

2023-2024

GRADUATE CATALOG

Ruskin Campus



Gannon University Graduate Catalog Ruskin, Florida Campus 2023 – 2024 Volume 10

Office of Graduate Admissions

105 Commercial Center Drive
Ruskin, FL 33573

Office of Graduate Admissions

Courthouse Commons
109 University Square
Erie, PA 16541-0001

Phone (814) 871-7474 or
1-800-GANNON-U
FAX (814) 871-5827

E-mail: graduate@gannon.edu

Office Hours: Monday – Friday 8:00 a.m. – 4:30 p.m.

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325 West Gaines St., Suite 1414, Tallahassee, FL 32399-0400

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

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Advocate for Campus Accessibility

Lisa Laird is the Director of the Office of Accessibility Services and 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 the office promptly upon admission to the University:

Gannon University
Office of Accessibility Services
109 University Square
Erie, PA 16541
(814) 871-5522

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, Joseph P. Primiano, Beyer Hall Suite 306, 109 University Square, Erie, PA 16541-0001; 814-871-7224; primiano001@gannon.edu or TitleIX@gannon.edu

The information in this catalog is considered to be descriptive in nature. 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.

Student Accountability and Prevention Education (Student Conduct)

Gannon University is a Catholic Diocesan institution that is committed to promoting an environment that is conducive to learning, living, and engaging in student life. The University student accountability process is designed to be both educational and developmental. This process must balance the wellbeing of the individual while also balancing the wellbeing of the entire campus community.

Each student is a member of the Gannon Community. All members of the community are expected to abide by the standards set forth based on the University's shared values rooted in the Catholic tradition. Students are responsible for their own behavior, and when reasonable the behavior of their guests and other members of the community.

The student accountability process is an educational process and is different from criminal or civil court proceedings. In the accountability process students may be found responsible for violations of policy if they are found more likely than not to have violated a policy.

TITLE IX

Faithful to its mission as an educational community and Catholic University, Gannon University (hereinafter referred to as "University") affirms and promotes the fundamental dignity and respect accorded to all people by virtue of their common humanity. Both Scripture and Christian tradition affirm this, beginning with the book of Genesis: "In the divine image male and female God created them" (Genesis 1:27). Sexual misconduct violates this basic right of each individual to be treated as a person worthy of respect and is in direct contradiction with the University's Mission.

The University is committed to maintaining a safe environment free from sexual misconduct/discrimination and, therefore, will not tolerate sexual misconduct of any kind. In an ongoing effort to prevent and address sexual misconduct, the University provides education and prevention programs, investigates complaints of sexual misconduct and dispenses corrective or disciplinary action where appropriate. The University will also provide remedies and information about resources, including how to obtain counseling and medical care and pursue criminal and University disciplinary actions. Remedies include interim measures, informal, or formal procedures as described below.

Behaviors that contribute to or constitute sexual misconduct have no place at Gannon University, where people are expected to learn and develop to their full potential. Through the sexual misconduct policy and protocol, the University seeks to provide an adequate, reliable and impartial response in a caring manner when these behaviors occur within the University community. Support and information will be available to assist students in making decisions throughout the reporting and investigating process. This policy applies to student behavior whether on or off campus, as it affects all University students.

All students, faculty and staff, as well as members of the public participating in University activities, have the right to an environment free from sexual misconduct. Violence, abuse, intimidation and/or retaliation directed toward another person violate the University's Code of Conduct and Pennsylvania State laws. Members of the University community are expected to comply with University policies and guidelines in addition to federal, state and local laws whether on or off campus.

Gannon University's current Title IX policy can be accessed at <https://www.gannon.edu/uploadedfiles/content/sexualmisconduct-policy2020.pdf>

Also, students can email TitleIX@gannon.edu, or call (814) 871-7224 with any questions or concerns.

The Diversity, Equity, and Inclusion (DEI) Office

The Diversity, Equity, and Inclusion (DEI) Office provides resources, programming, and support focused on Gannon University's mission driven commitment to inclusion. With an emphasis on respect of individuality, shared connectedness, and multiculturalism, the DEI Office seeks to cultivate an enriched environment where all students, faculty, and staff of the Gannon community are welcomed and valued with dignity and belonging irrespective of race, gender, ability, religious practice, ethnicity, identity, or socioeconomic factors. The DEI Office spearheads and leads initiatives that inspire social awareness, appreciation for diversity, and cultural consciousness. In addition, the DEI Office also supports the creation and delivery of designated recommendations formulated through the Justice Equity Diversity and Inclusion (JEDI) Steering Committee, which focuses on university-wide strategies.

Gannon University: A Closer Look

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.

Gannon History

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. In 2015, the university once again made history by opening doors to their first expansion campus in Ruskin, Florida. The Ruskin, FL campus hosts graduate health professional programs.

Today, Gannon University is a co-educational institution with 1,300 graduate students among a total student body of 4,400 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 Tradition

We pride ourselves on the professional accomplishments of our 10,214 master's and 415 doctoral degree alumni, included among them are presidents of over 70 organizations and vice presidents, controllers, executive directors, officers, principals, superintendents, and upper-level managers in over 350 organizations worldwide. Many of our graduate school alumni have received the Ph.D. degree. Our location provides 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.

Ruskin, FL Campus

The Florida site is an innovative response to the increasing demand for high-quality graduate education in disciplines that serve the rapidly expanding health care sector of the Florida economy. The additional site increases the opportunity for Gannon University students, prospective students and faculty to help meet the need for health professionals in a state where the population of both older persons and school-age persons is growing. The west coast of Florida had the optimal balance of growing population of college-age students, a growing need for health care professionals combined with a limited number of graduate health care professional programs and an extremely welcoming community.

The site was also chosen for its congruence with Gannon University's Mission and Catholic Identity. The University found open and eager partners within the Ruskin community, the Catholic Diocese of St. Petersburg and at potential sites for clinical and field placements.

Our high quality graduate programs can be offered effectively at the new site and can contribute to growth, both in Ruskin and on the flagship Erie campus. Indeed, the integration of additional sites and the synergies they will generate are vital to the continued momentum and success of Gannon University.

Facilities and Equipment

Two buildings, totaling more than 100,000 square feet of space, comprise the Ruskin campus. Both buildings provide a contemporary space for learning, including classrooms, laboratory spaces, study and research spaces, and student gathering areas for collaborative exchange. Specialized features of these areas include a laboratory designed with a kitchen and bathroom set-up for practicing activities of daily living, a laboratory space equipped with diagnostic equipment consistent with a medical practice, a laboratory space designated for learning and practicing application of treatments for musculoskeletal problems, and a dual functioning clinic/lab space for speech language pathology assessment and treatment. All classrooms provide podium driven technology, with one classroom designed and equipped for delivery of content synchronously between the Erie and Ruskin campuses. Faculty offices and conference rooms are readily accessible to the students.

Each academic program has new diagnostic, assessment and treatment equipment which is consistent with the respective profession and diverse to simulate the various settings encountered by these health professions. Students and faculty have access to a mini-café, fitness area, and wi-fi on the campus.

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 most recently the University announced the addition of the Doctor of Nursing Practice and MS in Speech-Language Pathology.

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 support. 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 at 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, decision makers, and 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

Graduates of a Gannon University Graduate Program will demonstrate:

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.

Academic Accreditation, Licensure and Programs

Academic accreditation is 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 is accredited by:

The Middle States Commission on Higher Education

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
(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.

Academic programs of Gannon University at Ruskin are accredited by:

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

6116 Executive Blvd., Suite 200
North Bethesda, MD 20852-4929
(301) 652-6611, www.acoteonline.org

Accreditation Review Commission on Education for the Physician Assistant, Inc.

3325 Paddocks Parkway, Suite 345
Swanee, GA 30024
(770) 476-1224, FAX (470) 253-8271, www.arc-pa.org

Commission on Accreditation in Physical Therapy Education

3030 Potomac Avenue, Suite 100
Alexandria, VA, 22305
(703) 684-2782, FAX (703) 684-7343 www.capteonline.org

Commission on Collegiate Nursing Education

655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791, FAX (202) 887-8476, www.aacnursing.org/CCNE

Council on Academic Accreditation in Audiology and Speech-Language Pathology

American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800-498-2071, www.caa.asha.org

Current Status of Accreditation Actions

Physician Assistant Program: The ARC-PA has granted Accreditation-Provisional status to the Gannon University Physician Assistant Program-Ruskin sponsored by Gannon University-Ruskin. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-gannon-university->

The Master of Science degree program in Speech-Language Pathology at Gannon University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Academic Programs of Gannon University at Ruskin are licensed by:

Pennsylvania Department of Education

333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5041, FAX (717) 783-0583
www.education.pa.gov

Florida Dept. of Education Commission for Independent Education

325 West Gaines St., Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200, www.fldoe.org/cie

The Florida Commission for Independent Education,
License No. 5229.

Programs of Study at the Ruskin Campus

Doctoral Programs

- Doctor of Nursing Practice – DNP (online)
- Doctor of Physical Therapy – DPT
- Occupational Therapy Doctorate – OTD
- Post Professional Occupational Therapy Doctorate (online) (OTD)

Master's Programs

- Business Administration – MBA (online)
- Healthcare Administration – MHA (online)
- Nursing, Family Nurse Practitioner – MSN Nursing, Family Nurse Practitioner – APRN Certificate (online)
- Physician Assistant – Master of Physician Assistant Science – MPAS
- Speech Language Pathology – Master of Science in Speech Language Pathology – MS in SLP

Certificate Programs

- Business Essentials (online)
- Healthcare Business Analytics (online)

Please visit www.gannon.edu/grad for additional graduate academic offerings at the Erie campus.

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 to Gannon University

Admission Policies

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. Please note that the Ruskin, FL campus is actively seeking approval to recruit and enroll students from countries outside of the United States.

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
(814) 871-7474
800-GANNON-U

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

Programs may require students to apply through a Centralized Application Service (CAS) – i.e. CASPA, CSDCAS, OTCAS and PTCAS. Each academic program's national organization hosts an application service for institutions to utilize. Gannon University currently utilizes the CAS system for the Physician Assistant, Occupational Therapy, Physical Therapy and Speech-Language Pathology programs. All external university applicants are required to complete an application and submit all materials through their program's CAS system.

Standardized Admission Tests

Each graduate program 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.

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).

Transfer of credit both to and from the institution is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Financial Facts

Tuition and Fees

Tuition and fees for 2023 – 2024 are subject to change.

Doctor of Nursing Practice

Tuition and fees based on tuition rate for 2023–2024 AY

Credit.....\$850
Annual tuition cost (Year 1)\$15,300

Estimated other costs

Books\$1,000
Estimated Total Annual Cost\$16,300
Estimated Total Program Cost.....\$23,100

Family Nurse Practitioner (MSN)

Tuition and fees based on tuition rate for 2023–2024 AY

Credit.....\$850
Annual tuition cost.....\$10,200 – 16,150

Estimated other costs

Books\$1,000
 University Fee.....\$1,720
Estimated Total Annual Cost\$10,754 – 16,458
Estimated Total Program Costs (42 Credits).....\$39,920

Family Nurse Practitioner (Post-Graduate APRN Certificate)

Tuition and fees based on tuition rate for 2023–2024 AY

Credit.....\$850
Annual tuition cost.....\$5,100 – 12,750

Estimated other costs

Books\$1,000
 University Fee.....\$1,320
Estimated Total Annual Cost\$6,800 – 13,600

Estimated Total Program Costs (33 credits).....\$31,370

Healthcare Administration

Tuition and fees based on tuition rate for 2023–2024 AY

Credit.....\$935
 Annual tuition cost (full time enrollment)\$33,660

Estimated other costs

Books\$1,000
Estimated Total Annual Cost\$34,660
Estimated Total Program Cost (36 credits)\$34,660

Healthcare Business Analytics Certificate

Tuition and fees based on tuition rate for 2023–2024 AY

Credit.....\$935
Annual tuition cost.....\$11,220

Estimated other costs

Estimated Total Annual Cost\$11,220
Estimated Total Program Cost.....\$11,220

Occupational Therapy

Tuition and fees based on current year tuition rate for 2023–2024 AY

Part-time tuition per semester (9 cr or less)\$10,910
 Full-time tuition per semester (10 cr or more).....\$19,605
 Total annual tuition cost (Year 1).....\$50,120

Estimated other annual costs

Books\$1,034
 University Fee.....\$800 – 1,200
 Lab Fee (total for curriculum).....\$95
Estimated Total Annual Cost\$39,534 – 58,784
Estimated Total Program Cost (7 full time semesters, 1 part time semester)\$154,087

Physician Assistant Science

Tuition and fees based on current year tuition rate for 2023–2024 AY

Full-time tuition per semester\$19,605
 Total annual tuition cost (Year 1).....\$58,815

Estimated other costs – Year 1

Books\$1,034
 University Fee.....\$1,200
 Lab Fee.....\$830
 Course Fee\$1,242
Estimated Total Annual Cost Year 1.....\$63,121

Estimated other costs – Year 2

Books\$1,034
 University Fee.....\$1,200
 Course Fees.....\$7,550
 Graduation Fee.....\$150
Estimated Total Annual Cost Year 2.....\$68,749
Estimated Total Program Cost (6 full time semesters)\$131,870*

* **Physician Assistant Science – Estimated Additional Expenses**

In addition to tuition and fees, students should expect the following additional costs. These expenses are deemed integral to the students' professional development, such as medical equipment and white lab coats. Please note these are estimated expenses.

- Students will need to have a laptop for use in the classroom and to access Blackboard: \$800 – \$1,200.
- Typical costs for all the equipment range from \$600 – \$900, depending on the quality of the equipment.
- Hospitals and other facilities require students undergo criminal record history checks and child abuse clearances; approximately \$10 each.
- Students are also required to have transportation/car and professional clothing.
- Travel, parking, and living expenses throughout the clinical year, up to \$1500 – 2,500/ month depending upon site placements.
- The current cost of the Physician Assistant National Certification Examination (PANCE), which is completed after graduation, is approximately \$550.
- Students may also voluntarily choose to join PA professional organizations, including the FAPA and AAPA. Student membership in these professional organizations provides many advantages including educational conferences, networking, and scholarship opportunities. Membership in organizations varies. Student membership in AAPA is \$75/ through graduation; FAPA \$60/2 years.
- Health Screen Requirements (cost variable).
- Professional liability insurance for students is provided at no additional cost.

Physical Therapy

Tuition and fees based on current year tuition rate for 2023–2024 AY

Part-time tuition per semester (9 cr or less)	\$10,910
Full-time tuition per semester (10 cr or more)	\$19,605
Total annual tuition cost (Year 1)	\$58,815

Estimated other annual cost

Books	\$600
University Fee	\$1,200
Lab Fee (total for curriculum)	\$300
Estimated Total Annual Cost	\$52,020 – 60,715
Estimated Total Program Cost	
(7 full time semesters, 2 part time semesters)	\$164,755

Post Professional Occupational Therapy

Tuition and fees based on current year tuition rate for 2023–2024 AY

Credit	\$825
Total annual tuition cost (Year 1)	\$14,025

Estimated other annual cost

Books	\$300
Estimated Total Annual Cost	\$14,325
Estimated Total Program Cost (34 credits)	\$28,650

Speech Language Pathology

Tuition and fees based on tuition rate for 2023–2024 AY

Credit	\$1,180
Annual tuition cost (Year 1)	\$41,300

Estimated other costs

Books	\$1,000
University Fee	\$1,200
Lab fee (per year)	\$150
Estimated Total Annual Cost	\$34,135 – \$43,575
Estimated Total Program Cost (62 credits)	\$75,070
	\$77,710

Description of Fees

University fee is \$400/full time semester.

Part time semester is \$40/credit.

APB & SGA Fee is \$30 per semester

OTD, DPT, MPHAS part time status is 9 or less credits.

SLP, MHA, DNP part time status is 8 or less credits. Published university tuition and fees are subject to change.

University Fee

The University charges a small fee per semester to defray the costs associated with student activities. These might include activities in athletics, special lectures, entertainment, technology advancement, transportation and parking improvements, and enhancement of recreation and wellness. This fee is directed to a student activities budget, which is maintained across the University.

Graduation Fee

The University charges a fee to defray the costs of the diploma, hood, gown, and the commencement event.

Lab Fee

The University charges each student participating in labs a fee based on lab course registration. The fees are used for replenishment of laboratory perishables, equipment purchase and upgrades, and replacement of broken materials. Each department with students that are charged this lab fee will have a separate lab account where this fee is directed.

Financial Awards

Occupational Therapy Doctorate Financial Award

The Occupational Therapy Doctorate (OTD) Award is a departmental award that could be made available to accepted students in the entry level OTD program. The award is renewed annually based on the availability of funding. Students who receive graduate assistantships are not eligible to receive the OTD Award with the exception of semesters where the assistantship is not offered.

All applicants to the OTD program at the Ruskin, Florida campus for Summer 2023 will be automatically considered for financial aid awards. Admitted students will qualify for awards up to \$5,250 per semester.

Doctorate of Physical Therapy Financial Award

The Doctorate of Physical Therapy (DPT) Award is a departmental award that could be made available to accepted students in the Ruskin, FL DPT program. The award is renewed annually based on the availability of funding. Students who receive graduate assistantships are not eligible to receive the Ruskin, FL DPT Award with the exception of semesters where the assistantship is not offered.

All applicants to the OTD program at the Ruskin, Florida campus for Summer 2023 will be automatically considered for financial aid awards. Admitted students will qualify for awards up to \$5,250 per semester.

Gannon Refund Policy

Nonrefundable fees

For the Admission and Registration process, nonrefundable fees will not exceed \$150 for Ruskin Campus students. The \$150 deposit guarantees the student space in the academic program and will be credited toward the student's tuition for the first semester. The Physician Assistant (PA) program requires a \$500 deposit. If a student in the PA program cancels their space, \$350 will be refunded and \$150 will be nonrefundable. For all programs requiring a \$150 deposit, if the student cancels their space, the deposit is nonrefundable.

All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.

Refundable tuition

A percentage of tuition charged will be refunded based on a prorated calculation of weeks enrolled prior to withdrawal. The refund is based on the number of hours completed by the number of hours left. Example: Student attends 12% then they get an 88% refund. Student attends 33%, then they get a 67% refund. This is stipulated by Florida Rule 6E-1.0032(6) (i). The applicable percentage will be applied to total refundable tuition and fees. This Pro Rata refund applies to cancellation after attendance has begun up to and including 40% of completion of the program. Cancellation after completing 41% of the program will result in no refund.

Students who withdraw after the start of the semester shall receive a refund if applicable within 30 days of the date that the institution determines that the student has withdrawn.

Gannon University will return any monies owed to the student via check. This check will be mailed to the student's address on file with the university.

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 the federal funds to the Department of Education for students who withdraw or cease attending before 60% of the semester is over. This federal policy is outlined online below and can be found 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.

Federal Refund Policy:

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned is (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:

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

Payment

Payment Due Dates

Semester bills are due one week before the start of the semester. Students must access their bills online through self service.

Payment Options:

The following payment options are available for those who qualify:

- Check, Cashier’s Check, or Money Order
- Cash payments under \$1,000
- E-check and Credit Card Payment (on-line only)*
- Loans (on behalf of the financial aid process)

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

Semester Payment Plan

A semester payment plan is available through CashNet. The plan enables you to defer \$5,000 per semester. The plan is \$55 to enroll. Students can enroll in the semester payment plan through the Student Finance section on Gannon Self-Service.

Company 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 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 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 paperwork 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. Application forms for the Company Reimbursement Agreement are available in the tuition and fees section of Gannon's website or in the Office of Graduate Admissions. This is an agreement between the student and Gannon University.

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 Loans (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: <https://studentaid.gov/>The FDSL MPN is available online at: <https://studentaid.gov/mpn/>

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 PELL or PA State grants.

Graduate Assistantships

Graduate assistantship positions may be available to a limited number of enrolled students in specific academic programs. This information is available from each program, including when applications are accepted and the details of the hiring process. These positions are 10 hours per week.

Veterans Assistance

In an effort to provide veterans with personal support and multiple services, Gannon University maintains an Office of Veterans Affairs. The Veterans Affairs representative offers the veteran current information on the assistance available primarily in the areas of higher education, vocational and technical training. Assistance is also available to explain the wide range of VA benefits accruing to veterans and their dependents as well as guidance in filing the appropriate VA forms.

Veteran Affairs Education Benefits

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://benefits.va.gov/gibill/>.

Benefits currently available to the veteran under the GI Bill® can range from \$200 a month to tuition and fees. Many opportunities such as tutoring, counseling, and remedial programs can be explained to the veteran by contacting the Gannon Veterans Affairs Office.

Federal and private loans are additional sources of financial aid to the veteran.

The Veterans Affairs Office additionally provides a referral service to veterans for federal, state, and county services which are not a part of any veteran's program but are available to the veteran.

Policy on VA Tuition and Fees Payment

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Career Exploration and Development

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, Handshake, 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. Email us at career@gannon.edu.

Degree Requirements

Graduate Degree Requirements

The minimum required number of credits for a Master's degree is 30 credits. However, most program degrees have requirements which are in excess of this minimum. The Occupational Therapy Doctorate (OTD) is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0 with a grade of C or better in all courses) of 119 credits of theory and didactic coursework. The Post-Professional Occupational Therapy Doctorate (ppOTD) is a post-baccalaureate degree program which requires the successful completion of 34 credits of graduate coursework. The Doctor of Physical Therapy (DPT) is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 112 credits. The Master of Physician Assistant Science is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 91 credits of theory and didactic coursework. The Master of Science in Speech Language Pathology requires successful completion of 62 credits (cumulative GPA of 3.0) following required prerequisite coursework in communication and sciences. The Master of Healthcare Administration is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 36 credits. The Doctor of Nursing Practice degree program requires successful completion of 26 credits (cumulative GPA of 3.0) following a Master of Science in Nursing degree. The Master of Science in Nursing Family Nurse Practitioner program requires successful completion of 42 credits (cumulative GPA of 3.0) following completion of the BSN-RN degree. The Family Nurse Practitioner APRN Certificate program requires successful completion of 33 credits (cumulative GPA of 3.0) following completion of the MSN degree. The specific course requirements must be fulfilled as stipulated in each academic program.

Graduation

Degrees are conferred three times per year: December, May, and August. Attendance at Commencement ceremony at Ruskin is highly recommended since graduation is such an important and joyous occasion in the life of academic institutions. Students who have applied for May graduation and who have had their application approved by their program director may participate in the May commencement ceremony and have their names listed in the program. Graduate students with more than six credit hours remaining to be completed in the summer may not be approved for August graduation or participation in the May ceremony. Graduate students enrolled in current and future programs that have a structured curriculum that requires more than 6 hours in the summer as the final semester, such as the Physician Assistant Science Program, may participate in the May ceremony.

Prospective graduates should complete an application for graduation early in the semester (or year) of planned commencement. Submission of this form, which is available in the offices of the Dean, Registrar, and on my.gannon.edu 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. December graduates must apply for graduation before September 15. May and August graduates must apply for graduation before February 15. Graduation fee is \$150.00.

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 (*3.0 or greater cumulative GPA*). 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. A maximum of twelve credits within the second degree can be part of the first 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. In CEB, graduate credits can be double counted once.

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.

Academic Policies and Procedures

Academic Integrity Policy

Code of Academic Integrity

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.

I. 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 classwork.

II. Academic Dishonesty Procedure**Formal 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 and Vice President for Student Experience 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 Vice President for Student Experience 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 students found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

III. 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.

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 School of Hotel Administration, Code of Academic Integrity, and Cornell University.

Academic Probation and Separation Policy

Academic Probation

Academic Probation is a serious warning that the student has failed to meet the University's graduate minimum academic standards (3.00 GPA). Students are expected to work well above the minimum, both for their individual benefit and for the good of the entire academic community. In fact, students are expected to achieve the highest quality of academic work of which they are capable. Probationary status is a conditional permission for a student to continue studying at the University until he or she regains good academic standing or is separated from the University for failing to regain good standing. The Academic Probation and Separation Policy is as follows:

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

1. Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
2. Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.
3. 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.
4. 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.
5. 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.

Appropriate College Deans will notify students who have been placed on academic probation. These students will be expected to engage in academic advisement program and concentrate their energies on their studies so that they can bring their work up to the required standard.

Except with the written permission of both the Provost and Vice-President for Student Experience and the Dean of Student Engagement, students on probation may not hold office in any University organization, participate in any intercollegiate events or programs, or otherwise represent the University lest they further jeopardize their academic standing.

Students who are separated from the University may not enroll in any University credit course for one full year. Applications for readmission will not be reconsidered until the expiration of one year.

Readmission is not a right. The Admissions Committee will take favorable action only when it is satisfied that the factors which led to the failure have been rectified. It is the student's responsibility to demonstrate that he or she has a reasonable prospect for academic success at Gannon. Any student readmitted will be on probation and assigned to special advisement program for the first semester following his or her return. If the student is separated a second time, he or she will not be readmitted.

Students who are separated may appeal that separation to their College Dean. Such an appeal would need to cite extraordinary circumstances that adversely affected academic performance. The College Dean will review all such appeals.

There are program-specific differences in academic probation policies and procedures. Refer to academic program policies for details.

Dismissal

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

1. **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.
2. **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.

Student Academic Grievance Policy

Scope and Purpose

1. This policy addresses academic grievances only. An academic grievance is defined as a complaint brought by a student regarding the University's provision of education and academic (only) services affecting their role as a student. Complaints or grievances connected to assigned grades represent a special case to the grievance process. Grading reflects careful and deliberate assessment of a student's performance by a faculty member. As such, the substance of grading decisions may not be delegated to the grievance process. Nevertheless, the University recognizes that in rare cases the process of grading may be subject to error or injustice. Therefore, a student who alleges an error or injustice in the grading process would follow this policy toward resolution.
2. This policy does not apply to student complaints regarding employment or alleged violation of other policies in the student handbook.

3. It is the intent of this policy to provide an efficient process, allowing for both informal and formal resolution of grievances related to academic concerns, complaints, or allegations.
4. A student must initiate a grievance as close as possible to the date of the occurrence of the incident and no later than 45 days after the end of the semester in which the alleged grievance occurred. The three summer sessions are considered as one semester.

General Guidelines

Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort should be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure. In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member's immediate supervisor. The student filing a grievance may have a third-party advisor, such as the University Ombudsperson attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

Informal Resolution Phase

All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

Formal Resolution Phase

The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.

1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources office to determine the appropriate supervisor.
 - a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.

- b. The written account should include: identify of the grievant, the respondent, the incident – date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.
 - c. Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.
2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor's resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.
 - a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).
 - b. The written account should include: identify of the grievant, the respondent, the incident – date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.
 - c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.
3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.
 - a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).
 - b. The College Dean shall render a decision in writing to the parties involved within three weeks.
 - c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President for Student Experience.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President for Student Experience. This step must be initiated within two weeks of receipt of the College Dean's decision.
 - a. The Provost and Vice President for Student Experience shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
 - b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
 - c. If there are sufficient grounds to hold an appeal hearing, the Provost and Vice President for Student Experience shall establish an ad hoc grievance appeal panel.
 - d. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Student Experience. The panel shall be composed of the Provost and Vice President for Student Experience, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Student Experience, or her/his designee, shall have a vote only in event of a tie.
 - The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.
 - The panel members shall have access to the written appeals and each person involved in the grievance.
 - The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
 - The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Student Experience to debrief or otherwise provide further assistance to either party.
 - The decision of the grievance appeal panel is final.

The Academic Year

Gannon University operates on a semester academic calendar. This plan divides the academic year into two four-month semesters. Typically, the fall semester begins late in August and ends before Christmas, and the spring semester begins in early January and ends with Commencement in early May. Some academic programs are active during the summer semester as well.

2023 – 2024 Academic Calendar

Fall Semester – 2023

August

-
- 16 Wed Last Day to confirm enrollment with the Cashier's Office for fall without a late fee.
-
- 18 Fri First-Year Student Move-In Day
-
- 20 Sun Upperclassman Move-In Day
-
- 23 Wed First day of the semester.
-
- 23-30 Wed-Wed 100% tuition and fee refund for dropped courses. This includes 7 week, 9 week, and 14 week courses. No refund for 7 week or 9 week courses after Sept 1.
-
- 29 Tue Last day to add/drop courses without advisor's written approval. Last day to add courses without instructor's written approval. Students who have not confirmed their enrollment by 4:30pm will have their registrations deleted. In order to re-register, the student must have written permission from the instructor and a \$100 late fee will be charged.
-

September

-
- Aug 31-3 Thur-Sun 80% tuition refund for dropped courses. 0% fee refund.
-
- 4 Mon Labor Day – no classes.
-
- 4-10 Mon-Sun 60% tuition refund for dropped courses. 0% fee refund.
-
- 5 Tue Last day dropped courses are removed from transcript. Last day to add full-semester courses (with instructor written approval.)
-
- 11-15 Mon-Fri 40% tuition refund for dropped courses. 0% fee refund. No tuition refund after September 17.
-
- 19 Tue Freshmen grades are due in the Registrar's Office by 4:00pm.
-

October

-
- 10 Tues Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
-
- 11-15 Wed-Sun Fall break – no classes.
-
- 15 Sun Residence halls open at 8:00am. Dining hall opens at 4:30pm.
-
- 16 Mon Classes resume.
-
- 16 Mon Mid-semester grades due in the Registrar's Office by 4:00pm.
-
- 30 Mon Last day to: a) withdraw from a course; b) elect pass-fail; c) revert to a letter grade for courses being taken pass-fail. Consult the Dean regarding pass-fail. If the dates of a course are different from the regular semester dates, the student can withdraw from a course before 60% of the course is complete.
-

November

-
- 7 Tue Advising day – no classes from 8:00am to 4:30pm. Evening classes 4:30pm or later will be held.
-
- 8 Wed Registration for next semester starts.
-
- 21 Tue Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
-
- 22-26 Wed-Sun Thanksgiving vacation – no classes.
-
- 26 Sun Residence halls open at 8:00am. Dining hall opens at 4:30pm.
-
- 27 Mon Classes resume.
-

December

-
- 11-15 Mon-Fri Final exam week.
-
- 15 Fri Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
-
- 17 Sun Final grades are due in the Registrar's Office by 4:00pm.
-

Courses with start dates different from the regular semester start dates may have different dates than those listed above.

2023 – 2024 Academic Calendar CONTINUED

Spring Semester – 2024

January

- 1 Mon Last Day to confirm enrollment with the Cashier's Office for Spring without a late fee.
- 8 Mon First day of the semester.
- 8-12 Mon-Fri 100% tuition and fee refund for dropped courses. This includes 7 week, 9 week, and 14 week courses. No refund for 7 week or 9 week courses after January 13.
- 11 Thurs Students who have not confirmed their enrollment by 4:30pm will have their registrations deleted. In order to re-register, the student must have written permission from the instructor and a \$100 late fee will be charged.
- 12 Fri Last day to add/drop courses without advisor's written approval. Last day to add courses without instructor's written approval.
- 13-20 Sat-Sun 80% tuition refund for dropped courses. 0% fee refund.
- 15 Mon Martin Luther King Day – no classes.
- 19 Fri Last day dropped courses are removed from transcript. Last day to add full-semester courses (with instructor written approval).
- 21-28 Mon-Sun 60% tuition refund for dropped courses. 0% fee refund.
- 29- Mon-Fri 40% tuition refund for dropped courses.

February

- 2 0% fee refund. No tuition refund after February 4.
- 5 Mon Freshmen grades are due in the Registrar's Office by 4:00pm.
- 23 Fri Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
- 25-Mar 3 Sun-Sun Spring break – no classes.

March

- 3 Sun Residence halls open at 8:00am. Dining hall opens at 4:30pm.
- 4 Mon Classes resume.
- 4 Mon Mid-semester grades due in the Registrar's Office by 4:00pm.
- 18 Mon Last day to: a) withdraw from a course; b) elect pass-fail; c) revert to a letter grade for courses being taken pass-fail. Consult the Dean regarding pass-fail. If the dates of a course are different from the regular semester dates, the student can withdraw from a course before 60% of the course is complete.
- 20 Wed Advising day – no classes from 8:00am to 4:30pm. Evening classes 4:30pm or later will be held.
- 21 Thu Registration for next semester starts.
- 27 Wed Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
- 28-Apr 2 Thu-Tue Easter vacation – no classes.

April

- 2 Tue Residence halls open at 8:00am. Dining hall opens at 4:30pm.
- 3 Wed Classes resume.
- 29-May-3 Mon-Fri Final exam week.

May

- 3 Fri Residence halls close at 5:00pm. Dining hall closes at 1:45pm.
- 9 Thu Final grades are due in the Registrar's Office by 4:00pm.
- 11 Sat Commencement ceremony

Courses with start dates different from the regular semester start dates may have different dates than those listed above.

Full-Time Status

To be considered a full-time student, most graduate programs require enrollment in at least 9 credit hours. Most students are part-time, if they are enrolled for less than 9 credits. However, some graduate programs statuses vary based on program duration and total credit amounts.

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.

On-Line Course Delivery

Online courses at Gannon are designed using the Quality Matters rubric and are typically asynchronous allowing students to work through course content and activities as their schedule allows each week. Gannon's online course format follows weekly course modules aligned to specify weekly learning objectives. While course delivery is asynchronous, there are weekly schedules in each module with deadlines for student discussion activities, assignments and assessments. Some courses may include some synchronous activities like student presentations and group work which utilize Adobe Connect. All online courses are facilitated using Gannon's learning management system which is Blackboard Learn (<https://gannon.blackboard.com>)

Course design philosophies at Gannon are focused on engaging, student-centered instruction that promotes significant and meaningful interactive learning to meet weekly learning objectives and course outcomes. Gannon's online courses utilize an "Ask the Instructor" discussion board that instructors check on a daily basis for student questions. Additionally, Gannon courses utilize active discussion-based activities to promote learning communities with the close participation of Gannon's faculty.

Finally, each online course includes a course design student survey to inform future iterations of the course making the online instruction stronger as the course matures. These courses are indicated as being offered online in the course description.

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.

Course Numbering

DNURS	Doctor of Nursing Practice courses
DOCCT	Occupational Therapy Doctorate courses
GGDPT	Doctor of Physical Therapy courses
GGPHAS	Master of Physician Assistant Science courses
GGSLP	Master of Speech Language Pathology courses
GMBA	Master of Business Administration courses
GMHA	Master of Healthcare Administration courses
GNURS	Master of Science in Nursing courses
PPOTD	Post-Professional Occupational Therapy Doctorate courses

Course Levels

000-099	Credit earned may not be included in the total credits required for degree.
100-199	Lower division, undergraduate. Designed as basic introductory courses for freshmen.
200-299	Lower division undergraduate. Designed as intermediate courses to be taken primarily in the sophomore year of a major, but may be taken by upper-level on-majors.
300-499	Upper division, undergraduate. Designed as junior and senior courses.
500-599	Upper division and graduate. For graduate students primarily, but including courses with some seniors.
600-799	Designed for graduate students.
800-899	Doctorate students only.
900-999	Doctorate students only.

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.

Unit of Academic Credit

Gannon University awards semester credit hours. A Semester Credit Hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester. It also includes a reasonable period of time outside of instruction that the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects.

Grading System

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

Grade	Grade Points
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 graduate 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.

For program specific grade requirements, please see your coordinating program student handbook.

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 incomplete grade will have 30 days to complete the incomplete work.* 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 and department chair and made with the department in writing. Exceptions on extensions may be made in cases of the thesis or research project or for extenuating circumstances. Extensions may not exceed 365 days from the completion of the course.

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 must 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 must be contacted for this support and guidance.

Repeat Courses

A student may elect 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 GPA. Students are required to submit written notice of a repeated course to the Registrar's Office if they wish to have the repeat noted on their transcript. Forms are available in the Registrar's Office. Graduate students may repeat only 6 credit hours of coursework under this policy unless otherwise indicated in their program.

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.

Interruption of Study

For Master's 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

Regardless of the degree being sought, international students who are not continuously enrolled in their program of study must return to their home country and then reapply for admission to the Office of International Students. Please note that the Ruskin, FL campus is actively seeking approval to recruit and enroll students from countries outside of the United States.

Students are not charged university tuition and fees during their leave of absence.

Making the Decision to Withdraw

The decision to *withdraw* or take a *temporary withdrawal* from classes is an important one that may have future academic and financial implications. You must seriously evaluate the short and long-term benefits and consequences of this decision. Choosing to *withdraw from the university* may also influence your permanent student record, so it is important that the formal withdrawal process is completed.

We understand that this is a difficult time, and we will assist you through the process.

Be sure to discuss your options with a faculty member +/- or the program director/chair so that all available options have been explored, including reducing full-time credit load, reducing credit load to part-time, or changing your major. All students encounter varying levels of stress and some routinely face hardships.

All options should be discussed before a decision is made.

Options and Procedures:

1. Medical Withdrawal for Mental Health Reason:

Academic stress, financial difficulties, problems in life, learning disabilities, and some chronic mental health problems can be managed with ongoing treatment and alone are not considered sufficient justification for a medical withdrawal.

Requests for **medical withdrawal for mental health reasons** must have supporting documentation from a licensed mental health professional (psychiatrist or psychologist).

- The student must complete the Medical Withdrawal form. This is available from the student's advisor or in the Student Success Center.
- Written documentation on the mental health's professional letterhead must include diagnosis, date of onset, treatment history, current status, recommendations for treatment, and recommendations for leave of absence from university coursework.
- The student must submit this documentation to the Student Success Center, who will then send it to the Counseling Services office. This documentation will be maintained confidentially in this office.
- Release of Information Authorization Form must also be completed.

Refunds of tuition, fees, room, and board are handled on a case-by-case basis. It is important that the student fully understands the impact of this decision on current and future financial aid, loans, debt, or scholarships. It is the student's responsibility to discuss financial matters with the Cashier's and Financial Aid offices.

A medical withdrawal for a mental health reason is granted with the expectation that the student will seek immediate treatment for the diagnosis that led to the withdrawal.

When a student is granted a medical withdrawal, and upon approval of the Dean of the College, the academic transcript will be marked with "X's" (withdrawal from course grade) for each course attempted.

Re-admission to the program/university is only considered when documentation from a mental health professional supports this action AND includes administrative and academic department review. Additional expectations (interview, behavioral action plan, academic performance, treatment follow-up) may be outlined and re-admission is not guaranteed.

2. Medical Withdrawal for Physical Health Reason:

Requests for **medical withdrawal for physical health** reasons must have supporting documentation from a licensed physician.

- The student must complete the Medical Withdrawal form. This is available from the advisor or in the Student Success Center.
- Written documentation on the medical health's professional letterhead must include diagnosis, date of onset, treatment history, current status, recommendations for treatment, and recommendations for leave of absence from university coursework.
- The student must submit this documentation to the Student Success Center. This documentation will be maintained securely in this office.

Refunds of tuition, fees, room, and board are handled on a case-by-case basis. It is important that the student fully understands the impact of this decision on current and future financial aid, loans, debt, or scholarships. It is the student's responsibility to discuss financial matters with the Cashier's and Financial Aid offices.

A medical withdrawal for a physical health reason is granted with the expectation that the student will seek immediate treatment for the diagnosis that led to the withdrawal.

When a student is granted a medical withdrawal, and upon approval of the Dean of the College, the academic transcript will be marked with "X's" (withdrawal from course grade) for each course attempted.

Re-admission to the program/university is only considered when documentation from a medical health professional supports this action AND includes administrative and academic department review. Additional expectations (interview, physical restrictions, academic performance, treatment follow-up) may be outlined and re-admission is not guaranteed.

3. Temporary Withdrawal

(up to two semesters, based on program):

Requests for withdrawal for up to two full time semesters of coursework must follow university and program policy and procedures.

- The student must complete the withdrawal form following discussion with advisor/program director/chair. The form is available from your advisor or in the Student Success Center.
- The student must submit the form to the program director/chair for signature.
- Exit interviews and signatures are required with Cashier's office, Financial Aid office and Registrar's office.
- When applicable, interviews and signatures may be required with Residence Life and Global Support offices.

The university refund policy for tuition, fees, room and board is followed for ALL withdrawals. When students withdraw, they should refer to the Academic Calendar for the last day to withdraw from a course in order to receive withdrawal (X) grades. Withdrawal after this date will result in 'F' grades unless permission is granted by the student's College Dean. Refer to graduate catalog or schedule for refund percentages.

Readmission will be up to the student's specific department/program and will be subject to scheduling and course availability.

4. Complete Withdrawal from University:

Requests for complete withdrawal from the university must follow university and program policy and procedures.

- The student must complete the withdrawal form following discussion with advisor/program director/chair. The form is available from your advisor or in the Student Success Center.
- The student must submit the form to the program director/chair for signature.
- Exit interviews and signatures are required with Cashier's office, Financial Aid office and Registrar's office.
- When applicable, interviews and signatures may be required with Residence Life and Global Support offices.

The university refund policy for tuition, fees, room and board is followed for ALL withdrawals. When students withdraw, they should refer to the Academic Calendar for the last day to withdraw from a course in order to receive withdrawal (X) grades. Withdrawal after this date will result in 'F' grades unless permission is granted by the student's College Dean. Refer to graduate catalog or schedule for refund percentages.

Readmission to the University and/or specific majors/programs will be subject to admission guidelines and dates for readmission. Consideration will be up to the major/program as well as course availability. Readmission to the University or program is not guaranteed.

International students:

International students transferring, withdrawing, or taking a temporary withdrawal from the university must contact the Office of Global Support and Student Engagement to discuss immigration status and document the process in SEVIS.

Statute of Limitation

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.

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.

Student Records

Gannon shall maintain a file for each student and that file shall be available to the Commission upon request at each location and be translated into English and conform to the general requirements of Rule 6E-2.004, F.A.C., and contain the following:

- All documents evidencing a student's prior learning upon which the instructors and the institution base the award of any credit or credential.
- Copies of the learning agreements or learning contracts signed by the instructors and administrators who evaluated the agreements and contracts.
- A current academic transcript that is retained permanently for each student.
- Credits awarded for prior learning, including internal credit by challenging examination, will be so identified on the student's academic transcript.
- Records documenting evaluation, assessment and awarding of nontraditional credit for an indefinite period in electronic format. Retention guidelines are based on ACRO standards for document retention.

All records regarding student admission, enrollment, grades, and degree conferred are stored electronically in either computing system, ImageNow or Colleague. The system is password protected and accessible only by faculty and staff who have been granted permission for viewing by the program director. We never delete any of the records and the entire system is backed up on a central server should records somehow be lost.

Grades and credits for courses are recorded on students' transcripts and are permanently maintained on the central computing system Colleague, by Gannon. This includes registrations and grades for fieldwork. This system is also password protected, accessible only by authorized personnel, and also permanently present on a backup system.

All student records associated directly with evaluation of fieldwork and/or clinical experiences are kept secured in a locked file cabinet within the department at a location most appropriate for that discipline.

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:

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

Transcript Policy

Gannon has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

- To order an official transcript(s), login to the Clearinghouse secure site.
- The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.
- Order updates will be emailed to you. You can also track your order online.

Students may also request transcripts in person or mail. The student's authorization and written signature are needed to release a transcript. The student can request the transcript in person at the Registrar's Office; or download and print a transcript request application; or write a letter addressed to the Registrar's Office, 109 University Square, Erie, PA 16541; or can FAX the request to 814-871-5870.

Include name, ID Number, birth date, whether graduated or not, year last attended, former names used, return address, and phone number where the student can be reached during the day. Please provide the name and address where you want us to send the transcript. There is no fee for these transcripts.

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.

Student Complaints

For complaints related to an employee, faculty member or staff unethical or inappropriate behavior, Gannon University is committed to excellence at all levels and strives to support the Gannon community in practicing the highest levels of ethical conduct. To facilitate this, the University has selected EthicsPoint Inc. to provide a simple, risk free way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of University policies. Gannon University considers employee concerns very important and desires your cooperation in resolving such issues. However, this hotline service is not a substitute for, nor does it replace, traditional existing reporting methods already in place at the University for reporting problems or complaints.

The University continues to encourage employees to report concerns or suspected violations to their supervisor, Human Resources or other campus entities, as appropriate. The EthicsPoint reporting system simply provides an additional means of reporting such issues when maintaining the reporter's anonymity is important.

Gannon University asserts that reports submitted via EthicsPoint will be handled in a timely and discreet manner. No retaliatory action will be taken against anyone for reporting or inquiring in good faith about potential breaches of Gannon University policies or seeking guidance on how to handle suspected breaches. Reports submitted through EthicsPoint will be given careful attention by University officials with the objective of correcting the situation being reported, if facts can be corroborated. The University expects that reports submitted through EthicsPoint system will be made in a good faith effort to address legitimate issues and concerns, or to otherwise provide reliable information.

To Make a Report

To file a report you may use either of the following methods for complaints regarding unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator:

1. **Call (888) 428-2305** (toll free). An EthicsPoint operator will ask you a series of questions about the matter that you are reporting.
2. **Submit your concern on-line** by selecting the appropriate violation category from the list below.

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established University procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow University policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, faculty member's chair/program director and then the faculty member's dean, before filing a written complaint. A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student,

student group or administrator. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a university employee, student or student organization. The student must first have attempted to resolve the issue by approaching the person(s) involved, then the appropriate department chair/program director, and then the appropriate dean, before filing a written complaint.

The student is encouraged to attempt to resolve all grievances at the lowest possible level. The student should first discuss the problem or complaint with the person whose decision or action is being contested, then with the person's chair/program director, and then dean. If the grievance cannot be resolved at that level, the student can submit a formal complaint in writing. A complaint must be based on a claimed violation of a University rule or policy that has not been resolved through ordinary processes.

Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a University rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Provost and Vice President for Student Experience. The Provost and Vice President for Student Experience will ensure that the complaint receives a timely response.
- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Student Development and Engagement. The Dean of Student Development and Engagement will ensure that the complaint receives a timely response.

To file a complaint against Gannon University in Florida, please write a letter or send an e-mail containing the following information:

1. Name of Student (or Complainant)
2. Complainant Address
3. Phone Number
4. Name of Institution
5. Location of the Institution(City)
6. Dates of Attendance
7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

Send letter to:

Commission for Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL. 32399-0400

Toll free: 888-224-6684

Or E-mail: cieinfo@fldoe.org Or Fax: 850-245-3238

Student Life and Support Services

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;
- Virtual application 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 from printers 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;
- 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.

Enrollment Services

Enrollment services at Gannon University are available to students online. These enrollment services include course registration, student financial aid, student accounts and billing. These online services will be made available to students at the Florida campus. The Ruskin enrollment services team will assist students with any enrollment services.

University Bookstore and Spirit Store

Gannon students are able to order books, supplies, and apparel from the Gannon bookstore online. When ordering textbooks, please visit: www.gannon.bkstr.com. Students can purchase new or used books to be shipped to their residence or the Ruskin, FL campus. Books ordered online may be filled by one of over 900 Follett stores or from the Follett distribution center in Chicago. The online bookstore lists all of Gannon's course offerings each semester with corresponding text information. Discounted shipping from the online bookstore is offered to the Ruskin campus students, faculty and staff. In addition to the online bookstore, Gannon students can purchase apparel, accessories, home goods, and school supplies on the Ruskin campus. The spirit store is located in the Administration building.

Counseling Services

BayCare Life Management – Student Assistance Program

The Student Assistance Program (SAP) is a valuable, confidential resource for schools to assist students who may have personal problems, which could affect their school, work, or home lives. SAP provides early intervention and professional assessment to best meet the needs of the student.

BayCare Life Management's programs are tailored to meet the specific and unique needs of the college it serves. We are sensitive to the particular values of each institution. It is our goal to keep students in school/college and help them cope with emotional problems and other stressors, which are sometimes manifested by the use of drugs and alcohol and other negative behaviors. The SAP staff helps students meet work/life challenges and achieve a positive academic experience. After an initial assessment by a licensed therapist, the SAP professional can refer the patient on additional services, if necessary.

Counseling and other related services are strictly confidential. The student can call a therapist, 24/7 at the confidential hotline 800-878-5470 or BayCareSAP@baycare.org – www.baycare.org/sap

TimelyCare

Eligible Gannon students have 24/7 access to free virtual mental and medical health care services and sessions through TimelyCare. To get started with TimelyCare go to Timelytimelycare.com/gannon and follow the prompts. Mobile users will be directed to download the TimelyCare app to get started.

Services available include, on demand and scheduled medical visits, on-demand mental health support, scheduled counseling sessions, access to psychiatry services (referral needed from the GU Counseling Center), health coaching, and group yoga and meditation classes.

Information Technology Services

The mission of Gannon's Information Technology Services 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 I.T.S. Helpdesk 24 hours per day at (814) 871-7501. This information is provided to the students in the new student orientation as well as published at the bottom of each Blackboard screen.

Instructional Accommodations

Any student who requires instructional accommodations can contact the Office of Accessibility Services in the Student Success Center at (814) 871-7454 (<http://www.gannon.edu/Academic-Offerings/Student-Success-Center/>). 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.

Library

The Msgr. Wilfrid J. Nash Library provides resources, services, facilities, and instructional programs in support of the University curricula and the scholarly needs and interests of the Gannon community.

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. The library's website provides access to the online catalog, online indexes and databases, electronic books and full-text electronic journal collections. Additionally, reference service and information literacy instruction are integral components of the library's educational mission. Interlibrary loan service is available.

Reference librarians are available to provide research assistance via phone, email, or web conferencing (by appointment).

Mission and Ministry

The Mission and Ministry Office is charged with overseeing the integration of the University's Mission into all areas of the University, to maintain and promote the University's Catholic Identity, to provide leadership for activities that pertain to pastoral care and sacramental ministry, and, finally, to provide co-curricular and curricular service opportunities.

The Mission and Ministry Office is made up of three areas: Campus Ministry, the Center for Social Concerns, and the Associate Vice President for Mission and Ministry. Although each area is distinct, they collaborate together on many projects, and all are under the leadership of the Associate Vice President for Mission and Ministry, who is a Roman Catholic priest of the Diocese of Erie and a member of the President's Staff.

Center for Social Concerns

The Center for Social Concerns, inspired by Catholic Social Teaching, empowers students to make community service, education for peace and justice, and civic engagement for social change an integral part of Gannon education. The Center encourages all students, faculty, and staff to serve, learn, lead, and act. • **Serve:** GIVE Day and Day of Caring are annual, one-time service events that draw hundreds of students, faculty, and staff. Alternative Break Service Trips (ABST) transforms students through a week of service, immersion, and mutual cultural exchange. • **Learn:** Hunger and Homelessness Week is a national event on college campuses to raise awareness about hunger and homelessness issues.

Past programming includes panel presentations and a Thanksgiving food basket project for resettled refugees. • **Lead:** Mentored student leadership opportunities are available for all Alternative Break Service Trips, Hunger and Homelessness Awareness, and Catholic Relief Service Ambassadors. We also look for leaders to plan the Martin Luther King Day Observance, Diversity Dialogues and other initiatives throughout the year. • **Act:** Catholic Relief Services Ambassadors are students who sponsor on-campus education and advocacy for global issues such as food security, human trafficking and HIV/AIDS. Post-graduate service opportunities are also advertised, encouraged, and celebrated through the Center, in collaboration with Campus Ministry and Service – Learning.

Student Success Center

Gannon's Student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for distance students attending the University. All of these services are provided virtually for Ruskin, Florida graduate students.

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

The Writing and Research Center and the STEM Center 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 from a distance.

Gannon offers career development and job-related assistance to students and alumni including help with changing a major, developing a resume, conducting a job search, tips for job interviews, assistance with graduate school applications and career advice. Services do not guarantee employment.

Office of Accessibility Services

Gannon University, in compliance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act, and related state and federal legislation, is dedicated to providing responsible advocacy, reasonable accommodations, and support services to students with disabilities who present current and proper documentation of disability to the Office of Accessibility Services. Accommodations may include, but are not limited to, extended time on exams, reduced distraction environment, notetaking support, and reader/scribe for exams.

Students may contact the Director of the Office of Accessibility Services (OAS) by calling 814-871-5522 or email ods@gannon.edu.

Disciplinary Procedures for Non-Academic Issues

The Director of Student Living, the Student Conduct Officer, and Assistant Directors are responsible for dealing with all student disciplinary cases except academic dishonesty. These administrators are virtually available to Ruskin students.

1. An incident report is submitted by the party (ies) reporting a violation of University regulations and is kept on file in the Office of Student Living.
2. The individual involved in an incident will be sent a letter to report to a meeting. This letter will be sent via email. It is the responsibility of the student to check his/her e-mail on a daily basis. Student e-mail will be an official method of communication by the University.
3. The Director, the Student Conduct Officer, or Assistant Director meets with the student(s) involved. At this meeting students will be informed of their rights and responsibilities and invited to give a statement regarding the incident/event. A sanction is considered and/or imposed after all individuals involved in an incident have been offered the opportunity to give a statement about said incident.
4. Letters are sent via e-mail to the student(s) involved outlining any sanctions they may have received. In cases of major violations, letters are also mailed to the parent(s)/guardian(s) of the dependent student(s) informing them of the disciplinary incident/procedures.
5. In cases of major violations the student(s) have the right to appeal the judicial decision before the Committee on Student Conduct. In the case of lesser sanctions the student may appeal to the supervisor of the individual initiating the sanction. Appeals for lesser sanctions terminate at the level of the Vice President of Student Development. Appeals for Ruskin students will be done virtually.
6. If a student(s) decides to appeal either their responsibility in an incident or the severity of the sanction received, a hearing with the Committee on Student Conduct must be convened.
7. Upon conclusion of the hearing a letter is sent to both student and his or her parents/guardians (if the student is a dependent) informing them of the outcome.
8. All violations are subject to fines, service hours, campus hours, educational sanctions, assessments, etc.
Fines not paid within the specified time parameters will be doubled. Service hours not completed will be doubled and students will be charged fifteen dollars per hour left incomplete. Educational sanctions not completed will be fined fifteen dollars.
9. All requests for appeals to sanctions below suspension from housing must be requested within two weeks of the date of the sanction letter. All appeals must be done in writing and not in person.

All discipline files are kept until three (3) years after a student has graduated/left the University at which time they are destroyed.

Appeal Procedures

All requests to appeal must be made through the Student Conduct Officer and/or the Director of the Office of Student Living. He/she shall, in turn, notify the Chairman of the Student Conduct Committee of the request. The Chairman and the Committee of six (6), with student and faculty representation, shall receive a statement of the charge from the Student Conduct Office, the Director of the Office of Student Living, or an appropriate University official. The committee shall then question and listen to the accused to determine whether or not there are sufficient grounds for altering the disciplinary sanction imposed by the Student Conduct Officer, the Director of the Office of Student Living, or authorized University official. Decisions of the Committee are made by simple majority rule.

Every attempt will be made to process an appeal within fourteen calendar days of disposition of the sanction. The date for the hearing will be set by the Office of Student Living (OSL). The OSL will notify the student/organization of the hearing date. It's the student's/organization's responsibility to be available for the hearing date. The hearing date is not a negotiable entity.

On appeal, the Student Conduct Committee shall consider one of the following two issues, but not both:

- a. Review of determination of guilt
- b. Review of disciplinary sanction.

University Policy on Hazing

Gannon University condemns the practice of hazing. The University appreciates that there are certain customs and traditions which are not harmful and are the very life blood of the member organizations. These customs should be continued and encouraged. However, activities which are harmful, or potentially harmful, have no place in student organizations. In an attempt to eliminate hazing practices and to avoid any serious hazing incidents, Gannon University has adopted this policy to govern pledging/associate member practices of student organizations. In addition to the guidelines set forth in this policy, each campus organization with a pledge or associate member program must develop internal procedures for educating members on hazing policies and for dealing with hazing problems, submitting them to the Associate Director of Student Organizations and Leadership Development for their organization's University recognition file. The Student Organizations and Leadership Development and Residence Life Offices will also be responsible for the education of all pledges/associate members regarding hazing policies. The University interprets hazing as any act (by and individual or group), whether physical, mental, emotional or psychological, which subjects another person, voluntary or involuntary, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate. This applies to on or off campus activities/groups. These actions are prohibited and include, but are not limited to, the following:

1. Use of alcohol.
2. Paddling in any form.
3. Creation of excessive fatigue.
4. Physical or psychological shocks.
5. Quests, treasure hunts, road trips or scavenger hunts.
6. Wearing of clothing, which is conspicuous, or in bad taste.
7. Engaging in public stunts or buffoonery.
8. Morally degrading or humiliating games or activities.
9. Late work sessions which interfere with academic preparations.
10. Any activity that is not consistent with fraternal, civil, ritual or policy of the University or which adversely interferes with the mission of the University.

Any individual who feels that he/she has been a victim of hazing may follow one of two procedures:

1. Report the activity to the organization, which would then handle the situation according to its own internal procedures and policies.
2. Report the activity to the organization's faculty adviser, the IFC or Panhellenic President(s), Associate Director of Student Organizations and Leadership Development, the Director or Associate Director of Athletics, the Director or Assistant Director of Residence Life, or the Associate Vice President of Student Development and Engagement.

In the case of less serious infractions, the above named individual will attempt to rectify the problem with the offending organization. An adviser, chaplain, administrator or faculty member observing or receiving a report of hazing incident must report the incident to the Student Conduct Officer. The University will notify the national office of the organization with such affiliation. Every effort should be made to keep the name of the new member confidential. In the event that the situation continues or is repeated, or is considered to be of a serious nature, the Student Conduct Officer will automatically handle the matter. Hazing which involves alcohol, harassment, physical or psychological abuse, or which threatens the safety of individuals is considered to be of a serious nature and is subject to severe disciplinary action. The Student Conduct Officer shall have the responsibility to investigate the reported incidents by interviewing the parties involved and collecting written statements to determine if a hazing incident has occurred; to impose an appropriate sanction, up to and including removal of University recognition from the offending organization and expulsion for the individuals involved. The accused organization or individuals have the right to appeal any sanction imposed by the Student Conduct Officer through the Student Conduct Committee.

Any hazing suspicions should be addressed with the chapter and reported to the Associate Director of SOLD, the Director of SOLD, the Student Conduct Officer/Assistant Director of Residence Life, and/or the Associate Vice President Student Development and Engagement.

College of Engineering and Business

Dean: Karinna Vernaza, Ph.D.

Associate Dean, Dahlkemper School of Business:

Amy Doolan, DBA

The College of Engineering and Business (CEB) is composed of the School of Engineering and Computing and the Dahlkemper School of Business. The curriculum of each program emphasizes coursework that develops strong analytical skills and the ability to apply theory and technology to practice in both industry and society. Graduates have the necessary knowledge, skills, and values to compete in a global market. All programs within the college build upon the mission of Gannon University and provide the foundation for life-long learning.

MISSION STATEMENT

The College of Engineering and Business prepares our students to be leaders by teaching theory, problem-solving skills, and socially responsible decision-making. Our students and faculty collaborate with external organizations in design projects, internships, and research projects to promote excellence in education, practical knowledge, and life-long learning.

The College of Engineering and Business continuously strives to be regionally recognized for its outstanding faculty who are scholars as well as innovators in the classroom; excellent students who excel through active and collaborative learning; continued service to the local and global community; cutting-edge curriculum derived with input from external partners to build practical skills with an emphasis on entrepreneurship and interdisciplinary research that contributes new knowledge to the field.

Business Administration (MBA) – Online

Director: Rick Stachel, D.Sc.

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. 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 faculty are prepared to work with students to build the skills needed for the business world of the 21st century.

Gannon University's MBA program was founded in 1970 and our experience as the region's first graduate program in 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 complex business environment and an appreciation for the value of work itself. 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.

The purpose of the Gannon University Online Master of Business Administration Program is to develop leaders with a sound understanding of the role of business in society. Globally accredited by ACBSP (Accreditation Council for Business Schools and Programs), our program centers on honing ethical decision making and problem solving skills, via content with an applied, practical application, in the functional areas of business. Our dedicated faculty offer a dynamic and diverse learning experience for students, whereby our graduates are equipped with transferable skills that are easily adapted to different areas of business, government, and industry, both domestically and globally.

MISSION AND OUTCOMES OF THE ONLINE MBA PROGRAM

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

To achieve the practical knowledge outlined above, the outcomes of the program ready students to:

1. evaluate and integrate core knowledge of the functional business areas using appropriate qualitative and quantitative tools
2. critically analyze and synthesize relevant cross-functional information to make a defensible recommendation towards solving complex unstructured business problems
3. develop effective leadership and ethics-based decision-making skills, to support the welfare of both organizations and communities
4. apply best practices in team settings, collaborative projects, and online/remote environments

ACCREDITATION

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

ADMISSION REQUIREMENTS

For all students:

- A Bachelor's Degree in any discipline from an accredited college or university
- A cumulative undergraduate GPA of 3.0 or higher.
- If your undergraduate GPA is less than a 3.0 on a 4.0 scale, there are two options:
 - Take the GMAT and achieve a score of 1050 using the formula: $200 \times (\text{undergraduate GPA}) + \text{GMAT score}$.
 - GMAT requirement may be waived based on professional experience following the Program Director's review of application
- A completed application for admission
- Official transcripts from all prior institutions
- TOEFL scores if English is not a first language

CURRICULUM

The Gannon Online MBA is a professional degree program. Students in the program have a wide variety of academic and professional backgrounds. For Online MBA candidates whose undergraduate degree is in a field other than Business and/or have not obtained the prerequisite skills required for the core courses, Gannon has partnered with Peregrine Academic Services for students to take Academic Leveling Courses (ALC).

An ALC is a course that provides a summary or overview of key concepts related to competencies required as foundational knowledge in the program. As a program prerequisite, the ALC sequence ensures that students have demonstrated an appropriate level of competency to maximize success with the online MBA core coursework. For the Gannon University Online MBA program, the ALCs will be completed by students holding a Bachelor’s degree in a non-business field. Upon successful completion of the ALCs, students may progress into the core curriculum requirements.

The Core curriculum contains 24 credits of required courses and there are 6 credits of electives available. The Online MBA degree is a total of 30 credits. The ALCs are not credit bearing courses.

Online MBA Academic Leveling Modules (7 required)

Required for non-business bachelor’s degree holders only; Offered through Peregrine Academic Services:

- Foundations of Accounting
- Foundations of Quantitative Research Techniques and Statistics
- Foundations of Marketing
- Foundations of Business Integration and Strategic Management
- Foundations of Business Finance
- Foundations of Macroeconomics
- Foundations of Microeconomics

Gannon Online MBA Core Courses (24 credits total)

- GMBA 631 Organizational Culture, Creativity and Change
- GMBA 641 Operations and Supply Chain Management
- GMBA 651 Marketing Management
- GMBA 661 Financial Management
- GMBA 686 Leadership and Business Ethics
- GMBA 736 Human Resource Management
- GMBA 799* Business Policy and Strategy
(*Course must be taken during the student’s last semester in the Online MBA Program)

Gannon Online MBA Electives (6 credits) (Select two (2) courses)

- GMBA 735 Employee Relations and Employment/Labor Law (Prerequisite: GMBA 631)
- GMBA 752 Consumer Behavior (Prerequisite: GMBA 651)
- GMBA 764 Investments (Prerequisite: GMBA 661)
- GMBA 774 Strategic Management – FA2

See Online MBA Program Director for other online graduate elective course options

STANDARD ONLINE MBA GRADING SCALE

Numerical Grade	Letter Grade	Grade Points (per credit hour)
97+	A+	4.0
93-96.99	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
70-76.99	C	2.0
Below 70	F	0

INTERNSHIPS

Gannon Online MBA students may, with permission of the MBA Program Director, accept placements in fields that are related to their academic studies. In some circumstances, these placements can be credit bearing and substituted for an elective course. Students may take a 3 credit internship for credit with the permission of the MBA Program Director, provided the experience adds to the student’s knowledge and ability in their chosen field of study.

COURSE DESCRIPTIONS

ACADEMIC LEVELING COURSES

See Peregrine Academic Services Website for Descriptions of the Academic Leveling Course Modules below:

- Foundations of Accounting
- Foundations of Quantitative Research Techniques and Statistics
- Foundations of Marketing
- Foundations of Business Integration and Strategic Management
- Foundations of Business Finance
- Foundations of Macroeconomics Foundations of Microeconomics

ONLINE MBA CORE COURSES

GMBA 601 Managerial Accounting

3 credits

Prerequisite: Foundations of Accounting

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: Foundations of Business Integration and Strategic Management

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: Foundations of Quantitative Research Techniques 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 651 Marketing Management

3 credits

Prerequisites: Foundations of Marketing

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: Foundations of Quantitative Research Techniques and Statistics and Foundations of Business Finance

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: Foundations of Business Integration and Strategic Management

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 736 Human Resource Management

3 credits Prerequisite: None

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 799 Business Policy and Strategy

3 credits

Prerequisite: Open only to students who are in their final semester of Online MBA course work and Foundations of Macroeconomics and Foundations of Microeconomics

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.

ONLINE MBA ELECTIVE COURSES**GMBA 735 Employee Relations and Employment/Labor Law**

3 credits

Prerequisite: GMBA 631 – Organizational Culture, Creativity and Change

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 752 Consumer Behavior

3 credits

Prerequisite: GMBA 651 – Marketing Management

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 764 Investments

3 credits

Prerequisite: GMBA 661 – Financial Management

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 774 Strategic Management

3 credits

Prerequisites: Foundations of Business Integration and Strategic Management

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 796 MBA Internship

1 credit

Prerequisite: Permission of the MBA Program Director.

Students are placed in work roles related to their professional interests and supervised by both a faculty member and a field coordinator. The student applies knowledge and skills learned throughout the curriculum. The student will maintain a journal, submit a paper reflecting on the work experience in the context of the academic experience, and make a final presentation. Students are expected to work a minimum of 50 hours for a total of 1 credit.

GMBA 797 MBA Internship

3 credits

Prerequisite: Permission of the MBA Program Director.

Students are placed in work roles related to their professional interests and supervised by both a faculty member and a field coordinator. The student applies knowledge and skills learned throughout the curriculum. The student will maintain a journal, submit a paper reflecting on the work experience in the context of the academic experience, and make a final presentation. Students are expected to work a minimum of 150 hours for a total of 3 credits.

Business Essentials Certificate – Online

Director: Rick Stachel, D.Sc., MBA

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. 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 Business Essentials Certificate 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.

The purpose of the Gannon University Business Essentials Certificate Program is to provide a flexible program to students seeking an opportunity for more in-depth business knowledge and/or seeking career advancement. This Graduate Certificate is a 12-credit program that can be completed in one year. Courses are delivered online, in a 7-week format.

Students who complete the Online Business Essentials Certificate can continue into the Online MBA program. All 12 credits of required coursework from the Certificate will transfer towards the 30 credit requirements of the Online MBA program.

CERTIFICATE OUTCOMES

Upon successful completion of this certificate, students will be able to:

1. Critically evaluate evidence that influences decision-making in firms
2. Articulate management issues, ideas, theories, and solutions to a range of audiences in written and oral form
3. Apply knowledge to theory in problem-solving through the application of appropriate business theories, principles and data
4. Explain the relationship among the core, functional areas of business and the context of their roles in today's business environment

ADMISSION REQUIREMENTS

For all students:

- A Bachelor's Degree in any discipline from an accredited college or university
- A cumulative undergraduate GPA of 3.0 or higher.
- If your undergraduate GPA is less than a 3.0 on a 4.0 scale, there are two options:
 - Take the GMAT and achieve a score of 1050 using the formula: $200 \times (\text{undergraduate GPA}) + \text{GMAT score}$.
 - GMAT requirement may be waived based on professional experience following the Program Director's review of application
- A completed application for admission
- Official transcripts from all prior institutions
- TOEFL scores if English is not a first language

ACCREDITATION

This graduate certificate is recognized by the Business Administration program accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), a global accreditation body for business schools.

CURRICULUM

The Gannon Online Business Essentials certificate is a professional program. Students in the program begin studies with varying academic backgrounds and professional experience. For Online certificate candidates whose undergraduate degree is in a field other than Business and/or who have not obtained the prerequisite skills required for the required courses in the certificate, Gannon has partnered with Peregrine Academic Services for students to take Academic Leveling Courses (ALC) to obtain the prerequisite/foundational competencies.

An ALC is a course that provides a summary or overview of key concepts related to competencies required as foundational knowledge in the program. As a program prerequisite, the ALC sequence ensures that students have demonstrated an appropriate level of competency to maximize success with the online certificate coursework. For the Gannon University Online certificate program, the ALCs will be completed by students holding a Bachelor's degree in a non-business field. Upon successful completion of the ALCs, students may progress into the required courses.

Online Academic Leveling Modules (5 required)

Required for non-business bachelor's degree holders only; Offered through Peregrine Academic Services:

- Foundations of Accounting
- Foundations of Quantitative Research Techniques and Statistics
- Foundations of Marketing
- Foundations of Business Integration and Strategic Management
- Foundations of Business Finance

Gannon Online Business Essentials Certificate Required Courses

GMBA 601	Managerial Accounting
GMBA 651	Marketing Management
GMBA 661	Financial Management
GMBA 774	Strategic Management

STANDARD GRADING SCALE

Numerical Grade	Letter Grade	Grade Points (per credit hour)
97+	A+	4.0
93-96.99	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
70-76.99	C	2.0
Below 70	F	0

ACADEMIC LEVELING COURSES

See [Peregrine Academic Services Website](#) for Descriptions of the Academic Leveling Course Modules below:

Foundations of Accounting
 Foundations of Quantitative Research Techniques and Statistics
 Foundations of Marketing
 Foundations of Business Integration and Strategic Management
 Foundations of Business Finance

COURSE DESCRIPTIONS

ONLINE MBA CORE COURSES

GMBA 601 Managerial Accounting

3 credits

Prerequisite: Foundations of Accounting

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 651 Marketing Management

3 credits

Prerequisites: Foundations of Marketing

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: Foundations of Quantitative Research Techniques and Statistics and Foundations of Business Finance

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 774 Strategic Management

3 credits

Prerequisites: Foundations of Business Integration and Strategic Management

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.

Healthcare Administration – Online

Director: Rick Stachel, D.Sc.

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 choice format. Students can complete the program entirely online or choose to participate in optional weekly enrichment sessions through web/video conferencing.

FORMAT

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 professionals who wish to continue to work while pursuing their education to advance or change their careers. The program consists of 36 credits over 12 courses. It can be completed fully online, and students can begin the program in the fall or spring semesters. The Gannon MHA Program may be pursued on either a full-time or part-time basis. The program is housed in the College of Engineering and Business and carries the STEM designation.

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, 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 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 Master of Healthcare Administration at Gannon University will be recognized for its:

- Outstanding faculty who are recognized leaders in the field of healthcare administration and innovative educators
- Exceptional, highly motivated students who excel through active and collaborative learning
- Service to the local and global community through projects, research, and internships
- Committed program stakeholders (students, staff, faculty, and the organizations and people we engage) who shape the healthcare future
- Expertise to facilitate continuous improvements in healthcare delivery systems.

ADMISSION REQUIREMENTS

For all students:

Candidates for the Master's program will be considered for enrollment on a rolling basis. Students will be notified of the admissions decision after review from the Office of Graduate Admissions and the MHA Program Director. Applicants are asked to meet the following admissions criteria:

- Undergraduate degree (or expected completion of an undergraduate degree prior to enrollment)
- Minimum 3.00 overall GPA
- If your undergraduate GPA is less than a 3.0 on a 4.0 scale, there are two options:
 - Take the GMAT and achieve a score of 1050 using the formula: $200 \times (\text{undergraduate GPA}) + \text{GMAT score}$.
 - GMAT requirement may be waived based on professional experience following the Program Director's review of application

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

Non-Degree Status is offered to students who, after admissions review, 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 are generally working professionals who balance their studies with their careers. The coursework can be completed online, but faculty host virtual, optional enrichment sessions once a week for each course. The flexibility allows students to continue working while completing their degree on a full-time or part-time basis (within one to two years, respectively).

REQUIRED COURSEWORK

GMHA 601	Introduction to Health Systems Organizations and Management
GMHA 603	Healthcare Services Marketing
GMHA 605	Quality Management in Health Care Services
GMHA 606	Healthcare Information Systems and Technology
GMHA 609	Comparative Healthcare Economics
GMHA 610	Healthcare Management and Leadership
GMHA 611	Healthcare Research and Quantitative Methods
GMHA 625	Healthcare Law and Ethics
GMBA 641	Operations and Supply Chain Management
GMHA 661	Healthcare Finance
GMBA 736	Human Resource Management
GMHA 799	Healthcare Strategic Management

Total credits: 36

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

Courses may be waived on a course-by-course basis based upon academic and employment background at the discretion of the Director. However, 36 hours of course work, including required courses and substitute electives, are required for program completion.

COURSE DESCRIPTIONS

GMHA 601 Introduction to Health Systems Organizations and Management

3 credits

Prerequisites: None

This course introduces students to the management of healthcare organizations. It includes an examination of the environments in which the organizations operate, including the following: the types of organizations in the care continuum, types and categorizations of practitioners and clinicians, and the role of insurers, policymakers and regulators. The course also introduces students to the topic of underserved and vulnerable populations as well as innovation in the healthcare industry. The course also describes how healthcare services are financed in various delivery models including: The Beveridge Model, The Bismarck Model, The National Health Insurance Model and the Out-of-Pocket Model.

GMHA 603 Healthcare Services Marketing

3 credits

Prerequisites: GMHA 601

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.

GMHA 605 Quality Management in Healthcare Services

3 credits

Prerequisites: GMHA 601 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.

GMHA 606 Healthcare Information Systems and Technology

3 credits

Prerequisites: GMHA 601

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.

GMHA 609 Comparative Healthcare Economics

3 credits

Prerequisites: GMHA 601

This course introduces the economic foundations of healthcare based on traditional economic analysis, such as: production functions, marginal analysis, supply and demand analysis, cost-benefit analysis market efficiencies, utility, buyer behavior and the influence of government policies. This course also investigates, analyzes and compares the economic effects of the four types of healthcare-payer models in use around the world: The Beveridge Model, The Bismarck Model, The National Health Insurance Model and the Out-of-Pocket Model.

GMHA 610 Healthcare Management and Leadership

3 credits

Prerequisites: GMHA 601

This course examines leadership concepts as they apply specifically in healthcare organizations. Topics such as managing change, intraorganizational 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.

GMHA 611 Healthcare Research and Quantitative Methods

3 credits

Prerequisites: GMHA 601 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 625 Healthcare Law and Ethics

3 credits

Prerequisites: GMHA 601

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.

GMHA 661 Healthcare Finance

3 credits

Prerequisites: GMHA 601 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.

GMBA 641 Operations and Supply Chain Management

3 credits

Prerequisite: GMHA 601 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 601

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.

GMHA 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.

Healthcare Business Analytics Certificate – Online

Director: Rick Stachel, D.Sc., MBA

INTRODUCTION

The Healthcare Business Analytics certificate provides the essential capabilities necessary for individuals who want to establish themselves as recognized professionals with expertise in the collection, analysis and reporting of business data in a healthcare environment. The program is designed for working healthcare professionals or individuals who may have experience in business analytics but want to build upon their strengths to transition into healthcare. The certificate develops competencies in healthcare data analytics by exposing students to the tools and models encountered in various analytics disciplines in healthcare organizations and is taught by experts in their respective fields.

Because the credits associated with the certificate are part of the Master of Healthcare Administration (MHA) program, students can use the certificate as a steppingstone to completion of the MHA. The certificate, which is composed of four courses, can be completed online and is designed to be completed in one academic year. Students will begin in the fall, and they will complete the coursework in 7-week increments, concluding the program in the spring of the following calendar year. The certificate outcomes have been aligned with the Certified Associate in Healthcare Information and Management Systems (CAHiMS) certification offered through the Healthcare Information and Management Systems Society (HiMSS), and after completion of the certificate program, students will be prepared to sit for the CAHiMS certification exam.

CERTIFICATE OUTCOMES

After completing the certificate, the participants will be able to:

1. Demonstrate an understanding of the history, utilization, influences and challenges of technology within healthcare organizations and use that to recommend technology solutions that delivery data-driven improvements.
2. Obtain an understanding of data management and various analytical methods and models designed to answer critical healthcare business questions to deliver quality care to patients.
3. Experiment with the analytical functions of Electronic Health Record (EHR) systems and determine the significance of data analysis outputs in delivering value to patient care and business performance.
4. Work collaboratively to gather and analyze stakeholder needs and requirements to align those with healthcare services and product priorities and objectives.
5. Apply data analytics principles to evaluate business structures, sources of capital, project cash flow, revenue cycles and third-party payment models.

ADMISSION REQUIREMENTS

- Undergraduate degree (or expected completion of an undergraduate degree prior to enrollment) with a minimum 3.00 overall GPA.
- If your undergraduate GPA is less than a 3.0 on a 4.0 scale, there are two options:
 - Take the GMAT and achieve a score of 1050 using the formula: $200 \times (\text{undergraduate GPA}) + \text{GMAT score}$.
 - GMAT requirement may be waived based on professional experience following the Program Director's review of application
- Three undergraduate-level credit hours in the following:
 - Statistics
 - Finance OR Accounting

In lieu of these undergraduate courses, applicants may choose to satisfy this requirement by completing the course work with Peregrine Academic Services. Gannon University contracts with Peregrine to provide a low-cost, non-credit alternative.

These modules are self-paced, on-line offerings that include all materials.

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

COURSE DESCRIPTIONS

GMHA 601 Introduction to Health Systems Organizations and Management

3 credits

Prerequisites: None

This course introduces students to the management of healthcare organizations. It includes an examination of the environments in which the organizations operate, including the following: the types of organizations in the care continuum, types and categorizations of practitioners and clinicians, and the role of insurers, policymakers and regulators. The course also introduces students to the topic of underserved and vulnerable populations as well as innovation in the healthcare industry. The course also describes how healthcare services are financed in various delivery models including: The Beveridge Model, The Bismarck Model, The National Health Insurance Model and the Out-of-Pocket Model.

GMHA 606 Healthcare Information Systems and Technology

3 credits

Prerequisites: GMHA 601

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.

GMHA 611 Healthcare Research and Quantitative Methods

3 credits

Prerequisites: GMHA 601 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 661 Healthcare Finance

3 credits

Prerequisites: GMHA 601 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.

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684

Morosky College of Health Professions and Sciences

Interim Dean: Kim Cavanagh, DHSc, PA-C

The Morosky College of Health Professions and Sciences is composed of five schools: School of Medical Sciences, School of Public Health and Health Sciences, School of Rehabilitative Sciences, School of Sciences and Villa Maria School of Nursing. The curriculum offered by each program within the college is designed to prepare students upon graduation to meet professional responsibilities in their field of learning or to pursue graduate studies. The campus in Ruskin, FL expands the influence of the Mission of the College and University. Students are provided the foundation and learning experiences to prepare for life-long learning in a professional career. This career will serve each individual in meeting their physical and functional needs and fulfilling the needs for that person to optimally participate in their community.

MISSION

To deliver exceptional academic programs that prepare students to become knowledgeable, innovative, and socially responsible professionals within their careers and communities.

VISION

To address the health and scientific needs of a global society through education, scholarship, and service.

GOALS

- Continue to deliver and develop exceptional educational programs that complement MCHPS strengths and meet market and community needs.
- Cultivate and increase collaboration between current and new academic programs and initiatives within the college, between colleges, and with external partners.
- Support current and new initiatives that address the health and scientific needs of a global society.
- Continue to foster a culture of engagement and professional and personal development.

Nursing

Doctor of Nursing Practice (DNP)

Interim Director: Antonio Malito DNP, RN

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 competencies as outlined by the AACN specific to the practice doctorate.

The program is 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 four to six part-time semesters.

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 is not a research dissertation. Students may use their previous MSN level thesis work as a pilot study or starting point to develop their project.

OUTCOMES

At the conclusion of the course of study leading to the Doctor of Nursing Practice at Gannon University, the graduates will:

- be prepared in advanced nursing practice as 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.

NOTE: Course offerings in any graduate program nursing option are contingent on sufficient enrollment.

ADMISSION REQUIREMENTS

Applicants who hold a Master of Science in Nursing are eligible to apply for admission to the Doctor of Nursing Practice program of study. 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 degree program.
 - 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.
 - A professional resume
 - A copy of a current Registered Nurse license and advanced practice license (where applicable)
 - 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) regarding the applicant’s interest in obtaining a DNP
 - Complete a phone or onsite interview with VMSON leadership.
 - Provide information regarding clinical practice hours acquired for evaluation to meet the 1000 hour DNP clinical requirement.

THE CURRICULUM PLAN

A three-credit graduate level statistics course must be completed prior to or concurrent with taking DNURS 801 Evidence based Practice/Theory. If the course is not taken at Gannon, a course description must be approved by the Nursing Director. Graduate students are assigned an academic advisor who will provide guidance and support throughout the DNP program.

REQUIRED COURSES FOR DNP PROGRAM OF STUDY

Fall Semester

DNURS 801	Evidence Based Practice/ Theory	3
DNURS 802	Transcultural Influences on Health Care (40 hours clinical project)	3

Spring Semester

DNURS 804	Scientific Underpinnings of APN*	3
DNURS 803	Leadership and Health Policy (40 hour clinical project) *	3

Summer Session

DNURS 806	Health Care Informatics	3
DNURS 808	Evidence Based Practice/ Practicum Project Implementation	3

Fall Semester

DNURS 805	Epidemiology and the Role of the Clinical Nurse Doctorate	3
DNURS 809	Evidence – Based Practice/ Practicum Project Dissemination	2

* All students must complete a minimum of 304 clinical practice hours (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

* DNURS 803 must be a prerequisite or co-requisite with DNURS 804.

COURSE DESCRIPTIONS

DNURS 801 Evidence-Based Practice/Theory

3 credits

Emphasis is on the use of evidence on the delivery of health care and the measurement of outcomes in advanced nursing practice. Methods to improve practice, identify and test interventions and health care delivery models, and evaluate health care outcomes will be explored. Content provides a synthesis of best research evidence with clinical expertise and client values to direct practice for the best health care outcomes.

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. This course includes a 40-hour clinical project.

DNURS 803 Leadership and Health Policy

3 credits

This course is designed to identify 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 Doctor of Nursing (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. This course includes a 40-hour clinical project.

**DNURS 804 Scientific Underpinnings
of Advanced Nursing Practice**

3 credits

Prerequisite: DNURS 801

Prerequisite or corequisite: DNURS 803

The DNP student 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 effect 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

This course explores 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 focuses on 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 808 Evidence – Based Practice/
Practicum Project Implementation**

3 credits

Prerequisites: DNURS 801, 804 in the part-time sequence

This clinical practicum implementation requires the student to be precepted by a research or Doctorally-prepared mentor in a practice specialty area of their choice for a total 224 hours over the course of the 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 809 Evidence – Based Practice/
Practicum Project Dissemination**

2 credits

Prerequisites: DNURS 801, 804, 808 in the part-time sequence

This clinical practicum dissemination requires the student to be precepted by a research or Doctorally-prepared mentor in a practice specialty area of their choice. 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.

Nursing

Family Nurse Practitioner (Master of Science in Nursing)

*Villa Maria School of Nursing Interim Director:
Antonio Malito DNP, RN*

INTRODUCTION

The Family Nurse Practitioner program prepares students for the nurse practitioner role with experience to care for patients across the lifespan. Our faculty provide expertise and mentoring in assessment, diagnoses, and implementation of advanced practice care to individuals, families, and groups in the community setting. Ethical dilemmas and legal issues related to the advanced practice role are addressed. Preparation to serve as a primary care provider and leader in community practice is acquired from theoretical knowledge developed through online courses and clinical practice experience gained through hands-on training in diverse clinical settings. Students learn to conduct needs assessments to deliver a community-wide system of health care services.

OUTCOMES

At the conclusion of the program of study leading to the Master of Science degree 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.

ACCREDITATION

The master's degree program in nursing and the post graduate APRN certificate program at Gannon University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

ADMISSION REQUIREMENTS

Registered nurses (RNs) 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 a complete application for admission;
- submit official transcripts of all previous academic work;
- demonstrate completion of an introductory statistics course and a research course with a grade of at least a “B” or higher;
- submit competitive scores from the Graduate Record Examination (GRE);
- provide three letters of recommendation from individuals who can speak to the candidate's academic and professional expertise;
- provide evidence of the fulfillment of legal requirements for the practice of nursing in the United States; and
- complete a successful interview with the admissions committee for the family nurse practitioner program.

RESEARCH REQUIREMENT

Each graduate student in nursing is required to prepare a research study or evidence-based practice project and submit a formal research report prior to graduation. This requirement includes six credits of study – three credits of GNURS 620, and three credits of GNURS 651 Research Seminar. Students are guided through the process by a doctorally-prepared nursing faculty member.

THE CURRICULUM PLAN

The graduate nursing program requires students to complete 42 credits. All students are required to complete six credits of core nursing knowledge courses – three credits of GNURS 620: Foundations of Research and Theoretical Frameworks in Nursing and three credits of GNURS 526: Role Theory and Professional Issues in Nursing.

CURRICULUM REQUIREMENTS

(42 TOTAL CREDITS)

The planned course sequence that follows is for part-time study and is delivered as an asynchronous online program.

FIRST YEAR

Fall Semester – 6 credits

GNURS 526	Role Theory and Professional Issues in Nursing	3
GNURS 587	Advanced Pathophysiology 1	3

Spring Semester – 6 credits

GNURS 588	Advanced Pathophysiology 2	3
GNURS 590	Advanced Physical Assessment	3

SECOND YEAR

Fall Semester – 6 credits

GNURS 620	Foundations of and Theoretical Frameworks in Nursing	3
GNURS 589	Pharmacotherapeutics	3

Spring Semester – 9 credits

GNURS 651	Research Seminar	3
GNURS 660	Family Nurse Practitioner Theory 1	3
GNURS 663	Family Nurse Practitioner Practicum 1	3

Summer Session – 7 credits

GNURS 661	Family Nurse Practitioner Theory 2	3
GNURS 664	Family Nurse Practitioner Practicum 2	4

THIRD YEAR

Fall Semester – 8 credits

GNURS 662	Family Nurse Practitioner Theory 3	3
GNURS 665	Family Nurse Practitioner Practicum 3	5

Nursing

Family Nurse Practitioner (Post-Graduate APRN Certificate)

INTRODUCTION

For students with an earned MSN, a Family Nurse Practitioner Certificate may be earned by taking the 33 didactic and clinical course credits. If the student has not completed a research project, the research component may be required.

The Family Nurse Practitioner program prepares students for the nurse practitioner role with experience to care for patients across the lifespan. Our faculty provide expertise and mentoring in assessment, diagnoses, and implementation of advanced practice care to individuals, families, and groups in the community setting. Ethical dilemmas and legal issues related to the advanced practice role are addressed. Preparation to serve as a primary care provider and leader in community practice is acquired from theoretical knowledge developed through online courses and clinical practice experience gained through hands-on training in diverse clinical settings. Students learn to conduct needs assessments to deliver a community-wide system of health care services.

OUTCOMES

At the conclusion of the program of study leading to the Post-Graduate APRN Certificate, 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.

ACCREDITATION

The Family Nurse Practitioner Past-Graduate APRN Certificate program in nursing at Gannon University is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).

ADMISSION REQUIREMENTS

Registered nurses (RNs) who have a Master of Science degree with a major in nursing from an accredited program are eligible to apply for admission to graduate study.

Applicants must:

- submit a complete application for admission;
- submit official transcripts of all previous academic work;
- demonstrate completion of an introductory statistics course and a research course with a grade of at least a “B” or higher;
- submit competitive scores from the Graduate Record Examination (GRE);
- provide three letters of recommendation from individuals who can speak to the candidate’s academic and professional expertise;
- provide evidence of the fulfillment of legal requirements for the practice of nursing in the United States; and
- complete a successful interview with the admissions committee for the family nurse practitioner program.

THE CURRICULUM PLAN

The Family Nurse Practitioner Post-Graduate APRN Certificate program requires students to complete 33 credits. 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.

CURRICULUM REQUIREMENTS

(33 TOTAL CREDITS)

The planned course sequence that follows is for part-time study and is delivered as an asynchronous online program.

FIRST YEAR

Fall Semester – 3 credits

GNURS 587	Advanced Pathophysiology 1	3
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Spring Semester – 6 credits

GNURS 588	Advanced Pathophysiology 2	3
GNURS 590	Advanced Physical Assessment	3

SECOND YEAR

Fall Semester – 3 credits

GNURS 589	Pharmacotherapeutics	3
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Spring Semester – 3 credits

GNURS 660	Family Nurse Practitioner Theory 1	3
GNURS 663	Family Nurse Practitioner Practicum 1	3

Summer Session – 7 credits

GNURS 661	Family Nurse Practitioner Theory 2	3
GNURS 664	Family Nurse Practitioner Practicum 2	4

THIRD YEAR

Fall Semester – 8 credits

GNURS 662	Family Nurse Practitioner Theory 3	3
GNURS 665	Family Nurse Practitioner Practicum 3	5

COURSE DESCRIPTIONS

GNURS 526 Role Theory and Professional Issues in Nursing 3 credits

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.

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 and GNURS 588 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 lev-

el 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 620 Foundations of Research and Theoretical Frameworks in Nursing

3 credits

This course examines nursing theories, and that role that theoretical models play in providing a basis for the scientific application of the nursing research and the practice. Emphasis is placed on the systematic examination of the research process and theory construction, including critical analysis of research studies and examination of the relationship between theory, research and professional practice. This course provides graduate nursing students with the fundamental knowledge to design and conduct a research study utilizing a sound theoretical basis.

GNURS 651 Research Seminar

3 credits

Prerequisites: GNURS 620 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, and determining the appropriate method to answer the question under investigation. The majority of seminar sessions are devoted to student presentations of their research plans with peer and faculty feedback to strengthen the proposal.

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.

Occupational Therapy

Occupational Therapy Doctorate (OTD) Degree

Program Director: Dianna Lunsford, OTD, OTR/L, CHT

INTRODUCTION

The Occupational Therapy Doctorate 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 who 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 Doctoral program transforms students into culturally and socially responsive practitioners, prepared to pursue clinical excellence and professional leadership through advanced, evidence-based knowledge, skills, and clinical reasoning, scientific inquiry and creative program development, for the provision of occupation-based service to clients, families, and communities in nontraditional, as well as traditional settings.

GOALS OF THE PROGRAM

The goals of the Occupational Therapy Doctorate 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:

- Develop quality 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.
- Provide opportunities that prepare the student to be a self-directed life-long learner and encourage evidenced-based professional practice, independent inquiry, critical thinking, clinical reasoning, self-reflection, and self-assessment.
- Provide an opportunity to identify and develop an area of advanced practice that is developed and refined in the experiential component or "internship" and the culminating project.

PROGRAM OF STUDY

The Occupational Therapy Doctorate program of study in Ruskin, Florida begins in the summer semester of the entering year with three required and foundational OT courses. The first-year summer courses are online and include DOCCT 811, DOCCT 815 and DOCCT 818. Full-time, on-campus graduate course work starts in the fall semester and continues for 3+ years, with the summer between the first and second year off. The summer, fall, and spring semesters of the third year are spent in the class or in full-time clinical internships, followed by a capstone semester in the final summer (see curriculum). Students must complete Level II fieldwork and experiential requirements within 18 months following completion of the didactic portion of the program.

Upon completion of the program an Occupational Therapy Doctorate 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 organizations will do early evaluations of the criminal record as a means of determining if the student would be allowed to practice occupational therapy.

ACCREDITATION

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

DOCTORATE REQUIREMENTS

Students develop a Doctoral Specialty Internship and complete a culminating capstone project. The objectives for each of the areas are determined collaboratively between site mentors and faculty, each designed to enrich a student's depth of study in a specific area.

Clinical Experiences (Fieldwork I, Fieldwork II, and Doctorate Specialty Internship) Fieldwork I: Early fieldwork experiences, which include 40 hour weekly or week-long experiences, 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: fieldwork placements for the two 12-week full-time fieldwork experiences are available throughout the U.S.A. The student must successfully complete all coursework and successfully complete Level II fieldwork placements prior to the commencement of the doctoral experiential component. Doctorate Specialty Internship: the doctoral experiential component is a 14-week, integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following focus areas: advanced clinical practice skills, research skills, administration, leadership, program and policy development, and advocacy, education, or theory development.

ADMISSION REQUIREMENTS

The program is designed as a full-time course of study. Students are not able to transfer into the program, and transfer credits will not be accepted. Work experience will not be accepted as credit.

- Students in the final year of completion of a bachelor's degree may apply to the program or students who have completed a bachelor's degree. Baccalaureate degree must be from an accredited college or university.

- Cumulative prerequisite course Quality Point Average (QPA) of 3.0 or better (4.0 scale). No grade below "C" will be accepted
- Overall undergraduate QPA of 3.0 or better (4.0 scale)
- All prerequisite courses must be completed within five years preceding entrance into the graduate program. Prerequisites must be completed by May 15 of the year the student enrolls. Additionally, the student's degree must be conferred with a final official transcript by May 15 of the year that they enroll.
- GRE's are not required.

Prerequisite Course Requirements for entry into the OTD program include the following:

- Intro to Psychology
- Psychopathology or Abnormal Psychology
- Intro to Sociology or a course in diversity
- Developmental psychology throughout the lifespan or equivalent
- Anatomy and Physiology I and II with lab (total of 8 credits)
- Physics (one semester survey or two semester full sequence)
- Statistics

* Additional requirements for all students

- Prospective students will apply using the OTCAS – Occupational Therapy Centralized Application System. OTCAS provides a full-service web-based application and admissions process for prospective occupational therapy program applicants. To learn more, please visit: www.otcas.org
- Prior to matriculation in the program, students must complete their bachelor's degree and a minimum of 40 hours of volunteer experience in an OT setting; two different sites are preferred. Documentation must be submitted from the clinical volunteer site.
- Deadline for applications is January 15; applications received after this deadline will be reviewed if space is available in the program.
- Students must have demonstrated efficiency in using tools common to distance education. This might include a learning platform, special courses, or job experience. Attachments to the application providing evidence of proficiency will be requested and reviewed.
- A review of the OTCAS application is completed by the admissions committee.
- Qualified candidates may also be interviewed by the admissions committee comprised of the OTD program faculty, adjuncts or community OTs.

CURRICULUM

The Occupational Therapy Doctorate is a doctoral degree, which will be awarded upon the successful completion of the following 119 credits:

First Year – Summer

DOCCT 811	Foundations of OT*	3
DOCCT 815	Occ Science and Analysis*	3
DOCCT 818	Theoretical Foundation of OT*	3

Total: 9

First Year – Fall

DOCCT 821	Analysis of Human Movement	4
DOCCT 823	OT Medical Sciences	3
DOCCT 825	Clinical Neuroscience	4
DOCCT 827	OT Intervention: Psychosocial Dysfunction I	4
		Total: 15

First Year – Spring

DOCCT 831	Neurorehab Techniques	4
DOCCT 833	OT Intervention: Psychosocial Dysfunction II	5
DOCCT 835	The Research Process	6
		Total: 15

Second Year – Fall

DOCCT 841	OT Intervention: Physical Disabilities I	4
DOCCT 843	OT Intervention: Peds and Dev Disabilities I	5
DOCCT 844	Community Based Intervention	3
DOCCT 845	Research Seminar	3
DOCCT 847	Capstone I	1
		Total: 16

Second Year – Spring

DOCCT 851	OT Intervention: Physical Disabilities II	5
DOCCT 853	OT Intervention: Peds and Dev Disabilities II	4
DOCCT 855	OT Intervention: Gerontology	3
DOCCT 857	Clinical Reasoning Seminar	3
DOCCT 859	Directed Independent Study I	1
DOCCT 877	Capstone II	1
		Total: 17

Third Year – Summer/Fall

DOCCT 861	Field Work Experience II (A)	8
DOCCT 861	Field Work Experience II (B)	8
		Total: 16

Third Year – Spring

DOCCT 871	Entrepreneur Mgmt Practice in OT	3
DOCCT 873	Emerging Models of Practice	3
DOCCT 875	Adv. Intervention: Theory and Techniques	3
DOCCT 876	Professional Issues Seminar	3
DOCCT 858	Professional Competency	1
DOCCT 879	Capstone III	3
		Total: 16

Third Year – Final Summer

DOCCT 881	Doctoral Specialty Internship	12
DOCCT 883	Capstone Project	3
		Total: 15

PROGRAM TOTAL CREDITS: 119**COURSE DESCRIPTIONS****DOCCT 811 Foundations of Occupational Therapy**

3 credits

Development of occupational therapy as a profession; concepts of occupational role acquisition and role dysfunction; human competence and adaptation; use of human occupation as therapeutic intervention; exploration of domains of practice of OT; scope of practice of health professionals; health and wellness; healthcare delivery systems; disability; professional behaviors. Offered: Online

DOCCT 815 Occupational Science and Analysis

3 credits

The intense study of occupational science and humans as occupational beings. Discussion of occupations and relation to health and wellness. Analysis of occupation as a life organizer. Development of observational skills, problem solving approaches, and the therapeutic use of self. Course content will provide experience in and analysis of selected tasks of work, self-care and play/leisure. Offered: Online

DOCCT 818 Theoretical Foundations of Occupational Therapy

3 credits

A theoretical backdrop provides breadth and depth to any profession. In occupational therapy, theory guides and substantiates practice with a wide variety of clients across the lifespan. Theory provides OT with our evaluation and intervention framework and provides us with a “way to think” about client care. This course will provide the student with a detailed description about theory development, evaluation, and use within the OT profession. This course will also provide an introduction to clinical reasoning (why and how we think as an OT), occupational behavior (why we do what we do in OT), and occupational science (how our occupations direct us through life and the impact of occupations on our life). Offered: Online

DOCCT 821 Analysis of Human Movement

4 credits

Prerequisite: DOCCT 811, 815, 818

Analysis of the human body’s motor, sensory and motor learning components as they relate to human movement and their applications in activities of work, self-care, and play/leisure. This course will discuss the influence of neurological, biomechanical, and environments on human performance. Laboratory will provide experience in analysis of activity and selected clinical assessment tools.

DOCCT 823 Occupational Therapy Medical Sciences

3 credits

Prerequisite: DOCCT 811, 815, 818

Medical Sciences is an overview course designed to provide the student with information and knowledge about diagnoses commonly seen by occupational therapists. Signs, symptoms, medical management, and pharmacological management of general

* Online courses

medical, neurological, orthopedic, psychiatric, and developmental conditions relevant to the practice of OT are reviewed.

The practicing OT must have this type of information in order to understand how to appropriately evaluate, set goals, plan and implement interventions for a client. In the current healthcare arena, it is crucial that therapists have a basic level of knowledge, not only about a variety of diseases, illnesses, and injuries in order to practice within the profession, but also knowledge of populations and public health's current and future occupational needs.

DOCCT 825 Clinical Neuroscience

4 credits

An in-depth study of the structure and function of the nervous system relative to human behavior. Central and peripheral structures involved in sensorimotor function will be included. Clinical conditions and case studies, including their influence on occupational performance will be utilized. Students will be exposed to issues surrounding evidenced-based practice within the field of neuroscience and how it impacts occupational therapy evaluation and intervention. Students are expected to review and apply previous knowledge of anatomy and physiology to aid understanding of course content.

DOCCT 827 Occupational Therapy Intervention: Psychosocial Dysfunction I

4 credits

Prerequisites: DOCCT 811, 815, 818

This is an integrated theory and practice (lecture and lab) 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, practiced, and refined. Areas explored include techniques for prevention, understanding of the process of group dynamics, remediation of role dysfunction within various cultures, populations, and diagnoses.

DOCCT 831 Neurorehabilitation Techniques

4 credits

Prerequisite: DOCCT 825

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. Laboratory will provide guided experiences in 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.

DOCCT 833 Occupational Therapy Intervention: Psychosocial Dysfunction II

5 credits

Prerequisites: DOCCT 827

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 reviewed from DOCCT 823 medical conditions and presented in course lectures. Course labs will provide a format for peer learning of evaluations, screens, and interventions. 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.

DOCCT 835 The Research Process

6 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.

DOCCT 841 Occupational Therapy Intervention: Physical Disabilities I

4 credits

Prerequisites: DOCCT 823, 831, 833

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. Sessions will consist of lecture and lab hours weekly.

DOCCT 851 Occupational Therapy Intervention: Physical Disabilities II

5 credits

Prerequisites: DOCCT 841

This course examines the occupational therapy process as it relates to individuals with physical disabilities. Analysis and adaptation of the environment in response to role dysfunction; architectural barriers, orthotics, prosthetics, wheelchair prescription and management, adaptive equipment and assistive technology. Specific adult physical disabilities including orthopedic; neurological and general medical conditions; prevention, assessment, and treatment intervention; psychosocial aspects of physical dysfunction; and application of clinical reasoning through case studies included. Lecture and lab hours to be completed weekly. Level I fieldwork in an adult physical disabilities setting is included.

**DOCCT 843 Occupational Therapy Intervention:
Pediatrics and Development Disabilities I**

5 credits

Prerequisite: DOCCT 831

This course involves normal and atypical development. A solid understanding of typical development is required to analyze the effects of atypical development and the resulting problems in role performance. Interventions to address dysfunction in children will be learned. Role acquisition, competence, adaptation, and dysfunction from birth through adolescence in the areas of sensory, motor, perceptual, cognitive, and play will be addressed. Analyzing appropriate use of specific assessments and treatment techniques from a range of theoretical frames of reference with guided practice through laboratory experiences along with clinical reasoning through case studies will be included. The use of assistive technology will also be incorporated.

**DOCCT 853 Occupational Therapy Intervention:
Pediatrics and Development Disabilities II**

4 credits

Prerequisite: DOCCT 843

Atypical development resulting in problems in role performance to address dysfunction in children is emphasized. Role acquisition, competence, adaptation, and dysfunction from birth through adolescence in the areas of sensory, motor, perceptual, cognitive, and play will be addressed. Providing OT in a variety of settings and models, including educational, early intervention and medical rehab is included. Analyzing appropriate use of specific assessment and treatment techniques from a range of theoretical frames of reference with guided practice through laboratory experiences along with clinical reasoning through case studies. Level I Fieldwork in pediatric setting and experiential learning is completed during this course.

DOCCT 844 Community-Based Intervention

3 credits

Prerequisite: DOCCT 833

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 underserved populations (i.e. the older adult; addiction recovery; homeless; child and youth; health/wellness areas). Additional emphasis is on programming and interventions, and community partner identification, development, and relationship cultivation. Through the program development process, the student will explore, understand, and develop a needs assessment and community program for identified facilities and populations.

DOCCT 845 Research Seminar

3 credits

Prerequisite: DOCCT 835

This course involves the systematic writing of the research proposal. It involves use of research methodology and application of the research process, applied 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 interrelationships of the problem, method, hypothesis and data analysis will be pivotal in the course. This course will culminate in the production of a scholarly piece of work.

DOCCT 847 Capstone I

1 credit

Prerequisites: DOCCT 818, 833, 835

Capstone I is designed as a self-directed and professional exploration and development course of study. It is a guided exploration of potential areas for the capstone and doctoral specialty experiential internship. A series of journals, annotations, and learning how to formulate objectives, and the beginning stages of developing a professional portfolio are included in this course.

It is the intent of Gannon University to ensure that all elements of the capstone process will be provided in a setting consistent with the programs curriculum design which also includes individualized specific objectives and plans for supervision.

DOCCT 855 OT Intervention: Gerontology

3 credits

Prerequisites: DOCCT 833 and 841

This course examines how the aging process is affected by various environmental, cultural, social and health related factors. Students will examine various age-related changes that occur in the cardiovascular, pulmonary, musculoskeletal, neuromuscular, and information processing systems. Students will explore how these factors influence the occupational performance of the older individual as supported in the literature. Emphasis on various geriatric conditions common to occupational therapy and methods of evaluation and treatment via evidence-based practice will expand the student's understanding of the occupational therapy practitioner within the context of various health care systems and communities.

DOCCT 857 Clinical Reasoning Seminar

3 credits

Prerequisite: DOCCT 833, 841, 843

Analysis of therapeutic interventions 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.

DOCCT 858 Professional Competency

1 credit

Prerequisites: DOCCT 861 (A and B)

In this course, the OTD students have the opportunity to plan and prepare for the national board examination, National Board of Certification for Occupational Therapy (NBCOT). Students will examine test taking strategies, clinical reasoning, and identify personal approaches to preparation.

DOCCT 859 Directed Independent Study I

1 credit

This course is the continuation of the OT Program's research sequence, where the OTD student completes the research project developed and approved in DOCCT845.

DOCCT 861 Fieldwork Experience II (A and B)

8/8 credits

Prerequisite: Satisfactory completion of all prior course requirements

The Level II Fieldwork experience provides the student with two, 12-week clinical placements, in an occupational therapy practice setting under the supervision of an approved occupational therapy fieldwork educator. Students will learn the occupational therapy process including evaluation, treatment intervention, discharge planning, outcome measurement, and documentation. In addition, students will begin to develop expertise in leadership, scholarly practice and clinical reasoning as it relates to the specific fieldwork placement. Students are required to complete six months of full-time fieldwork within a 24-month period. This 12-week course is repeated 1 time for a total of 24 weeks.

**DOCCT 871 Entrepreneurial Management Practices
in Occupational Therapy**

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 models of practice in the field. These will vary, based upon current occupational therapy (OT) 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 875 Advanced Intervention:
Theory and Techniques**

3 credits

Prerequisite: Satisfactory completion of all prior course requirements

This course emphasizes advanced therapeutic intervention techniques and theories. Complementary therapies and traditional treatment interventions will be explored through evidence-based practice.

DOCCT 876 Professional Issues Seminar

3 credits

Prerequisite or Corequisite: Satisfactory completion of all prior course requirements

Critical analysis of current professional issues will be examined in this course. Topics will include, but not be limited to: health care delivery systems, professional boundaries, ethics, regulatory agencies, specializations, analysis of current social, political, cultural and economic change, continuing professional development and contributions to the profession and society. This course will introduce students to the elements and issues of professional socialization, the process of taking on the identity of an occupational therapist and internalizing the norms of the profession. Content will include the role of the professional organization, personal responsibility to the profession, in the forms of advocacy, education and leadership.

DOCCT 877 Capstone II

1 credit

Pre-requisites: DOCCT 833, DOCCT, 835, DOCCT 841, DOCCT 843, DOCCT 844

Capstone II is an extension of Capstone I. It is a guided exploration to develop the objectives for the Doctoral Specialty Internship (DSI) that will advance the OTD student's development of knowledge in the designated area of interest and to formulate the objectives for the Capstone project and DSI.

DOCCT 879 Capstone III

3 credits

Prerequisites: DOCCT 847, 877

This course is the culmination of the OTD Program's capstone process prior to starting the DSI/Capstone experience, where the OTD student finds literature to support the Capstone Project, appraises the literature, synthesizes the literature, and communicates with the DSI site mentor. The student will also apply for an IRB to Gannon's IRB board if they intend to complete research as part of their DSI experience.

DOCCT 881 Doctoral Specialty Internship (DSI)

12 credits

Prerequisites: Successful completion of all previous program requirements

The Doctoral Specialty Internship (DSI) is the capstone experience for students pursuing their clinical doctorate in occupational therapy (OTD). It is a 14-week (12 credits – at least 560 hours) course that is part of an individualized experience specific to the pursuits and learning trajectory of the OTD student. From the inception of the curriculum, a self-directed learning process prepares the student to explore and identify specific interests related to the field of occupational therapy (See Capstone I DOCCT 847 and Capstone II DOCCT-877 for details of the capstone process that prepares the student for the DSI experiential learning process). The student prepares the 14-week DSI in cooperation with a site mentor and the Capstone Coordinator. The DSI course allows the student to complete the objectives designed in earlier capstone courses under guidance from the mentor.

DOCCT 883 Capstone Project

3 credits

Prerequisites: Successful completion of all previous program requirements

During this course students complete a final project (while they are working on the Doctoral Specialty Internship) 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.

DOCCT 890 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.

Post Professional Occupational Therapy Doctorate (PPOTD) Degree

Program Director: Michele Karnes, Ed.D., M.S., OTR

INTRODUCTION

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, this mission is accomplished by entering a two-year, part-time online program. It combines web-based instruction with a virtual presentation of the final capstone project to internal and external audiences. Our program is unique in that post-professional OTD students develop a strong cohort model that is helpful to their academic, professional, and personal growth.

MISSION

The mission of the post-professional Occupational Therapy Doctorate (ppOTD) program is to enable occupational therapists in any practice area or other position in health, education, community practice or other arenas to develop roles and skills beyond that of the therapist-clinician; to educate them to become practitioner-scholars who can translate knowledge (including cross-disciplinary theories and research) into practice and who are capable of serving as agents of change in new and expanded arenas.

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.apply.gannon.edu. 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.

ADMISSION REQUIREMENTS

Acceptance requirements into the Post-Professional Occupational Therapy Doctorate program will be based on the following:

- Completed master's degree
- Master's degree in Occupational Therapy (Bachelor's degree with extensive OT practice background will be considered)
- Minimum graduate GPA of 3.0 on a 4.0 scale
- OT license (in state of practice)
- AOTA and state OT organization membership

Application Procedures for the Post-Professional Occupational Therapy Doctorate Program:

- Submit online graduate application (apply.gannon.edu) and materials:
- Official transcript from all prior institutions
- One letter of recommendation
- Copy of OT license
- Curriculum vitae or professional resume
- Personal statement of professional and educational goals

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 1 – Total credits	6
PPOTD 900 Applied Research in Clinical Practice	3
PPOTD 902 Advanced Occupations	3
Fall 1 – Total credits	5
PPOTD 911 OT in Community and Wellness	2
PPOTD 915 Capstone Project Development	3
Spring 1 – Total credits	6
PPOTD 920 Expanded Models of Practice in OT	3
PPOTD 925 Capstone Project Proposal	3
Summer 2 – Total credits	5
PPOTD 930 Advanced Leadership and Ethics	2
PPOTD 935 Reasoning and Evidenced-Based Practice	3

Fall 2 – Total credits	6
PPOTD 940 Analysis of Policy and Change in OT	3
PPOTD 945 Teaching in Practice and Community	3

Spring 2 – Total credits	6
PPOTD 950 Entrepreneurship for the OT Professional	3
PPOTD 960 Capstone Project	3
Total Credits: 34	

COURSE DESCRIPTIONS

PPOTD 900 Applied Research in Clinical Practice

3 Credits

Prerequisites: None

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. Using critical analysis skills, students will critique recent literature related to a topic of interest. Students will learn about the capstone project process and begin to develop an area of inquiry.

PPOTD 902 Advanced Occupations

3 Credits

Prerequisites: None

This is a course in the study of occupational 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.

PPOTD 911 OT in Community Health and Wellness

2 Credits

Prerequisites: None

Students will explore applications of occupational therapy practice and practitioner skills in various community settings, roles, and programs. The course includes examination of health and wellness interventions within community-based practice and with varying populations. Using documents from the World Health Organization, Healthy People, various community-oriented models and theories, and the Occupational Therapy Practice Framework, students will engage in program planning and development as well as the evaluation process. Community partner identification, needs assessment, and sustainable program development will prepare students for various roles in community practice. The student will work to design a community-based program with a specific population in mind.

PPOTD 915 Capstone Project Development

3 Credits

This course introduces the student to the Capstone Project and process. Through engagement with faculty, Capstone Advisor, and mentors, the student will begin the initial steps of their capstone project. Exploration of evidence-based literature and other materials will assist the student in identifying a topic area for further examination. Using their critical appraisal skills, students will select and analyze literature that supports their capstone project idea. Students will also begin to document their doctoral journey in journal format. In preparation for completion of the OTD, students will begin to develop a professional portfolio that illustrates their professional accomplishments.

PPOTD 920 Expanded Models of Practice for OT

3 Credits

Students will examine current theories, frameworks, and practice and service delivery models that support growing areas of practice as well as new and emerging models of practice in the field of OT. Students will analyze the current topics related to changes to systems. The course will provide an in-depth analysis of current healthcare policies, regulation, social, political and demographic issues driving the healthcare system and their impact on how OT services are delivered. Technology and technologic advances and their role on emerging practice areas and expanded OT services will be discussed. Students will examine new methods and settings in which they may provide OT interventions. Students will learn about methods of program and service evaluation to justify and enhance the effectiveness of these services.

PPOTD 925 Capstone Project Proposal

3 Credits

Prerequisites: PPOTD 915

This course builds on the Capstone Development course as students begin their Capstone Project proposal through development of a literature base that supports the project, selection of a theory, model or conceptual framework, and development of the procedures necessary for carrying out their project. Students will explore various research designs, steps for data analysis, and be prepared to explain the purpose, rationale, and usefulness of their intended project to audiences both internal and external to the profession of OT. Students will continue to document their PPOTD and capstone journey as well as add to their professional portfolio.

PPOTD 930 Advanced Leadership and Ethics

2 Credits

Prerequisites: None

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.

PPOTD 935 Reasoning and Evidence-Based Practice

3 Credits

Prerequisites: PPOTD 925

This course is designed to further develop essential skills for conducting evidence-based practice. Students will explore readings from a variety of peer-reviewed journals in order to expand their awareness of literature that may provide valuable evidence for occupational therapy practice. The course will focus on appraising the internal, external, and statistical validity of evidence in relation to client outcomes. Further, students will analyze practice changes based on data related to clinical outcomes. The course proceeds to examine data analysis methods for a variety of quantitative, qualitative, and mixed methods in preparation for the final steps of the Capstone Project and future clinical research.

PPOTD 940 Analysis of Policy and Change in OT

3 Credits

Prerequisite: None

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.

PPOTD 945 Teaching in Practice and Community

3 Credits

Prerequisites: None

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.

PPOTD 950 Entrepreneurship for the OT Professional

3 Credits

Prerequisites: None

This course provides the OT practitioner with advanced knowledge in occupational therapy service delivery. From a management standpoint, students will analyze and assess various topics that will enable them to expand an area of current practice or to plan, develop, assess, fund, and market a new program/service/business. Regulations, policies, legal and ethical issues, funding, and other key aspects of successful program planning, delivery, and sustainability will be explored.

PPOTD 960 Capstone Project

3 Credits

Prerequisites: PPOTD 915 and 925

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.

Physical Therapy

Doctor of Physical Therapy (DPT) Degree

Program Director: Mollie C. Venglar, DSc, MSPT, NCSE

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 Gannon University Physical Therapy Program at Ruskin, Florida professes to:

- Provide physical therapy graduate education of the highest quality to develop generalist practitioners, while emphasizing faith, leadership, inclusiveness and social responsibility.
- Prepare global citizens engaged in the community, who are service oriented and meeting the needs of society.
- Engage in scholarship to better understand and advance the science of health, the practice of Physical Therapy, and the education of future healthcare professionals.

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.
- Professionalism is an integral part of physical therapy education and practice.

PROGRAM OUTCOMES

Student Goals:

1. Students will be reflective practitioners who utilize critical inquiry, the patient/client management model, and evidence-based practice to make independent clinical decisions.
2. Students will provide services to the community that promote health, well-being and quality of life.
3. Students will advocate for individual patient/client needs.
4. Students will demonstrate respect for the diversity of individuals, cultures, and the community.
5. Students will demonstrate professionalism consistent with the professional behaviors advocated by the APTA.

Graduate Goals:

1. Graduates will be perceived, by themselves and others, as reflective practitioners who utilize critical inquiry, the patient/client management model, and evidence-based practice to make independent clinical decisions.
2. Graduates will demonstrate a commitment to professional growth and development.
3. Graduates will advocate for individual patient/client needs.
4. Graduates will advocate for the profession.
5. Graduates will demonstrate professionalism consistent with the professional behaviors advocated by the APTA.

Program Goals:

1. The program will provide a rich educational environment to develop high quality generalist practitioners.
2. The program will align with university standards, policies, and procedures in support of student and faculty scholarship.
3. The program will engage in community service to help meet the needs of society.

ADMISSION REQUIREMENTS

- Prospective students will apply using the PTCAS – Physical Therapy Centralized Application System. PTCAS provides a full-service web-based application and admissions process for prospective physical therapy program applicants. Internal Gannon University students apply through the Office of Graduate Admissions.
- 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).
- 100 observation hours, multiple PT settings recommended.
- 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.
- TOEFL – Minimum score of 550 for all applicants from non-English speaking countries.
- Meet essential functions: physical, emotional, intellectual, and communication standards.

Prerequisite Course Requirements for entry into the Graduate Physical Therapy Program include the following:

Biology* with Lab	2 semesters
Chemistry with Lab	2 semesters
Physics with Lab	2 semesters
Psychology**	1 semester
Statistics	1 semester
Human Anatomy with Lab***	1 semester
Human Physiology with Lab	1 semester

* 200 or 300 level Human Anatomy and Physiology courses do not meet this prerequisite

** 200 level behavioral/social science course

*** Anatomy/Physiology (AP) 1 and 2 with Labs, from a Baccalaureate degree granting school, may be accepted in lieu of one semester of Human Anatomy with Lab and one semester of Human Physiology with Lab, with Program Director approval. Gross Human Anatomy recommended; course should be at 200 or 300 level at four year degree granting institution

Important Note Regarding Prerequisites

Prerequisites must be completed within ten years preceding entrance into the graduate program.

Recommended Courses

- Social Sciences– at least two additional semesters in social sciences (i.e., Sociology, Social Psychology)
- Kinesiology with lab
- Exercise Physiology with Lab.

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

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Gannon offers an entry level Doctor of Physical Therapy degree after the completion of 111 credits of study. The International Classification of Functioning, Disability, and Health (ICF) is a classification system focusing on human functioning that is used as a conceptual framework to link all elements of the curriculum. The study of normal structure and function is followed by specific case-based patient/client problems and pathologies organized around body systems. 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. Evidence-based practice is explicitly taught and integrated in all clinical decision making during classroom activities and during clinical experiences.

Threaded throughout the three years are formalized service-learning experiences where students discover the perils of community service and social responsibility. Concepts between and within each

course are cumulative, and continued enrollment depends upon mastery and use of previous concepts. Practical clinical experiences are integrated into the academic program at the completion of major areas of study. The Director of Clinical Education assigns students to clinical sites, based on student needs and learning goals. In addition to sites in the Florida areas, the program offers clinical experiences at sites throughout the United States and Canada.

CURRICULUM REQUIREMENTS

The DPT degree program requires one hundred and eleven (111) 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.

Curriculum Plan

First Year – Summer

GGDPT 800	Gross Human Anatomy	5
GGDPT 814	Evidence Based Practice I	2
GGDPT 815	Essentials of Physical Therapy Practice	2
GGDPT 806	Movement Physiology	2
		Total: 11

First Year – Fall

GGDPT 811	Professionalism and Business, Part I	3
GGDPT 816	Community Health Initiative I	1
GGDPT 801	Clinical Medicine and Pharmacology I	4
GGDPT 817	Movement Foundations	6
GGDPT 803	Neuroscience	4
		Total: 18

First Year – Spring

GGDPT 821	Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities	3
GGDPT 823	Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab	1
GGDPT 828	Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities	3
GGDPT 829	Examination, Evaluation and Interventions for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab	2
GGDPT 825	Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine	2
GGDPT 827	Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine Lab	2
GGDPT 804	Motor Learning and Motor Control	3
GGDPT 826	Community Health Initiative II	1
		Total: 17

Second Year – Summer

GGDPT 830	Health Care System and Policy II	2
GGDPT 832	Clinical Experience I	6
		Total: 8

Second Year – Fall

GGDPT 847	Clinical Synthesis I	1
GGDPT 831	Professionalism and Business, Part 2	2
GGDPT 844	Evidence Based Practice II	2
GGDPT 805	Growth and Development Across the Lifespan	4
GGDPT 802	Clinical Medicine and Pharmacology II	5
GGDPT 856	Community Health Initiative III	1
		Total: 15

Second Year – Spring

GGDPT 820	Examination, Evaluation and Intervention for Cardiovascular and Pulmonary Dysfunction	4
GGDPT 843	Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction	1
GGDPT 845	Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab	3
GGDPT 853	Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction	5
GGDPT 855	Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab	2
		Total: 15

Third Year – Summer

GGDPT 862	Clinical Experience II	5
GGDPT 866	Community Health Initiative IV	1
		Total: 6

Third Year – Fall

GGDPT 851	Professionalism and Business, Part 3	3
GGDPT 867	Clinical Synthesis II	1
GGDPT 886	Community Health Initiative V	1
GGDPT 873	Examination, Evaluation and Intervention for Integumentary and Multi-System Movement Dysfunction	4
GGDPT 875	Advanced Manual and Therapeutic Techniques	2
GGDPT 881	Professional Development	1
		Total: 12

Third year – Spring

GGDPT 872	Clinical Experience III	4
GGDPT 882	Clinical Experience IV	5
GGDPT 887	Clinical Synthesis III	2
		Total: 11

3+3 DPT PROGRAM

For those students enrolled in the accelerated 3 + 3 DPT program at the Erie campus, 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.

4+3 DPT PROGRAM

For those students enrolled in the 4+3 program at the Erie campus, an interview for admission to the Ruskin DPT program will automatically be granted at the student's request. Admission to the Ruskin DPT program will be contingent upon the interview process.

LICENSURE

To achieve licensure as a physical therapist, program graduates must successfully complete and pass a comprehensive licensure examination administered by each state.

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

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Doctor of Physical Therapy Program at Gannon University, Ruskin, Florida, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://capteonline.org>. If needing to contact the program/institution directly please call 813- 658-4900 or email venglar001@gannon.edu.

All members of Gannon community and all persons outside of Gannon community who want to provide feedback and/or complaints in regards to the Gannon University DPT program in Ruskin can contact the Commission on Accreditation in Physical Therapy Education (CAPTE) website that provides a tab for complaints at <http://www.capteonline.org/home.aspx>.

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, evaluation and intervention skills for evidence-based clinical decision making following the presentation of the didactic material.

A student with a criminal record may be limited in clinical site and/or community service assignments, or may not be able to complete the required clinical education experiences.

Several clinical sites require drug testing prior to starting the clinical experience. A clean drug test may be required for the student to participate in the learning experience.

Several clinical sites require proof of vaccination, positive titer, or booster against several pathologies. Lack of vaccination may result in the inability of the student to complete the required clinical education experiences.

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.

COURSE DESCRIPTIONS

GGDPT 800 Gross Human Anatomy

5 credits (Lecture = 2; Lab = 3)

Gross Human Anatomy consists of lecture and laboratory. Lectures are designed to concentrate on the neuromuscular, musculoskeletal and cardiovascular systems, integrating functional and clinical correlations. Laboratory sessions primarily involve the study of bones, models and palpation. In addition, pertinent information on microscopic and histological anatomy will be presented. Students work in lab groups to improve interpersonal, oral and non-verbal skills.

GGDPT 801 Clinical Medicine and Pharmacology I

4 credits

This course provides a foundation in medicine and differential diagnosis. Select systemic diseases will be explored, focusing on epidemiology, pathology, histology, etiology, as well as primary and secondary clinical characteristics. Medical and surgical management will be discussed and integrated to formulate appropriate intervention indications, precautions and contraindications. Principles of pharmacology, medical imaging and laboratory diagnostic testing will be integrated to facilitate safe and effective patient management planning and clinical decision-making using the ICF and the Patient/Client Management model. Students will practice application of clinical medicine using selected case studies.

GGDPT 802 Clinical Medicine and Pharmacology II

5 credits

This course continues to build a foundation in medicine and differential diagnosis. Students are expected to utilize the concepts of evidence-based practice, ICF and the Patient/Client Management model as frameworks for clinical decision-making. In-depth exploration of frequently encountered health conditions and injuries across the life span will be the continuing format. Epidemiology, pathophysiology, etiology, clinical characteristics with subsequent medical and surgical management of each health condition/injury will be presented. Students are required to apply knowledge of pharmacology, diagnostic radiology and laboratory testing into safe and effective patient management through clinical case study exercises. Focus will be on the formulation of appropriate rehabilitation intervention indications, precautions and contraindications.

GGDPT 803 Neuroscience

4 credits

Neuroscience presents an integrated approach to the general principles of organization and function of the autonomic, peripheral and central nervous system. These principles will be presented in a systems approach to Neuroscience. The anatomy of a system will be followed with its physiology, pathophysiology and clinical relevance to the physical therapist. The development of perception, memory and its transformation to a motor act are linked to the discussion of movement control. Clinical examples of normal and abnormal processing and movement control are threaded throughout the course.

GGDPT 804 Motor Learning and Motor Control

3 credits (Lecture = 2; Lab = 1)

This course establishes a context for the major explanatory concepts applied to the issues of coordination and skill and learning. Students will read original research papers as well as current literature pertaining to motor learning, motor programs and dynamic pattern theory. In all cases inferences will be made to clinical practice. Students in small groups will learn a novel motor task with different practice schedules and different amounts of external feedback.

GGDPT 805 Growth and Development Across the Lifespan

4 credits

This course presents an integrated approach to normal human growth and development throughout the life-span. Developmental norms and sequences are examined with emphasis on biophysical (motor and sensory), cognitive, language, and psychosocial tasks. Social/cultural/environmental influences are also discussed. The coursework covers developmental issues during prenatal, infant, child, adolescent, adult and older adult time periods.

GGDPT 806 Movement Physiology

2 credits

Movement physiology is designed to present the medical, clinical and practical applications of movement and nutrition to human physiology.

GGDPT 811 Professionalism and Business, Part 1

2 credits

Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate awareness of the Physical Therapist's role 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. Insurance regulations related to documentation, billing, and reimbursement with a focus on the out-patient setting will be emphasized. In addition, students will increase their knowledge and understanding of cultural, regional, and socioeconomic influences on communication, health literacy, and health care access.

GGDPT 814 Evidence-Based Practice I

2 credits

This course teaches students how to ask a focused clinical question; search for the best available evidence to answer the question; begin to 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 the 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.

GGDPT 815 Essentials of Physical Therapy Practice

2 credits (Lecture = 1; Lab = 1)

The essential concepts of the physical therapy patient/client management model are introduced, set within the context of the Guide to Physical Therapist Practice. The five elements of patient/client management are defined with an emphasis on data that may be generated from a patient/client history. The International Classification of Functioning, Disability and Health (ICF) will be discussed. Applications of fundamental physical therapy interventions are initiated including standard and universal precautions, patient/client positioning, draping, transfers, ambulation with assistive devices, wheelchair management, and negotiation of architectural barriers. Instruction in documentation for the physical therapist will be discussed. Students begin learning patient data collection including obtaining a patient/client history and functional ability levels and learn the importance of writing S.O.A.P. notes for the medical record. Initiation of Electronic Medical Records (EMR) through instruction in Web PT will be performed.

GGDPT 816 Community Health Initiatives I

1 credit

The purpose of this course sequence is for students to understand their social responsibility and potential professional roles in their communities and society through development and application of educational and individual advocacy skills related to wellness, prevention and the health of society. Community-based experiential learning (service learning) is used to facilitate this outcome and provide opportunities for students to develop their professional

core values. Discussion, reflective writing, and directed readings are used to link social responsibility with professional roles in the community.

In the first course of the Community Health Initiatives sequence, students engage in community activities supportive of the Ruskin community and society. Students explore the scope of local community service agencies that promote improving the health of the community and its constituents. Experiential community engaged pedagogy and professionalism core values are introduced. History of wellness, prevention and health promotion, Healthy People objectives including health disparities, Physical Activity Guidelines and Dietary Guidelines for Americans are studied as a foundation for this course sequence.

GGDPT 817 Movement Foundations

6 credits (Lecture = 3; Lab = 3)

Students will engage in 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.

GGDPT 820 Examination, Evaluation, and Intervention for Cardiovascular and Pulmonary Dysfunction

4 credits (Lecture = 3; Lab = 1)

Examination, evaluation, and interventions of patients with cardiovascular and pulmonary diseases and/or dysfunction. The course will be organized according to the American Physical Therapy Association's Guide to Physical Therapist Practice Physical Therapist Patient and Client Management Framework. There will be an emphasis on the interaction between the cardiac, circulatory, and pulmonary systems with the movement system.

GGDPT 821 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities

GGDPT 823 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab

4 credits (Lecture = 3; Lab = 1)

The GGDPT 821 and 823 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 lower 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.

GGDPT 825 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Spine

GGDPT 827 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Spine Lab

4 credits (Lecture = 2; Lab = 2)

The GGDPT 825 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. 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, and laboratory experiences. Experiences related to psychological, social, cultural, and economic aspects of impairment and disability are included. The course offers learning experiences that integrate case-based learning organized around the musculoskeletal system with an orientation toward evidence-based diagnosis and treatment of the spine, health maintenance, promotion and prevention of disease and disability related to the spine.

GGDPT 826 Community Health Initiatives II

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. Further application of teaching and learning are extended related to preparation for student lead in-services during clinical experiences. 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.

GGDPT 828 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities

GGDPT 829 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab

5 credits (Lecture = 3; Lab = 2)

The GGDPT 828 and 829 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 upper 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.

GGDPT 831 Professionalism and Business, Part 2

2 credits

This course is the second in a series of three courses. Physical therapists work within the healthcare system, and responsibilities and reimbursement impacted by health policy. This course will facilitate second 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 service, including the types of financing for these services.

GGDPT 832 Clinical Experience I

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 competency in the management of patients with musculoskeletal dysfunction.

GGDPT 843 Examination, Evaluation, and Intervention for Pediatric Neuromuscular Movement Dysfunction

GGDPT 845 Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab

4 credits (Lecture = 1; Lab = 3)

An integrated approach to the study of all 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 using children from various community resources. The course offers learning experiences presented 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.

GGDPT 844 Evidence Based Practice II

2 credits

Students will become proficient in determining the strength of research papers by appraising the methodology and statistical analysis in physical therapy literature. Case studies will be used to challenge students to quickly obtain appropriate literature and to generate appropriate clinical decisions. Students will use both primary resources and synthesized evidence to debate the strength of the evidence and the clinical decision making for select clinical cases throughout the course.

GGDPT 847 Clinical Synthesis I

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 people with musculoskeletal disorders. The student will be required to analyze the literature regarding a selected case, facilitate a discussion of these examination findings and treatment selection in a group setting with colleagues, and critique and reflect upon the previous examination and treatment of the case.

GGDPT 851 Professionalism and Business, Part 3

3 credits

The course continues the series in the understanding of the roles of the Physical Therapist in business of health care. Students will investigate the varied aspects of leadership and professional development as a leader. Students will be introduced to the management activities including: personnel Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate second 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.

GGDPT 853 Examination, Evaluation, and Intervention for Adult Neuromuscular Movement Dysfunction

GGDPT 855 Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab

7 credits (Lecture = 5; Lab = 2)

An integrated and evidence-based approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to adult neuromuscular rehabilitation. The course provides an opportunity to apply the ICF model as a conceptual model and systematically addresses each element of the patient/client management model when addressing physical therapy for the adult with neuromuscular movement dysfunction. The course offers learning experiences using direct observation and supervised interaction in the laboratory and clinic with adult volunteers with various neurological disabilities, to develop the necessary competencies of physical therapy practice in these areas. Major lab sections of this course will be held at Sarasota Memorial Hospital Rehabilitation Institute incorporating direct patient care opportunities through the use of experienced clinicians and a chance to experience the latest in rehabilitation equipment and technology.

GGDPT 856 Community Health Initiatives III

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 differences in health care practices among individuals and culture groups.

GGDPT 862 Clinical Experience II

5 credits

Ten-week full-time clinical experience provided primarily throughout the United States. The experiences are structured to provide the student with the opportunity to develop competence in the management of patients with neurologic, orthopedic and cardiac dysfunction.

GGDPT 866 Community Health Initiatives IV

1 credit

The purpose of the fourth course in this sequence is to develop a special project proposal in collaboration with a student selected community organization. The project will meet the needs or objectives identified by the organization, which contributes to their mission. The student will demonstrate their role as an educator, consultant, and/or advocate through completion of this project. The project can take any form mutually agreed upon by 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 an organization's sponsored events. Written project proposal should demonstrate social responsibility and link community partner's need/objective with appropriate DPT program educational outcomes.

GGDPT 867 Clinical Synthesis II

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 people with either neuromuscular or cardiopulmonary disorders. Within the structure of the course, the student is required to 1) analyze the literature regarding a 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 examination and treatment selections of the patient cases.

GGDPT 872 Clinical Experience III

4 credits

This is an eight-week, full-time clinical experience structured to provide the student with the opportunity to develop competency in the management of patients with acute or chronic dysfunction.

GGDPT 873 Examination, Evaluation, and Intervention for Integumentary and Multi-System Movement Dysfunction and Lab

4 credits (Lecture = 3; Lab = 1)

Four major topic areas will be addressed: (1) concepts related to infectious, and metabolic problems; (2) concepts related to patients with vascular, integumentary, hematologic and immune dysfunction along with upper and lower extremity prosthetic assessment and management; (3) concepts related to disease/dysfunction, failure and transplantation of all major organs, and (4) concepts related to preventive strategies, intervention and referral in obstetric, gynecological, and male/female pelvic health and incontinence-related issues. The course includes the physical therapy assessment process, physical therapeutic techniques and procedures, and patient care treatment progression, from a collaborative management paradigm. The course offers lectures, problem-based case discussions, evidence-based seminars and lab experiences in wound care and prosthetic management to assist the student in developing the necessary competencies of physical therapy practice in these areas. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences presented using the problem/case study approach, with an orientation toward health maintenance and the prevention of disease and disability.

GGDPT 875 Advanced Manual and Therapeutic Techniques

2 credits (Lab = 2)

This course will provide students with the opportunity to apply and analyze therapeutic exercise techniques in order to formulate and progress exercise programs for diverse patient and client populations. Students will be encouraged to discuss and build upon their knowledge of therapeutic techniques attained from

previous coursework and clinical education experiences. Advanced techniques in trunk stabilization, plyometrics, sport-specific functional training, will be demonstrated and practiced in lab. The course will also advance previous learning of peripheral and spinal joint and soft tissue mobilization for examination, evaluation and intervention. Selected contemporary ancillary techniques will be introduced to the students.

GGDPT 881 Professional Development

1 credit

This course will assist students in planning for their professional development after graduation. Students will engage in self-assessment of their comprehensive core knowledge from the previous two years of study, create a schematic to guide their licensure preparation, analyze opportunities for early career advancement, formulate a plan to achieve career advancement, and integrate financial literacy into career planning.

GGDPT 882 Clinical Experience IV

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 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.

GGDPT 886 Community Health Initiative V

1 credit

In this capstone course of the Community Health Initiative course sequence, the student completes their special community project as per their proposal developed in GDDPT 866: Community Health Initiatives 4. Students will demonstrate their role as an educator, consultant, and/or advocate. Students will be provided an opportunity to share their project outcomes with other student physical therapists and community members through an oral and/or visual presentation. Written reflection of community project should link community partner's need/objective with specific and appropriate Commission on Accreditation for Physical Therapist Education evaluative criteria.

GGDPT 887 Clinical Synthesis III

2 credits

This course runs concurrently with Clinical Experience IV and provides an opportunity for students to describe, analyze and debate evidence used for decisions during many different types of clinical experience. Student's will practice disseminating and defending their clinical decisions throughout the course.

Physician Assistant Science

Master of Physician Assistant Science Degree

Program Director: Michele M. Kauffman, JD, MPAS, PA-C, DFAAPA

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.

PAs are qualified to obtain patient histories, perform comprehensive physical examinations, order and interpret diagnostic laboratory tests, diagnose, 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. PAs may deliver patient care in any setting in which the physician works.

The Physician Assistant Science Department at the Ruskin Campus offers a Master of Physician Assistant Science degree available through 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, provide the students professional physician assistant training. Clinical sites are offered primarily in Florida, as well as some locations farther afield. Students are responsible for their own housing and transportation to and from clinical sites.

The ARC-PA has granted Accreditation-Provisional status to the Gannon University Physician Assistant Program-Ruskin sponsored by Gannon University-Ruskin. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-gannon-university-fl/>.

OUTCOMES

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 to provide advanced care to patients.

ADMISSION REQUIREMENTS

- Applicants must possess a baccalaureate degree from a regionally accredited college or university.
- A minimum GPA of 3.0 is required from previous professional education (including a 3.0 sciences and prerequisite GPA) and prerequisites must have been completed within the last ten 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.
- Altus Suite – admissions assessments of non-cognitive skills: All applicants are required to complete Altus Suite as part of the admissions cycle. To complete Altus Suite, visit <https://TakeAltus.com> to create an account and complete the following assessments:
 - Casper: 60-90 minute online, open response situational judgment test (SJT)
 - Snapshot: 10-minute one-way video interview with standardized questions

You will register for the American Professional Health Sciences test (CSP10101) and reserve a test. Specific test dates are assigned each year. Please register as soon as possible and at least a month prior to the December 1st application deadline.

- 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.
- The application deadline is December 1. Applications received after the deadline will be reviewed on a space availability basis.

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 their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for 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 identified 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

Students may be eligible for employment through the work study program of the University. PA students will not be required to work in the PA Department and will not substitute for or function as instructional faculty, clinical or administrative staff. PA students are eligible to be hired as graduate assistants through the University.

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 Programs 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

The Master of Physician Assistant Science is a post baccalaureate program that requires successful completion of 91 credits.

PREREQUISITES

Following are prerequisites for the Post-Baccalaureate Option and must be completed prior to enrolling:

General Chemistry (or above) including 2 credits of lab	8 credits
Human Anatomy*	3 credits
Human Anatomy Lab *	1 credit
Human Physiology*	3 credits
Human Physiology Lab*	1 credit
Genetics (200 level or above)	3 credits
Medical Terminology	1 – 3 credits
Statistics 3 credits	
Microbiology (Medical preferred)	3 credits
Microbiology Lab	1 credit
Psychology	3 credits

Prerequisites will not be accepted if they have been completed over 10 years prior to enrollment. Advanced standing is not granted in the program. No credits are awarded for experiential learning.

* Anatomy and Physiology 1 and Anatomy and Physiology 2 course and lab sequences are acceptable

Prerequisite courses must be from a regionally accredited college or university.

Recommended Courses

(not required for matriculation into the program):

Cadaver Anatomy Lab
Biochemistry
Organic Chemistry
Introduction to Pharmacology

PROGRAM CURRICULUM

Fall Semester

GGPHAS 610	Intro to Physician Assistant	2
GGPHAS 611	Anatomy and Physical Diagnosis I	3
GGPHAS 612	Anatomy and Physical Diagnosis Lab I	1
GGPHAS 621	Physiology and Lab Diagnosis I	2
GGPHAS 623	Pathophysiology and Clin Medicine I	4
GGPHAS 625	Pharmacotherapeutics I	3
GGPHAS 631	Behavioral Medicine	3
		Total: 18

Spring Semester

GGPHAS 613	Anatomy and Physical Diagnosis II	3
GGPHAS 614	Anatomy and Physical Diagnosis Lab II	1
GGPHAS 622	Physiology and Lab Diagnosis II	2
GGPHAS 624	Pathophysiology and Clin Medicine II	4
GGPHAS 626	Pharmacotherapeutics II	2
GGPHAS 632	Problem-Based Medicine	1
GGPHAS 633	Electrocardiogram Lab	1
GGPHAS 634	Pediatrics/Obstetrics/Gynecology	4
		Total: 18

Summer Semester

GGPHAS 615	Physical Diagnosis III Lab	1
GGPHAS 645	Surgery/ Emergency Medicine	3
GGPHAS 646	Bus Practice and Cur Issues for PAs	2
GGPHAS 647	Pre-Rotation Lecture Lab	1
GGPHAS 714	Surgery Rotation	5
		Total: 12

Fall Semester

GGPHAS 716	Clinical Research	4
GGPHAS 717	Internal Medicine Rotation	5
GGPHAS 718	Pediatric Medicine Rotation	5
		Total: 14

Spring Semester

GGPHAS 719	Women's Health Rotation	5
GGPHAS 720	Behavioral Health Rotation	5
GGPHAS 721	Emergency Medicine Rotation	5
		Total: 15

Summer Semester

GGPHAS 722	Family Medicine Rotation	5
GGPHAS 723	Elective Rotation	5
GGPHAS 731	Research/Project Guidance	2
GGPHAS 734	Clinical and Professional Capstone	2
		Total: 14
Total Credits: 91		

COURSE DESCRIPTIONS

GGPHAS 610 Introduction to the Physician Assistant Profession

2 credits

This course will introduce the student to the Physician Assistant Profession and explore the literature that is at the foundation of Interprofessional Collaborative Practice Competencies. Case studies that involve multiple health care professionals that include a physician assistant will be utilized. Students will be asked to discuss the case studies, assess and debate issues related to values and ethics, roles and responsibilities, interprofessional communication and the level of teamwork. Additional topics include intellectual honesty, professional conduct, interpretation of medical literature, medical databases, the history of the PA Profession and review of program policies and practices.

GGPHAS 611 Anatomy and Physical Diagnosis I

3 credits

Competencies for the PA, anatomy and techniques of interviewing skills and history-taking, discussion and demonstration of normal physical findings of all organ systems and alteration of physical signs in disease states are introduced to the student.

GGPHAS 612 Anatomy and Physical Diagnosis Lab I

1 credit

Complementing Anatomy and Physical Diagnosis I, students will learn the anatomy for each system in the body. Students will learn how to obtain a complete patient history and physical exam in a lab setting. Students will observe and then practice various history-taking and physical diagnosis skills.

GGPHAS 613 Anatomy and Physical Diagnosis II

3 credits

Prerequisite: GGPHAS 611

A continuation of Anatomy and Physical Diagnosis I. Anatomy and techniques of interviewing skills and history-taking, discussion and demonstration of normal physical findings of all organ systems and alteration of physical signs in disease states are introduced to the student.

GGPHAS 614 Anatomy and Physical Diagnosis Lab II

1 credit

Prerequisite: GGPHAS 612

A continuation of Anatomy and Physical Diagnosis Lab I, students will learn the anatomy for each system in the body. Students will learn how to obtain a complete patient history and physical exam in a lab setting. Students will observe and then practice various history-taking and physical diagnosis skills.

GGPHAS 615 Physical Diagnosis Lab III

1 credit

Prerequisites: GGPHAS 612 and GGPHAS 614

The course is designed to complement Anatomy and PD I and II and Pathophysiology and Clinical Medicine I and II. The course enables the student to receive direct patient contact under supervision and guidance. Students continue to implement classroom knowledge by performing histories and physical examinations on patients (experiences may be in person or simulated), learning how to utilize the systemic approach to the interpretation of various signs and symptoms, and ultimately designing a differential diagnosis and plan. Students will also develop oral presentation skills.

GGPHAS 621 Physiology and Lab Diagnosis I

2 credits

This course is designed to provide a basic understanding of the physiology, pathophysiology, genetics and the molecular mechanisms of health 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 and serology, medical microbiology, virology, clinical chemistry, urine studies, pertinent genetic testing and pulmonary function testing. Lectures correlate with Anatomy and Physical Diagnosis I and II, Pathophysiology and Clinical Medicine I and II and Pharmacotherapeutics I and II in a systems-oriented approach to the disease process.

GGPHAS 622 Physiology and Lab Diagnosis II

2 credits

Prerequisite: GGPHAS 621

A continuation of GGPHAS 621, this course is designed to provide a basic understanding of physiology, pathophysiology, genetics and the molecular mechanisms of health and disease and clinical diagnostics methods involved in the evaluation of common disease processes discussed in Pathophysiology and Clinical Medicine II and Pharmacotherapeutics II. Topics continue from **Physiology and Lab Diagnosis I**.

GGPHAS 623 Pathophysiology and Clinical Medicine I

4 credits

Physiology, pathophysiology, medical microbiology, genetics and molecular mechanisms, symptoms, signs and abnormal body function are taught in a problem-oriented manner, including history and physical diagnosis, diagnostic testing, differential diagnosis, therapeutic interventions, patient education, rehabilitation and referral. The lectures complement the knowledge acquired in Anatomy and Physical Diagnosis and is correlated with the Pharmacotherapeutics and Physiology and Lab Diagnosis courses.

GGPHAS 624 Pathophysiology and Clinical Medicine II

4 credits

Prerequisite: GGPHAS 623

A continuation of GGPHAS 623

GGPHAS 625 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 Pathophysiology and Clinical Medicine such that medications are reviewed near lectures on pathophysiology in order to enhance the learning experience for students.

GGPHAS 626 Pharmacotherapeutics II

2 credits

Prerequisite: GGPHAS 625

A continuation of GGPHAS 625

GGPHAS 631 Behavioral Medicine

3 credit

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.

GGPHAS 632 Problem Based Medicine

1 credit

Prerequisite: GGPHAS 623

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.

GGPHAS 633 Electrocardiogram Lab

1 credit

Prerequisite: GGPHAS 623

This lab will discuss the pathophysiology behind conditions seen on electrocardiograms (ECGs) in order to facilitate understanding rather than memorization. A clinical focus for the interpretation of ECG's will be utilized, enhancing the understanding of complex conditions while providing a logical, practical application. Diagnosis and treatment of ECG's will be emphasized.

GGPHAS 634 Obstetrics/Gynecology and Pediatrics Lecture Series

4 credits

Prerequisite: GGPHAS 623

Obstetrics/Gynecology and Pediatrics Lecture Series will discuss common disease processes in a problem-oriented manner to enable the student to incorporate knowledge of physiology, pathophysiology, genetics and molecular mechanisms, pathogenesis, clinical findings, appropriate laboratory and diagnostic testing, and treatment plan for each disease process.

GGPHAS 645 Surgery/ Emergency Medicine

3 credits

Prerequisites: Successful completion of GGPHAS 622 – 634

Physiology, pathophysiology, genetics, symptoms, signs, and abnormal body function are taught in a problem-oriented manner, including history and physical diagnosis, diagnostic testing, differential diagnosis, therapeutic interventions, patient education, rehabilitation and referral as it relates to surgical and emergent conditions.

GGPHAS 646 Business Practices and Current Issues for Physician Assistants

2 credits

This course is designed to introduce the Physician Assistant student to practice management in the clinical setting. Emphasis will be placed on understanding health insurance i.e.: Medicare, Medicaid, HMO and Traditional insurance coverage. Evaluation of cost containment, quality of health care and prevention will be discussed. Discussion will address health care disparities and diversity.

Diagnosis and procedure coding will be introduced for proper reimbursement purposes. Professional conduct, ethics and legal issues regarding office policies, interactions with patients and office staff will be addressed. Current issues relevant to practice will also be introduced.

GGPHAS 647 Pre-Rotation Lecture Lab

1 credit

Prerequisites: Successful completion of GGPHAS 622 – 634

The Laboratory experiences will afford students hands-on opportunities to practice clinical skills such as IVs, injections, NG tubes, phlebotomy, urinary catheterization, casting, knot tying, and suturing using task trainers. Clinical experiences include CPR/ACLS, and clinical care scenarios.

GGPHAS 714 Surgery Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

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, operative and postoperative patient care. This experience will include taking histories, performing physical examinations, and assisting in the emergency department and operating room.

GGPHAS 716 Clinical Research

4 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

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 develop a power point presentation in order to illustrate their research or project.

GGPHAS 717 Internal Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

This five-week clinical experience is designed to familiarize the student with all aspects of Internal Medicine. 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.

GGPHAS 718 Pediatrics Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

This five-week clinical experience is designed to familiarize the student with all aspects of Pediatrics. 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.

GGPHAS 719 Women's Health Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

This five-week clinical experience is designed to familiarize the student with all aspects of Women's Health. 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.

GGPHAS 721 Emergency Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

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.

GGPHAS 720 Behavioral Health Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

This five-week clinical experience is designed to familiarize the student with all aspects of Behavioral Health. 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 experience will focus on common behavioral health disorders.

GGPHAS 722 Family Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

This five-week clinical experience is designed to familiarize the student with all aspects of Family Practice. 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.

GGPHAS 723 Elective Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 645 – 47

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.

GGPHAS 731 Research/Project Guidance

2 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645 – 47

Students complete a research project (including analysis of data and reporting results) or literature review 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 possible presentation or display.

GGPHAS 734 Clinical and Professional Capstone

2 credits

Prerequisites: Successful completion of GGPHAS 615, 645 – 647
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 experiences with textbook learning. This 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. Additionally, the Clinical and Professional Capstone will focus on the application of knowledge and skills for clinical practice via case study and evidence-based medicine.

Speech-Language Pathology

Master of Science in Speech-Language Pathology

Program Director: Albert Villanueva-Reyes, CCC-SLP, Ed.D.

INTRODUCTION

Speech-Language Pathologists are health professionals that prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults. The Master of Science degree in Speech-Language Pathology (SLP) at Gannon University is established as a postbaccalaureate program that involves a theoretical and practical professional curriculum consisting of advanced courses, research, and clinical experiences relevant to the discipline and required to earn the master's degree. This curriculum was carefully aligned with the certification requirements for the American Speech-Language-Hearing Association (ASHA) and the Florida Board of Speech-Language Pathology and Audiology licensure.

Students with an earned baccalaureate degree from an accredited institution who have completed all required courses, or their equivalents, with a C or higher and an overall GPA of 3.0 or higher, and the same minimal GPA in prerequisite courses prior to matriculation may be eligible for direct entry into the program. The Program Director will review all coursework to determine eligibility for direct admission to the professional curriculum during the admission process.

MISSION

The mission of the Master's in Speech-Language Pathology Program at Gannon University is to foster the development of highly skilled, compassionate speech-language professionals who are dedicated to lifelong learning, leadership, and person-centered service. The program prepares graduates in providing holistic, evidence-based speech, language, and hearing healthcare and educational opportunities for an ever-evolving, culturally diverse society.

ACCREDITATION STATUS

The Master of Science degree program in Speech-Language Pathology at Gannon University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-

Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years. Students graduated from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status, may submit their online application for ASHA certification any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from their program director that the requirements in Standards I-V have been met." <https://www.asha.org/certification/slpcertification/>

OUTCOMES

The outcomes of the Speech-Language Pathology program at Gannon University are to:

1. Advance the students' knowledge and skills to diagnose, provide evidence-based treatment, and serve as an advocate in the scope of practice of speech-language pathology.
2. Apply knowledge of ethical standards and best practices in providing services for speech, language, and hearing disorders.
3. Effectively disseminate information in verbal and written form and commensurate with the target audience.
4. Identify and address the diverse and changing needs of the community with leadership and service.
5. Provide content and clinical experience to prepare students to qualify for and be successful in achieving national certification and state licensure, and participation in state and national professional organizations.

ADMISSION REQUIREMENTS

The program is designed as a full-time course of study. Transfers to the program will be considered on a case-by-case basis. A maximum of 6 credits may be accepted for transfer, if a grade of B or higher was achieved, and approved by the program director.

Prior to matriculation in the program, students must complete and fulfill the following requirements:

- Baccalaureate degree from an accredited college or university*, with successful approval of required courses.
- Cumulative prerequisite course grade point average (GPA) of 3.0 or better on a 4.0 scale; grades below a "C" are not acceptable.
- Overall undergraduate GPA of 3.0 or better (4.0 scale).
- Prerequisite courses, as shown below, must be completed within ten years preceding entrance into the graduate program.
- All prerequisite courses must be completed by June 1 in the year of enrollment.
- Personal interview. Spoken English skills, as well as ethical, personal and professional qualities to fulfill the role of a speech-language pathologist will be assessed during the interview process.
- Three letters of recommendation, which address the applicant's ethical, personal and professional qualities.

- Twenty-five (25) hours of observation of clinical practice by an ASHA-certified speech-language pathologist; observation hours should vary across settings, ages, and disorders.
- Personal Statement/Essay – Practice as a healthcare professional requires the ability to communicate in both verbal and written form. The Speech-Language Pathology Program expects admitted students to demonstrate graduate-level competence in verbal and written communication. Writing samples will be blinded and scored by SLP faculty as part of the admissions process.

Prerequisite Courses

Biological Sciences (e.g.. Human Anatomy and Physiology, Introduction to Biology)	3 credits
Social/Behavioral Sciences (e.g. courses in Psychology, Sociology, Public Health)	6 credits
Physical Sciences (e.g. college-level Chemistry or Physics)	3 credits
Statistics (e.g. college-level Statistics course that is computational and not remedial or historical in nature)	3 credits

*** Equivalent coursework includes a minimum of one course in each of the following six subjects:**

Normal Speech and Language Development in Children	3 credits
Anatomy and Physiology of Speech and Hearing Mechanisms	3 credits
Phonetics	3 credits
Speech and Hearing Sciences	3 credits
Introduction to Audiology	3 credits
Introduction to Communication Disorders	3 credits

APPLICATION PROCESS

Gannon University and the Speech-Language Pathology Program receives and reviews applications for the Master of Speech-Language Pathology program and all applicant credentials exclusively through the Centralized Application Service for Communication Sciences and Disorders Programs (CSDCAS), provided by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) and Liaison. Full application instructions can be found on the Gannon University – Ruskin, FL profile page: <https://csdcas.liaisoncas.com/applicant-ux/#/login>

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM

Fall – Year One

GGSLP 602	Clinical Methods Lab I: Pediatrics	1
GGSLP 605	Speech Sound Disorders	2
GGSLP 607	Speech Sound Disorders Lab	1
GGSLP 608	Language Disorders in Children	2
GGSLP 610	Diagnostic Methods in Speech-Language Pathology	3
GGSLP 615	Neuroscience for Speech-Language Pathology	3
GGSLP 618	Clinic I	1
Total		13

Spring – Year One

GGSLP 612	School-Age Language Disorders	2
GGSLP 620	Voice and Resonance Disorders	2
GGSLP 623	Motor Speech Disorders	2
GGSLP 624	Fluency Disorders	2
GGSLP 626	Motor Speech Disorders Lab	1
GGSLP 628	Clinic II	1
GGSLP 629	Voice and Resonance Disorders Lab	1
GGSLP 630	Principles of Research and Evidence-Based Practice	2
Total		13

Summer – Year One

GGSLP 621	Adult Cognitive-Communicative Disorders	2
GGSLP 622	Adult Cognitive-Communicative Disorders Lab	1
GGSLP 625	Clinical Methods Lab II: Adults	1
GGSLP 736	Swallowing Disorders	2
GGSLP 737	Swallowing Disorders Lab	1
GGSLP 638	Clinic III	2
Total		9

Fall – Year Two

GGSLP 733	Aural Rehabilitation	2
GGSLP 739	Hearing Disorders	3
GGSLP 748	Clinic IV	4
Total		9

Spring – Year Two

GGSLP 632	Disorders in Special Populations	2
GGSLP 743	Augmentative and Alternative Communication	3
GGSLP 758	Clinic V	4
GGSLP 782	Capstone I	1
Total		10

Summer – Year Two

GGSLP 746	Professional Issues	3
GGSLP 768	Clinic VI	4
GGSLP 784	Capstone II	1
Total		8

Program Total Credits: 62**COURSE DESCRIPTIONS****GGSLP 602 Clinical Methods Lab I: Pediatrics**

1 credit

This course provides introductory knowledge and skills in clinical methods for diagnosis and treatment in communication and/or swallowing disorders in pediatric populations. General principles of clinical observation, assessment, and establishment of treatment goals, report writing, documentation, service delivery in various settings, and client admission and discharge criteria are emphasized. Topics on federal, state, and local laws, guidelines, and statutes in school settings, including FERPA, FAPE, IEPs, and RTI are presented. Goal writing in educational and other settings is highlighted including SMART goals and alternatives. Students will also become familiar with the University clinic and clinical handbook. Multicultural considerations in the intervention of children with communication and/or swallowing disorders will also be addressed.

GGSLP 605 Speech Sound Disorders

2 credits

This course is designed to give students a basic foundation in the prevention, assessment, and treatment of speech sound disorders in children, emphasizing articulation and phonological delays. Students will initially learn foundation material such as the normal acquisition of speech production skills in childhood, and characteristics of the speech sounds of English. Specific approaches and techniques for the remediation of the disorders will be presented. Multicultural issues in the assessment and treatment of sound speech disorders will also be addressed, as well as counseling strategies.

GGSLP 607 Speech Sound Disorders Lab

1 credit

This lab course aligns with the Speech Sound Disorders course (GGSLP 605). The lab will encompass the test protocols, diagnosis, and application of evidence-based interventions for speech sound disorders.

GGSLP 608 Language Disorders in Children

2 credits

This course introduces basic principles of prevention, assessment and intervention for children with language impairments at the prelinguistic, emerging and developing language phases. Language differences versus language disorders will be addressed as well as complex medical concerns, etiologies, co-morbidities, and counseling strategies. Multicultural issues in the assessment and treatment of language disorders will be addressed as well.

GGSLP 610 Diagnostic Methods in Speech-Language**Pathology**

3 credits

This course is designed to provide students with a general understanding of the principles of diagnosis and evaluation of speech and language disorders. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing the diagnostic reports and interpreting the data to parents and/ or involved disciplines. Students will be acquainted with fundamental principles and pitfalls to consider when making psychometric decisions in the assessment of speech and language skills. Multicultural issues will also be addressed, as well as counseling strategies.

GGSLP 612 School-Age Language Disorders

2 credits

This course will provide instruction in language disorders in school-age children and adolescents. Topics include assessment, collaborative intervention, and social, cultural and linguistic implications for individuals with language disorders. Emphasis will be placed on the development of curriculum-based literacy skills and collaborative services delivery models.

GGSLP 615 Neuroscience for Speech-Language Pathology

3 credits

This course is an intensive analysis and study of neuroanatomy and neurology for speech-language pathology. It will cover the neuroanatomy and neurological function of the central and peripheral nervous systems, embryology of the nervous system, completion of a neurological exam, taxonomy, and anatomy of the diencephalon, basal ganglia, and ventricles, and neurology of speech, language, hearing, and cognition.

GGSLP 618 Clinic I

1 credit

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to gain knowledge about the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. Assignments may include observations in community speech and hearing centers, schools, medical centers, and private practices. The graduate clinician will complete the observations under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 620 Voice and Resonance Disorders

2 credits

This course provides advanced theory and techniques for the prevention, assessment, diagnosis, and remediation of voice and resonance disorders across the life span. Discussions of etiologies, instrumentation, counseling, and multicultural issues affecting appropriate intervention will be addressed.

GGSLP 621 Adult Cognitive-Communicative Disorders

2 credits

The purpose of the course is to introduce communication disorders as a result of neurological injury or illness in the adult population. Content will emphasize etiology, characteristics, assessment and intervention associated with aphasia, traumatic brain injury, right hemisphere impairment, and dementia.

GGSLP 622 Adult Cognitive-Communicative Disorders Lab

1 credit

This lab aligns with the Adult Cognitive-Communicative Disorders course (GGSLP 621). The lab will involve the use of diagnostic tools and protocols, the application of evidence-based interventions, and management of adult cognitive-linguistic disorders.

GGSLP 623 Motor Speech Disorders

2 credits

This course is designed to develop an understanding of the anatomy and physiology of speech production as it relates to motor speech disorders and the understanding of treatment and management of motor speech disorders. The course will involve the study of the etiology and characteristics of motor speech disorders in children and adults and will enhance the students' skills for differential diagnosis and discussion of the professional and ethical issues involved in the assessment and interventions for motor speech disorders.

GGSLP 624 Fluency Disorders

2 credits

This course introduces theories, evaluation procedures and therapeutic techniques in the treatment of fluency disorders. Terminology, classification, psychosocial impact, and nature of fluency disorders across the lifespan are discussed. Multicultural issues in the assessment and treatment of fluency disorders will also be addressed, as well as counseling strategies.

GGSLP 625 Clinical Methods Lab II: Adults

1 credit

This course provides introductory knowledge and skills in clinical methods for diagnosis and treatment in communication and/or swallowing disorders in adult populations. General principles of clinical observation, assessment, the establishment of observable and measurable treatment goals, report writing, documentation, service delivery in various settings, and case management are emphasized.

GGSLP 626 Motor Speech Disorders Lab

1 credit

This lab aligns with the Motor Speech Disorders course (GGSLP 623). The lab will involve critical-thinking skills as students will be introduced to the clinical applications to differentially diagnose neuro-motor speech disorders, learn to provide interventions, and understand the management of motor speech disorders in children and adults.

GGSLP 628 Clinic II

1 credit

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to initiate their clinical experience in the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. Assignments may include individual and/or group sessions with children and/or adults with different disorders at the Gannon University Ruskin Clinic. The graduate clinician will complete the placement under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 629 Voice and Resonance Disorders Lab

1 credit

This lab course aligns with the Voice and Resonance Disorders course (GGSLP 620). The lab will encompass the assessment protocols, instrumentation, diagnosis, and application of evidence-based interventions for voice and resonance disorders. Proficiency with instrumentation for options within assessment and treatment is required.

GGSLP 630 Principles of Research and Evidence-Based Practice

2 credits

This course is the foundation for the research thread throughout the curriculum and will prepare the student for the synthesis and application of research within the scope of practice of speech-language pathology. This course will cover the topics of the scientific method, types of research, idea generation and innovation, identifying and locating relevant resources, how to read scientific literature, research ethics, statistics, formatting references, and literature review.

GGSLP 632 Disorders in Special Populations

2 credits

This course is designed for students to gain knowledge of the specialized communication needs of patients of all ages with medical, neurological, anatomical, and cognitive disorders. This course will focus on individuals with autism spectrum disorders, craniofacial anomalies, genetic disorders and syndromes, and hearing disorders (e.g., central auditory processing). This course will provide students with strategies for providing effective advocacy and education for the prevention, diagnosis, and intervention for individuals within these populations. This course will also explore the role of an interdisciplinary team when serving individuals in these special populations.

GGSLP 638 Clinic III

2 credits

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to continue gaining experience in the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. Assignments may include individual and/or group sessions with children and/or adults with different disorders at the Gannon University Ruskin Clinic. The graduate clinician will complete the placement under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 733 Aural Rehabilitation

2 credits

This course introduces students to the theories and procedures used to provide aural/audiological rehabilitation to children and adults who have hearing loss and to provide concomitant services to their family members. Students will learn about (1) the scope of practice for speech-language pathologists and audiologists who provide aural rehabilitation services; (2) the assessment and prosthetic management of children and adults who have hearing loss; (3) the effects of hearing loss on conversational fluency and everyday speech communication; and (4) the means for developing aural rehabilitation plans and for assessing their effectiveness.

GGSLP 736 Swallowing Disorders

2 credits

The course lectures, readings, and materials will cover normal and abnormal anatomy and physiology related to swallowing function, etiology, signs, and symptoms of dysphagia, techniques, and instrumentation for diagnosis and management of dysphagia, procedures for analysis and integration of diagnostic information, and basic management issues such as special clinical populations, quality of life issues, and evidence-based practice.

GGSLP 737 Swallowing Disorders Lab

1 credit

This lab aligns with the Swallowing Disorders course (GGSLP 736). The lab will provide students with an overview of the diagnostic protocols, medical assessments, bedside evaluations, radiological evaluations, and evidence-based interventions for adult and child populations with swallowing disorders.

GGSLP 739 Hearing Disorders

3 credits

This course covers the nature and causes of hearing disorders, including outer and middle ear, cochlear, retrocochlear, and central nervous system. It is designed to acquaint students with topics regarding the anatomy and physiology of normal and abnormal hearing, basic concepts in pure-tone air and bone conduction audiometry, speech audiometry, interpretation of audiograms, immittance procedures, and basic management of the hearing loss of the hearing-impaired client. Counseling and multicultural considerations affecting appropriate intervention are also addressed.

GGSLP 743 Augmentative and Alternative Communication

3 credits

This course is designed to expose students to augmentative and alternative forms of communication used to support or treat patients with communication disorders. Students will learn about terminology and application of AAC, augmentative communication system components, the evaluation process for an appropriate selection of an assistive device, and intervention strategies for individuals with limited or nonfunctional speech. The types of communication covered in this course include messages, symbols, rate enhancement, low-tech devices, high-tech devices, programming devices, training users and communication partners, toting and mounting communication devices, and report writing.

GGSLP 746 Professional Issues

3 credits

This course is designed to build the student's professional competency, preparation for certification/licensure, and future employment. Topics covered within the course include professional ethics, certification/licensure requirements, accreditation process, clinical fellowship, continuing education, telepractice, billing and coding, advocacy, marketing, private practice, doctoral education, scope of practice, and best practices to seek employment.

GGSLP 748 Clinic IV

4 credits

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to gain intermediate to advanced clinical experience in the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. The graduate clinician will complete an on-campus or off-campus practicum experience ("placement") in an assigned, affiliated facility. Assignments may include community speech and hearing centers, schools, medical centers, private practices, and Gannon University Clinic. The graduate clinician will complete the placement under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 758 Clinic V

4 credits

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to gain advanced clinical experience in the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. The graduate clinician will complete an on-campus or off-campus practicum experience ("placement") in an assigned, affiliated facility. Assignments may include community speech and hearing centers, schools, medical centers, private practices, and Gannon University Clinic. The graduate clinician will complete the placement under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 768 Clinic VI

4 credits

The purpose of this course is for graduate clinicians in the Speech-Language Pathology master's program to continue to gain advanced clinical experience in the evaluation and treatment of speech, language, and feeding/swallowing disorders in children and/or adults. The graduate clinician will complete an on-campus or off-campus practicum experience ("placement") in an assigned, affiliated facility. Assignments may include community speech and hearing centers, schools, medical centers, private practices, and Gannon University Clinic. The graduate clinician will complete the placement under the direct supervision of the Speech-Language Pathologist(s) (SLPs) at the assigned site(s).

GGSLP 782 Capstone I

1 credit

This course is designed to serve as the first part of a culminating experience within the curriculum. The students will review and integrate program content in preparation for the national comprehensive examination required for certification as a speech-language pathologist. Students will familiarize themselves with exam content, structure, questions, and test-taking strategies. The course aims to support the synthesis of information from across the program to enhance student understanding and to help contribute to future success in the field.

GGSLP 784 Capstone II

1 credit

This course is designed to serve as the second and final culminating experience within the curriculum. Students will integrate their didactic, clinical, research, and other experiential learning into a final e-portfolio and presentation. This course will help launch students into their professional careers as they demonstrate evidence of competence to warrant the awarding of a degree in the field of communication sciences and disorders.

Speech-Language Pathology

Pre-Speech Language Pathology Path to Master of Science in Speech-Language Pathology (includes online foundational coursework)

Program Director: Albert Villanueva-Reyes, CCC-SLP, Ed.D.

INTRODUCTION

Speech Language Pathologists are medical professionals that prevent, assess, diagnose, and treat speech, language, social communication, cognitive communication, and swallowing disorders in children and adults. The Master of Science degree in Speech Language Pathology (SLP) at Gannon University is established as a postbaccalaureate program that involves a theoretical and practical professional curriculum consisting of advanced courses, research, and clinical experiences relevant to the discipline and required to earn the master's degree. This curriculum was carefully aligned with the certification requirements for the American Speech-Language and Hearing Association (ASHA) and the Florida Board of Speech-Language Pathology and Audiology licensure.

Students with an earned baccalaureate degree in communication sciences and disorders who have completed all courses, or their equivalents with a C or higher and a GPA of 3.0 or higher in these courses prior to matriculation may be eligible for direct entry into the professional phase of the program. The Program Director will review all coursework to determine eligibility for direct admission to the professional curriculum during the admission process.

MISSION

The mission of the Master's in Speech-Language Pathology Program at Gannon University is to foster the development of highly skilled, compassionate speech-language professionals who are dedicated to lifelong learning, leadership, and person-centered service. The program prepares graduates in providing holistic, evidence-based speech, language and hearing healthcare and educational opportunities for an ever evolving, culturally diverse society.

ACCREDITATION STATUS

The Master of Science degree program in Speech-Language Pathology at Gannon University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years. Students graduated from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status, may submit their online application for ASHA certification any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from their program director that the requirements in Standards I–V have been met.” <https://www.asha.org/certification/SLPCertification.htm>.

OUTCOMES

The outcomes of the Speech-Language Pathology program at Gannon University are to:

1. Advance the students’ knowledge and skills to diagnose, provide evidence-based treatment, and serve as an advocate in the scope of practice of speech-language pathology.
2. Apply knowledge of ethical standards and best practice in providing services for speech, language, and hearing disorders.
3. Effectively disseminate information in verbal and written form and commensurate with the target audience.
4. Identify and address the diverse and changing needs of the community with leadership and service.

The program will provide:

5. Content and clinical experience to prepare students to qualify for and be successful in achieving national certification and state licensure, and participation in state and national professional organizations.

ADMISSION REQUIREMENTS

Pre-Speech Language Pathology Path

The foundational coursework is offered online and able to be completed on a part-time basis within a one-year timeframe.

Prior to matriculation in the foundational coursework, students must complete and fulfill the following requirements:

- Baccalaureate degree from an accredited college or university or conditional acceptance via articulation agreement.
- Cumulative prerequisite course grade point average (GPA) of 3.0 or better on a 4.0 scale; grades below a “C” are not acceptable.
- Overall undergraduate GPA of 3.0 or better (4.0 scale)
- Prerequisite courses, as shown below, must be completed within ten years preceding entrance into the graduate program.
- All prerequisite courses must be completed by June 1 in the year of enrollment.

Prerequisite Courses

Biological Sciences (e.g., Human Anatomy and Physiology, Introduction to Biology)	3 credits
Social/Behavioral Sciences (e.g., courses in Psychology, Sociology, Public Health)	6 credits
Physical Sciences (e.g., college-level Chemistry or Physics)	3 credits
Statistics (e.g., college-level Statistics course that is computational and not remedial or historical in nature)	3 credits

APPLICATION PROCESS

The Office of Graduate Admissions and the Speech-Language Pathology Program receives and reviews applications for the Pre-Speech Language Pathology Path to the Master of Speech-Language Pathology program on a monthly basis. The electronic application can be located at www.apply.gannon.edu.

PROGRESSION TO MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY PROGRAM

Successful completion of all foundational courses (18 credits) at 3.0 GPA or above, in addition to meeting the admission requirements outlined below, guarantees progression to the professional program.

- Personal interview. Spoken English skills, as well as ethical, personal and professional qualities to fulfill the role of a speech-language pathologist will be assessed during the interview process.
- Three letters of recommendation, which address the applicant’s ethical, personal and professional qualities.
- Twenty-five (25) hours of observation of clinical practice by an ASHA-certified speech-language pathologist; observation hours should vary across settings, ages, and disorders. These hours are observation hours prior to admission; they are part of the 400 hours required by ASHA for Certificate of Clinical Competence, which should be completed as part of our academic program.
- Personal Statement/Essay – Practice as a healthcare professional requires the ability to communicate in both verbal and written form. The Speech-Language Pathology Program expects admitted students to demonstrate graduate level competence in verbal and written communication. A writing sample, to be done on-site, will be required of each applicant to assess his/her graduate level competence for written English. Writing samples will be blinded and scored by SLP faculty as part of the admissions process.

The professional program is designed as a full-time course of study. Transfers to the program will be considered on a case-by-case basis. A maximum of 6 credits may be accepted for transfer, if a grade of B or higher was achieved, and approved by the program director.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM

Introductory Coursework

GGSLP 502	Anatomy & Physiology of Communication	3
GGSLP 505	Phonetics	3
GGSLP 508	Normal Speech and Language Development	3
GGSLP 512	Speech and Hearing Science	3
GGSLP 515	Introduction to Audiology	3
GGSLP 518	Communication Disorders in Children and Adults	3
Total		18

Fall – Year One

GGSLP 602	Clinical Methods Lab I: Pediatrics	1
GGSLP 605	Speech Sound Disorders	2
GGSLP 607	Speech Sound Disorders Lab	1
GGSLP 608	Language Disorders in Children	2
GGSLP 610	Diagnostic Methods in Speech-Language Pathology	3
GGSLP 615	Neuroscience for Speech-Language Pathology	3
GGSLP 618	Clinic I	1
Total		13

Spring – Year One

GGSLP 612	School-Age Language Disorders	2
GGSLP 620	Voice and Resonance Disorders	2
GGSLP 623	Motor Speech Disorders	2
GGSLP 624	Fluency Disorders	2
GGSLP 626	Motor Speech Disorders Lab	1
GGSLP 628	Clinic II	1
GGSLP 629	Voice and Resonance Disorders Lab	1
GGSLP 630	Principles of Research and Evidence-Based Practice	2
Total		13

Summer – Year One

GGSLP 621	Adult Cognitive-Communicative Disorders	2
GGSLP 622	Adult Cognitive-Communicative Disorders Lab	1
GGSLP 625	Clinical Methods Lab II: Adults	1
GGSLP 736	Swallowing Disorders	2
GGSLP 737	Swallowing Disorders Lab	1
GGSLP 638	Clinic III	2
Total		9

Fall – Year Two

GGSLP 733	Aural Rehabilitation	2
GGSLP 739	Hearing Disorders	3
GGSLP 748	Clinic IV	4
Total		9

Spring – Year Two

GGSLP 632	Disorders in Special Populations	2
GGSLP 743	Augmentative and Alternative Communication	3
GGSLP 758	Clinic V	4
GGSLP 782	Capstone I	1
Total		10

Summer – Year Two

GGSLP 746	Professional Issues	3
GGSLP 768	Clinic VI	4
GGSLP 784	Capstone II	1
Total		8

PROGRAM TOTAL CREDITS: 80

COURSE DESCRIPTIONS

GGSLP 502 Anatomy & Physiology of Communication

3 credits

The purpose of this course is to familiarize students with the anatomy (structures) and physiology (processes) associated with speech, language, hearing, chewing, and swallowing. Topics covered include terminology, taxonomy, embryology, quiet and speech breathing, phonation, skull anatomy and dentition, mastication and deglutition, facial, oral, and velopharyngeal anatomy and physiology, neurons, brain, and spinal cord.

GGSLP 505 Phonetics

3 credits

In this course, students learn the International Phonetic Alphabet, dialectical differences, place, manner, and voicing for speech production in American English, speech rates across the lifespan, and listening and classifying normal speakers.

GGSLP 508 Normal Speech and Language Development

3 credits

This course will introduce students to the fundamentals of language acquisition theories, building blocks of language, brain and language, genetic and environmental factors that impact speech and speech development, developmental timelines for receptive and expressive communication, and phonological awareness and literacy.

GGSLP 512 Speech and Hearing Science

3 credits

Basic science principles such as the evolution of speech production, acoustics of vowels and consonants, hearing science, speech perception, synthetic speech, neuroscience of communication, and speech analysis are covered in this course.

GGSLP 515 Introduction to Audiology

3 credits

In this course, students are introduced to the scope of practice, anatomy & physiology of peripheral and central auditory system, hearing science, air and bone conduction, audiometers and test environments, pure tone and speech audiometry, inter-aural attenuation and masking, auditory disorders, acoustic immittance, occupational hearing conservation, and impact of hearing loss on learning and quality of life.

**GGSLP 518 Communication Disorders
in Children and Adults**

3 credits

Students will learn genetics, etiologies and prevalence of communication and swallowing disorders, impact and consequences of untreated disorders, and treatment approaches in this course.

**GGSLP 521 Counseling Individuals & Families
with Communication Disorders**

3 credits

This course includes a didactic review of human responses to loss and counseling techniques. Unique challenges to various communication disorders are covered to provide students with underlying content needed to prepare for counseling behaviors in practice.

GGSLP 602 Clinical Methods Lab I: Pediatrics

1 credit

This course provides the introductory knowledge and skills in clinical methods for diagnosis and treatment in communication and/or swallowing disorders in pediatric populations. General principles of clinical observation, assessment, and establishment of treatment goals, report writing, documentation, service delivery in various settings, and client admission and discharge criteria are emphasized. Topics on federal, state, and local laws, guidelines and statutes in school settings, including FERPA, FAPE, IEPs, and RTI are presented. Goal writing in educational and other settings is highlighted including SMART goals and alternatives. Students will also become familiar with the university clinic and clinical handbook. Multicultural considerations in intervention of children with communication and/or swallowing disorders will also be addressed.

GGSLP 605 Speech Sound Disorders

2 credits

This course is designed to give students a basic foundation in the prevention, assessment and treatment of speech sound disorders in children, emphasizing articulation and phonological delays. Students will initially learn foundation material such as normal acquisition of speech production skills in childhood, and characteristics of the speech sounds of English. Specific approaches and techniques for the remediation of the disorders will be presented. Multicultural issues in the assessment and treatment of sound speech disorders will also be addressed, as well as counseling strategies.

GGSLP 607 Speech Sound Disorders Lab

1 credit

This lab course aligns with the Speech Sound Disorders course (GGSLP 605). The lab will encompass the test protocols, diagnosis, and application of evidenced-based interventions for speech sound disorders.

GGSLP 608 Language Disorders in Children

2 credits

This course introduces basic principles of prevention, assessment and intervention for children with language impairments at the prelinguistic, emerging and developing language phases. Language differences versus language disorders will be addressed as well as complex medical concerns, etiologies, co-morbidities, and counseling strategies. Multicultural issues in the assessment and treatment of language disorders will be addressed as well.

**GGSLP 610 Diagnostic Methods in
Speech-Language Pathology**

3 credits

This course is designed to provide students with a general understanding of the principles of diagnosis and evaluation of speech and language disorders. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing the diagnostic reports and interpreting the data to parents and/ or involved disciplines. Students will be acquainted with fundamental principles and pitfalls to consider when making psychometric decisions in the assessment of speech and language skills. Multicultural issues will also be addressed, as well as counseling strategies.

GGSLP 612 School-Age Language Disorders

2 credits

This course will provide instruction in language disorders in school-age children and adolescents. Topics include assessment, collaborative intervention, and social, cultural and linguistic implications for individuals with language disorders. Emphasis will be placed on the development of curriculum-based literacy skills and collaborative services delivery models.

GGSLP 615 Neuroscience for Speech Language Pathology

3 credits

This course is an intensive analysis and study of neuroanatomy and neurology for speech language pathology. It will cover the anatomy and neurological function of the central and peripheral nervous systems, embryology of the nervous system, completion of a neurological exam, taxonomy, anatomy of the diencephalon, basal ganglia, and ventricles, and neurology of speech, language, hearing, and cognition.

GGSLP 618 Clinic I

1 credit

This course provides students with their first clinical experiences with children and adults with communication and/or swallowing

disorders. Program faculty at the University clinic or external clinical sites will supervise the clinical experience.

GGSLP 621 Adult Cognitive-Communicative Disorders

GGSLP 622 Adult Cognitive-Communicative Disorders Lab

2 credits/1 credit

In this course, students learn about the evaluation and management of adult cognitive-communication disorders including concussion, TBI, CVA, aphasia, Parkinson's disease, and dementia. The lab will involve the use of diagnostic tools and protocols, application of evidence-based interventions, and management of adult cognitive-linguistic disorders.

GGSLP 623 Motor Speech Disorders

GGSLP 626 Motor Speech Disorders Lab

2 credits/1 credit

This course is designed to provide a comprehensive overview of acquired and developmental motor speech disorders in child and adult populations. The students will learn to differentiate the characteristics of disorders such as apraxia and dysarthria of speech from cognitive-linguistic, neurological non-organic disorders such as apraxia. The lab will involve critical thinking skills as students will be introduced to the clinical applications to differentially diagnose neuro-motor speech disorders, learn to provide interventions, and understand the management of motor speech disorders in children and adults.

GGSLP 624 Fluency Disorders

2 credits

This course introduces theories, evaluation procedures and therapeutic techniques in the treatment of fluency disorders. Terminology, classification, psychosocial impact, and nature of fluency disorders across the lifespan are discussed. Multicultural issues in the assessment and treatment of fluency disorders will also be addressed, as well as counseling strategies.

GGSLP 625 Clinical Methods Lab II: Adults

1 credit

This course is designed to advance the student's clinical skills for greater independence taking patient history, selection of diagnostic tools, critical thinking for differential diagnosis of speech disorders in adults, writing comprehensive evaluations, and presenting case studies to peers to enhance verbal skills for all settings served by speech language pathologists.

GGSLP 627 Voice and Resonance Disorders

2 credits

This course provides advanced theory and techniques for the prevention, assessment, diagnosis and remediation of voice and resonance disorders across the life span. Discussions of etiologies, instrumentation, counseling and multicultural issues affecting appropriate intervention will be addressed.

GGSLP 629 Voice and Resonance Disorders Lab

1 credit

This lab course aligns with the Voice & Resonance Disorders course (GGSLP 627). The lab will encompass the assessment protocols, instrumentation, diagnosis, and application of evidence-based interventions for voice and resonance disorders. Proficiency with instrumentation for options within assessment and treatment is required.

GGSLP 628 Clinic II

1 credit

This course is the second in a series of clinical experiences with children and adults with communication disorders. Students will apply theoretical concepts to assess, diagnose, and offer evidence-based treatment to individuals with speech, language, swallowing and hearing disorders. Individual speech-language assessment and therapy sessions will be arranged by an ASHA certified clinical instructor.

**GGSLP 630 Principles of Research
and Evidence Based Practice**

2 credits

This course is the foundation for the research thread throughout the curriculum and will prepare the student for the synthesis and application of research within the scope of practice of speech language pathology. This course will cover the topics of the scientific method, types of research, idea generation and innovation, identifying and locating relevant resources, how to read scientific literature, research ethics, statistics, formatting references, and literature review.

GGSLP 632 Disorders in Special Populations

2 credits

This course is designed for graduate level clinicians to gain knowledge in the medical, neurological, anatomical, and cognitive disorders of patients with specialized communication needs including patients with craniofacial anomalies, genetic syndromes, autism, central auditory processing, and current issues facing speech language pathologists.

GGSLP 638 Clinic III

2 credits

This course is the third in a series of early clinical experiences with children and adults with communication disorders. The clinical experience will be supervised by program faculty in the University clinic or local clinical sites. Students will begin the application of knowledge under the supervision of faculty with the administration of diagnostic evaluations, planning therapy interventions, applying evidence-based interventions, and documentation of assessments and interventions.

GGSLP 733 Aural Rehabilitation

2 credits

This course covers the topics related to aural rehabilitation including the impact of childhood hearing loss on families, family counseling, hearing aids and ear molds, cochlear implants, classroom acoustics, assistive listening devices, communication options, education of children with hearing loss, developing listening, literacy, and speaking skills, adults with hearing loss, speechreading, communication strategies training, and co-morbidities.

GGSLP 736 Swallowing Disorders**GGSLP 737 Swallowing Disorders Lab**

2 credits/1 credit

This course builds on prior courses with a focus on swallowing disorders. The course begins with examination of the upper aero-digestive tract developmental anatomy and physiology and neurogenic and structural dysphagia, and continues on to instrumental and bedside evaluation, treatment strategies, ethical issues, and classification of swallowing disorders. The lab will provide students with an overview of the diagnostic protocols, medical assessments, bedside evaluations, radiological evaluations, and evidence-based interventions for adult and child populations with swallowing disorders.

GGSLP 739 Hearing Disorders

3 credits

This course is designed to focus on hearing disorders and will cover the topics of incidence and impact of conductive and sensorineural hearing loss, screening hearing impairment and disability, screening middle ears, comprehensive aural rehabilitation, screening and treating auditory processing disorder, interpreting audiograms, genetic and non-genetic etiologies, counseling and healthy coping strategies, and classroom acoustics/amplification.

GGSLP 743 Augmentative and Alternative Communication

3 credits

This course is designed to expose students to augmentative and alternative forms of communication used to support or treat patients with communication disorders. The types of communication covered in this course include messages, symbols, rate enhancement, low-tech devices, high-tech devices, programming devices, training users and communication partners, toting and mounting communication devices, and report writing.

GGSLP 746 Professional Issues

3 credits

This course is designed to build the student's professional competency, preparation for certification and future employment. Topics covered within the course include professional ethics, certification/licensure requirements, accreditation process, clinical fellowship, continuing education, telepractice, billing and coding, advocacy, marketing, private practice, doctoral education, scope of practice, and best practices to seek employment.

GGSLP 748 Clinic IV

4 credits

This course is the fourth in a series of clinical experiences with children and adults with communication and/or swallowing disorders. This course is a more intensive and progressive experience supervised by clinical educators at the University clinic or off site. Students will manage a small client caseload from evaluation to therapy interventions demonstrating proper clinic protocol and maintenance of records.

GGSLP 758 Clinic V

4 credits

This course is the fifth in a series of clinical experiences with children and adults with communication and/or swallowing disorders. This is more intensive and progressive experience supervised by clinical educators at the University clinic or off site. Students will manage a small client caseload from evaluation to therapy interventions demonstrating proper clinic protocol and maintenance of records.

GGSLP 768 Clinic VI

4 credits

The final clinical experience with children and adults with communication and/or swallowing disorders. This experience is a more intensive and progressive experience supervised by clinical educators off site. This externship placement will give the student practitioner greater independence administering diagnostic assessments, providing direct therapy, maintaining all documentation, and fulfilling the duties of the SLP in the off-site setting.

GGSLP 782 Capstone I

1 credit

This course is designed to serve as the first part of a culminating experience within the curriculum. The students will review and integrate program content in preparation for the national comprehensive examination required for certification as a speech-language pathologist. Students will familiarize themselves with exam content, structure, questions, and test-taking strategies. The course aims to support the synthesis of information from across the program to enhance student understanding and to help contribute to future success in the field.

GGSLP 784 Capstone II

1 credit

This course is designed to serve as the second and final culminating experience within the curriculum. Students will integrate their didactic, clinical, research, and other experiential learning into a final e-portfolio and presentation. This course will help launch students into their professional careers as they demonstrate evidence of competence to warrant the awarding of a degree in the field of communication sciences and disorders.

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S.J.B. St. Mary's Seminary and University
M.Div. St. Mary's Seminary and University

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Vice President for Finance and Campus Operations
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M.B.A. Chatham University

Cristin D. Neil
Executive Assistant to the President
B.A. DePauw University

Douglas Oathout
Chief of Staff and Director of Marketing and Communications
B.A. State University of New York at Buffalo

Faculty

Amann, Carol Ann

Assistant Professor of Villa Maria School of Nursing
 B.S.N. The Pennsylvania State University
 M.S.N. Gannon University
 Ph.D. Oklahoma City University

Calvert, Katherine

Assistant Teaching Professor,
 Doctor of Physical Therapy Program
 B.A. University of Tampa
 DPT Nova Southeastern University

Carsone, Blair

Assistant Professor and Doctoral Capstone Coordinator,
 Occupational Therapy Doctorate Program
 B.S. Youngstown State University
 MOT Nova Southeastern University
 Ph.D. Concordia University

Castelli, Jennifer

Assistant Professor and Academic Fieldwork Coordinator,
 Occupational Therapy Doctorate Program
 B.S. University of North Dakota
 OTD Rocky Mountain University of Health Professions

Decker, Bonnie

Associate Professor, Occupational Therapy Doctorate Program
 B.S. Western Michigan University
 M.H.Sc. University of Florida
 M.S. University of Mississippi
 Ed.D. University of Central Florida

Dishman, Karen

Assistant Professor, Occupational Therapy Doctorate Program
 B.S. University of Southern Indiana
 M.S. Eastern Kentucky University
 OTD Eastern Kentucky University

Goodman, Melissa

Assistant Teaching Professor,
 Doctor of Physical Therapy Program
 B.S. Auburn University
 M.S. Medical University of South Carolina
 DPT Temple University

Hawkins, Melissa

Assistant Professor, Clinical Coordinator,
 Physician Assistant Program
 B.S. Wagner College
 M.PAS. Wagner College

Hemshrodt, Patricia

Instructor of Nursing
 B.S.N. University of Pittsburgh
 M.S.N. Duquesne University
 Ph.D. Gannon University

Kalivoda, Celene

Assistant Teaching Professor of Management, Program Director
 of Masters of Business Administration in Business Analytics
 B.S. Penn State Behrend; M.B.A. Gannon University;
 D.B.A. Liberty University

Kelley, Angela

Assistant Professor, Director of Didactic Education,
 Physician Assistant Program
 B.S. University of Tennessee Knoxville
 MSM Trevecca Nazarene University

King, Katelin

Assistant Teaching Professor;
 Doctor of Physical Therapy Program
 B.S. American International College
 DPT. American International College

Lawrence, Paul

Assistant Teaching Professor, Physician Assistant Program
 B.S. Biology/Pre-Med University of Louisiana-Monroe
 (Northeast Louisiana University)
 B.S. Chemistry (ACS) East Tennessee State University
 M.Th. Theology Christian Life School of Theology/
 Beacon University
 MMS-Physician Assistant Studies Lincoln Memorial
 University/DCOM

Lenhardt, Rita

Assistant Professor, Master of Science
 in Speech-Language Pathology Program
 B.A. University of Toronto at Mississauga
 Communicative Disorders Assistant Diploma, Durham College
 M.S. in Education, Comm. Sc. Disorders,
 The College of Saint Rose
 CCC American Speech-Language-Hearing Association
 D.H.S. Nova Southeastern University

Lunsford, Dianna

Associate Professor, Program Director
 Occupational Therapy Doctorate Program
 B.S. Eastern Michigan University
 M.Ed. Grand Valley State University
 OTD Rocky Mountain University of Health Professions

Matias, Felix A.

Assistant Teaching Professor and Clinical Coordinator,
 Master of Science in Speech-Language Pathology Program
 B.S. University of Puerto Rico, Mayaguez Campus
 M.S. University of Puerto Rico, Medical Sciences Campus
 Graduate Certificate in Evaluation, University of South Florida

McCann, Nikki

Assistant Professor, Clinical Coordinator,
 Physician Assistant Program
 BS, East Tennessee State University, Johnson City, TN
 MCMS, Barry University, Miami, FL

Mecca, Amber

Instructor of Villa Maria School of Nursing
 B.S.N. and B.A. Waynesburg University
 M.S.N./CRNP Gannon University
 DNP Gannon University

Myslakowski, Abigail

Assistant Teaching Professor,
 Doctor of Physical Therapy Program
 B.S. University of Toledo
 DPT University of Toledo

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

Roth-Kauffman, Michele

Professor and Director, Physician Assistant Program
 B.S. Saint Francis College
 MPAS University of Nebraska Medical Center
 J.D. Duquesne University

Scheble, Deborah

Assistant Teaching Professor, Master of Science
 in Speech-Language Pathology Program
 B.S. Palm Beach Atlantic University
 M.S. University of South Florida
 Higher Education Teaching Certificate,
 Harvard University
 SLPD Northwestern University

Scully, Shannon

Instructor of Nursing
 B.S.N. Gannon University
 M.S.N. Duquesne University
 D.N.P. Gannon University

Searing, Lisabeth

Assistant Professor of Villa Maria School of Nursing
 B.S.N. Case Western
 M.S. University of Illinois at Chicago
 Ph.D. University of Illinois at Chicago

Snyder, Brenda

Assistant Teaching Professor
 Villa Maria School of Nursing
 B.S.N. MSN York College of Pennsylvania
 DNP Frances Payne Bolton School of Nursing,
 Case Western Reserve University

Spinks, Steven

Assistant Teaching Professor, Doctor of
 Physical Therapy Program
 B.S. Western Kentucky University
 DPT University of Tennessee

Stachel, Richard D.

Assistant Professor of Healthcare Management
 Director of Masters in Healthcare Administration and
 Online Master of Business Administration
 B.A. Duquesne University
 M.B.A. Point Park University
 D.Sc. Robert Morris University

Venglar, Mollie

Associate Professor and Program Director,
 Doctor of Physical Therapy Program
 B.S. University of Indianapolis
 M.S.PT University of Indianapolis
 D.Sc. Rocky Mountain University of Health Professions

Villanueva-Reyes, Albert

Professor and Program Director, Master of Science
 in Speech-Language Pathology Program
 B.A. University of Puerto Rico, Rio Piedras Campus
 M.S. in SLP University of Puerto Rico,
 Medical Sciences Campus
 CCC American Speech-Language-Hearing Association
 Vocology Certificate University of Iowa
 Ed.D. University of Puerto Rico,
 Rio Piedras Campus PostDoc
 M.S. University of Puerto Rico, Medical Sciences Campus
 M.A. Grace School of Theology

Adjunct Faculty

Arant, Rosemary

Lecturer in Business Administration
B.S. Ohio State University
M.B.A. Indiana Wesleyan University

Bagley, Curtis

Lecturer in Doctor of Physical Therapy Program
B.S. Xavier University
DPT Shenandoah University

Biondolillo, Frank C.

Medical Director, Ruskin PA Program
B.A., Biological Sciences, Canisius College
MBA, Business Administration, Health Care Management,
University of Phoenix
D.O., Lake Erie College of Osteopathic Medicine

Brieger III, Earl W.

Lecturer in Business Administration
B.A. Hiram College
M.Ed. Gannon University
Ph.D. Gannon 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

Chrostowski, Maura

Lecturer in Healthcare Administration
B.S. Gannon University; MHA Gannon University

Coshal, Cathy J.

Adjunct Professor, Ruskin PA Program
B.S., Zoology and Chemistry, Connecticut College
M.D., University of Connecticut Health Center

Courts, Bari

Lecturer in Healthcare Administration
B.A. Kenyon College; M.S. University of the Cumberland;
M.A. University of Arizona; MBA University of Cincinnati;
Ph.D. Capella University

Dohar, John

Lecturer in Healthcare Administration
B.S. Youngstown State University; M.A. Youngstown State
University

Frain, Danielle

Lecturer, Doctor of Physical Therapy Program
B.S. University of Florida
DPT University of Florida

Friedl, Nicole

Instructor in Nursing
B.S.N. Penn State Behrend
D.N.P. University of Pittsburgh

Gerow, Laura

Lecturer in Business Administration
B.A. Mercyhurst University
MS Mercyhurst University
Ph.D. Gannon University

Goode, Sharon

Lecturer in Healthcare Administration
B.S. Edinboro University;
MHSA Lake Erie College of Osteopathic Medicine

Heaney, Jill

Lecturer in Business Administration
B.S. M.S. Duquesne University
DBA Argosy University

Heidecker, Sharon

Lecturer in Nursing
B.S.N. Villa Maria College
M.S.N. Gannon University

Herold, Tomi

Lecturer in Healthcare Administration
and Healthcare Management
B.A. University of Pittsburgh; J.D. Duquesne University

Hewitt, Jason

Lecturer in Healthcare Administration
B.B.A St Bonaventure University; MBA Gannon University;
Ph.D. Gannon University

Jane, Courtney

Lecturer in Business Administration
B.A. University of California
M. Ed. Western Governors University
MBA Dartmouth College
DBA Argosy University

Kinter, Meghan

Lecturer in Business Administration
B.A. Westminster College
M.S. Mercyhurst University
Ph.D. Gannon University

Leinfuss, Janis

Assistant Professor in Post Professional
Occupational Therapy Doctorate Program
BS Quinnipiac University
MS Bloomsburg University of Pa
PPOTD Gannon University

McIntyre, Brian

Lecturer in Business Administration
 B.S. Point Park University
 M.S. Gannon University
 Ph.D. Gannon University

Nick, Daniel

Lecturer in Healthcare Administration
 B.A. Gannon University;
 M.S. University of Nevada, Las Vegas

Nwosu, Nnawuihe Ugo

Lecturer in Healthcare Administration
 Business Administration Institute of Management & Technology,
 Enugu, Nigeria; MBA Ambrose Alli University
 M.S. Walden University; Ph.D. Walden University

Omole, Julie

Lecturer in Business Administration
 B.Sc., University of the West Indies; MBA, Strayer University;
 Ph.D., Northcentral University

Price, Todd

Lecturer in Business Administration & Healthcare Administration
 B.A., Central Michigan University; M.S. and MBA, Eastern Illinois
 University; Ph.D., Walden University

Roebach, Jason

Lecturer in Healthcare Administration
 B.H.S. University of Kentucky
 M.H.A. Penn State University

Shah, Robin

Lecturer in Business Administration
 BS, Arizona State University
 MBA, DeVry University
 Ph.D., Northcentral University

Siegle, Suzanne

Lecturer in Business Administration
 B.S., University of Michigan
 MBA, Western Governor's University
 J.D. Ava Maria School of Law
 Ed.D. Regent University

Siyufy, Alex M.

Lecturer, Doctor of Physical Therapy Program
 B. S. Duquesne University
 DPT University of Pittsburgh
 Ed. D. Florida Southern College

Sullivan, Todd

Lecturer, Doctor of Physical Therapy
 B.S. University of Florida

Urban, Michael

Assistant Professor in Post Professional
 Occupational Therapy Doctorate Program
 B.S., M.S. D'Youville College
 MBA University of New Haven
 OTD Quinnipiac University

VanderPal, Geoffrey

Lecturer in Healthcare Administration
 B.S. Columbia College
 MBA Webster University
 DBA Nova Southeastern

Wade, Keith

Lecturer in Business Administration
 BS, Oakland University
 MBA, University of Detroit Mercy
 DBA, Argosy University

Weissberg, Kathleen

Assistant Professor in Post Professional
 Occupational Therapy Doctorate Program
 M.S. D'Youville College
 OTD Chatham University

Wood, Adam L.

Adjunct Professor, Ruskin PA Program
 Doctor of Pharmacy, University of Florida College of Pharmacy

Yancosek, Kathleen

Assistant Professor in Post Professional
 Occupational Therapy Doctorate Program
 B.S. Gannon University
 M.S. Eastern Kentucky University
 PhD University of Kentucky

Staff

Claverie, Gail

Secretary for the Physician Assistant Program
and Doctor of Physical Therapy Program
B.A. University of Missouri
M.A.T. University of South Carolina

Herter, Desi

Director, Enrollment Services
B.S. University of Pittsburgh
M.P.A. Gannon University

Huegel, Cheryl

Administrative Assistant for the Physician Assistant Program
and Graduate Enrollment Services
B.S. Bridgewater State University

Irvin, Linda

Secretary for the Speech Language Pathology Program
A.A. Oakland Community College

Keisling, Trenton

Assistant Director, Graduate Enrollment Services
B.A., Thiel College
M.S. Ed., Youngstown State University

Martin, Joel

Senior IT Technician – Ruskin, Information Technology Services
A.S. RETS Technical Center

Robinson, Annette

Secretary for Security and Operations
B.A. University of London

Sauls, Lynzie

Lead Administrative Assistant for Occupational Therapy
Doctorate Program and Ruskin Campus
A.A. Hillsborough Community College
B.S. University of Phoenix

Thompson, Devonte

Maintenance Staff

Warr, Joe

Maintenance Supervisor

Warr, Paula

Security and Service Assistant

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