organizations that is tailored to a student's professional orientation and aspirations. The Doctoral Dissertation (6 credits) consists of a supervised research project carried out under a faculty advisor after completing core degree requirements.

Course work contained in the Multidisciplinary Theory and Research Core is typically completed over a three year period of continuous enrollment, taking two courses in each of the Fall and Spring semesters and one course during the summer (see typical course

sequence outlined below). Core courses must be completed before commencing Doctoral Dissertation credits. Courses satisfying the Individualized Foundations may be completed prior to, or concurrent with, other required coursework.

DEGREE OFFERED

The Organizational Learning and Leadership program offers a Doctor of Philosophy Degree (Ph.D.) It combines a broad examination of theory and research with mastery of the tools to create new knowledge, engendering competence for application and practice in a wide variety of academic and professional roles and settings.

PHILOSOPHY

The Doctor of Philosophy in Organizational Learning and Leadership is an interdisciplinary program devoted to the academic exploration of theory, research and practice pertaining to social organizations and leadership. The program is designed to prepare graduates who can effectively analyze organizational and leadership processes, conduct research, address challenges and enhance effectiveness in formal and informal organizations, while contributing to scholarship in leadership and organizational studies

Among the goals embraced by the graduate programs of Gannon University is the preparation of students for leadership, scholarship, and service in contexts of an increasingly global environment. These goals provide foundation for the objectives of this program which address the need for academically prepared individuals, serving in multiple capacities as members or leaders of organizations, to negotiate persistent challenges and continuous change. Every student in the Organizational Learning and Leadership Program is challenged to acquire capacity for effecting adaptive change and developing leadership capacity within themselves and the organizations in which they participate.

OBJECTIVES

- Develop the knowledge and analytic capacity to lead an organization in adapting, evolving, and learning in an ever-changing environment. (*leadership*)
- Provide students with a breadth of knowledge to facilitate examination of issues and opportunities from diverse systemic and social psychological perspectives. (*analytic perspective*)
- Develop capacity to identify creative, innovative responses to issues and opportunities in professional and organizational settings. (*innovation/change*)
- Facilitate development of advanced analytic and problem solving capacities grounded in sound research. (*research and analysis*)

TECHNOLOGY

Students will be taught primarily in traditional classroom settings supported by the Blackboard Course Management System. Experiential and project-based learning activities are integrated throughout the curriculum. Some courses include an element of

independent study involving the integration or application of material learned in the classroom or under individual faculty consultation. Coursework in quantitative analysis includes instruction in the use of the Stata statistical software package.

ADMISSIONS REQUIREMENTS

Applicants must hold a master's or other post-baccalaureate professional graduate level degree from a regionally-accredited institution of higher education. Applicants should have a minimum graduate GPA of 3.5 on a 4.0 scale, and at least two years of post-baccalaureate work experience. Admission is based on a review of a total profile with careful attention paid to the fit between the needs and aspirations of the student, and the learning objectives of the program.

Each applicant must submit the following information:

- A completed application providing demographic, employment, and academic information
- Copies of the Graduate Record Exam taken within the past three years reflecting quantitative, verbal, and analytical writing scores
- Three letters of recommendation conforming to the format provided in the application package
- Transcripts of all previous college work
- A resume delineating the scope, responsibilities, and functions of all positions held within the past five years
- A Statement of Purpose (limited to 500 words) that summarizes the perceived value of the OLL doctoral program for the applicant's personal and professional growth.

Applicants for whom English is not their first language may be required to submit scores from the Test of English as a Foreign Language and Test of Written English along with a financial declaration and supporting documentation.

Prospective students are encouraged to contact the Program Director early in the application process to discuss alignment of educational aspirations with programmatic goals and to address any questions regarding admissions requirements: Bill Hallock, Ed.D. (814) 871-7136 email: hallock002@gannon.edu.

DISSERTATION

The doctoral dissertation is the capstone element of the Ph.D. The doctoral dissertation is an original piece of research, conducted under the supervision of a faculty advisor, on a topic of intellectual interest to the student that offers a meaningful contribution to the existing literature. The format of the dissertation may be pure or applied research, which will be decided by the student and dissertation advisor with final approval given by the dissertation advisor. Work on the dissertation begins following completion of all coursework in the Multidisciplinary Theory and Research Core. The Core course sequence is designed to prepare students for working with a faculty advisor to identify and articulate a coherent research proposal. Each student will select a member of the OLL faculty to serve as

Chair of their Dissertation Committee. This faculty member will provide guidance in the development of a viable research question, an effective plan of inquiry and analysis, articulation of findings, and interpretation of results. Both the research proposal and final dissertation must be defended before a three member committee of qualified faculty selected in consultation with the faculty advisor, and carried out in compliance with the Institutional Review Board, concerning the ethical treatment of research participants. Dissertations are to be carried out in conformity with the most recent version of the Dissertation Guidelines for Doctoral Candidates and Style and Form Manual maintained and disseminated by the Program Director. While working on the dissertation, students are required to register for at least one (1) GOLL 899 Dissertation credit each semester until the dissertation is completed (see Continuous Enrollment Policy below).

STATUTE OF LIMITATIONS

Gannon University's policy for doctoral level study is that all students must complete their coursework and dissertation within seven (7) years of matriculation in a program. Students enrolled in the Organizational Learning and Leadership Program will be expected to meet this requirement following commencement of coursework in the multidisciplinary theory and research core. (i.e., when cohort coursework begins).

CONTINUOUS ENROLLMENT POLICY

A student admitted to the doctoral program must register each fall and spring semester for a minimum of 3 graduate credits from original matriculation until the completion of all course requirements. When these requirements are met, doctoral students must register for a minimum of 1 credit each fall and spring semester until final copies of the dissertation are submitted and approved by the Program Director. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships or needing to maintain appropriate visa status may be required to register for more than 1 credit to meet full-time status requirements. These students should check with the program director regarding such requirements to ensure that they remain qualified for funding and/or in good standing. Doctoral students do not have to register for graduate credits during summer sessions unless they plan to make use of University facilities or faculty time.

Unless excused by an official Leave of Absence (which in no case may exceed one year throughout the student's degree program), all doctoral students are subject to the Continuous Enrollment Policy and must pay tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. No tuition or registration waivers will be applied retroactively. In accordance with university policy, students may not utilize a Leave of Absence to pursue courses in another graduate program at Gannon University.

TRANSFER CREDITS

Students who have graduate credits beyond 30 for their Master's or Professional degree are eligible to transfer up to 15 credits from another college/university. Credits for transfer must meet the requirements for the Foundations portion of the doctoral program. No credits may be transferred for the Core or Dissertation portions of the program. Approval of all transfer credits is at the discretion of the Program Director.

ACADEMIC STANDARDS

All students in the OLL-Ph.D. program are required to demonstrate good progress toward degree completion, both in their individual assigned coursework and summative performance scores. Respecting performance criteria in individual courses, the faculty instructor of record establishes standards for assessing student performance and monitoring progress toward mastery of curricular content throughout the semester. Summative performance scores awarded by faculty are based on criteria established in each course syllabus. Quality points based on these scores, awarded in accordance with university policy, determine overall grade point average.

In addition to university guidelines governing Graduate Student Academic Action, the following standards are established for students in the OLL-Ph.D. program, respecting cumulative performance in the doctoral program:

- Students earning a score of C+ or lower in any pre-requisite course may be required to repeat the course prior to registering for subsequent courses that build upon that knowledge base.
- Irrespective of overall GPA, students accumulating two or more C+ scores on their core doctoral course work may be dismissed from the program.
- Courses in the doctoral core may only be repeated once in an attempt to raise a score of C+ or lower.

Permission to waive requirements for Academic Performance Standards respecting pre-requisite courses must be obtained from both the Program Director and the faculty of record for any subsequent courses. Doctoral students whose cumulative performance falls below these standards will be dismissed from the program.

THE CURRICULUM

I. Multidisciplinary Theory & Research Core. (42 credits)

Courses in the Multidisciplinary Theory and Research Core are taken in a prescribed order determined by the Program Director for each cohort. Students unable to maintain pace with their cohort due to either academic or personal factors must meet with the Program Director to amend their Individualized Curriculum Plan (ICP) to reflect and an alternate course sequence for fulfilling Core requirements that satisfies established pre-requisites. Students unable to maintain a two-course per semester pace may also approach the Program Director to work out an alternate course

sequence for fulfilling Core requirements. Under no circumstances will an amended course sequence extend the 7 year statute of limitations governing the completion of graduate degrees at Gannon University.

• **Multidisciplinary Theory Core (27 credits)**

| | | |
|----------|--|---|
| GOLL 801 | Advanced Organizational Theory | 3 |
| GOLL 802 | Advanced Leadership Theory | 3 |
| GOLL 811 | Psychosocial Dimensions of Leadership | 3 |
| GOLL 812 | Organizational Analysis: Structure and Design | 3 |
| GOLL 813 | Case Analysis of a Learning Group | 3 |
| GOLL 814 | Leading Organizational Culture and Change | 3 |
| GOLL 815 | Quality Management and the Learning Organization | 3 |
| GOLL 816 | Developing Leadership Capacity | 3 |
| GOLL 817 | Global Perspectives on Learning and Leadership | 3 |

• **Research Core (15 credits)**

| | | |
|----------|--------------------------|---|
| GOLL 818 | Doctoral Statistics I | 3 |
| GOLL 819 | Doctoral Statistics II | 3 |
| GOLL 821 | Research Methods I | 2 |
| GOLL 822 | Research Methods II | 2 |
| GOLL 823 | Research Methods III | 2 |
| GOLL 896 | Dissertation Seminar I | 1 |
| GOLL 897 | Dissertation Seminar II | 1 |
| GOLL 898 | Dissertation Seminar III | 1 |

II. Foundations: Learning, Leadership, and Cognates (18 credits)*

Requirements for the Foundations may be satisfied through a combination of transfer credits and/or courses taken concurrently while completing the Multidisciplinary Core or Doctoral Dissertation components of the program. Courses satisfying the Foundations requirement must be taken at the masters' level or above. Qualifying courses are selected to satisfy the following content specifications:

- **Learning (6 credits)** - This set of coursework focuses on learning theory and factors affecting the dynamics of organizational learning, including curriculum and instruction, training and development, needs assessment, human resource management, research and evaluation methodologies, quality management, processes of learning, and human development.
- **Leadership (6 credits)** - This set of coursework focuses on leadership theory and factors affecting the dynamics of organizational leadership including organizational behavior, context, change, culture and issues of organizational ethics and globalization.
- **Cognates (6 credits)** - This includes post-masters course work relevant to the student's career plans or dissertation, including pre-requisite Fundamentals of Applied Statistics (GOLL 806) and Directed Readings (GOLL 799) taken with a student's dissertation advisor.

* Transfer courses for the Individual Foundations cannot exceed 15 credits. Foundations courses to be taken after beginning the Multidisciplinary Theory and Research Core, whether at Gannon or another college/university must be selected in consultation with the Program Director.

III. Doctoral Dissertation. (6 credits)

After completing all courses in the Multidimensional Theory and Research Core, students must register for a minimum of one (1) credit of dissertation with their selected faculty advisor in each ensuing Fall and Spring semester until satisfying the dissertation requirement. Summer registration is only required if a student is actively working with their faculty advisor during the summer months. A minimum of 6 credits of dissertation credits are required. Additional dissertation credits are required only if a student has not completed the dissertation, or other requirements for graduation, and wishes to maintain their status in the OLL-PhD program until the 7 year limit is reached, in order to satisfy outstanding requirements for graduation.

| | | |
|----------|--------------|-----|
| GOLL 899 | Dissertation | 1-3 |
|----------|--------------|-----|

IV. Typical Course Sequence

The exact course sequence for each cohort is determined by the Program Director in consideration of a number of factors including: course prerequisites, content demands and workload, faculty availability, teaching loads, and scheduling conflicts among concurrent cohorts. Students will be advised by the Program Director which courses they should register for each semester as soon as the schedule has been finalized. The general order of courses to be taken, other factors notwithstanding, has been established as follows:

Year 1

Fall Semester

| | | |
|----------|---|---|
| GOLL 812 | Organizational Analysis: Structure and Design | 3 |
| GOLL 821 | Research Methods I | 2 |
| GOLL 896 | Dissertation Seminar I | 1 |
| Total | | 6 |

Spring Semester

| | | |
|----------|-----------------------------------|---|
| GOLL 802 | Advanced Leadership Theory | 3 |
| GOLL 813 | Case Analysis of a Learning Group | 3 |
| Total | | 6 |

Summer

| | | |
|----------|------------------------------------|---|
| GOLL 806 | Fundamentals of Applied Statistics | 3 |
| Total | | 3 |

Year 2

Fall Semester

| | | |
|----------|--|---|
| GOLL 801 | Advanced Organizational Theory | 3 |
| GOLL 815 | Quality Mgmt and the Learning Organization | 3 |
| Total | | 6 |

Spring Semester

| | | |
|----------|-------------------------|---|
| GOLL 822 | Research Methods II | 2 |
| GOLL 897 | Dissertation Seminar II | 1 |
| GOLL 818 | Doctoral Statistics I | 3 |
| Total 6 | | |

Summer

| | | |
|----------|--------------------------------------|---|
| GOLL 811 | Psychosocial Dimension of Leadership | 3 |
| Total 3 | | |

Year 3

Fall Semester

| | | |
|----------|---|---|
| GOLL 814 | Leading Organizational Culture & Change | 3 |
| GOLL 819 | Doctoral Statistics II | 3 |
| Total 6 | | |

Spring Semester

| | | |
|----------|--|---|
| GOLL 817 | Global Perspectives on Learning and Leadership | 3 |
| GOLL 816 | Developing Leadership Capacity | 3 |
| Total 6 | | |

Summer

| | | |
|----------|--------------------------|---|
| GOLL 823 | Research Methods III | 2 |
| GOLL 898 | Dissertation Seminar III | 1 |
| Total 3 | | |

Years 4 – 7

| | | |
|----------|------------------------------------|---|
| Fall | | |
| GOLL 899 | Dissertation 1 credit (minimum) | 1 |

Spring

| | | |
|----------|------------------------------------|---|
| GOLL 899 | Dissertation 1 credit (minimum) | 1 |
|----------|------------------------------------|---|

Summer

| | | |
|----------|---|---|
| GOLL 899 | Dissertation (conditional - see Dissertation specifications above) | 1 |
|----------|---|---|

in the pursuit of shared goals. The course originates from a view of the organization as a system embedded in an environmental context. Students will investigate how resource dependencies confer power to certain firms and expose others to dependencies. Students will participate in discussions about organizational processes that allow firms to integrate strategy, structure and internal process in an attempt to best adapt to environmental change. The course will focus on major contemporary topics, issues, and contributions from the literature, with emphasis on the effective integration of human capital within the formal structure of the firm. It will also stress the applicability of the theory of organizing to all forms of organizations: public and private, for profit and not-for-profit.

GOLL 802 Advanced Leadership Theory

3 credits

Prerequisites: GOLL 821 Research Methods I, GOLL 896 Dissertation Seminar I

This doctoral seminar provides a context for the scholarly analysis, critique and synthesis of foundational theories of leadership, including classical, traditional, contemporary and emergent perspectives. Principles and techniques of comparative theoretical analysis are introduced, demonstrated and applied throughout the course. The fundamental tenets of each theory introduced are considered in relation to tenable propositions, accrued evidence, organizational utility, and unanswered questions. Throughout the course, comparative analysis and critique of leadership theory is fostered with respect to the perennial questions informing research and scholarship in the field of leadership studies, culminating in the formulation of a conceptual framework for advancing the limits of existing knowledge.

GOLL 806 Fundamentals of Applied Statistics

3 credits

This course is an introduction to the fundamentals of applied statistics. Throughout the course you will be using a hand-calculator and statistical software to generate exploratory, univariate, bivariate, and basic multiple variable analyses. The main emphasis in applied statistics is practical application of statistical methods. Critical evaluation of each application is an important element of this process.

GOLL 811 Psychosocial Dimensions of Leadership

3 credits

Prerequisite: GOLL 802 Advanced Leadership Theory

This advanced doctoral seminar introduces and explores significant psychological and social constructs that mediate or moderate leadership behavior and effectiveness. Theories of motivation, personality, identity, self-concept, cognition, emotion, psychosocial development, and the dynamics of power and influence are explored, as they relate to the manifestation of leader and follower behavior in organizational settings. Interdisciplinary research illustrating the pervasive role and function of psychosocial factors in the construction and understanding of leadership processes provides a context for developing more nuanced approaches to advancing leadership theory and practice.

COURSE DESCRIPTIONS

GOLL 799 Directed Readings

3 credits

Prerequisite: Permission

Directed Readings is a review of literature relating to a specified academic domain identified by the student in collaboration with the instructor. It is applicable for Individual Foundations credits only.

GOLL 801 Advanced Organizational Theory

3 credits

Prerequisite: GOLL 802 Advanced Leadership Theory, GOLL 812 Organizational Analysis: Structure and Design

This course is designed to enhance understanding of the organization as a vehicle for a group of people to organize and utilize resources

GOLL 812 Organizational Analysis: Structure and Design

3 credits

This course will provide students with an understanding of the structural framework of organizations, fundamental design decisions, and their implications for organizational performance. Through the course, students will be introduced to approaches to the study of organizations including instruments and techniques for organizational analysis. Students will apply relevant theory and analytical processes to identify the fit between organizational environment, strategy, work and structure. Current issues including the impact of information technology and globalization on structural design will also be explored.

GOLL 813 Case Analysis of a Learning Group

3 credits

The purpose of this course is to create a group capable of analyzing its own processes using the self-analytic/training group approaches of Kurt Lewin and Robert F. Bales. In this context each individual examines his/her own interpersonal behavior and self-image that develops over the course of the group experience. Collectively, group members undertake exploration and analysis of member interactions and assess their systemic effect on the development of the group. In essence, group members seek to examine explicitly their individual *actions* and *reactions* to one another, enhance their conscious awareness of interpersonal processes, and explore avenues whereby a group can better understand itself. The course involves a series of recorded working sessions followed by replay of each. Feedback is provided to group members through their completion of SYMLOG Rating forms – a series of methods developed to document the structural development of groups.

GOLL 814 Leading Organizational Culture and Change

3 credits

Prerequisites: GOLL 811 Psychosocial Dimensions of Leadership
This course focuses on the role of leaders in understanding and managing the reciprocal processes of organizational culture and change. Normative and ethnographic approaches to analyzing organizational culture are introduced as core competencies for affecting change. Classical content and process theories of change are explored with respect to individual, social and anthropological implications. Cultural dynamics and processes of acculturation in organizations are examined in the context of evolutionary, teleological, life cycle, political and social cognitive perspectives on leading change. A model of organizational change in cultural context is introduced, along with research tools and strategies for assessing the extent to which leaders influence cultural dynamics and change processes in organizations.

GOLL 815 Quality Management and the Learning Organization

3 credits

Prerequisites: GOLL 801 Advanced Organizational Theory, GOLL 812 Organizational Analysis: Structure and Design

Throughout the second half of the twentieth century two paradigms have held prominent positions in organizational development theory and practice: quality management and the learning organization. The former, in many of its applications, has focused on efficiency, control, and standardization with the expectation of cost savings that will positively impact the bottom line. The latter focuses on effectiveness through enabling learning at all levels throughout the organization to promote flexibility and adaptation. Peter Senge proposed a unifying conceptual framework that views quality management as the first wave in building learning organizations. This course will explore these two paradigms, their implications for leadership and organizations and the challenges to implementing them in ways that enable today's organizations to realize the benefits of both.

GOLL 816 Developing Leadership Capacity

3 credits

Prerequisites: GOLL 802 Advanced Leadership Theory, GOLL 814 Leading Organizational Culture and Change

This theory-based, experiential capstone course enables students to master state-of-the-art techniques for developing leadership capacity in individuals, organizations and communities. Theories of adult development and models of leadership development provide a foundation for introducing an array of effective strategies proven to enhance leadership potential. Research on the efficacy of intervention strategies guides the application of leadership theories for purposes of assessment, interpretation and construction of targeted developmental plans.

GOLL 817 Global Perspectives on Learning and Leadership

3 credits

Prerequisites: GOLL 802 Advanced leadership Theory, GOLL 814 Leading Organizational Culture and Change

The continuing trend towards globalization had resulted in a growing need for leaders who can work effectively in multicultural contexts. In addition, it has prompted new questions about the extent to which current leadership and learning models translate effectively to non-Western cultures. This course will examine what constitutes effective learning and leadership across cultures. It will explore how approaches to learning and leadership can be adapted to align with varying cultural contexts. Students will also identify ways in which leaders can be prepared for expatriate assignments.

GOLL 818 Doctoral Statistics I

3 Credits

Prerequisite: GEDU 806 Fundamentals of Applied Statistics
Doctoral Statistics I is a second course in applied statistics. It assumes knowledge of fundamental statistical methods including;

measures of central tendency and variability, hypothesis testing, basic graphics, analysis of variance and/or regression analysis. This course begins with a brief review of these topics. Following review coverage will include contingency tables and odds ratios, variable transformations, analysis of variance, analysis of covariance, multiple regression, and regression diagnostics. Instruction in the use of statistical software for all calculations is provided.

GOLL 819 Doctoral Statistics II

3 Credits

Prerequisite: GOLL 818 Doctoral Statistics I

Doctoral Statistics II is a continuation of the OLL Program's sequence in applied statistics. The goals for students in this course are; 1) to demonstrate the ability to employ models in which quantitative and categorical variables are used as explanatory and response variables and, 2) to develop competence in utilizing multivariate techniques for detecting latent constructs from measured variables. Methods for regression criticism covered in Doctoral Statistics I will be incorporated throughout.

GOLL 821 Research Methods I

2 credits

Co-requisite: GOLL 896 Dissertation Seminar I

Providing an introduction to the fundamentals of social and behavioral research, this course provides a conceptual framework for doctoral students in Organizational Learning and Leadership to understand the conceptual foundations underlying effective research design. Students will begin to understand how research methods are predicated upon the theoretical frameworks and research questions or hypotheses derived from a comprehensive review pertinent literature in relevant disciplines. Students will learn how to evaluate existing research using a variety of theoretical and methodological perspectives. As a result of developing a greater understanding of research methods, students will demonstrate the ability to critique the efficacy of research methods used in a various types of published research.

GOLL 822 Research Methods II

2 credits

Prerequisites: GOLL 821 Research Methods I and GOLL 896 Dissertation Seminar I

Co-requisite: GOLL 897 Dissertation Seminar II

This course focuses on the conceptual and pragmatic issues involved in designing and justifying defensible research proposals. By exploring a broad range of quantitative and qualitative research methodologies the course emphasizes decision and selection criteria to be considered in making choices regarding the role of the investigator, empirical design, methods of data collection, population and sample selection, data analysis and interpretation of results.

GOLL 823 Research Methods III

2 credits

Prerequisites: GOLL 822 Research Methods II and GOLL 897 Dissertation Seminar II

Co-requisite: GOLL 898 Dissertation Seminar III

This course covers the social, technical, institutional and ethical dimensions of developing and defending doctoral-level research proposals. Guidance is provided for selecting and working with a committee chair, stating researchable problems and hypotheses, organizing and presenting scholarly arguments, developing a theoretical framework, selecting instrumentation, sampling and gaining access to populations, anticipating and addressing ethical concerns, and obtaining IRB approval. Understanding the structural elements of proposal writing will be emphasized, as well as considerations pertaining to the organization and presentation of ideas, issues relating to motivation and writing, organizing literature reviews, and developing a theoretical framework. The importance of articulating explicit plans for conducting data analysis, protecting human subjects, preserving data integrity, and preparing for an oral defense of design decisions will be stressed.

GOLL 890 Special Topics

1 to 3 credits

GOLL 896 Dissertation Seminar I

1 credit

Co-requisite: GOLL 821 Research Methods I

In this seminar, students assume responsibility for exploring the conceptual and practical foundations of social and behavioral research applied to the study of organizational learning and leadership. Basic concepts and practical skills are explored through group activities designed to foster transformative learning. Students will gain practice reading and searching the research literature, operationalizing variables, redesigning research studies, and considering fundamental epistemological issues underlying empirical approaches to understanding human behavior.

GOLL 897 Dissertation Seminar II

1 credit

Prerequisites: GOLL 821 Research Methods I and GOLL 896 Dissertation Seminar I

Co-requisite: GOLL 822 Research Methods II

In this seminar, students will be investigating the research process by selecting a specific research methodology tied to a theoretical framework and research question developed in Research Methods II. Progress in the sequential steps of developing and discussing the strengths and limitations of a research strategy will be presented and discussed each week in class. The combination of presenting the development of each component and receiving peer facilitation and feedback is intended to strengthen your skills in selecting, defending and implementing a dissertation proposal.

GOLL 898 Dissertation Seminar III

1 credit

Prerequisite: GOLL 822 Research Methods II and GOLL 897 Dissertation Seminar II

Co-requisite GOLL 823 Research Methods III

This course prepares students to deal effectively with the psychosocial, emotional and spiritual dimensions of developing, defending and executing doctoral research. The process of completing a doctoral dissertation presents personal challenges relating to time management, balancing competing priorities, overcoming writing blocks, developing discipline, and maintaining commitment to a goal. Doctoral candidates often face competing demands, negative environmental cues, social or institutional detractors, and internalized messages that foster a fear of success, the threat of failure, and the unknown consequences of achieving a life intension. This course provides students an opportunity to acquire life skills for navigating these common impediments to translating their academic aspirations into reality.

GOLL 899 Dissertation

1-6 credits

Prerequisites: GOLL 821, 822, 823 Research Methods I, II, III; GOLL 896, 897, 898 Dissertation Seminar I, II, III; GOLL 818, 819 Doctoral Statistics I, II; Doctoral Candidate Status

The dissertation is the capstone experience in a student's academic career. In addition to supplementing a body of knowledge, it represents an original piece of work that establishes the student as an expert on a specific topic. The dissertation project should make a contribution to professional practice and/or knowledge. It should embrace the skills and knowledge that student has gained from course work, readings, and discussions. The doctoral candidate should have a passion to investigate and analyze an issue or practice aspect that will increase others' understanding of it through his or her research. Dissertations will be individual projects.

Pastoral Studies

Program Director: Eric S. Dart, Ph.D.

MISSION STATEMENT:

The mission of the Graduate Program in Pastoral Studies is to provide a comprehensive theological education and professional training to form ministers (both lay and ordained) in order to fulfill varied and indispensable ministries within their particular Christian Communities.

VISION STATEMENT:

The Graduate Program in Pastoral Studies is committed to quality education and training for persons currently engaged in ministry as well those who strive to practice professional ministry by fostering human maturity, spiritual growth, intellectual understanding, and pastoral practice and awareness.

INTRODUCTION

The Graduate Program of Pastoral Studies derives its inspiration from the words of the Second Vatican Council's *Decree on the Lay Apostolate*: "The apostolate can attain its maximum effectiveness only through a diversified and thorough formation. This is demanded not only by the continuous spiritual and doctrinal progress of the lay person himself but also by the accommodation of his activity to circumstances varying according to the affairs, persons, and duties involved.... In addition to the formation which is common for all Christians, many forms of the apostolate demand also a specific and particular formation because of the variety of persons and circumstances" (§28). To this end, the Graduate Program in Pastoral Studies endeavors to provide sound theological education and professional training in order to adequately form lay ministers who will fulfill the varied and indispensable ministries that comprise the mission of the Church.

There are two graduate offerings in Pastoral Studies: a Graduate Certificate in Theological Studies, and a Master of Arts Degree in Pastoral Studies. The former offers a solid foundation in academic theology and consists of 18 credits of graduate course study. The latter requires an additional 18 credits of graduate study in one of two areas of concentration: Pastoral Ministry and Religious Education.

The Pastoral Ministry concentration focuses on the professional development of the laity, enabling them to engage in a wide range of ministerial endeavors. Several courses in this concentration are housed in the Community Counseling Program. The Religious Education concentration focuses on the professional development of the laity, enabling them to engage in the catechetical and educational

mission of the Church. Several of the courses in this concentration are housed in the School of Education.

The Graduate Program of Pastoral Ministry is also engaged in a cooperative effort with the Roman Catholic Diocese of Erie in the intellectual, academic, and theological formation of candidates for the permanent diaconate for service in the Diocese of Erie according to the norms established by the United States Conference of Catholic Bishops' *Directory for the Formation of Permanent Deacons*.

PROGRAM OUTCOMES:

Students will...

- demonstrate a solid theological foundation for all areas of lay ministry within the Church;
- develop the ability to incorporate theological reflection within ministerial experiences;
- develop the pursuit of the integration of theology, spirituality, life experiences, and professional training necessary for lay ministry of quality and endurance.

I. GRADUATE CERTIFICATE IN THEOLOGICAL STUDIES

The Graduate Certificate in Theological Studies is intended to provide students with a solid foundation in academic theology. The curriculum for this Certificate offering is designed to intensify an individual's personal faith development, to enhance an individual's appreciation of the Christian theological tradition, and to deepen an individual's understanding of Christian theology. The Graduate Certificate can serve as a foundation for further graduate and professional education and development.

*Based on Gainful Employment requirements Federal Title IV aid (student loans) is not available for this Graduate Certificate, however, federal aid can be used as a resource by students pursuing a Master's degree.

Curriculum

| | |
|---|---|
| Required Courses (18 credits) | |
| GPAST 610 Biblical Studies | 3 |
| GPAST 620 Theology of Jesus Christ | 3 |
| GPAST 630 Theology of the Church | 3 |
| GPAST 640 Theology of Christian Sacraments | 3 |
| GPAST 650 Foundations of Christian Ethics | 3 |
| GPAST 670 Theological Foundations of Ministry | 3 |

II. MASTER OF ARTS IN PASTORAL STUDIES

(Concentration in Pastoral Ministry)

The Pastoral Ministry concentration consists primarily of graduate work in Catholic theology along with a professional background

in counseling psychology. As such, this concentration is designed to prepare individuals to assume roles as ecclesial ministers in parish youth, young adult, and adult faith-formation groups, and in hospitals, nursing homes, prisons, and other ministerial settings.

Curriculum

7 Required Theological Courses (21 credits):

| | |
|--|---|
| GPAST 610 Biblical Studies | 3 |
| GPAST 620 Theology of Jesus Christ | 3 |
| GPAST 630 Theology of the Church | 3 |
| GPAST 640 Theology of the Christian Sacraments | 3 |
| GPAST 650 The Foundations of Christian Ethics | 3 |
| GPAST 670 Theological Foundations of Ministry | 3 |
| GPAST 796 Directed Research and Oral Examination | 3 |

Students are required to take 9 additional graduate-level credits through the Clinical Mental Health Counseling Program. The specific courses in which the student enrolls are individually tailored to meet the individual student's ministerial aspirations and are approved by the Director of the Graduate Program of Pastoral Studies in consultation with the Program Director of Clinical Mental Health Counseling. Students will meet with both Program Directors to determine appropriate coursework prior to registering for these classes.

3 Required Concentration Courses (9 credits):

| | |
|---|---|
| GCOU 608 Human Development over the Lifespan | 3 |
| GCOU 610 Counseling and Personality Theories | 3 |
| GCOU 648 Counseling Strategies and Techniques | 3 |
| GCOU 612 Family Systems | 3 |

An additional 6 credits are required of the student. The specific courses in which the student enrolls can be offered through either the Pastoral Ministries Program or the program in Clinical Mental Health Counseling. Again, the specific courses are selected based on the individual student's ministerial aspirations and are approved by the Director of the Graduate Program of Pastoral Studies.

2 Elective Courses (with Director's approval, 6 credits):

| | |
|----------------|---|
| GPAST/GCOU 6xx | 3 |
| GPAST/GCOU 6xx | 3 |

III. MASTER OF ARTS IN PASTORAL STUDIES

(Concentration in Religious Education)

The Religious Education concentration consists primarily of graduate work in Catholic theology along with a professional background in various aspects of teaching and education. As such, this concentration is designed to prepare individuals to assume roles as Directors of Religious Education, RCIA Coordinators, catechists for parish Religious Education programs, and teachers of religion in Catholic schools.

Curriculum

Required Theological Courses (21 credits):

| | | |
|-----------|--|---|
| GPAST 610 | Biblical Studies | 3 |
| GPAST 620 | Theology of Jesus Christ | 3 |
| GPAST 630 | Theology of the Church | 3 |
| GPAST 640 | Theology of the Christian Sacraments | 3 |
| GPAST 650 | The Foundations of Christian Ethics | 3 |
| GPAST 670 | Theological Foundations of Ministry | 3 |
| GPAST 796 | Directed Research and Oral Examination | 3 |

Students are required to take 9 additional graduate-level credits through the School of Education. The specific courses in which the student enrolls are individually tailored to meet the individual student's ministerial aspirations and are approved by the Director of the Graduate Program of Pastoral Studies in consultation with the Chair of the School of Education.

Required Concentration Courses (9 credits):

| | | |
|----------|--|---|
| GEDU 6xx | | 3 |
| GEDU 6xx | | 3 |
| GEDU 6xx | | 3 |

An additional 6 credits are required of the student. The specific courses in which the student enrolls can be offered through either the Pastoral Ministries Program or the School of Education. Again, the specific courses are selected based on the individual student's ministerial aspirations and are approved by the Director of the Graduate Program of Pastoral Studies.

Elective Courses (6 credits):

| | | |
|----------------|--|---|
| GPAST/GEDU 6xx | | 3 |
| GPAST/GEDU 6xx | | 3 |

IV. PERMANENT DEACON FORMATION PROGRAM

Interested individuals must first apply for admittance into the Permanent Deacons Formation Program through the Roman Catholic Diocese of Erie. Upon the individual's acceptance into the Formation Program, candidates and their spouses who have an undergraduate degree from an accredited university or college have the additional option of applying to the Graduate Program of Pastoral Studies. Upon the successful completion of the academic portion of the Diocesan Permanent Deacon Formation Program, candidates and their spouses will be awarded a Graduate Certificate in Theological Studies, detailed above. Candidates who so choose may then enroll in the Graduate Program of Pastoral Studies and pursue a Master of Arts Degree in Pastoral Studies, detailed above.

COURSE DESCRIPTIONS

GPAST 610 Biblical Studies

3 credits

An examination of the concepts of election, promise and covenant in the Hebrew Scriptures and the foundations for Christian discipleship in the New Testament.

GPAST 620 Theology of Jesus Christ

3 credits

A study of the mystery of Jesus Christ, his person and his redemptive mission, showing the development of the Church's understanding of Jesus Christ from the witness of the primitive Church in the New Testament to the central Christological dogmas of the early councils, through the speculative insight of the Medieval Schoolmen and contemporary theologians.

GPAST 630 Theology of the Church

3 credits

A study of the Church as the "People of God" according to its origins, its nature and constitution and its mission, including an investigation of the role of Mary and the Office of Peter in the life of the Church.

GPAST 632 Patristics

3 credits

A survey of ancient Christian writers from the author of the Didache to St. John of Damascus, emphasizing the great catechetical treatises of St. Cyril of Jerusalem, St. John Chrysostom, St. Ambrose and St. Augustine.

GPAST 636 Inspirational Leadership

3 credits

This course explores the leadership styles of those who so powerfully and passionately inspired their followers and introduces students to the differences between motivation and inspiration. It also leads students in the identification of their destiny, cause, and call.

GPAST 640 Theology of the Christian Sacraments

3 credits

A biblical, historical and liturgical study of the Christian sacraments, viewed in a Christological-ecclesial perspective, as well as the sacramental basis of Christian existence and current issues vis-a-vis the sacraments.

GPAST 650 The Foundations of Christian Ethics

3 credits

A discussion of morality, conscience, law and freedom, sin and metanoia; the biblical foundations of Christian morality; the life of virtue; the definition of the human person as a moral agent; the role of the magisterium; selected moral questions.

GPAST 660 Teaching Strategies for Religious Education

3 credits

The study and practice of various methodologies of religious education and the development of outcomes and assessment tools for religious education curricula.

GPAST 670 Theological Foundations of Ministry

3 credits

An introduction to the theology of ministry, including an examination of its biblical and historical development and current issues facing pastoral ministers within the Church, as well as training in the tool of theological reflection.

GPAST 671 Spiritual Foundations of the Christian Life

3 credits

The sources, history, methods and special concerns of Christian spirituality. Among the issues addressed will be: a contemporary understanding of spirituality; the significance of theology and psychology for spirituality; the bible within the spiritual tradition; prayer, meditation, and contemplation; the stages of spiritual development; discernment and spiritual direction; mysticism and higher spiritual states; spirituality and the ideal of perfection.

GPAST 680 Pastoral Counseling

3 credits

This course provides an introduction to the emerging field of pastoral counseling with an outlook towards professional development. Various specializations of pastoral counseling and the role of the pastoral counselor will be defined and explored. An examination of the minister's professional identity will include legal and ethical codes along with standards for certification, preparation and training of lay ecclesial ministers.

GPAST 690 Ecumenism

3 credits

This course surveys the first nine ecumenical councils and focuses on the Second Vatican Council's Decree on Ecumenism, *Unitatis Redintegratio*. This document will form the basis for examining ecumenical dialogue since 1965. This study will also highlight the process and the progress of this movement toward Christian unity

GPAST 691 Theological Journeys: A Scriptural and Archaeological Approach

3 credits

A multi-disciplinary course designed to illustrate the importance of archaeological data in biblical, historical and theological reconstruction. This course will combine modern textual study of both the Old and New Testaments with relevant archaeological discoveries as foundational to a theological journey.

GPAST 692-694 Special Topics in Theology

3 credits

Specifically designed seminars focusing on specific topics in systematic and pastoral theology, biblical studies, or catechetics that are meant to supplement the regular course offerings.

GPAST 796 Directed Research Project and Oral Examination

3 credits

Directed Research

The research project is to give evidence of the student's competence to do scholarly, theological research and apply the research findings to his or her respective area of concentration. In consultation with the Director of Pastoral Studies, the student will select a topic to research. The Director of the Program will then assign the student a project director, who will direct the individual's research. Once the research is completed as determined by the project director, a final draft of the research paper is submitted to the Director of Pastoral Studies. The paper is then distributed to three reviewers who's average grade will comprise the grade of the research project.

Oral Examination

An oral examination will occur once the student has completed the Directed Research Project. The same three reviewers of the research project will also serve as the oral examiners. The average grade of the examiners will comprise the grade of the oral examination.

The student must successfully complete both portions of GPAST 796, the successful completion of the research project and the successful completion of the oral examination. The average of both the research paper and the oral examination will constitute the final grade for GPAST 796.

Courses from Other Programs

See course descriptions for Graduate Programs in Community Counseling, and Education.

Physical Therapy

The Doctor of Physical Therapy (DPT) Degree

Chairperson: Kristine S. Legters, PT, DSc, NCS

INTRODUCTION

Physical Therapy is a health care profession that primarily focuses on the preservation, development, and restoration of optimal function. Physical therapists provide evaluative, rehabilitative, and preventive health care services designed to alleviate pain; prevent the onset and progression of impairment, functional limitation, disability resulting from injury, disease, or other causes; and restore, maintain and promote overall fitness, health and optimal quality of life. Physical therapists work with individuals of all ages who demonstrate movement dysfunction, or the potential for such dysfunction, of the neurological, musculoskeletal, integumentary, and cardiopulmonary systems.

Physical therapists practice in a hospital setting, or provide services in out-of-hospital settings through home health agencies, in nursing homes, in industrial settings, through public health agencies, in private physical therapy clinics, in public schools and in a variety of other nontraditional settings.

VISION

Gannon University's Doctor of Physical Therapy Program will be a leader in educating autonomous physical therapists who participate in integrative and collaborative practice to facilitate high quality health and educational outcomes. We will be practitioners of choice in the community, recognized as experts in movement, function and health. As leaders we will embrace our social responsibility, promote humanistic care, and contribute to the profession's body of knowledge.

MISSION

The mission of the Doctor of Physical Therapy Program at Gannon University facilitates holistic patient/client-centered management related to movement, function and health. We prepare our graduates to be knowledgeable, service-oriented, reflective practitioners. Our graduates render evidence based, professional judgments concerning patient/client needs by virtue of critical thinking, interprofessional collaboration, lifelong learning, and ethical principles. They possess the intellect, psychomotor proficiency, leadership capabilities, and core values to meet the current and future needs of the profession, the health care system and society.

PHILOSOPHY

- Physical therapists are integral members of the health care team who are recognized and respected for their education, experience, and expertise in movement, function and health. The Doctor of Physical Therapy Program at Gannon University is guided by the following tenets: The essence of physical therapy practice is patient/client-centered management for body functions, activity and participation related to movement, function and health.
- Professional physical therapist education should prepare individuals to be autonomous practitioners capable of providing direct access.
- Active, integrative and experiential learning methods promote student self-reliance, increase self-assessment skills and develop a pattern of independent learning that will promote lifelong learning and continuing professional development.
- Evidence-based practice (EBP) is the framework for physical therapy practitioners' clinical decision making. EBP skills are cultivated through development of self-directed learning, utilizing a variety of resources that are enhanced by technology.
- The health care environment is continually evolving. Physical therapist practice encompasses roles in primary, secondary, and tertiary care, as well as prevention, health promotion and wellness.
- Practitioners are educators who use their knowledge, creativity, communication and interpersonal skills to promote the health of individuals and communities.
- Global citizenship is expressed within the practitioner's life by advocating for equitable allocation of healthcare resources, providing of culturally sensitive care; maximizing multicultural learning; cultivating awareness and perspective of the global society; and understanding the existence of, the cause of, and our role in addressing health disparity.
- Competency based education ensures that practitioners demonstrate proficiency in knowledge, psychomotor, and affective domains.
- Professionalism is an integral part of physical therapy education and practice.

GOALS

Consistent with the University's and Program's Mission Statement, the goals of the Doctor of Physical Therapy Program at Gannon University Erie Campus are below:

- The DPT Program and DPT faculty will deliver evolving contemporary, evidence-based professional Doctor of Physical Therapist education.
- The DPT Program will graduate knowledgeable, service-oriented, collaborative practitioners.
- The DPT Program and DPT faculty will support the growth of physical therapy by developing graduates who engage in ongoing professional development.
- The DPT Program, DPT faculty, and students/graduate will promote the health, wellness, and quality of life in the community and society.

- The DPT faculty will contribute to the advancement of knowledge in physical therapy and health science through scholarly inquiry.
- The DPT faculty and students/graduates will model professionalism through involvement in the University, the profession and associated organizations.

OUTCOMES

Our students at graduation will be competent in patient/client centered care management for body functions, activity and participation related to movement, function and health.

Our students at graduation will demonstrate professionalism and ethical behavior in all aspects of the educational, community and clinical setting.

Our students at graduation will incorporate evidence based practice in clinical decision making.

Our students at graduation will be skilled in educating, collaborating, and communicating with patients/clients, caregivers, colleagues, payers and policy makers.

ADMISSION

Prerequisite Course Requirements for entry into the Graduate Physical Therapy Program include the following:

| | |
|--|-------------|
| Biology (200 or 300 level Human Anatomy and Physiology courses do not meet this prerequisite) | 2 semesters |
| Chemistry | 2 semesters |
| Psychology (200 level behavioral/social science course) | 1 semester |
| Statistics | 1 semester |
| Human Anatomy with Lab (Human Gross Anatomy recommended; course should be at 200 or 300 level at four year degree granting institution) | 1 semester |
| Human Physiology with Lab | 1 semester |
| Exercise Physiology (lab recommended) | 1 semester |
| Physics with Lab | 2 semesters |

Important Note Regarding Prerequisites:

Prerequisites must be completed within five years preceding entrance to the graduate program.

Recommended Courses:

Social Sciences – at least two additional semesters in social sciences (i.e., Sociology, Social Psychology)

Kinesiology with lab

Communication:

Practice as a health care professional requires the ability to communicate both in written and oral form. The physical therapy program stresses communication and expects enrolled students to

demonstrate graduate level competence in written as well as oral communication.

ADMISSION REQUIREMENTS

- Baccalaureate degree from an accredited college or university
- cumulative prerequisite course quality point average (QPA) of 3.0 or better (4.0 scale). Grades below a C are not acceptable
- overall undergraduate QPA of 3.0 or better (4.0 scale)
- applicant demonstrates the ethical, personal and professional qualities to fulfill the role of the physical therapist as determined by review of the applicant's references and the interview process
- application review begins on November 1; application deadline January 15
- qualified applicants will be called for an informational session
- TOEFL – Minimum score of 79 on internet exam for all applicants from non-English speaking countries
- meet essential functions: physical, emotional, intellectual, and communication standards

ESSENTIAL FUNCTIONS OF THE STUDENT PHYSICAL THERAPIST

Essential functions are the activities that a student physical therapist must be able to perform in partial fulfillment of the requirements for successful completion of the professional curriculum. Every student must be able to perform these essential functions, with or without reasonable accommodations, while practicing safely, ethically, and in a legal manner. Reasonable accommodations are based on individual need, program essential requirements, public safety, and no undue hardship on the University or clinical sites.

If a student is unable to perform these essential functions, it is the student's responsibility to:

1. Reveal a need for reasonable accommodations prior to entering the professional curriculum.
2. Obtain diagnostic data to substantiate a claim of need for reasonable accommodations.
3. Provide the diagnostic data to the institution prior to entering the professional curriculum.

The ability to perform essential functions is expected of students in the classroom, labs, simulated clinical settings, and while on clinical education assignments. The Doctor of Physical Therapy Program's essential functions are described below by: 1) category and 2) examples. The examples are for clarity and do not represent an exhaustive list of all possible activities.

CATEGORY and EXAMPLE

Behavior – ability to act in a professional manner

- Practice safely, ethically, legally
- Demonstrate responsibility for lifelong professional growth and development

Critical thinking – ability to make clinical judgments

- Identify cause/effect relationships
- Develop patient outcomes/goals/interventions
- Respond to emergencies
- Apply standard precautions
- Apply teaching and learning theories in clinical practice
- Participate in scientific inquiry

Communication – ability to verbalize and write

- Explain treatment interventions
- Initiate health teaching
- Document and interpret physical therapist actions and patient responses

Coping – ability to perform in stressful environments or under deadlines

- Maintain professional demeanor in all situations
- Accept constructive feedback
- Prioritize multiple commitments
- Recognize problems and apply stress management techniques

Hearing – auditory ability sufficient to monitor and assess health needs

- Monitor alarms and emergency signals
- Respond to a timer

Interpersonal – ability to interact with groups from a variety of backgrounds

- Establish rapport with patients, clients, and colleagues
- Recognize psychosocial impact of dysfunction/disability
- Demonstrate respect for the needs of the patient and family
- Demonstrate respect for diversity

Motor Skill – gross and fine motor abilities sufficient to provide safe and effective physical therapy

- Calibrate and operate equipment
- Maneuver in patients' rooms and treatment spaces
- Guard patients and perform facilitation techniques during gait training
- Perform physical therapy assessment and treatment activities such as ROM, MMT, debridement, or use of physical agents

Tactile – ability to use touch to monitor and assess health needs

- Palpate
- Apply resistance during examinations or interventions

Visual – visual ability sufficient to monitor and assess health needs

- Observe patients' responses
- Monitor vital signs
- Read medical records
- Observe integumentary integrity

FINANCIAL ASSISTANCE

The tuition for students in the DPT program remains at the initial rate of when the student enrolled in the DPT program; thus tuition is not impacted by increases experienced during the three years of enrollment. Scholarships are provided to the top 20 students in each class based on overall grade point average. These scholarships are renewable for the second and third year of the program if a 3.30 GPA is maintained. Graduate assistantships are available to applicants to the program. Additional information about these assistantships is available from the DPT program or the program website.

CURRICULUM

Gannon University Erie campus offers an entry level DPT program after the completion of 33 months of study (including summers). Building on the study of normal structure and function, the curriculum plan uses a theoretical base to build courses and learning experiences which prepare the student for the contemporary practice of physical therapy. Beginning with basic sciences, followed by clinical and physical therapy sciences, systems-based sequencing of the movement systems of musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary are presented. Elements of the patient/client management model including examination, evaluation, physical therapy differential diagnosis, prognosis, intervention, and outcomes are integrated into each of the clinical science courses. Both clinical science and research content are framed within an evidence based practice format, utilizing current scientific research in conjunction with clinical experience for a specific patient/client problem within the physical therapists' scope of practice. Concepts between and within each course are cumulative, competency based, and continued enrollment depends upon mastery and use of previous concepts. Practical clinical experiences are ingenerated into the academic program to allow immediate application of didactic materials. The Director of Clinical Education assigns students to clinical sites, based on student needs and learning goals. In addition to sites in the Erie and western Pennsylvania areas, the program offers over 300 clinical experiences at sites throughout the country. This enables the student to have the opportunity to practice with a culturally diverse client population and learn various physical therapy approaches from experienced clinicians.

CURRICULUM REQUIREMENTS

The DPT degree program requires one hundred eight (108) credit hours beyond the baccalaureate degree and must be completed as a full time program. The curriculum below is the major didactic courses, although lab material may be a large component of the content as indicated in the course descriptions.

| 1st Semester - Fall | | Credits |
|---------------------|-------------------------------|---------|
| GDPT 811 | Applied Anatomy | 2 |
| GDPT 818 | Foundations in Human Movement | 6 |
| GDPT 814 | Evidence-Based Practice 1 | 2 |

| | | |
|----------|---|----|
| GDPT 815 | Essentials of Physical Therapy Practice | 2 |
| GDPT 816 | Community Health Initiative 1 | 1 |
| GDPT 817 | Pathology | 3 |
| Total | | 16 |

2nd Semester - Spring

| | | |
|----------|--|----|
| GDPT 810 | Health Care Systems & Policy 1 | 2 |
| GDPT 822 | Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities | 9 |
| GDPT 825 | Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine | 4 |
| GDPT 826 | Community Health Initiative 2 | 1 |
| GDPT 890 | Pharmacology | 1 |
| Total | | 17 |

3rd Semester - Summer

| | | |
|----------|----------------------------------|---|
| GDPT 830 | Health Care Systems & Policy 2 | 2 |
| GDPT 831 | Foundations in Geriatrics | 2 |
| GDPT 832 | Clinical Experience 1 (10 weeks) | 5 |
| Total | | 9 |

4th Semester - Fall

| | | |
|----------|---|----|
| GDPT 821 | Examination, Evaluation & Intervention for Cardiovascular & Pulmonary Dysfunction 1 | 2 |
| GDPT 841 | Foundations in Pediatrics | 4 |
| GDPT 843 | Examination, Evaluation, & Intervention for Neuromuscular Movement Dysfunction 1 | 4 |
| GDPT 848 | Neuroscience | 5 |
| GDPT 847 | Clinical Synthesis 1 | 1 |
| GDPT 844 | Evidence-Based Practice 2 | 1 |
| Total | | 17 |

5th Semester - Spring

| | | |
|----------|---|----|
| GDPT 823 | Examination, Evaluation & Intervention for Cardiovascular & Pulmonary Dysfunction 2 | 3 |
| GDPT 850 | Health Care Systems & Policy 3 | 2 |
| GDPT 853 | Examination, Evaluation, & Intervention for Neuromuscular Movement Dysfunction 2 | 9 |
| GDPT 854 | Evidence-Based Practice 3 & Guidance | 2 |
| GDPT 856 | Community Health Initiative 3 | 1 |
| Total | | 17 |

6th Semester - Summer

| | | |
|----------|----------------------------------|---|
| GDPT 862 | Clinical Experience 2 (10 weeks) | 5 |
| GDPT 867 | Clinical Synthesis 2 | 1 |
| GDPT 860 | Health Care Systems & Policy 4 | 1 |
| GDPT 866 | Community Health Initiative 4 | 1 |
| Total | | 8 |

7th Semester - Fall

| | | |
|----------|---|--|
| GDPT 873 | Examination, Evaluation, & Intervention for | |
|----------|---|--|

| | | |
|----------|---|-------|
| | Integumentary & Multi-System Movement Dysfunction | 4 |
| GDPT 870 | Health Care Systems & Policy 5 | 2 |
| GDPT 872 | Clinical Experience 3 (8 weeks) | 4 |
| Elective | | 2-3 |
| Total | | 12-13 |

8th Semester - Spring

| | | |
|----------|----------------------------------|-------|
| GDPT 882 | Clinical Experience 4 (12 weeks) | 6 |
| GDPT 887 | Clinical Synthesis 3 | 2 |
| GDPT 886 | Community Health Initiative 5 | 1 |
| Elective | | 2-3 |
| Total | | 11-12 |

Total credits 108-109

ELECTIVES

Five to six credits of elective coursework are required in this curriculum plan. Students may fulfill this requirement either by completing their group evidence based project, selecting a program sponsored elective course or an independent study course available during the student's 7th or 8th semesters of the program.

3 + 3 DPT PROGRAM

For those students enrolled in the accelerated 3 + 3 DPT program they must successfully complete the first year graduate courses for completion of the intended undergraduate degree. Failure to successfully complete the graduate coursework may result in additional undergraduate coursework to fulfill the undergraduate degree requirements.

LICENSURE

To achieve licensure as a physical therapist, program graduates must successfully complete and pass a comprehensive licensure examination administered by each state. To assist graduating students in preparing for the licensure examination, the program offers a series of practice licensure examinations prior to graduation.

To practice as a physical therapist in the United States, many states require a clean criminal record, with no misdemeanors or felonies. Individuals with criminal records should contact the physical therapy licensing board of the state where they would like to practice prior to applying for admission to a DPT program so that they may fully inform themselves of any restrictions that may apply to them.

ACCREDITATION

The Physical Therapy educational program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

For further information on accreditation, contact: CAPTE, 1111 North Fairfax Street, Alexandria, VA 22314. Phone: 703-706-3245.

CLINICAL EXPERIENCES

Students participate in four full-time clinical experiences [forty (40) total weeks] spaced throughout the curriculum. The clinical education component is designed to allow students the opportunity to practice and refine their assessment process, skills and techniques immediately following the presentation of the didactic material.

Many of the clinical sites that the DPT Program uses for clinical placements require a clear criminal record or the student may not be assigned to that site. Once admitted to a DPT program, a DPT student with a criminal record may be limited in clinical site assignments. Many clinical sites also require drug testing prior to starting the clinical experience. A clear drug test may be required for the student to participate in the learning experience.

The Director of Clinical Education formally tracks the clinical site placements of each student, makes site selections, and advises each student to gain the most diverse exposure possible. Students are encouraged to complete clinical experiences outside of northwestern Pennsylvania.

COURSE DESCRIPTIONS

GDPT 810 Health Care Systems and Policy 1

2 credits

Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate first year physical therapy students' awareness of their role as a physical therapist related to reimbursement, ethics, advocacy, and team-based patient care. Using a blended classroom and online module approach to the course, the student will develop an understanding of the configuration of the US health care system and the delivery of physical therapy services, including the types of financing for these services.

GDPT 811 Applied Anatomy

2 credits

An advanced study of human anatomy with cadaver dissection and clinical correlation to the practice of physical therapy. The course is structured to provide laboratory experiences that supplement the didactic material presented in GDPT 815 and GDPT 818. Incorporated in the course are activities to develop skills of teamwork and education of peers and review of professional literature as it relates to anatomy.

GDPT 814 Evidence-Based Practice 1

2 credits

This course teaches students how to ask a focused clinical question; search for the best available evidence to answer the question; understand how to critically appraise the evidence; and understand how the application of evidence supports clinical decision-making. Students will develop their knowledge of research terms, concepts, designs and the most frequently used statistical analyses in physical therapy literature. Students will learn how to critically appraise

evidence related to diagnostic testing, clinical measures, prognosis, treatment efficacy and effectiveness, and systematic reviews with and without meta-analysis.

GDPT 815 Essentials of Physical Therapy Practice

2 credits

The essential concepts of the physical therapy patient/client management model are introduced, set within the context of the Guide to Physical Therapist Practice, and ICF model of disability and functioning. The five elements of patient/client management are defined with an emphasis on data that may be generated from a patient/client history. The profession and history of physical therapy are introduced. Medical terminology is reviewed. Applications of fundamental physical therapy interventions are initiated including standard precautions, patient/client positioning, transfers, assistive ambulation, wheelchair management, and negotiation of architectural barriers. Students begin learning patient data collection including obtaining a patient/client history, assessing vital signs, and functional ability levels.

GDPT 816 Community Health Initiatives 1

1 credit

The purpose of this course sequence is for students to understand their expanding and potential professional role in the community; and to develop skills and application of educational activities, health promotion, prevention and wellness through experiential community-based learning (service learning). In the first course of this sequence, students will engage in community activities supportive of the Erie community and society. Students will begin to study the scope of local community services agencies that promote improving the health of the community and its constituents. Concepts of health promotion, wellness, and service learning will be introduced. Oral discussion, reflective writing, and student directed readings are used to link social responsibility with professional role in the community.

GDPT 817 Pathology

3 credits

This course covers an introduction to the variety of pathologies encountered in physical therapy practice. Using a body systems approach students explore structure and function, etiology, clinical presentation, medical management and special implications for physical therapists. Systems covered include: immune, integumentary, endocrine, metabolic, cardiovascular, musculoskeletal, lymphatic, hematologic, respiratory, gastrointestinal, hepatic, pancreatic, biliary, renal and urologic, reproductive, and nervous systems. Additional units covered include infectious disease, oncology, genomics and biopsychosocial diseases and dysfunctions.

GDPT 818 Foundations in Human Movement

GDPT 819 Foundations in Human Movement Lab

6 credits

This course is an in-depth analysis of normal and pathological human motion that provides a framework for much of the basic and applied foundation and clinical content areas of the physical therapy

curriculum. A major emphasis is placed on normal anatomical structure and function. Incorporated within the course is a study of the pathological mechanisms affecting human movements. Basic theories of biomechanics and kinesiology are presented, along with application of these principles to biologic tissues, providing students with the necessary principles to analyze the forces generated by muscles and the forces applied to joints during gait and other activities. Fundamental patient evaluation procedures of palpation, joint motion, strength assessment, gait, posture assessment movement/task analysis, and sensory and reflex testing are also presented. Laboratory experiences are designed to enhance, integrate and apply lecture concepts.

GDPT 821 Examination, Evaluation, and Intervention for Cardiovascular and Pulmonary Dysfunction 1

2 credits

GDPT 823 Examination, Evaluation, and Intervention for Cardiovascular and Pulmonary Dysfunction 2

3 credits

These courses provide an integrated approach to the study of normal movement and movement dysfunction of cardiovascular and pulmonary systems related to the International Classification of Functioning, Disability and Health (ICF) Model including relevant physiologic, anatomic, pathologic, differential diagnoses, pharmacology, imaging (radiological, CT scan, MRI), medical and therapeutic concepts associated with these systems. The context of the course fosters evidence-based practice and is set within the framework of patient/client management model. Understanding the implications of psychosocial, cultural, economic, and vocational aspects of impairment and disability are incorporated into case discussions. The course offers lecture, clinical case-based discussion and laboratory learning experiences building on patient/client problems that facilitate development of student competencies linked to cardiovascular/pulmonary movement system function and dysfunction

Part 1 (GDPT 821): The first course in this two-part series focuses primarily on examination, evaluation, diagnosis, prognosis, and interventions of movement dysfunction of the cardiovascular system. The impact of acute and chronic cardiovascular system dysfunction with pulmonary implications are studied. Interconnections of the cardiovascular system with diabetes mellitus and peripheral vascular disease are explored with an introduction to the sequelae of amputation. Exercise physiology concepts are reviewed including how the autonomic nervous system affects the cardiac and pulmonary systems during movement and the exercise response.

Part 2 (GDPT 823): This second course in the two-part series focuses primarily on examination, evaluation, diagnosis, prognosis, and interventions of movement dysfunction of the pulmonary system. The impacts of acute and chronic pulmonary dysfunction are emphasized with interconnections to the cardiovascular and peripheral vascular systems. Structure and function of the pulmonary systems, mechanics of ventilation/perfusion, lung volumes and

capacity constructs are integrated within the context of pathologies, diagnostic testing (including arterial blood gases), mechanical ventilation, and interventions that optimize breathing or promote airway clearance and improve movement system function. Basic concepts about anatomy, physiology, and pathophysiology of the vascular, lymphatic and integumentary systems are identified as related to wound physiology, and normal and abnormal healing.

GDPT 826 Community Health Initiatives 2

1 credit

In the second course of this sequence, students take a more active role in work with community partners. Basic concepts of educational theory and development of behavioral objectives related to teaching and learning are introduced and applied to work with community partners. Cultural competency and differences within individuals and among cultural groups are introduced. Communication, health promotion and wellness, and professional roles and values are reinforced as students engage with new community partners.

GDPT 822 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities

GDPT 824 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities

Lab

9 credits

The GDPT 822 & 824 course sequence is an integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to musculoskeletal aspects of physical therapy practice of the extremities. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, reimbursable documentation and patient care program development from a collaborative management approach. The course offers classroom, laboratory and clinical field experiences building from simple to complex problems to assist the student in developing necessary competencies in musculoskeletal physical therapy. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences using the problem oriented case study approach, organized around the musculoskeletal system, with an orientation toward health maintenance, promotion and prevention of disease and disability.

GDPT 825 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine

GDPT 827 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine

Lab
4 credits

The GDPT 825 & 827 course sequence is an integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to musculoskeletal aspects of physical therapy practice in the spine. This course will follow the same format and build on concepts and skills taught in GDPT 822 & 824. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, reimbursable

documentation and patient care program development from a collaborative management approach. The course offers classroom, laboratory and clinical field experiences. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences using the problem oriented case study approach, organized around the musculoskeletal system, with an orientation toward health maintenance, promotion and prevention of disease and disability.

GDPT 830 Health Care Systems and Policy 2

2 credits

Physical therapy practice related to insurance regulations for documentation, billing and reimbursement varies in each setting. As the first year physical therapy student prepares to enter into the outpatient setting, this course will facilitate a deeper awareness of the physical therapists' role in the outpatient setting. Using a blended classroom and online module approach to this course, the student will develop an understanding of the legal, ethical and compliance standards for patient care in the outpatient physical therapy practice setting, their responsibilities related to supervision of physical therapist assistants, and the process related to emergency preparedness in patient care.

GDPT 831 Foundations in Geriatrics

2 credits

Foundations in Geriatrics is part of the lifespan content of the curriculum and complements the Foundations in Pediatrics course. Normal versus pathologic aging of all body systems will be defined. Common pathologies associated with aging will be considered. Specific examination, evaluation, diagnosis, prognosis, and interventions for the elderly will be identified. The impact of psychosocial aspects of aging are considered as they affect the health and well-being of the older adult. Ethical, legal, and health care issues specific to the geriatric population will be discussed.

GDPT 832 Clinical Experience 1 (10 weeks)

5 credits

This is a ten-week, full-time clinical experience provided primarily throughout the United States. The experience is designed to provide the student with the opportunity to develop competency in the management of patients with musculoskeletal dysfunction.

GDPT 841 Foundations in Pediatrics

4 credits

An in-depth study of the theories and concepts related to normal motor development and motor control. Building upon this foundation, the course provides an integrated approach to the study of all relevant physiologic, anatomic, pathological, medical and therapeutic concerns related to pediatric musculoskeletal and cardiopulmonary physical therapy practice. This course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, and patient care program development from a collaborative management paradigm. The course offers learning experiences using direct patient care opportunities in

laboratory and clinical settings to assist the student in developing some of the instrumental competencies in pediatric physical therapy. Experiences related to psychological, social, cultural, economic, and vocational aspects of impairment and disability of acute, sub-acute and chronic cardiopulmonary and musculoskeletal care are included. The course offers learning experiences presented using the problem/case study approach, organized around the musculoskeletal and cardiopulmonary systems, with an orientation toward health maintenance and promotion and prevention of disease.

GDPT 843 Examination, Evaluation, and Intervention for Neuromuscular Movement Dysfunction 1

GDPT 845 Examination, Evaluation, and Intervention for Neuromuscular Movement Dysfunction 1 Lab

4 credits

An integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to pediatric neurological physical therapy practice. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, and patient care program development from a collaborative management paradigm. The course offers learning experiences using direct patient care opportunities in the laboratory through the utilization of children from various community resources to assist the student in developing the necessary competencies of physical therapy practice in these areas. The course offers learning experiences using the problem/case study approach, organized around the body system, with an orientation toward health maintenance and promotion and prevention of disease and disability.

GDPT 844 Evidence-Based Practice 2

1 credit

Students will advance their evidence-based practice skill selecting databases of synthesized evidence rather than primary resources to answer focused clinical questions. Quality Appraisal of various types of outcomes, self-report outcomes and qualitative research paradigms are introduced. Utilizing the synthesized evidence databases, students will individually develop an annotated bibliography related to evidence-based practice topics that are faculty developed and lead.

GDPT 847 Clinical Synthesis 1

1 credit

This course is designed to facilitate in the physical therapy student the ability to synthesize clinical data with the research evidence supporting the examination and treatment of the selected diagnoses. The student will be required to analyze the literature regarding a selected case, facilitate a discussion of examination findings and treatment selection in a group setting with colleagues, and critique and reflect upon their previous examination and treatment of the case. A comprehensive examination is incorporated in this course to assist in review and synthesis of information presented during the first year of the curriculum.

GDPT 848 Neuroscience

GDPT 849 Neuroscience Lab

5 credits

This course is a study of structure and function of the human central and peripheral nervous system including vascular components and special senses. The course emphasizes nervous system control of movement. Laboratory sessions include human nervous system material as depicted in the course lab manual and atlas, brain sections, and anatomical models. The course uses clinical correlations to reinforce comprehension of structure and function.

GDPT 850 Health Care Systems and Policy 3

2 credits

Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate first year physical therapy students' awareness of their role as a physical therapist related to reimbursement, ethics, advocacy, and team-based patient care. The student will develop an understanding of the configuration of the US health care system and the delivery of physical therapy services, including the types of financing for these services.

GDPT 853 Examination, Evaluation, and Intervention for Neuromuscular Movement Dysfunction 2

GDPT 855 Examination, Evaluation, and Intervention for Neuromuscular Movement Dysfunction 2 Lab

9 credits

An integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to adult cerebrovascular, traumatic and degenerative neurologic physical therapy practice. The course includes the physical therapy examination and evaluation process, physical therapeutic techniques and procedures, and patient/client care program development from a collaborative management paradigm. The course offers learning experiences using direct observation and supervised interaction in the laboratory and clinic with adult volunteers with various neurologic disabilities, to develop the necessary competencies of physical therapy practice in these areas. Also incorporated are direct patient care opportunities in the clinical setting through the use of experienced clinicians working with the students in a clinical mentoring program. The course offers learning experiences which include the use of problem based/case study approach, organized around the body system, with an orientation toward health maintenance and promotion and prevention of disease and disability.

GDPT 851 Evidence-Based Practice Guidance 3

1 credit

The purpose of this course is for student groups to work with their EBP Content advisors to continue developing and refining their evidence-based practice skills. Under the guidance of their content advisor, student EBP groups will synthesize: a written narrative review of the literature related to their evidence-based project topic; and, prepare and present to peers a synopsis of their

EBP topic. Content advisors will also assist their student group to identify research design methods and data analyses for a specific problem/purpose statement and/or research question related to their EBP topic.

GDPT 854 Evidence-Based Practice 3

The purpose of this course is for students to continue to develop and refine their evidence-based practice skills. The course will culminate with a group written synthesized narrative review of the literature for their evidence-based project topic, under the guidance of their content advisor. Student will learn to identify and describe research design methods and data analyses for a specific problem statement and/or research question. Students will also demonstrate an understanding of the legal and ethical standards required when designing and conducting a research study that uses human subjects.

GDPT 856 Community Health Initiatives 3

1 credit

In the third course of this sequence, students collaborate with community partners and peers to complete two distinct service-learning projects. Development of professional skills, attitudes and values is fostered through community and peer engagement. Students develop, deliver, and evaluate at least one community educational presentation that addresses community-identified needs. Students deepen their understanding of difference in health care practices among individuals and culture groups.

GDPT 860 Health Care Systems & Policy 4

1 credit

The American Physical Therapy Association (APTA) identified their vision statement as "Transforming society by optimizing movement to improve the human experience." The Health Care System and Policy IV (GDPT 860) and V (GDPT 870) courses apply this vision statement through collaborative group project assignments that incorporate the development of a simulated health-focused physical therapy programs. Through the project development, the students gain an appreciation for the role of business literacy in health care transformation and the necessity for excellence in professional skills. This course introduces the theories and application of management activities including personnel relations, budgeting, planning, organizing, and operating a physical therapy program in a variety of health settings.

GDPT 861 Evidence-Based Practice Guidance (Elective)

1 credit

The purpose of this course is for student evidence-based practice groups, who elect to continue their evidence-based practice project, to develop a detailed plan for completing their project. Students will be required to discuss the comparative merits of the various methods of evidence-based practice communication and select the method which best suits their project. Students will be required to develop a contract with their faculty advisor which specifically details their project and includes a strategy for searching and synthesizing the literature. This contract will detail the expectations for progression

of evidence-based practice project through 7th and 8th semesters of the program. End products for the Faculty-Student Evidence-Based Practice Contract may include but are not limited to synthesis of a research report or article ready for publication; platform or poster presentation; Case Report; Special Topic Reviews (such as systematic reviews, groups of tests/measures, clinical predictor rules); or Journal Club with regularly scheduled meetings with specifically focused topics. Data analysis procedures using SPSS will be offered and available to students whose end product requires quantitative analysis of data.

GDPT 862 Clinical Experience 2

5 credits

Ten week full-time clinical experience provided primarily throughout the United States. The experiences are designed to provide the student with the opportunity to develop competence in the management of patients with neurologic, orthopedic and cardiac dysfunction in a variety of settings, including but not limited to, acute care, inpatient rehabilitation, or skilled nursing facility.

GDPT 866 Community Health Initiatives 4

1 credit

In the fourth course in this sequence, students learn to: 1) compare the levels of the health literacy and identify adaptive educational techniques to use with individuals throughout the ranges of health literacy; 2) apply advocacy concepts for the health and wellness needs at the individual level; and, 3) develop a Capstone project proposal in collaboration with a student-selected community organization. The project will meet the needs or objectives identified by the organization. The project can take any form mutually agreed upon by the course coordinator, faculty mentor and student, providing it meets required proposal guidelines. Examples of an organization's needs include but are not limited to: educational presentations, marketing plans, consultation, advocacy, or assistance with the organization's sponsored events. Capstone project proposal outcomes reflect a plan that blends meeting the community partner's needs/objectives with continued development of students' Professional Core Values.

GDPT 867 Clinical Synthesis 2

1 credit

This course is designed to facilitate in the physical therapy student the ability to synthesize clinical data with the research evidence supporting the examination and treatment of the selected diagnoses. Within the structure of the course, the student is required to 1) analyze the literature regarding the self-selected patient case, 2) facilitate a discussion of these findings in a small group setting with colleagues, 3) synthesize the group's findings with evidence-based practice in an expert panel classroom presentation, and 4) critique and reflect upon the previous examination and treatment selections of the patient cases. A comprehensive exam will be given in the course which reflects content from the previous five semesters as a preparatory experience for the National Physical Therapy Examination (NPTE).

GDPT 870 Health Care Systems & Policy 5

2 credits

The American Physical Therapy Association (APTA) identified their vision statement as "Transforming society by optimizing movement to improve the human experience." The Health Care System and Policy IV (GDPT 860) and V (GDPT 870) courses apply this vision statement through collaborative group project assignments that incorporate the development of a simulated health-focused physical therapy program. Through the project development, the students gain an appreciation for the role of business literacy in health care transformation and the necessity for excellence in professional skills. This course continues to build on the foundational business and management practices presented in Health Care System & Policy IV (GDPT 860), and includes professional development skills related to resume development, application of interview skills and networking practice.

GDPT 872 Clinical Experience 3

4 credits

This is an eight-week, full-time clinical experience provided in a variety of health care settings. The experience is structured to provide the student with the opportunity to develop competency in the management of patients with acute or chronic dysfunction.

GDPT 873 Examination, Evaluation, and Intervention for Integumentary & Multi-System Movement Dysfunction and Lab

4 credits

This course integrates information from prior system courses with the added complexity associated with the patient with multi-system dysfunction. Systems reviewed in more detail will include immunologic, integumentary, urogenital and gastroenteric, as they apply to the physical therapy examination, evaluation and intervention of patients with multi-system dysfunction with consideration for genomics, hematologic conditions, nutritional needs, neoplastic conditions. Previous course work will be used as a foundation for developing patient care management skills specific to patients with prosthetics, pelvic floor dysfunction and obesity. Aspects of impairment and disability related to psychological, social, economic and/or vocational issues and needs are included. The course offers lectures, laboratory activities with peers and community volunteers, evidence-based practice reading assignments, clinical observation experience, and problem-oriented case discussions building from simple to complex patient/client scenarios, all to develop the necessary competencies of physical therapy practice in these areas.

GDPT 874 Evidence-Based Practice 4 (Elective)

GDPT 871 Evidence-Based Practice Guidance 4 (Elective)

2 credits

Students will progress through the course by completing the work detailed by the Faculty-Student Evidence-Based Practice Contract established in the previous semester. End products for the Faculty-Student Evidence-Based Practice Contract may include but are

not limited to synthesis of a research report or article ready for publication; platform or poster presentation; Case Report; Special Topic Reviews (such as systematic reviews, groups of tests/measures, clinical predictor rules); or Journal Club with regularly scheduled meetings with specifically focused topics. Progress toward the identified end product of the contract is required.

GDPT 882 Clinical Experience 4

6 credits

This is a twelve-week, full-time clinical experience provided primarily throughout the United States. The experience is designed to provide the student with the opportunity to develop advanced skills in the management of patients in an interest area or to practice in a unique setting. This experience will also emphasize the administrative, consultative and diagnostic role of the autonomous physical therapist.

GDPT 884 Evidence-Based Practice 5 (Elective)

GDPT 881 Evidence-Based Practice Guidance 5 (Elective)

2 credits

Students will progress through the course by completing the work detailed by the Faculty-Student Evidence-Based Practice Contract established in the previous semester. End products for the Faculty-Student Evidence-Based Practice Contract may include but are not limited to synthesis of a research report or article ready for publication; platform or poster presentation; Case Report; Special Topic Reviews (such as systematic reviews, groups of tests/measures, clinical predictor rules); or Journal Club with regularly scheduled meeting with specifically focused topics. Progress toward the identified end product of the contract is required.

GDPT 886 Community Health Initiatives 5

1 credit

In this final capstone course students complete their community Capstone project as per their proposal developed in GDPT 866: Community Health Initiative 4. Students will demonstrate their role as an educator and/or advocacy at the individual level. Students share their project outcomes with other student physical therapists and community members through oral and/or visual presentations; and prepare a written summary about community Capstone project outcomes that reflect how the community partner's needs/objectives were progressed and/or achieved; and, on how Capstone Project contributed to the development of students' Professional Core Values.

GDPT 887 Clinical Synthesis 3

2 credits

This course is designed to facilitate in the physical therapy student the synthesis of clinical data with the research evidence supporting the management of selected patient(s). Within the structure of the course, the student is required to analyze the literature, facilitate a discussion of these findings in a group setting with colleagues,

and critique and reflect upon their management of patient(s). The course incorporates self-assessment, group activities, and practice examinations as part of exam preparation for the National Physical Therapy Examination (NPTE).

GDPT 890 Introduction to Pharmacology

1 credit

This course is an introduction to basic pharmacology including pharmacodynamics and pharmacokinetics. Lab values used in the diagnosis of common pathologies will also be discussed. Medications used to treat pathologies and the clinical implications for physical therapy will be reviewed. It will address how drug therapy interacts with the patients and how medications have both beneficial and adverse effects on rehabilitation of patients.

GDPT 899 Independent Study (Elective)

1-3 credits

This course enables students to enrich their knowledge and competency in an **advanced** area of interest related to PT practice. The student designs the objectives of the learning experience(s) with guidance from the Independent Study Course Coordinator and a faculty member (content advisor) by means of a learning contract. Only the student's motivation and the availability of the selected experience may limit the type of independent study experience. The independent study focuses on enrichment; a new and varied advanced learning opportunity. Independent study may not be used to remediate existing didactic or clinical deficiencies (i.e., incompletes or below mastery standing). Through this learning experience, the student will acquire and demonstrate a new or enhanced body of knowledge.

Physician Assistant Science

Chairperson: Kimberly Cavanagh, DHSc, MPAS, PA-C

INTRODUCTION

Physician assistants (PAs) are medical providers who are nationally certified and state licensed to practice medicine as a member of a team with other healthcare professionals. Their specific tasks vary widely due to differences among state laws and hospital policies.

Generally, PAs are qualified to obtain patient histories, perform comprehensive physical examinations, order and interpret diagnostic laboratory tests, prepare a diagnosis, implement a treatment plan for common illnesses, deliver patient education and counseling, perform certain surgical procedures, and provide emergency care. PAs may assist in surgery and deliver pre-operative and post-operative care. Physician Assistants may deliver patient care in any setting in which the physician works.

The Physician Assistant Department offers a Master of Physician Assistant Science degree available through either a five-year undergraduate admission program or a post baccalaureate curriculum. The curriculum is predominantly clinical during the final year of the program. Adjunct regional medical faculty, in conjunction with various health care institutions, introduces the students to professional physician assistant training. Clinical sites are offered primarily in northwestern Pennsylvania, Ohio, and western New York, as well as some locations farther afield. Students are responsible for their own housing and transportation to and from clinical sites.

The PA program curriculum of the Gannon University Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Gannon University Physician Assistant Program** sponsored by **Gannon University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2027**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

OUTCOMES/OBJECTIVES

Upon completion of the Physician Assistant Program the student will be able to:

- Perform a complete and accurate history and physical examination; identify abnormal findings and develop an appropriate differential diagnosis
- Develop a plan of evaluation in support of the differential diagnosis, including specialized diagnostic imaging, and pathologic modalities
- Develop a treatment plan consisting of surgical and medical interventions including non-pharmacological modalities such as physical therapy, counseling and patient education through analysis of clinical and laboratory data
- Accurately relate the clinical data to the other members of the health care team, forming a collaborative effort to assure maximal patient benefit through a multiple disciplinary approach
- Show proficiency in performing clinical skills
- Identify characteristics of professional and ethical conduct for the Physician Assistant Profession
- Synthesize theory and research in order to provide advanced care to patients

ADMISSION REQUIREMENTS

ADMISSION REQUIREMENTS FOR POST-BACCALAUREATE OPTION:

Applications for the post-baccalaureate option will be reviewed on a space available basis. Prospective students may contact the Gannon University Office of Graduate Admissions for additional information.

Applicants must possess a baccalaureate degree. A minimum GPA of 3.0 is required from previous professional education and prerequisites must have been completed within the last five years. As part of the application process, applicants must submit recommendation forms from three evaluators and complete a personal interview. In addition, applicants must submit the following: official transcripts, curriculum vitae and 30 hours of documented volunteer/paid medical experience or 30 hours of shadowing a Physician Assistant. All international students must take the Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE) exams. A minimum TOEFL score of 600 (paper test) or 250 (computer-based test) and a minimum TSE score of 50 are required for application.

TECHNICAL STANDARDS

A candidate for admission to the PA Program must have the use of certain sensory and motor functions to permit them to carry out the activities described in the sections that follow. Graduation from the program signifies that the individual is prepared for entry into clinical practice or into postgraduate training programs. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of diagnostic and therapeutic care. The candidate and

student must be able consistently, quickly, and accurately to integrate all information received by whatever sense(s) are employed. Also, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the PA Program ordinarily must have the following abilities and skills as explained below: observation; communication; motor; intellectual, conceptual, integrative, and quantitative; and behavioral and social. Where technological assistance is available in the program, it may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform the following tasks in a reasonably independent manner:

I. *Observation*: Candidates and students ordinarily must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand.

II. *Communication*: Candidates and students ordinarily must be able to communicate with patients and colleagues. They should be able to hear, but if technological compensation is available, it may be permitted for some handicaps in this area. Candidates and students must be able to read, write, and speak English.

III. *Motor*: Candidates and students ordinarily should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants is cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

IV. *Intellectual, Conceptual, Integrative, and Quantitative Abilities*: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical intellectual skill demanded of a physician assistant, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

V. *Behavioral and Social Abilities*: Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills,

interest, and motivation are all personal qualities to be assessed during the admissions and educational processes.

The PA Department is committed to providing reasonable accommodations to students with an identifiable disability as defined by the Americans with Disability Act. In doing so, however, the PA Department must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physician assistants.

Students in the program must be of sufficient health to meet the criteria of our clinical affiliates.

The PA Department reserves the right to reassess the student's ability to meet the technical standards at any time during the student's training and act accordingly.

EMPLOYMENT POLICY

Employment during the PA Program is not recommended. Demanding courses and time constraints are to be expected. Employment during the clinical phase of the PA Program is strongly discouraged. Students will spend an average of 40 hours a week on clinical site, plus complete reading assignments in order to prepare for end of rotation exams. Students may need to relocate every five weeks, precluding steady employment. Students who choose to work may jeopardize performance and continuation in the program.

MASTER OF PHYSICIAN ASSISTANT SCIENCE CURRICULUM

5 YEAR OPTION

Graduate Phase Only (See the undergraduate catalog for the complete curriculum.)

Summer (start of Graduate phase)

| | | |
|-----------|------------------------------|---|
| GPHAS 600 | Pre-Rot Lec Series Lab | 1 |
| GPHAS 601 | Pre-Rot Lec Series | 4 |
| GPHAS 602 | Bus Prac and Cur Iss for PAs | 2 |
| GPHAS 614 | General Surgery Rotation | 5 |
| Total 12 | | |

Fifth Year

Fall

| | | |
|-----------|-----------------------------|---|
| GPHAS 616 | Clinical Research | 4 |
| GPHAS 617 | Family Medicine Rotation I | 5 |
| GPHAS 618 | Family Medicine Rotation II | 5 |
| Total 14 | | |

Spring

| | | |
|-----------|------------------------------|---|
| GPHAS 619 | Family Medicine Rotation III | 5 |
| GPHAS 621 | Emergency Med Rotation | 5 |
| GPHAS 622 | Fam Med Rotation IV | 5 |
| Total 15 | | |

Summer

| | | |
|-----------|----------------------------------|---|
| GPHAS 623 | Elective Rotation I | 5 |
| GPHAS 624 | Elective Rotation II | 5 |
| GPHAS 631 | Research/ Project Guidance | 2 |
| GPHAS 634 | Clinical & Professional Capstone | 2 |
| Total 14 | | |

POST BACCALAUREATE OPTION**PREREQUISITES**

Following are prerequisites for the Post-Baccalaureate Option and must be completed prior to enrolling:

| | |
|--|-----------|
| Major Level Biology | 8 Credits |
| Chemistry | 8 Credits |
| Medical Terminology (or demonstrated competency) | 3 Credits |
| Psychology | 3 Credits |
| Statistics | 3 Credits |

Prerequisite and undergraduate courses will not be accepted if they have been completed over 5 years prior to enrollment. Advanced standing is not granted in the graduate phase of the program. No credits are awarded for experiential learning.

Undergraduate Courses

| | | |
|----------|--------------------------|---|
| BIOL 365 | Human Anatomy | 3 |
| BIOL 366 | Human Anatomy Lab | 1 |
| BIOL 368 | Human Physiology | 3 |
| BIOL 369 | Human Physiology Lab | 1 |
| BIOL 378 | Medical Microbiology | 3 |
| BIOL 379 | Medical Microbiology Lab | 1 |
| BIOL 232 | Human Genetics | 3 |
| PHAS 363 | The Research Process | 3 |
| Total 18 | | |

Fall Semester

| | | |
|-----------|--------------------------|---|
| GPHAS 511 | Physical Diagnosis I | 5 |
| GPHAS 513 | Physical Diag Lab II | 1 |
| GPHAS 514 | Medical Lecture Series I | 3 |
| GPHAS 524 | Pharmacotherapeutics I | 3 |
| GPHAS 531 | Clinical Science 1 | 3 |
| GRADS 541 | Intro to Radiology | 3 |
| Total 18 | | |

Spring Semester

| | | |
|-----------|---------------------------|---|
| GPHAS 508 | Behavioral Medicine | 1 |
| GPHAS 515 | Medical Lecture Series II | 6 |
| GPHAS 516 | Physical Diag Lab III | 1 |
| GPHAS 525 | Pharmacotherapeutics II | 2 |
| GPHAS 532 | Clinical Science II | 2 |
| GPHAS 538 | PEDS/OB/GYN Lec Series | 4 |
| GPHAS 545 | Problem Based Medicine | 2 |
| Total 18 | | |

Summer Semester

| | | |
|-----------|------------------------------|---|
| GPHAS 601 | Pre-Rot Lec | 4 |
| GPHAS 600 | Pre-Rot Lec Lab | 1 |
| GPHAS 602 | Bus Prac and Cur Iss for PAs | 2 |
| GPHAS 614 | General Surgery Rotation | 5 |
| Total 12 | | |

Fall Semester

| | | |
|-----------|-----------------------------|---|
| GPHAS 616 | Clinical Research | 4 |
| GPHAS 617 | Family Medicine Rotation I | 5 |
| GPHAS 618 | Family Medicine Rotation II | 5 |
| Total 14 | | |

Spring Semester

| | | |
|-----------|------------------------------|---|
| GPHAS 619 | Family Medicine Rotation III | 5 |
| GPHAS 621 | Emergency Medicine Rotation | 5 |
| GPHAS 622 | Family Medicine Rotation IV | 5 |
| Total 15 | | |

Summer Semester

| | | |
|-----------|----------------------------------|---|
| GPHAS 623 | Elective Rotation I | 5 |
| GPHAS 624 | Elective Rotation II | 5 |
| GPHAS 631 | Research/ Project Guidance | 2 |
| GPHAS 634 | Clinical & Professional Capstone | 2 |
| Total 14 | | |

COURSE DESCRIPTIONS**GPHAS 508 Behavioral Medicine**

1 credit

Prerequisite: GPHAS 514

This course is designed to introduce the students to the major mental health conditions including adolescent and childhood disorders. Special attention will be given to disease characteristics, etiologies and applicable behavioral and pharmacological treatments.

GPHAS 511 Physical Diagnosis I

5 credits

The techniques of history-taking, discussion and demonstration of normal physical findings with various organ systems and alteration of physical signs in disease states are introduced to the student. The relationship of physical signs to altered physiology is emphasized.

GPHAS 513 Physical Diagnosis Lab II

1 credit

Designed to complement the physical diagnosis lectures, this course enables students to develop skills in performing histories and physical examinations on fellow students.

GPHAS 514 Medical Lecture Series I

3 credits

Symptoms, signs and abnormal body function are taught in a problem-oriented manner, including a logical method, relevant diagnostic maneuvers, possible therapeutic intervention and patient education. The lectures complement the knowledge acquired in

Physical Diagnosis, and is correlated with the Pharmacology and Clinical Science courses.

GPHAS 515 Medical Lecture Series II

6 credits

Prerequisite: GPHAS 514

A continuation of GPHAS 514

GPHAS 516 Physical Diagnosis Lab III

1 credit

Prerequisites: GPHAS 511; and GPHAS 513

In addition to performing histories and physical examination on hospitalized or nursing home patients, the student is exposed to a wide variety of frequently encountered medical problems and begins to develop a basic understanding of pathophysiology. In addition the student will develop a methodology for approaching any medical complaint.

GPHAS 524 Pharmacotherapeutics I

3 credits

This course is designed to provide both basic information regarding the pharmacology of many commonly used medications coupled with a practical and systematic approach to the selection of appropriate drug therapy for patients. Two major areas of focus are a review of the principles of therapeutics (e.g., pharmacokinetics and pharmacodynamics) and a review of recommended drug therapy for common medical disorders (e.g., hypertension, peptic ulcer disease). Students will be instructed on a process through which they will think pharmacotherapeutically – that is, to identify a disease, review the drugs available to treat that disease, select treatment based upon goals of therapy and specific patient parameters and how to adjust therapy if required. Also, all lectures are coordinated with Medical Lecture Series such that medications are reviewed in close proximity to lectures on pathophysiology in order to enhance the learning experience for students.

GPHAS 525 Pharmacotherapeutics II

2 credits

Prerequisite: GPHAS 524

A continuation of GPHAS 524

GPHAS 531 Clinical Science I

3 credits

This course is designed to provide a basic understanding of the pathophysiology and clinical diagnostic methods involved in the evaluation of common disease processes. Emphasis is placed on understanding molecular structure and function as it applies to application and interpretation of clinical testing for diagnostic/therapeutic purposes. Topics include hematology, immunology & serology, medical microbiology, virology, clinical chemistry, urine studies and pertinent genetic testing. Lectures correlate with Physical Diagnosis I & II, Medical Lecture Series I, Pharmacotherapeutics I and Radiology in a systems oriented approach to the disease processes.

GPHAS 532 Clinical Science II

2 credits

Prerequisite: GPHAS 531

A continuation of GPHAS 531, this course is designed to provide a basic understanding of the pathophysiology and clinical diagnostic methods involved in the evaluation of common disease processes discussed in Medical Lecture Series II and Pharmacotherapeutics II. Topics continue from Clinical Science I and include parasitology, arterial blood gas interpretation, electrocardiography interpretation and fluid, electrolyte & acid-base balance.

GPHAS 538 Pediatrics/Obstetrics/Gynecology Lecture Series

4 credits

Prerequisite: GPHAS 514

This course will discuss common disease process in Obstetrics/Gynecology and Pediatrics in a problem oriented manner to enable the student to incorporate knowledge of pathogenesis, clinical findings, appropriate laboratory and diagnostic testing and create a treatment plan for each disease process.

GRADS 541 Introduction to Radiology

3 credits

This course is designed to introduce the Physician Assistant student to radiology, computerized tomography (CT), and magnetic resonance imaging (MRI). The focus of the class will include technical, anatomical and pathologic considerations.

GPHAS 545 Problem Based Medicine

2 credits

Prerequisite: GPHAS 514

This course offers the student an introduction to evidence based medicine. Emphasis will be placed on clinical problem solving through a case study approach. The student will be instructed to incorporate knowledge of pathogenesis, clinical findings, laboratory and other diagnostics to develop a differential diagnosis. This approach is designed to initiate critical thinking about medical problems and incorporation of treatment plans.

GPHAS 590 Special Topics

3 credits

This is an elective course which will cover topics of special interest.

GPHAS 600 Pre-Rotation Lecture Lab

1 credit

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This laboratory section is designed to complement and integrate the Pre-Rotation Lecture Series course in the Physician Assistant Program. The laboratory experiences will supplement many of the lectures and afford students hands-on opportunities to practice clinical skills such as gowning and gloving, injections, phlebotomy, IVs, urinary catheterization, casting, knot tying, and suturing. Clinical experiences include use of the Patient Simulation Center, CPR/ACLS certification and OR orientation.

GPHAS 601 Pre-Rotation Lectures and Skills

4 credits

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This capstone course is designed to complement and integrate the Liberal Studies academic experience and didactics of the preprofessional phase of the Physician Assistant Program. Students are expected to demonstrate their capacity to utilize concepts and methodologies presented in previous Liberal Studies courses as we explore the issues related to medical ethics. Issues explored will include but not be limited to the patient and health care provider relationship, human experimentation, reproductive and dying technology. Topics in the areas of Emergency Medicine, Orthopedics, and Surgery will be discussed utilizing the foundation of information previously presented in the didactic pre-professional phase.

GPHAS 602 Business Practices and Current Issues for Physician Assistants

2 credits

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This course is designed to introduce the Physician Assistant student to practice management in the clinical setting. Emphasis is placed on understanding health insurance coverage, cost containment and the quality of health care. Diagnosis and procedure coding will be introduced and legal issues related to the clinical setting are addressed.

GPHAS 614 General Surgery Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to allow the student exposure to a wide variety of acute surgical problems. Under supervision, the student is expected to participate in preoperative and postoperative patient care. This experience will include taking histories, performing physical examinations, and assisting in the emergency department and operating room.

GPHAS 616 Clinical Research

4 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This is a four week rotation in which students participate in medical research under the direction of a preceptor or develop a community health project. This project may involve reviewing

charts, interviewing patients, reviewing existing data, collecting data and/or participating in ongoing clinical trials or educating the public. Students are required to complete a project outline and will begin to compose a research or project paper of publishable quality. The students will begin to develop a power point presentation in order to illustrate their research or project.

GPHAS 617 Family Medicine Rotation I

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize aspects of Internal Medicine and the unique characteristics of the care of the geriatric patient.

GPHAS 618 Family Medicine Rotation II

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize normal variations of growth and development of children from infancy to adolescence, as well as, exposure to acute and chronic illnesses of childhood.

GPHAS 619 Family Medicine Rotation III

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize routine gynecologic care and common complaints as well as prenatal care of the female patient. This experience will also focus on common behavioral health disorders encountered in primary care.

GPHAS 621 Emergency Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to stress the evaluation and management of both medical and surgical problems of the ambulatory patient in an acute care situation. Students gain experience in the initial evaluation of patients in the emergency setting, perform problem specific examinations, practice minor surgery skills, and participate in the management of orthopedic problems.

GPHAS 622 Family Medicine Rotation IV

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize the evaluation and treatment of conditions common at the primary care level and the appropriate health maintenance measures for different age groups from infancy to geriatrics.

GPHAS 623 Elective Rotation I

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602 This five week clinical experience is designed to acquaint the student with the role of the physician assistant in practice. Students train under the supervision of a physician or mid-level provider in an office/or hospital setting. Through this clinical rotation the student will gain an in-depth exposure to a wide-spectrum of acute and chronic patient problems. This experience can occur in a clinical area that has already been experienced by the student or a specialty area of the student's choosing.

GPHAS 624 Elective Rotation II

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This five week clinical experience is designed to acquaint the student with the role of the physician assistant in practice. Students train under the supervision of a physician or mid-level provider in an office/or hospital setting. Through this clinical rotation the student will gain an in-depth exposure to a wide-spectrum of acute and chronic patient problems. This experience can occur in a clinical

area that has already been experienced by the student or a specialty area of the student's choosing.

GPHAS 631 Research/Project Guidance

2 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

Students complete a research project (including analysis of data and reporting results) using the scientific method to answer a question in clinical practice, under the direction of a research/project advisor. Projects may use a variety of methodologies. Students will finalize a power point presentation and/or poster for presentation or display at the annual research symposium.

GPHAS 634 Clinical & Professional Capstone

2 credits

Graduation from an accredited PA program qualifies an individual to take the Physician Assistant National Certification Examination (PANCE). Successful completion of PANCE is mandatory for clinical practice as a PA. As the student works to achieve professional status as a PA, the Clinical and Professional Capstone allows for an opportunity to merge the clinical rotation experience with classroom learning through a high yield didactic approach and culminating with the program Summative Examination. The course will provide a comprehensive overview of requisite knowledge for the graduating PA student. Emphasis will be placed on identified organ systems and task areas that are consistent with the NCCPA Examination Content Blueprint for the PANCE. Additionally, the Clinical and Professional Capstone will focus on the application of knowledge and skills for clinical practice case study and evidence based medicine facilitating the transition from student to medical provider.

Public Administration

Director: Michael J. Messina, Ph.D.

INTRODUCTION

Gannon University's Master of Public Administration Program presents students with the tools they need to be able to effectively solve problems and capture opportunities as a public administration professional. The mission of the MPA Program is to provide students with the vision, values and leadership skills required for successful professional and rewarding personal lives.

Public Administration involves the study of the management of governmental and not for profit entities. It's the who, when, where and how policies are formulated, implemented, and evaluated. It's where campaign promises get carried out (or not).

Public administration is a rapidly changing field. In fact, the one thing that is constant is change. It is a field in which new ways of doing things are constantly being suggested. It is a field in which politics and values are always in flux. Public administrators are consistently being held to higher standards—to be accountable, to be ethical, to be efficient and effective, and to be responsive.

These recent dramatic changes in the worlds of politics, government, international relations, not-for-profits, and the private sector have cast a new light on the importance of leadership within the public sector.

The urgency for leadership studies and development has never been greater! A commitment to instilling qualities of leadership in students lies at the heart of a Gannon University education. That long-standing focus on leadership has become even more intense through development of new academic programs and scholarships that will uniquely position Gannon graduates to take leadership roles in fields that will be most in demand in the next century.

Political appointees of the past are rapidly being replaced by a new breed of public sector managers, more similar to executives, engineers, and accountants of the private sector. Governments, agencies, foundations, and authorities are seeking highly motivated individuals with communication, critical analysis, marketing, finance, strategic planning abilities, grant writing experience, program development capabilities, organizational skills, and the ability to solve problems creatively.

To meet this demand, the Gannon Master of Public Administration and Master of Business Administration Programs share resources. This encourages public administration students to pursue

management skills training with the rigor and dedication frequently associated only with business school training. It also provides opportunities to specialize in selected concentrations.

Gannon is a student-oriented, value-centered teaching university. This philosophy guides our approach to teaching, advising, and designing our curriculum. We recognize and understand the ongoing changes taking place in today's workplace environments as a result of the introduction of recent reinvention initiatives. We want to prepare students to excel in this current reality. Our approach is to work closely with students on a personal basis, challenging you to grow while ensuring that you meet your own objectives. Courses are rigorous and challenging by design, but we will work with you to build the skills you will need for the world of the new millennium.

Our experience as the region's oldest and largest graduate school of management and administration has taught us some important lessons. Simply having a master's degree is no assurance of success or happiness. To succeed students need real skills, an understanding of the worlds of the public, private, and not-for-profit sectors, practical experience, and a moral compass.

What are the origins of public administration? How has public administration evolved and changed? What motivates human behavior? What are the differences and similarities between public, private, and nonprofit management? What are the various theories of organization? What is the science of "muddling through"? How are policies formulated and implemented? What is strategic planning and how is it done? How are budgets and financial statements created? How do we evaluate programs? What role do ethical considerations play in public administration and what tools exist to help "good people make tough choices"? These are some of the questions that students will grapple with during time studying the field of public administration at Gannon.

Our central location to city, county, state, and federal government offices makes Gannon University a virtual public administration laboratory. Our close proximity allows for continuous interaction with government and agency leaders who visit classes on a regular basis and often serve as instructors themselves. This is a program in which real world case studies are often the focus of seminar deliberations and class projects. In addition, internship opportunities abound. This practical experience adds balance to academic life.

OFFERINGS

Gannon University offers the Master of Public Administration Degree (MPA), the Five Year Bachelor Degree/MPA Degree Program, Gannon Online Degree MPA Program, and the MPA Bridge Program.

Within the MPA, students are able to select from the following options. Each Track requires 9 credits of concentration.

- The Administrative Track
- The Organizational Leadership Track
- The Individualized Track. See MPA Director for details.

The MPA Program may be pursued on either a full or part-time basis.

MISSION OF THE MPA PROGRAM

- To impart a sophisticated and lasting paradigm for understanding bureaucracy and the administrative process in large, complex organizations;
- To develop requisite skills necessary to succeed in management and leadership roles in public administration; and
- To enhance leadership potential in the public, nonprofit, and for-profit sectors

OUTCOMES OF MPA PROGRAM

Outcomes of the Foundation Curriculum

Upon completion of the MPA Program, students should be able to:

- appreciate broader environmental and contextual backdrops
- apply both theoretical and experiential perspectives
- leverage technology
- understand global cultures and concepts
- understand public policy practices
- evaluate policy outputs
- understand strategic planning and budgeting
- understand basic legal principles affecting all facets of public administration
- understand the worlds of government, profits, and for nonprofits and how they interface
- act with integrity and ethics in all aspects of daily life
- interact with leaders and managers

Track I: Administrative Outcomes

Upon completion of this track, students should be able to:

- understand accounting, financial management, marketing
- understand quantitative analysis
- analyze financial data and prepare operating budgets
- collect data, understand statistical methodology, and analyze statistical data
- evaluate the effectiveness of on-going programs
- understand the concepts underlying the use of scarce resources

Track II: Organizational Leadership Track Outcomes

Upon completion of this track, students should be able to:

- solve problems creatively
- negotiate and bargain effectively
- lead, motivate, and empower others
- bring people to consensus
- prepare a strategic plan
- facilitate a visioning process
- communicate effectively in listening, speaking, and writing

- understand how leadership style affects the outcomes of policy implementation
- understand the importance of community leadership/trusteeship

ADMISSION REQUIREMENTS

- A Bachelor's degree in any discipline from an accredited college or university
- A completed application for admission
- Transcripts from all prior institutions attended
- TOEFL scores if English is not a first language
- GRE scores (this requirement is waived for students with an undergraduate GPA of 3.2 or higher) or
- Students may also be offered "Provisional Acceptance" if their GPA is a minimum of 2.7. Provisional acceptance requires students to earn a minimum of a 3.0 average in the first three Core classes completed in the program within two consecutive semesters. If a student does not earn a minimum grade of "B" in each of the first 9 credits, they will not be permitted to register for further MPA courses.
- Three letters of recommendation

GANNON'S ONLINE MPA PROGRAM

Gannon's Online Degree Program in Public Administration uses an internet delivery system for a robust teaching and learning experience for students who work full-time and may have travel schedules and/or family obligations. Gannon uses the Blackboard delivery mechanism. With Blackboard, students have access to all their course materials, collaborative workspaces and online resources. Courses require that students work both independently and interdependently with their instructors and with fellow students. Participants in these courses must maintain their own internet access and have Microsoft Word or compatible word processing software.

All courses are three credits and will be delivered in efficient seven-week sessions. There is an expectation that the student will stay current with the course, remain engaged in all learning activities, and if necessary, seek help in a timely fashion. Students can begin their studies in any seven-week session and may either take one class per session as a part-time student or may take two classes in a session as a full-time student.

While applications may be submitted at any time, Gannon reviews applications on a rolling basis. Please contact our admissions representative to discuss details about our next start date and how to apply. Students must complete the application process prior to the start date of a given session.

Gannon's Online MPA Program consists of a 27 credit core and a 9 credit with an Administrative Track, a Leadership Track, or a Specialized Track. A student may enroll in the program on a full-time or part-time basis.

MPA Curriculum (36 credits)

| | | |
|----------|---|---|
| GMPA 501 | Elements of Public Administration | 3 |
| GMPA 511 | Administrative Decision-Making Skills | 3 |
| GMPA 522 | Ethics and Public Policy | 3 |
| GMBA 525 | Statistical Analysis | 3 |
| GMPA 531 | Administrative Law and Ethics | 3 |
| GMPA 601 | Strategic Planning | 3 |
| | or | |
| GMBA 774 | Strategic Management | 3 |
| GMBA 531 | Management & Marketing Concepts | 3 |
| GMBA 631 | Organizational Culture, Creativity and Change | 3 |
| GMPA 799 | Research in Public Administration | 3 |
| GMPA | Electives | 9 |

INTERNSHIPS AND COOPERATIVE EDUCATION

In consultation with the Director of Graduate Programs, students may accept field placements related to their interests and academic studies. Placements range from short-term assignments to full-time positions. If students are looking for experience, internships complement book learning and classroom lectures and are also a great resume builder. If interested, students can consult the Director of Graduate Programs. In some circumstances, elective credits are awarded for these placements.

DUAL MBA/MPA PROGRAM

A student who has earned an MBA or MPA can obtain a second master's degree with a reduced number of courses only upon completion of either the MPA or the MBA first. The second degree cannot be declared until completing the first degree. See the Program Director of Graduate Programs for details.

PUBLIC ADMINISTRATION TRACKS

In registering for electives, students have a number of avenues to pursue, such as:

- Leadership Track (9 credits).
- Administrative Track (9 credits).
- Specialized Track (9 credits).

Students should consult with the Director of Graduate Programs to determine a systematic plan including their choice of electives and a research project given their prior course work, their areas of interest, and their future career plans.

CURRICULUM REQUIREMENTS

The MPA is a professional degree program. Each student begins studies with a wide variety of academic and work backgrounds. As such, the design of the curriculum is dependent upon your experiences and academic background.

The MPA curriculum requires 36 credits and is outlined as follows:

Core Curriculum (27 credits)

This series is designed to give you the basic principles and theories of public administration along with the necessary skills to help students succeed in public administration.

| | | |
|----------|---|---|
| GMPA 502 | Elements of Public Administration | 3 |
| GMPA 511 | Administrative Decision Making Skills | 3 |
| GMPA 522 | Ethics and Public Policy | 3 |
| GMPA 531 | Administrative Law & Ethics | 3 |
| GMBA 531 | Management & Marketing Concepts | 3 |
| GMPA 601 | Strategic Planning | 3 |
| | or | |
| GMBA 774 | Strategic Management | 3 |
| GMBA 631 | Organizational Culture, Creativity & Change | 3 |
| GMBA 525 | Statistical Analysis | 3 |
| GMPA 799 | Research in Public Administration | 3 |

Administrative Track (9 credits). A maximum of 3 credits can be earned from courses at the 500 level.

Suggested courses from which to choose:

| | | |
|----------|---|---|
| GMBA 501 | Financial Accounting | 3 |
| GMBA 561 | Fundamentals of Financial Management | 3 |
| GMBA 571 | Economic Environment of the Firm | 3 |
| GMBA 651 | Strategic Marketing Management | 3 |
| GMBA 735 | Employee Relations and Employment/ Labor Law | 3 |
| GMBA 736 | Human Resource Management | 3 |
| GMBA 752 | Consumer Behavior | 3 |
| GMBA 753 | Marketing Research | 3 |
| GMBA 754 | International Marketing | 3 |
| GMBA 792 | Marketing for Nonprofits | 3 |

Organizational Leadership Track (9 credits)

Suggested courses from which to choose:

| | | |
|--------------|--|---|
| GMPA 632 | Nonprofit Management and Leadership | 3 |
| GMPA 633 | Program Development | 3 |
| GMPA 635 | Community Power | 3 |
| GMBA 736 | Human Resource Management | 3 |
| GMPA 745 | Community Development Process | 3 |
| GMPA 763 | Leadership and Environments of Administration | 3 |
| GMPA 790-794 | Special Topics | 3 |

Specialized Track (9 credits)

This track can combine electives from both MBA and MPA courses.

Additional MPA Electives

| | | |
|----------|--|---|
| GMPA 746 | The National Policy Process | 3 |
| GMPA 747 | Human Services Administration | 3 |
| GMPA 761 | Politics and Government in Metropolitan Regions | 3 |
| GMPA 796 | Directed Readings | 3 |
| GMPA 798 | Internship | 3 |

Special Topics Electives (3)

GMBA 790-794

Corrections Management
 Court Administration
 Economic Development
 Fund Raising
 Inspirational Leadership
 Issues of Public Management
 Leadership in Educational Administration
 Leadership in the Twenty-First Century
 Marketing for Nonprofits
 Negotiating and Bargaining
 Program Planning Evaluation
 Public Policy Process
 The Administrative Process
 Urban Administration
 Workforce Empowerment and Personnel Policy
 World in Change

COURSE DESCRIPTIONS

Consult the Business Administration section for courses with GMBA prefix.

500 Series Courses**GMBA 502 Elements of Public Administration**

3 credits

This course will provide you with an overview of the field of public administration: its origins; its evolution; differences and similarities between public, private, and nonprofit management; various theories of organization; policy formulation, implementation, and evaluation; the role of law; ethics in public policy; and the future of public administration.

GMBA 511 Administrative Decision Making Skills

3 credits

A study of the technical aspects of the administrative decision-making process. This course will teach you how to use accounting and financial information to support administrative decisions. Also included is an overview of budgeting and marketing concepts as they relate to the offering of public services.

GMBA 522 Ethics and Public Policy

3 credits

This course explores special problems public administrators face in the decision-making process. We will discuss the policy cycle and use case studies to stimulate your thoughts regarding ethical/unethical behavior; provide you with a framework for making tough decisions; and get you to think about where you stand on various issues of public policy and ethics.

GMBA 525 Statistical Analysis

3 credits

A survey of the elements of probability theory and methods of statistical inference which are useful for decision making. Correlation, regression, and significance testing are also covered.

GMBA 531 Management and Marketing Concepts

3 credits

An overview of managing the modern organization, including a discussion of the functional areas of the organization, history of management thought, and the structure of organizations. Approximately half the course involves discussion of the elements of marketing management.

GMBA 531 Administrative Law and Ethics

3 credits

Basic legal principles and the rules and ethics affecting the administrative process, legislative delegation of powers, administrative investigations, rule making, discretionary powers, adjudication, and judicial review. Legal and political contexts of regulatory administration.

600 Series Courses**GMBA 601 Strategic Planning**

3 credits

This course will teach you how to do effective strategic planning. Strategic planning is the art and skill of deliberately matching the organization's resources to the environment in order to maximize the contribution of its mission and its customers.

GMBA 632 Nonprofit Management and Leadership

3 credits

Through extensive reading and site visits, you will explore the many challenges facing nonprofits and examine the functions and roles of nonprofit staffs and boards. You will also reflect on the similarities and differences between the business, government, and nonprofit sectors and the effective ways in which these three sectors collaborate.

GMBA 633 Program Development

3 credits

In this course, you will learn a variety of tools and processes that are used in the program/service development process including feasibility studies, financial analysis, and project management software tools. Upon learning the concepts, you will then apply what you have learned through an experiential project with a local nonprofit organization or government entity.

GMPA 634 Grant Writing

3 credits

This course introduces you to the basics of grant writing. You will learn effective communication strategies with prospective grant seekers, how to match requirements between requesters and providers, methods of basic project assessment, and specific steps for submitting and writing quality proposals.

GMPA 635 Community Power

3 credits

Through extensive reading, this course introduces you to the concept of community power after which you will apply what you learn to your community.

GMPA 636 Inspirational Leadership

3 credits

This course explores the leadership styles of those who have so powerfully and passionately inspired their followers and introduces students to the differences between motivation and inspiration. It also leads students in the identification of their destiny, cause, and calling statements, and focuses on strategies for serving those around you by helping them to find their calling and then aligning their calling with the cause. Other topics that are covered include creativity, communication, and interpersonal relationships.

GMPA 637 Marketing for Nonprofits

3 credits

Today, not-for-profit organizations are facing challenges on a daily basis to meet the needs of their clients. The graduate nonprofit marketing course will address a variety of topics and issues confronting today's nonprofit organization. This course will include topics such as strategic planning, nonprofit branding, service planning, market research for nonprofits, marketing ethics, promotional planning, customer service, marketing, and fundraising. A key aspect of the course will address how a nonprofit manager operates in an environment that differs from a manager in a business environment. The course will help students develop the necessary skills to prepare a nonprofit marketing plan including the ability to identify marketing problems and opportunities in a variety of nonprofit situations. Classroom discussions and presentations will further enhance the learning experience this semester.

700 Series Electives

*Courses which are noted contain research project components.

GMPA 741 Public Finance

3 credits

Prerequisite: GMBA 525

Theory and practice of public finance in the United States. Revenue sources, taxation, fiscal policy and policy making, budgeting, expenditure trends, administrative problems in public finance.

GMPA 745 Community Development Process

3 credits

Defining community problems and establishing priorities and objectives for the response of the public and private sectors. Program planning and administration, with emphasis on developing comprehensive, coordinated and innovative approaches. Citizen participation and community control.

GMPA 746 The National Policy Process: The American Presidency, Congress and Public Policy

3 credits

Focuses in on the policy, roles and responsibilities of the American Presidency, the White House Staff and Executive Office agencies, the contemporary House and Senate. Emphasis is placed on the impact of structure on the content of U.S. public policy and how to appropriately interface at the national level.

GMPA 747 Human Service Administration

3 credits

Human Service organizations and programs. Role functions and tasks of the administrator in a human service organization and non-profit foundation.

GMPA 751 Public Personnel Administration

3 credits

Theories of public personnel administration and the merit system. Organization for personnel administration on national, state, and local levels. Labor management problems, review of methods of recruitment, classification, promotion, discipline, control and separation.

GMPA 761 Politics and Government in Metropolitan Regions

3 credits

An analysis of the political structure and processes in American metropolitan areas. Includes consideration of basic organization and operation of urban governments; political relationships among governments within metropolitan regions; the impact of federalism and intergovernmental relationships.

GMPA 763 Leadership and Environments of Administration

3 credits

Administration, whether it is in the public, private, or non-profit sector, is strongly influenced by various contexts internal and external to the bureaucracy. The major contexts are: cultural, economic, political, governmental, legal and administrative. This course will survey each in an effort to understand its role and, through seminar deliberations, formulate strategies for better performing leadership and managerial roles within large, modern complex organizations.

GMPA 790-794 Seminar: Select Topics in Public Policy, Administration, and Leadership Skills

3 credits

GMPA 795 Thesis

6 credits

Students have the option of completing an MPA Thesis upon approval by the Program Director.

GMPA 796 Directed Readings

3 credits

A program of directed study in which students do an independent literature review on an area of interest within the field of Public Administration.

GMPA 798 Internship

3 credits

Prerequisite: Permission of the Director of Graduate Programs
Students are placed in work roles that are related to their professional interests and supervised by both a faculty member and a field coordinator.

GMPA 799 Research in Public Administration

3 credits

Prerequisites: Course must be taken during the last semester in the MPA Program

Through a program of directed study and seminar-type deliberations, this course will seek to conclude and integrate your Public Administration experience. You will apply principles and concepts of Public Administration and develop a culminating portfolio.

Sport and Exercise Science

Chairperson: TBD

MISSION STATEMENT

Our mission in the Department of Sport and Exercise Science is to instill in our students the knowledge, skills and abilities that make them leaders in the promotion of safe, active and healthy lifestyle behaviors. Through professional preparation of both undergraduate and graduate students in exercise, sport and associated fields, our exceptional faculty strive for distinction in our respective fields at the local, regional, and national level. We pursue this goal through active engagement in novel and applied research activities that involve both undergraduate and graduate students, through assisting students in making connections between theoretical concepts and real-life applications, through fostering a positive, engaging, and interactive learning environment, through the active promotion of advanced-level educational opportunities and through active participation in local and regional community health initiatives. It is with these initiatives in mind that we design our curriculum, advise our student body and guide our departmental activities.

Master of Athletic Training

Program Director: Becky Mokris, D.Ed., LAT

INTRODUCTION

The Master of Athletic Training program is intended to provide advanced education in athletic training along with relevant clinical experiences that will better prepare the student for field-related careers or further educational opportunities. The overall goal of the program is to prepare graduates to apply a wide variety of specific health care skills and knowledge within each of the following eight content areas (NATA, 2011): evidence based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. To achieve this goal, a comprehensive curriculum has been designed to integrate formal classroom instruction and clinical education with the incorporation in all aspects of the program which form the Foundational Behaviors of Professional Practice (NATA 2011).

STUDENT LEARNING OUTCOMES

Outcomes have been designed in conjunction with the standards for accreditation set forth by the national accrediting body that oversees athletic training programs, the Commission on the Accreditation of Athletic Training Education. All course syllabi have been designed to meet specific knowledge, skills and abilities according to the

standards listed below. Upon graduating with a Master's of Athletic Training,

- Students will demonstrate knowledge, skills and abilities in evidence based practice.
- Students will demonstrate knowledge, skills and abilities in prevention and health promotion.
- Students will demonstrate knowledge, skills and abilities in clinical examination and diagnosis.
- Students will demonstrate knowledge, skills and abilities in acute care of injury and illness.
- Students will demonstrate knowledge, skills and abilities in therapeutic interventions.
- Students will demonstrate knowledge, skills and abilities in psychosocial strategies and referral.
- Students will demonstrate knowledge, skills and abilities in healthcare administration.
- Students will demonstrate knowledge, skills and abilities in professional development and responsibility.
- Students will demonstrate proficiencies in clinical integration of course materials.

ACCREDITATION

The Gannon Master of Athletic Training program (Erie Location) is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Only graduates of programs accredited through CAATE are eligible to sit for the Board of Certification (BOC) examination for athletic trainers.

ADMISSION REQUIREMENTS

ENTRY-LEVEL MASTER OF ATHLETIC TRAINING (POST BACCALAUREATE)

Students who have, or will have, completed an undergraduate degree will be considered for admission if they meet the following minimum qualifications.

- Undergraduate degree (or expected completion of undergraduate degree prior to enrollment) in exercise science, kinesiology, human performance, sports medicine or related field.
- Minimum 2.75 overall GPA, 2.75 in prerequisite courses
- Three letters of recommendation

FIVE-YEAR MASTER'S OF ATHLETIC TRAINING STUDENTS

High school students will be eligible for the five-year Master's of Athletic Training program if they meet the following minimum academic criteria.

- Overall high school GPA of 3.0
- SAT of 1000 (math and verbal) or ACT equivalent of 21
- International students should achieve a minimum TOEFL score of 79 to be considered for full-time enrollment.

ADMISSIONS PROCESS

Candidates for the entry-level master's program will be considered for enrollment on a rolling basis. Students will be accepted for a summer semester entry only. Gannon University and the Master of Athletic Training program receives and reviews applications for the professional Master of Athletic Training program and all applicant credentials exclusively through the Athletic Training College Application Service (ATCAS), provided by the Commission on Accreditation of Athletic Training Education (CAATE). This includes information from all previously attended university or college transcripts, letters of recommendation, AT observation hours, personal essay and supplemental materials. Full application instructions can be found on the Gannon University, Master of Athletic Training page by visiting <https://atcas.liasoncas.com>.

Students will be notified of admissions decisions after review from the Office of Graduate Admissions and the Master of Athletic Training Program admissions committee. Students will be required to submit official transcripts and verification of degree completion prior to starting course work. Students must attest they are able to meet the technical standards of the program prior to full admission. Additionally, students must submit a criminal background and a completed physical examination prior to enrollment. International students must submit a criminal background check from their country of citizenship in addition to any other criminal background checks required by the Commonwealth of Pennsylvania.

The Master of Athletic Training Program has specified admissions guidelines for both five-year and post baccalaureate students that are outlined on the Master of Athletic Training website. See the program's website for complete application process details. The website with this information is <http://www.gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Athletic-Training/Admissions-Information/>

ACADEMIC PROGRESSION

Students enrolled in the five-year master's degree program will be required to meet the following criteria to retain their guaranteed admission to the professional phase of the education (years four and five).

- Must maintain a cumulative GPA of 3.0 both overall and in prerequisite coursework (evaluated after sophomore year, spring semester). Failure to do so will lead to probationary status in which the student will be granted one year to show progress toward raising their GPA to the acceptable standard. At the end of the yearlong probationary period, the student must possess a cumulative and prerequisite GPA of 3.0 or higher or they will be removed from the five-year master's program and will be placed in the undergraduate Sport and Exercise Science bachelor degree program. The student may then apply for admission to the entry-level master's degree program at the conclusion of the undergraduate degree and will be considered according to the standards highlighted previously.

- Students must achieve a grade of “C” or better in all prerequisite courses.
 - SPRT 360/361: Kinesiology with Lab
 - SPRT 390/391: Exercise Physiology with Lab
 - SPRT 414: Motor Learning and Development
 - SPRT 416: Human Motor Control
 - SPRT 420: Care and Prevention of Athletic Injuries
 - SPRT 424: Biomechanics
 - SPRT 425: Clinical Exercise Physiology
 - 8 credits of Biology (Anatomy and Physiology with Labs)
- The student is permitted to retake prerequisite courses but must recognize that, given the accelerated nature of the program, deviating from the designed progression is not recommended if the student is to stay on pace for successful matriculation through to the professional portion of the program.

Students enrolled in the entry-level master’s program, as well as five-year master’s students in the professional phase of their program, will be required to meet the following criteria in order to matriculate to graduation from the program.

- Maintain a cumulative GPA of 3.0; students who fall below these criteria will be granted one semester of probationary status in which they will be required to raise their grade point average above the minimum standard, or they will be separated from the program.
- Achieve a grade of “C” or better in all 500-level and cross-listed courses.
- Retake no more than two 500-level / cross-listed courses over the course of the program.

Entry-Level Post-Baccalaureate Option

The post baccalaureate, two year program, is designed for students who have already completed a bachelor’s degree in a related field and have met the admission requirements for graduate entry. The program consists of 59 credits of graduate level education and clinical experiences. The multi-year cycle is below.

Five-Year Bachelor’s to Master Option

The five-year master’s degree option is designed for incoming freshmen (or transfers who meet degree matriculation requirements) who are interested in an accelerated path toward the Master in Athletic Training (MAT) degree. In this option, students complete three years of undergraduate course work in the Sport and Exercise Science foundational and core courses as well as the Gannon University Liberal Studies Core followed by two years of the professional level MAT core courses creating the 3+2 accelerated path. Students will begin their “professional phase” beginning the summer after their junior year. At the conclusion of the spring semester of the 4th year students will receive a Bachelor of Science degree in Sport and Exercise Science. Following the completion of the 5th year, students will receive a Master of Athletic Training degree.

CURRICULUM REQUIREMENTS

ENTRY-LEVEL MASTER’S OF ATHLETIC TRAINING (59 CREDITS TOTAL)

SUMMER YEAR 1 – 9 credits

| | | |
|-----------|---|---|
| GSPRT 505 | Principles of Athletic Training | 3 |
| GSPRT 509 | Taping and Bracing of Athletic Injuries | 2 |
| GSPRT 511 | Non-Orthopedic Injury Assessment | 3 |
| GSPRT 513 | Clinical in Athletic Training: Preseason Experience | 1 |

FALL YEAR 1 – 10 credits

| | | |
|-----------|---------------------------------|---|
| GSPRT 515 | Clinical I | 4 |
| GSPRT 555 | Lower Body Extremity Assessment | 3 |
| GSPRT 535 | Therapeutic Modalities | 3 |

SPRING YEAR 1 – 10 credits

| | | |
|-----------|---------------------------------|---|
| GSPRT 545 | Clinical II | 4 |
| GSPRT 565 | Therapeutic Rehabilitation | 3 |
| GSPRT 525 | Upper Body Extremity Assessment | 3 |

SUMMER YEAR 1 – 9 credits

| | | |
|-----------|--|---|
| GSPRT 510 | Advanced Strength and Conditioning | 3 |
| GSPRT 530 | Research Methods and Statistics | 3 |
| GSPRT 575 | Pharmacology and Professional Issues | 3 |
| GSPRT 613 | Clinical in Athletic Training: Preseason Experience II | 1 |

FALL YEAR 2 – 10 credits

| | | |
|-----------|------------------------------|---|
| GSPRT 615 | Clinical III | 4 |
| GSPRT 507 | Seminar in Athletic Training | 3 |
| GSPRT 550 | Advanced Sport Nutrition | 3 |

SPRING YEAR 2 – 10 credits

| | | |
|-----------|---|---|
| GSPRT 645 | Clinical IV | 4 |
| GSPRT 655 | Organization and Administration | 3 |
| GSPRT 585 | Psychosocial Aspects of Injury and Rehabilitation | 3 |

CURRICULUM REQUIREMENTS

FIVE-YEAR MASTER OF ATHLETIC TRAINING (159 CREDITS TOTAL)

FRESHMAN FALL – 18 credits

| | | |
|----------|--|---|
| LENG 111 | College Composition | 3 |
| SPRT 120 | Foundations of Exercise Science | 3 |
| SPCH 111 | Public Speaking | 3 |
| PSYC 111 | Introduction to Psychology | 3 |
| BIOL 108 | Essentials of Anatomy and Physiology I | 3 |
| BIOL 109 | Essentials of Anatomy and Physiology I Lab | 1 |
| | First Year Seminar | 2 |

FRESHMAN SPRING – 16 credits

| | | |
|----------|---|---|
| LENG 112 | Critical Analysis | 3 |
| LTHE 101 | Foundations of Theo/Morality | 3 |
| LHST 111 | History Without Borders | 3 |
| SPRT 130 | Sport Nutrition | 3 |
| BIOL 110 | Essentials of Anatomy and Physiology II | 3 |
| BIOL 111 | Essentials of Anatomy and Physiology II Lab | 1 |

SOPHOMORE FALL – 17 credits

| | | |
|----------|----------------------------|---|
| SPRT 240 | Sport Psychology | 3 |
| CHEM 103 | Chemistry of Life I | 3 |
| CHEM 104 | Chemistry of Life I Lab | 1 |
| PSYC 211 | Statistics | 3 |
| LPHI 231 | Introduction to Philosophy | 3 |
| SPRT 390 | Exercise Physiology | 3 |
| SPRT 391 | Exercise Physiology Lab | 1 |

SOPHOMORE SPRING – 18 credits

| | | |
|----------|----------------------------|---|
| SPRT 250 | Exercise Psychology | 3 |
| LPHI | Philosophy II | 3 |
| MATH 112 | Trigonometry | 3 |
| LTHE 201 | The Bible: An Introduction | 3 |
| SPRT 360 | Kinesiology | 3 |
| SPRT 361 | Kinesiology Lab | 1 |
| | Free electives | 2 |

JUNIOR FALL – 17 credits

| | | |
|----------|---------------------------------------|---|
| SPRT 310 | Research Methods | 3 |
| SPRT 400 | Exercise Testing and Prescription | 3 |
| SPRT 401 | Exercise Testing and Prescription Lab | 1 |
| SPRT 414 | Motor Development | 3 |
| LENG | Literature Series | 3 |
| LTHE | 300 level or LPHI 237 (THEO/PHIL III) | 3 |
| | Leadership Seminar | 1 |

JUNIOR SPRING – 16 credits

| | | |
|----------|---------------------------------|---|
| SPRT 425 | Clinical Exercise Physiology | 3 |
| SPRT 415 | Motor Learning and Performance | 3 |
| SPRT 424 | Biomechanics | 3 |
| SPRT 416 | Human Motor Control | 3 |
| SPRT 420 | Care and Prevention of Injuries | 4 |

SENIOR SUMMER – 8 credits

| | | |
|-----------|--|---|
| SPRT 471 | Introduction to Athletic Training | 3 |
| SPRT 472 | Taping and Bracing of Athletic Injuries | 2 |
| SPRT 473 | Non-Orthopedic Injury Assessment | 3 |
| GSPRT 513 | Clinical in Athletic Training: Preseason Experience | 1 |

SENIOR FALL – 13 credits

| | | |
|----------|---------------------------------|---|
| SPRT 474 | Clinical I | 4 |
| SPRT 475 | Lower Body Extremity Assessment | 3 |
| SPRT 476 | Therapeutic Modalities | 3 |
| LFIN | Fine Arts | 3 |

SENIOR SPRING – 13 credits

| | | |
|----------|---------------------------------|---|
| SPRT 477 | Clinical II | 4 |
| SPRT 478 | Upper Body Extremity Assessment | 3 |
| SPRT 479 | Therapeutic Rehabilitation | 3 |
| LBST 383 | Senior Seminar | 3 |

GRADUATE YEAR SUMMER – 10 credits

| | | |
|-----------|---|---|
| GSPRT 510 | Advanced Strength and Conditioning | 3 |
| GSPRT 530 | Research Methods and Statistics | 3 |
| GSPRT 575 | Pharmacology and Professional Issues | 3 |
| GSPRT 613 | Clinical in Athletic Training: Preseason Experience II | 1 |

GRADUATE YEAR FALL – 10 credits

| | | |
|-----------|--|---|
| GSPRT 615 | Clinical III | 4 |
| GSPRT 550 | Advanced Sport Nutrition | 3 |
| GSPRT 585 | Psychosocial Aspects of Injury and Rehabilitation | 3 |

GRADUATE YEAR SPRING – 10 credits

| | | |
|-----------|---------------------------------|---|
| GSPRT 645 | Clinical IV | 4 |
| GSPRT 655 | Organization and Administration | 3 |
| GSPRT 507 | Seminar in Athletic Training | 3 |

Master of Science in Sport and Exercise Science

Concentration: Human Performance

Program Director: Kory Stauffer, Ph.D.

INTRODUCTION

Gannon University offers the Master of Science in Sport and Exercise Science with a concentration in Human Performance. This M.S. degree is a 36 credit-hour program that is designed to be completed in one calendar year. Students can expect to receive advanced education in many facets of human performance including the physiological, biomechanical, nutritional and psychological factors that both enhance and limit our movement capabilities. The program offers two degree options: a thesis option, and a non-thesis, year-long internship option. Classes are offered in the morning in the summer, and in the afternoon and evening during the fall and spring semesters to accommodate working students. A part-time option is available for students who are unable to devote the time necessary to attend on a full-time basis. The program is designed to prepare students for gainful employment and/or further graduate training.

STUDENT LEARNING OUTCOMES

The curriculum for the Master of Science degree is designed around providing the student with an advanced, well-balanced, and applied

educational experience. Upon graduating with a Master's of Science degree in Sport and Exercise Science with a concentration in Human Performance from Gannon University, the student will

- Possess and demonstrate advanced knowledge of testing the physical capabilities of the body and prescribing activity to improve those parameters.
- Demonstrate knowledge, skills and abilities for laboratory and field testing in both physiology and biomechanics.
- Demonstrate comprehensive knowledge of the research process including design of a research studies as well as analysis and interpretation of collected data.
- Possess and demonstrate advanced knowledge of the psychology of human performance.
- Possess and demonstrate advanced knowledge of the relationship between nutrition and human performance.
- Possess and demonstrate advanced knowledge of the physiology of human performance.
- Possess and demonstrate advanced knowledge of the biomechanics of human performance
- Demonstrate leadership and expertise in the field of advanced human performance.

ADMISSION REQUIREMENTS

Candidates will be considered for enrollment if they possess the following minimum qualifications.

- Undergraduate degree (or expected degree completion prior to enrollment) in exercise science, kinesiology, human performance, sports medicine or related field.
- Minimum overall and prerequisite GPA of 2.75.
- 3 letters of recommendation

ADMISSIONS PROCESS

Candidates will be considered on a rolling basis for the summer cohort of the calendar year for which they are applying. On Special occasion, students may be considered for fall or spring semester entry. Students will be required to submit an official transcript along with the standard graduate school application as well as three letters of recommendation. Students will be notified of admissions decisions after review by the department admissions committee.

PREREQUISITES COURSEWORK

Prerequisites for internal candidates are below. Students must achieve a grade of "C" or better in each.

| | |
|---------------------------------|---|
| Two biology courses (with labs) | |
| One chemistry course (with lab) | |
| Statistics | |
| SPRT130 | Sport Nutrition or suitable replacement |
| SPRT240 | Sport Psychology |
| SPRT250 | Exercise Psychology |
| SPRT310 | Research Methods |
| SPRT360/361 | Kinesiology with Lab |
| SPRT390/391 | Exercise Physiology with Lab |
| SPRT400/401 | Exercise Testing and Prescription |

External candidates should possess the following prerequisite coursework, achieving a grade of "C" or better in each.

- Nutrition (1 course)
- Exercise Physiology (1 course with lab preferred)
- Human Anatomy and Physiology (2 courses)
- Psychology (2 courses)
- Kinesiology / Biomechanics / Functional Anatomy or similar (1 course)
- Exercise Testing and Prescription (1 course with Lab)
- Research Methods and/or Statistics (1 course)

DEGREE COMPLETION OPTION: THESIS

Students choosing the thesis option will complete 30 credits of coursework as well as 6 credits of research-based, faculty supervised, scientific study that will culminate in the preparation and defense of the masters thesis, a requirement for graduation. This option prepares the student not only for midlevel employment in the field but also entrance into doctoral programs should they choose to continue their education beyond the masters level. Students will use the first summer session to review current research in the field and to develop a research question of their own. The fall and spring will consist of development, preparation and defense of the master's thesis. While this is certainly an aggressive time frame, provisions are in place that will allow students to extend their graduate program until the thesis project is completed.

DEGREE COMPLETION OPTION: INTERNSHIP

In the non-thesis option, students will complete 30 credit hours of coursework as well as 6 credits of an academic-year-long internship, many with one of the University's athletic teams or a clinical site of their choosing. Under the supervision of both members of the faculty as well as the coaching staff of their respective team, the student intern will serve in the capacity of strength and conditioning coach on their respective teams. Students will assist in the design, implementation, maintenance and assessment of the team's conditioning activities. Note: It is required that students have at least attempted, and preferably successfully completed certification requirements through either the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist) or the American College of Sports Medicine (Health and Fitness Specialist) prior to starting their internship experience. Both of these certification exams are available in a computer-based format that allows for immediate results. Both also require a fee that will be the responsibility of the student upon registration.

CURRICULUM REQUIREMENTS

FULL TIME ENROLLMENT

SUMMER – 12 credits

| | | |
|-----------|--|---|
| GSPRT 500 | Seminar in Human Performance | 3 |
| GSPRT 510 | Advanced Strength and Conditioning | 3 |
| GSPRT 520 | Advanced Laboratory Techniques | 3 |
| GSPRT 530 | Research Methods and Statistics in Human Performance | 3 |

FALL – 12 credits

| | | |
|-----------|--|---|
| GSPRT 540 | Psychological Foundations of Performance | 3 |
| GSPRT 550 | Advanced Sport Nutrition | 3 |
| GSPRT 562 | Cardiopulmonary Physiology | 3 |
| GSPRT 600 | Thesis I or GSPRT602 Internship I | 3 |

SPRING – 12 credits

| | | |
|-----------|---------------------------------------|---|
| GSPRT 572 | Exercise Biochemistry | 3 |
| GSPRT 580 | Applied Sport Biomechanics | 3 |
| GSPRT 582 | Advanced Clinical Exercise Physiology | 3 |
| GSPRT 601 | Thesis II or GSPRT603 Internship II | 3 |

PART-TIME ENROLLMENT**SUMMER YEAR 1 - 6 credits**

| | | |
|-----------|------------------------------------|---|
| GSPRT 520 | Advanced Laboratory Techniques | 3 |
| GSPRT 510 | Advanced Strength and Conditioning | 3 |

FALL YEAR 1 - 6 credits

| | | |
|-----------|--|---|
| GSPRT 540 | Psychological Foundations of Performance | 3 |
| GSPRT 550 | Advanced Sport Nutrition | 3 |

SPRING YEAR 1 - 6 credits

| | | |
|-----------|---------------------------------------|---|
| GSPRT 572 | Exercise Biochemistry | 3 |
| GSPRT 582 | Advanced Clinical Exercise Physiology | 3 |

SUMMER YEAR 2 - 6 credits

| | | |
|-----------|--|---|
| GSPRT 500 | Seminar in Human Performance | 3 |
| GSPRT 530 | Research Methods and Statistics in Human Performance | 3 |

FALL YEAR 2 - 6 credits

| | | |
|-----------|-----------------------------------|---|
| GSPRT 562 | Cardiopulmonary Physiology | 3 |
| GSPRT 600 | Thesis I or GSPRT602 Internship I | 3 |

SPRING YEAR 2 - 6 credits

| | | |
|-----------|-------------------------------------|---|
| GSPRT 580 | Applied Sport Biomechanics | 3 |
| GSPRT 601 | Thesis II or GSPRT603 Internship II | 3 |

COURSE DESCRIPTIONS**GSPRT 500 Seminar in Human Performance**

3 credits

This course is intended to familiarize students with current and relevant research in the field of human performance. Students will gather, read, present and critique current scholarly material in human performance and related fields in an effort to both better understand the research process and also to help formalize their own research interests.

SPRT 471 / GSPRT 505 Principles of Athletic Training

3 credits

This course is designed to give graduate-level athletic training students an overview of essential athletic training principles. Students will gain knowledge in the areas of musculoskeletal injuries, environmental risk factors, mechanisms and characteristics of sport trauma, and coordinating the sports medicine team.

GSPRT 507 Seminar in Athletic Training

3 credits

This course is intended to familiarize students with current, relevant research in the athletic training field. Students will gather, read, present and critique current scholarly material in athletic training and athletic injury in an effort to both better understand the research process and also to become familiar with current issues and therapeutic techniques in the field.

SPRT 472 / GSPRT 509 Taping and Bracing of Athletic Injuries

2 credits

This course is designed to develop taping skills of both upper and lower extremity, fitting of protective equipment, and the application of various bracing and splinting materials within the athletic training profession.

GSPRT 510 Advanced Strength and Conditioning

3 credits

The objective of this course is to provide majors with theoretical and practical knowledge of the physiological, biomechanical, administrative aspects of designing and supervising strength and conditioning programs for various population.

SPRT 473 / GSPRT 511 Non-Orthopedic Injury Assessment

3 credits

This course prepares the athletic training student to assess and manage non-orthopedic injuries and illnesses that may be encountered while working in the athletic training profession. The course will focus on the etiology, recognition, pathological course, treatment, and prognosis of various general medical conditions including concussion management, heat management and other pathological conditions pertaining to the respiratory, cardiovascular, endocrine, genitourinary, and neurological systems.

SPRT 483 / GSPRT 513 Clinical in Athletic Training: Pre-Season Experience I

1 credit

This course consists of athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the preseason for fall sports and introduces the student to many concepts including the pre-participation health screening, heat acclimatization, insurance management, concussion baseline testing, hydration management, and others. This course also includes skill refinement in taping and wrapping techniques and first aid.

SPRT 474 / GSPRT 515 Clinical I in Athletic Training

4 credits

The first in a series of four clinical experiences, this course consists of athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes skill development in taping and wrapping techniques and first aid. The course also includes content for goniometric measurements and muscle function assessments such as manual muscle testing.

GSPRT 520 Advanced Laboratory Techniques

3 credits

This course is designed to give the student working knowledge of the procedures of various testing techniques used in both the laboratory as well as in field settings. The student will be expected to demonstrate expertise in various laboratory testing techniques as a requisite for course completion.

SPRT 478 / GSPRT 525 Upper Body Extremity Assessment

3 credits

This course addresses evaluation techniques and assessment of musculoskeletal injuries to the head, face, and upper extremities. The student must integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise.

GSPRT 530 Research Methods and Statistics in Human Performance

3 credits

This course is designed to introduce the student to methodological and statistical techniques specific to human performance and related fields. Students will be exposed to the research process and also various statistical techniques used to assess the efficacy of exercise interventions and conditioning programs. Student will also become familiar with various types of research and the benefits and drawbacks of each.

SPRT 476 / GSPRT 535 Therapeutic Modalities

3 credits

Basic physiological responses of the human body to the application of therapeutic heat, therapeutic cold, therapeutic electricity, iontophoresis, ultrasound and other basic therapeutic modalities used in sport medicine are examined.

GSPRT 540 Psychological Foundations of Performance

3 credits

The purpose of this course is to help the student gain a greater understanding of psychological and emotional factors that influence athletic and nonathletic performance. Furthermore, the student will learn psychological theories and mechanisms for how psychological skills training can positively influence performance.

SPRT 477 / GSPRT 545 Clinical II in Athletic Training

4 credits

The second in a series of four required clinical placements, this course will consist of clinical athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes skill development in taping and wrapping techniques and first aid. The course also includes content for goniometric measurements and muscle function assessments such as manual muscle testing.

GSPRT 550 Advanced Sport Nutrition

3 credits

This course is designed to further develop an understanding of the influence of nutrition for acute and chronic biological and physiological adaptations to physical activity and sport. Emphasis will be placed on adaptations in macronutrients and micronutrients metabolism to fuel energy systems, popular performance enhancing and weight loss supplements, and current research trends that address various sports and populations.

SPRT 475 / GSPRT 555 Lower Body Extremity Assessment

3 credits

This course addresses evaluation techniques and assessment of musculoskeletal injuries to the spine, trunk, abdomen, and lower extremities. The student must integrate knowledge of anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise.

GSPRT 562 Cardiopulmonary Physiology

3 credits

This course is a study of the physical principles as they apply to cardio-pulmonary physiology, anatomy of the lungs and heart, the mechanics of ventilation and pulmonary circulation, airway resistance, hemodynamics, lung compliance, and the non-uniform distribution of ventilation and perfusion. Gas laws and prediction equations to explain physiological changes will be studied and applied to the cardiopulmonary system. Oxygen transport and carbon dioxide transport are also covered in detail. Additional topics include laboratory studies, electrocardiographs, pulmonary function studies, invasive and non-invasive blood gas monitoring, and sleep studies.

SPRT 479 / GSPRT 565 Therapeutic Rehabilitation

3 credits

A systematic approach to individual rehabilitative exercise program development as it relates to athletic injury recovery. Basic information of using the various forms of therapeutic exercises, techniques, indications and contraindications of exercise, and exercise progression as related to athletic injury, prevention, reconditioning and return to participation guidelines will be discussed.

GSPRT 570 Dietary Programming in Sport Nutrition

3 credits

This course is designed to utilize an array of assessment tools which can be implemented in nutritional programming. Practice with methodology, application, implications, strengths and limitations of assessment tools will provide a basis for nutritional programming for athletes and teams.

SPRT405 / GSPRT 572 /SPRT405 – Exercise Biochemistry

3 credits

This course is designed to provide students with a comprehensive exposure to the effects of exercise on cellular metabolism and cell structure and function. The course begins with a refresher of biochemical concepts that the student was introduced to in previous coursework including metabolism, protein, carbohydrates and lipids, nucleic acids and gene expression. The course will then delve into such topics as neural control of movement and muscular contraction and the integration of exercise metabolism specifically related to the macronutrients. Finally, students will receive training on how to assess the biochemical processes of people who exercise.

GSPRT 575 Pharmacology and Professional Issues

3 credits

This course is designed to provide a general overview of the use of pharmacological agents in the treatment of acute and overuse injuries. Additional course material will consider performance enhancement and social drugs often associated with athletic populations. Additionally, ethical issues related to athletic training will be discussed including privacy laws, ethical conduct, mandatory reporting, drug testing, and others as deemed appropriate.

GSPRT 580 Applied Sport Biomechanics

3 credits

For this course, the student explores an area of interest related to sport biomechanics. The course provides the student with an opportunity to utilize biomechanical analysis to answer research questions proposed in two projects.

GSPRT 582 Advanced Clinical Exercise Physiology

3 credits

This course is designed to provide students with an understanding of the current knowledge and trends in rehabilitation of populations with cardiac, pulmonary and metabolic disorders through assessment and specific exercise programming. This will further include a thorough explanation of the pathogenesis of these disorders. The course will also expose the student to the interpretation of electrocardiograms both at rest and during submaximal and maximal exercise bouts.

GSPRT 590 Psychological Interventions in Sport

3 credits

This course builds upon the knowledge and skills gained in GSPRT 540: Psychological Foundations of Sport. The student will apply the principles learned in previous coursework to assess the psychological strengths and weakness of athletes and other performers. They will then design interventions to improve physiological performance via psychological skills training.

GSPRT 595 Special Topics in Sport and Exercise Science and/or Athletic Training

1-3 credits

This course provides the opportunity to present topics of interest that are not regularly offered in the curriculum.

GSPRT 600 Master's Thesis I

3 credits

For this course, the student will complete the first four chapters of his or her master's thesis. The chapters include the introduction, literature review, statement of the problem and hypothesis, and proposed methods. This course will be completed prior to data collection on his or her master's thesis and prior to GSPRT 601.

GSPRT 601 Master's Thesis II

3 credits

For this course, the student will complete the final two chapters of his or her master's thesis. The chapters include the results and discussion sections. This course prepares the student for the final thesis defense prior to obtaining the master's degree.

GSPRT 602 Master's Internship I

3 credits

For this course, the student will engage in a practical internship as assigned by the director or instructor of the Sport and Exercise Science Master of Science degree program. The majority of these assignments will be with one of the athletic teams at the university. This internship will last the duration of the fall semester.

GSPRT 603 Master's Internship II

3 credits

This course is a continuation of GSPRT602: Master's Internship I. The student will engage in a practical internship as assigned by the director or instructor of the Sport and Exercise Science, Master of Science degree program. The majority of these assignments will be with one of the athletic teams at the university. This internship will last the duration of the spring semester.

GSPRT 613 Clinical in Athletic Training: Pre-Season Experience II

1 credit

This course consists of hands-on clinical education experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the preseason for fall sports and continues to build on upper extremity evaluation techniques, pharmacology application, rehabilitation design and principles of strength and conditioning.

GSPRT 615 Clinical III in Athletic Training

4 credits

The third in a series of four required clinical placements, this course will consist of clinical athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes specific content in advanced situational assessments, health care for all age groups and special populations, and development of career enhancement skills.

GSPRT 645 Clinical IV in Athletic Training

4 credits

The final in a series of four required clinical placements, this course consists of continued athletic training experiences under the supervision and guidance of a program-approved healthcare provider in a professional setting. The course meets throughout the semester for formal competency development. This course includes situational orthopedic assessment, health care for all age groups and special populations, and continued development of taping, bracing, and casting skills.

GSPRT 655 Organization and Administration in Athletic Administration

3 credits

Discussion of the issues in the organization and administration of athletic training programs to facilities. Topics will cover the knowledge to develop, administer, and manage a facility. Legal responsibility, protection of individuals, and implications of misconduct will be addressed. In addition, professional responsibilities and avenues of professional development will be addressed.

Board of Trustees

Mr. Robert P. Barker '72

Retired Business Executive, Dana Point, CA

Ms. Candace D. (Horton) Battles '93

Retired Social Worker, Harborcreek Youth Services, Erie, PA

Mr. Richard E. Beattie '92

President, Mechanical Engineering & Construction Corporation (MEC2), Phoenix, MD

Rev. Msgr. Robert L. Brugger

Retired Pastor, St. George Church, Erie, PA

Mr. Walter W. Cooper '85, '87M

CEO, Matrix Medical Network, Odessa, FL

Mr. Gregory J. Czarnecki '89

Climate Change and Research Coordinator, PA Department of Conservation and Natural Resources, Hummelstown, PA

Ms. Tina M. (Cicchetti) Donikowski '85

Retired Vice President, GE Transportation Systems, Erie, PA

Sister Mary Drexler, SSJ '71 VMC

Principal, Our Lady's Christian School, Erie, PA

Ms. Dana M. Fallon '91

Associate Registrar, George Mason University School of Law, Arlington, VA

Mr. Jim Fiorenzo

Senior Advisor, UPMC International

Ms. Gwendolyn M. (Ralph) Garbarino, Esq. '82

Vice President and General Counsel, eden, Inc., State College, PA

Mr. James E. Gehrlein '72

Retired Executive, Erie, PA

Mr. Thomas C. Guelcher '62, MBA '76

Risk/Properties Director, Vice Chairperson, Sisters of Mercy, Erie, PA

Brigadier General Timothy J. Hilty '81

Assistant Adjutant General, Department of the Army, Pennsylvania National Guard, Lebanon, PA

Rev. Scott W. Jabo, Ph.D.

President, Cathedral Preparatory School/Villa Maria Academy, Erie, PA

Mr. Scott M. Krall '84

Head of Corp Environmental Governance Bayer Corporation, Pittsburgh, PA

Mr. Urban J. LaRiccia '59

Private Investor, Rancho Sante Fe, CA

Mr. Thomas J. Loftus '56, MBA '74

Retired Business Executive, Erie, PA

Msgr. Edward M. Lohse '84

Vicar General, Diocese of Erie, Erie, PA

Rev. John P. Malthaner '91

Pastor, St. Luke's Parish, Erie, PA

Mr. Pierre McCormick '79

Retired President, Wisconsin Distributors, LP, Erie, PA

Mr. Mark J. Minnaugh '81

Retired Executive Vice President, Giant Eagle, Inc., Secretary, Allison Park, PA

Mr. Timothy G. NeCastro

President and CEO Erie Insurance, Erie PA

Susan M. Nedza, M.D. '80

Chief Medical Informatics Officer, MPA Healthcare Solutions, Hinsdale, IL

Richard G. Orlando, M.D. '76

Director, Cataract Surgery, Columbus Ophthalmology, Dublin, OH

The Most Rev. Lawrence T. Persico, J.C.L.

Bishop of the Diocese of Erie, Chairperson, Erie, PA

Mr. Thomas F. Power, Jr. '63

Retired Business Executive, Green Oaks, IL

Rev. Nicholas J. Rouch, S.T.D., '83

Vicar for Education, Diocese of Erie, Erie, PA

Mr. James J. Rutkowski, Jr. '83

General Manager/Treasurer, Industrial Sales and Manufacturing, Inc., Erie, PA

Mr. James A. Scozzie, Ph.D. '65

Retired Business Executive, Painesville, OH

Antoinette Spevetz, M.D. '83

Professor of Medicine, Cooper University Health, Oxford, PA

James F. Toohey, Esquire '56

Partner, Quinn, Buseck, Leemhuis, Toohey & Kroto Inc., Erie, PA

Ms. Margaret A. VanderLaan '89

Chief Marketing Officer, Encore Electric Highlands Ranch, CO

Sister Mary Ann White, SSJ

Leadership, Sisters of St. Joseph of Northwestern Pennsylvania, Erie, PA

Mr. William M. Zeitler '69

Retired Business Executive, Jamestown, RI

**THE PRESIDENT OF THE FACULTY SENATE
THE PRESIDENT OF THE STUDENT GOVERNMENT
ASSOCIATION**

Emeritus Trustees:

DONALD S. LESLIE, JR. - FAIRVIEW, PA

DR. SALLY R. SCHULZE - CLEVELAND, OH

Administration

Office of the President

Keith Taylor, Ph.D.

President

B.S. State University of New York at Buffalo
M.S. State University of New York at Buffalo
Ph.D. State University of New York at Buffalo

Valerie Bacik

Vice President for Planning and Finance

B.S. Gannon University
M.B.A. Wake Forest University

William R. Edmondson

Vice President for Enrollment

B.S. Kent State University
M.P.A. Kent State University

Walter Iwanenko, Jr., Ph.D.

Vice President for Academic Affairs

B.A. D'Youville College
M.S. D'Youville College
Ph.D. State University of New York at Buffalo

Rev. Michael T. Kesicki

Associate Vice President for Mission and Ministry

B.A. Gannon University
S.S.L. Pontifical Biblical Institute, Gregorian University

Steven A. Mauro, Ph.D.

Vice President for Academic Administration

B.S. State University of New York at Buffalo
Ph.D. State University of New York at Buffalo

Darlene A. McMichael

Executive Assistant to the President

R. Brian Nichols

Vice President for Student Development and Engagement

B.A. University of Cincinnati
B.S. University of Cincinnati
M.S. George Peabody College of Vanderbilt University

R. Scott Rash

Vice President for University Advancement

B.A. Randolph-Macon College

Melanie A. Whaley

Chief Marketing and Communications Officer
B.A. Gannon University

Faculty

Adams, Heather

Associate Professor of Physician Assistant Department
B.S. University of Pittsburgh; MPAS Chatham College

Aggarwal, Mahesh C.

Professor and Chairperson of Mechanical Engineering and Director of Engineering Management
B.S. IIT Kanpur, U.P. India; M.S. Marquette University; Ph.D. University of Michigan

Allen Catellier, Jennifer R.

Assistant Professor of Communication Arts and Director of Health Communication
B.A. Mercyhurst University; M.A. Edinboro University of Pennsylvania; Ph.D. University at Buffalo

Amann, Carol Ann

Assistant Professor of Villa Maria School of Nursing
RN-BC, CDP, FNGNA, Ph.D.

Arghode, Vishal

Assistant Professor of Organizational Learning and Leadership
B.E. Nagpur University; P.G.D.F.M.I.I.F.M -India; M.ED Texas A&M University; Ph.D. Texas A&M University

Barker, David B.

Associate Professor of Sociology, Director of Sociology Program
B.A., M.A., Ph.D. State University of New York at Buffalo

Blair, Mark C.

Instructor of Computer and Information Science
B.A. Mercyhurst University; M.S.C.I.S. Gannon University

Bomberger, Ann

Associate Professor of English
B.A. Allegheny College; Ph.D. State University of New York at Stony Brook

Boss, Jeffrey

Assistant Professor of Occupational Therapy
B.S. Medical College of Georgia; M.S. Bowie State University

Brinkman, Barry J.

Assistant Professor of Computer and Information Science
B.S. University of Notre Dame; M.S., Ph.D. The Ohio State University

Brzuz, Amy

Assistant Professor and Program Director of Occupational Therapy
B.S. Gannon University; OTD Chatham University

Camera, Natasha

Assistant Professor and Director of Clinical Education of Physician Assistant Department
B.S., MPAS Gannon University

Cannell, Jeremy C.

Instructor of Computer and Information Science
B.Sc. Honours University of Surrey; M.S.E.S. Gannon University

Cavanagh, Kimberly

Associate Professor and Chairperson of Physician Assistant Program Department
B.S. Siena College; MPAS University of Nebraska Medical Center; D.H.Sc. Nova Southeastern University

Chen, Gong

Professor of Mechanical Engineering
B.S. Xion Jiaotong University; M.S., Ph.D. Rensselaer Polytechnic Institute

Church, Lindsay

Instructor of Occupational Therapy, Academic Fieldwork Coordinator
B.S., M.S. Gannon University

Clark, Gerald

Assistant Professor of Criminal Justice and Criminalistics, Program Director of Criminalistics Program, Chairperson of Criminal Justice and Social Work
B.A. Edinboro University of Pennsylvania; M.A. C.U.N.Y. John Jay College of Criminal Justice; Ph.D. Capella University

Colabuno, Adrienne

Assistant Professor and Clinical Coordinator of Physician Assistant Department
B.S., MPAS Gannon University

Coppock, Timothy E.

Associate Professor, Director of Clinical Mental Health Counseling Program and Chairperson of Psychology and Counseling Department
B.A. Earlham College; M. Div. United Theological Seminary; M.A. Bowling Green State University; Ph.D. The University of Toledo

Darling, Matthew J.

Assistant Professor of English
B.A. University of Kentucky; M.A., Michigan State University; Ph.D. Marquette University

Dart, Eric

Assistant Professor of Theology, Director of Pastoral Studies Program, Permanent Deacon Formation Program
B.A. Gannon University, M.A. Gannon University, Ph.D. Duquesne University

Diz, Harry R.

Professor Emeritus of Environmental Science and Engineering
B.A. Duke University; M.A. Northern Arizona University; M.S., Ph.D. Virginia Polytechnic Institute and State University

Flink, Tania

Associate Professor of Sport and Exercise Science
B.S. University of Illinois; M.S. University of Illinois; Ph.D. Arizona State University

Forbes, Leighann S.

Associate Professor of Education
B.S., M.Ed. Edinboro University; Ed.D. Duquesne University

Frezza, Stephen

Professor of Computer and Information Science
B.S., M.S., Ph.D. University of Pittsburgh, C.S.D.P.

Galleher, Carolyn A.

Assistant Professor and Associate Director of Physical Therapy
B.S. St. Louis University; M.H.S., D.H.S. University of Indianapolis

Gdanetz, Lorraine M.

Instructor of Villa Maria School of Nursing
MSN RN-BC-PCCN

Gee, David J.

Assistant Professor of Mechanical Engineering
B.S. University of California; M.S., Ph.D. Boston University

Ghosh, Shreelina

Assistant Professor of English
B.A. University of Calcutta, India, M.A. University of Calcutta, India, Ph.D. Michigan State University

Giles, Terry

Professor of Theology and Pastoral Studies
B.A., M.Div., Th.M. Grand Rapids Baptist College and Seminary; Ph.D. Michigan State

Grippe, Kristen

Assistant Professor of Physician Assistant Department
B.S., MPAS Gannon University

Gustafson, Beth

Assistant Professor of Physical Therapy
B.S. Quinnipiac College; M.S.Ed. University of Dayton, D.H.Sc. University of Indianapolis

Hallock, Bill

Assistant Professor of Education, Coordinator of Graduate Programs, School of Education; Chairperson Social and Organizational Studies, Program Director, Organizational Learning and Leadership
B.S., M.S. Northwest Missouri State; Ed.D. University of Kansas

Hartmann, Julie

Assistant Professor of Physical Therapy; Director of Clinical Education
B.S. Marquette University; M.Ed. The Pennsylvania State University; D.Sc. University of Maryland School of Medicine

Hattjar, Bernadette

Associate Professor of Occupational Therapy
B.F.A. Edinboro University of Pennsylvania; M.Ed. The Pennsylvania State University; Dr.O.T. Nova Southeastern University

Hawkins, Julia

Assistant Professor of Occupational Therapy
B.S. University of Scranton; OTD Chatham University

Hersch, Kurt

Instructor of Management
B.S. The Pennsylvania State University; MBA New York University

Homan, Michelle

Professor and Chairperson of Environmental Science and Engineering
B.S. The Pennsylvania State University; M.S. State University of New York at Albany; Ph.D. University of Michigan

Hoppe, Blake

Assistant Professor and Associate Director of Physician Assistant Department
B.S. Edinboro University of Pennsylvania; M.S., D.O. Lake Erie College of Osteopathic Medicine

Joy, Dawn Coburn

Assistant Professor and Director of Villa Maria School of Nursing
B.S. Villa Maria College; M.S.N. West Virginia University; Ph.D. Gannon University

Jung, Yong-Kyu

Associate Professor of Electrical and Computer Engineering
B.S.E.E. Korea University; M.S.E.E., Ph.D. Georgia Institute of Technology

Karnes, Michele

Assistant Professor of Occupational Therapy, Program Director of Post-Professional Occupational Therapy Doctorate
AAS Erie Community College; B.S. SUNY Buffalo; M.S. Capella University; Ed.D. D'Youville College

Kasaraneni, Varun

Assistant Professor of Environmental Science & Engineering
Ph.D. University of Rhode Island

Kerr, Aaron

Assistant Professor of Philosophy and Chairperson of Philosophy Department
B.A. Otterbein College; M.Div., M.T.S. Garrett-Evangelical Theological Seminary; Ph.D. Duquesne University

Kessler, Andrea

Assistant Professor of Physical Therapy; Assistant Director of Clinical Education
B.S. University of Pittsburgh; DPT Slippery Rock University; Ed.D. University of New England

Kim, Hwidong

Associate Professor of Environmental Science & Engineering
B.S., M.S. Inha University; Ph.D. University of Florida

King, Douglas J.

Associate Professor of English
B.A. State University of New York at Buffalo; M.A. George Washington University; Ph.D. Duquesne University

Kitts, Suzanne

Assistant Professor of Sport and Exercise Science; Program Director of Nutrition and Human Performance
B.S. The Pennsylvania State University; M.A. Edinboro University of Pennsylvania; Ph.D. Walden University

Kliorys, Constantine K.

Professor of Management
B.E. University of Detroit; M.S. Illinois Institute of Technology; Ph.D. Kent State University

Lavery, Nicole

Assistant Professor of Occupational Therapy
B.S., M.S. Gannon University; OTD Chatham University

Lee, Wookwon

Associate Professor and Chairperson of Electrical and Computer Engineering, Director of Graduate Electrical Engineering and Embedded Software Programs
B.S. Inha University, Korea; M.S., D.Sc. The George Washington University

Legters, Kristine S.

Associate Professor and Chairperson of Physical Therapy; Associate Dean, Morosky College of Health Professions and Sciences
B.A. Northwestern College; B.S. State University of New York/Upstate Medical Center; M.S. Gannon University; DSc Rocky Mountain University of Health Professions

LeVan, David

Associate Professor of Occupational Therapy
B.S., M.Ed. Gannon University; DHS University of Indianapolis

Liu, Yunkai

Associate Professor of Computer and Information Science
B.S., M.S. University of Science and Technology (China); M.S.
University of Illinois at Chicago; Ph.D. West Virginia University

MacKellar, Donald V.

Instructor of Electrical and Computer Engineering
B.S. New Mexico State University; M.S. Gannon University

MacPhedran, Kate

Assistant Professor of Physical Therapy
B.S., MPT Gannon University; Ph.D. Western Michigan University

Magno, Christopher N.

Associate Professor of Criminal Justice and Criminalistics
B.S. Philippine Normal University; M.A. University of the
Philippines; Ph.D. Indian University Bloomington

Mahan, Gary

Associate Professor of Economics
B.S. Westminster College; M.A., Ph.D. North Carolina State
University

Majewski, Jennifer D.

Assistant Professor of Physician Assistant Department
B.S. Grove City College; M.S.P.A.S. Arcadia University

Mak, Fong-Kiong

Professor of Electrical and Computer Engineering
B.S. West Virginia University; M.S., Ph.D. University of Illinois

McCurdy, Ken

Associate Professor of Clinical Mental Health Counseling
B.A. Clarion University of Pennsylvania; M.S. University of
Scranton; Ph.D. Ohio University

McMahon, Patty

Assistant Professor of Villa Maria School of Nursing
B.S. Villa Maria College; M.S.N. University of Pennsylvania; Ph.D.
Duquesne University

Menkhaus, James

Assistant Professor and Chairperson of Theology; Assistant
Professor in Pastoral Studies, Permanent Deacon Formation Program
B.A., M.A. John Carrol University; Ph.D. Duquesne University

Merritt, Jill

Assistant Professor of Education
B.S. Edinboro University; M.Ed. Youngstown State University;
Ph.D. Capella University

Messina, Michael J.

Professor of Marketing, Director of Master of Business Administration
B.S. John Carroll University; M.B.A. Youngstown State University;
Ph.D. Kent State University

Michael, Robert

Assistant Professor of Mechanical Engineering
B.S. University of Akron; M.S., Ph.D. Case Western Reserve
University

Mitchell, Rev. Jason A.

Assistant Professor of Philosophy, Assistant Professor of Theology,
Pastoral Studies, Permanent Deacon Formation Program
Ph.B. Ph.L., Ph.D. Pontifical Athenaeum Regina Apostolorum;
S.T.B., S.T.L. Pontifical Athenaeum Regina Apostolorum

Mokris, Rebecca

Assistant Professor and Program Director of Master of Athletic
Training Program
B.S. Indiana University; M.S. West Virginia University; M.S.
California University of Pennsylvania; D.Ed. Indiana University
of Pennsylvania

Morris, Nancy

Instructor of Education
B.S. Gannon University; M.S. University of Akron; M.P.A. Gannon
University

Mosinski, John David

Assistant Professor of Sport and Exercise Science
B.S. Gannon University; M.S. West Virginia University, Ph.D. Case
Western Reserve University

Mukherjee, Kaustav

Assistant Professor of English
B.A. Dinabandhu Andrews College; M.A. Calcutta University;
Ph.D. Michigan State University

O'Connell, Patrick F.

Professor of English and Theology
B.S. The College of the Holy Cross; M.A. Yale University; M.A.
Fordham University; Ph.D. Yale University; Ph.D. Fordham
University

Palmer, Caroline

Assistant Professor of Physician Assistant Department
B.A. Miami University, M.P.A.S. Kettering College

Panza, Michael J.

Professor of Mechanical Engineering
B.M.E., M.S. Gannon University; Ph.D. State University of New
York at Buffalo

Probst, Karen

Instructor of Occupational Therapy
B.S., M.S. Gannon University

Prokop, Duane R.

Assistant Professor of Marketing
B.S., M.B.A. Youngstown State University; D.S.L. Regent University

Quick, Robin

Associate Professor of Education, Coordinator of Graduate Reading Programs and ESL Certification
B.S., M.Ed. Edinboro University; D.Ed. Indiana University of Pennsylvania

Quinn, Lisa

Associate Professor and Associate Director of Villa Maria School of Nursing, Advisor of the Family Nurse Practitioner Program
B.S.N. Villa Maria College; M.S.N. Edinboro University of Pennsylvania; Ph.D. Kent State University

Reis, Tania C.

Assistant Professor of Organizational Learning and Leadership
B.A. Eastern Michigan University; M.S. Teachers College Columbia University; Ph.D. University of Nebraska Lincoln

Roca, Courtney

Instructor of Physical Therapy
B.S., DPT Marymount University

Rutland, Laura

Associate Professor of English, Chairperson of English Department
B.A. Emory University; M.A. Georgia State University; Ph.D. University of Tennessee

Sasi, Sreela

Professor of Computer and Information Science
B.Sc. University of Kerala; M.S. University of Idaho; Ph.D. Wayne State University

Shabgard, Hamidreza

Assistant Professor of Mechanical Engineering
B.S. Azad University of Mashhad; M.S. Amirkabir University of Technology; Ph.D. University of Connecticut

Skelly, Donna

Assistant Professor of Physical Therapy
B.S., M.S. University of Pittsburgh; Ph.D. Nova Southeastern University

Smith, Penelope

Assistant Professor of English, Director of the Liberal Studies
B.A. Bucknell University; M.A. Gannon University; Ph.D. Indiana University of Pennsylvania

Snarski, Kristen

Assistant Professor of Physical Therapy
B.S., P.T. Ithaca College; M.H.S. University of Indianapolis; Ph.D. Rocky Mountain University of Health Professions

Stauffer, Kory

Associate Professor of Sport and Exercise Science; Program Director of Sport and Exercise Science Graduate Program
B.S. Ursinus College; M.S. University of Pittsburgh; Ph.D. University of Pittsburgh

Steinbrink, Scott

Associate Professor of Mechanical Engineering,
B.S. University of Colorado; M.S. Auburn University; Ph.D. Virginia Polytechnic Institute and State University

Sundaram, Ramakrishnan

Professor of Electrical and Computer Engineering
B.S. Indian Institute of Technology, India; M.S. Massachusetts Institute of Technology; Ph.D. Purdue University

Tang, Mei-Huei

Associate Professor and Chair of Computer and Information Science
B.A. National Cheng Chi University; M.S., Ph.D. State University of New York, University at Albany

Torab, Hamid

Professor of Mechanical Engineering
B.S. University of Tehran; M.S., Ph.D. University of Michigan

Vaughn, Jennie L.

Assistant Professor of English
B.A., M.S.Ed. Jacksonville State University; Ph.D. University of Alabama

Vernaza, Karinna M.

Professor of Mechanical Engineering
B.S. United States Merchant Marine Academy; M.S., Ph.D. University of Notre Dame

West, Katharine

Assistant Professor and Clinical Coordinator of Physician Assistant Department
B.S. Chadron State College; MPAS University of Nebraska Medical Center

Whiteman, Janice

Assistant Professor of Education
B.A. St. Francis College; M.Ed. Gannon University

Wick, Jason P.

Instructor of Criminal Justice and Criminalistics
B.S. Indiana University of Pennsylvania; M.S. West Virginia University

Williams, Kathleen

Instructor and Coordinator of Clinical Education of Master of Athletic Training Program
B.S. Mercyhurst University; M.A. Edinboro University of Pennsylvania

Willow, Jason P.

Assistant Professor of Sport and Exercise Science
B.A. Edinboro University of Pennsylvania; M.S. Miami University; Ph.D. The Pennsylvania State University

Willow, Rebecca A.

Associate Professor of Clinical Mental Health Counseling
B.A. Allegheny College; M.A. Bowling Green State University; M.A. Edinboro University of Pennsylvania; Ed.D. Duquesne University

Wozniak, Rev. Casimir J.

Assistant Professor of Theology
B.A. Saint Bonaventure University; M.Div. Christ the King Seminary; M.A. Gannon University; S.T.L. Saint Paul University, Ottawa; Ph.D. Duquesne University

Yeshion, Theodore E.

Professor of Criminal Justice and Criminalistics
B.S. York College of the City University of New York; M.S. The George Washington University; Ph.D. State University of New York at Buffalo

Zhao, Lin

Associate Professor of Electrical and Computer Engineering
B.S., M.Sc. Shandong University, China; Ph.D. University of Western Ontario, Canada

Zheng, Qing (Julia)

Associate Professor of Electrical and Computer Engineering
B.S. North China University of Technology; M.E. National University of Singapore; Ph.D. Cleveland State University

Adjunct Faculty

Archer, Robin

Lecturer in Clinical Mental Health Counseling
M.A. Edinboro University of Pennsylvania; B.A. Edinboro University of Pennsylvania

Beiter, Michael

Lecturer in Computer and Information Science
B.A. The Pennsylvania State University

Bova, Michael

Lecturer in Industrial Safety
B.S. Indiana University of Pennsylvania; M.B.A. University of Hartford; Certified Safety Professional (CSP); Certified Insurance Counselor (CIC); Associate in Risk Management (ARM)

Campbell, Alicia

Lecturer in Physician Assistant Program
B.S. Seton Hill University; MPAS Seton Hill University

Caputo, James

Assistant Professor of Nursing, Physician Assistant and Athletic Training
B.S. The Pennsylvania State University; B.S. University of Pittsburgh; Pharm D. University of Pittsburgh

Coffman, John

Lecturer in Computer and Information Science
B.A. Duquesne University; M.Ed. Gannon University

Cuzzola-Kern, Amy

Lecturer in Public Administration
B.A. University of Michigan; M.P.A. University of Pittsburgh; Ph.D. Case Western Reserve University

Crane, John

Lecturer in M.B.A. Program
B.S. Gannon University; M.B.A. Clarkson University; D.B.A. Anderson University

Glover, Rev. Jason

Instructor in Pastoral Studies, Instructor in Theology; Instructor in Permanent Deacon Formation Program
B.A. Gannon University; S.T.B., M.Div., S.T.L. Saint Mary's Seminary & University

Hanna, Gary

Lecturer in Athletic Training
B.S. Indiana University of Pennsylvania; M.S. United States Sports Academy; M.S. California University of Pennsylvania; Ph.D. Indiana University of Pennsylvania (ABD)

Hawley, John W.

Lecturer in Pharmacology
B.S., Pharm.D. University of Arkansas

Heidecker, Sharon

Lecturer in Nursing
B.S.N. Villa Maria College; M.S.N. Gannon University

Hoch, David

Lecturer in Environmental Health & Engineering
A.B. Haverford College; M.P.H., Ph.D. Cambridge University

Hotchkiss, Anita

Lecturer in Occupational Therapy
B.S. University of Pittsburgh; M.S. Gannon University

Huckno, Donna

Lecturer in Nursing
BSN/MSN Gannon University

Hudson, Joseph

Lecturer in Environmental Health & Engineering
B.S., M.S. Gannon University

Jackson, William G.

Lecturer in Public Administration
M.B.A., M.S. Gannon University

Jageman, John

Medical Director of Physician Assistant Program
M.D. Temple University

Kennedy, Thomas

Lecturer of Engineering
B.S. State University of New York; M.B.A. The Pennsylvania State University

Kesicki, Rev. Michael

Lecturer in Permanent Deacon Formation Program
Associate Vice President for Mission and Ministry
B.A. Gannon University; S.S.L. Pontifical Biblical Institute of the Gregorian University

Linkie, Christine

Lecturer in Occupational Therapy
B.S. Colgate University; M.S. Columbia University

Lu, Chi-Houng Eddie

Lecturer in Electrical and Computer Engineering
B.S.M.E. National Taiwan University, Taiwan; M.S.I.S.E. Ohio State University; M.B.A. Pennsylvania State University

McDade, Mary

Lecturer in Occupational Therapy
B.S. The Pennsylvania State University; M.S. Edinboro University of Pennsylvania; Ph.D. Kent State University

McDonald, Allison

Lecturer in Physician Assistant Program
B.S. Gannon University; MPAS Gannon University

Mealy, Christina

Lecturer in Physician Assistant Program
B.S. Gannon University; MPAS Gannon University

Mejia, Jennifer

Lecturer in Occupational Therapy
B.S., M.S. Gannon University

Miller, John M.

Lecturer in Computer and Information Science
B.S. Dickenson College; M.S. The American University, C.P.M.P., C.P.M.I.

Mong, Tab

Lecturer in Electrical and Computer Engineering
B.S.E.E. Gannon University; M.S.E.E. Case Western University

Moore, Berwyn

Professor of English
B.A. University of North Carolina at Wilmington; M.F.A. Bowling Green State University

Moser, Daniel A.

Lecturer in Electrical and Computer Engineering
B.S.E.E. Gannon University; M.Sc. Florida Institute of Technology

Nolan, Whitney

Lecturer in Physician Assistant Program
B.S. Gannon University; MPAS Gannon University

Onest, Amy

Lecturer in Public Administration
B.A. Gettysburg College; M.B.A. The Pennsylvania State University

Pearson, Robert

Lecturer in Criminalistics
B.A. Indiana University of Pennsylvania; M.S. American Military University

Reddy, Suresh B.

Lecturer in Engineering
B.S. Indian Institute of Technology; M.S. Ohio State; Ph.D. Massachusetts Institute of Technology

Robertson, Michelle

Lecturer in Nursing
B.S. Rice University; MBA Gannon University

Schultz, Nicholas R.

Lecturer in Electrical and Computer Engineering
B.S. The Pennsylvania State University; M.S. Gannon University

Scott, Brian

Lecturer in Computer and Information Science
B.A. The Pennsylvania State University; M.C.I.S. Gannon University

Smith, Penelope

Assistant Professor of English, Director of the Liberal Studies
B.A. Bucknell University; M.A. Gannon University; Ph.D. Indiana University of Pennsylvania

Taylor, Mary Jean

Lecturer in Physical Therapy
M.A. New York University; Ph.D. Rocky Mountain University of Health Professions

Thompson, Debra

Lecturer in Public Administration
B.S. Villa Maria College; M.B.A. Gannon University

Tobin, David

Associate Professor of Clinical Mental Health Counseling
Ph.D. in Counselor Education, University of Pittsburgh; M.S. Gannon University; B.A. Gannon University

Trucilla, John

Lecturer in Criminalistics
B.A. University of Dayton; J.D. University of Dayton School of Law

Wang, Xiaozhong

Lecturer in Mechanical Engineering
B.A., M.S. Tsinghua University, Beijing; Ph.D. University of Maryland

Wallace, Robert A.

Lecturer in Finance
B.S., M.B.A. Gannon University; Ph.D. Kent State University

Wolford, Matthew L.

Lecturer in Environmental Health and Engineering
B.A. Pennsylvania University; J.D. Temple University School of Law

Zalot, Charlotte, O.S.B.

Lecturer in Pastoral Studies
B.A. Chestnut Hill College; M.A. St. Joseph College; M.Phil. Drew University; Ph.D. Drew University

Zimmerman, Michelle M.

Lecturer in the M.B.A. and M.P.A. Programs
B.S., M.B.A., Gannon University; Ph.D. University of Akron

Adjunct Faculty- Education

Blozowich, David

Lecturer in Education Online C/I Program
B.S., M.Ed. Clarion University of Pennsylvania; Advanced Administrative Certifications Pennsylvania State University; Ed. D. Immaculata University

Boulder, Tinukwa

Lecturer in Education Online C/I Program
B.S. Trinity and All Saints University; M.S., Ph.D. Mississippi State University

Campbell, Michele

Lecturer in Education Online C/I Program and Educational Leadership Online Program
B.B. Lake Erie College for Women; M.S. Gannon University; Advanced Administrative Certifications St. Bonaventure; Psy.D. Indiana University of Pennsylvania

Calabrese, Jessica

Lecturer in Education Online C/I Program
B.S. Indiana University of Pennsylvania; M.Ed. Edinboro University of Pennsylvania

Corey, Elizabeth

Lecturer in Education Online Reading Program
B.S., M.Ed. Gannon University

Corsi, Stephen

Lecturer in Education Online C/I Program
B.S. Indiana University of Pennsylvania; M.M. Duquesne University; Advanced Administrative Certifications Edinboro University of Pennsylvania

Costello, Christina

Lecturer in Education Online C/I Program
 B.S. Gannon University; M. Ed. and Advanced Administrative Certification Gannon University; M. Ed. and Advanced Administrative Certification Edinboro University,

DeLuca, Stephanie

Lecturer in Education Online C/I Program
 B.S. Pennsylvania State University; M. Ed., Advanced Administrative Certifications Gannon University

Emmanuele, Nicholas

Lecturer in Education Online Reading and ESL Programs
 B.S., M.A., and Advanced Certification, Gannon University

Harding, Jason

Lecturer in Education Online C/I and Educational Leadership Online Programs
 B.S. Slippery Rock University; M.Ed., Advanced Administrative Certification, and Ph.D. Gannon University

Holliday, Melinda

Lecturer in Education Online Reading and ESL Programs
 B.S. Indiana University of Pennsylvania; M.A. Gannon University

Holmes, Colleen

Lecturer in Education Online Reading and ESL Programs
 B.A. University of California at Santa Cruz; M.Ed., Advanced Certification Gannon University; Advanced Certifications Edinboro University and George Washington University

Johnson, Ann

Lecturer in Education Online C/I and Online Reading Programs
 B.A. John Carroll University; M.S. Walden University

Johnston, Jennifer

Lecturer in Education Online Reading Program
 B.S. Clarion University; M.Ed. and Advanced Certification Edinboro University

Kessler, Larry

Lecturer in Educational Leadership Online Program
 B.S., M.A. and Advanced Administrative Certification Edinboro University; Advanced Administrative Certification Westminster College

Neely, Heidi

Lecturer in Education Online C/I Program
 B.A. Thiel College; M.Ed. and Advanced Administrative Certification Gannon University

Pollifrone, Patricia

Lecturer in Education Online Reading Program
 B.S., M.Ed. Edinboro University; Ph.D. State University of New York at Buffalo

Rhodes, Chelsey

Lecturer in Education Online C/I Program
 B.A. Mercyhurst University; M.Ed. Gannon University

Simmons, Tessa

Lecturer in Education Online C/I Program
 B.S. Theil College; M.Ed. and Advanced Administrative Certifications Gannon University

Stark, Donald

B.A. Lycoming College; M. Ed. Edinboro University; Advanced Administrative Certifications Edinboro University

Swoger, Daniel

Lecturer in Educational Leadership Online Program
 B.S. St. Francis University; M. Ed. and Advanced Administrative Certifications Gannon University

Timer, Kimberly

Lecturer in Education Online C/I Program
 B.A. Denison University; MBA and J.D. University of Akron

Walsh, Camilla

Lecturer in Education Online C/I Program
 B.S. Pennsylvania State University; M. Ed. Gannon University

Watson, Aileen

Lecturer in Education Online Reading Program
 B.S. The Pennsylvania State University; M. Ed. Gannon University

Whitman, Bradley

Lecturer in Educational Leadership Online Program
 B.S., M. Ed. Gannon University; Advanced Administrative Certification Edinboro University

Wiles, Ann

Lecturer in Education Online C/I Program
 B.A. University of Pittsburgh; B.S. Slippery Rock University; M.Ed. University of Phoenix; Advanced Administrative Certification Gannon University

Williams, Stephanie

Lecturer in Educational Leadership Online Program
 B.S. Indiana University of Pennsylvania; M.Ed. Edinboro University; Advanced Administrative Certifications and Ph.D. Gannon University

Adjunct Faculty- Nurse Anesthesia

Adamczyk, Thomas

Clinical Instructor

B.S. Edinboro University of Pennsylvania; C.C.P. Mississippi School of Perfusion Technology

Albert, J. David

Professor of Nursing; Chief, Division of Anesthesia

B.S. Gannon University; M.D. University of Pittsburgh

Arkwright, Autumn

Clinical Instructor

B.S.N. Edinboro University of Pennsylvania, M.S.N. Gannon University, C.R.N.A UPMC Hamot School of Anesthesia

Beckman, Robert

Clinical Instructor

B.S.N. Penn State University; M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Bender, Joseph

Clinical Instructor

R.N. The Pennsylvania State University; B.S. Edinboro University of Pennsylvania; C.R.N.A. Hamot School of Anesthesia

Bernstein, Eric

Assistant Professor of Nursing

B.S. Emory University; M.D. Drexel University College of Medicine

Bindeman, Kathleen

Clinical Instructor

B.S.N. Gannon University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Black, Levi

Assistant Professor of Nursing; Program Director

B.S.N. Northern Arizona University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Carney, John

Associate Professor of Nursing

M.P.H. Yale University, M.D. Drexel University College of Medicine

Constable, Joshua

Associate Professor of Nursing

B.S. East Carolina University; D.O. Lake Erie College of Osteopathic Medicine

Cornfield, Freda

Clinical Instructor

B.S.N. St. Mary's of the Plains; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Davis, Nicole

Clinical Instructor

B.S.N., M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Dilla, Lizabeth

Assistant Professor of Nursing

R.N. Cuyahoga Community College; B.S. Edinboro University of Pennsylvania; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Divell, Eric

Clinical Instructor

B.S.N Indiana University of Pennsylvania; M.S.N Gannon University; C.R.N.A UPMC Hamot School of Anesthesia

Dorris, Paula

Clinical Instructor

B.S.N. Boston University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Downing, Therese

Clinical Instructor

B.S.N Graceland College; M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Firster, Shaun

Clinical Instructor

B.S.N., M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Friedman, Jan

Clinical Instructor

B.S.N., M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Fuller, Katelyn

Clinical Instructor

B.S.N. Edinboro University; M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Ganz, Lisa Rhode

Clinical Instructor

B.S.N. Edinboro University of Pennsylvania; M.S.N. Edinboro University; C.R.N.A. UPMC Hamot School of Anesthesia

Griesacker, Paula

Clinical Instructor
B.S.N., M.S.N Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Hense, Marilyn B.

Clinical Instructor
R.N. Philipsburg State General Hospital, School of Nursing; B.S.N. Carlow College; C.R.N.A. Westmoreland-Latrobe Hospitals, School of Anesthesia; M.S. Carlow College

Herriotts, Karen

Clinical Instructor
R.N. Robert Packer Hospital School of Nursing; C.R.N.A. University Health Center of Pittsburgh School of Anesthesia; B.S. University of Pittsburgh; M.B.A. University of Akron

Kaufman, Christopher

Clinical Instructor
B.S.N., M.S.N. Gannon University, C.R.N.A. UPMC Hamot School of Anesthesia

Kibler, Jean

Clinical Instructor
B.S.N. Pennsylvania State University; M.S.N. Gannon University; C.R.N.A Hamot School of Anesthesia

Kimmy, Alyssa

Clinical Instructor
B.S.N, M.S.N. Gannon University; C.R.N.A UPMC Hamot School of Anesthesia

Kinkoph II, Robert

Clinical Instructor
B.A. The College of Wooster; M.D. Wright University School of Medicine

Kraus, Gail

Clinical Instructor
B.S. Edinboro University, C.R.N.A. Hamot School of Anesthesia

Larmon, Donald

Associate Professor of Nursing, Associate Program Director,
B.S.N. Edinboro University, C.R.N.A. Hamot School of Anesthesia;
M.S.N., D.N.P. Gannon University

Larson, Christopher

Clinical Instructor
DMD University of Pittsburgh; MD University of Pittsburgh

Lucas, Greg

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Macaluso, Marion

Clinical Instructor
B.S. Edinboro State College; C.R.N.A. Hamot School of Anesthesia

Maldonado, Michael

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Markiewicz, Mindy

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University, C.R.N.A. Hamot School of Anesthesia

Marshall, Anthony Scott

Clinical Instructor
B.S. West Virginia Wesleyan College; D.O. West Virginia School of Osteopathic Medicine

Meade, Carolyn

Clinical Instructor
B.S.N. Pennsylvania State University; M.S.N Gannon University; UPMC C.R.N.A. Hamot School of Anesthesia

Metzenbacher, Brad

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Mosa, Michael

Clinical Instructor
M.B., ChB Faculty of Medicine Alexandria University

Mosier, Stephen

Associate Professor
B.A. California State University at Sonoma; M.D. State University of New York, Brooklyn

Myers, Timothy

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Nechleba, Denise

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Novak, Kevin

Clinical Instructor
B.A. Carleton College; M.D. University of Minnesota

Persinger, C. Kent

Clinical Instructor
B.S.N. Edinboro University; M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Peters, Michelle

Clinical Instructor
B.S.N. Pennsylvania State University; M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Pike, Beth

Clinical Instructor
B.S.N. Pennsylvania State University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Rupp, Jerome

Clinical Coordinator
B.S.N., M.S.N. Gannon University; C.R.N.A. Hamot School of Anesthesia

Salisbury, Jennifer

Clinical Instructor
B.S.N. Pennsylvania State University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Shulkosky, Mark

Clinical Instructor
B.S. University of Pittsburgh; M.D. Temple University

Simko, Aundrea

Clinical Instructor
B.S.N. University of South Carolina; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Spector, Amanda

Clinical Instructor
B.S., D.O. Lake Erie College of Osteopathic Medicine

Steiner, Tara

Clinical Instructor
B.S.N. Edinboro University of Pennsylvania; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Stevens, Scott

Associate Professor of Nursing
B.S. University of Southern California San Diego; D.O. Lake Erie College of Osteopathic Medicine

Stevens, William

Clinical Instructor
B.S. University of Miami; M.S. Thomas Jefferson University; D.O. Lake Erie College of Osteopathic Medicine

Stubenhofer, Susie

Clinical Instructor
B.S.N., M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Sykola, Cassidy

Clinical Instructor
B.S.N. Jacksonville University; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Taylor, Scott

Assistant Professor of Nursing
B.S. Central Michigan University; M.D. Wayne State University School of Medicine

Trayer, Joshua

Clinical Instructor
B.S.N. Edinboro University of Pennsylvania; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Troutman, Jeffrey

Associate Professor of Nursing
B.S. John Carroll University; D.O. Lake Erie College of Osteopathic Medicine

VanHove, Shawn

Clinical Instructor
B.S. Ohio State University; M.D. Medical College of Ohio

Veith, Cathleen

Clinical Instructor
B.S. Pharmacy, Medical College of Virginia; D.O. Lake Erie College of Osteopathic Medicine

Wildauer, Eric

Clinical Instructor
B.S. Pennsylvania State University; D.O. A.T. Still University of Osteopathic Medicine

Rachel Wolfe

Clinical Instructor
B.S.N. California University of Pennsylvania, M.S.N. University of Pittsburgh

Worley, Diane

Clinical Instructor
B.S.N. Edinboro University of Pennsylvania; M.S.N. Gannon University; C.R.N.A. UPMC Hamot School of Anesthesia

Index

| | | | |
|---------------------------------------|-----|--|-----|
| Academic Computing | 18 | Graduation | 14 |
| Academic Integrity Policy | 14 | Health Communication | 84 |
| Academic Regulations | 14 | Healthcare Administration | 86 |
| Accreditation | 2 | Incomplete Grades | 12 |
| Administration | 151 | International Students | 7 |
| Admission | 6 | Interruption of Study | 13 |
| Assistantships | 11 | Library | 17 |
| Auditing | 14 | Master's Degree Programs | 5 |
| Board of Trustees | 150 | Mechanical Engineering | 69 |
| Business Administration | 19 | Medical Leave | 14 |
| Career Services | 11 | Mission Statement | 1 |
| Certificates | 5 | Nursing | 89 |
| Changing Graduate Programs | 13 | Nursing DNP | 98 |
| Class Attendance | 11 | Occupational Therapy | 100 |
| Clinical Mental Health Counseling | 26 | Occupational Therapy Doctorate | 107 |
| Computer and Information Science | 30 | Organizational Learning and Leadership | 109 |
| Concurrent Graduate Degrees | 13 | Pastoral Studies | 116 |
| Criminalistics | 40 | Payment | 10 |
| Dismissal | 12 | Physical Therapy | 120 |
| Doctoral Programs | 5 | Physician Assistant | 130 |
| Education | 43 | Programs of Study | 5 |
| Electrical & Computer Engineering | 59 | Public Administration | 136 |
| Embedded Software Engineering | 60 | Repeat Courses | 14 |
| Engineering Management | 68 | Scheduling | 11 |
| English | 76 | Second Master's Degrees | 13 |
| English Language Requirements (TOEFL) | 7 | Sport and Exercise Science | 141 |
| Environmental Health and Engineering | 80 | Standardized Admissions Tests | 6 |
| Faculty | 151 | Statute of Limitations | 12 |
| Federal Direct Student Loan (FDSL) | 10 | Student Services | 17 |
| Financial Aid | 10 | Transcript Policy | 17 |
| Grade Point Average Computation | 11 | Transfer of Credits | 12 |
| Grading System | 11 | Tuition and Fees | 9 |
| Graduate Student Designations | 6 | | |