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DeSales University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on the Recognition of Postsecondary Accreditation.

Graduate Catalog 2020-21

DeSales University reserves the right to make all necessary changes without notice. This catalog should not be considered a legal contract.

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THE UNIVERSITY

DeSales University is a Catholic, liberal arts institution established by the Oblates of St. Francis de Sales to share the benefits of higher learning with qualified students. The University seeks to enable its students to contribute to and to enjoy the achievements of civilization. As a Catholic institution, the University relates all that is truly human to the good news of salvation.

Mission Statement

DeSales is a Catholic, Salesian university that energizes transformative learning through the liberal arts and professional studies. Fostering dynamic relationships and moral, spiritual, and intellectual virtues, we grow as a community to stand for and with others to advance their dignity and serve the common good. Our Vision

We aspire to be a learning community where innovative teaching, mentored professional practice, and ethical preparation expands the minds, the talents, and the hearts of curious students to construct new ideas and lead lives of impact.

To accomplish this vision, we will strive for continuous improvement through a coordinated set of strategic initiatives defined by the following elements:

- Mission-forward actions
- Keenly focused enrollment growth
- Online learning throughout our programs
- A developed nexus between career and alumni development
- Effective utilization of our campus resources

Our Values

- Gentleness
- Humility
- Gratitude
- Wisdom
- Hospitality

Philosophy

DeSales University is firmly and publicly committed to the principles of Roman Catholic doctrine and morality. It also fully recognizes that the search for truth requires an atmosphere of intellectual freedom and that love demands an openness to all that is good.

DeSales carefully distinguishes between the free pursuit of truth - which it guarantees every member of the campus community - and its own commitment to the teachings of the Catholic Church.

For DeSales University, Christian humanism means that every aspect of human experience is capable of enlightenment by the Gospel of Jesus Christ. This Gospel brings light to each dimension of personal existence (physical, intellectual, social, moral, aesthetic, and religious) and every environmental domain (natural world, social institutions, cultural achievements, historical periods, and religious societies).

The encounter between the Word of God and the concrete world of the human person makes a fully meaningful existence possible. DeSales University strives to teach the student what it means to be Christian in a Salesian way, what it means to embrace one's own life, and what it means to bring this Good News to the human family.

History

On January 28, 1961, His Holiness, Pope John XXIII, appointed His Excellency, the Most Reverend Joseph McShea, Bishop of the Allentown Diocese, which is composed of Berks, Carbon, Lehigh, Northampton, and Schuylkill Counties in northeast Pennsylvania. Although the diocese already possessed well-organized elementary and high school educational facilities, a study commissioned by Bishop McShea indicated that the system needed to be enlarged. Bishop McShea announced a drive to obtain funds for the expansion of the high school system, and he called attention to the fact that the diocese had no Catholic higher education for men. At his request, the Oblates of St. Francis de Sales agreed to assume responsibility for establishing a liberal arts college to serve this need.

Planning for the new college began in April 1962, and the Commonwealth of Pennsylvania granted the charter for the College, with full power to award the Bachelor of Arts and Bachelor of Science degrees, on May 27, 1964. Classes began for freshmen in September 1965. The College was fully accredited by the Middle States Association of Colleges and Schools during the 1969-70 academic year. In September 1970, the College became a coeducational institution.

Recognizing the need to expand and extend the original goals to reflect educational and organizational advancements, the College applied for University status in summer 1999. After a thorough review, the Commonwealth of Pennsylvania Department of Education granted University status in the spring of 2000. The College became DeSales University (DSU) on January 1, 2001.

Undergraduate Programs

Undergraduate studies may be pursued in more than thirty programs. Depending on the major, the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Science in Nursing

degrees may be obtained. Information about the programs can be found in the Undergraduate Catalog at www.desales.edu.

ACCESS

The continuing education and lifelong learning division of the University (ACCESS) offers the opportunity to earn a baccalaureate degree within four years for students who are employed full-time. Information is available through the ACCESS office.

GRADUATE DIVISION

Graduate Education Mission Statement

Graduate Education's mission is to develop competence in students so that, in their specialized fields of study, they demonstrate leadership and make significant contributions, develop the skills necessary for advanced research and/or applications, and apply a Christian humanist conscience to ethical problems.

As an extension of its mission, the University offers opportunities to pursue advanced study in several areas, many of them multi-disciplinary in nature. The programs enable the students to acquire depth in selected disciplines, reach advanced competency, and explore connectivity between specialized studies and human endeavors.

The first graduate program, the Master of Science in Nursing, was introduced in the fall of 1984. It was followed by the Master of Science in Information Systems in the fall of 1988.

In the summer of 1989, five Master of Education degrees were introduced in the areas of chemistry, computers in education, computer science, English, and mathematics. In subsequent years, new programs have been added in biology, TESOL with ESL certificate, special education (degree only, additional, and initial certification), elementary education (degree only, additional, and initial certification). Degrees in computers in education and computer science have evolved into technology in education K-12 with instructional technology specialist certificate, our first distance learning program.

The offering of the Master of Business Administration program started in the fall of 1991. The Master of Science in Physician Assistant Studies program began in the fall of 1997, and the Master of Art in Criminal Justice commenced in the winter of 2005.

A Doctor of Nursing Practice (DNP) was approved in May 2011 and enrolled its first class in January 2012.

The Doctor of Physical Therapy program received approval by the Commission on Accreditation in Physical Therapy Education (CAPTE) to enroll its charter class in September 2014. Full ini-

tial accreditation of the program from CAPTE was granted in April 2017. The Doctor of Physical Therapy Program at DeSales University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

The Master of Fine Art in Creative Writing and Publishing was approved in the spring of 2018 and enrolled its first class in January of 2019.

The Master of Education in Higher Education was approved in the fall of 2019 and enrolled its first class in January of 2020.

The Graduate Division, as a University entity, was established in 1991, and it consists of faculty and administration that teach and direct the scholarly activities of the post-baccalaureate students.

Graduate Education Learning Outcomes

The University specifies that its graduate programs will enable its students to demonstrate:

- specialized competence in a field of study, so that graduates will provide leadership and make significant contributions to their fields,
- the skills necessary for advanced research/application in their specialized fields, and
- an enhanced formation of a Christian conscience as it applies to the ethical problems in their fields of interest.

CREDIT HOUR POLICY

Background

The U.S. Department of Education (34 CFR Section 600.2) defines “credit hour” as:

“...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as estab-

Minimum Amount Of Student Activity Per Credit For Face-To-Face Classroom Instruction

Credits Awarded	Minimum Contact Time per Week	Minimum Instructional Time for 14 Weeks	Minimum Out-of-Class Student Work per Week	Minimum Out-Of-Class Student Work for 14 Weeks	Total of Contact and Out-Of-Class Student Work For 14 Weeks
1	1 hour	14 hours	2 hours	28 hours	42 hours
2	2 hours	28 hours	4 hours	56 hours	84 hours
3	3 hours	42 hours	6 hours	84 hours	126 hours
4	4 hours	56 hours	8 hours	112 hours	168 hours
5	5 hours	70 hours	10 hours	140 hours	210 hours

lished by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

The Pennsylvania Department of Education (22 Pa. Code Section 31.21) states that a “semester hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.”

DeSales University Credit Hour Policy

The number of credits is included with each course description in the Undergraduate Catalog and Graduate Catalog. DeSales University complies with the above standards for the assignment of credit hours as established by the U.S. Department of Education and by the Pennsylvania Department of Education. In addition, DeSales University is in compliance with policies set forth by the Middle States Commission on Higher Education, using acceptable and consistent methods for assigning credit hours to all courses and programs of study and conforming to commonly accepted practice in higher education. Information about the number of credits, meeting dates and times, classroom location, and mode of delivery is published online and made available to students prior to registration.

Unit of measurement

All DeSales University undergraduate and graduate courses are assigned credits as a unit of measurement for curricular material regardless of time frame or mode of delivery. A credit is the equivalent of one hour (50 minutes) of face-

to-face classroom instruction per week for a semester of approximately 15 weeks. There is an expectation of two hours of outside study by the student for each hour of classroom instruction.

Outside Study Activities

Outside study activities may include readings, review of notes, written assignments or journals, group projects, preparation for quizzes or exams, vocal or instrumental practice, rehearsal for dramatic productions, quantitative problem solving, literature research, theatrical rehearsal, creation of lesson plans, review of films and/or dramatic productions, preparation for presentations, lab reports, preparation for clinical experiences, or other assigned work as appropriate to the student learning outcomes of the course.

Academic Period and Instructional Time

The traditional undergraduate academic year consists of a fall and spring semester that are approximately 15 weeks in length with an additional week for final examinations. One credit is awarded for one hour (50 minutes) of classroom instruction per week for the semester of approximately 15 weeks with a minimum of 14 hours of instruction. If a course meets for three 50-minute class periods or two 75-minute class periods per week, it is said to be a three-credit course and has a minimum of 42 hours of classroom instruction.

The ACCESS academic schedule consists of 11 sessions throughout the calendar year. The majority of the courses run for eight weeks, but ACCESS also offers a winter minimester that runs for 3 weeks, summer sessions that run for 6 weeks,

and 4-5 credit courses (e.g., Natural Science courses) that run for 12-14 weeks. Courses are offered either as hybrid or completely online and meet the same number of hours as equivalent full-semester courses by requiring more frequent meetings, longer meeting times, asynchronous/synchronous online meetings, and/or utilizing instructional equivalencies (described below under online and hybrid courses).

The academic year for the DPT, MEd, MFA, and MSPAS programs consists of fall, spring, and summer sessions that are typically 14 to 16 weeks in length. The academic year for the MBA, MCJ, MSIS, MSN, and DNP programs consists of fall, winter, spring, and summer sessions. The fall, winter, and spring sessions are typically 12 weeks in length, and the summer session is 6 weeks in length. Regardless of whether the graduate programs consist of three or four sessions per year, courses meet the same number of hours as equivalent full-semester courses by requiring more frequent meetings, longer meeting times, asynchronous/synchronous online meetings, and/or utilizing instructional equivalencies.

Periodic Review

Assignment of credit hours for each course is determined by the program/major based on the amount of work required to achieve the course's student learning outcomes. Undergraduate and graduate students are provided with a course syllabus that conforms with the DeSales' "Credit Hour Policy." Faculty are required to submit to Division Heads all course syllabi prior to the start of the semester/session allowing time for review and approval. Final review and approval is made by the dean of undergraduate education for undergraduate courses and the dean of graduate education for graduate courses. In addition, existing courses are evaluated for compliance with federal and state regulations during each program's five-year self-study and assessment or as a component of the accreditation process for those with external accreditors.

New Course and Approvals

For the approval of a new course, the "Petition to Present a New Undergraduate (Graduate) Course" is completed by a faculty member and approved by the chair of the major (if applicable), department chair (if applicable), and division head, and is reviewed for compliance by the dean of undergraduate education for undergraduate courses and by the dean of graduate education for graduate courses. This petition must be accompanied by a syllabus which conforms to the "Instructions for Drafting a Course Syllabus" and to the "Credit Hour Policy." New courses that request inclusion within the core curriculum must receive additional approval from the General Education Core Curriculum Committee.

Below are the general guidelines for assigning credit hours to a particular method of instruction.

Face-to-Face Classroom Instruction

Face-to-face courses in the undergraduate and graduate programs utilize lectures, discussions, demonstrations, or other methods of instruction. DeSales University's traditional academic year consists of a fall and spring semester that are approximately 15 weeks in length with an additional week for final examinations. One credit is awarded for one hour (50 minutes) of classroom instruction per week for the semester with a minimum of 14 hours of instruction.

The table on page 3 displays the minimal amount of student activity per credit for face-to-face classroom instruction.

Online and Hybrid Courses

Through a combination of in-class contact hours and online activities, online or hybrid courses must provide the "instructional equivalent" of the number of in-class contact hours delivered in a traditional classroom setting. In the case of a fully online class, all of the instructional hours are calculated through "instructional equivalencies." DeSales' formal policy (Documentation of Instructional Equivalency Hours for Online and Hybrid Courses) as well as guidance for instructors (Instructional Equivalency Calculation – Guidance for Instructors and Course Developers) are posted for the University community on the MyDSU portal under "Policies & Procedures" in the "Distance Education and Instructional Technology" folder. Online and hybrid courses have the same quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face. Templates are used for consistency of syllabi across multiple versions of the same course and in the organization of content in Blackboard. A thorough review process is in place whereby the appropriate division head or department chair examines the course syllabus for each online or hybrid course to ensure that the content and rigor is equivalent to that of any classes with the same course number that are offered in the traditional face-to-face classroom setting. Additionally, the Center for Educational Resources and Technology Department reviews each course for proper set-up and use of technology in Blackboard. Instructors are contacted to update or enhance course material as needed.

FLEX Courses

A Flex class is a class in which all live (synchronous) class sessions may be, at the student's discretion, experienced either in the traditional physical classroom or remotely through web-based video conferencing technology. A Flex student may choose to experience all, some, or none of the live sessions remotely. Students may vary their attendance mode without

prior notice from class meeting to class meeting. Additional information about Flex class variations, administrative standards, and behavior standards for remote students is included in the Flex Class Policy available in MyDSU or from the Center for Educational Resources and Technology Department.

Laboratory Components of Courses

Laboratories are components of particular face-to-face courses. The laboratory portion of a course is the "hands on" component that supports the didactic (classroom) component of the course. Generally, one credit is awarded for two or three hours of laboratory per week. MSN laboratory courses are one credit hour for 75 hours of laboratory. Online laboratories provide the instructional equivalent of the number of in-class contact hours.

Internships

Internships are supervised learning experiences that take place outside the classroom for which academic credit may be granted. Internship applications are reviewed and approved by the director of the Career Development Center and the student's faculty supervisor. Internships are limited to students with a cumulative GPA of 2.5 and are ordinarily limited to three credits per semester. Internship applications for more than three credits must also be approved by the student's division head and the dean of undergraduate education (for traditional undergraduate students) or the dean of lifelong learning (for ACCESS students). Internships are graded pass-fail. Credits awarded are based on the following total hours worked during the internship:

Number of Credits	Number of Total Hours Worked During Internship
3	135 to 150 hours
6	270 to 300 hours
9	405 to 450 hours
12	540 to 600 hours

Student Teaching

The Pennsylvania Department of Education (PDE) requires 170 hours of supervised clinical field hours prior to student teaching. Education students seeking certification complete a series of supervised, 1-credit clinical field courses that, when combined, meet the 170 hour requirement. PDE requires a 14-week in-school experience for completion of program requirements for student teaching. During the 14-week in-school experience,

12 credits are awarded for a minimum of 64 days of student teaching.

Independent Study

Independent study courses permit a student to study independently and periodically with a faculty member. Independent study proposals are reviewed and approved by the faculty supervisor, the department chair (or division head), and the dean of undergraduate education for undergraduate students and by the faculty supervisor, program director, and dean of graduate education for graduate students. Credit hours are assigned based on the amount of academic activity associated with the course, the faculty supervision, and the amount of outside study (defined above under outside study activities). Most independent study courses are approved for 3 credit hours.

Tutorials

At times a student may wish to take a course which is listed in the undergraduate or graduate catalog but which is not scheduled to be offered in a given semester. The student may ask a full-time faculty member (usually one who has previously taught the course) if he/she is willing to offer the course tutorially. Tutorials must match the minimum instructional time and minimum out-of-class student work per week assigned for face-to-face classroom instruction. Tutorial proposals are reviewed and approved by the advisor, the department chair (or division head), and the dean of undergraduate education for undergraduate students and by the advisor, program director, and dean of graduate education for graduate students.

Supervised Clinical Experience

For undergraduate nursing (NU) courses, including the required senior-level clinical internship, the credit hour assignment for a supervised clinical experience is based on the following required minimum total clinical hours:

Number of Credits	Minimum Number of Total Clinical Hours Required During Nursing Course
1	45 hours total
2	90 hours total
4	180 hours total

For the Physician Assistant, Nursing, and Physical Therapy graduate programs, credit for clinical experience is generally determined by their specific accrediting agencies.

Practicum/Studio Courses, Applied Music, and Ensembles

Practicum/studio courses, applied music lessons, and ensembles in the Division of Performing Arts (theatre, dance, tv/film) are assigned credits based on the learning outcomes and student workload expectations within a specified period of academically-engaged time as determined by the program/major.

Research in Natural Science Department

During research courses, students conduct research in collaboration with a faculty member who has expertise in the subject matter. In the Natural Science Department (biology, chemistry, and biochemistry-molecular biology), one credit is awarded for a minimum time commitment of 3 hours per week for at least 14 weeks.

Course Delivery Modes – Academic Year 2020-2021

At DeSales University, it is our priority to keep our students healthy, especially during the COVID-19 pandemic. As such, we will abide by governmental guidelines when possible as we strive to balance public health concerns with the needs of the University. In order to provide a flexible and safe learning environment, courses include a blend of in-class instruction, student participation via Zoom, and online engagement via the Blackboard learning management system. Based on the needs of specific courses, the instructional modality includes one of five formats:

1. **In-Person:** Classes with enrollment that does not exceed the physical distance seating capacity meet in-person, with accommodations for attendance via Zoom.
2. **In-Person/Connected:** Classes with enrollment that exceed the physical distance seating capacity blend in-person classroom attendance with a live Zoom (connected) classroom presence (In-Person/Connected). Students rotate from attending in-person to attending via live using Zoom. In this mode, all students (classroom and connected) are present in real time and attendance is taken using a system that maximizes in-person attendance and minimizes connected attendance. Students are informed of the class rotation schedule on each instructor’s syllabus which is posted on Blackboard prior to the start of the course.
3. **Hybrid/In-Person:** In general, classes meet with all students in-person half of the time in the classroom and half of the time online (asynchronously). For example, a hybrid course meets in class on Tuesday with online coursework and assignments that complete equivalency requirements for total in-class hours.
4. **Hybrid/In-Person/Connected:** The same as the previous, but due to room capacity, on days when class meets in-person, students are rotated from attending class in-person to attending via live Zoom.
5. **Fully Online:** Classes are conducted online, with a blend

of synchronous and asynchronous online activities, as outlined by the instructor.

The assignment of instructional modalities is available in WebAdvisor and can be found in the “Comments” on the My Class Schedule option. Due to the uncertainty of the COVID-19 pandemic, the course instructional modality is subject to change. To ensure they are appropriately equipped for fall courses, students should review the technology requirements for all University courses; these requirements are also outlined below. Additional guidance on course instructional modality and learning spaces maybe found in this informational video.

Students are required to check their symptoms on a daily basis using the HealthChampion app. If a student is symptomatic, they should not come to class in-person, but attend class via live Zoom (connected) using the link in their Blackboard course. When feasible, every class will be conducted to accommodate students who need to attend class via live Zoom in the event that they demonstrate COVID-19-related symptoms or need to self-quarantine. To provide both flexibility and access to in-class lectures during the pandemic, faculty have been asked to record their Zoom sessions.

Students who are unable to return to an on-campus learning environment may be able to attend via live Zoom; however, not all courses can accommodate such connected participation if being physically present in the classroom is required for experiential learning. Students who are seeking to attend class via live Zoom should contact Carolyn Tiger, director of the DSO, who will work with the students and inform their instructors of this accommodation.

Students who have questions about any of the above academics information or other matters related to course instruction, please contact Academic.Affairs@desales.edu.

Academics—Classrooms and Extended Classrooms

With the assistance of the Office of Campus Environment, physical distancing room capacities have been determined and adjustments to classrooms have been made as needed. This included the removal of furniture, or the designation of allowable seating spaces to allow for six feet of distance between student seats. With these adjustments to learning spaces, the modality of instructional delivery is dependent, in part, on course enrollment numbers and the newly determined seating capacities. Additional spaces on campus (i.e., conference rooms in the University Center, Wills Hall, tents, etc.) are also being utilized for instruction of courses with large enrollment numbers.

The following protocols are in place for use of classroom spaces:

- Students are required to wear a face mask/covering at all

times while in the classroom.

- Students who do not have a face mask/covering must leave and are not permitted to return unless they are wearing a face mask/covering.
- Students are asked to wipe down their desks before each class period begins.

Students in nursing and healthcare programs should anticipate that in courses with laboratory components, it will be necessary to make physical contact with a lab partner and/or standardized patient in order to learn and practice selected skills. Along with each partner wearing masks and observing hand-washing practices previously described, efforts to mitigate excessive exposure will occur by limiting student-to-student to one lab partner for all courses in which this type of learning experience is required.

Extended Classrooms

Some classrooms on campus are not in use on certain days/times, and have been designated as “Extended Classrooms” where students can reserve a seat to attend class when it is their turn to attend class via live Zoom (connected), or to conduct other online course activities. Reservations for a seat in Extended Classrooms and spaces in the library can be made one week in advance via a web-based reservation system. In addition to study carrels placed around campus (first-come, first-served basis; no reservations required), Extended Classrooms provide spaces for commuter students and connected students throughout the day.

Students who have questions about any of the above academics information or other matters related to course instruction, please contact Academic.Affairs@desales.edu.

Academic Affairs Committee – Graduate Studies

The Academic Affairs Committee – Graduate Studies advises the president and provost/vice president for academic affairs on matters of graduate academic policy, regulations, curriculum, and the library. The committee is composed of the dean of graduate education, the directors of the graduate programs, one faculty member from each division of the University, and two graduate students. The duties of the committee include evaluation and review of the University’s graduate academic policies, regulations, curriculum, and library resources.

The chair of the Academic Affairs Committee – Graduate Studies is elected annually.

Main Campus

Most graduate and undergraduate programs are available at the Main Campus located in Center Valley, Pa. Administrative and faculty offices are also housed here. DeSales University also

offers an extensive portfolio of programs that can be completed entirely online..

Immaculata University Campus

Courses leading toward an MBA degree are offered at the Immaculata University Campus. Additional information may be obtained from the MBA office.

MBA - Dorman Products, Inc.

Under an agreement between the two institutions, courses leading toward an MBA degree are offered at Dorman Products, Inc. Additional information may be obtained from the MBA office.

MBA - Lehigh Valley Hospital

Under an agreement between the two institutions, the DNP/MBA and the MBA/MSN programs are offered at the Lehigh Valley Hospital, Cedar Crest Boulevard site. Information about these offerings is available through the MBA, DNP, or MSN office.

MBA - Lehigh Valley Hospital-Pocono

Under an agreement between the two institutions, courses leading toward an MBA degree are offered at Lehigh Valley Hospital - Pocono. Additional information may be obtained from the MBA office.

MBA - Pfizer, Inc.

Under an agreement between the two institutions, courses leading toward an MBA degree are offered at Pfizer, Inc. Additional information may be obtained from the MBA office.

Counseling Psychology and Human Services Programs

Under a cooperative agreement, Chestnut Hill College offers the Master of Science in Clinical and Counseling Psychology at the DeSales University main campus. Learn more at www.chc.edu/desales

Master of Social Work Program

Under a cooperative agreement, Marywood University offers a Master of Social Work at the DeSales University main campus. Learn more at www.marywood.edu/ssw

Accreditations and Approvals

DeSales University is fully accredited by the Middle States Association of Colleges and Schools and approved by the Commonwealth of Pennsylvania Department of Education. Documentation describing this accreditation and approval is avail-

able for review in the office of academic affairs upon request.

All graduate programs are explicitly approved for veterans’ education under the provisions of Title 38, United States Code, Section 2675.

The Doctor of Nursing Practice, the Master of Science in Nursing, and Advanced Practice Post-Graduate Certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

The Master of Science in Physician Assistant Studies is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

The Master of Business Administration program is accredited by The Accreditation Council for Business Schools and Programs.

The Doctor of Physical Therapy Program at DeSales University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

University Police

Campus security is the responsibility of the Office of University Police. Information and crime statistics are available for review by calling 610.282.1100, exts.1514 or 1250.

Nondiscrimination

The University will make available to all students, faculty members, and employees, on a nondiscriminatory basis, without regard to age, sex, race, color, handicap, or national and ethnic origin, all the rights, privileges, programs, and activities generally accorded or made available to students, faculty members, and employees. The University does not discriminate on the basis of age, sex, race, color, handicap, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The University is committed to conduct its activities and employment policies as required by Title IX of the 1972 Education Amendments and other applicable statutes. Inquiries regarding compliance with Title IX may be directed to the affirmative action coordinator, DeSales University, 2755 Station Avenue, Center Valley, PA, 18034-9568, phone 610.282.1100, or to the director of the office of civil rights, Department of Health and Human Services, Washington, D.C.

Sexual Harassment Policy

It is the policy of DeSales University that no member of the University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.

Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Sexual harassment is illegal under both state and federal law. In some cases, it may be susceptible to prosecution under the criminal sexual conduct law. Supervisors are urged to take appropriate steps to disseminate this policy statement and to inform students and employees of procedures for lodging complaints. Any University employee having a complaint of sexual harassment should notify his/her immediate supervisor and/or the director of human resources. If the complaint is against the immediate supervisor, that person's supervisor and/or the director of human resources should be contacted. A student should also notify the dean of students. At any time, a student or employee may contact the director of human resources for advice.

Graduate Transfer Policy

The following regulations govern the transfer of graduate credits into DeSales University. In all cases, transfer courses must be documented by an official transcript. In some cases, additional information, including syllabi, course descriptions, or other supporting materials may be required at the discretion of the program.

1. Any graduate-level courses taken at institutions accredited by one of the six regional accrediting bodies (Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and West Association of Schools and Colleges) are eligible for transfer consideration at DeSales University if the courses

are meant to be transferable, are completed with a grade of B or higher, and are consistent with the mission and philosophy of DeSales University and its graduate education learning outcomes.

2. Some graduate programs function with a cohort model. In these cases, transfer students are not considered for an individual cohort once that cohort is initiated.
3. Transferability of graduate courses is dependent upon the equivalency of these courses to existing courses within the DeSales University graduate program. The program director makes the primary determination of this equivalency and forwards this recommendation to the dean of graduate education.
4. Graduate courses are ordinarily considered for transfer if they have been taken in the 7-year period before acceptance into DeSales University. Individual programs may establish more stringent criteria for currency. Please see the specific literature published by each program for more details.
5. A maximum of 9 credits may be transferred into any graduate program. Individual programs may establish limits below 9 credits. Please see the specific literature published by each program for more details.
6. Only credit is transferred. The grades for transfer courses are not calculated in the student's Grade Point Average (GPA) at DeSales. Once courses have been transferred, they become part of the student's permanent record at DeSales University and cannot be removed.
7. Courses not using traditional letter grades (A-F) will be considered for transfer at the discretion of a program director and may require the submission of additional documentation detailing successful completion.
8. Courses taught online or in a hybrid format will be accepted assuming they meet the criteria above.
9. Individual graduate programs may establish more stringent criteria for consideration of course transferability. These criteria are listed under the individual headings of each program.
10. The dean of graduate education is responsible for the final determination of the acceptance or denial of transfer credit. This decision is considered final.

Graduate Prior Learning Assessment (PLA) Credit Policy

DeSales University may grant credits to graduate students based upon assessment of prior learning. The Master of Arts in Criminal

Justice (M.C.J.), Master of Science in Information Systems (M.S.I.S.), Master of Business Administration (M.B.A.), and Master of Education (M.Ed.) offer this option. The Doctor of Physical Therapy (D.P.T.), Doctor of Nursing Practice (DNP), Master of Science in Nursing (M.S.N.), and Master of Science in Physician Assistant Studies (M.S.P.A.S.) do not offer this option.

In addition to the following general provisions, please consult the specific program entry in the Graduate Catalogue for considerations which are specific to each program.

The following general provisions are required for any request for PLA consideration:

1. The applicant for PLA credits must have applied to and have been fully accepted as a regular graduate student at the time of PLA credit review.
2. Graduate Programs do not grant PLA credits based upon portfolio review.
3. Requests for PLA credits must be approved by the Department Chair (if applicable), Graduate Program Director, and the Dean of Graduate Education. Programs which have specialized content specialists may require an additional level of review. Please see the specific program entry in the Graduate Catalogue for more information.
4. Training or non-credit course work must have been completed post-baccalaureate.
5. Training or non-credit course work must equal 45 hours or greater of face-to-face or hybrid learning per eligible credit (unless otherwise approved by the Graduate Program Director, and Department Chair, if applicable).
6. Training or non-credit course work must have been completed within the last six years at the time of application in order to be considered for credit transfer.
7. Each program may limit PLA eligibility per specific accreditation standards.
8. Training or non-credit course work must closely replicate a course in the Graduate Catalogue current at the time of application. The number of credits assigned to the course will be the maximum number of PLA credits that may be approved.
9. Training or non-credit course work must be of equal rigor as the parallel graduate course. An assessment of content mastery may be required in some cases in order to receive credit.
10. A maximum number of credits that can be accepted into the graduate program will be nine credits. All transferred credits and PLA credits will be included in the nine credit maximum.

- The application for approval of PLA credit must include documentation that certifies (a) the content of the training and/or non-credit course work, (b) the number of hours of training and/or work, and (c) verification of the completion of the training and/or work must. The documentation must come from the host institution of the original training and/or work.
- The fee required for the PLA Approval process will be charged per credit. Please consult <http://www.desales.edu/home/admissions-financial-aid/costs-financial-aid/graduate/tuition-fees> for the current fee.

Grievance Procedures for Section 504 and ADA

The University has an internal grievance procedure providing prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and their implementing regulations.

Section 504 states that “no otherwise qualified individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (PL 93-112, 1973).

Complaints should be addressed to the Section 504 Compliance Officer designated to coordinate ADA compliance efforts:

Ms. Margie Grandinetti
 Executive Director of Human Resources
 Section 504 Compliance Officer
 DeSales University
 2755 Station Avenue
 Center Valley, PA 18034
 610.282.1100, ext.1485

- The complaint should be filed in writing. The complaint should contain the name and the address of the person filing it, and briefly describe the alleged violation of the regulations.
- A complaint should be filed within 60 days after the complainant becomes aware of the alleged violation.
- An investigation, as may be appropriate, shall follow a filing of complaint, conducted by the Section 504 Compliance Officer. This investigation shall be informal but thorough, affording all interested persons and their representatives, if any, the opportunity to submit evidence relative to a complaint.
- A written determination report as to the validity of the complaint and the description of the resolution, if any,

shall be issued by the Section 504 Compliance Officer and a copy of the report shall be forwarded to the complainant no later than 60 days after the complaint is filed.

- The Section 504 Compliance Officer shall maintain the files and records of the University relating to the complaints filed.
- The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. Request for reconsideration should be submitted in writing within fourteen (14) days of the receipt of the determination report to the provost of the University.
- The right of a person to a prompt and equitable resolution of the complaint filed here shall not be impaired by the person’s pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
- The procedure shall not be construed to protect the substantive rights of interested persons to meet appropriate due process standards.

Tuition and Fees

A complete list of Graduate Tuition and Fees may be found at: <https://www.desales.edu/admissions-financial-aid/graduate-admissions-aid/graduate-tuition-fees>. Click on “Tuition & Fees” in the menu on the left.

OFFICE OF GRADUATE ADMISSIONS

Mission Statement

It is the mission of the Office of Graduate Admissions to recruit, admit, and enroll a highly qualified and diverse graduate student population whose educational experience will be enhanced through the mission of the University; to provide the highest quality service to prospective and enrolled students, as well as the University community and global partners within higher education; and to promote the University’s graduate programs accurately and honestly.

Admissions Procedures

DeSales University’s graduate programs operate on a rolling admissions basis, except for the physician assistant program, doctor of nursing practice program, and doctor of physical therapy program whose applicants must apply by a deadline determined by the program. Each graduate program has specific admissions processes unique to the individual program. To apply, please review the program-specific admissions requirements listed within the catalog or online.

English Competency

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. An official copy of test results must be sent by the testing agency directly to the Office of Graduate Admissions at DeSales University, 2755 Station Avenue, Center Valley, PA 18034. Visit the following websites for up-to-date information:

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

International Students

An international student (F1 visa) may pursue graduate studies upon satisfying the following requirements:

- Submission of all undergraduate and graduate transcripts from foreign institutions evaluated by a member of the National Association of Credential Evaluation Services

(NACES); sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034

- Submission of English proficiency scores; meet the conditions described in the English competency section
- Submission of all other graduate admissions supplemental items
- Acceptance into a graduate program

Upon acceptance into the program, the student must satisfy the following requirements:

- Meet with the Designated School Official (DSO) upon receiving acceptance into a graduate program.
- Provide proof of sufficient resources to cover educational and personal expenses while staying in the United States to the Director of Graduate Admissions/DSO. No scholarship or financial aid is available.
- Obtain an F-1 Student Visa or transfer existing Form I-20 from another institution, under the advisement of the Director of Graduate Admissions/DSO.
- Maintain F-1 student status, including registering for a full-time course load each regular semester; online courses are limited to three credits per session toward a full course of study in each academic term
- Attend class on a regular basis with academic progression throughout the course
- The Director of Graduate Admissions/DSO will provide a detailed list of the requirements upon student initially arriving on-campus.

Upon receipt and review of all required admissions materials, applicants are notified of their admissions status. DeSales University accepts applications from all qualified candidates regardless of race, religion, sex, national or ethnic origin, or disability.

To assist in graduate school research, prospective students are welcome to schedule an appointment with the director of graduate admissions to learn more about opportunities for graduate study at the University.

Contact Information:

Julia K. Ferraro
Director of Graduate Admissions/
Designated School Official (DSO)
gradadmissions@desales.edu
610.282.1100 ext. 1768

ACADEMIC REGULATIONS

Academic regulations of the University safeguard the fairness and integrity of the graduate programs.

Course Numbering

Graduate level courses are numbered 500 and above.

Leave of Absence

Students who wish to interrupt their education may petition the appropriate director. The petition should contain the reasons for requesting a leave of absence and an estimate of its duration, which can be no longer than two calendar years (one year for MSN and DNP). For additional clarification, consult the appropriate graduate program section of this catalog.

Time Limit

The maximum time for completion of a master's degree is seven years from the date of enrollment in the first course (including any leaves of absence).

An MBA, MSN, or DNP student who does not take a course within a 12-month period will have his/her status changed from active to inactive. Students who wish to return to active status must contact their respective MBA, MSN, or DNP coordinator to be reactivated and/or determine if they need to re-apply for admission.

Grade Point Average (GPA)

The GPA is the sum of all course quality points divided by the number of credit hours they require. Courses that have grades other than A - F are excluded from the GPA.

Grading System

The following system of grades is used unless individual programs have established alternate grading scales in their specific literature:

Grade	Quality Points	Description
A	4.0	Indicates mastery of the course content
A-	3.7	accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
B+	3.3	Indicates a good grasp of the course content
B	3.0	accompanied by evidence of marked
B-	2.7	achievement in critical, independent, and creative thought competently expressed.

C+	2.3	Indicates an adequate grasp of the course
C	2.0	content accompanied by evidence of minimum
C-	1.7	achievement in critical, independent, and creative thought competently expressed.
F	0.0	Indicates an insufficient grasp of the course content accompanied by evidence of an unacceptable low level of achievement in critical, independent, and creative thought.
S		Satisfactory. Used only in courses that require projects, research guidance, or the thesis option to indicate satisfactory completion of work for degree requirements. Credit is awarded, but the grade is not computed in the student's GPA.
AU		Indicates satisfactory completion of an audited course. The grade is not computed in the student's GPA.
US		Unsatisfactory. Indicates that no credit is awarded for projects, research guidance, or the thesis option. The grade is not computed in the student's GPA.
PO		Pass on a pass-fail option. Used only in courses that do not satisfy degree requirements. Credit is awarded, but the grade is not computed in the student's GPA.
FO		Failure on a pass-fail option. No credit is awarded and the grade is not computed in the student's GPA.
I		Incomplete. This grade is given only when the student, through no fault of his/her own, is unable to complete course requirements within the regular time. The limit for the make-up of an incomplete grade is six months after the last class day of the course. The student is responsible to arrange with the instructor the completion of course requirements.
W		Official withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will not be used in the computation of the GPA.
WP		Official withdrawal with a passing grade at time of withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will

WF	Official withdrawal with a failing grade at time of withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will not be used in the computation of the GPA.
Time Limit	The time limit for contesting a final grade is six months after the last day of the term or session unless specifically limited by the program and indicated in writing

Retention, Probation, and Dismissal

A GPA of 3.0 or above is required for graduation. A degree candidate must maintain a GPA of 3.0 for acceptable academic standing in his or her graduate program. Students who fail to maintain a GPA of 3.0 are subject to the regulations of their individual programs.

A student has the right to appeal an academic dismissal in writing to his or her admissions and academic policies committee. The words "Academic Dismissal" appear on the official transcript of a student who is dismissed for academic reasons.

Academic Schedule

Academic schedule is organized to meet specific program objectives and are described in the appropriate program section.

- Semester refers to instruction within a 14-15 week period. The calendar year for a semester is divided into Fall and Spring. Term refers to instruction within an 11-13 week period. The calendar year for a term is divided into Fall, Winter, and Spring. Summer semesters and terms refer to instruction offered between the Spring and Fall semesters or terms respectively.

Full-time and Half-time Graduate Student Status

- Graduate students who are enrolled in semester-based programs as defined above must register for a minimum of 10 credits to be considered full-time and 5-9 credits to be considered half-time. Graduate student who are enrolled in term-based programs as defined above must register for a minimum of 6 credits to be considered full-time and 3-5 credits to be considered half-time. DPT students in their final semester register for 7 credits and are considered full-time.

Course Drop and Add

A student may drop or add a course by the date noted on the academic calendar of his or her graduate program. The dropped

course is not listed on the student's permanent record. Dropping or adding a course requires the approval of the student's advisor.

Course Withdrawal

A student may withdraw from a course up to the date listed on the graduate academic calendar for that program. A faculty member may assign the grade of W, WP, or WF depending on the completion of course requirements to the date of withdraw. Such withdraw requires the approval of the student's advisor (when appropriate) and the graduate program director. Exceptions to this policy require the permission of the Dean of Graduate Education, who acts upon recommendation of the graduate program director.

Course Repetition

With the permission of the program director, a student may repeat a course. Both the original and the repeated course will be recorded on the transcript but only the higher grade will be used in the calculation of GPA.

Auditing

Permission to audit selected courses may be granted to qualified applicants. Such applicants must fill out the graduate application form, pay the non-refundable application fee, and pay the full tuition. The auditing student does not take examinations, receive grades, or earn credits. An audited course may not be used for credit. The approval of the appropriate program director is needed for a student to audit any course. The instructor may request, through the appropriate program director, that an auditor be officially withdrawn whenever it is clear that he or she is not profiting from the course, or that the auditor's presence in the class interferes with the learning process of the other students. A student may not change from audit to credit once the add/drop period has ended.

Note: Once a class has been audited, that class cannot be taken for credit at a later time.

Credit by Examination (CBE)

Depending on the program, graduate credits may be earned without attending formal instruction by verifying previously acquired knowledge through an examination process. The following conditions must be satisfied

- The student who desires to receive credit by examination must have been admitted to one of the graduate programs and be in acceptable academic standing.
- The subject of the examination must be compatible with and regularly covered by one of the courses offered in the student's graduate program.

- The student must register for the course and pay the applicable graduate tuition.
- Mastery of the subject must be demonstrated by a final examination as well as other evidence normally required from students who earn their credit by attending formal classroom instruction.
- Ordinarily, the time and place of the examination coincide with the final examination of the regularly offered class and is administered by the course instructor.
- No course in which the student has been previously registered for graduate credit may be completed under the CBE.
- A student attempting CBE will not be entitled to formal instruction in the subject matter of the course.
- Ordinarily, a student may attempt one CBE in a given session or semester.
- No more than 12 credits may be obtained through CBE.
- The student may accept or decline the grade earned through CBE. In case of acceptance the grade will be included in the student's GPA. If the student does not accept the grade, it will not be recorded, no tuition will be refunded, and all further examination opportunities in the subject matter will be forfeited.

Interested candidates should consult their program director about the courses open for CBE.

Withdrawal from the Graduate Program

In order to withdraw from the graduate program, the student must

- resolve all financial indebtedness to the University, and
- complete a program withdrawal form available from the program director. The last date of attendance is considered to be the date of withdrawal in all cases.

Graduation and Conferment

Candidates have the option to graduate in May, September, or January. A commencement ceremony is held in May. It is the student's responsibility to apply via WebAdvisor by March 1 for the May graduation, June 1 for the September conferral of degrees and October 15 for the January conferral of degrees. A graduation fee will be assessed following application. A student whose degree is conferred on September 1 or in January may participate in the commencement exercises during the following May by informing the Registrar. No fee is assessed for students who participate in a separate commencement following conferral on September 1 or in January. Students who earn an additional degree at a later time

must apply for graduation as specified above and pay a separate graduation fee following application of that degree.

Transcripts

Official transcripts for all work completed at DeSales University must be ordered online. Current students should order through their MyDSU account under "applications: eTranscripts." Alumni or past students should order at www.desales.edu/transcripts. Transcripts will not be issued unless all financial obligations have been satisfied.

Undergraduate Students in Graduate Courses

Ordinarily full-time undergraduate students who have a cumulative GPA of at least 3.0 and have senior status (87 credits) may enroll in graduate courses while fulfilling the requirements for an undergraduate degree. They may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits unless specifically required by the program. The students must have the permission of their division head (or his/her delegate), the appropriate graduate program director, the dean of undergraduate education, and the Dean of Graduate Education.

Departments that sponsor accelerated programs may establish criteria which are more stringent than those delineated above.

Ordinarily students may not carry an overload course during a semester or session in which they are enrolled in a graduate course. Students may not take the graduate course(s) for a Pass/Fail grade. Registration is on a space-available basis. All prescribed course sequences and all prerequisites must be followed. Full-time undergraduate traditional day students who register for both undergraduate and graduate courses as part of their five course load pay no additional tuition.

ACCESS students and other undergraduate students who pay tuition on a per-credit basis, have senior status, and have a cumulative GPA of at least 3.0 may enroll in graduate courses while fulfilling the requirements for an undergraduate degree. Ordinarily, they may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits unless specifically required by the program. Registration is on a space-available basis. Students must have the permission of the appropriate division head (or his/her delegate), the Dean of Lifelong Learning for ACCESS students, the Dean of Undergraduate Education for traditional students who pay tuition on a per-credit basis, the appropriate graduate program director, and the Dean of Graduate Education. All prescribed course sequences and all necessary prerequisites must be followed. These students must pay applicable graduate tuition.

English Competency

Applicants whose native language is not English may be required to take and to obtain acceptable scores on the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).

International Students

An international student (F1 visa) may pursue graduate studies upon satisfying the following requirements:

- The student must maintain legal immigration status and must have sufficient resources to cover all educational and personal expenses while staying in the United States. No scholarship or financial aid is available.
- The student must meet the conditions described in the English competency section.
- The student must be admitted to one of the graduate programs.
- The student must maintain full-time status as described by his/her program.

Conduct and Integrity

The University expects that its graduate students will conduct themselves in accordance with the highest level of administrative, legal, professional, and ethical standards. Behavior that violates the letter or spirit of such standards including violations of the intolerance policy or sexual harassment policy may result in disciplinary action, ranging from a warning to dismissal. All cases involving such violations will be acted upon by the Academic Affairs Committee-Graduate Studies, whose decision is final.

Plagiarism

Plagiarism is the act of copying the ideas, and/or speculations, and/or language of any other person or persons, and presenting this material as one's own original work in order to satisfy any academic requirement or complete any academic project. Plagiarism takes place when a person makes any use of another person's unique and distinctive terminology, whether it is a single word or phrase or extended passage, without acknowledgment. This need not be verbatim use; it is considered plagiarism when a person uses his or her own language to alter the original expression of the ideas or speculations of another person or persons. Plagiarism also takes place when a person disguises the language of another person or persons by altering the formal elements of the original (e.g., diction, syntax, grammar, punctuation) and submitting it as his or her own, to satisfy any academic requirement or complete an academic project.

Plagiarism will be considered to have occurred regardless of the person's intent to deceive.

The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as your own, including papers purchased or borrowed from any person or organization.
- Presenting, as your own, a lab report or exercise copied from or dictated by others.
- Presenting, as your own, homework assignments of any kind copied from or dictated by others.
- Presenting, as your own, oral reports copied from or dictated by others.
- Incorporating formal lecture notes and presenting them as your own work.
- Presenting, as your own, a computer solution developed by someone else.
- Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgment, and presenting this as your own original work.

Cheating

Cheating violates the deepest convictions of the University community.

The following acts are examples of cheating, though the list is not exhaustive:

- Using prepared materials not specifically allowed by the instructor during the taking of an examination, test, or quiz; e.g.
 - a. Use of material written by another student during the taking of an examination, test, or quiz,
 - b. Use of crib note, no matter by whom prepared,
 - c. Use of texts and/or supplementary marginal notations in texts,
 - d. Use of notes written on the surface of the desk at which examination is taken,
 - e. Use of unauthorized calculators or any other unauthorized aids.
- Collaborating during an in-class test, examination, or quiz, either in the giving or receiving of information or improper collaboration on a take-home examination or laboratory report.

- Stealing, using, or transmitting verbally or otherwise actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the examination.
- Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization from both instructors.
- Taking an examination by proxy.
- Falsifying laboratory or research data or results, or falsifying or inventing bibliographical entries for research papers.
- Withholding knowledge of cheating or plagiarism from the instructor to whom the work is submitted.
- Willfully aiding or abetting any act of cheating.
- Willfully aiding and abetting any act of plagiarism.

Other Inappropriate Behaviors

A number of improper behaviors cannot properly be termed either plagiarism or cheating, yet they are also unacceptable. The following are considered acts of inappropriate behavior, though this is not an exhaustive list. Any student who engages in any one of the following acts will be subject to the same sanctions that apply in cases of cheating or plagiarism.

- Unauthorized removal of library resources.
- Hiding Trexler Library resource materials of any kind within the library.
- Defacement or mutilation of Trexler Library resources, such as:
 - a. underlining, highlighting, or removing paragraphs or pages,
 - b. reprogramming library software.
- Copying right-protected print or non-print materials beyond accepted norms.
- Borrowing another's library ID or signing another's name and/or number.
- Falsifying the reason for an absence from class.
- Possessing or using an unauthorized copy of an examination, test, or quiz.
- Any behavior contrary to the standards established in the University's Computer Use Policy.

Procedures Dealing with Inappropriate Behavior

- The faculty member or, when appropriate, college professional staff member who discovers or is made aware of a case of plagiarism, cheating, or improper behavior will, on his/her own initiative and in a manner he or she deems appropriate, normally resolve the situation with the student in a private, one-on-one setting. The faculty/staff member may alternatively choose to resolve matters in consultation with the Dean of Graduate Education.
- When a faculty/staff member and student meet to resolve a case of plagiarism, cheating or improper behavior, the faculty/staff member, having previously determined that the case before him/her is beyond question a proven and unmistakable offense, will present his/her position, hear the student's position, and in the end, may determine that ignorance on the part of the student warrants only a warning to the student. If, however, she/he determines a degree of guilt on the part of the student, she/he is empowered to levy any one of the following sanctions:
 - a. grade penalty for the individual assignment,
 - b. grade penalty for the course,
 - c. failure in the course.

In the case of library or computing violations, the following sanctions may be levied:

- a. temporary suspensions of library and/or computing privileges,
 - b. permanent loss of library and/or computing privileges.
- The faculty member will compose a letter stating the nature of the offense as well as the sanction imposed. The faculty/staff member will send the letter to the student and will send a copy to the Dean of Graduate Education to be placed in the student's file. Should there be an appeal, the Dean of Graduate Education will duly record any subsequent actions in regard to the incident.
 - Should it be determined that this is a second offense involving this student, the incident will then be resolved by the Dean of Graduate Education in conjunction with the faculty/staff member. In such cases, the Dean of Graduate Education's decision for resolution may supersede the original decision of the faculty/staff member, when made without knowledge of the first offense.
 - The Dean of Graduate Education will solicit written statements from the faculty/staff member and the student in question. She/he may then meet with the student and/or faculty/staff member for any needed clarification.

- On occasion of a second offense, the Provost/Vice President for Academic Affairs may impose the penalty of dismissal from the University.
- In the event a faculty/staff member and the Dean of Graduate eEducation, working in consultation, determine an egregious breach of academic ethics has been committed, the student may be liable for dismissal from the University, even on the first offense.
- After reaching the decision, the Dean of Graduate Education will inform the student in writing. Both the student and the faculty/staff member have the right to appeal the decision before the Academic Affairs Committee-Graduate Studies.
- The words "academic dismissal" appear on the official transcript of a student who is dismissed for academic reasons.

Academic Due Process

The graduate student who has an academic grievance should first discuss the problem with the faculty/staff member. If, following discussion, the student is not satisfied and continues to believe that he/she has not been dealt with fairly, he/she should discuss the grievance with his/her graduate program director or follow the procedure identified for each graduate program. If the matter is not resolved at that level, the student has recourse to the Dean of Graduate Education, who ordinarily receives appeal requests in writing. Such written appeals should include evidence of all previous decisions rendered in this case and should also include all pertinent documentation. If submitted electronically, all prior documents should be sent in PDF format.

As a final appeal, the student may request the Academic Affairs Committee – Graduate Studies to evaluate the situation and make a recommendation to the Provost/Vice President for Academic Affairs. This request should be presented in writing and include all pertinent information. Any request should be submitted 7 days before the next committee meeting. The Academic Affairs Committee – Graduate Studies will normally act upon such an appeal within one month of its next meeting. During the summer, the committee may meet less frequently and the schedule of meetings is subject to faculty availability. The decision of the Provost is final.

Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records.

- The right to inspect and review the student's educational records within 45 days after the University receives the

request for access. Such request should be submitted in writing to the Registrar identifying the record(s) the student wishes to inspect. The Registrar will notify the student of the time and place where the records may be inspected.

- The right to request the amendment of the education records that the student believes is inaccurate or misleading. The student should write the Registrar identifying the record, and specifying why it is inaccurate or misleading. The student will be advised of his/her right to a hearing if the University decides not to amend the record.
- The right to consent to disclosures of information contained in the student's education records. FERPA authorizes the disclosure of information with written consent.
- Disclosure without consent may be available to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has a contract; a person serving on the Board of Trustees; a student serving on an official committee or assisting another school official in performing his/her professional responsibilities.
- The right to file a complaint with the US department of Education concerning alleged failures by the University to comply with the requirements of FERPA:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Directory Information

The University may use its discretion to disclose directory information upon request unless specifically requested by the student in writing not to do so. Directory information includes:

- student name
- address and telephone number (local and permanent)
- major of study
- sports and activities participation
- school attended previously
- height and weight of athletic team members
- photographs
- birth date
- e-mail address
- dates of attendance, degrees and awards
- high school attended

Written requests to withhold directory information must be

submitted to the Registrar no later than September 15. Written notice must be received annually to renew the request.

Student Identity Verification in Distance and Correspondence Education

DeSales University is compliant with federal regulations—see www.desales.edu/policies.

Assignment of Instructional Hours

All DeSales University courses must adhere to the ratio of a minimum of 15 hours of instruction for each academic credit hour.

For hybrid, flex, and online courses, equivalency rates of time for asynchronous activities are based on an estimate of the time students have historically taken to interact with the course content in a classroom-based course. This equivalency ratio of 15 instructional hours to 1 credit hour does not include the amount of time spent by the student accomplishing assignments, conducting research, writing papers, studying for examinations, and using DeSales instructional support services.

The DeSales Center for Educational Resources and Technology (CERT) prescribes and monitors online, flex, and hybrid course design requirements.

DeSales University is compliant with federal regulations—see www.desales.edu/policies.

RESOURCES AND SERVICES

The resources and services of the University supplement and enhance the learning process.

Trexler Library

Located at the center of the DSU Campus, Trexler Library is a spacious information center designed to provide study and learning space for 300 students, and shelving space for 160,000 volumes. The general collection of 140,000 volumes and 910 print periodicals is augmented by access to more than 1,000 full text electronic journals, extensive reference and bibliographic information, and by periodical indexes in both paper and computer formats. Automated in 1993, the library's on-line public catalog is accessible on the campus network and through the Internet. Most databases are available to students over the Internet, creating a "virtual library."

The libraries of the Lehigh Valley Association of Independent Colleges (Cedar Crest, DeSales, Lafayette, Lehigh, Moravian, and Muhlenberg), a collection of more than one million volumes, are available to students of the University. The library databases of these colleges are accessible on-line through Trexler Library.

The library is a member of the Pennsylvania Library Network (PALINET) and On-Line Computer Library Center (OCLC). Interlibrary loans are processed daily through these networks.

Healthcare Simulation Center (HCSC)

The Healthcare Simulation Center (HCSC) is a 20,000 square foot state-of-the-art clinical simulation center, home to some of the most advanced simulation technology in the healthcare field. We provide medical simulation services to our students at DeSales as well as our partners in clinics, hospitals, and the healthcare industry. The HCSC mission is to provide clinical simulation services in an environment that provides the opportunity for learners to develop competence in their specialized fields of study, demonstrate leadership, make significant contributions, and develop the skills necessary for advanced clinical applications.

Experiential learning through the use of simulation is becoming more prevalent in the education of health professionals. Such strategies allow learners to practice critical technical skills and care coordination to enhance patient safety and performance in a safe environment. As DeSales seeks to improve the quality of care delivered by graduates and health professionals, experiential learning will play a critical role. Overall, the HCSC provides

a safe learning environment for all learners to practice and refine hard skills such as medical procedures and soft skills such as communication techniques prior to employing those skills in a clinical environment with actual patients.

Human Patient Simulators (HPS)

HPS, also known as high fidelity manikins, are life-like models of the human body with software/computer equipment components to mimic human bodily functions. The HCSC has recently upgraded their manikin family to include top-of-the-line simulators from Gaumard Scientific including Victoria Comprehensive OB/GYN Simulator; HAL S2225, a state of the art 5 year old simulator, and HAL 3201 Adult simulator. Each simulator is capable of replicating a variety of situations that could be encountered in any real clinical location and tailored to any level of learner.

Clinical Skills Lab

Our clinical skills suite provides both a 12 bed in-patient and a 12 bed out-patient practice environment. Task trainers help students gain expertise in technical procedures and clinical skills like central line placement, peripheral IV insertion, or pelvic examination. The staff of the HCSC has also developed an ability to make simulated silicone skin, injection pads, and incision and drainage abscess pads for the students to develop skills.

Standardized Patient Program

This on-campus suite replicates a functioning healthcare office, complete with a waiting room and 8 fully equipped examination rooms. Standardized patients are real people who are trained to portray different patient scenarios, where they are examined and assessed as real patients by DeSales learners. They actively participate in the instruction, practice, and assessment of the medical examination skills of our students, nurses, physician assistants, and other health care providers by giving written and oral feedback after some encounters.

Education Management

Our Education Management Solutions SIMULATIONiQ™ system (EMS) provides a comprehensive solution for the Center. Digital AV software and hardware allow faculty to capture both the simulation and standardized patient environments for further review. The results provide a digital video record of individual and team performance, which assist in evaluating a student's performance when faced with realistic clinical challenges. This system also allows for data capture and grading of students for each encounter. Students can use this system to review and critique their own performances in a safe, secure, and individualized manner..

Information Technology

The University provides extensive computing and information technology resources and services as well as universal access for all students, faculty, and administrators in all of its campuses. The use of technology as an interdisciplinary problem-solving tool, as a change agent, and as a vehicle for education has been encouraged and integrated for the whole of the learning environment. Facilities are continuously updated to meet the most current and the latest educational trends and standards.

A number of computing laboratories and smart classrooms provide the University with both the 'virtual' and the 'real' learning environments. All computing laboratories have broadcasting systems for instructor control and interaction with client stations.

Academic computing is provided through a distributed client server environment, which is connected to high speed Internet access using a network backbone. Wireless Ethernet allows access to local as well as Internet resources.

The University provides a variety of services to its members. In addition to a wide variety of software resources, an e-mail address is available for each registered student. Student and user consultants as well as faculty are available for assistance. The Trexler Library supports on-line catalog, as well as educational, scientific, and accounting databases.

Center for Educational Resources and Technology (CERT)

The CERT (formerly DEIT) department provides a variety of student resources and services for online and hybrid courses, video conferencing, and other delivery technologies.

Distance Education

Student resources for distance education include:

- **Blackboard Learn** is DeSales' online learning management system (LMS)—the means by which most online interactions and course material are delivered. The Blackboard Learn web site can be accessed directly or through MyDSU almost any time of the day or night and includes a moderated, self-paced student orientation where students can practice using all of the Blackboard tools. It is strongly recommended that students complete the orientation before starting a distance education class. Blackboard Learn can also be accessed from mobile devices through the free Blackboard Learn app available for Android, Blackberry, iOS, and Palm devices. The resources page in Blackboard contains links to technical guides, library helps, and academic support resources.
- DeSales University offers access to assistive technologies

including captioning, secure online testing environments, online tutoring services, StudentLingo academic success series, student professional development workshops every month, and quarterly synchronous online student welcome orientations with Trexler library and DEIT staff.

Instructional Technology

DeSales is deeply committed to ensuring access to the latest classroom technology for the University community. We provide the highest quality academic experience for students and the most advanced teaching tools for our professors. Through investigative research and equipment upgrades, we strive to keep all of our classrooms up-to-date with the latest audio-visual and computing systems. In addition to smart classrooms, DeSales currently has four video conference classrooms, two at the Center Valley campus, one at the Easton campus, and one at Lansdale campus, as well as a mobile video conference system.

Student Services

Counseling Center

The Counseling Center provides personal counseling services, which are designed to help students develop their full potential and overcome obstacles to their educational and/or personal growth. Counselors offer confidential assistance to any student who is experiencing difficulties of a personal, emotional, or social nature, or who simply feels the need for support and/or encouragement. The use of this service is never made a part of academic or any other permanent record. Unless a student is perceived to be imminently dangerous to self or others, all meetings are completely confidential. The center's goals are promoted through outreach programming, faculty/staff and student workshops, training programs, social media sites, and other special programming events.

Academic Resource Center (ARC)

The ARC Writing Center assists graduate and non-traditional undergraduate students by:

- offering strategies for enhanced learning in individual courses as well as for long-term success across the curriculum.
- collaborating with library staff members to promote research and information literacy skills that enhance student writing.
- assisting with documentation in several disciplines (MLA, APA, Turabian), grammar, and mechanics.
- assisting non-native/multilingual students and English language learners who must write in academic English.

- providing individual tutorial sessions to facilitate deeper academic writing-through-content skills (as appropriate).

Career Development Center

The Career Development Center at DeSales University offers one-on-one coaching sessions, programs and webinars to serve the specific needs of our graduate, non-traditional undergraduate and veteran students. Areas of expertise include (but are not limited to) initial full-time employment, job transition, best hiring/job search practices and re-entering the work force

With the intention of making the time spent on campus pleasant and productive, the University also provides services for the graduate students

- Cafeteria
- Bookstore

Descriptions of these services are available through the graduate directors.

Veterans and Military Services

The Office of Veterans and Military Services helps active military students and student veterans achieve personal, academic, and professional success by encouraging participation in the human community and by emphasizing the dignity of the individual in the Salesian tradition.

We understand that the commitment to military service may find a student deployed with little notice. This may make pursuing educational goals, at that time, difficult or impossible. DeSales seeks to support military students in achievement of those goals and has adopted a deployment policy, which is designed to be responsive to and flexible for the student. To obtain a copy, please contact the Office of Veterans and Military Services.

For any student using Ch. 33 Post 9/11 GI Bill® or Ch. 31 Voc-Rehab benefits, even if the VA has not yet paid tuition and fees, it is the policy of DeSales University to permit enrollment without assessing late penalty fees, requiring alternative or additional funding, or denying access to university resources. *GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.*

Theatre

The acclaimed and respected Labuda Center for the Performing Arts managed by the Performing Arts Division presents several productions throughout the season. Student discount tickets are available on occasion. Interested students should consult the theatre's box office.

Athletic Facilities

Students interested in using the University's athletic facilities should consult the Athletic Department for availability and hours.

Parking

Ample parking is available in the proximity of the classrooms. Parking permits can be obtained online via a link in MyDSU. It is mandatory that all students get a parking permit at the beginning of every new school year.

FINANCIAL INFORMATION

Tuition Payments

Tuition payments are accepted at the Bursar's Office, located on the second floor of Dooling Hall, during regular business hours. Payment of tuition expenses can be made by cash, check, MasterCard, Visa, American Express, and Discover. You may also make payment on-line using the "Make a Payment" link in WebAdvisor. Payment of tuition and fees must be made before the start of the semester in which you are registered unless you are receiving financial aid or employer reimbursement. If payment is not made before the first day of classes for a given session, a Financial Hold will be placed on your student record, which will prohibit you from receiving a transcript or registering for future classes and/or sessions.

Tuition Deferment

Tuition deferment is available for students in graduate programs who have provided the Bursar's Office with a copy of their employer's tuition assistance policy. Upon completion of a semester, the student will have eight weeks to make payment for the deferred tuition expenses. Please note that even though a student is using employer reimbursement, she/he is still responsible for payment of the deferred amount by the end of the eight week grace period.

Tuition deferment is also available for students who have applied for financial aid. To be eligible for deferment of expenses, the student needs to have filed all the necessary paperwork with the Office of Financial Aid. If you have been selected for verification, you will again need to make sure that you have complied with all the paperwork requirements. Please note that if your financial aid information is incomplete, you are responsible for payment of the outstanding balance.

Tuition deferment is a privilege given to graduate students at DeSales University and can be revoked if this privilege is abused. Please note that you, as the student, are responsible for pay-

ment of your tuition balance in the event that your financial aid/loans or employer reimbursement is not received by the Bursar's Office within the stated time period.

Tuition deferment will not be offered to an individual who has been previously sent to a collection agency for nonpayment of their tuition expenses. Such students are required to pre-pay for their classes for one year. Upon the completion of the year, the situation and student account will be reviewed for potential reinstatement of deferment eligibility.

Payment Plans

Payment plans are available to graduate students. If you are interested in a payment plan, please contact the Bursar's Office at 610.282.1100, ext. 1376 for additional information.

Bursar's Office Information

The Bursar's Office bills for each session in which you are registered for courses. You will receive a statement for the session even if you are receiving tuition deferment for financial aid or employer reimbursement. Any question regarding your tuition bills, tuition deferment and/or payment plans should be directed to the Bursar's Office at 610.282.1100, ext. 1376. The Bursar's Office is open Monday through Thursday from 8:00 a.m. to 5:30 p.m. and Friday, 8:00 a.m. to 5:00 p.m.

Outstanding Financial Obligations

Students who separate from the University, voluntarily or involuntarily, with an outstanding balance due are subject to being turned over to a third-party collection agency. If this action is taken, the University has the right to collect the associated collection fees charged to the University by the agency. Collection fees for a third-party collection agency can range from 25 - 50%. Transcripts and/or diplomas will not be issued until the total financial obligation and associated collection fees have been met.

Please note that non-payment of the graduation fee constitutes an outstanding financial obligation as well. The graduation fee covers various expenses associated with commencement and is a required fee. Non-attendance at commencement does not remove the financial obligation. In addition, the student's diploma and transcripts will not be released and a financial hold will be placed on the student's record. The financial hold will be removed once the outstanding financial obligation has been resolved.

Refund on Withdrawal Policy

A refund of tuition payments will be made to a student who withdraws from a course. In all cases, credits will be calculated from the date the student completed the official withdrawal form, and

the rebate will be based on the schedule shown in the Refund Amount section of the student's graduate program.

Refunds apply to tuition only. If a student is allowed to enroll by use of the deferred payment procedure, any funds due the University are immediately due and payable upon withdrawal.

Financial Aid

Degree candidates who receive no or less than 100% tuition reimbursement may be eligible for financial aid. All financial aid programs are loans and depend on the candidate's student status and financial need. Additional information may be obtained through the Financial Aid Office or through the appropriate graduate program office.

Assistantships

Assistantships may be available to qualified students who have been admitted to one of the graduate programs. Such assistantships provide professional growth and personal development to the participating student. Specific duties, activities, and responsibilities are drawn by the appropriate program director. Graduate assistants receive tuition remission, which is based on the nature and amount of work they are required to perform.

Assistantships are limited and applications are considered on a competitive basis. Interested students should consult their program director about the availability of assistantships in their area of interest.

DOCTOR OF NURSING PRACTICE

Dr. Jacqueline Ochsenreither, Director
610.282.1100, ext. 2779
Jacqueline.Ochsenreither@desales.edu

The DeSales University Doctor of Nursing Practice (DNP) Program prepares nurses to function as collaborative colleagues in health care planning, in policy decision making, and in implementing and directing care.

Mission Statement

The mission of the DNP Program is to provide a quality, practice-based education for master's prepared nurses who will influence and manage the challenges of the delivery of health care for individuals, families, and populations within the tenets and beliefs of Christian humanism.

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice program, and post-MSN APRN certificate programs at DeSales University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>).

Learning Outcomes

The primary goal of the post-master's DNP program is to prepare clinical and executive experts in specialized areas of nursing through an integration of nursing science with best practices evidenced by other disciplines (including medicine, ethics, economics, education, and public health). This program will contribute to the creation of an advanced practice and executive leadership workforce that will respond to the complex demands of patients and health care systems.

The DNP program prepares graduates who:

1. Integrate Christian humanism in advanced nursing practice that values and facilitates full human development via partnerships with individuals and aggregates.
2. Initiate resolutions to ethical dilemmas arising from system or organizational conflict.
3. Analyze new knowledge and evidence based practice to deliver high quality health care, initiate policy change, and improve health care delivery practices for individuals and aggregates.
4. Demonstrate advancement of clinical practice that contributes to quality, safety, and improved health outcomes.
5. Apply advanced concepts of leadership and advocacy

- to influence policy, health systems, and consumerism in order to effect population health service improvement.
6. Facilitate interdisciplinary collaboration and consultation to meet the health needs of individuals and aggregates.
7. Synthesize seminal theoretical, ethical, and legal concepts into health care delivery practices.
8. Demonstrate proficiency in the application and evaluation of information technologies to meet the complex demands of health care.
9. Integrate cultural sensitivity through an awareness of global health concerns to decrease health disparities.
10. Design comprehensive care for complex patients across the lifespan utilizing innovative, evidence based methods.
11. Exemplify qualities required to assume leadership positions within the health care system, political arena, academic centers, and professional organizations.

DNP Admission Requirements

Requirements for admission to the post-master's DNP completion program are:

1. A baccalaureate degree in nursing from an ACEN or CCNE accredited institution;
2. For the clinical leadership track with or without the MBA option, a master of science in nursing (MSN) degree from an ACEN or CCNE accredited institution with a cumulative GPA of 3.3 or higher on a 4.0 scale;
3. For the executive leadership track with or without the MBA option, a master's degree in Health Administration, Health Policy, Clinical Informatics, Clinical Leadership/Clinical Nurse Leader, or Public Health from an accredited institution with a cumulative GPA of 3.3 or higher on a 4.0 scale;
4. Current licensure as a registered nurse in the United States;
5. For the clinical leadership track with or without the MBA option, national certification as an advanced practice nurse (NP, CNS, CNM, CRNA); international students are considered on a case-by-case basis relevant to their country's advanced practice nursing equivalent;
6. For the clinical leadership track with or without the MBA option, completion of graduate-level courses in advanced physical assessment, advanced pharmacology (minimum 45 instructional hours), and pathophysiology with a grade of B or higher;
7. For the clinical leadership track with or without the MBA option, evidence of a minimum of 500 precepted/supervised clinical practicum hours during the applicant's advanced practice program;
8. For the clinical leadership track with or without the MBA

- option, evidence of the equivalent of 12 months of full-time advanced nursing practice within the last three years;
9. For the executive leadership track with or without the MBA option, the Director of the DNP Program will perform a gap analysis of all post-master's applicant transcripts to determine the amount of practice hours post-baccalaureate that will be required in order to achieve the DNP competencies;
10. The program will provide up to 1,000 post-baccalaureate practice hours as part of a supervised program needed to achieve the 1,000 total hours that align with the corresponding AACN DNP Essential(s), and verify standards specific to advanced practice and executive leadership have been met.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country
- If an applicant attended a U.S. community college, college, or university full-time for at least two years without English of Speakers with Other Languages (ESOL) coursework
- If an applicant has worked full-time in the U.S. for at least two years (non-healthcare programs only)

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales program

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

DNP Application Procedure

One cohort will be accepted annually for a fall semester start. The admission process will follow the following time line:

- April 15: All application materials due
- April 15-30: Application packets reviewed
- May 1-15: Interviews are conducted for select applicants
- May 30: Applicants notified of acceptance
- June 15: Deposit due
- June 30: Reserve/wait-listed applicants notified of space

NOTE: All applicants must apply and submit required forms and documentation via DeSales University (<https://desales.edu/applygrad>) or via NursingCAS (<https://nursingcas.liasoncas.org/apply/>).

Further information regarding the application process is available at desales.edu/dnp. To be considered for admission, applicants must submit the following as part of their application:

1. Official transcripts from *all* undergraduate and graduate schools attended. All transcripts from any degree-granting institution outside the United States must be evaluated by a NACES-approved evaluation service, such as World Education Services, Inc., with the resulting report submitted directly to the Division of Nursing. Visit www.naces.org for more information;
2. International applicants from a country where the official language is other than English must submit scores for the Test of English as a Foreign Language (TOEFL) taken within the past two years. Visit www.ets.org for more information. **DeSales University's institutional reporting code is 2021;**
3. Three letters of reference: one from a graduate program faculty member or someone who can attest to the applicant's academic aptitude; one from the present employer/supervisor; and one from an individual who has known the applicant in a professional capacity;
4. Résumé or curriculum vitae; this should reflect all evidence of professional career achievements, publications, presentations, or other forms of professional scholarship;
5. The **Vision Statement**: should describe the applicant's goals for a leadership role as a Doctor of Nursing Practice

(DNP) graduate as well as the applicant's reason for applying to the DeSales University's DNP Program. The Vision Statement should clearly express the applicant's professional goals and how participation in the DeSales DNP Program will enhance those goals.

Additionally, the applicant should submit an **Inquiry Question** that identifies a question of clinical interest or a practice problem that will serve as the clinical inquiry topic for the final DNP Scholarly Project (SP). The scope of the DNP SP should be large enough to result in a system-wide change at the organizational, regional, or national level; a new or revised state health policy; or the establishment of a significant new health service for a population or geographic region. The purpose of the Inquiry Question is to demonstrate the applicant's insight into the topic of scientific inquiry so faculty can evaluate written communication and research skills.

The appropriate length of the combined Vision Statement and Inquiry Question should be between 3-5 pages.

6. Copy of current RN license and other national certifications as applicable.

Admission process/requirements are rigorous; demonstrating minimum admission requirements does not guarantee acceptance into the DNP program. Applicants selected for potential admission are required to have an interview before a final admission decision is rendered. Interviews will be conducted in person and will only be scheduled once all application materials have been received. In cases of travel hardship, a telephone or electronic conference may be substituted.

Once an admission decision has been reached and notification of the decision has been sent to the applicant, the decision is considered final and the application is closed. Information related to closed applications is not discussed with the applicant or the applicant's designees. There are no appeals.

Offers of admission will be made by May 30 or earlier if a complete admissions packet is received and approved for the cohort to begin in the subsequent fall semester. A \$500 non-refundable deposit is due by June 15 in order to maintain the student's offer of admission to that cohort. Students who have not deposited by June 15 will be considered to have withdrawn their application, and a student from the waiting list will be offered their seat. All waitlisted students will receive communication by June 30 as to whether or not a seat is available for them.

For special circumstances requiring that an admitted student defer from beginning the program, a deferral may be requested

and granted for one year from the original admission date without requiring the student to pay any additional fees. A deferral of admission may only be granted one time.

Students who have not completed one or more of the pre-requisite courses can complete those courses at DeSales University or at another accredited university. Critical content areas in each of those courses is available to applicants on the DNP website. Before enrolling in a pre-requisite course at another university, students must seek approval of the course from the Director of the DNP Program.

DNP Transfer Policy

DNP courses taken for transfer must be pre-approved in **writing** by the Director of the DNP Program. The DNP program accepts up to six credits/two courses for transfer based on the following criteria:

1. Course work must have been completed within the past two years;
2. Course work must be from a CCNE or ACEN-accredited college or university;
3. Grades for transfer courses must be a B or higher;
4. Transfer credits are not calculated into the cumulative GPA that the student achieves while a DNP student at DeSales University;

An official transcript must accompany the request for transfer of credit. The student must provide a syllabus and topical outline for any course requested for transfer. Determination of equivalency of scope, subject matter, and student learning outcomes will be made by the Director of the DNP Program.

General DNP Progression Policies

The following policies apply to all DNP students in each phase of the DNP program:

1. Doctoral students must maintain a minimum cumulative GPA of 3.0 and receive a grade of PO (for Pass/Fail courses) or B or higher in all courses.
2. All nursing courses have the following grading scale:

Grade	Quality Points	Description
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A (94 -100) A- (90-93.99)	4 3.7	Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
B+ (87-89.99) B (83-86.99) B- (80-82.99)	3.3 3 2.7	Indicates a good grasp of the course content accompanied by evidence of marked achievement in critical, independent, and creative thought competently expressed.
C+ (77-79.99)	2.3	Indicates a minimal grasp of the course content accompanied by evidence of minimal achievement in critical, independent, and creative thought competently expressed.
F (≤ 76.99)	0	Indicates an insufficient grasp of the course content accompanied by evidence of an unacceptably low level of achievement on critical, independent, and creative thought competently expressed.
I	N/A	Incomplete. This grade is given only when the student, through no fault of his/her own, is unable to complete course requirements within the regular time. The limit for the makeup of an incomplete grade is six months after the last day of the course. It is the student's responsibility to arrange completion of course requirements with the instructor.
PO (Pass)	N/A	Indicates satisfactory achievement of all course learning outcomes and has achieved expected course competencies.

FO (Fail)	N/A	Indicates unsatisfactory achievement of course learning outcomes and expected course competencies.
NG (no grade)	N/A	This grade is assigned when there is no basis for a grade as indicated in the course syllabus.

3. A student who receives a grade of B- or below in a course must repeat that course and achieve a grade of B or higher before progressing in the program. If the student achieves a grade less than B for a second time, the student will be dismissed from the program. Course failure is defined as a course grade of FO or any course grade that is less than the required minimum course grade.
4. Only one course may be repeated due to not achieving the minimum grade of B (or PO if applicable) based on the above criteria; students achieving a grade less than a B (or PO if applicable) in a second course will be automatically dismissed from the program.
5. Students who must repeat a course will be withdrawn from their current cohort. The student must meet with the Director of the DNP Program to determine when the required course can be completed, subject to availability of seating in subsequent cohorts.
6. **If a student's GPA falls below a 3.0, the student is placed on academic probation. Students unable to achieve a cumulative GPA of 3.0 within six credits, or two courses, following the successful completion of the repeated course will be dismissed from the program.**
7. The SP Committee Chair may request a review for student academic probation by the Graduation Admissions and Standards Committee (GASC) if he or she determines that the student is not making satisfactory progress on meeting the Scholarly Project benchmarks. This is generally evidenced by the student's failure to meet agreed upon timelines for project activities. If the GASC determines that probation is warranted, a detailed Probation Letter, including all expectations and dates for resolution, will be sent to the student. Failure to meet the stipulations of the Probation Letter will result in dismissal from the DNP program.
8. A student may be placed on academic probation only once throughout the graduate program. A student placed on academic probation for a second time will be immediately dismissed from the program.

9. Students with an “Incomplete” on their transcript may not register for another course until the Incomplete is resolved and the minimum course grade is achieved. An exception to this policy is made for NU 820 DNP Scholarly Project, which is graded Pass/Fail. Students who do not achieve the learning outcomes for NU 820 will receive an Incomplete for the course, and must continue to register for NU 822 Scholarly Project Advisement every semester until a grade is achieved in NU 820. Students will receive a designation of NG for NU 822, since there is no basis for a grade. Students are referred to the Program Completion Policy that allows for a maximum of four years, starting from the date of enrollment in the first course, for completion of the DNP program.
10. Courses that result in a grade of either PO/FO or NG are not calculated into the overall GPA.
11. Students must pass both the theory and residency portions of a course in order to progress through the entire course. Achieving a grade less than B in either the residency or theory component results in a failure for the entire course.
12. A student has the right to appeal an academic dismissal in writing in accordance with the DeSales University Grievance Policy outlined in the *Graduate Catalog*. The words “Academic Dismissal” appear on the official transcript of a student who is dismissed for academic reasons.
13. Program dismissal may result from a variety of non-academic circumstances including but not limited to scholastic dishonesty, unethical behavior, incivility, or non-professional behavior. These circumstances are fully described earlier in the *Graduate Catalog*.
14. Requested academic references for students who have been dismissed from the program will include only the dates of attendance.

DNP Admission to Candidacy

DNP students are granted candidacy upon IRB approval of the Scholarly Project proposal and successful completion of all of the following course work: NU 800 Leadership for Practice, NU 802 Evidence Based Practice I, NU 807 Applied Epidemiology and Biostatistics, NU 808 Health Policy and Ethics, NU 810 Translational Research, NU 812 Healthcare Informatics. In addition, students in the clinical leadership track with or without the MBA option must complete NU 804 Health Outcomes Management; students in the executive leadership track with or without the MBA option must complete FD 505 Foundations in Business and NU 813 Special Topics (if applicable).

After admission to candidacy, students in the executive leader-

ship track, with or without the MBA option, are required to register, in sequence, for the following courses: NU 809 Business Computing, NU 801 Financial and Managerial Accounting, NU 805 Marketing Management, NU 816 Scholarship Residency, NU 818 Leadership Residency, and NU 820 Scholarly Project and Portfolio Completion. Students in the clinical leadership track, with or without the MBA option, are required to register, in sequence, for the following courses: NU 814 Evidence Based Practice II, NU 816 Scholarship Residency, NU 818 Leadership Residency, NU 820 DNP Scholarly Project and Portfolio Completion. Students must complete all courses listed as required for the program track in which they are enrolled. Candidacy is an automatic process based on the above criteria.

DNP Leave of Absence

Students who have matriculated into the DNP program may request a leave of absence (LOA) for personal, financial, family, or other reasons. A student who has received full acceptance to the DNP program and has successfully completed at least one DNP course is considered matriculated. A LOA is ordinarily granted only once throughout the program, and ordinarily may not exceed 12 months.

Students requesting a LOA must put their request in writing to their DNP SP Committee Chair and the Director of the Doctor of Nursing Practice Program. The LOA form can be obtained from the Blackboard Organization GRP-NU-DNP01-11: DNP Program “DNP Leave of Absence Form.”

LOA requests are considered jointly among the Director of the Doctor of Nursing Practice, the Chair of Graduate Nursing Programs, and the student’s DNP SP Committee Chair. If a student is granted a LOA the student will be withdrawn from their current cohort and a place will be reserved for them in the following cohort.

Students who do not register for a course by the designated LOA end date will be considered withdrawn from the program and may formally reapply for admission. Re-admittance into the program is not guaranteed.

DNP Course Add and Drop

A student may drop or add a course by the date noted on the academic calendar. The dropped course is not listed on the student’s permanent transcript. Dropping or adding a course requires the approval of the student’s SP Committee Chair and the Director of the DNP Program.

Students are expected to maintain continuous enrollment according to the DNP curriculum plan. Students who choose to drop a required course will be withdrawn from the current cohort. The student must meet with their SP Committee Chair to determine

when the required course can be completed, subject to availability of seating in subsequent cohorts.

DNP Plan of Study Change

Students who wish to alter a program plan must petition the Director of the Doctor of Nursing Practice Program as previously outlined in the *Graduate Catalog*.

DNP Course Withdrawal

A student may withdraw from a course either during or after the official withdrawal period noted on the academic calendar with the permission from the Director of the DNP Program. However, tuition is not refunded after the deadline for official withdrawal.

A student who withdraws during the first half of the course will be given a grade of W, WP, or WF. The grade depends upon the completion of course requirements as of the date of withdrawal. Withdrawal after the second half of the course has begun results in a failing grade (F), except in cases exempted by the appropriate admissions and academic policies committee as the result of the student’s appeal.

Withdrawal from a course at any point must be approved by both the student’s SP Committee Chair and the Director of the Doctor of Nursing Practice Program. Students who wish to withdraw from a course after the Drop/Add period must complete a Graduate Course Withdrawal form, which can be obtained from the Blackboard Organization GRP-NU-DNP01-11: DNP Program “DNP Graduate Course Withdrawal Form”. Refer to the “Course Withdrawal Refund Amount” section for information/policy on withdrawal deadlines and tuition refunds.

Students are expected to maintain continuous enrollment according to the DNP curriculum plan. Students granted a course withdrawal will be withdrawn from the current cohort. The student must meet with their DNP SP Committee Chair to determine when the required course may be completed, subject to availability of seating in subsequent cohorts.

DNP Program Withdrawal

Students who wish to withdraw from the DNP program at any point after acceptance must complete a Graduate Program Withdrawal form, which can be obtained from the Blackboard Organization GRP-NU-DNP01-11: DNP Program “DNP Program Withdrawal Form.” Students must immediately resolve all financial indebtedness to the University.

Students seeking re-admittance to the DNP program may formally re-apply to the program. Re-admittance into the program is not guaranteed.

Students who have been considered withdrawn from the DNP program for a second time may not be considered for future re-admittance.

Course Withdrawal Refund Amount

Withdrawal during the add/drop period: 100% of tuition refunded

Withdrawal after the 1st class after the close of the add drop period: 80% of tuition refunded

Withdrawal after the 2nd class after the close of the add drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add drop period: No refund

DNP Program Completion Policy

The maximum time for completion of the DNP program is four years from the date of enrollment in the first course. This includes any time elapsed due to an approved leave of absence or time associated with failure to progress. Exceptions to this policy may be appealed on an individual basis in accordance with the DeSales University grievance procedure.

Academic Schedule

The DNP program is designed for full-time study. Courses are offered in the fall, winter, spring, and summer semesters. Scheduling of courses is planned to meet the needs of nurses who are employed full-time.

The DNP Academic Calendar may be found at <https://www.desales.edu/academics/graduate-studies/doctor-of-nursing-practice>.

The Division of Nursing reserves the right to cancel courses for insufficient enrollment. A minimum number of registrants is generally six students.

Student Status

A full-time student is one who carries at least six (6) credits in a given term.

A half-time student is one who carries at least three (3) credits in a given term.

International Student Status

In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to

- maintain full-time student status,
- carry at least one classroom based course in each semester, and
- take no more than one distance-education course in each semester.

Registration and Advising Policies

The original curriculum plan may be amended, depending upon course availability, and only after consultation with and approval by the Director of the Doctor of Nursing Practice Program. However, there is no guarantee that changes will meet the student's timeline for program completion due to course timing, sequencing, and enrollment. **Students who wish to alter a program plan**, take a LOA, or change their part-time or full-time student status must petition the Director of the Doctor of Nursing Practice Program as previously outlined.

The registration process is conducted online using WebAdvisor (accessible at <https://portal.desales.edu>). Registration for classes generally begins six to eight weeks before the first class meeting. Students registering for their first course must do so through the Division of Nursing and follow their approved plan of study.

The University reserves the right to limit enrollment or cancel a class if enrollment is not sufficient.

Tuition and Fees

Tuition and fees are available at <https://www.desales.edu/academics/academic-programs/detail/dnp-clinical-leadership>.

Matriculation

A student is considered matriculated once they have been accepted into the program and have successfully completed their first course.

Graduation Requirements

The DNP degree is awarded to candidates who have satisfied the following requirements:

1. Completion of the approved course of graduate study.
2. A GPA of at least 3.0 for all course work related to the degree.
3. Demonstration of grades at the level of B or better in all courses. (A grade of PO is required in all Pass/Fail courses.)
4. Resolution of all Incomplete grades.

5. Resolved financial obligations to the University.
6. Payment of the graduation fee.
7. Successful defense of a final Scholarly Project and submission of final Scholarly Project, via ProQuest, to DeSales Trexler Library

PROGRAM OF STUDY

The program of study reflects the philosophy of the Division of Nursing. The outcomes of the programs emanate from the statements of belief concerning being human in contemporary society, the relationship of the nurse to the patient, and the responsibilities of the nurse in delivering health care today and in the future.

DNP Program Structure (Clinical Leadership)

The program of study leading to the DNP in clinical leadership degree consists of the following components:

Graduate Course Prerequisites (minimum 3 credits each):

- Advanced Health and Physical Assessment
- Advanced Pharmacology (minimum of 45 semester hours)
- Pathophysiology
- Graduate-level Statistics course (within the past 5 years)

DNP Courses:

NU 800 Leadership for Practice	3 credits
NU 802 Evidence Based Practice I	3 credits
NU 804 Health Outcomes Management	3 credits
NU 807 Applied Epidemiology and Biostatistics	3 credits
NU 808 Health Policy and Ethics	3 credits
NU 810 Translational Research	4 credits
NU 812 Health Care Informatics	3 credits
NU 814 Evidence-Based Practice II	3 credits
NU 816 Scholarship Residency	3 credits/ 225 clinical hrs
NU 818 Leadership Residency	4 credits/ 225 clinical hrs
NU 820 DNP Scholarly Project	3 credits/ 75 clinical hrs
NU 822 Scholarly Project Advisement	3 credits (Only as needed)

MBA Option:

FD 505 Foundations in Business	3 credits
CR 501 Financial and Managerial Accounting	3 credits
CR 504 Marketing Management	3 credits
CR 508 Business Computing	3 credits
HC 502 Fiscal Issues in Health Systems Management	3 credits
HC 503 Legal Aspects of Health Systems Management	3 credits

HC 505 Principles & Strategies for Managed Healthcare	3 credits
CR 505 Organization Management	3 credits
CR 506 Financial Management	3 credits
CR 510 MBA Capstone in Policy & Strategy Management	3 credits
MG 501 Human Resource Management	3 credits
Total - DNP in Clinical Leadership	35 credits
Total - DNP with MBA Option	68 credits
Total Clinical Residence Hours	525 hours

DNP Program Structure (Executive Leadership)

The program of study leading to the DNP in executive leadership with MBA option degree consists of the following components:

DNP Courses:

NU 800 Leadership for Practice	3 credits
NU 801 Financial and Managerial Accounting	3 credits
NU 802 Evidence Based Practice I	3 credits
NU 805 Marketing Management	3 credits
NU 807 Applied Epidemiology and Biostatistics	3 credits
NU 808 Health Policy and Ethics	3 credits
NU 809 Business Computing	3 credits
NU 810 Translational Research	4 credits
NU 812 Health Care Informatics	3 credits
NU 813 Special Topics in Executive Leadership	1-7 credits (only as needed)
NU 816 Scholarship Residency	3 credits/ 225 clinical hrs
NU 818 Leadership Residency	4 credits/ 225 clinical hrs
NU 820 Scholarly Project	3 credits/ 75 clinical hrs
NU 822 Scholarly Project Advisement	3 credits (only as needed)

Other Courses:

FD 505 Foundations in Business	3 credits
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MBA Option:

HC 502 Fiscal Issues in Health Systems Management	3 credits
HC 503 Legal Aspects of Health Systems Management	3 credits
HC 505 Principles & Strategies for Managed Healthcare	3 credits
CR 505 Organization Management	3 credits
CR 506 Financial Management	3 credits
CR 510 MBA Capstone in Policy & Strategy	3 credits
MG 501 Human Resource Management	3 credits

Total - DNP in Executive Leadership	41-48 credits
Total - DNP with MBA Option	63-69 credits
Total Clinical Residence Hours	525 hours

Practicum and Specialty Courses – DNP/MBA

Courses toward the joint DNP/MBA degrees are offered through both the Division of Nursing and the Masters of Business Administration program. The DNP degree is completed over seven (7) semesters. The MBA degree is then completed over the following 5 semesters. Both degrees can be completed over a total of 13 semesters. If a student wants to complete a single degree after matriculation into the dual degree program, he/she must petition both program directors and request reclassification as a single degree student.

On-Campus Sessions

New DNP cohorts are in residence on campus for 4 days (Thursday through Sunday) of orientation and introduction to the first two courses. A thorough orientation to the program, curriculum, policies, procedures, technology, and course methods is provided. In addition, 8 hours of instruction in the first two courses will be provided real-time. This will occur annually in mid- to late-August.

Subsequently, students have the option to be online with (synchronized and unsynchronized) technology options, or to be on-campus for 2-3 days at the Center Valley location three times per year (January, April and August). These visits to campus include meeting with the student's Scholarly Committee Chair, scholarly project planning, and 8 hours of instruction in the upcoming courses.

Housing for On-Campus Sessions

During these residencies students are housed in a conveniently located hotel. The hotel will furnish adequate meeting space for students to meet in small groups, wireless Internet access, and business support services (e.g. fax, photocopying, and shipping).

Board for On-Campus Sessions

Meals will be provided for students while in residence. The cost of these meals will be covered by tuition. Any food purchases outside of these meals will be the responsibility of the student.

Transportation for On-Campus Sessions

Students are responsible for obtaining their own transportation from their permanent residence to the hotel and from the hotel to their permanent residence. Transportation to and from the DeSales campus to the designated hotel during the on-campus sessions will be provided to all students.

Accommodations, food, and travel to and from the campus from the hotel are included in the cost of tuition. These costs cannot be separated out or deducted from the student's tuition bill should the student decide to seek additional room, board, or transportation alternatives.

COURSE DESCRIPTIONS:

NU-800 Credits 3

Leadership for Practice

This course prepares the advanced practice nurse for organizational and systems leadership roles. Multidisciplinary theories and concepts will be utilized to analyze and evaluate complex healthcare organizations, delivery systems, patient care practices and health outcomes. The student will acquire skills to develop an organizational culture of caring, trust, diversity and mutual respect toward fostering excellence in healthcare environments. Through critical and reflective thinking and inquiry, the student will gain personal mastery and expand his/her leadership style, attributes and behaviors. The student will be prepared to facilitate collaboration, organize and lead effective interprofessional healthcare teams for improving patient and population health outcomes.

Prerequisite: none

NU-801 Credits 3

Financial & Managerial Accounting

Brief review of the preparation, analysis, and utilization of financial statements. Interpretation and application of accounting data for internal planning, reporting, control, and decision-making.

Prerequisite: none

NU-802 Credits 3

Evidence Based Practice I

This course prepares the advanced practice nurse to identify, evaluate and integrate evidence based research into practice. Students build upon their existing knowledge regarding qualitative and quantitative inquiry. Epistemological and philosophical frameworks will be explored in relation to the practice setting. The student will analyze theory as the underpinning of advancing nursing knowledge through evidence based research. The student will critique existing scholarship and synthesize evidence based research to improve practice. **Prerequisite:** none

NU-804 Credits 3

Health Outcomes Management

Students will explore the interdisciplinary concepts and strategies that contribute to optimal health outcomes in a variety of health settings. Emphasis will be placed on advocacy for

quality healthcare through analyzing the impact of economic disparities, cultural dimensions, and social factors on health outcomes. Quality indicators, safety initiatives, systems of accountability, and benchmarking are integrated in the analysis of population health care outcomes. Students are ultimately prepared to integrate outcomes research into the ethical provision of patient care.

Prerequisite: NU-800 and NU-802

NU-805 Credits 3

Marketing Management

This course provides an understanding of the application of marketing theories, concepts, and practices as they relate to the management of the marketing function in a complex organization. Emphasis will be on the managerial aspects of marketing plans, including analysis of the external environment. A key element of the course will include the relationship of the “marketing mix” to strategic planning.

Prerequisite: none

NU-807 Credits 3

Applied Epidemiology and Biostatistics

This course provides students with an understanding of epidemiological methods to estimate the burden of disease as a public health problem, methods of control and prevention, and the development and evaluation of health programs. Students are introduced to main epidemiological study designs and their major advantages and limitations. Biostatistics concepts and applications used in epidemiology and public health providing understandings of essential topics, such as descriptive and inferential statistical analysis are emphasized. Students will increase their level of epidemiological and statistical literacy and acquire firm skills in reading and interpreting public health literature.

Prerequisite: Basic undergraduate statistics course equivalent to MA-111, NU-800 and NU-802.

NU-808 Credits 3

Health Policy and Ethics

This course provides an overview and framework for analyzing health policy issues. The structure of U.S. healthcare financing, reimbursement systems and healthcare delivery systems is explored. Historical perspectives, ethical, legal and political ramifications are analyzed. Comparing the U.S. healthcare system to the global healthcare arena is an integral part of the course.

Prerequisite: NU-807

NU-809 Credits 3

Business Computing

This course will focus on the advanced features of spreadsheet applications including introductory macro design and managerial decision modeling for problem solving with Excel.

Prerequisite: none

NU-810 Credits 4

Translational Research

This course provides the student with the underpinnings to translate findings from inter-disciplinary, evidence based, healthcare research into practical application. Students apply these findings to practices which affect health outcomes in individual patients and populations. The course goal is to prepare the student to improve health through the application of both nursing and inter-disciplinary research.

Prerequisite: NU-807

NU-812 Credits 3

Health Care Informatics

This course explores the role/impact of information systems in health care. Students will enlist resources and engage in activities that promote information literacy. Students will understand the utilization of information technology to support the delivery and evaluation of quality health care. Students will be prepared to assume leadership roles related to the selection, use and evaluation of information systems.

Prerequisite: NU-808

NU-813 Credits 1-7

Special Topics

A course tailored to special interest of students and faculty. A lab fee is required.

Prerequisite: NU-808 and NU-810

NU-814 Credits 3

Evidence Based Practice II

This course prepares the advanced practice nurse to integrate and disseminate evidence based research into practice. Students utilize their existing knowledge regarding evidence based research to advance nursing practice. Barriers to research dissemination will be explored in relation to the practice setting. Outlets of research dissemination are fully explored. Students will incorporate competencies in theory, leadership, collaboration, quality, outcomes management, ethics, technology, and policy in the development and dissemination of evidence based research.

Prerequisite: NU-812

NU-816 Credits 3

Scholarship Residency

This course provides the DNP student with mentored opportunities to refine and evaluate an independent, analytic scholarly project focusing on a clinical practice problem within a specific population. The range of projects is varied as they relate to the unique clinical practices of the DNP student, e.g., quality improvement, analyzing policy, designing/using databases, designing/evaluating new models of care, etc. 225 residency hours.

Prerequisite: NU-812

NU-818 Credits 4

Leadership Residency

Advanced nursing leadership occurs within clinical practice, healthcare delivery systems, professional organizations, and health policy arenas. Building upon concepts from all coursework, this residency course affords students the opportunity to develop and implement strategies to effectively empower others, organize and lead teams, influence quality health outcomes and actively participate in legislative processes. Interactive seminars engage students in scholarly discussion and integration of theory, research and systems thinking toward the actualization of creative leadership and advocacy. 225 residency hours.

Prerequisite: NU-816

NU-820 Credits 3

DNP Scholarly Project

This course focuses on the Scholarly Project that is the integration of all prior DNP coursework which culminates in the production of an applied evidence-based project. Students work closely with their Committee Chair to complete the outstanding components of this project within the time frame of this course. Students will successfully present their project in the form of an on-campus oral presentation and defense to the faculty members and their peers. Students will complete their DNP Portfolio which will be reviewed by their DNP SP Committee Chair for review of achievement of the overall DNP Program Outcomes. 75 residency hours.

Prerequisite: NU-818

NU-822 Credits 3

Scholarly Project Advisement

This course is intended for students who are unable to complete the Scholarly Project, the summative evaluations, and/or the Portfolio within the time frame of NU-820, DNP Scholarly Project. Students will continue to receive advisement and ongoing support for completion of these items. Students will continue to register for this course until all terminal outcomes have been achieved and the student receives a “Pass” in NU-820. Minimum 45 hours of advisement.

Prerequisite: NU-818

DOCTOR OF PHYSICAL THERAPY

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The Doctor of Physical Therapy (DPT) program prepares entry-level graduates to enter the field of practice as knowledgeable and skilled experts in treating movement dysfunction. Students and graduates from the DPT program are value-guided, adaptable, reflective, collaborative, and capable of making independent clinical decisions based on integrative thinking and best-practices evidence.

The Doctor of Physical Therapy Program at DeSales University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Mission Statement

The mission of the DPT program is to provide a quality physical therapy education consistent with Christian humanism and Salesian values of faith and reason. Students and graduates use their knowledge and skills to integrate scientific inquiry and evidence-based clinical reasoning into everyday practice, addressing the prevention, diagnosis, and treatment of movement dysfunctions. With a focus on social responsibility and ethical conduct, students and graduates are committed to the advancement of the physical therapy profession and to an ongoing personal desire for learning and growth. Through inter-professional communication and collaboration, graduates are prepared to be adaptable in the complex healthcare environment of today and tomorrow.

Program Goals

The DPT program intends to graduate students who will successfully:

- Practice physical therapy with compassion and understanding that exemplifies Salesian and Christian humanistic values of gentleness, humility, and simplicity for every person in their care,

- Function competently in a variety of physical therapy settings upon entry into the field,
- Integrate theoretical knowledge of foundational and clinical sciences in physical therapy with evidence-based practice in the creation and implementation of effective and contemporary treatment plans,
- Communicate effectively with a spirit of camaraderie and collaboration as productive members of an inter-professional healthcare team,
- Respect the uniqueness of cultural beliefs and values that influence interpersonal communication and behavior in a complex healthcare environment,
- Engage in critical inquiry and scholarly activities within clinical practice that lead to innovation in the profession and a personal plan for lifelong learning, and
- Adopt a servant-leadership attitude to initiate and advocate for changes in health policy toward health promotion, disease prevention, wellness, and equitable access to care.

Graduate Education Learning Outcomes

Aligning with University learning outcomes, the DPT program will enable its students to demonstrate:

- specialized competence in physical therapy practice so that graduates will provide leadership and make significant contributions to the physical therapy profession,
- the knowledge and/or skills necessary to apply and contribute to advanced research in physical therapy practice, and
- a deepened understanding of Christian conscience as it is applied to ethical problems in healthcare and physical therapy practice.

DPT Program Outcomes

In addition to the above DPT program goals and University learning outcomes, the following outcomes will be annually assessed for progress toward established thresholds:

- *Graduation Rate* is defined by CAPTE as the percentage of students who are matriculated in the first course in the professional program after the drop/add period and who completed the program. Program goal is 95%.
- *Employment Rate* is defined by CAPTE as the percentage of graduates who sought employment that were employed (full-time or part-time) as a physical therapist within one year following graduation. Program goal is 100%.

- *National Physical Therapy Examination Pass Rate* is defined in two ways: (1) first-time pass rate as compared with the national average and (2) ultimate pass rate. Program goals are 95% first-time pass rate and 100% ultimate pass rate.

Technical Standards

Participation in and successful completion of the DPT program requires that all candidates and any enrolled students possess the ability to acquire academic knowledge, perform essential physical functions, and demonstrate professional attitudes and behaviors involved in physical therapy practice. The clinical doctorate degree awarded at the completion of the student's educational process certifies to the public that each individual has acquired this broad foundation of knowledge and skills requisite for safe, effective and efficient care to the community being served.

Every applicant and student in the DPT program must be able to demonstrate the ability to perform these essential functions, with or without reasonable accommodations. Reasonable accommodations may be offered to a student upon request in accordance with the provisions outlined in Section 504 of the Rehabilitation Act of 1973, the 1990 Americans with Disabilities Act, and DeSales University policy for students with disabilities. Reasonable accommodations may not: (1) fundamentally alter the nature of the didactic or clinical education curriculum, (2) compromise the essential elements of the program, (3) cause an undue financial or administrative burden for the University, or (4) endanger the safety of patients, self, or others. It should also be noted that completion of all clinical education courses is a graduation requirement, and some facilities with which the program affiliates may not be able to meet the same accommodations as those offered to the student by the University during the didactic portion of the curriculum.

Applicants to the DPT program do not need to disclose information about reasonable accommodation needs before an admission decision. An offer for admission can be withdrawn and/or a student already in the DPT program may be withdrawn if it becomes apparent that the applicant/student is unable to perform any of the essential functions or meet any of the technical standards outlined below.

The following technical standards and essential functions represent minimum skill sets ensuring the successful completion of the degree requirements and future success in the provision of physical therapy services. These standards and functions are described and defined by both (1) category and (2) examples. The examples are for clarification and do not represent an exhaustive list of all possible abilities.

Communication Abilities are needed to communicate effectively and sensitively in English using verbal, non-verbal, and written modes with faculty, other students, patients, family members, caregivers, and members of the healthcare team. Examples include the ability to:

- demonstrate appropriate interpersonal skills as needed for productive and respectful discussions with classmates, faculty, clinical instructors, and in varied therapist-patient situations,
- demonstrate empathetic, active listening skills,
- recognize, accurately interpret, clearly report, and appropriately respond to non-verbal communication of self and others,
- elicit and transmit information on the patient's status such as mood/affect, alertness, activity tolerance, changes in posture or vital signs,
- describe, explain, and teach physical therapy procedures in both oral and written formats,
- document and interpret physical therapist actions and patient responses clearly and legibly in the medical record,
- receive and send verbal communications in emergency situations in a timely manner within the acceptable norms of various clinical settings,
- answer questions to the satisfaction of faculty, clinical instructors, patients, co-workers and other members of the healthcare team.

Observation/Sensory Abilities involve the use of one's common sense as well as the functional use of the visual, auditory, olfactory, and tactile senses to perceive all information necessary for safe and effective patient/client management. Examples include the ability to:

- perceive the presentation of information in lecture, lab, and clinical education settings through demonstration, audiovisual presentation, and other experiential learning activities,
- participate in cadaver dissection,
- visualize and interpret images presented in text and on slides, films, videos, radiographs,
- accurately observe and monitor a patient's movement patterns, gait, and transfers from a distance and close at hand,
- discern changes or abnormalities in skin integrity, muscle, bone, joint, lymph nodes, and intra-abdominal organs (heart tones, lung sounds) through visualization, auscultation, or palpation,
- perceive environmental safety cues such as phones, alarms, overhead paging systems, and verbal communication,

- visual ability to read, auditory ability to hear, and tactile ability to manipulate dials, sensors, and switches on all examination and therapeutic equipment,
- read medical records, lab/radiology reports, and notes from other members of the healthcare team.

Conceptual/Intellectual/Analytical Abilities are needed to clinically reason and make decisions in a timely manner using the skills of measurement, calculation, analysis, and integration. Examples include the ability to:

- assimilate, learn, and apply large volumes of complex, technically detailed information,
- comprehend three-dimensional and spatial relationships between structures,
- recognize cause and effect relationships in the significant findings from history, examination and laboratory data,
- effectively and efficiently formulate evaluative and therapeutic judgments based on the ability to collect, process, prioritize and correctly interpret information from multiple sources,
- respond calmly to emergency situations,
- self-evaluate and acknowledge limitations in knowledge and/or skills, including the need to refer the patient to another healthcare professional to assure safe, effective care,
- participate in the process of scientific inquiry,
- recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient/family into the plan of care.

Motor Abilities include having adequate strength and endurance along with fine and gross motor function to execute the movements and skills required for safe and effective physical therapy treatment. Examples include the ability to:

- access transportation to the academic setting and to clinical education sites,
- participate in classroom, laboratory and clinical education activities for the entire defined work period (40+ hours per week),
- assume and maintain a variety of positions including sitting for up to 2-4 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward or overhead, twisting, quick directional changes,
- lift, carry, and push patients in bed or wheelchairs (manage weights of 50+ lbs. independently and/or 200+ lbs. with assistance), manage/carry heavy equipment,
- produce sufficient endurance to sustain performance of a variety of exertional activities for up to 8-12 hours with occasional rest breaks,
- accurately and efficiently perform diagnostic procedures without violation of the testing protocol,

- safely move oneself and a patient in three-dimensional space in the performance of motor function tests, transfers, and physical therapy interventions,
- demonstrate fine motor ability and eye-hand coordination to accurately manipulate commonly used instruments and equipment (exercise and testing equipment, physical agents, durable medical equipment, assistive and adaptive devices),
- demonstrate adequate coordination, balance, speed, and agility to ensure patient safety at all times including the ability to assist with and provide physical support during ambulatory activities on level (diverse floor surfaces – tile, carpet, concrete) and non-level surfaces (stairs, ramps, grass, curbs),
- provide emergency care in a timely manner including performance of cardiopulmonary resuscitation, use of an automated external defibrillator, and applying pressure to stop bleeding.

Affective Abilities are needed to be able to respond in a professional manner and to work harmoniously with individuals from a variety of social, emotional, cultural, and intellectual backgrounds, often under complex and potentially stressful circumstances. Examples include the ability to:

- display maturity, good judgment, sensitivity, and emotional stability in all academic and professional settings,
- effectively cope with and prioritize heavy academic schedules and deadlines,
- demonstrate time management skills and a work ethic that promotes punctual attendance and full participation in all classroom, laboratory, community, and clinical education experiences,
- take initiative, be creative, prepared, flexible, enthusiastic, cooperative, tolerant, respectful of authority, and industrious in all academic, clinical and professional settings,
- develop respectful, empathetic, compassionate, yet effective relationships with fellow students, faculty members, clinical instructors, patients, family members/caregivers, and other members of the healthcare team,
- exercise good judgment and prompt, safe completion of all responsibilities attendant to the diagnosis and care of patients and families,
- demonstrate the emotional stability to function effectively under stress and to adapt to an environment that is likely to change rapidly, without warning and/or in unpredictable ways,
- accept suggestions and feedback, and adapt one's behavior as appropriate,
- demonstrate the willingness to learn and abide by ethical, legal and professional principles and standards of physical therapy practice,

- be self-reflective with respect to one’s commitment to learning and professional development,
- recognize personal limitations and request assistance as appropriate,
- present a professional appearance and maintain good general health/personal hygiene,
- be able to maintain confidentiality.

While certain technological compensations can be made for some disabilities on a case-by-case basis, a candidate/student should be able to perform in all of the standard areas noted above in a reasonably independent and timely manner. The use of a trained intermediary means that a candidate/student’s judgment must be mediated by someone else’s power of selection and observation and as such is unacceptable.

The DPT program is committed to the principle of equal opportunity and as such does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University will provide reasonable accommodations to qualified students with documented disabilities. It is the student’s responsibility to reveal the need for reasonable accommodations and provide the diagnostic data to substantiate this request. Requests for accommodations are made through the University’s Academic Resource Center by contacting the Director of Disability Services at 610.282.1100, ext. 1453, or by visiting www.desales.edu/disability for additional information.

Admission Requirements

The DPT program accepts applications through the Physical Therapist Centralized Application Service (PTCAS) from qualified post-baccalaureate candidates with degrees from accredited institutions. In addition to the University’s admission requirements, the following are additional DPT program requirements all of which must be completed and submitted by the published deadline:

1. Submission of official transcripts from all undergraduate and graduate institutions attended. All prerequisite coursework must be completed no later than June 30 prior to the start of the session to which the candidate has applied. Students may apply before completion of these courses but should inform the DPT program as to when and where the needed courses will be taken. Such applicants, if otherwise qualified, may gain provisional acceptance into the program based on completion of all of the following prerequisites:
 - Chemistry - 8 credits including laboratory experience
 - Biology - 4 credits including laboratory experience

- Anatomy and Physiology - 8 credits including laboratory experience
- Physics - 8 credits including laboratory experience
- Psychology - 9 credits (Intro plus any other two courses)
- Statistics - 3 credits
- Exercise Science or Exercise Physiology – 3 credits that include didactic content and laboratory activities with an emphasis on the human body’s response to exercise and/or assessment of fitness for physical activity

2. Recommended minimum cumulative GPA of 3.0 and a recommended minimum 3.2 GPA in mathematics and science prerequisite courses at time of application. No grade below C and no more than one re-take on any prerequisite course will be accepted. Prerequisite GPA will be calculated to include all occurrences, including retakes and failures, of all required prerequisite courses.
3. Submission of Graduate Record Exam (GRE) scores indicating a recommended minimum combined verbal and quantitative score of 300.
4. Demonstrate understanding of and ability to meet all technical standards and essential functions required of physical therapy practice.
5. Complete a 500-word cover letter/essay outlining interest in the field of physical therapy and including a description of academic, employment, and volunteer preparation and experiences to support the application.
6. Completion of a minimum of 40 hours of volunteer observation, internship, or paid employment at a single physical therapy facility is required. This submission must be verified through a letter of reference completed and submitted by the licensed physical therapist with whom the clinical observation was completed. Additional observation in a variety of physical therapy practice settings is highly recommended.
7. Submission of a minimum of two references from non-relative professional individuals, including, but not limited to, professors, employers and coaches.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country,
- If an applicant attended a U.S. community college, college, or university full-time for at least two years without English of Speakers with Other Languages (ESOL) coursework,
- If an applicant has worked full-time in the U.S. for at least two years (non-healthcare programs only).

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales program

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

Application Procedures

One cohort of no more than 28 students will be accepted into the DPT graduate program per year. To receive full consideration, all applicants should submit a completed on-line application and all supporting documentation to PTCAS at www.ptcas.org/home.aspx by the published deadline date. A complete application will include:

1. Official transcripts from all undergraduate and graduate institutions attended.
2. GRE scores.
3. Signed and dated Technical Standards and Essential Functions of Physical Therapy Practice acknowledgement form.
4. Submission of all supplemental documents as indicated on the PTCAS website.

If selected for consideration, qualified candidates must complete an on-campus interview with DPT program faculty for final deter-

mination of admission status. Expenses associated with the interview process are the responsibility of the applicant. Admission is based on academic achievement, high quality performance in science, mathematics and/or health-care related courses, demonstrated motivation and professional potential, and strong interpersonal skills. Applicants will be notified by electronic and/or postal mail regarding the status of their acceptance.

Transfer Policy

Due to variability in curriculum designs in physical therapy education, the DPT program does not accept transfer credits from other physical therapy programs.

Academic Schedule and Work Policy

The DPT program is designed for full-time study. For the purpose of defining the student status, the calendar year (January 1 – December 31) is academically divided into 3 semesters. Fall semester begins in late August and runs through mid-December. Spring semester begins in early January and runs through early May. Summer semester begins in mid-May and runs through mid-August. The Academic Calendar can be found at www.desales.edu.

Due to the time commitment required for in class participation as well as time needed for successful completion of assignments, group projects, research activities, and open labs, it is not recommended that DPT students work while enrolled in the program. In addition, clinical education experiences are full-time, with variable scheduling that is not conducive to maintenance of outside employment.

Registration

Due to the block nature of the DPT curriculum, students in the graduate program will be registered for courses by the DPT program office.

Cost of Attendance

Costs are determined on a yearly basis by the University's Board of Trustees. Students are notified of the yearly costs in writing.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Financial Aid

Degree candidates who receive no or less than 100% tuition reimbursement may be eligible for financial aid. All financial aid programs for graduate students are loans and depend on the candidate's student status and financial need. Additional information can be obtained through the Financial Aid Office.

Refund Amount

Withdrawal during the add drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add drop period: 65% of tuition refunded.

Withdrawal after the 3rd class after the close of the add drop period: 50% of tuition refunded.

Withdrawal after the 4th class after the close of the add drop period: 25% of tuition refunded.

Withdrawal after the 5th class after the close of the add drop period: No refund.

Attendance

Prompt attendance at all lectures, labs, clinical affiliations, community outreach/service activities, and professional meetings is a program expectation for every student. Full-time professional graduate education is fast-paced, intense, and has some unique characteristics that will demand a high level of commitment to learning for students in the DPT program. In order to successfully complete assignments, satisfy all laboratory and clinical competencies, pass the licensure exam, and progress to clinical practice, students should recognize that the following time demands will apply:

- Attendance and participation is mandatory in all DPT program activities,
- Outside study time is extensive and required for successful academic progression,
- Scheduling is often unpredictable,
- Participation in extracurricular activities such as athletics or employment will be limited.

Student Orientation

All accepted students will be required to participate in a two-day non-credit student orientation session prior to the first full day of classes.

DPT Policy Manual

Operational policies related to advising, academic integrity, attendance, clinical education expectations, dress code, examination procedures, grievance/complaints, leave of absence, program withdrawal or dismissal, and other procedural guidelines are provided in the DPT Policy Manual. Each cohort will receive a copy of the manual during orientation before their first semester in the program. This policy manual is also available in elec-

tronic format via the Program Information link on the Web site, www.desales.edu/dpt.

Academic Standing

Grading Scale

A standard grading scale is applied in all DPT courses as follows:

<u>Numeric</u>	<u>Alpha</u>	<u>Quality Points</u>
95-100%	A	4.0
91-94%	A-	3.7
87-90%	B+	3.3
83-86%	B	3.0
80-82%	B-	2.7
77-79%	C+	2.3
74-76%	C	2.0
70-73%	C-	1.7
≤ 70%	F	0

Other grades that do not carry quality point values, but may be awarded under special circumstances in the DPT curriculum include:

- *Incomplete* (I) is given when a student is unable to complete the course requirements within the regular time in the semester. Students receiving an I for any course may not register for another course until the incomplete is made up and the minimum course grade is achieved.
- *Pass* (P) may be given in certain clinically-based courses in the curriculum that are not assessed using examinations or project grades. A P grade indicates satisfactory achievement of all course learning outcomes and expected course competencies.

Progression Standards

The design of the graduate curriculum is developmental in nature with presentation of content from less to more complex information and skills. As such, students must meet the following minimum progression standards in order to fully matriculate to graduation:

- Complete all courses in sequential order, with no grade less than a C. Failure of any course (C– or below) will result in dismissal from the program. Only three Cs in the entirety of the program will be acceptable. Students dismissed from the graduate program may appeal to the DPT Academic Review Committee (ARC) to be reinstated in the following year in order to repeat any failed course(s). The decision to readmit the student will be based on the student's entire academic standing at the time of the dismissal and space availability in the following cohort.

- Maintain a minimum 3.0 GPA in every semester. GPAs will be calculated at the end of each semester of the program. In the event that a student falls below a 3.0 GPA in any semester, he/she will be placed on PT academic probation. The student will work with DPT program faculty, his/her advisor, and the program director to develop a remedial learning contract to address deficit areas. If the student does not achieve a 3.0 GPA in the following semester or falls below the 3.0 GPA in any other subsequent semesters, he/she will be dismissed from the program. Students are allowed only one academic probation period in the entire graduate program.
- Demonstrate safe, competent, and professional behavior in all courses with laboratory components by passing all practical examinations with no grade lower than 80% on any exam. A grade below 80% on any lab practical exam may result in the student being placed on PT academic probation, followed by an Academic Review Committee decision to determine a remediation plan or dismissal from the program. No more than two failed lab practical exams will be acceptable in the entire graduate program.
- Maintain a cumulative 3.0 GPA and demonstrate safe and professional behavior before participation in any clinical education course. All clinical education courses must be passed in order to progress in the curriculum. Course grades in any clinical education rotation are determined collaboratively between the clinical site instructor and the Director of Clinical Education. Failure of any clinical rotation may result in dismissal from the program.
- Maintain satisfactory progress on the Professional Behaviors Assessment Tool and the individual Professional Development Portfolio. Further information and policies governing this standard are delineated in the DPT Policy Manual.

Graduation Requirements

The DPT degree will be awarded to candidates that successfully satisfy the following requirements:

1. Complete all courses in the approved curriculum in sequential order.
2. Complete all courses with no grade less than C. A grade of C– is not acceptable.
3. Maintain a minimum 3.0 GPA in every semester.
4. Earn no grade lower than 80% on any laboratory competency exam.
5. Participate in and complete a minimum of 8 hours of

approved service activities per year, for a cumulative total of 24 hours over the entirety of the curriculum.

6. Attend a minimum of two (2) district professional association meetings per year as well as one (1) state or national meeting by the completion of the final semester of the DPT 3rd year.
7. Return all materials borrowed from the library.
8. Fulfill all financial obligations to the University.
9. Payment of the graduation fee.

Program of Study

The DPT curriculum has the following characteristics:

- Program completion in 3 years—9 consecutive semesters;
- A hybrid curriculum model that begins with basic science, followed by clinical and physical therapy science built around physiological systems (musculoskeletal, neuromuscular, cardio-pulmonary, integumentary);
- Anatomy with cadaver dissection integration across the first year of the musculoskeletal system coursework, creating a deeper foundational knowledge of the human body;
- Differential diagnosis techniques and contemporary, evidence-based interventions integrated into the physiological systems format. An emphasis on the patient-client management model in keeping with the Guide to Physical Therapist Practice will also be woven into this 8-course series;
- A four-series clinical reasoning component incorporating case-based scenarios and active learning experiences to include standardized patients, patient simulations, direct client labs, and/or pro-bono clinic experiences within each body system unit and before each clinical education experience. This insures students have developed the critical thinking skills needed for safe, effective patient care;
- A four-series professional development component with emphasis on servant-leadership. Servant-leaders in healthcare focus on transformational change for both individuals and institutions alike. Servant-leaders facilitate change using personal characteristics of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community. Thus, with these concepts at the heart of this curriculum, each student will be acculturated into the profession of physical therapy. A developmentally-constructed professional portfolio will

serve as the capstone product of these courses. A major goal of this project is to develop the students' transformational servant-leadership skills and reflective practice habits to become future agents of change within the complex healthcare system of today;

- A series of five courses on research in physical therapy designed to introduce students to the concepts of evidence-based practice and to develop their skills in searching for and analyzing data. Working with a faculty-mentor and a small group of classmates, students will explore the critical inquiry process from literature review and research project design, through IRB approval, data collection, data analysis, and manuscript development. Every student project will be expected to present the salient findings from the research project in a public forum;
- A two-course elective series in special topics in PT will allow students in the last didactic year to further explore specialty areas of practice such as manual therapy, hip-therapy, pediatrics, aquatics, sports performance, and complementary and alternative therapies;
- 36 weeks of clinical education experiences distributed across four courses, beginning after completion of the first didactic year.

DPT Curriculum

Year 1 - Semester 1

PT 501 Human Anatomy 1 - Trunk	3 credits
PT 510 Professional Development 1	3 credits
PT 519 Principles of Ther Ex	2 credits
PT 520 Foundations of Patient Care 1	2 credits
PT 530 Musculoskeletal 1 - Spine	3 credits
PT 540 Differential Diagnosis and Intervention - MS 1 Spine	4 credits

Year 1 - Semester 2

PT 502 Human Anatomy 2 - UQ	3 credits
PT 521 PT Modalities	3 credits
PT 531 Musculoskeletal 2 - UQ	3 credits
PT 541 Differential Diagnosis and Intervention - MS 2 UQ	4 credits
PT 550 Evidence Based Practice	2 credits

Year 1 - Semester 3

PT 601 Human Anatomy 3 - LQ	2 credits
PT 630 Musculoskeletal 3 - LQ	3 credits
PT 640 Differential Diagnosis and Intervention - MS 3 LQ	4 credits
PT 650 Research 1	2 credits

PT 660 Clinical Reasoning 1 2 credits

Year 2 - Semester 1

PT 631 Neuroanatomy & Function	4 credits
PT 632 Motor Learning & Motor Control	2 credits
PT 641 Differential Diagnosis and Intervention – Pediatrics	4 credits
PT 651 Research 2	1 credit
PT 661 Clinical Reasoning 2	2 credits
PT 670 Clinical Education 1 (first 6 weeks)	3 credits

Year 2 - Semester 2

PT 610 Professional Development 2	2 credits
PT 620 Foundations of Patient Care 2	3 credits
PT 642 Differential Diagnosis and Intervention - Adult Neuro	5 credits
PT 652 Research 3	1 credit
PT 662 Clinical Reasoning 3	2 credits
PT 680 Clinical Medicine 1 - Neuro	2 credits

Year 2 - Semester 3

PT 643 Differential Diagnosis and Intervention - Geriatrics	3 credits
PT 644 Differential Diagnosis and Intervention - Cardiovascular and Pulmonary	4 credits
PT 681 Pharmacology	2 credits
PT 682 Clinical Medicine 2 - Cardiovascular and Pulmonary	2 credits
PT 760 Clinical Reasoning 4	2 credits

Year 3 - Semester 1

PT 653 Research 4	1 credit
PT 710 Professional Development 3	2 credits
PT 740 Differential Diagnosis and Intervention - Special Populations	3 credits
PT 780 Clinical Medicine 3 - Special Populations	2 credits
PT 790 Special Topics 1	2 credits
PT 770 Clinical Education 2 (last 8 weeks)	4 credits

Year 3 - Semester 2

PT 791 Business & Management Issues	3 credits
PT 792 Promoting Health & Wellness	3 credits
PT 793 Special Topics 2	2 credits
PT 771 Clinical Education 3 (last 10 weeks)	5 credits

Year 3 - Semester 3

PT 711 Professional Development 4	1 credit
PT 772 Clinical Education 4 (12 weeks)	6 credits

COURSE DESCRIPTIONS:

PT-501 Credits 3

Human Anatomy 1 - Trunk

The first of three human anatomy courses focuses on the regional anatomy of the thorax, abdomen and pelvis and the clinical applications of gross, developmental and neurological anatomy through cadaver dissection and an integrative approach with concurrent musculoskeletal and differential diagnosis coursework.

Prerequisite: DPT student in the didactic phase of the graduate program

PT-502 Credits 3

Human Anatomy 2 - Upper Quadrant

This human anatomy course focuses on the anatomy of the upper quadrant and the clinical applications of gross, developmental and neurological anatomy through cadaver dissection and an integrative approach with concurrent musculoskeletal and differential diagnosis coursework. Neurovascular distribution of the brachial plexus and femoral vessels are addressed.

Prerequisite: Successful progress in all prior DPT courses

PT-510 Credits 3

Professional Development 1

This four-course series is designed to guide students in establishing a professional identity as competent, compassionate, physical therapists with a desire for servant-leadership. The roles and responsibilities of the physical therapist, communication theory, the psychological, and cultural aspects of illness and healing, and a fundamental understanding of teaching and learning principles needed for establishing effective patient-practitioner relationships will be covered.

Prerequisite: DPT student in the didactic phase of the graduate program

PT-519 Credits 2

Principles of Therapeutic Exercise

This course introduces basic principles and concepts related to the various forms of exercise used by physical therapists in the prescription and implementation of planned physical activities intended to enable a patient or client to (1) remediate or prevent impairments of body functions and structures (2) improve, restore or enhance functional activity and participation (3) prevent or reduce injuries or health-related risk factors, and (4) optimize overall health, fitness and well-being. Based on theoretical principles from the fields of anatomy, exercise physiology and behavioral science, and coupled with evidence from physical therapy intervention literature, students will learn to integrate examination and evaluation findings in order to

select, prescribe and implement safe and effective therapeutic exercise programs for patients and clients across the lifespan and practice continuum.

PT-520 Credits 4

Foundations of Patient Care 1

Fundamental patient care skills including communication, medical terminology, documentation, assessment of vital signs, cognition, pain, and the integumentary system are covered. Basic principles of tissue healing and exercise, safe patient handling skills for functional training of bed mobility, transfers and gait training are also taught. Students will learn basic first aid skills and complete a CPR training and credentialing course

Prerequisite: DPT student in the didactic phase of the graduate program.

PT-521 Credits 3

Physical Therapy Modalities

This course teaches the biophysical, physiological and clinical principles associated with therapeutic massage, thermal, mechanical, electrical, and electromagnetic agents. The role of these modalities in tissue healing, pain management, management of inflammation, edema control, motion restrictions, and neuromuscular disturbances is addressed. Clinical decision making and evidence based practice related to the safe and effective application of these modalities is stressed.

Prerequisite: Successful progress in all prior DPT courses

PT-530 Credits 3

Musculoskeletal 1 - Spine

This course reviews the structure, function and biomechanics of the spine, and the neuromuscular dynamics associated with posture and trunk movements. Common pathologies of the human spine, rib cage, and pelvic girdle, and common referred pain patterns from internal organs and systemic disorders are covered. Basic palpation skills, surface anatomy, assessment of spinal motion and core strength are taught.

Prerequisite: DPT student in the didactic phase of the graduate program

PT-531 Credits 3

Musculoskeletal 2 - Upper Quadrant

This course reviews the structure, function and biomechanics of the upper quadrant, the neuromuscular dynamics, muscle structure and function, assessment of upper quadrant alignment, range of motion and strength. Pathophysiological joint and connective tissue changes associated with disease, injury, immobilization, exercise and overuse will be covered.

Prerequisite: Successful progress in all prior DPT courses

PT-540 Credits 4

Differential Diagnosis and Intervention - Musculoskeletal 1 Spine

This course introduces the five elements of patient management for patients and clients with musculoskeletal injuries and disorders of the trunk and spine. The laboratory component allows students to develop competency in patient examination, differential diagnosis, and therapeutic intervention for the spine and trunk in preparation for the first clinical education experience.

Prerequisite: DPT student in the didactic phase of the graduate program.

PT-541 Credits 4

Differential Diagnosis and Intervention - Musculoskeletal 2 Upper Quadrant

This course introduces the five elements of patient management for patients and clients with musculoskeletal injuries and disorders of the cervical spine and upper extremities for the upper quadrant. The laboratory component allows students to develop competency in patient examination, musculoskeletal differential diagnosis, and therapeutic intervention for the upper quadrant in preparation for the first clinical education experience.

Prerequisite: DPT student in the didactic phase of the graduate program

PT-550 Credits 2

Evidence Based Practice

This course is the first in a five-course series that collectively provides a working knowledge of evidence-based practice needed to translate scholarly inquiry into evidence-based practice, and to assure that students develop habits of determining the best care of a patient/client using three sources of evidence (scientific research, clinical expertise, and patient values and circumstances) to facilitate clinical decision making.

Prerequisite: Successful progress in all prior DPT courses

PT-601 Credits 2

Human Anatomy 3 - Lower Quadrant

This course in the anatomy series focuses on cadaver dissection of the lower quadrant. The clinical applications of gross, developmental and neurological anatomy are explored through an integrative approach with concurrent musculoskeletal and differential diagnosis coursework.

Prerequisite: Successful progress in all prior DPT courses

PT-610 Credits 2

Professional Development 2

This second class in the Professional Development series explores biomedical ethics, leadership theory, adopting an empowerment approach when communicating with persons with disabilities, coping behaviors and quality of life concerns associated with disability and chronic illness, substance abuse, and grief, as well as the impact of spirituality and religion on healing and recovery.

Prerequisite: Successful progress in all prior DPT courses

PT-620 Credits 3

Foundations of Patient Care 2

This course builds on the initial mobility skills mastered in Foundations of Patient Care 1. Students will expand their basic communication and documentation skills and learn necessary strategies to work effectively with patients with limited communication and cognitive skills. Safe handling of patients with complex cardiac or neurological conditions, bariatric patients, and patients with limb deficiencies will be addressed.

Prerequisite: Successful progress in all prior DPT courses

PT-630 Credits 3

Musculoskeletal 3 - Lower Quadrant

This course provides an overview of the structure, function and biomechanics of the lower quadrant. Neurodynamics, lower quarter joint mobility and muscle structure and function will be discussed. Pathophysiological joint and connective tissue changes associated with disease, injury, immobilization, exercise and overuse will be covered.

Prerequisite: Successful progress in all prior DPT courses

PT-631 Credits 4

Neuroanatomy and Function

This foundational science course will present the theories, concepts and vocabulary that describes the structure and function of the human nervous system. This course will explore the relationships between the central, peripheral and autonomic nervous systems in the production and control of voluntary movement, the effects of aging on the nervous system, and concept of neural plasticity.

Prerequisite: Successful progress in all prior DPT courses

PT-632 Credits 2

Motor Learning and Motor Control

This course explores basic science information regarding motor development, motor control, and motor learning, to be integrated concurrently with content from PT-631 Neuroanatomy and Function, and applied in PT-641 Differential Diagnosis and Intervention - Pediatrics. Various theories of motor control and motor learning are presented along with an exploration into the growing field of research in these combined fields.

Prerequisite: none

PT-640 Credits 4

Differential Diagnosis and Intervention - Musculoskeletal 3 Lower Quadrant

This course introduces the five elements of patient management for patients and clients with musculoskeletal injuries and disorders of the lower extremities for the lower quadrant. The laboratory component allows students to develop competency in patient examination, musculoskeletal differential diagnosis, and therapeutic interventions for the lower quadrant in preparation for the first clinical education experience.

Prerequisite: Successful progress in all prior DPT courses

PT-641 Credits 4

Differential Diagnosis and Intervention - Pediatric

This course will introduce the elements of patient/client management providing a foundation for differential diagnosis of the pediatric patient. The laboratory component will allow students to develop skills in patient examination and therapeutic interventions for the pediatric client and develop competency in pediatric differential diagnosis and interventions in preparation for clinical practice.

Prerequisite: Successful progress in all prior DPT courses

PT-642 Credits 5

Differential Diagnosis and Intervention - Neuro

This course will introduce the elements of patient/client management providing a foundation for differential diagnosis and treatment of the adult patient/client with neurological conditions. The laboratory component will allow students to develop skills in patient examination and therapeutic interventions for adult clients with movement dysfunction as a result of a neurologic condition.

Prerequisite: Successful progress in all prior DPT courses

PT-643 Credits 3

Differential Diagnosis and Intervention - Geriatric

This course will introduce the elements of patient/client management providing a foundation for differential diagnosis and treatment of the geriatric patient/client. The laboratory component will allow students to develop skills in differential diagnosis and intervention for geriatric patients/clients with neuromuscular and musculoskeletal conditions in preparation for the second clinical experience.

Prerequisite: Successful progress in all prior DPT courses

PT-644 Credits 4

Differential Diagnosis and Intervention - Cardio

This course will introduce the elements of patient/client management providing a foundation for differential diagnosis and interventions for the patient/client with cardiovascular and/or pulmonary conditions across the lifespan. The laboratory component will allow students to develop skills in differential diagnosis and intervention for these patients/clients in preparation for the second clinical experience.

Prerequisite: Successful progress in all prior DPT courses

PT-650 Credits 2

Research 1

This course is the second in a five-course series that builds on the principles of experimental and non-experimental research design from PT-550 Evidence Based Practice, further develops student understanding of basic research methods, introduces applied statistics, and guides students in the application of research principles through participation in a faculty-mentored group research project or case history report.

Prerequisite: Successful progress in all prior DPT courses

PT-651 Credits 1

Research 2

This course is the third in a five-course series where students complete and/or analyze an institutional review board application (IRB), begin the data collection process and develop a first draft for the Methods section of their project manuscript, preparing them to translate evidence into everyday clinical practice, and contributing to the body of knowledge in the field of physical therapy.

Prerequisite: Successful progress in all prior DPT courses

PT-652 Credits 1

Research 3

This course is the fourth in a five-course series where students complete the data collection process, begin the data analysis process, complete a rough draft to the Results section and begin a comparison of salient study findings with a second review of the literature to identify issues of importance for the outline of the Discussion section of the project manuscript.

Prerequisite: Successful progress of all prior DPT courses

PT-653 Credits 1

Research 4

During the final course in this series, students complete the final draft of the Discussion/Clinical Relevance section of the project manuscript, produce a final written project manuscript, and present the project as a poster and platform presentation at Research Presentation Day at DeSales University and develop a strategy for public dissemination of the project in a clinical or non-academic setting.

Prerequisite: Successful progress in all prior DPT courses

PT-660 Credits 2

Clinical Reasoning 1

The four-course Clinical Reasoning series is designed as a summative pre-clinical experience that facilitates critical thinking, clinical decision-making, and reflective practice behaviors. Through problem-based case scenarios and participation in faculty supervised musculoskeletal pro-bono service learning activities, students learn to integrate the five elements of patient-client management and develop core values related to accountability, altruism, compassion, integrity, and professional duty.

Prerequisite: Successful progress of all prior DPT courses

PT-661 Credits 2

Clinical Reasoning 2

The four-course Clinical Reasoning series is designed as a summative pre-clinical experience that facilitates critical thinking, critical decision-making, and reflective practice behaviors. Through problem-based case scenarios and participation in faculty supervised pediatric pro-bono service learning activities, students learn to integrate the five elements of patient-client management and develop core values related to accountability, altruism, compassion, integrity, and professional duty.

Prerequisite: Successful progress in all prior DPT courses

PT-662 Credits 2

Clinical Reasoning 3

The four-course Clinical Reasoning series is designed as a summative pre-clinical experience that facilitates critical thinking, clinical decision-making, and reflective practice behaviors. Through problem-based case scenarios and participation in faculty supervised adult neurological pro-bono service learning activities, students learn to integrate the five elements of patient-client management and develop core values related to accountability, altruism, compassion, integrity, and professional duty.

Prerequisite: Successful progress of all prior DPT courses

PT-670 Credits 3

Clinical Education 1

Clinical education is considered an integral part of the curriculum to assist students in developing the critical thinking and problem solving skills needed for entry-level physical therapy practice. For this first clinical experience, students are assigned to clinical sites with a primary focus on musculoskeletal disorders or post-orthopedic surgical care, allowing students to integrate their newly learned clinical skills.

Prerequisite: Successful progress in all prior DPT courses

PT-680 Credits 2

Clinical Medicine 1 - Neuro

This course introduces the physical therapy student to common neurologic pathologies often encountered in clinical practice, and provides an understanding of the systematic differential diagnostic process that should be followed to identify yellow or red flags indicating the need for referral, the medical and surgical management, and the laboratory and imaging techniques associated with the management of select neurological pathologies.

Prerequisite: Successful progress in all prior DPT courses

PT-681 Credits 2

Pharmacology

This course will discuss the science and practice of pharmacology with emphasis on rehabilitation relevance, common side effects and interactions, and how certain classes of drugs may impact patients receiving physical therapy.

Prerequisite: Successful progress of all prior DPT courses

PT-682 Credits 2

Clinical Medicine 2 - Cardio

This course reviews the anatomy, physiology and pathophysiology of the cardiovascular and pulmonary systems and provides an introduction to common cardiovascular and pulmonary pathologies often encountered in clinical practice. Skills needed to appropriately screen individuals for cardiovascular and pulmonary disorders, be able to differentiate signs of cardiovascular or pulmonary disease from musculoskeletal pathology and appropriate intervention strategies will be taught.

Prerequisite: Successful progress in all prior DPT courses

PT-710 Credits 2

Professional Development 3

This third class in the series explores the legal aspects of practice, professional licensure requirements, malpractice, risk management and the role of the physical therapist in the legal process. The PT's role in health policy, advocacy, consultation, inter-professional collaborative practice, and professional duty to pursue continuing education, clinical specialization/residency, and other opportunities to maintain clinical competence are discussed.

Prerequisite: Successful progress in all prior DPT courses

PT-711 Credits 1

Professional Development 4

A completed Professional Development Portfolio becomes a formative and summative representation of a student's self-assessment of personal and professional growth during the three years of the curriculum. As both a product and a process, the creation of the Portfolio also introduces the concept of using a personal mission statement to establish goals and plans to maintain competence beyond entry-level practice.

Prerequisite: Successful progress in all prior DPT courses

PT-740 Credits 3

Diff Diag & Interv - Spec Pops

This course will introduce the elements of patient/client management for the patient/client with metabolic and endocrine disorders, integumentary disorders, peripheral vascular disease, amputations, women's health issues, immune system disorders, oncology, organ transplantation, and bariatric conditions. The laboratory component will allow students to develop skills in evaluation and management of these patients/clients.

Prerequisite: Successful progress of all prior DPT courses

PT-760 Credits 2

Clinical Reasoning 4

The four-course Clinical Reasoning series is a summative pre-clinical experience that facilitates critical thinking, clinical decision-making, and reflective practice behaviors. Through problem-based case scenarios and participation in faculty supervised pro-bono service learning activities, students learn to integrate the five elements of patient-client management for diverse patient populations and develop core values related to accountability, altruism, compassion, integrity, and professional duty.

Prerequisite: Successful progress in all prior DPT courses

PT-770 Credits 4

Clinical Education 2

For this second full time clinical experience, students may be assigned to any type of clinical setting offering students exposure to medically complex patients or specialty patient populations, such as pediatrics, burns, wound care, home health care, aquatics, oncology, industrial rehab, or women's health.

Prerequisite: Successful progress in all prior DPT courses

PT-771 Credits 5

Clinical Education 3

Students will be assigned to clinical settings that will complement their previous clinical experiences, address areas of specialty interest, and assure exposure to various patient populations, ages, diagnoses, socioeconomic classes, cultures and patient care settings. Focus is on integration of all components of patient care and practice management skills, and development of advanced clinical decision making. Previous clinical experiences will be considered to assure student exposure to a variety of clinical opportunities.

Prerequisite: Successful progress in all prior DPT courses

PT-772 Credits 6

Clinical Education 4

The focus of this last clinical experience is on integration of all components of patient care and practice management skills. Students are expected to demonstrate greater independence and master entry level performance in all areas of practice, demonstrate sound clinical decision making skills, and effective interpersonal communication skills with patients, supervisors, and other healthcare professionals.

Prerequisite: Successful progress in all prior DPT courses

PT-780 *Credits 2*

Clinical Medicine 3 - Spec Pop

This course reviews the anatomy, physiology and pathophysiology of the endocrine, integumentary, vascular, lymphatic, and genitourinary systems and provides an introduction to common disorders of these systems often encountered in clinical practice. An understanding of disease risk factors, preventative strategies, medical, surgical, pharmacological and physical therapy management, as well as psychosocial implications of these conditions across the lifespan will be discussed.

Prerequisite: Successful progress in all prior DPT courses

PT-790 *Credits 2*

Special Topics 1

This first course in a series of 2 elective courses will expand on previous knowledge from the core curriculum in areas of specialized practice in order to gain advanced competency in these areas. The topics may include, but are not limited to: manual therapy, aquatic therapy, sports medicine, vestibular rehabilitation, brain injury, and degenerative neurologic disease.

Prerequisite: Successful progress in all prior DPT courses

PT-791 *Credits 3*

Business and Management Issues

This course will be a broad survey of topics essential to the administration and management of physical therapy services including business management, legal and ethical issues, health care delivery models, fiscal management, reimbursement issues, legislative issues, human resources, and liability and risk management. The physical therapist's role as a primary care and tertiary care provider will be discussed.

Prerequisite: Successful progress in all prior DPT courses

PT-792 *Credits 3*

Promoting Health and Wellness

This course introduces students to the concepts and principles associated with health promotion, disease prevention, fitness, and wellness. The role of the physical therapist as a patient/client educator on risk factor reduction, as a consultant on public health-related issues, and as advocate for change in the healthcare community toward prevention and wellness will be stressed.

Prerequisite: Successful progress in all prior DPT courses

PT-793 *Credits 2*

Special Topics 2

This second course in the elective course series will expand on previous knowledge from the core curriculum in areas of specialized practice in order to gain advanced competency in these areas. The topics may include, but are not limited to: women's health, PT in the critical care setting, neonatal PT, hippotherapy, and oncology.

Prerequisite: Successful progress in all prior DPT courses

PT-794

DPT Independent Study

Independent study provides opportunities for increasing knowledge and skill through participation in additional projects or research activities, or as a component of a remediation agreement. Learning activities and credit hours are based on the nature of the academic content and the extent of faculty guidance needed to meet individual student needs, and may include self-directed learning, distance learning or faculty-supervised activities.

MASTER OF ARTS IN CRIMINAL JUSTICE

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The Master of Arts in Criminal Justice (MCJ) program combines theory and its practical application with technology and the study of ethics for the education of the committed criminal justice professional and those with employment interests in criminal justice and related fields.

Mission Statement

The mission of the Master of Arts in Criminal Justice (MCJ) program is to provide graduate studies to professionals in criminal justice and related fields. This includes law enforcement and its administration, the criminal court systems, and the correctional areas of criminal justice such as probation and the treatment of offenders. The MCJ program is available to those who aspire to be professionals in those areas. Finally, the MCJ program is designed for individuals seeking graduate studies in criminal justice in anticipation of academic careers and research related employment. Of great importance in the delivery of graduate studies in criminal justice is the teaching of high ethical standards and the real life application of those standards consistent with the Christian humanistic philosophy of St. Francis de Sales.

Learning Outcomes

When students graduate from the MCJ program, they will be able to demonstrate:

- improved ability to compete successfully for employment in the criminal justice field and related areas.
- academic competence in the criminal justice body of knowledge, to include a curriculum that reflects the full spectrum of key criminal justice topic areas.
- skill in researching, writing, and orally reporting issues of significance in criminal justice.
- knowledge of high ethical standards and the application of those standards in real life criminal justice situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Admission Requirements

Requirements for admission to the MCJ program are:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, Higher Learning Commission, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution with a cumulative GPA of 3.0 or higher.*
2. Background or interest in the field of criminal justice.

*Applicants who lack one or more requirements might be admitted to the program on a provisional basis. Individuals with special needs or goals might be considered for admission to the program.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions require the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country
- If an applicant attended a U.S. community college, col-

lege, or university full-time for at least two years without English of Speakers with Other Languages (ESOL) coursework

- If an applicant has worked full-time in the U.S. for at least two years (non-healthcare programs only)

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales program.

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

Academic Schedule

The Academic Year of the MCJ program consists of four sessions:

Winter (12 weeks)	early January - late March
Spring (12 weeks)	early April - late June
Summer (6 weeks)	early July - mid August
Fall (12 weeks)	late August - mid-November.

The Academic Calendar can be found at www.desales.edu/mcj.

Student Status

A full-time student is one who carries at least six (6) credits in a given term.

A half-time student is one who carries at least three (3) credits in a given term.

Application Procedure

Acceptance into the program is determined by the Master of Arts in Criminal Justice (MCJ) Committee for Admissions, Academic Standards, and Policies. Applications are considered at regular committee meetings throughout the year. Application forms and information about admission can be obtained online or from the director of the MCJ program.

A complete application will include:

1. A completed Application for Admission.
2. Official transcripts of all college work, undergraduate and graduate.
3. Three (3) letters of recommendation from individuals who have known the applicant in a professional or educational capacity.
4. A non-refundable application fee of \$50.
5. A personal statement that will serve as a demonstration of ability to write at the graduate level.

The director of the MCJ program may request an interview with the applicant to discuss his/her application. The director of the MCJ program will submit a recommendation to the committee based on the interview and/or application materials. An applicant may take six (6) credits during the time his/her application is being considered. Grades in those courses will be considered in the admissions process.

Transfer Policy

Normally, a maximum of six credits can be transferred into the program. All requests for transfer of credits must be made to the MCJ program director. Students will be expected to provide offi-

cial transcripts plus any additional documentation requested by the University. Transfer credit is given for grades of “B” or better, and ordinarily the course work must have been completed within five years of admission to the program.

Prior Learning Assessment

Students enrolled in the MCJ program may request a prior learning assessment (PLA) for a maximum of 9 transfer credits. Students must submit a syllabus from a former training program that provides detailed course content and a certificate of completion within the past three years. The program must be reputable and have a minimum of 45 hours, post-baccalaureate, for each three-credit course provided for review. The MCJ program director will determine equivalency, to be approved by the dean of graduate education. An assessment of content mastery may be required. A formal application must be submitted and a fee paid for the approval process. A list of pre-approved programs is available upon request. See graduate catalog policies and procedures for full PLA policy and a link to the current evaluation fee.

Students enrolled in any of the MCJ graduate certificate programs, may request a prior learning assessment (PLA) for a maximum of 6 credits. PLA Submission guidelines are the same as delineated above.

Registration

Registration for classes begins six to eight weeks before the first class meeting. The registration process is conducted online using WebAdvisor.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Refund Amount

Withdrawal during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add/drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add/drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add/drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add/drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add/drop period: No refund

Graduation Requirements

The following graduation requirements apply to all degrees under the program:

1. Completion of 30 graduate credits in a program of study.
2. Overall 3.0 GPA for all course work taken at the University for completion of the degree.
3. Resolution of all incomplete grades.
4. Fulfillment of all financial obligations to the University.

Program of Study

MCJ - TRADITIONAL PROGRAM

The program of study consists of the following:

Core courses	15 credits
Elective Courses	12 credits
Capstone Course	3 credits
Total	30 credits

Core Courses (15 credits)

CJ 501 - Advanced Criminology
CJ 502 - Research Methods
CJ 503 - Ethics in Criminal Justice
CJ 506 - Issues in Criminal Law
CJ 530 – Policing in America

Elective Courses (12 credits)

Students can select any four (4) concentration courses offered in the MCJ program as elective courses. This affords the opportunity for the student to study different areas of criminal justice.

Capstone Course (3 credits)

CJ 507 Master Project Seminar

MCJ - ONLINE PROGRAM

Online degree options are an important part of the overall MCJ program at DeSales University. The MCJ Online options are intended for those students who have a specific interest in digital forensics, counterterrorism digital forensics, investigative forensics, homeland security and counterterrorism investigations, or leadership. These programs use the latest educational technology to deliver courses flexibly and conveniently. The MCJ Online program is a 30-credit degree program designed to instruct students in the basics of criminological theory and practice while offering a concentration in a specific area of study.. Students in the program will gain the knowledge and skills necessary to make an immediate contribution to the criminal justice profession as a leader or practitioner.

Class structures vary with instructors and courses but generally involve a combination of online interaction, research, and various projects pursued independent of the instructor and other classmates. The University uses BlackBoard as its learning management system (LMS).

Program Structure

The program structure for the digital forensics, counterterrorism digital forensics, investigative forensics, homeland security and counterterrorism investigations, and concentrations consists of the following: five (5) core courses, four (4) concentration courses, and a capstone course to complete the degree.

The core courses and capstone course are the same for all of the concentrations, and include:

Core Courses (15 credits)

CJ 501 - Advanced Criminology
CJ 502 - Research Methods
CJ 503 - Ethics in Criminal Justice
CJ 506 - Issues in Criminal Law
CJ 530 - Policing in America

Capstone Course (3 credits)

CJ 507 - Master Project Seminar

The concentration courses for the digital forensics concentration include:

CJ 536 - Digital Investigation and Evidence Collection
CJ 537 - Forensic Acquisition and Analysis
CJ 538 - Network and Cloud Forensics
CJ 539 - Special Topics in Digital Forensics

The concentration courses for the counterterrorism digital forensics concentration include:

CJ 508 – Investigation of Digital Terrorism
CJ 536 – Digital Investigation and Evidence Collection
CJ 537 – Forensic Acquisition and Analysis
CJ 550 – Advanced Counterterrorism

The concentration courses for the investigative forensics concentration includes (student selects four from the courses listed):

CJ 510 - Forensic Science and the Courtroom
CJ 516 - Forensic Psychology
CJ 532 - Advanced Crime Scene Investigation
CJ 533 - Behavioral Criminology
CJ 534 – Forensic Toxicology

CJ 535 - Medicolegal Death Investigation
CJ 544 - Forensic Anthropology

The concentrations courses for the homeland security and counterterrorism investigations concentration include:

CJ 508 – Investigation of Terrorism
CJ 550 – Advanced Counterterrorism
CJ 551 – Hostage Negotiations
CJ 552 – Introduction to Intelligence Analysis

The concentrations courses for the leadership concentration include:

CJ 513 - Criminal Justice Communication
CJ 519 - Leadership in Criminal Justice
MG 501 - Human Resource Management
CR 501 - Financial and Managerial Accounting

ONLINE GRADUATE CERTIFICATE PROGRAMS

Online graduate certificate programs are offered in digital forensics, counterterrorism digital forensics, investigative forensics, homeland security and counterterrorism investigations, and criminal justice leadership. These certificate programs are designed for students who have a specific interest in focusing on concentration courses of the MCJ degree. The certificate programs consist of 4 courses (12-credits).

ONLINE GRADUATE CERTIFICATE PROGRAM IN CRIMINAL JUSTICE LEADERSHIP

The online graduate certificate program in criminal justice leadership includes the following courses:

CJ 513 - Criminal Justice Communication
CJ 519 - Leadership in Criminal Justice
MG 501 - Human Resource Management
CR 501 - Financial and Managerial Accounting

ONLINE GRADUATE CERTIFICATE PROGRAM IN DIGITAL FORENSICS

The online graduate certificate program in digital forensics includes the following courses:

CJ 536 - Digital Investigation and Evidence Collection
CJ 537 - Forensic Acquisition and Analysis
CJ 538 - Network and Cloud Forensics
CJ 539 - Special Topics in Digital Forensics

ONLINE GRADUATE CERTIFICATE PROGRAM IN COUNTERTERRORISM DIGITAL FORENSICS

The online graduate certificate program in counterterrorism digital forensics includes the following courses:

CJ 536 - Digital Investigation and Evidence Collection
CJ 537 - Forensic Acquisition and Analysis
CJ 508 - Investigation of Terrorism
CJ 550 - Advanced Counterterrorism

ONLINE GRADUATE CERTIFICATE PROGRAM IN INVESTIGATIVE FORENSICS

The online graduate certificate program in investigative allows selection of four of the following courses:

CJ 510 - Forensic Science and the Courtroom
CJ 516 - Forensic Psychology
CJ 532 - Advanced Crime Scene Investigation
CJ 533 - Behavioral Criminology
CJ 535 - Medicolegal Death Investigation
CJ 544 - Forensic Anthropology

ONLINE GRADUATE CERTIFICATE PROGRAM IN HOMELAND SECURITY AND COUNTERTERRORISM INVESTIGATIONS

The online graduate certificate program in homeland security and counterterrorism includes the following courses:

CJ 508 – Investigation of Terrorism
CJ 550 – Advanced Counterterrorism
CJ 551 – Hostage Negotiations
CJ 552 – Introduction to Intelligence Analysis

Admission Requirements

Requirements for admission to the Graduate Certificate Program in Digital Forensics, Investigative Forensics, Leadership, Homeland Security and Counterterrorism Investigations, or Counterterrorism Digital Forensics are:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, Higher Learning Commission, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
2. Background or interest in the field of criminal justice.
3. Evidence of potential for graduate work: A personal statement must be submitted that serves as a demonstration

of your ability to write at the graduate level. It should state personal and professional goals, as well as how the Graduate Certificate in Digital Forensics, Investigative Forensics, or Leadership from DeSales University can assist in achieving them.

Prior Learning Assessment

Students enrolled in a MCJ graduate certificate programs, may request a prior learning assessment (PLA) for a maximum of 6 credits. Students must submit a syllabus from a former training program that provides detailed course content and a certificate of completion within the past three years. The program must be reputable and have a minimum of 45 hours, post-baccalaureate, for each three-credit course provided for review. The MCJ program director will determine equivalency, to be approved by the dean of graduate education. An assessment of content mastery may be required. A formal application must be submitted and a fee paid for the approval process.

Graduation Requirements

The following graduation requirements apply to all certificate programs of the MCJ program:

1. Completion of 12 graduate credits in the certificate program of study.
2. Overall 3.0 GPA for all course work taken at the University for completion of the degree.
3. Resolution of all incomplete grades.
4. Fulfillment of all financial obligations to the University

COURSE DESCRIPTIONS

CJ-501 Credits 3

Advanced Criminology

A foundation course for understanding criminal behavior by providing an in-depth review of general and specific theoretical perspectives on the causes of crime. Topics for study will also include the correlates of crime and implications of various criminological perspectives for policy and law.

Prerequisite: none

CJ-502 Credits 3

Research Methods

A course that prepares students for criminal justice data collection and analysis. The quantitative component covers research design, measurement, descriptive statistics, reliability, and validity. The qualitative component includes techniques of field observations, ways to code qualitative data, and ethical concerns.

Prerequisite: none

CJ-503 Credits 3

Ethics in Criminal Justice

A course that identifies and critically examines a variety of ethical issues facing criminal justice professionals. Topics include the importance of ethical behavior, police corruption, judicial ethics, racial discrimination and restorative justice.

Prerequisite: none

CJ-504 Credits 3

Law Enforcement: Administration, Organization and Management

A survey course that covers organizational theory, leadership styles, and decision-making skills. Other topics include budgeting, information systems and their security, and the legal aspects of law enforcement administration.

Prerequisite: none

CJ-505 Credits 3

Issues in Corrections

An examination of the field of corrections, which includes prison, supervision of offenders, reentry programs, and treatment alternatives. The course reviews the historical and philosophical basis of corrections in the United States, exploring both punishment and rehabilitation perspectives.

Prerequisite: none

CJ-506 Credits 3

Issues in Criminal Law

An in-depth examination and study of selected topics of criminal law. The course focuses on contemporary issues of whether and how traditional law should change as society and its values change. Areas of study include the jury system, the rules of evidence, sentencing, capital punishment, law and the media, and the juvenile justice system.

Prerequisite: none

CJ-507 Credits 3

Master Project Seminar

As the capstone course, offers three options: 1) a master's thesis; 2) a 300-hour externship in a relevant agency with a program overview paper, or 3) an in-depth policy paper that uses research to address an agency need.

Prerequisite: : CJ-501, CJ-502 and completion of 5 other MCJ program courses

CJ-508 Credits 3

Investigation of Terrorism

A systematic review and analysis of the composition, arrangement and operation of homeland security in the United States at the local, state and federal levels. One theme of the course will be the framework of an appropriate long-term strategy for our collective homeland security as a nation.

Prerequisite: none

CJ-509 Credits 3

Issues in Gender, Race and Ethnicity

An overview of the correlation between race, ethnicity, and crime control. The purpose of the course is to examine the characteristics of race and ethnicity and how these characteristics are used to bias decisions within the criminal justice system. Topics include the death penalty, urban unrest and riots, black-on-black crime, and other issues related to race, crime, and criminal justice.

Prerequisite: none

CJ-510 Credits 3

Forensic Science and the Courtroom

A study of the use of rapidly developing science and technology in the investigation, prosecution, and treatment of offenders. The course examines the admissibility of expert testimony, the possibility of new science undermining traditional convictions, and the response of the law to new potentially intrusive technology.

Prerequisite: none

CJ-512 Credits 3

Politics of Crime

An examination of historical and contemporary trends in the interplay between public opinion, the electoral process, legislation, the judiciary, and the criminal justice system. Consideration is given as to the extent to which criminal justice laws and policies are thoroughly and systematically implemented in society.

Prerequisite: none

CJ-513 Credits 3

Criminal Justice Communication

This course will provide students with skills to communicate effectively, which is vital in all areas of criminal justice. Students will learn to outline an idea, construct an argument, create a vivid case narrative, analyze current research, and use proper grammar.

Prerequisite: none

CJ-514 Credits 3

Violence, Crime, and Justice

A course that surveys crimes such as rape, robbery, and assault, including gang violence, school violence, and hate crimes. The goal is to examine the theoretical perspectives behind the occurrence of violent activities, as well as the need to intervene and prevent violence.

Prerequisite: none

CJ-515 Credits 3

Topics in Criminal Justice I

Examination and in-depth analysis of selected topic areas related to the field of criminal justice, such as organized crime, terrorism, gangs, policing, forensics and cybercrime.

Prerequisite: none

CJ-516 Credits 3

Forensic Psychology

An overview of forensic psychology, covering the intersection of psychology and the criminal justice system, such as the interpretation of behavioral evidence, consulting, competency, criminal responsibility assessments, psychological research, jury psychology, courtroom testimony, and threat assessments.

Prerequisite: none

CJ-517 Credits 3

Topics in Criminal Justice II

Examination and in-depth analysis of selected topic areas related to the field of criminal justice, including victimology, comparative criminology, race and ethnicity, and juvenile justice.

Prerequisite: none

CJ-519 Credits 3

Leadership in Criminal Justice

A study of basic concepts of leadership and the essential skills necessary to become an effective leader and manager. Students will have opportunities for developing leadership skills through exercises in communication, team building, and case study. Topics include leadership styles, ethical responsibilities, successful communication, accountability, conflict resolution, team dynamics, and effective decision-making.

Prerequisite: none

CJ-520 Credits 3

Juvenile Justice Issues

A survey and examination of juvenile justice issues from a criminal justice perspective. Topics include diversionary programs, bullying in schools, police presence in schools, treatment of incarcerated juveniles, and current trends. Emphasis is on methods that work or show promise.

Prerequisite: none

CJ-530 Credits 3

Policing in America

A foundation course for understanding the institution of policing in the United States. The course examines the history of policing and its role in our society; police strategies, operations, and discretion; and police authority and accountability.

Prerequisite: none

CJ-532 Credits 3

Advanced Crime Scene Investigation

A course that guides students through the procedures of investigating crime scenes, examining the procedural and ethical considerations involved in collecting, preserving and analyzing evidence.

Prerequisite: none

CJ-533 Credits 3

Behavioral Criminology

An examination of the relationship between mental disorders and criminal behavior. Students receive an introduction to criminal investigative analysis, with an emphasis on the current techniques utilized in FBI profiling. In addition, students will explore a variety of violent crime, in order to gain a better understanding of both criminal behavior and its investigation.

Prerequisite: none

CJ-534 Credits 3

Forensic Toxicology

A survey of one of the most valuable tools at the medicolegal investigator's disposal is the toxicology lab. This class will

look at the differences and commonalities between a drug and a poison. Additionally, the class will exam the common toxins encountered during a criminal investigation. Case histories, past and current, will serve to underscore the uses and limitations of this forensic technique.

Prerequisite: none

CJ-535 Credits 3

Medicolegal Death Investigation

A review and analysis of medicolegal investigation and identification techniques, including evidence gathering, and processing; cause, manner, and time of death; wound types; toxicology; blood and other bodily fluids; DNA; patterned evidence; and trace evidence (hair, fiber, glass, paint).

Prerequisite: none

CJ-536 Credits 3

Digital Investigation and Evidence Collection

A review and analysis of the concepts of digital forensics, including the preliminary investigation of incidents, relevant forensic tools, encryption techniques, web-based investigations, and the examination of evidence. In addition, students will learn the methods involved when using computers and electronic devices to facilitate the commission of a crime. Course fee required.

Prerequisite: none

CJ-537 Credits 3

Forensic Acquisition and Analysis

A survey of the imaging and analysis phases of the digital forensic process. Various key data types and locations of potential evidence will be discussed. The purpose of this course is to immerse students in the relevant technical skills of digital forensics, working towards the solution to practical problems encountered during an investigation. Course fee required.

Prerequisite: none

CJ-538 Credits 3

Network and Cloud Forensics

This course focuses on the concepts of networking and the Internet, and applying those ideas to investigations of online crimes. The course covers TCP/IP, IP addresses and email tracing, log analysis, DNS and other concepts pertaining to online investigations and securing electronic evidence. Course fee required.

Prerequisite: none

CJ-539 *Credits 3*

Special Topics in Digital Forensics

An introduction to advanced or specialized topics, with focus on such areas as databases and mapping, handheld device forensics, link analysis across different platforms, and advanced digital technology. Student will engage in active research and technical exercises. Course fee required.

Prerequisite: none

CJ-544 *Credits 3*

Forensic Anthropology

An introduction to the various applications of forensic anthropology. This includes the identification of human remains in forensic and missing person cases, mass disasters, and international instances of genocide. Students will learn the methodologies used to extract information on the life history of an individual (age, sex, stature, ancestry, pathology, trauma, etc.) from skeletal remains and will review actual case studies.

Prerequisite: none

CJ-550 *Credits 3*

Advanced Counterterrorism

This course will teach students to understand the ideologies of terrorist organizations, their recruitment process, propaganda activities, and tactics. Students completing this course will understand how terrorists think. The course examines potential terrorist attacks, how to prevent attacks, possible measures of terrorist recruitment, finance prevention and how to deal with terrorism in the short and long terms.

Prerequisite: none

CJ-551 *Credits 3*

Hostage Negotiations

This course will examine the principles and theory of hostage/crisis negotiations practiced by local, state, and federal law enforcement agencies. The course will further expand on the use of negotiations in international terrorism incidents as well as major hostage events that have occurred in the homeland. This course will incorporate lectures and practical exercises.

Prerequisite: none

CJ-552 *Credits 3*

Introduction to Intelligence Analysis

This course examines how intelligence analysis is used in the intelligence community, law enforcement and the private sector. Students will learn how to research, draft, and refine analytic products using structured analytic techniques and effectively communicating analytic judgments consistent with the tradecraft currently used by intelligence community professionals.

Prerequisite: none

MASTER OF BUSINESS ADMINISTRATION

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Mary Ann Falk
MBA Associate Director/Program Coordinator, Center Valley, and Lehigh Valley Hospital

James Castagna
Assistant Director

Joseph Zukauskas
Assistant Director

Barbara Markwalter
Program Administrator

The MBA program develops corporate and community leaders.

Mission Statement

In keeping with our Christian humanism tradition, the DeSales University MBA program will develop knowledgeable, values-oriented leaders who will experience socially-useful and professionally-rewarding careers. Our program prepares a diverse student population for global leadership positions in the ethical management of business enterprises, government agencies, healthcare organizations, and not-for-profit organizations.

Distinguishing characteristics of the DeSales MBA:

- Quality instruction from teacher-practitioners
- Development of executive skills
- Orientation for ethics and values
- Customized advising and career support
- Strong core curriculum, which links theory to practice
- Broad selection of concentrations and specialty areas

“Be who you are and be that well”

Learning Outcomes

The MBA program is intended to provide students with a sophisticated level of understanding of the basic functional areas of business, as well as an appreciation of the role of business in our pluralistic society and the international community in which it

exists. The ethical dimension of personal and corporate behavior and decision-making will be stressed throughout the program. The program will achieve this by having the students successfully:

- Apply and evaluate management theories to make decisions that enhance organizational effectiveness.
- Apply and evaluate marketing principles to make decisions about the direction of an organization.
- Analyze accounting data to understand the financial position of an organization and to make managerial decisions.
- Analyze and evaluate quantitative data to make business decisions, in particular the budgeting of capital among potential investments.
- Evaluate business decisions in light of regulatory and ethical frameworks, particularly with regard to Catholic Social Teaching.
- Analyze and evaluate personal leadership skills, especially with respect to personnel management and effective communication.
- Explain and analyze business issues utilizing a concentrated field of business.
- Integrate concepts across business fields to develop comprehensive business strategy

Admission Requirements

Requirements for admission to the MBA program are

- A Bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
- Acceptable level of academic quality in undergraduate work. Normally, this is defined as having achieved an undergraduate GPA of at least 3.0.
- Computer literacy and familiarity with basic, business-oriented software.
- Acceptable score on the Graduate Management Admissions Test (GMAT). The GMAT may be waived for the applicant who presents evidence of a strong undergraduate academic record with a cumulative GPA of 3.0 or better. Candidates with a GPA below 3.0 may still be considered on a case-by-case basis.
- Two years of full-time work experience.

All admission decisions and admission related matters must be

approved by the MBA Program Director. Further review may be required by the MBA Committee on Admissions and Academic Standards, which meets at various intervals throughout the year. Applicants will be notified at the earliest possible date about their admission status.

Prerequisite Foundation Courses

Applicants who have not successfully completed undergraduate course equivalents outlined in the following sections of this catalog must do so by any of the following options:

- Completion of the equivalent undergraduate courses identified in the Undergraduate Foundation Courses section of this catalog.
- Undergraduate level CLEP examination, which is described in the University's Undergraduate Catalog.
- Completion of equivalent graduate courses described in the Graduate Level Foundation Courses section of this catalog.

If possible, prerequisite foundation course requirements should be satisfied before pursuing graduate level core, concentration, or elective courses so as to ensure adequate academic background, which is assumed in these advanced courses.

Prior academic course work to satisfy the undergraduate foundation course requirements should normally have been completed within the seven years preceding the date of acceptance into the program, with course grades of “C” or better. Each course should be the equivalent of at least three credit hours of academic work. In special circumstances, the MBA Program Director may waive this requirement.

Undergraduate Foundation Courses

Undergraduate Foundation Courses are listed:

Course Title	Equivalent Course
Principles of Macroeconomics	
Principles of Microeconomics	
Principles of Management	
Quantitative Business Analysis	
Principles of Marketing	
Financial Accounting	
Managerial Accounting	
Money and Banking*	

*Only required for finance concentration students.

Graduate Level Foundation Courses

As an alternative to completing the undergraduate foundation course requirements, students may elect to complete the corre-

sponding graduate level foundation course(s) from the list below:

- FD 501 Essentials of Economics
- FD 502 Management and Marketing Principles
- FD 503 Accounting for Decision Makers
- FD 506 Managerial Statistics

These courses facilitate accelerated coverage of prerequisite subject matter. The pace is rapid and significant preparation outside of class is expected.

Candidates for the DNP/MBA and MSN/MBA programs, as well as candidates with a graduate degree, may substitute FD501, FD502, and FD503 by completing FD 505 Foundations in Business. The foundation course is offered in an accelerated 12-week session covering 5 modules: management, marketing, macroeconomics, microeconomics, and accounting. The course requires a substantial amount of independent study.

Completion of any of the above listed courses (FD 501-FD 506) does not reduce or substitute the MBA graduation requirements. Grades earned in these courses will not be computed in the graduate GPA. Information about the equivalency between undergraduate foundation courses and graduate level foundation courses is available through the MBA office.

Computer Literacy

The University expects all incoming students to be “computer-literate,” which is defined as being familiar with and capable of using basic Microsoft Word, Excel, database software, and the Internet Search Engines. Applicants lacking this background should acquire it by completing relevant coursework at the University or by some approved alternative.

Academic Schedule

The academic year of the MBA program consists of four main sessions, along with mini-sessions:

Summer (6 weeks) - early July - mid August

Fall (12 weeks) - late Aug. - late November, (8 weeks) early September, - Early November

Winter (12 weeks) - early January - late March, (8 weeks) mid-January – early March

Spring (12 weeks) - early April - late June, (6 weeks) mid-May-late June

The Academic Calendar can be found at <https://www.desales.edu/academics/graduate-studies/mba/academic-calendar>.

During the 12-week sessions, courses meet once a week in a variety of delivery formats (on-site, online, hybrid, or FLEX) from 6:00 - 9:30 p.m. During the 6-week summer session,

courses meet twice a week in a variety of delivery formats (on-site, online, hybrid or FLEX) from 6:00 - 9:30 p.m.

Student Status

A full-time student is one who carries at least six (6) credits in a given term.

A half-time student is one who carries at least three (3) credits in a given term.

International Student Status

In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to

- maintain full-time student status (2 courses per 12 week session),
- carry at least one classroom based course in each session, and
- take no more than one distance-education course in each session.

Student Categories

Applicants may be admitted to the MBA program in one of the following categories:

Regular Student Category

A student in this category must have met all admission and foundation course requirements.

Provisional Student Category

A student in this category needs to fulfill foundation and/ or specified grade requirements as set forth by the MBA Committee on Admissions and Academic Standards. The student will be eligible for regular student status when all requirements have been met.

Special Student Category

A qualified applicant who has not formally applied to the program may be permitted by the director to enroll as a special student in a maximum of two MBA courses. The applicant must satisfy all admission requirements before enrolling in any additional MBA courses.

Auditing Student Category

The MBA program director may permit qualified applicants to audit selected courses. Such applicants must complete the MBA application form, and pay tuition for any courses to be audited. Audited courses may not be counted toward graduation requirements.

Application Procedure

Application is completed online and is accepted on a rolling

basis. Interested students are encouraged to discuss their background with an advisor before submitting their formal application for admission.

Formal action on a prospective student’s application for admission cannot be taken until all of the following have been received:

1. A completed application form.
2. Three professional references.
3. Official transcripts of all prior undergraduate and graduate coursework.
4. Current resume.
5. A personal essay in which the applicant outlines objectives, capabilities, and motivation for pursuing graduate study.
6. If required, GMAT (Graduate Management Admissions Test) scores
7. For international students only, TOEFL scores, with a minimum score of __ is expected for admission. In addition, a WES or similar evaluation is needed to determine undergraduate degree equivalency and GPA.
8. A non-refundable application fee (can be waived if candidate attends an MBA information session.)

When all of the application items are received, the MBA Program Director will review a candidates’ application packet for approval and if need be, send it to members of the MBA Committee on Admissions and Academic Standards for further review.

Completed application items should be submitted at least one month in advance of the date on which the applicant plans to begin graduate coursework.

Transfer Policy

Regular students may transfer a maximum of nine graduate credits into the MBA program. Transfer credits are acceptable for courses completed with a minimum grade of “B” at an accredited institution within seven years of acceptance into the program, must be compatible with the MBA curriculum, and must be approved by the program director. Additional transfer credits must be approved by the dean of graduate education upon the recommendation of the program director and the MBA Committee on Admissions and Academic Standards.

In order to transfer graduate credits into the MBA program, students must submit an official transcript, course description and course syllabus for each transferred course.

Matriculation

Regular students are eligible for matriculation after completing 12 credits of graduate course work with at least a 3.0 GPA. In general, the MBA core courses will be used to satisfy the 12-credit requirement for matriculation.

Registration

Once admitted into the MBA program, students will receive an e-mail containing login instructions for the MyDSU portal. The student will use this portal to access WebAdvisor, Blackboard Learn, and the library resources. WebAdvisor is the web-based platform used to register for class. Students may register for class as soon as each session schedule is posted in Web Advisor.

Tuition and Fees

Tuition and fees are available at www.desales.edu/mba.

Refund Amount for 12 week classes; please check with advisor for 8-week and 6-week policy

Drops during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add drop period: No refund

MBA Probation Regulation

A student may be placed on probation at any time after completion of 12 credits if their GPA falls below a 3.0. The student will remain on probation until the GPA improves and the student reaches a 3.0, or for one year, whichever comes first. If after one year the student's GPA remains below a 3.0, but substantial progress has been made, an appeal can be submitted to the director of the program, asking for an extended time to improve the GPA. An additional two sessions may be approved. Carrying a GPA of less than a 3.0 after this process will result in dismissal from the MBA program.

Graduation Requirements

The MBA degree will be awarded to candidates who have satis-

fied the following requirements

- Satisfactory completion of all foundation course requirements (if required).
- With the exception of the Financial Planning concentration, completion of the required 12 graduate level courses (36* credit hours) with a GPA of at least 3.0, and no more than two grades below the "B-" level. The required 12 graduate level courses are described in the Program Structure section. (The Financial Planning concentration requires successful of 13 graduate level courses (39 credit hours) with a GPA of at least 3.0, and no more than two grades below the "B-" level. The required 13 graduate level courses are described in the Program Structure section.)
- Achievement of a minimum grade of "B" in the required capstone course, CR 510 Policy and Strategy.
- Fulfillment of all financial obligations to the University.

No special written or oral examination or special research project report is necessary to meet the minimum graduation requirements. Similarly, there is no thesis requirement.

Course Waiver

The director may waive one of the following courses:

CR 501 Financial and Managerial Accounting for a student who has completed 12 undergraduate credits in accounting with at least a 3.0 GPA.

CR 504 Marketing Management for a student who has completed 12 undergraduate credits in marketing with at least a 3.0 GPA.

CR 505 Organization Management for a student who has completed 12 undergraduate credits in management with at least a 3.0 GPA.

Prior Learning Assessment Credits

The DeSales MBA Program will consider awarding credits for prior learning for previously completed non-credit courses or education-related training. Prior learning credits will not be issued for coursework acquired as an undergraduate. The prior learning must parallel an existing graduate course and a tuition fee will be charged for these credits if approved. For a full explanation of requirements, please contact the DeSales MBA office.

Attendance

Consistent attendance is essential to participate in, contribute to, and profit from classroom discussions and other activities. Possible

absences should be discussed with the instructor and missed work must be made up for the successful completion of the course.

The Online MBA

The MBA program has continued its commitment to stay in the forefront of education by offering courses completely online. Using the latest technology, students have the flexibility and convenience to take courses at times convenient for them: home, after work, or during travel.

Class structures may vary with instructors and courses, but in general involve a combination of chat sessions, research, independent reading, and projects. The University uses Blackboard Learn as downloadable interactive educational software.

Technology Requirements for Online/Hybrid Learning

Students will need a laptop (PC or Mac) or access to a desktop computer in order to receive the best compatibility and functionality when taking courses at DeSales University. Tablets and mobile phones can be used as supplemental technology but will not have the same capabilities as a full computer.

Requirements for PC

Operating System: Microsoft Windows 7 or higher

Browser: Microsoft Edge (version 20 or higher), Google Chrome (version 58 or higher), or Mozilla Firefox (version 49 or higher)

Pop-Up blocking should be disabled in all browsers

Requirements for Mac

Operating System: Macintosh OS 10.9 (Mavericks) or higher

Browser: Safari (version 9 or higher), Google Chrome (version 58 or higher), or Mozilla Firefox (version 49 or higher)
Pop-Up blocking disabled

Hardware: Specific courses require different hardware. It is the student's responsibility to find out what hardware is needed to participate in the course. Common hardware includes:

Computer speakers or headset: Many courses include videos or audio lectures which require use of speakers or headset.

Microphone or headset with microphone: A microphone may be required if your course includes live audio chat over the Internet. You can purchase a computer headset with microphone at most office supply or electronics stores. A USB headset works best with Mac.

Webcam: A camera may be required for videoconferencing, secure online testing, and presentation assignments. Cameras

that come integrated with laptops work well. External cameras can be purchased online or at office supply and electronics stores.

Software: Specific courses require different software. It is the student's responsibility to find out what software is needed to participate in the course. MS Office is usually the standard for word processing but any program that will save files as a PDF will work. Adobe Acrobat Reader or some other program that reads PDF files is also often a requirement

Plug-ins

A plug-in is a software application that can easily be installed and used as part of your web browser. In most cases, you will be prompted to install plug-ins as needed. Some necessary plug-ins may include, but are not limited to the following:

- Java (version 7 or higher)
- Microsoft Silverlight
- Flash Player (Version 11 is recommended)
- Apple QuickTime

E-mail:

Students enrolled in distance education or online courses are required to use their DeSales University e-mail. Please view the DeSales University e-mail policy.

PROGRAM OF STUDY

In addition to developing an understanding of the sophisticated nature and inter-relationship among the basic functional areas of business, the MBA program emphasizes executive skills development in the following primary areas:

- Leadership
- Communications
- Decision-making, including ethical decision making
- Self-awareness
- Analysis and Synthesis
- Critical Thinking
- Globalization

The program uses a holistic and strategic approach in dealing with organizational problems. Thus, functional areas of business will be considered in the context of the organizational whole, while maintaining a global perspective and providing a multi-stakeholder, rather than a single-interest, approach. Furthermore, a strategic, long-run perspective is stressed rather than a short-run, tactical view. A balance between cognitive and affective learning is also sought. The entire program gives primacy to matters of ethics and values, as well as the rights and responsibilities of business organizations.

Program Structure

Beyond the required prerequisite foundation courses, the basic MBA program structure consists of four “building blocks” as shown below.

- Core Courses
- Concentration Courses
- Elective Courses (only applicable for accounting, finance, lean six sigma, management, and marketing concentrations)
- Capstone Integrating Course

Core Courses

CR 501 Financial and Managerial Accounting
CR 503 Business and Society
CR 504 Marketing Management
CR 505 Organization Management
CR 506 Financial Management
CR 507 Executive Skills Development
CR 508 Business Computing

Capstone Integrating Course

CR 510 Policy and Strategy

All students must complete this course and earn a minimum grade of “B”. This course must be taken as the last or second to last course before graduation.

Elective Courses

In addition to required courses—and in order to provide meaningful options, added breadth, greater diversity, and positive enrichment—a variety of elective courses will be scheduled as demand requires and resources permit. Any concentration course can be used as an elective.

Areas of Concentration

Students may select one of 13 specified areas of concentration from those below:

- Accounting
- Data Analytics
- Finance
- Financial Planning
- Healthcare Management
- Human Resource Management
- Information Systems
- Lean Six Sigma
- Management
- Marketing
- Project Management
- Self Design
- Supply Chain Management

Accounting

Successful completion of three courses and one elective are required.

AC 501 Corporate Financial Reporting
AC 502 Auditing Concepts and Practices
AC 505 International Accounting
AC 506 Advanced Tax and Law
AC 507 Governmental and Not-for-Profit Accounting
AC 508 Fraud Examination
AC 510 Seminar in Accounting
AC 520 Special Topics in Accounting

Data Analytics

Successful completion of the following four MSIS concentration courses is required:

IT 511 Database Management (some database background is preferred)
IT 513 Data Mining & Visualization (IT 511 is a prerequisite)
IT 553 Statistical Analysis & Predictive Modeling (some statistical background and IT 513)
IT 562 Data Analytics (IT 533 is a prerequisite)

Finance

Successful completion of a minimum of three courses and one elective is required. FN 502 Financial Markets and Institutions is a required course for the finance concentration for any student who has not taken a money and banking course at the undergraduate level.

AC 501 Corporate Financial Reporting
FN 501 Investment and Portfolio Management
FN 502 Financial Markets and Institutions
FN 503 Risk Management and Insurance
FN 504 International Financial Management
FN 510 Seminar in Finance
FN 511 Income Tax Planning
FN 515 Retirement & Estate Planning
FN 517 Financial Plan Development
FN 520 Special Topics in Finance

Financial Planning

A CFP Board registered program, successful completion of all five courses is required for this concentration.

FN 501 Investment and Portfolio Management
FN 503 Risk Management and Insurance
FN 511 Income Tax Planning
FN 515 Retirement & Estate Planning
FN 517 Financial Plan Development

Healthcare Systems Management

Successful completion of a minimum of four courses is required.

- HC 502 Fiscal Issues in Health Systems Management
- HC 503 Legal Aspects of Health Systems Management
- HC 504 Issues in Quality Management for Healthcare Systems
- HC 505 Principles and Strategies for Managed Healthcare
- HC 506 Community Health Assessment and Planning
- HC 507 Contemporary Issues in Healthcare Policy
- HC 508 Management of Information and Communication Technologies in Health Care Systems
- HC 510 Seminar in Healthcare Management
- H/C 520 Special Topics in Healthcare Management

Human Resource Management

Successful completion of a minimum of four courses is required.

- MG 501 Management of Human Resources (Required)
- HR 502 Talent Management (Required)
- HR 503 Human Resource Law (Required)
- HR 504 Compensation and Benefits
- HR 505 The Human Capital Executive
- HR 506 Building a High Performance Culture
- HR 507 Global Human Resource Management
- HR 510 Special Topics in Human Resource Management

Information Systems

Successful completion of four MSIS concentration courses is required (see MSIS section of this catalog).

Lean Six Sigma

Successful completion of a minimum of four courses is required.

- PM 501 Project Management Essentials (Required)
- SG 501 Six Sigma Concepts (Required)
- SG 502 Lean Management Principles (Required)
- SG 503 Experimental Design (Elective)
- SG 504 Business Process Management (Elective)

Management

Successful completion of a minimum of three courses and one elective is required.

- MG 501 Management of Human Resources
- MG 502 Organizational Analysis and Design
- MG 503 Entrepreneurship
- MG 504 Managerial Decision Making
- MG 505 International Management
- MG 510 Seminar in Management
- MG 520 Special Topics in Management
- PM 501 Project Management Essentials

Marketing

Successful completion of a minimum of three courses and one elective is required.

- MK 501 Buyer Behavior
- MK 502 Marketing Strategy
- MK 503 Marketing Research
- MK 504 Marketing Simulation
- MK 505 International Marketing
- MK 510 Seminar in Marketing
- MK 520 Special Topics in Marketing

Project Management

Successful completion of a minimum of four courses is required.

- PM 501 Project Management Essentials (required ; serves as a prerequisite to all U courses)
- PM 506 Scope and Cost Management
- PM 507 Risk Management
- PM 508 Contract Management
- PM 509 Integrating Quality into your Project Methodologies
- PM 510 Advanced Project Management
- PM 520 Special Topics in Project Management (Agile)

Supply Chain Management

Successful completion of a minimum of four courses is required.

- PM 501 Project Management Essentials
- SU 501 Foundations of Supply Chain Management (required; serves as a prerequisite to all SU courses)
- SU 502 Logistics Management
- SU 503 Strategic Procurement & Financial Risk Management
- SU 504 Forecasting, Production & Inventory Planning
- SU 505 Value Chain Operations & Quality Management

Self-Design

A student may construct a group of four graduate courses (from those offered by the University) aimed at achieving some worthwhile academic and/or professional objective. This option is particularly useful to those students who prefer to pursue breadth and diversity in their program of study.

Graduate Certificate Programs

Graduate Certificate Programs are ideal for students who seek to expand their current qualifications, are considering a reentry into higher education, or who want to jumpstart their Master's degree by completing coursework that applies towards the MBA degree.

Data Analytics

The MBA and MSIS programs have partnered to offer a master's level certificate in data analytics for learners who have a specific interest in data analysis and data modeling. Successful completion of five MSIS concentration courses is required. Please refer to page 72 of the Graduate Catalog for detailed information.

Financial Planning

A Financial Planning Master's Level Certificate will prepare you for a career in financial planning while earning valuable credits toward an MBA.

Course Requirements

Six highly-focused classes (18 credits) will give you a broad understanding of personal and professional financial planning concepts; investments, insurance, income tax, and retirement and estate planning.

- CR 506 Financial Management
- FN 501 Investment and Portfolio Management
- FN 503 Risk Management and Insurance
- FN 511 Income Tax Planning
- FN 515 Retirement and Estate Planning
- FN 517 Financial Plan Development

Student Learning Outcomes

Once you successfully complete the Master's Level Financial Planning Certificate, you will be eligible to sit for the CFP® Certification Examination

Lean Six Sigma

Lean Six Sigma is a continuous improvement method of reduction in variation, eliminating waste and streamlining inefficiencies within organizations. With a genesis in the manufacturing industry, Six Sigma has been proven to be universal in application as its DMAIC methodology (Define, Measure, Analyze, Improve and Control) transcends all industries and sectors. The methodology allows practitioners to focus on improving targeted areas that will have the greatest impact on response outcomes. In a turbulent economic environment, companies that possess the ability to quickly and continuously identify and eliminate waste and streamline inefficiencies realize improved results and higher returns to their bottom line. These results occur, in large part, because of those individuals who are able to identify the critical issues, communicate them effectively, champion corrective actions, thereby effecting change. Job titles within this field vary from sector to sector, dependent upon the nature of the work. Most, however, incorporate "quality assurance," "process specialist," "continuous improvement," "operations research," or "operational excellence" within the description.

Course Requirements

The 12-credit graduate certificate program in Lean Six Sigma will include the following three-credit courses:

PM 501 Project Management Essentials (Required)
SG 501 Six Sigma Concepts (Required)
SG 502 Lean Management Principles (Required)
FD 506 Managerial Statistics
SG 503 Experimental Design
SG 504 Business Process Management

Student Learning Outcomes

Upon completion of the Lean Six Sigma Graduate Certificate Program, students will be able to:

1. Successfully compete for positions which utilize the concepts of lean six sigma.
2. Explain and analyze the principles involved, and processes necessary for, successful lean management.
3. Evaluate and analyze business issues using experimental design techniques.
4. Identify, explain and analyze business processes and decisions utilizing business process management.
5. Demonstrate knowledge of high ethical standards and the application of those standards in real life supply chain management situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Students who complete a B+ or better will receive a certificate in Lean Management after completion of SG 502; Students will receive a White Belt in Six Sigma Concepts with completion of SG 501.

Project Management

Project managers are responsible for facilitating the successful development, execution, and completion of given projects. Project management activities cover everything from project initiation, planning, execution, monitoring/controlling and closing and the utilization of processes and tools to coordinate them.

Course Requirements

The 15-credit graduate certificate program in Project Management will include the following three-credit courses:

CR 505 Organization Management
PM 501 Project Management Essentials
PM 506 Project Management: Scope & Cost Management
PM 507 Project Management: Risk Management

PM 509 Project Management: Integrating Quality into Product Methodology

Student Learning Outcomes

Upon completion of the Project Management Graduate Certificate Program, students will be able to:

1. Successfully compete for project management positions within the field of choice
2. Prove application of the ten project management knowledge areas: integration, scope, time, cost, quality, human resource, communications, risk, procurement management, and stakeholder management as applied to each area
3. Explain and analyze the components involved, and processes necessary for, successful project management as adapted to the specific needs of the organization or industry (i.e. initiating, planning, executing, monitoring/controlling and closing)
4. Design and implement tools/templates to support the project management process within an organization
5. Articulate leading trends and issues in project and change management
6. Evaluate and implement necessary strategies for domestic and global project management with respect to cultural and performance-related interactions
7. Demonstrate knowledge of high ethical standards and the application of those standards in real life project management situations consistent with the Christian humanistic philosophy of St. Francis de Sales

Supply Chain Management

Supply Chain Management (SCM) is the active management of supply chain activities to maximize customer value and achieve a sustainable competitive advantage. It represents a conscious effort by supply chain firms to develop and run supply chains in the most effective and efficient ways possible. Supply chain activities cover everything from product development, sourcing, production, logistics, and the information systems needed to coordinate these activities.

Course Requirements

The 15-credit graduate certificate program in Supply Chain Management will include the following three-credit courses:

SU 501 Foundations of Supply Chain Management
SU 502 Logistics Management

SU 503 Strategic Procurement & Financial Risk Management
SU 504 Forecasting, Production & Inventory Planning
SU 505 Value Chain Operations & Quality Management

Student Learning Outcomes

Upon completion of the Supply Chain Management Graduate Certificate Program, students will be able to:

1. Successfully compete for positions within the supply management field.
2. Explain and analyze the components involved, and processes necessary for, successful strategic logistics management (technology, distribution, transportation, and warehouse management)
3. Evaluate and implement necessary strategies for domestic and global logistics management with respect to cultural and performance-related interactions
4. Identify the primary components involved in evaluating businesses from a risk perspective and provide a strategic analysis/recommendation for sourcing a function or business activity with an outside organization
5. Determine and articulate the quality management elements that transform a supply chain system into a sustained value chain operation.
6. Demonstrate knowledge of high ethical standards and the application of those standards in real life supply chain management situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

DNP/MBA Program

Courses toward the joint DNP/MBA degrees are offered through both the Department of Nursing and Health and the Masters of Business Administration program. The DNP/MBA is available in two different track options: a DNP in Clinical Leadership with an MBA option or a DNP in Executive Leadership with an MBA option. Students who are registered for the dual degree must complete all requirements for both degree programs before the dual degree is awarded. If a student wants to complete a single degree after matriculation, he/she must petition both program directors and request re-classification as a single degree student.

MSN/MBA Program

The DeSales University MSN/MBA program is designed to provide working nurses, who currently have their BSN or RN, the opportunity to enhance their business skills and education base to respond successfully to the challenges of healthcare management.

The program is the first of its kind in the Lehigh Valley. This dual

degree provides a well-rounded view of both the clinical and business sides of nursing; thereby opening up more career options.

Students take the standard MBA foundation and core courses as well as those in the nursing degree program. The program consists of 58 credit hours of study (18 courses) and can be completed within three years of full-time study.

Students registered for the dual degree must complete all requirements for both degree programs before the dual degree is awarded. If students want to complete a single degree after matriculation, they must petition both program directors and request reclassification as a single degree student.

DeSales University Accelerated MBA Program

DeSales University's Accelerated MBA is a one-year/15-month program designed for recent bachelor's degree graduates or for those professionals in career transition. Admission preference will be given to those students who successfully completed at least one internship or career related job experience. Students who possess a business related undergraduate degree will complete the program in 12 months. Students who have not taken business courses will take three, 6-week sessions of Business Foundation course to prepare them for the 12-month program (total 15-month program). The curriculum can be completed entirely online in 36 credits through the general MBA track or in 36 credits through a mini-concentration track.

The DeSales Accelerated MBA curriculum covers nine core courses, two electives in a focused area, and a capstone course. The possibilities for electives include courses in the following disciplines: accounting, data analytics, finance, healthcare management, human resources management, information technology, lean six sigma, management, marketing, project management and supply chain management. Students may choose two courses from any concentration curriculum. Some of the core courses include business ethics, accounting, strategic marketing, and organization management. Students can apply without submitting GMAT scores but must have at least a 3.0 GPA for all previous coursework.

For non-business MBA applicants, Foundational Courses are available, which include to following classes: FD

501: Essentials of Economics, FD 503: Accounting for Decision Makers, FD 506: Managerial Statistics

Experiential Learning is a key component for many courses in the Accelerated MBA Program. In addition, students will receive free bi-weekly Professional Development Seminars presented by the Director of the Program and DeSales Career Development. These free seminars will cover career planning skills as well as opportunities to develop executive skills through interactions with local, regional and national business leaders. The program will culminate with a capstone experience, which will include an experiential learning project where students will serve as the DeSales Consulting Team.

Below is the planned cohort curriculum program:

Curriculum Plan

Foundational Classes (for those students without previous business classes) – FD 501: Essentials of Economics, FD 503: Accounting for Decision Makers, FD 506: Managerial Statistics

First session

CR 501	Financial and Managerial Accounting
CR 505	Organizational Management
CR 504	Marketing Management
CR 508	Business Computing
	Professional Development Seminar

Second Session

CR 506	Financial Management
CR 503	Business and Society
PM 501	Introduction to Project Management
Elective	Select focus course with advisor approval
	Professional Development Seminar

Third Session

MG 504	Managerial Decision Making
CR 510	Capstone Integration Course
Elective	Select focus course with advisor approval
	Professional Development Seminar

Fourth Session

CR 507	Executive Skills Development
	Professional Development Seminar

COURSE DESCRIPTIONS

GRADUATE LEVEL FOUNDATION COURSES

FD-501 Credits 3

Essentials of Economics

This course will cover the basic concepts of macroeconomics, microeconomics, and money and banking. Topics included are supply and demand, national income accounting, international trade policy, critical economic indicators, elasticity, market structures, monetary and fiscal policy, theories of interest rate determination, foreign exchange markets, budget deficits and public debt. Current economic issues and policies are emphasized.

Prerequisite: none

FD-502 Credits 3

Management and Marketing Principles

The management portion of this course will cover the history and evolution of management theory as well as long range planning, organization design, management style, organizational communication systems, motivation/rewards, and problem solving. Emphasis will be on developing a systemic, holistic perspective. The marketing portion of this course will examine the basic functions of marketing, i.e., the marketing mix, market research, product analysis, promotional communications, etc. as they relate to the exchange factor in satisfying consumer needs and wants.

Prerequisite: none

FD-503 Credits 3

Accounting for Decision Makers

The course presents accounting as an information development and communication function that supports decision-making by managers, owners, creditors, and others. Topics included are: the conceptual framework of financial accounting, statements of financial position, income and cash flows, asset and liability measurement, concepts of income, and the accounting process.

Prerequisite: none

FD-505 Credits 3

Foundations of Business

The course consists of six modules: management, marketing, macroeconomics, microeconomics, and accounting covering the materials in FD 501 - FD 503 in an accelerated 12-week session. Successful completion of the course requires significant amounts of independent study. This course is only available to M.B.A. students with graduate degrees or higher. This is a pass/fail course.

Prerequisite: none

FD-501 Credits 1

Foundations of Business: Management and Marketing Modules

This module is a survey of both key management and marketing topics with an emphasis on theory and applicable skills. Select theories will be related to real world (global) applications and linked to current job responsibilities as time allows. This is a pass/fail course.

Prerequisite: none

FD-502 Credits 1

Foundations of Business: Economics Module

This module is an introduction to economics. It will cover the basic concepts of economics as well as macroeconomics and microeconomics. Topics include: terminology, economic models, supply and demand, elasticity, market structures, competition and monopoly, national income accounting, international trade policy, monetary and fiscal policy, interest rate determination, budget deficits and public debt. This is a pass/fail course.

Prerequisite: none

FD503 Credits 1

Foundations of Business: Accounting Module

The course presents accounting as an information development and communication function that supports decision-making by managers, owners, creditors, and others. Topics included are: the conceptual framework of financial accounting, statements of financial position, income and cash flows, asset and liability measurement, concepts of income, and the accounting process

FD-506 Credits 3

Managerial Statistics

This course provides the statistical analysis background needed for managers to be successful decision makers. Topics including probability distributions, hypothesis testing, and regression analysis will be explored.

Prerequisite: none

CORE COURSES

CR-501 Credits 3

Financial and Managerial Accounting

Brief review of the preparation, analysis, and utilization of financial statements. Interpretation and application of accounting data for internal planning, reporting, control, and decision making.

Prerequisite: Financial and Managerial Accounting or FD-503

CR-503 Credits 3

Business and Society

An exploration of the rights, responsibilities, problems, and opportunities facing the business manager operating within a system in which the demands and expectations of the social, political, and legal subsystems often compete or conflict with purely economic factors normally affecting internal managerial decision-making and behavior of a firm. Issues of ethics and values, as they operate in an increasingly pluralistic society, will be stressed. The concept of corporate responsibility to stakeholders will be examined in some depth. The course will explore alternative responses to the question, "To whom is the corporation responsible, and for what?"

Prerequisite: none

CR-504 Credits 3

Marketing Management

An understanding of the application of marketing theories, concepts, and practices as they relate to the management of the marketing function in a complex organization. Emphasis will be on the managerial aspects of marketing plans, including analysis of the external environment. A key element of the course will include the relationship of the "marketing mix" to strategic planning.

Prerequisite: Principles of Marketing or FD-502

CR-505 Credits 3

Organization Management

The concepts of organizational efficiency and effectiveness, which introduces non-economic variables into the total management equation and organization structure and process as key determinants of organizational survival and success is examined. Emphasis is on affective dimensions, which view responsibilities and contributions of the general manager.

Prerequisite: Principles of Management or FD-502

CR-506 Credits 3

Financial Management

Students in CR-506 will develop an understanding of current theory and practice relating to alternative approaches to meeting the financial needs of the firm. Analysis and planning, from a managerial perspective, will be stressed. There will be emphasis on the development of decision-making criteria in dealing with topics such as financial planning, working capital, capital budgeting, and debt-management.

Prerequisite: FD-506 and CR-501

CR-507 Credits 3

Executive Skills Development

This is an eclectic, interactive course aimed at developing a deeper understanding of selected topics, which contribute to

heightened self-awareness as the foundation for a higher level of personal and executive development and effectiveness. The course examines the interrelatedness between leadership and management, cognitive and affective aspects of executive behavior and managerial decision-making. It includes topics such as individual self-analysis of leadership style, communications skills, personal goals and values, and interpersonal skills, team building, negotiation skills, conflict management, and small group dynamics.

Prerequisite: none

CR-508 Credits 3

Business Computing

This course will focus on advanced features of spreadsheet applications including introductory macro design and managerial decision modeling for problem solving with Excel.

Prerequisite: Basic knowledge of Microsoft Excel

CR-510 Credits 3

CAPSTONE-Policy and Strategy

This required Capstone course, should be taken as (or near) the final course. Integral parts of the course are preparation of a comprehensive, written strategic plan, written and case analysis discussion, an online business strategy simulation, discussion boards, and review of current strategic thought. The perspective is a holistic one which views the organization as a total system, comprised of internal, specialized sub-systems, and interacting with an external, dynamic environment. The emphasis will be on the development, implementation, and analysis of organization policies and strategies which influence a firm's survival and success in an increasingly competitive world. The role of the general manager (versus the functional specialist) will be stressed. Learning teams are used throughout the course.

Prerequisite: Take a minimum of 10 MBA courses, not including foundations

AREAS OF CONCENTRATION COURSES

ACCOUNTING

AC-501 Credits 3

Corporate Financial Reporting

An examination of accounting valuation and reporting practices as promulgated by the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC). Current issues will be emphasized.

Prerequisite: Take twelve hours of undergraduate accounting or CR-501

AC-502 Credits 3

Auditing Concepts and Practices

A conceptual examination of the audit process with appropriate linkages to the applied aspects of the discipline. Using readings, case studies, and authoritative issuances of regulatory bodies, attention will be given to auditing principles and practices against a background of concern for the auditor's legal liability, ethics, and potential for fraud.

Prerequisite: Take twelve hours of undergraduate accounting and CR-501

AC-505 Credits 3

International Accounting

An examination of worldwide accounting principles and reporting practices. Comparative study of accounting practices with reference to International Accounting Standards. Special attention will be given to the problems facing the multi-national corporation in regards to such issues as inventory methods, currency translation, consolidations, transfer pricing, taxes, and treaties.

Prerequisite: CR-501

AC-506 Credits 3

Advanced Tax and Law

A course which covers advanced topics in taxation and law. Study of advanced federal income taxation topics including international taxation, multistate taxation, exempt organizations and tax ethics. Advanced legal topics include the law of commercial transactions as it applies to secured transactions, bankruptcy, and securities regulations.

Prerequisite: CR-501 and a previous tax class

AC-507 Credits 3

Government and Not-For-Profit Accounting

An introduction to the theory and practice of accounting as applied to governmental entities and not-for-profit organizations. The objective is to evaluate transactions, prepare and analyze financial statements, write financial briefings, and apply accounting rules and procedures. Topics include the evaluation and preparation of reports required for governmental and not-for-profit entities.

Prerequisite: none

AC-508 Credits 3

Fraud Examination

This course will examine the three major areas of occupational fraud: asset misappropriation, corruption and fraudulent financial statements to develop an understanding of how and why fraud is committed. The focus of the class will be: a study of areas prone to fraud, how to detect and prevent fraud, human factors associated with increased risk of occupational fraud.

This class will also focus on management's responsibility for establishing and maintaining an environment promoting ethical behavior, compliance to laws, and adequate internal control. Actual fraud cases will be presented to demonstrate how allegations of fraud are investigated and resolved by fraud investigation professionals. This class can count as a concentration class for all concentrations except Project Management.

Prerequisite: none

AC-510 Credits 3

Seminar in Accounting

An in-depth exploration of a topical aspect of accounting. A conceptual examination of basic issues involved in determining income and fairly presenting an organization's financial position. The impacts of regulatory agencies on the accounting standard-setting process would be an illustrative topic to be treated in some depth.

Prerequisite: CR-501; CR-506 is recommended

AC-520 Credits 3

Special Topics in Accounting

A course tailored to special interests of students and faculty may be offered when demand warrants.

Prerequisite: Take a minimum of 12 MBA credits, not including foundations

FINANCE

FN-501 Credits 3

Investment and Portfolio Management

With balanced attention to both theory and contemporary practice, this course will deal with the characteristics of individual securities and portfolios, as well as strategy and models for establishing portfolios to meet various objectives. Evaluating performance against stated criteria will be discussed. The impact of government regulations and other external environmental factors will be considered. Implications of modern portfolio theory on financial management practices will be an integrating theme.

Prerequisite: CR-501 and CR-506

FN-502 Credits 3

Financial Markets and Institutions

An examination of the sectoral supply and demand for funds, interest rate determination and forecasting, the role of the Federal Reserve System, the impact of government regulation and deregulation, and current topics in the financial system. Collaborative teaching methods and technology will be used for financial analysis, cases, and projects to learn about global financial markets and the role these markets play in the allocation

of scarce resources in the U.S. and the world economy.

Prerequisite: CR-501 and CR-506

FN-503 Credits 3

Risk Management and Insurance

An introductory survey course covering essential principles, practices, and basic legal aspects of insurance and risk management from the perspective of the individual, the finance manager, and the government. An analysis of the attributes of various alternative types of insurance contracts from a risk management perspective will be a central theme. The alternative of self-insurance will be examined.

Prerequisite: CR-501; CR-506 is recommended

FN-504 Credits 3

International Financial Management

An analysis of the structure and function of international money and capital markets with special attention on the operation of foreign exchange markets, export/import finance, comparative analysis of international financial institutions, Euro markets, and risk management in this dynamic environment. The primary perspective will be the application of the foregoing to the multi-national enterprise.

Prerequisite: CR-501 and CR-506; FN-502 is recommended

FN-510 Credits 3

Seminar in Finance

An in-depth study of advanced topics in finance with a balance of both theoretical and applied perspectives. The theory of financial markets and other topics not addressed in depth in other courses would be an illustrative focus for this seminar.

Prerequisite: CR-506

FN-511 Credits 3

Income Tax Planning

Current tax code concepts, issues, and regulations and the resulting consequences and liabilities to a financial planner's clients. The course explores the structure of the code as it pertains to the taxation of individuals, their businesses, partnerships, trusts, and other legal entities.

Prerequisite: None

FN-515 Credits 3

Retirement and Estate Planning

Financial planning for the future. The retirement planning portion outlines the various retirement plans available including government and private plans, pension plans, individual retirement accounts, and other qualified and non-qualified retirement plans. The estate planning portion examines the taxation of

gifts, estates, and generation skipping transfers.

Prerequisite: None

FN-517 Credits 3

Financial Plan Development

A culmination of the Financial Planning sequence. The purpose of the Financial Plan Development course is to require the student to demonstrate the ability to integrate and apply his or her knowledge of financial planning topics, as received through the curricula taught by CFP Board-Registered Programs.

Prerequisite: FN-501 or FN-515 or permission of instructor

FN-520 Credits 3

Special Topics in Finance

A course tailored to special interests of students and faculty may be offered when demand warrants.

Prerequisite: CR-506

HEALTH CARE SYSTEMS MANAGEMENT

HC-502 Credits 3

Fiscal Issues in Health Systems Management

This course presents the theoretical and applied aspects of healthcare finance. The course first examines specific economic theories and issues related to the financing and delivery of healthcare services. Topics include: determinants for care services. Topics include: determinants for medical care demand, issues in the supply of healthcare services, production theory, determinants of costs for healthcare services, public and private health insurance, competition in healthcare markets, and the political economy of healthcare services. This course also provides an in-depth examination of specific health financing topics such as the use of financial information in healthcare decision-making, rate-setting and prospective reimbursement, and assessing new healthcare services and ventures.

Prerequisite: none

HC-503 Credits 3

Legal Aspects of Health Systems Management

The course will address the major areas of law, which influence the management of healthcare organizations. Students will develop a general knowledge of legal issues and legal problems currently facing health care institutions, medical and allied health staff in the day-to-day operation of healthcare facilities. Students will examine a range of medical-legal issues such as the role and obligations of administration, the governing board, and medical and nursing staff. Students will develop an understanding of the following specific topics: liability issues, antitrust and taxation laws, legal issues in mergers and consolidations, patient rights, confidentiality, labor law, and the general

principles of risk management.

Prerequisite: none

HC-504 Credits 3

Issues in Quality Management for Healthcare Systems

This course is designed to familiarize the student with the concept of Quality and the process of Quality Improvement across the healthcare continuum. This course focuses on the history and evolution of Quality, its terms, principles, theories, and practices. The student is introduced to a diverse collection of methods of improving quality, including but not limited to, continuous Quality improvement and Total Quality Management, and to the guidelines for implementing quality management and the continuous quality improvement processes. Additionally, the students will be asked to review the changes that a selected number of health care systems from across America have implemented in order to achieve the Institute of Medicine's goals to make quality health care more safe, timely, effective, equitable, efficient and patient-centered. International health-care will also be discussed for comparative purposes.

Prerequisite: none

HC-505 Credits 3

Healthcare Payment Systems & Value Based Reimbursement

Managed healthcare is a rapidly expanding component of our healthcare system, and healthcare managers will need to have a strong understanding of this trend. This course provides a comprehensive background in the key concepts of managed care. It also explains the strengths and weaknesses of various managed care models such as Health Maintenance Organizations (HMO), Point of Service Plans (POS), and Preferred Provider Organizations (PPO), as well as the different forms of vertically integrated systems. The course also examines operational issues to include case management, contracting, compensation, and utilization management. The unique requirements for Medicaid and Medicare managed care plans are also analyzed.

Prerequisite: none

HC-506 Credits 3

Community Health Assessment and Planning

This is a survey course divided into two sections. The first section introduces the principles of community health. It reviews epidemiology and public health demography, social and economic determinants of health and disease, community health assessment, population-specific healthcare delivery issues, and the concepts of community-oriented care. The second section focuses on the application of health planning models and methods. Integration of the principles of community health into the planning process is stressed. Emphasis is on planning for community-based populations or to a healthcare organization's service areas.

Prerequisite: none

HC-507 Credits 3

Contemporary Issues in Healthcare Policy

This course studies American healthcare policy, its origins, and contemporary policy issues in the financing and delivery of healthcare services. The role of legislative committees, bureaucratic agencies, interest groups, and major healthcare policies are examined as they have developed from the New Deal to the present. Attention is given to issues that relate to the concepts and/or quality of life and death. This is broadly defined to include AIDS policy, infant mortality, and government regulation of consumer products, occupational safety, and fiscal issues such as prospective payment, national health insurance, and the rationing of healthcare. Primary attention will be given to the legislative and political aspects of these various policy areas, but the unavoidable ethical issues will also be considered.

Prerequisite: none

HC-508 Credits 3

Management of Information and Communication Technologies in Healthcare Systems

Information and communication technologies are a rapidly expanding element of health services delivery systems. This course is designed to integrate theory and practical aspects as they apply to healthcare management. It shall examine how technology has influenced regulatory, communications and structural healthcare environments. This course develops leadership skills for management of information systems to navigate complex issues such as integration, alignment, strategic planning and governance.

Prerequisite: none

HC-510 Credits 3

Topics in Healthcare Management

An in-depth study of selected, contemporary topics in healthcare management, with a balance between the theoretical and applied perspectives. Topics will vary.

HC-520 Credits 3

Special Topics in Healthcare Management

A course tailored to special interests of students and faculty which may be offered when demand warrants. Topics will vary.

HUMAN RESOURCE MANAGEMENT

HR-502 Credits 3

Talent Management

HR-502 focuses on talent management as a strategic necessity. Course will cover such talent management functions as forecasting, recruiting and hiring, performance assessment, providing career growth, and termination. Students will also learn how to measure the impact of talent management on

bottom-line productivity and profitability. Required for HR concentration.

Prerequisite: MG-501

HR-503 Credits 3

Human Resource Law

HR-503 focuses on the major federal and state laws, rules and regulations impacting the employer/employee relationship. Topics include Hiring and Selection, Wage and Hour, Employee Benefits, Health and Safety, Civil Rights and Discrimination, Performance Management and Discipline, Labor Relations and Unions, Employee Privacy, Record keeping and HR Policies and Practices. Required for HR concentration.

Prerequisite: MG-501

HR-504 Credits 3

Compensation and Benefits

HR-504 explores current theory, practice and alternatives in employee compensation and benefits. This course will cover basic pay structures and methods, individual and group incentive plans, basic health and welfare benefits, paid time off benefits, retirement plans profit sharing plans, stock option plans, executive compensation and benefits.

Prerequisite: MG-501

HR-505 Credits 3

The Human Capital Executive

HR-505 introduces the student to the skills necessary for the human capital professional to participate effectively at the executive level of the organization. By claiming and mastering their seat at the table, the human capital professional joins the leadership of the company in charting future success.

Prerequisite: MG-501

HR-506 Credits 3

Building a High Performance Culture

HR-506 provides students with a clear understanding of issues surrounding employee motivation and engagement. Emphasis is placed on a variety of models for building a performance culture, identifying “technical” and “talent” components of high performance culture and understanding the challenges and strategies for infusing a performance culture into an under-performing enterprise.

Prerequisite: MG-501

HR-507 Credits 3

Global Human Resource Management

HR-507 introduces the student to cross-cultural management of the international and multinational firm’s human capital. This course

will empower the Human Capital Manager to effect HR policy and practice consistent with a global strategy regardless of industry.

Prerequisite: MG-501

HR-510 Credits 3

Special Topics in Human Resource Management

Special topics such as Conflict Resolution and Team Building, Safety and Health, Training, Design and Development, Labor Relations, and International HR, Change Management, and Diversity will be offered under this course number.

Prerequisite: MG-501

LEAN SIX SIGMA

SG501 Credits 3

Six Sigma Concepts

A robust improvement science and continuous improvement concept that allows for systematic identification of root causes for chronic and complex issues. Lean Six Sigma’s methodology transcends all industries and sectors. Students will explore the five phases of Lean Six Sigma DMAIC; Define, Measure, Analyze, Improve and Control. Various tools, concepts, and simulations will be introduced for real-life application.

SG502 Credits 3

Lean Management Principles

An accelerated improvement science and continuous improvement concept that seeks to eliminate waste. Lean Management’s methodology transcends all industries and sectors, allowing practitioners to focus on improving targeted areas that will have the greatest impact through rapid solutions deployment. Students will explore the various concepts and techniques that have made Lean Management incredibly powerful and successful.

SG503 Credits 3

Experimental Design

Presents practical working and theoretical knowledge of experimental design techniques used in continuous improvement and design projects. Students will explore Design of Experiments (DOE), with an emphasis placed on full factorial and fractional factorial designs, and Deming PDSA Cycles.

SG504 Credits 3

Business Process Management

Provides practical working and theoretical knowledge of Business Process Management (BPM) principles. Business Process Management is universal in application and should be considered best practice. BPM offers a wide range of techniques and concepts that seek to improve corporate performance by managing business processes and the psychological aspects associated with transformational periods.

MANAGEMENT

MG-501 Credits 3

Management of Human Resources

A survey of basic principles and practices, which govern personnel, needs analysis and the selection and development of organizational human resources. Topics such as recruitment, testing, development, performance evaluation, and compensation will be examined against a backdrop of changing demographics. Legal ramifications and implications of personnel policies and practices will be considered. The management of human resources will be studied within the context of an organization’s total strategy and structure. Required for HR concentration.

Prerequisite: CR-505

MG-502 Credits 3

Organizational Analysis and Design

An introduction to open systems theory and other approaches useful for the nature, operation, and effectiveness of purposive organizations. Emphasized topics will include organization structure, the relationship between structure and process, intra- and inter-organizational dynamics, and environmental influences. Students will be expected to develop an analytical framework for analysis and design, and to apply it to a substantive organization with which they have more than superficial familiarity.

Prerequisite: CR-505

MG-503 Credits 3

Entrepreneurship

The examination of principles and contemporary practices underlying the development and conversion of ideas into organizational and market-place reality. Topics to be explored include risk, leadership, creating and developing an organizational team, defining and obtaining necessary resources, and developing and implementing a viable business plan.

Prerequisite: CR-501 and CR-504; CR-506 recommended

MG-504 Credits 3

Managerial Decision-Making

This course will explore both the theoretical and practical aspects of managerial decision-making in an organizational context. We will examine tools and techniques. We will fully consider the role of managerial experience, judgement and intuition in the practice of managerial decision-making. We will consider the role of process design and group dynamics in decision-making effectiveness. Our goal will be to build an intellectual framework characterized by an integrated approach to decision-making based on the tools and techniques of all approaches, fully cognizant of the reality that there is a great deal

of overlap and interplay among all approaches.

Prerequisite: CR-505

MG-505 Credits 3

International Management

This course is based on current trends in the field of international management set in a dynamic global business climate. It examines analytical and operational aspects in a cross culture environment supported by actual case histories.

Prerequisite: none

MG-510 Credits 3

Seminar in Management

An in-depth study of selected topics in management with a balance of both theoretical and applied perspectives. A review of some of the classic writings in management or the history of management development would be illustrative of topics appropriate for treatment in this seminar setting, as would be various other topics introduced but not explored in depth in other courses.

Prerequisite: none

MG-520 Credits 3

Special Topics in Management

A course tailored to special interests of students and faculty that may be offered when demand warrants.

Prerequisite: none

MARKETING

MK-501 Credits 3

Buyer Behavior

An analysis of interaction among the major social, cultural, psychological, and economic influences on the behavior of the buyer, in both the consumer and industrial sectors. The application of behavioral principles to the development of effective marketing strategies will be explored.

Prerequisite: CR-504

MK-502 Credits 3

Marketing Strategy

An advanced course which interprets the principles, tools, and techniques of marketing analysis from a strategic perspective. The course focuses on the development of a comprehensive marketing plan.

Prerequisite: CR-504

MK-503 Credits 3

Marketing Research

An examination of the objectives, techniques, and limitations

of marketing research as a tool of effective marketing management. Topical coverage will include: formulation of research objectives, selection of research design, and the collection, analysis, interpretation and use of data. The use of models, simulations, and other research tools and techniques will also be examined. The perspective will be that of the user of marketing research products.

Prerequisite: CR-504

MK-504 Credits 3

Marketing Simulation

A computer-based simulation, which allows students to make interactive decisions and to receive feedback from the model, so as to create an appreciation of the interrelatedness of the numerous variables which affect key marketing decisions. Normally, student teams compete by making decisions about price levels, production levels, promotion policies, distribution systems, product features, research budgets, etc., which affect their company and/or industry.

Prerequisite: CR-504

MK-505 Credits 3

International Marketing

Designed to provide students with the opportunity to apply basic marketing concepts, principles, strategies, and techniques to the special challenges of the international setting. This is done by examining and applying marketing decision-making processes, determining marketing information requirements, developing criteria for planning and control systems, and becoming familiar with alternative organizational designs and marketing strategies most effective in the global context increasingly faced by the multi-national firm.

Prerequisite: CR-504

MK-510 Credits 3

Seminar in Marketing

An in-depth study of selected, contemporary topics in marketing, with a balance between the theoretical and applied perspectives. Disciplinary foundations of marketing will be stressed.

Prerequisite: CR-504

MK-520 Credits 3

Special Topics in Marketing

A course tailored to special interests of students and may be offered when demand warrants.

Prerequisite: CR-504

PROJECT MANAGEMENT

PM-501 Credits 3

Project Management Essentials

Investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage them. To illustrate and reinforce concepts, a variety of projects, organizational settings, and issues will be investigated through Harvard cases. Topics to be addressed include the selection and role of the project manager, organization and planning, budgeting and cost estimation, scheduling and resource allocation among multiple projects, monitoring, controlling, auditing, and terminating projects.

Prerequisite: none

PM-506 Credits 3

Scope and Cost Management

The course addresses project management from a management perspective. Specifically, it will consider project scope (planning), project cost (budgeting), and the issues associated with selecting projects, initiating them, and operating and controlling them while remaining on project scope and budget. Specific topics to be addressed include scope planning and control, resource allocation, cost and time tracking with an emphasis on stakeholder reporting. This class will utilize MS Project or equivalent electronic tool for reporting and control.

Prerequisite: PM-501

PM-507 Credits 3

Risk Management

This course explores philosophies, principles, practices, and techniques for managing risk in projects with a particular focus on complex or large-scale activities. We will cover the basics of risk management in the context of project management and outline a systematic approach to managing project risk. Special topics to be addressed include risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, and risk monitoring and control.

Prerequisite: PM-501

PM-508 Credits 3

Contract Management

This course examines the use of outsourcing contract management and the issues of defining scope and allocating responsibilities for contracted cost, quality and risk management work elements. Special topics to be addressed include plan purchases and acquisitions, plan contracting, requesting seller's responses, selecting sellers, contract administration and contract closure.

Prerequisite: PM-501

PM-509 Credits 3

Integrating Quality into your Project Methodology

This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage them. To illustrate and reinforce concepts, a variety of projects, organizational settings, and issues will be investigated. Special topics to be addressed include quality planning, quality assurance, quality control and quality and statistical process control.

Prerequisite: PM-501

PM-510 Credits 3

Advanced Project Management

This an eclectic course aimed at developing a deep understanding of selected topics, which contribute to project management effectiveness. The course will examine the interrelatedness between the nine knowledge areas of project management. Depending upon student needs, course coverage would include some combination of topics, such as international projects and virtual teams, PPM/PMO development, multi-project management, stakeholder management, and industry specific special topics.

Prerequisite: Successful completion of three PM courses

PM-520 Credits 3

Special Topics in Project Management

A course tailored to special interest of students and faculty that may be offered when demand warrants

Prerequisite: PM-501

SUPPLY CHAIN MANAGEMENT

SU-501 Credits 3

Foundations of Supply Chain Management

SU501 provides an overview of supply chain management and is designed for those who have a general understanding of business essentials. Design and management of supply chains, modern roles of sourcing, logistics, operation, sales, and establishing intra- and inter-firm cooperation and strategic alliances across complex, global supply chains will be introduced and discussed. Required for SU concentration.

Prerequisite: None

SU-502 Credits 3

Logistics Management

This course focuses on all facets of logistics pertaining to transportation management, warehouse and facility location management, inventory management and customer service strategies. The course will also address key technology issues such as enterprise resource planning (ERP), bar coding, electronic data

interchange (EDI), and distribution resource planning (DRP)

Pre-requisite: SU-501

SU-503 Credits 3

Strategic Procurement and Financial Risk Management

This course covers decisions made regarding a wide range of options depending upon the level of vertical integration employed by an enterprise. Once the decision to engage outside suppliers has been made, leadership in the supply chain organization must evaluate, select, and effectively manage suppliers and their performance to ensure marketplace and financial performance of the enterprise. This includes negotiation, contract management, and analysis of proposals. Outsourcing of functional and business activities within and outside an enterprise will be explored.

Pre-requisite: SU-501

SU-504 Credits 3

Forecasting, Production and Inventory Planning

Treatment of the principles, models and techniques for the planning, analysis, and design of integrated production control systems. Course topics include forecasting, inventory management, production planning, project scheduling, and materials requirement planning problems with an emphasis on analytical modeling approaches and optimization methods used to obtain their solutions.

Pre-requisite: SU-501

SU-505 Credits 3

Value Chain Operations and Quality Management

This course provides students with a systemic and strategic approach to quality management with emphasis on process improvement tools and methodologies. The course is designed to expose students to the integral elements of a total quality management system within both manufacturing and service organizations.

Pre-requisite: SU-501

GRADUATE PROGRAMS IN TEACHER EDUCATION

Dr. Katrin Blamey,
Director of Graduate Education
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The Master of Education and Education Graduate programs at DeSales University serve as the center for the advancement of effective teaching through the creation of learning opportunities designed to be relevant for today's children and youth. Our programs instill a sense of respect for all persons so that graduates can prepare students to experience cultural diversity, use technology, and contribute to a global society.

Degrees offered:

The master's degree is a comprehensive academic program of at least 30 graduate credits that culminates in a capstone research project. Master's degrees are offered in the following areas:

- MEd in Early Childhood and Elementary Education
- MEd in Secondary Education
- MEd in Special Education
- MEd in Teaching English to Speakers of Other Languages (TESOL)
- MEd in Academic Leadership and Reform (multidisciplinary)

Pennsylvania Teacher Certification Programs, Traditional

DeSales University is approved to offer teacher certification preparation programs under the Pennsylvania Department of Education, in the following areas:

- Early Childhood and Elementary Education Pre-Kindergarten-4th grade
- Secondary Education 7-12th grades in Biology, Chemistry, Communications, English, Mathematics, Social Sciences, Social Studies
- French and Spanish PreK-12
- Special Education PreK-12th grade
- English as a Second Language (ESL) Program Specialist
- STEM (Science, Technology, Engineering, Mathematics)

Pennsylvania Teacher Intern Certification Program (DeSales TIP) in Secondary Education, World Languages, and Special Education

DeSales University is approved by the Pennsylvania Department of Education to offer an alternative teacher education program to qualified candidates who have graduated from an accredited

undergraduate institution in a content area related to the following certifications: biology, chemistry, communications, mathematics, English, world languages (French/Spanish), social studies or who wish to pursue a certification in Special Education PreK-12 while continuing to work in the special education field.

In order to be accepted into the Intern Certification track, the applicant must demonstrate a 3.0 in undergraduate work, content mastery through certification exam results, and a willingness to engage in intensive study. Applications for the special TIP program are in addition to the application to DeSales M.Ed. TIP applications are due on or about March 15.

An online application and registration form for all programs are available at www.desales.edu/med.

Mission Statement

The mission of the Graduate Programs in Education is to prepare teacher candidates, teachers, and educational leaders to lead young children and adolescents in reaching their highest potential in social interactions, in artistic endeavors, in spiritual growth, and in academic achievement.

Learning Outcomes

Teachers, teacher candidates, and educational leaders in the graduate programs in education demonstrate

- Advanced content mastery across disciplines leading to research and scholarship in the field
- Effective, creative, reflective, technology-enhanced, and data-driven pedagogy with a commitment to leadership in the educational process
- Professionalism in personal, collegial, mentorship, and institutional settings
- Leadership in supporting the uniqueness and diverse perspectives of students, their families, and their communities
- Leadership in advocating for students and supporting their highest achievement in local and global contexts

The MEd programs of DeSales University foster and support professional development through inquiry, reflection, and the application of research-based methods to improve teaching and learning. The programs broaden theoretical and practical knowledge of professionals in the education and preparation of children as they grow toward global citizenship. Our students critique, discuss, and engage in educational research and use technology as an instructional tool to motivate, enhance, and extend learning. Graduates of the MEd programs are prepared to inform educational policy,

address ethical concerns in the education of children, and maximize the benefits of diversity in the classroom.

General Admissions Requirements, MEd Programs

A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution. (Graduates of international universities must submit an independent evaluation of transcripts from a foreign credentials evaluation body recognized by DeSales.) Undergraduate GPA of at least 3.0 for regular admission. Otherwise-qualified individuals who do not meet the 3.0 criteria may appeal for provisional admission. Provisional admission allows the post-baccalaureate student to enroll in up to twelve credits of coursework prior to application for regular admission. See the director of graduate education for details.

Individuals with special needs or goals may be considered for admission and are encouraged to apply.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country
- If an applicant attended a U.S. community college, college, or university full-time for at least two years without English as a Second Language coursework for support

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales program

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

Application Procedure

Application information can be obtained from either the MED programs secretary or www.desales.edu/med.

A complete application will include:

1. A completed online application form.
2. Official transcripts of all college work, undergraduate and graduate.
3. One letter or form of recommendation from persons who have known the applicant professionally for at least six months and can attest to the candidate's preparedness for graduate studies.
4. Copies of teaching certificates, (if applicable).
5. A letter in which the applicant states his/her professional goals and how earning a MEd from DeSales University will assist in achieving these goals. The letter may include additional information the applicant wants the director to consider for admission. This letter should be one or two pages in length and serves as an indication of ability to write at a graduate level.
6. A non-refundable application fee.

When the completed application and all documentation are received, the director of MEd programs will review the information and inform the candidate of the application status.

Application to the Teacher Intern Program (TIP): Additional

The TIP program is for content-qualified post-baccalaureate applicants who wish to earn an intern certificate in Secondary Education, World Languages, or Special Education PreK-12 after fifteen or more credits of graduate work in education in addition to substantive summer field experience completed under the supervision of DeSales University faculty. The successful intern candidate will then then continue the path towards Instructional I certification while working as a teacher in a local school. For more information about this program and for an application form, contact the MEd office at MEd@desales.edu. The application process for this program is in addition to the regular application process. The TIP Program application requires the following:

1. Teacher Intern Application Form

2. Documentation of a GPA of 3.0 in undergraduate work through submission of all undergraduate official transcripts
3. Documentation of the passing of the Praxis II or PECTs in the area on the intended certification
4. A TIP Recommendation Form by one professional reference
5. An interview and demonstration teaching segment with the TIP coordinator and MEd Director

Internal Transfer

Students enrolled in a graduate education program offered by the University may transfer to another graduate education program offered by the University with the approval in writing of the director of MEd programs. An additional application fee is not required and ordinarily admissions credentials need not be resubmitted, but the requestor must submit a formal letter of request for transfer as well as a new statement of goals. Depending upon the director's approval, credits earned in the original program may be partially or fully applied toward the new degree.

Transfer of Credit from Other Institutions Policy

Up to nine credits of graduate work (generally at a 500 level or greater), with grades of a "B" or better, and completed within five years of the request for transfer may be transferred from graduate programs within the University or from other graduate programs of accredited institutions of higher education to partially fulfill requirements of any program. The course content must parallel DeSales course offerings or be relevant to the degree sought. Applicants must provide an official transcript, course description and any other documentation requested by the University.

All transfers must be approved by the director of MEd programs. Transfer of credits earned before admission must be requested in writing at the time of application for admission.

Students wishing to transfer courses taken at another institution during the completion of a program must receive prior written approval from the director. Courses offered by DeSales University as part of a program cannot be taken elsewhere for transfer if a student has the opportunity to take them at DeSales University during the current or future semesters during a reasonable time frame for completion of a program. Approval of transfer will not be granted unless for extenuating circumstances and only if denial of request for transfer will deny student progress toward program completion. Courses in MEd programs have outcomes aligned with program outcomes and transferred courses rarely align exactly. Therefore, desire for a more rapid

completion of a program will not constitute an extenuating circumstance or grounds for approval of transfer.

Academic Schedule

The academic year of the MEd program consists of multiple sessions:

Fall (13 weeks) early Sept-early December

Spring (13 weeks) early Jan-late April

Summer (13 weeks) late April-early August

Summer A (7 weeks) late April-mid June

Summer B (7 weeks) mid June-early August

Courses may be taught in various formats including traditional classroom, online, and hybrid (online and face-to-face), or hybrid-flex classes. Schedules for these formats will be announced with the session schedule and will be available on the Web Advisor before registration.

The Academic Calendar may be found at www.desales.edu/med.

In the fall, spring, and traditional summer session, hybrid courses meet in alternating weeks on-campus and online. On campus sessions meet on a weekday evening, Monday - Thursday from 5:30 - 9:00 p.m. for three-credit courses. See the program for the exact schedule. Select courses will be offered in an online format where there may be a requirement for some synchronous class meetings online.

Summer A and Summer B in the seven-week summer session meet two times each week (one on-line class and one face-to-face class).

Student Status

A full-time student is one who carries at least six credits in a given term.

A part-time student is one who carries at least three credits in a given term.

A student will be deemed inactive after twelve months of non-enrollment. The student must reapply to be reinstated to continue in the program and is not guaranteed readmission.

Student Categories

Applicants may be admitted to the MEd program in one of the following categories:

Regular Student Category

An applicant in this category is pursuing a degree only, certification only, or degree and certification and meets all admission requirements.

Provisional Student Category

A post-baccalaureate student who does not fully meet the GPA requirement but who has attained a minimum of a 2.5 GPA may enroll in up to twelve credits of course work within the Department. Upon successful completion of the twelve credits with a cumulative GPA of 3.0 achieved in the graduate program, the student may then apply for admission as a Regular Student

Special Student Category

Qualified students may enroll in graduate courses on a per-course basis up to a maximum of 6 credits without formal admission to a program. The successful completion of the course does not imply acceptance into the program. However, courses taken under this status may be applied towards program requirements once regular student status is attained.

Auditing Student Category

The director of MEd programs may permit qualified applicants to audit selected courses. Such applicants must complete the MEd application form and must pay the non-refundable application fee and tuition for any courses to be audited. Audited courses may not be counted toward graduation requirements.

Elective Courses

The director of MEd programs should approve all elective courses taken as part of the degree program allowing for electives.

Academic Standing

GPA Requirements: Students must maintain a 3.0 GPA for each semester of enrollment. If a cumulative GPA falls below 3.0 for one semester the student will be deemed “on probation” and must interview with the M.Ed. Director to formulate a remediation plan. A student may be placed on probation only once. If the cumulative GPA falls below 3.0 for a second semester, the graduate student will be withdrawn from the program. Provisional students who do not maintain a 3.0 GPA in each semester of the program will not be granted regular admission.

Minimum Grade: Students must attain a C+ or higher in Education courses not required for certification, but required for the master’s degree. In courses required for certification, a student must attain a B- or higher or repeat the course in order to demonstrate mastery of the competencies. Students in certification programs may receive no more than 2 grades at the B- level. In order to be granted a master’s degree, a student must attain a B- or higher in all core master’s degree courses.

Program Progression: All students must meet with a Graduate Advisor once each year to review program progress. Students are expected to continuously enroll in the courses according to

the course plan. Students who have not taken a course within a span of 12 months will be considered withdrawn from the program and must reapply in order to gain approval for reinstatement.

Incomplete Policy: An incomplete is given only after an acute and significant unforeseen event prevents a student from completing the course. An incomplete is given at the discretion of the instructor and with the approval of the M.Ed. Director.

Attendance Policy

Students are expected to attend all scheduled class hours. For online sessions, students must meet participation requirements equal to class attendance. See course syllabus for specific attendance/participation requirements. An unexcused absence of more than two hours (total) from a one-credit course or two class meetings from a three-credit course shall result in a grade of “F”. For online class sessions, completion of all required viewing, discussion, and assignments constitutes an attended class. An incomplete will only be approved by the MEd director if an unforeseen and acute circumstance occurs that hinders course completion. A student request for an incomplete with a rationale must be made in writing to the professor of the course and the MEd director prior to the Monday of final exam week. The professor and MEd director in consultation will approve the incomplete for a specified period of time not to exceed six months.

Registration

Registration normally begins eight weeks before the first class meeting. The University reserves the right to limit enrollment, or cancel a course if registration is insufficient. Registration is done through Web Advisor at www.desales.edu/webadvisor. New students or those studying for ACT 48 credit will need to contact the MEd secretary for registration information.

Student Orientation

All students registered for courses in programs either before or after acceptance are encouraged to participate in a two-hour non-credit Student Orientation conducted prior to each session of the academic semester. There is no fee for this orientation. More information on the Student Orientation including scheduled dates for each session can be obtained from the MEd program office.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

DeSales Partners in Education Scholarship Program

Qualifying employees of DeSales Partners in Education Consortium members may qualify for reduced tuition rate under the DPEC Scholarship Program. See the MEd secretary for a list of consortial institutions and for an application for DPEC member tuition rate reduction. The DPEC application for the scholarship must be completed by August 15 of each academic year and remains in effect until August 14 of the following year. If the employment status of the student changes during that time, the student must notify the MEd office within two weeks of the change so that the office can determine the continued eligibility of the student for the DPEC Scholarship. Once accepted into the scholarship program, the student will be issued a letter of acceptance.

Refund Amount

Both on-campus and online course days constitute course sessions in the calculation of refunds. For practica students and student teachers, no refund will be given for withdrawal if after 7 days prior to the start of Boot Camp.

Withdrawal during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add/drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add/drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add/drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add/drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add/drop period: No refund

Online courses and online weeks of hybrid courses will be assumed to start on Monday

Weekend and accelerated courses: No refund is made after the course has begun.

One-Credit Courses: No refund is made after the course has begun.

Graduation Requirements, MEd Programs

The following graduation requirements apply to all MEd degrees:

1. Completion of the required number of graduate credits and required courses in an approved program of study.
2. An overall 3.0 GPA for all course work taken at the University towards the completion of the degree.

3. Resolution of all incomplete grades.
4. Completion of master's core course requirements with a grade of "B-" or higher.
5. Fulfillment of all financial obligations to the University.

Computer Literacy

The University expects all incoming students to be familiar with and able to use basic word processing, Blackboard navigation, digital file management, e-mail and Internet. Applicants lacking this background should acquire it through appropriate learning experiences before registration in the first course in the program. Only DeSales email addresses will be used for communication among students, professors, and administrators.

Online, FLEX, and Hybrid Course Technical Requirements

All students registered for online or hybrid courses are required to

- have access to Internet above dial-up speeds and
- use a headset with microphone (no open speakers with external mic)
- have attended a Blackboard Basics training session through CERT or attest that Blackboard competence has already been acquired

Additional technical requirements include:

- Microsoft Office 2010 or higher

Additional plug-in download may be required. Student is responsible for determining what specific technology is required for course before registration.

Requirement of Clearances for Field Observation and Practice Teaching

Clearances: All students who enter schools or educational institutions as part of a DeSales program must comply with Pennsylvania Department of Education requirements for clearances. These clearances include PA Criminal Record Check, PA Child Abuse History Form, PA Criminal History Background Check, Tuberculin Test, Rubella Immunization verification (Elementary Candidates Only) and Act 24 record check for Student Teacher Candidates. For complete information and policy on student clearance requirements, contact the MEd programs office. The clearances must be issued as a DeSales student. Work clearances will not be accepted since your status under DeSales is as a student. Clearances must be issued within the calendar year of field experience.

Requirements for Recommendation for Certification or Endorsements

Prerequisite Course Completion:

Pennsylvania Department of Education requires that the director of MEd programs verifies completion of specified course work at the undergraduate or graduate level before allowing student teaching, practicum or intern experience leading to recommendation for certification. Complete information on these requirements can be obtained from the MEd programs office.

Praxis and PECT Testing: Initial and some additional teaching certifications require the passing of specific certification tests. Complete information on current exam requirements can be obtained from the MEd programs office. Students in the Secondary certification program must take and pass the Praxis II in the subject area of certification before enrollment in more than six credits. Early Childhood and Elementary Education students must take and score within .5 SD of passing prior to application for student teaching. Special Education certification students must take and pass the PECTs prior to the application for student teaching. Students who wish to have their undergraduate education course work apply towards post-baccalaureate teacher education certification must also take and pass a PDE approved test of basic skills. Consult with the DeSales Education office about meeting this requirement.

Secondary Certification Content Mastery: Secondary education program students are expected to meet and document passing of the relevant Praxis II in the content area of certification and completion of courses required to meet Course-to-Competencies Audit requirements before enrollment in the third course in the program sequence, generally after the completion of six credits of graduate work at DeSales. Course work needed to support content mastery may be available through the ACCESS program or local colleges.

Professional Phase, Student Teaching, and Practica

Only graduate students accepted into the Professional Phase of the Certification Program will be entitled to student teach or enroll in a practicum. Application for the Professional Phase must occur after the completion of twelve credits hours taken at DeSales. Eligibility for the Professional Phase will be documentation of successful course progress and active student status, a GPA of 3.0 or greater, and the passing of all required tests for the Professional Phase of the specific program.

PROGRAMS OF STUDY, MEd PROGRAMS

Each program of study for the MEd degree consists of graduate credits made up of master's degree core, major, capstone,

and elective courses. Some programs will require PDE mandated Accommodations and Adaptations courses for Pennsylvania certification.

Prerequisite Courses

Specific programs may have particular prerequisite requirements. Please see individual programs of study for those prerequisite requirements. Prerequisite course credits are not included in total credit requirements for program completion.

Master's Degree Core Courses

The core courses provide a firm foundation in educational research, understanding of data-driven instruction, and professional ethics for all MEd programs. Specific programs will have additional core course requirements. The following courses are required for all MEd degree candidates.

ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 528 Data-Driven Assessment and Instruction	3 credits
ED 600 Critical Issues and Research Seminar (Capstone Course)	3 credits

Major Courses

Students must complete the major courses as required by their specific program. Major course requirements are described by the curriculum matrix of the specific programs. A grade of B or higher must be earned in any course required for PDE certification. Certification courses may be retaken only once to achieve the minimum grade of B-.

Elective Courses

For programs allowing for electives, the elective credits may be chosen from any of the MEd courses with the approval of the director of MEd programs. The number of core, major and elective courses may vary depending on the program of study. Students should check the requirements with their program coordinator or the director of the MEd programs.

Prior Learning Assessment Credits

The Graduate Education Department will consider awarding credits for prior learning for previously-completed non-credit courses or education-related training. Prior learning credits will not be issued for PDE certification-required courses or for course work acquired as an undergraduate. The prior learning must parallel an existing graduate course, and a tuition fee will be charged for these credits if approved. For a full explanation of requirements, please contact the Education Department Graduate Program.

Field Courses and Hours

Students seeking initial teaching certification must complete 170 hours of DeSales University supervised field observation, assistance, and demonstration teaching prior to student teaching. Students must be registered in the appropriate DeSales field course in order to receive credit for those hours. All field placements are coordinated by our Field Placement Liaison and are supervised by university faculty who will conduct on-site observations. All field sites are within a twenty-mile radius of DeSales University. The Stage 3 field placement experience must be in a public school setting.

Student Teaching

Students seeking initial Pennsylvania teacher certification must complete all prerequisite courses, all major courses, and pass the required certification exams before student teaching. Student teaching consists of a continuous sequence of 64 full-time days in the subject area and grade band of certification. The student teacher will be observed and evaluated eight or more times in the student teaching semester. The student teaching placement is controlled by the DeSales University Student Teaching and Practicum Liaison and is generally located within a twenty-mile radius of DeSales.

Professionalism and Educator Ethics

All student teaching candidates must present record-free clearances and be determined to be of "good moral character" as defined by the Pennsylvania Department of Education. In addition, if a student teaching candidate has shown behaviors in contradiction to the PA Educators Code of Conduct, a full-time faculty committee will meet to determine student teaching eligibility. Due process as defined by the university will be followed.

Program Requirement Changes

The MEd program reserves the right to change program requirements during the student program to meet changing PDE certification requirements or to ensure that the student is well-prepared to enter the teaching profession. Changes will be issued in writing to the student in the form of a revised matrix

EARLY CHILDHOOD ELEMENTARY EDUCATION PREK-4 PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education in Early Childhood Elementary Education PreK-4 and/or initial certification programs are designed to prepare prospective early childhood and elementary

teachers for classrooms of young children. Prospective teachers who complete the initial certification program will enter the elementary education field having met all requirements for initial certification by PDE. Teacher candidates will gain advanced understanding of the theories and research that are the foundation for planning, implementing, and assessing high quality learning of students.

Program Requirements

Educational Foundations	(9 credits for certification and degree)
ED 500 Foundations of Education	3 credits
ED 502 Advanced Psychology of Instruction	3 credits
Accommodations and Adaptations	(9 credits for certification and degree)
ED 515 Foundations of English Language Learner Education	3 credits
SE 500 Foundations of Special Education	3 credits
SE 522 Remedial Techniques in Reading and Writing	3 credits
SE 526 Content Access for Students with Learning Differences	3 credits

Major Courses

	(37 credits for certification)
ED 528 Data-Driven Assessment and Instruction	3 credits
EE 512 Emergent Language and Literacy	3 credits
EE 514 Literacy for Early Elementary	3 credits
EE 5220 Clinical Field Stage 1 & 2 (90 hours)	1 credit
EE 515 Teaching Social Studies Standards	3 credits
EE 516 Teaching Arts, Health, and PE Standards	3 credits
EE 525 ECEE Clinical Field Practicum Stage 3 (80 hours)	3 credits
EE 535 ECEE Instructional Design and Pedagogy	3 credits
EE 536 Teaching Science & Technology Standards	3 credits
EE 546 Teaching Mathematics Standards ECEE	3 credits
EE 550 Pre-Service Teaching in ECEE: Professionalism and Classroom Environment	6 credits
EE 551 Pre-Service Teaching in ECEE: Planning and Instruction	6 credits

MEd Degree Core Courses

	(9 credits for degree)
ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 600 Critical Issues and Research Seminar (Capstone Course)	3 credits

The final semester of the program for all teacher candidates is deemed the residency semester, meaning that the teacher candidate must commit to daytime, full-time study in order to com-

plete field requirements, advanced pedagogy, and 14 weeks of student teaching in public and private schools in Early Childhood Elementary Education PreK-4.

The program may be designed to be certification-only or a master's program plus certification in education. The program advisor will design a plan of study customized to each future teacher's needs and goals..

ACADEMIC LEADERSHIP AND REFORM INTERDISCIPLINARY PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education degree in Academic Standards and Reform prepares educators for professional and career enhancement work in the areas of education and social services.

Major Courses

Working with the graduate director and program advisor, the student will design a cohesive program of study from any courses offered in the MEd programs. The plan of study must be approved by the graduate director and department chair. The program will consist of 12 credits in the MEd Core and a minimum of 18 credits in course work chosen to result in a coherent learning concentration. The practicum in the concentration area will be required. The capstone project ED 600 must reflect the area of concentration.

Program Requirements*

ED 507 Diverse Learners, Families, Communities	3 credits
ED 508 Law in Education	3 credits
ED 510 Leading Change in Education	3 credits
Adv. Design of Instruction in Subject Area	3 credits
Use of Technology in Educational Settings	3 credits
Practicum in Education Track	3 credits
Elective	3 credits

MEd Degree Core Courses	(12 credits)
ED 528 Data-Driven Assessment and Instruction	3 credits
ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 600 Critical Issues and Research Seminar	3 credits
(Capstone Course)	

* The ALAR track advisor will design a specific elective program to meet the needs of individual students

SECONDARY EDUCATION PROGRAM (INCLUDING THE TEACHER INTERN PROGRAM)

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education in Secondary Education program prepares individuals to gain certification in biology, chemistry, communication, English, mathematics, or social studies to allow the teacher candidate to teach in grades 7 - 12. World Languages (French and Spanish) are PreK-12, but are part of the secondary program.

Applicants for admission into the Secondary Education program must meet all general requirements, but in addition, it is expected that all candidates for regular admission be already content-ready. DeSales University defines "content-ready" as having passed the Praxis in the certification area and having satisfied the Knowing-the-Content Course Audit.

Individuals who are not seeking certification in Pennsylvania may also enter the program.

The final semester of the program for all teacher candidates is deemed the residency semester, meaning that the teacher candidate must commit to daytime, full-time study in order to complete field requirements, advanced pedagogy, and 12 weeks of student teaching in public and private schools, grades 7 - 12.

The program may be designed to be certification-only or a master's program in education. The program advisor will design a plan of study customized to each future teacher's needs and goals.

Program Requirements

Educational Foundations	(6 credits)
ED 500 Foundations of Education	3 credits
ED 502 Advanced Psychology of Instruction	3 credits

Accommodations and Adaptations	(12 credits)
ED 515 Foundations of English Language Learner Education	3 credits
SE 500 Foundations of Special Education	3 credits
SE 522 Remedial Techniques in Reading and Writing	3 credits
SE 526 Content Access for Students with Learning Differences	3 credits

Major Courses	(25 credits or more)
ES 535 Language and Literacy for ELL (WL only)	3 credits
SC 518 The Middle and Secondary Learner	3 credits
SC 5220 Secondary Education Clinical Field Experience Stage 1 & 2 (90 hours)	1 credit
OR SC 522 TIP	3 credits
SC 524 Secondary Education in Subject Area Stage 3	3 credits

SC 525 Secondary Education Clinical Field Practicum Stage 3(80 hours)	3 credits
SC 550 Pre-Service Teaching in Secondary Ed: Professionalism & Classroom	6 credits
SC 551 Pre-Service Teaching in Secondary Ed: Planning & Instruction	6 credits

MEd Degree Core Courses	(12 credits for degree)
ED 528 Data Driven Assessment and Instruction	3 credits
ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 600 Critical Issues and Research Seminar	3 credits
(Capstone Course)	

SPECIAL EDUCATION PREK -12 PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education and/or additional certification in special education program prepares educators to work with children and youth who have a variety of mild/moderate disabilities. The program emphasizes application of theory into practice, incorporation of reflective problem-solving, collaboration with schools and other agencies, and participation in field-based research.

There are three options available to individuals whose career goals include working with special education populations.

- **Master of Education in Special Education** - This option is for experienced teachers who wish to pursue advanced studies in special education.
- **Master of Education in Special Education with additional Certification** - This option is for teachers holding Instructional I or II Certification who want to earn a MEd as well as certification in special education. Student teaching may be conducted during the summer if an appropriate placement can be found.

Program Requirements

Prerequisite Courses	(6 credits)
SED 500 Foundations of Education	
ED 502 Advanced Psychology of Learning	

Major Courses	(42 credits for certification only)
ED 515 Foundations of English Language Learner Education	3 credits
SE 500 Foundations of Special Education	3 credits
SE 504 Curricula and Strategies for Moderate to Severe Disabilities	3 credits

SE 508 Collaboration and Consultation	3 credits
SE 512 Technology in Special Education	3 credits
SE 516 Curricula and Strategies for Mild Disabilities	3 credits
SE 518 Positive Behavior Management for Academic Success	3 credits
SE 520 Transition Services	3 credits
SE 522 Remedial Techniques in Reading and Writing	3 credits
SE 523 Assessment and IEP Development	3 credits
SE 550 Pre-Service Teaching in Special Education A	6 credits
SE 551 Pre-Service Teaching in Special Education B	6 credits

Med Degree Core Courses (12 credits for degree)

ED 528 Data Driven Assessment and Instruction	3 credits
ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 600 Critical Issues and Research Seminar (Capstone Course)	3 credits

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education and the ESL Program Specialist certification are designed to provide educators with knowledge of ESL teaching and learning strategies, practical experience in applying theoretical knowledge, an awareness of the realities of the multicultural classroom, and a commitment to continued professional growth. The TESOL degree may be pursued by teachers of the English language in international settings or non-certification-required settings, or by Instructional I or II teachers working in Pennsylvania schools. For Pennsylvania teachers, the additional Program Specialist Certification requires a minimum of 60 field experience hours. For candidates pursuing a master's program, 75 field experience hours are required.

Program Requirements

Educational Foundations (9 credits for certification and degree)

ED 515 Foundations of English Language Learner Education	3 credits
ES 535 Language and Literacy Acquisition of English Language Learners	3 credits
ES 540 Applied Linguistics for Language Learners	3 credits

Major Courses (6 credits for certification and degree)

ES 536 EL Assessment, Data, and Instructional Modification	3 credits
ES 538 Instructional Practices for EL Classrooms	3 credits

Field Practica (1-3 credits for certification or degree)

ES 5530 Clinical Field Practicum for ESL (60 hours)	1 credit
ES 554 Clinical Field Practicum in English Language Teaching (75 hours)	3 credit

Med Degree Additional Requirements (select 9 credits for degree)

ES 545 Multicultural Community Building	3 credits
ES 560 Intensive Lit Strategies for English Learners	3 credits
ES-561 Writing Development for English Learners	3 credits
ES-562 New Diversities in ESL Classrooms	3 credits
ES 570 Technology and English Learners (or approved technology elective)	3 credits
ES 580 Advanced EL Assessment, Monitoring and Case Management	3 credits
ES 585 Development and Administration of Programs for EL's	3 credits

Med Degree Core Courses (12 credits for degree)

ED 501 Educational Research	3 credits
ED 504 Philosophy and Ethics in Education	3 credits
ED 528 Data Driven Assessment and Instruction	3 credits
ED 600 Critical Issues and Research Seminar (Capstone Course)	3 credits

INTEGRATIVE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) EDUCATION ENDORSEMENT

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The integrative STEM education endorsement is designed for post-baccalaureate candidates who have an Instructional I or Instructional II Pennsylvania Teaching Certificate. The 4 core courses, competencies, and experience that consist of 12 credit hours are designed to provide instruction in research-based best practice with embedded practical implementation of the practices. Participants will have a variety of assignments ranging from research and reflection of theory and best practice to practical applications in designing instructional objects and facilitating student discussions. Each course has essential field experience/job-embedded activities appropriate to developmental level. Some course meetings may be held at the DaVinci Science Center in Allentown, Pa.

Program Requirements

Courses (12 credits for endorsement)

ED 614 Introduction to STEM Education	3 credits
ED 615 Integrative STEM Content and Practice	3 credits

ED 616 Learning STEM Through Inquiry	3 credits
ED 617 Designing an Integrative STEM Unit	3 credits

COURSE DESCRIPTIONS

ED-500 Credits 3

Foundations of Education

A study of the philosophical and sociological foundations underlying education. Introduction to the educative process in local, state, U.S. and international contexts. Examination of contemporary school structures, administration, curricula, and accountability. Lab fee required.

Prerequisite: none

ED-501 Credits 3

Educational Research

An introduction to research in education including research processes, quantitative, qualitative and mixed-method design, methods of research. Emphasis on developing skill in the critical reading, interpretation, and evaluation of research in education. Reading of landmark and current research across educational fields. Course fee.

Prerequisite: ED 500

ED-502 Credits 3

Advanced Psychology of Instruction

Individual differences as well as normative development in children from birth to adulthood. Children vary in physical, intellectual, emotional and social development, as this course will familiarize educators with conceptual foundations as well as applied methodologies that are consistent with current human development and learning theory. Learning needs of literacy and reading are the focal point for discussion, review of methodologies and application to development and learning theories. Lab fee required.

Prerequisite: none

ED-503 Credits 3

Advanced Topics in Education

This course will provide a survey of current topics and challenges of effective teaching in today's classrooms including but not limited to; universal design, differentiated learning, alternative and authentic assessment, service learning in K-12 and professional development, preparing students for global citizenship, and establishing communities of practice to support teachers as leaders of change.

Prerequisite: none

ED-504 Credits 3**Philosophy and Ethics in Education**

A systematic study of the way philosophy illumines the goals, processes, and social contexts of education. The course examines the nature of various philosophical perspectives (realism, idealism, pragmatism, behaviorism, existentialism, reconstructionism, etc.), and their contributions to the experience of education in America today.

Prerequisite: none

ED-505 Credits 3**Effective Teaching: Research**

Exploration of historical and current research related to effective instruction and school reform efforts. Teacher candidates will study characteristics and behaviors of effective teachers and examine evaluation systems designed to assess effective teaching and achievement-related school culture.

Prerequisite: none

ED-506 Credits 3**The School Curriculum**

Examination of curricular approaches through history and across cultures. Current trends in curricular development and reform will be explored and critiqued. Curricular forces will be discussed as situated in individual learning, national reform in education, societal change, and cultural contexts.

Prerequisite: none

ED-507 Credits 3**Educating Diverse Learners**

Serving diverse learners in a context that respects and legitimizes cultural, linguistic, identity, and class differences. Strategies for ensuring a culturally-responsive climate through the lens of difference-as-resource. Understanding the role of family, community, and cultural group in the education of students.

Prerequisite: none

ED-508 Credits 3**Law in Education**

A survey of the legal rights, responsibilities, and liabilities of educators and students. The course will cover foundations of educational law for teachers and schools regarding student expression; student legal rights, and the rights of students with special needs and English learner classification. Teacher rights and responsibilities regarding tort liability, technology, copyright and fair use, and conditions of employment will be covered.

Prerequisite: none

ED-515 Credits 3**Foundations of English Language Learner Education**

Models and contexts for second language instruction, introductory language acquisition theory, strategies for the adaptation of content classrooms for English learners. Assessment of learners, psychosocial needs, and supportive classroom structures will be covered. Students will explore national, state, district and school laws, reform movements, and key issues affecting linguistically-diverse classrooms. Meets ELL Accommodations and Adaptations requirements. Lab fee required.

Prerequisite: none

ED-518 Credits 3**Classroom Management**

Various approaches to classroom management to reduce discipline problems by meeting the academic and psychosocial need of students and teachers.

Prerequisite: none

ED-521 Credits 3**Authentic Classroom Assessment**

Exploration of the changing role of classroom assessment in data-driven instruction and curricular development. Strategies for using classroom assessment in personalized learning, progress-monitoring, RtII, and classroom adaptations will be discussed and practiced in the field.

Prerequisite: none

ED-528 Credits 3**Data Driven Assessment and Instruction**

Overview of authentic and alternative classroom assessment techniques used with children in general education and with children with disabilities. This course will address various aspects of assessment including formal/informal observation tools, teacher-friendly and classroom-relevant methods of measuring achievement, including scoring, analyzing and interpreting assessment data results. Based on the data analysis, the students will identify strengths and needs, and monitor progress of students with diverse learning needs. Lab fee required.

Prerequisite: none

ED-590 Credits 3**Special Topics in Education**

Course offered periodically on topics of special interest.

Prerequisite: none

ED-5930 Credits 1**Partnering with Parents for Student Achievement**

A workshop designed to acquaint students with methods of increasing parental involvement in their children's education. Students will develop activities and communication strategies that empower parents to support their children in achieving academic standards.

Prerequisite: none

ED-595 Credits 3**Learning Through Content**

A workshop designed to acquaint students with strategies for developing Cognitive Academic Language Proficiency with English language learners through content areas. Students adapt instructional materials through questioning techniques, constructing graphic organizers, and modifying content vocabulary. Strategies for assessing content learning are included.

Prerequisite: none

ED-599 Credits 3**Independent Study**

Prerequisite: Permission of Department Chair and Supervising Faculty

ED-600 Credits 3**Critical Issues and Research Seminar**

Extensive research in an area crucial to the master's degree concentration. Focus on development of research skills, critical reading, academic research writing, and professional growth. Students will produce an extensive research report and a professional development module. Course fee.

Prerequisite: ED-501

ED-614 Credits 3**Introduction to STEM Education**

Introduction to STEM Education as an integrative approach across the disciplines of science, technology, engineering, and mathematics to increase breadth of knowledge, understanding, and perspective of Integrative STEM Education within individual field of practice. The nature of STEM education disciplines, the history of STEM education, STEM careers, and connections to other disciplines are investigated. Field-based project required.

Prerequisite: none

ED-615 Credits 3

STEM Content and Practices

Integrative STEM education content and practice from the problem-solving nature of discipline-based, conceptual, and theoretical perspectives. Real-world applications will be included to foster the interconnectedness of the STEM disciplines. Field-based projects.

Prerequisite: none

ED-616 Credits 3

Learning STEM Through Inquiry

Methods and strategies to integrate technology and engineering with mathematics and science through inquiry or problem-based learning activities that are engaging and authentic. It is designed as a practical investigation into key methodologies, resources, and assessment practices in integrative STEM education. Field-based projects.

Prerequisite: none

ED-617 Credits 3

Integrative STEM Unit Design

Building upon the work of previous courses to more thoroughly develop capacity as an educator of integrative STEM through the development and application of effective unit planning in STEM, including research-based best practices. Field-based projects.

Prerequisite: none

ED-7013 Credits 2

Project Based Learning

The principles of Project-Based Learning (PBL) and strategies for implementing projects in their classrooms. Students analyze and evaluate exemplary projects that support curricular goals. Students learn to blend PBL and standards-based design to create lesson plans and units.

Prerequisite: none

ED-7021 Credits 2

Young Adolescent Literature

Course for teachers, technology specialists, curriculum specialists, professional development specialists or other school personnel on the integration of literature to support learning across subject areas. In this course, participants will learn how to select literature for students of varied needs and how to improve students' reading comprehension through questioning techniques. They will also explore a wide range of literature response strategies and techniques for assessment. As a final product, participants will create a classroom lesson based on the strategies learned in this course. Lab fee required.

Prerequisite: none

EE-500 Credits 3

Best Practices in Early Childhood and Elementary Education

This course provides the prospective early childhood and elementary educator with an understanding of research-based strategies for assuring equal educational opportunity for all students. Focus is on the instructional environment, teaching strategies and differentiation of instruction, motivation, classroom management, and assessment and evaluation. The reflective practitioner model is also introduced.

Prerequisite: none

EE-501 Credits 3

Foundations of Early Childhood Education

Course will introduce candidates to the field of early childhood education, including historical, philosophical, ethical, and social foundations shaping current thought. The course will consider multiple approaches, comparing and contrasting the models of High/Scope, Reggio Emilia, the Project Approach, Head Start, Early Head Start, and Montessori. The course will examine developmentally appropriate practices across content areas. Lab fee required.

Prerequisite: ED-502

EE-512 Credits 3

Emergent Language and Literacy PreK-4

Exploration of language and literacy development. Literacy experiences appropriate for early childhood education through fourth grade discussed, with emphasis on oral language and vocabulary, concepts of print, alphabet awareness, phonological awareness, word recognition, fluency, comprehension and writing. Lab fee required.

Prerequisite: none

EE-514 Credits 3

Literacy for Early Elementary

Catalogue Description: Prepares students for addressing diverse literacy needs in the elementary classroom. Emphasis on phonics, spelling, fluency, comprehension, and writing. Contexts for integration of high-quality children's literature discussed

EE-515 Credits 3

Teaching Social Studies Standards ECEE

Explores theoretical models and current research related to Citizenship and Social Studies as a foundation for social studies instruction. Strategies for fostering development of informed, rational, and culturally responsive citizens will be emphasized. Lab fee required.

Prerequisite: none

EE-516 Credits 3

Teaching Arts, Health and P.E. Standards ECEE PreK-4

Prepares elementary classroom teachers to develop competencies in Creative Arts, Health, Safety and Physical Education Standards into their daily classroom learning experiences. Introduces best practices related to principles, skills, materials, technology, and methods involved in using the creative arts and physical education to help elementary school children learn and interpret the world around them. Lab fee required.

Prerequisite: none

EE-520 Credits 1

ECEE Clinical Field Practicum - Stage 1 & 2

Focus on field experience in early childhood educational PreK-K settings. Teacher candidates will observe, assist, and provide one-on-one and small group instruction. Clinical format under supervision of field professor. Ninety hours required. Co-requisite: EE-512 Emergent Language and Literacy. Lab fee required.

Prerequisite: none

EE-525 Credits 3

ECEE Clinical Field Practicum

Clinical Field experience is elementary 1st-4th grade settings. Teacher candidates will teach in small group and whole group classroom settings. Clinical format under supervision of field professor. 80 hours required. Lab fee required.

Prerequisite: EE-512 and EE-520 Co-requisite: EE-515

EE-535 Credits 3

Early Childhood Education Instructional Design and Pedagogy

This course will enable students to use their knowledge of developmentally appropriate practices and research-based methods across the content areas to plan effective, data-driven, creative, and technology-enhanced lessons for early childhood and elementary education settings. Students will examine how assessment data informs instruction and enables the classroom teacher to differentiate instruction based on student needs. Lab fee required.

Prerequisite: none

EE-536 Credits 3

Teaching Science and Technology Standards ECEE

Discussion of theoretical models and current research related to PA Standards in Science and Technology as a foundation for science instruction. Strategies for fostering the development of children to learn the processes and concepts of science will be emphasized. Prospective teachers will learn to use technology as a tool for meeting Science Standards. Lab fee required.

Prerequisite: none

EE-546 Credits 3

Teaching Mathematics Standards ECEE PreK-4

Students will learn to plan developmentally appropriate lessons and to promote learning through problem solving. Students will explore ways to help young students make sense of math. Topics include: National Council of Teachers of Mathematics and Pennsylvania Academic Standards, assessment, use of manipulatives, and the incorporation of technology.

Prerequisite: ED-500

EE-550 Credits 6

Pre-Service Teaching in ECEE: Professionalism and Classroom Environment

Pre-Service full-time teaching in elementary schools plus weekly seminars. Examination, reflection on student teaching experience focusing on professional relationships, development of a positive and culturally responsive classroom environment. Portfolio development, completion, and evaluation required. Preparation for the career in teaching. Sixty-five pre-service days required for initial certification. Course credits apply to certification requirements only. Student Teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

EE-551 Credits 6

Pre-Service Teaching in ECEE: Planning and Instruction

Pre-Service full-time teaching in elementary schools, weekly seminars. Examination/reflection on student teaching experience focusing on planning and preparation for teaching, instructional quality. Evaluation of content preparedness, less/unit planning, developmentally-appropriate instruction, standards-based instruction, assessment, resources, instructional activities, feedback, classroom management, and instructional variety. Sixty-five pre-service days required for initial certification. Credits apply to certification requirements only. Student Teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

EE-598 Credits 3

Elementary Education Practicum

Course provides practicum experience for students holding PA instructional certification and desiring additional certification in Elementary Education. Students will teach under cooperating teacher 14 days during the semester in an elementary education classroom. Seminars are held weekly and the experience is conducted under the direction of a University supervisor conducting on-site observations. Lab fee required.

Prerequisite: none

EL-550 Credits 3

Special Topics

An in-depth exploration of a special topic(s) of interest to selected faculty and graduate students.

Prerequisite: none

EL-600 Credits 3

Independent Study

To be used for faculty supervised independent study, special projects, or research.

Prerequisite: none

EN-550 Credits 3

Teaching Writing

An exploration of the use of mini-lessons, models, and technology to teach writing in response to literature and in a writing process context. Course topics include writing scenes or role-plays, autobiography, short stories, poetry, and reports, as well as persuasive and analytic pieces. The role of grammar and syntax as a tool in teaching communication skills is also expected.

Prerequisite: none

EN-552 Credits 3

Teaching Creative Writing

This course is designed to provide in-depth understanding of the essential elements of creative writing, and the standard forms of creative literary expression, including the informal essay, poetry, the short story, drama, the novel, and the memoir. Emphasis will be placed on defining literary terms, and identifying patterns, structures.

Prerequisite: none

EN-555 Credits 3

Teaching Film in the Classroom

An exploration of the coordinated use of film and print media in the middle and secondary classroom. An introduction to the history of film and basic techniques of filmmaking. Print media that have been made into film are read, analyzed, and compared to the cinematic versions.

Prerequisite: none

EN-560 Credits 3

Teaching Writing Across the Curriculum

Strategies for integrating writing across the curriculum. Focus on the writing process, effective prompt use, supporting student writing development, revision and editing strategies, and management of writing instruction.

Prerequisite: none

ES-535 Credits 3

Language and Literacy Acquisition of English Language Learners

Principles of second language acquisition and its implications for academic success of English language learners. Teacher candidates explore emerging bilingualism through the lenses of physical, cultural, social, and affective impacts on development. Emphasis is placed on teaching strategies that foster the development of strong language and literacy skills in young learners and the support of academic literacy for older learners for content mastery. Lab fee required.

Prerequisite: none

ES-536 Credits 3

EL Assessment, Data, and Instructional Modification

Aligning academic standards with curriculum, instruction, and assessment for English language learners. Teacher candidates survey commercially produced language assessments and discuss related research. Teacher candidates develop performance-based instructional assessment linguistic progress-monitoring strategies, and design alternative assessments. Lab fee required.

Prerequisite: ES-535

ES-537 Credits 3

Collaborative Action Research with English Language Learners

An introduction to the theory and practice of research methodology germane to English language learners. Teacher candidates read, critique, and discuss landmark studies related to language learning. Teacher candidates design, carry out, and report the results of their study. Course fee.

Prerequisite: Permission of program director

ES-538 Credits 3

Instructional Practices for EL Classrooms

Principles of research related to effective instruction for English learners. Traditional, communicative, and content-based approaches to ESL. Methods of instruction for the development of speaking and listening for social and academic purposes. Focus on effective planning and lesson delivery. Evaluated demonstration teaching. Lab fee required.

Prerequisite: ED515, ES535, ES540

ES-540 Credits 3

Applied Linguistics for Language Learning

An overview of linguistics, including a general knowledge of phonetic/phonology, morphology, syntax, semantics, historical linguistics, applied linguistics, and sociolinguistics. Teacher candidates utilize knowledge of linguistics to create effective learning experiences for English language learners with a focus on accuracy and fluency in writing. Teacher candidates will examine language learning processes focuses on middle level learners. Lab fee required.

Prerequisite: none

ES-545 Credits 3

Multicultural Community Building

An introduction to the knowledge, skills and practical techniques for building cross-cultural communities. The focus is on intercultural awareness issues, collaborations, communications, cultural sensitivity and conflict resolution.

Prerequisite: none

ES-5530 Credits 1

Clinical Field Practice for ESL Specialist Certification

A field-based experience for teacher candidates seeking the Pennsylvania ESL Program Specialist certificate without pursuing a master's degree. Sixty hours of supervised site-based practice in teaching English language learners in K-12 public schools. Observing, planning, and delivering ESL instruction under the supervision of a university supervisor. Lab fee required.

Prerequisite: Completion of all certification courses

ES-554 Credits 3

Clinical Practicum in English Language Teaching

Field-based clinical experience for candidates seeking PA ESL Program Specialist certificate. 75 hours of supervised site-based practice in ELL's in K-12 public schools including 12 hours job shadowing within one specialty area with expert. Observing, planning, and delivering ESL instruction under supervision of university supervisor. Required for all candidates seeking a master's degree in TESOL; optional for certification only candidates. Lab fee required.

Prerequisite: Completion of all ESL-PS certification-mandated courses

ES-560 Credits 3

Intensive Literacy Strategies for English Learners

Study of research in ELL literacy and effective instructional strategies to support literacy development. Strategies for fostering literacy transfer, development and maintenance of first language literacy, integrated skills for academic conversations, expanding academic vocabulary, assessment of literacy skill and progress-monitoring for literacy and language development.

Prerequisite: ED515, ES535, ES540 or ESL certification

ES-561 Credits 3

Writing Development for English Learners

Exploration of effective instructional principles and research in teaching writing for English language learners. Applying best practice to teaching writing including the role of syntax, conventions, rhetorical patterns, topic choice, and the use of the first language in composing. Examination of what is known about effective error correction and guiding writers to fluency.

Prerequisite: ED515, ES535, ES540 or ESL certification

ES-562 Credits 3

New Diversities in ESL Classrooms

Models and contexts in developing culturally responsive teaching: perspectives on cultural development and cognition and the development of pedagogy that acknowledges, responds to and celebrates the value of diversity in the context of the students who are in our classrooms. Assessment of learners, psychosocial needs, supportive classroom structures, and new populations in ESL classrooms will be covered.

Prerequisite: none

ES-570 Credits 3

Technology and English Learners

An introduction to a variety of computer applications and Internet resources appropriate for use with English learners. This workshop highlights different strategies with regard to the integration of technology in the classroom. Students examine various internet sites for research and demonstration purposes. Lab fee required.

Prerequisite: ED515, ES535, ES540 or ESL certification

ES-580 Credits 3

Advanced EL Assessment, Monitoring, and Case Management

Models and contexts in developing culturally responsive teaching and assessments for producing, interpreting and reporting valid data for educational decisions; perspectives on and purposes of assessment and the types of measures in classroom contexts. Key issues affecting the influence of two languages in shaping the language proficiency, academic proficiency, and academic achievement and progress monitoring of English Learners.

Prerequisite: ED515, ES535, ES540 or ESL certification

ES-585 Credits 3

Development and Administration of Programs for English Learners

Provides an examination of TESOL program administration issues including the law, best practices, curriculum design and program evaluation. The class will stress the various roles of a program administrator: leader, curriculum specialist, advocate, organizer and visionary.

Prerequisite: ED-515, ES-535, ES-538 and ES-536

ES-595 Credits 3

Linking Language Acquisition and Content

A course designed to acquaint students with strategies for developing cognitive academic language proficiency with English language learners through the content areas. Students adapt instructional materials through questioning techniques, constructing graphic organizers, and modifying content vocabulary. Strategies for assessing content are included.

Prerequisite: ES-535

CE-500 Credits 3

Computer Tools for Educators

Designed to develop basic computer skills in the following areas: Microsoft Windows, word processing, spreadsheet, database, Internet, desktop publishing, multimedia, and graphics. Students learn applications to increase educator productivity and methods of integrating computer skills into the curriculum to increase student productivity and learning.

Prerequisite: none

CE-525 Credits 3

Software Collections

A comprehensive investigation of developing an educational software collection and the effective use of software in an instructional unit. Topics include classifying and evaluating software, legal issues, staff training in the use of applications, instructional Web resources, and other appropriate current issues.

Prerequisite: none

CE-530 Credits 3

Designing for Technology Integration

An examination of how technology can be used to enhance the curriculum through instructional design. Topics include the use of technology as a learning tool and integration of technology for active learning, universal design, and differentiated instruction for multiple intelligences and learning styles.

Prerequisite: none

CE-536 Credits 3

Networking and Microcomputer Systems

An overview of components for the design, construction, and upgrading of computer systems along with the utilization of networking technology to interconnect systems to each other and to the Internet. Includes networking models, protocols, software, and maintenance. Network security and ethical concerns are examined. Online meetings will be held in an online environment and requires use of headset with microphone. Additional online meetings may be scheduled throughout the semester.

Prerequisite: none

CE-537 Credits 3

Technology for Inclusive Classrooms

Students will understand the use of technology to address learner needs and disabilities, assess learning, create and manage resources for accommodating learners and building inclusive classroom settings. Students will utilize technology for collaboration and analyze and present student data.

Prerequisite: none

CE-545 Credits 3

Research in Instructional Technology

A study of current issues and research in instructional technology as they apply to K-12 education. Research on emerging technologies and technology management is emphasized.

Prerequisite: none

CE-550 Credits 3

Multimedia Classroom Applications

The design of multimedia projects that enhance learning in K-12 classrooms. Students work with several multimedia programs, and learn to use digital cameras, camcorders, scanners, and other resources in creating multimedia classroom projects. Included are studies of curriculum theory as they apply to learning with technology. Online meetings will be held and requires use of headset and microphone. Additional online meetings may be scheduled throughout the semester.

Prerequisite: none

CE-553 Credits 3

Web Design for Educators

Web design and authoring in educational settings. Students use preferred software to manipulate text graphics, sounds, animated objects, and video to author web-related products. Emphasis is on research based design theory and strategies and best practices for construction of web pages for classroom settings.

Prerequisite: none

CE-555 Credits 3

Management of Technology Resources

An examination of technology management issues at the building, district, and institutional levels. Explore the evaluation of district technology plans, leadership techniques, curriculum review and development, the role of the Technology Coordinator, and the management of professional development as it relates to technology.

Prerequisite: none

CE-556 Credits 3

Distance Education and Emerging Technology

Explores the issues, challenges and best practices of distance learning in K-12 including courses taught as asynchronous online, blends of asynchronous and synchronous online components and hybrid courses. An overview of the technologies used and those emerging as advanced technologies for teaching both at a distance and in traditional classroom settings.

Prerequisite: none

CE-558 Credits 3

Design of Online Learning

Principles of instructional design and exploration of a variety of technology tools in creating learning objects in an online environment. Participants will create a series of online modules to be utilized in a fully online or blended learning environment.

Prerequisite: none

SC-519 Credits 3

Secondary Education Principles and Pedagogy

Instructional planning and presentation of subject matter. Objectives and standards of instruction, Christian humanistic approaches to learning. Assessment processes and the use of technologies as enhancements of instruction are examined. Students will design and practice content lessons. Lab fee required.

Prerequisite: ED-500

SC-520 Credits 1

Secondary Education Clinical Field Experience

Focus on field experience in diverse mid-secondary settings. Teacher candidates will observe and interact with students in small-group and whole-group formats and will consult with teachers and school personnel and reflect on learning. Clinical format under supervision of field professor. 90 hours required. Lab fee required.

Prerequisite: none

SC-524 Credits 3

Secondary Education in Subject Area

Methods of instruction specific to content in the area of certification. Selecting organizing, and presenting subject matter in the respective content area. The use of technology and review of research for improving instruction. Prior to student teaching. Lab fee required.

Prerequisite: SC-519

SC-525 Credits 3

Secondary Education Clinical Field Practicum

Practicum in teaching in secondary school settings in area of certification. 80 hours high school classroom experience supervised by university field supervisor in which the teacher candidate assists in small group instruction, teaches demonstration lessons, reflects on instruction, and demonstrates Stage 3B field competencies in addition to Secondary Education competencies. Course enrollment required immediately preceding student teaching. Lab fee required.

Prerequisite: Admission into Professional Phase and successful completion of SC-519 and SC-520

SC-550 Credits 6

Pre-Service Teaching in Secondary Education: Professionalism and Classroom Environment

Pre-service full-time teaching in secondary schools in addition to weekly reflective seminars. Examination and reflection on the student teaching experience focusing on professional relationships, and development of a positive and culturally-responsive classroom environment. Portfolio development, completion, and evaluation required. Preparation for the career in teaching. Sixty-five full pre-service days required for initial certification. Course credits apply to certification requirements only. Student teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

SC-551 Credits 6

Pre-Service Teaching in Secondary Education: Planning and Instruction

Pre-service full-time teaching in secondary schools in addition to weekly reflective seminars. Examination and reflection on the student teaching experience focusing on instructional planning, assessment, and instructional strategies and performance. Portfolio development, completion, and evaluation required. Sixty-five pre-service days required for initial certification. Course credits apply to certification requirements only. Student teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

SE-500 Credits 3

Foundations of Special Education

Study of the etiology, treatments and programming, state and federal legislation for persons with disabilities. Teacher candidates will also explore historical, legal, and educational issues involving children with disabilities and will examine the current issues in the field of special education and the impact on children, families, educators, and the community within today's society. Lab fee required.

Prerequisite: none

SE-502 Credits 3

Learning and Behavior Challenges

Students examine and analyze the theories and practice in psychoeducational diagnosis and remediation of children's learning disabilities. The areas of perception, cognition, language, and motivation will be explored in relation to school subject matter and classroom performance.

Prerequisite: none

SE-504 Credits 3

Curricula and Strategies for Moderate to Severe Disabilities

Explores the principles about teaching students with severe disabilities, including inclusive schools, school teaming, functional instruction, and individualized programs. Students examine the importance of students' membership, belonging, and skill development within a community of learners to achieve fullest potential. Lab fee required.

Prerequisite: SE-500

SE-506 Credits 3

Transition for Early Learning

This course will explore various nuances about special education when students transition from early intervention to the formal school setting. The student will examine differences in special education programs offered to families of young children with disabilities. Students will understand that families will transition from an Individualized Family Service Plan (IFSP) to an Individualized Educational Plan (IEP). Lab fee required.

Prerequisite: SE-500

SE-508 Credits 3

Collaboration & Consultation

Examination of issues relevant to collaboration within inclusive school settings. Students study the benefits related to building collaborative relationships with families, professionals, and other school personnel. Consultation, collaboration, and teamwork as the key elements in effective education environments for the 21st century. Lab fee required.

Prerequisite: SE-500

SE-510 Credits 3

Special Education Law

Law, rules, regulations, and critical issues facing special education personnel and students. Topics include teaching methods, student placements, and laws that affect teachers with special needs students in their classrooms and transition from school to work.

Prerequisite: ED-500

SE-512 Credits 3

Technology in Special Education

Examination of how technology can be used to enhance the special education curriculum. Topics include the use of the computer, communication devices and other technologies as a learning tool and the role of the teacher in the conceptualizing the use of computer and other technology to further instructional and curricular objectives. Lab fee required.

Prerequisite: SE-500

SE-514 Credits 3

Instructional Adaptations and Modification

Emphasizes inclusive teaching with strategies and lesson plans for inclusive K-12 classrooms across content areas. Students learn to create environments where instruction is truly individualized to meet needs of all students facing challenges to learning. Students are required to identify and observe an inclusive classroom for a total of 12 hours. Lab fee required.

Prerequisite: SE-500

SE-516 Credits 3

Curricula and Strategies for Mild Disabilities

This course builds on prior coursework in special education to prepare teachers to meet the needs of students who demonstrate significant problems in learning. This course will enhance the teacher candidates' understanding about evidence-based effective strategies to implement course curricula for teaching children with disabilities. This course will prepare the future educator for the challenges of individualized programming for students with learning or behavioral problems. Lab fee required.

Prerequisite: SE-500

SE-518 Credits 3

Positive Behavior Management for Academic Success

Students will examine and analyze school-based interventions in the context of multiple levels of positive behavior support. This course will discuss various methodologies that address behavior issues for students with disabilities (i.e., positive behavior support plan, applied behavior analysis, etc.). Emphasis will be placed on interventions that reduce significant and complex behavior problems of students with disabilities. Students are required to identify and observe a student in a classroom setting (preferably autistic or emotional support classroom) for a minimum of twenty hours. Lab fee required.

Prerequisite: SE-500

SE-520 Credits 3

Transition Services

This course builds on prior coursework in special education to prepare teachers to meet the needs of students who transition to new educational environments and/or employment and independent living. Evidence-based effective strategies that help students with special needs to be independent in society (e.g., time management, study skills, job coaching, etc.). Preparation for the future educator to collaborate with school, families and outside local agencies to support the students with disabilities successful transition from school to the community and beyond. Lab fee required.

Prerequisite: SE-500

SE-522 Credits 3

Remedial Techniques in Reading and Writing

Meeting the needs of students who demonstrate significant problems in reading and/or writing. It is the course in which students acquire knowledge and develop skills, attitudes, and values related to the “what” (curriculum) and “how” (methods) of teaching students with reading and writing problems. Preparation for the challenges of individualized programming for students with learning problems. Lab fee required.

Prerequisite: none

SE-524 Credits 3

Remedial Techniques in Mathematics

Best practices in mathematics, the review and critique of the math core and remedial curriculum, and alignment of PA standards, curriculum and PSSA scores for challenged learners. The teacher candidates will also review implementation of Response to Instruction and Intervention (RTII) model in PA school districts.

Prerequisite: none

SE-526 Credits 3

Content Access for Students with Learning Differences

Theories, assessments, practical evidence-based teaching methods and learning strategies for literacy instruction to support content reading and writing. Content relevant to elementary, middle, and high school teaching will be included. The course will cover design-of-instruction principles, instructional strategies, teacher presentation techniques, informal assessment, progress monitoring, error analysis, correction procedures, and selection and modification of commercial learning materials. Emphasis on the struggling learner and academic learning problems. Lab fee required.

Prerequisite: none

SE-550 Credits 6

Pre-Service Teaching in Special Education A: Professionalism and Classroom Environment

Pre-service full-time teaching in Special Education setting plus weekly seminars. Examination and reflection on the student teaching experience focusing on professional relationships and the development of positive classroom environment for special needs learners. Portfolio development, completion, and evaluation required. Preparation for the career in teaching. Sixty-five pre-service days required for initial certification. Course credits apply to certification requirements only. Student Teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

SE-551 Credits 6

Pre-Service Teaching in Special Education B: Planning and Instruction

Pre-service full-time teaching in a Special Education setting plus weekly seminars. Examination and reflection on the student teaching focusing on planning and preparation for teaching, content preparedness, classroom-management, developmentally-appropriate and standards-based instruction, and resources for special needs learners. Portfolio development, completion, and evaluation required. Sixty-five full pre-service days required for initial certification. Course credits apply to certification requirements only. Student Teaching lab fee required.

Prerequisite: Completion of all requirements for student teaching

SE-590 Credits 3

Autistic Spectrum Disorders in the General Education Setting

An introduction to Asperger’s Syndrome, an autistic spectrum disorder, which is often characterized by severe communicative deficits. Such subjects include a lack of use and reciprocity of non-verbal communications, impaired two-way interactions and inability to understand the rules of social behavior. This course will provide helpful tips, resources and strategies for classroom teachers.

Prerequisite: SE-500

SE-592 Credits 3

Special Education Practicum Student Teaching Pre K-8

Practical experience in teaching students with special needs, in a public school inclusive setting and pull-out program. Instructional and non-instructional responsibilities within the field experience site conducted under the direction of a college supervisor and cooperating teacher over 6 weeks. On-campus seminars held once per week. Lab fee required.

Prerequisite: Completed course program in Special Education, PA teacher Instructional I Certification approved and application for student teaching submitted by due date

SE-594 Credits 6

Special Education Practicum Student Teaching 7-12

Practical experience in teaching students with special needs, in a public school inclusive setting and pull-out program. Instructional and non-instructional responsibilities within the field experience site conducted under the direction of a college supervisor and cooperating teacher over 6 weeks. On-campus seminars held once per week. Lab fee required.

Prerequisite: Completed course program in Special Education, PA teacher Instructional I Certification approved application for student teaching submitted by due date

MASTER OF EDUCATION IN HIGHER EDUCATION

Dr. Kelley R. Kenney
Program Director
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About the Degree

Higher Education Administration and the Student Affairs in Higher Education master degree programs prepare students for entry- and mid-level administration and student services positions in private and public colleges and universities, as well as community colleges and other postsecondary education institutions. The focus of the degree programs varies based upon the departments or functional areas of higher education and a student's interest within the field.

Student Affairs in Higher Education

Students in a Student Affairs in Higher Education program are typically interested in working in the division of Student Affairs and/or working directly with students in academic advising, career services, new student programming/orientation, wellness, residence life and student housing, student activities, Greek affairs, multicultural/diversity services, student development, career exploration and leadership development. The emphasis of the program is on student growth and development.

Higher Education Administration

Students in a Higher Education Administration program are typically interested in working in departments or functional areas other than those typically found in the student affairs division. These include enrollment management, financial aid, registrar, government and community relations, policy analysis, alumni relations, institutional and policy research, and athletics administration.

Mission Statement

The mission of the DeSales University Masters of Education in Higher Education (MHE) is to prepare individuals working or seeking to work in professional positions in the vast array of sectors and functional areas of higher education at private and public colleges and universities, as well as community colleges and other post-secondary education institutions. This rigorous, innovative, and highly experiential theory-to-practice program emphasizes Christian humanism and Salesian values of ethics, social justice, and servant leadership.

Learning Outcomes

- A. The ability to articulate and apply Christian humanism and Salesian moral principles as well as the ethical principles and standards of the higher education profession to their personal and professional lives, in their decision-making, and in the execution of professional duties and responsibilities.
- B. Knowledge of higher education law and the relevance of general legal statutes to higher education.
- C. A depth and breadth of knowledge of college student development and application of this knowledge in the performance of roles and in the delivery of programs and services.
- D. An understanding of the history and philosophy of higher education and an ability to critically analyze contemporary global and social issues for their impact and influence on the current and future status of higher education.
- E. An openness to exploring issues of diversity and equity from both a personal and professional perspective and a commitment to improving access and making environments of higher education fair, just, and inclusive.
- F. Knowledge of theories, principles, and skills of effective leadership and administration as applied across all entities of higher education.
- G. Understanding of organizational development and change theories and the implication for the organizational structures and dynamics of higher education.
- H. Knowledge of the economics and finance of higher education and preparation in financial decision-making and in the development of budgets.
- I. Depth of understanding and skill in conducting assessment, evaluation, and research of relevance to professional practice in higher education.
- J. A capacity for integrating theory and knowledge of higher education in professional practice with supervision.

Admissions Requirements

Applications are evaluated on a rolling admissions basis, with start-terms limited to spring (part-time) and fall (full-time) at first. Requirements for admission to the MHE program are:

- a bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.

- acceptable level of academic quality in undergraduate work. Normally, this is defined as having achieved an undergraduate GPA of at least 3.0.
- two years of full-time work experience is strongly recommended. Relevant part-time experience will also be considered. Candidates with less experience may be required to interview with the Admissions Committee individually or as part of a group. Applicants will be notified at the earliest possible date about their admission status.

Otherwise-qualified individuals who do not meet the 3.0 and/or professional experience criteria may appeal for provisional admission. Provisional admission allows the post-baccalaureate student to enroll in up to six credits of coursework prior to application for regular admission.

Application Checklist Items

- Application Fee: \$50
- Standardized Exam Required: No
- Official Transcripts Required: Yes
- Personal Statement Required: Yes

Statement must address knowledge and understanding of work in higher education and the importance of moral and ethical behavior in higher education

- Letters of Recommendation: 3 Required / 2 Professional, 1 Academic
- Resume Required: Yes

International Applicants

- Transcript Evaluation is required through a NACES member

Candidates who completed a degree outside of the US are considered upon review of an official transcript evaluation from a member of NACES. An international applicant with a degree awarded as the result of studies less than four years must show proof that such degree is equivalent with a comparable four-year long US study.

- Certificate of Finances demonstrating an ability to fund the degree
- English Competency Exam is required: TOEFL, IELTS or CAE

International applicants (regardless of citizenship) for whom English is a second language must submit English profi-

ciency test scores as part of their application. The Admissions Committee reserves the right to further assess English-speaking and comprehension skills through a personal interview.

TOEFL iBT

90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening

IELTS

6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading and listening

CAE

B2 or higher

Internal Transfer

Students enrolled in a graduate education program offered by the University may transfer to another graduate education program offered by the University with the approval in writing of the director of MEd programs. An additional application fee is not required and ordinarily admissions credentials need not be resubmitted, but the requestor must submit a formal letter of request for transfer as well as a new statement of goals. Depending upon the director's approval, credits earned in the original program may be partially or fully applied toward the new degree.

Transfer of Credit from Other Institutions Policy

Up to nine credits of graduate work (generally at a 500 level or greater), with grades of a "B" or better, and completed within five years of the request for transfer may be transferred from graduate programs within the University or from other graduate programs of accredited institutions of higher education to partially fulfill requirements of any program. The course content must parallel DeSales course offerings or be relevant to the degree sought. Applicants must provide an official transcript, course description and any other documentation requested by the University. All transfers must be approved by the director of MEd programs. Transfer of credits earned before admission must be requested in writing at the time of application for admission. Students wishing to transfer courses taken at another institution during the completion of a program must receive prior approval from the director. Courses offered by DeSales University as part of a program cannot be taken elsewhere for transfer if a student has the opportunity to take them at DeSales University during the current or future semesters during a reasonable time frame for completion of a program. Approval of transfer will not be granted unless for extenuating circumstances and only if denial of request for transfer will deny student progress toward pro-

gram completion. Courses in MEd programs have outcomes aligned with program outcomes and transferred courses rarely align exactly. Therefore, desire for a more rapid completion of a program will not constitute an extenuating circumstance or grounds for approval of transfer.

Academic Schedule

The Academic year of the MHE program consists of three sessions:

Fall (14 weeks) early September – early December

Spring (16 weeks) early January – late April

Summer (14 weeks) early May – early August

Summer A (7 weeks) early may – mid June

Summer B (7 weeks) mid June – early August

Day courses are delivered face-to-face on campus, while evening courses are taught in the 'flex' format. This means that students may attend classes on-campus or participate online synchronously via Zoom. The Academic Calendar may be found at www.desales.edu/academics/academic-calendars

Student Status

A full-time student is one who carries at least six credits. Normally, students following the full-time plan of study will enroll in nine credits in the fall and spring semesters

A half-time student is one who carries at least three credits.

A student will be deemed inactive after twelve months of non-enrollment. The student must reapply to be reinstated to continue in the program.

Student Categories

Applicants may be admitted to the MHE program in one of the following categories:

Regular Student Category

An applicant in this category is pursuing a degree only and meets all admission requirements.

Special Student Category

Qualified students may enroll in graduate courses on a per-course basis up to a maximum of six credits without formal admission to a program. The successful completion of the course does not imply acceptance into the program. However, courses taken under this status may be applied towards program requirements once regular student status is attained.

Provisional Student Category

A post-baccalaureate student who does not fully meet the GPA requirement may enroll in up to six credits of course work within the Department. Upon successful completion of the six credits with a cumulative GPA of 3.0 achieved in the graduate program, the student may then apply for admission as a Regular Student.

Elective Courses

The director of the program should approve all elective courses taken as part of the degree program allowing for electives.

Academic Standing GPA Requirements

Students must maintain a 3.0 GPA for each semester of enrollment. If a cumulative GPA falls below 3.0 for one semester the student will be deemed "on probation" and must interview with the M.Ed. Director to formulate a remediation plan. A student may be placed on probation only once. If the cumulative GPA falls below 3.0 for a second semester, the graduate student will be withdrawn from the program. Minimum Grade: Students must attain a C+ or higher in Education courses not required for certification, but required for the master's degree. In courses required for certification, a student must attain a B or higher or repeat the course in order to demonstrate mastery of the competencies. Students in certification programs may receive no more than 2 grades at the B- level.

Program Progression: All students must meet with a Graduate Advisor once each year to review program progress. Students are expected to continuously enroll in the courses according to the course plan. Students who have not taken a course within a span of 12 months will be considered withdrawn from the program and must reapply in order to gain approval for reinstatement.

Incomplete Policy: An incomplete is given only after an acute and significant unforeseen event prevents a student from completing the course. An incomplete is given at the discretion of the instructor and with the approval of the M.Ed. Director.

Attendance Policy

Students are expected to attend all scheduled class hours. For online sessions, students must meet participation requirements equal to class attendance. See course syllabus for specific attendance/participation requirements. An unexcused absence of more than two hours (total) from a one-credit course or two class meetings from a three-credit course shall result in a grade of "F". For online class sessions, completion of all required viewing, discussion, and assignments constitutes an attended class. An incomplete will only be approved by the MEd director if an unforeseen and acute circumstance occurs that hinders course

completion. A student request for an incomplete with a rationale must be made in writing to the professor of the course and the MEd director prior to the Monday of final exam week. The professor and MEd director in consultation will approve the incomplete for a specified period of time not to exceed six months.

Registration

Registration normally begins eight weeks before the first class meeting. The University reserves the right to limit enrollment, or cancel a course if registration is insufficient. Registration is done through Web Advisor at www.desales.edu/webadvisor. New students must work with the program advisor for registration information.

Student Orientation

All students registered for courses in programs either before or after acceptance are encouraged to participate in a two-hour non-credit Student Orientation conducted prior to each session of the academic semester. There is no fee for this orientation. More information on the Student Orientation including scheduled dates for each session can be obtained from the program office.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Tuition Refunds

Both on-campus and online course days constitute course sessions in the calculation of refunds.

Withdrawal during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add drop period: 75% of tuition refunded.

Withdrawal after the 2nd class after the close of the add drop period: 50% of tuition refunded

Withdrawal after the 3rd class after the close of the add drop period: 25% of tuition refunded

Withdrawal after the 4th class after the close of the add drop period: No refund.

Graduation Requirements, MHE Program

The following graduation requirements apply to all MEd degrees:

1. Completion of the 36 credit plan of study of graduate credits in an approved program of study.
2. An overall 3.0 GPA for all course work taken at DeSales towards completion of the degree.

3. Resolution of all incomplete grades.
4. Completion of the capstone course requirements with a grade of “B” or higher.
5. Successful completion of two internships with a grade of “B” or higher.
6. Fulfillment of all financial obligations to the University.

Computer Literacy

The University expects all incoming students to be familiar with and able to use basic word processing, Blackboard navigation, digital file management, e-mail and Internet. Applicants lacking this background should acquire it through appropriate learning experiences before registration in the first course in the program. Only DeSales email addresses will be used for communication among students, professors, and administrators.

Online, Flex and Hybrid Course Technical Requirements

All students registered for online or hybrid courses are required to:

- have access to Internet above dial-up speeds and
- use a headset with microphone (no open speakers with external mic)
- have attended a Blackboard Basics training session through CERT or attest that Blackboard competence has already been acquired

Additional technical requirements include:

- Microsoft Office 2010 or higher

Additional plug-in download may be required. Student is responsible for determining what specific technology is required for course before registration.

PROGRAM OF STUDY

The program of study consists of the following components (all courses are three credits):

Core Courses	24 credits
Concentration Courses	12 credits
Total Courses	36 credits

Master of Education Higher Education – 36 Credits

Common Core: 24 Credits

MHE 500 Law, Ethics, and Standards
MHE 501 Higher Education
MHE 502 College Student Development

MHE 503 Diversity, Equity, Inclusion
MHE 504 Leadership and Administration
MHE 505 Assessment and Research
MHE 506, 507 Higher Education Internship I and II

Concentration in Higher Education Administration: 12 Credits

MHE 508 Higher Education Policy
MHE 509 Budgeting and Finance
MHE 510 Organization and Governance
Elective

Concentration in Student Affairs Administration: 12 Credits

MHE 511 Helping and Supporting Students
MHE 512 History, Values, and Philosophy
MHE 513 College Student Services
Elective

Electives Options:

Students in the M.Ed. in Higher Education graduate program (Concentration in Higher Education Administration and Concentration in Student Affairs Administration) may select to take the 3 credit elective requirement from the list of course offerings that are part of the other concentration area. In addition, students may select to take the 3 credit elective requirement from the other approved DeSales Graduate Degree program options. (list see below)

COURSE DESCRIPTIONS

MHE-500 Credits 3

Law, Ethics, and Standards

Explores higher education law and general legal principles related to higher education. Students learn the higher education ethical standards and codes and Salesian moral and ethical principles. Case study analysis provides the foundation for moral and ethical decision-making and practice. The professional standards of higher education, including how assessment, evaluation, and research are conducted are introduced.

MHE-501 Credits 3

Higher Education

Examines historical, philosophical, cultural, and religious underpinnings of American higher education. Students learn the purpose of higher education and the role of government; various institutional types and the units and functional areas within their organizational structures, the rationale for their existence, and the implications for student success. Societal and global issues and their relevance to higher education are considered.

MHE-502 *Credits 3*

College Student Development

Surveys salient human development theories related to college students at all developmental levels and organizational and administrative theories related to the dynamics of and interactions in the collegiate environment. Students learn the implications for student success and achievement. Opportunities for theory-to-practice application are offered throughout the course.

MHE-503 *Credits 3*

Diversity, Equity, Inclusion

Addresses issues of diversity, equity, and inclusion in higher education. Bias, oppression, power, and privilege and their impact and influence are explored. Students gain knowledge of diverse racial, ethnic, cultural, religious, and social identities represented on campuses and the challenges and needs of diverse learners. A social justice lens is used in discussing strategies for improving access, equity and inclusion.

MHE-504 *Credits 3*

Leadership and Administration

Reviews leadership theories, models, and practices generally and in context to higher education. Students explore the dynamics of administration in various institutional types to understand how management and operational models differ between institutions and across institutional units and divisions. Organizational structures, governance, policies, budgeting and finance, and planning and resource management are introduced. Case studies and projects provide application opportunities. **Prerequisite** – Law, Ethics and Standards

MHE-505 *Credits 3*

Assessment and Research

Discusses strategies and methods of assessment and research across higher education. Students are engaged in topics ranging from classroom assessment through institutional compliance and accreditation processes. A broad research overview examines fundamental principles, concepts, methodologies and ethical implications. The basics of statistical analysis, skills for critical evaluation of research and the framework for developing a research proposal are provided. **Prerequisite** – Law, Ethics and Standards; Higher Education; Leadership and Administration

MHE-506 *Credits 3*

Higher Education Internship I

Engages students in a supervised field experience of 150 hours a semester in a higher education unit or functional area consistent with the students' educational and professional

career goals. The purpose is to provide an enriched experience that enhances students' potential to assume professional responsibilities that represent new or advanced learning. **Prerequisite** – Law, Ethics, and Standards; College Student Development; Higher Education; Diversity, Equity, Inclusion; Leadership and Administration

MHE-507 *Credits 3*

Higher Education Internship II

Engages students in a supervised field experience of 150 hours a semester in a higher education unit or functional area consistent with the students' educational and professional career goals. The purpose is to provide an enriched experience that enhances students' potential to assume professional responsibilities that represent new or advanced learning. **Prerequisite** – Law, Ethics, and Standards; College Student Development; Higher Education; Diversity, Equity, Inclusion; Leadership and Administration

MHE-508 *Credits 3*

Higher Education Policy

Examines major policy issues, decisions and frameworks at the local, state, and federal levels to understand their influence on higher education and implications for current and future directions. Students gain knowledge in policy development as well as policy analysis and research. The relationship between research and advocacy for the development of higher education policy, programs, and services will be discussed. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MHE-509 *Credits 3*

Budgeting and Finance

Examines concepts, models, and practices of budgeting and finance in higher education. The impact of budgetary processes on institutional decisions and areas of planning and operations are discussed, giving attention to government fiscal matters and differences in budgeting and finance processes based upon institutional type. Issues of access and equity in institutional finance and budget decision-making are explored. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MHE-510 *Credits 3*

Organization and Governance

Analyzes the complexities of organization and governance structures of institutions of higher education. The relationship of institutions to the stakeholders and constituencies they serve will be explored. Management styles used in fulfilling roles and the dynamics of interactions with and between administration, faculty, staff, boards, and trustees in leading, governing, deci-

sion-making, and addressing critical issues will be discussed. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MHE-511 *Credits 3*

Helping and Supporting Students

Focuses on helping and supporting intervention theories and skills useful with college students. Students learn common mental health disorders observed in college students; gain knowledge of signs and symptoms; and learn strategies for addressing mental health concerns as non-clinical personnel. Processes for referring to campus mental health professionals and skills of advocacy, conflict resolution, and crisis management are provided. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MHE-512 *Credits 3*

History, Values, and Philosophy

Explores the history, values and philosophy of the student affairs in higher education profession. Students will examine the significance and relevance of this historical context to the present day landscape and the current roles of professionals in the field. Salient documents of the profession will be highlighted and discussed for their role in informing and guiding professional practice. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MHE-513 *Credits 3*

College Student Services

Orientation to student affairs professional practice. Students are introduced to the Principles of Good Practice; the Professional Competency Areas for Student Affairs Educators; and the Council for the Advancements of Standards in Higher Education (CAS) guidelines and standards and other pivotal documents providing knowledge of program development and operationalization; program expectations; roles and responsibilities and methods of program evaluation. **Prerequisite**: Law, Ethics, and Standards; Higher Education

MASTER OF FINE ARTS IN CREATIVE WRITING AND PUBLISHING

Juilene Osborne-McKnight, MFA
Program Director

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The Master of Fine Arts (MFA) in an artistic field (creative writing, theater, fine arts, graphic design, dance) is considered the terminal degree in that field. The MFA presupposes that the owner of the degree will be a practitioner of the art. Students in the MFA at DeSales University come from all walks of life, including medical professionals, marketing, education, business, law enforcement and more but the practice of the art form of creative writing is the primary criterion.

DeSales University offers a low-residency MFA in Creative Writing and Publishing, which means that students are in residence only twice each year (ten days each January and ten days each summer). In between residencies, students read and research extensively in assigned areas of literature. They do close reading and deep written analysis of their residency and of selected writers and guest speakers they encounter in their residency. Students also continually compose and revise their own work, are in regular contact with a mentor and the members of their own cohort via Blackboard.

There are four extraordinary differentiators for the MFA in Creative Writing and Publication program at DeSales University:

- A unique five-year undergraduate-to-graduate MFA program plan of study allows DeSales student writers to progress straight through undergraduate studies to the MFA residencies and practicums, while external adult students can continue to work while earning a terminal degree.
- The summer residency takes place in the Celtic World and will include European and Canadian writers as guest speakers.
- Students choose either a track in Poetry, Narrative Non-fiction or Fiction, but all students are required to complete a track in Publishing.
- The program includes some study of spiritual writing with students participating in a day devoted to 'Writing in the Spirit' as part of the January residency. This day includes guest speakers who write from a faith-based

viewpoint as well as a candlelit evening retreat of music, prayer, storytelling, art and poetry

Mission Statement

The low-residency MFA in Creative Writing and Publishing at DeSales University welcomes aspiring and committed writers into an intellectual and artistic community established in the spirit of the guiding mission statement of DeSales University. Indeed, as St. Francis DeSales, himself a powerfully evocative writer, is also the patron saint of writers, we believe there exists no graduate degree better suited for DeSales University than the MFA in Creative Writing and Publishing.

Through its two intensive annual residencies and year-round exchanges among highly accomplished mentors and their students, the MFA provides a demanding yet mutually supportive learning environment focused on mastery of craft, embrace of the writing life, and an introduction to opportunities in professional writing and publishing fields. Through its unique positioning at the intersection of creative writing and the spiritual life, the program also offers traditional and non-traditional age students a crucial vision of wholistic centeredness that will complement and enrich their artistic pursuits. As the program's capstone, the book-length thesis that completes the MFA experience will reflect that mastery and that vision.

In addition, following the model of the Catholic intellectual tradition established through long centuries, the DeSales MFA in Creative Writing and Publishing will graduate not merely highly-trained writers duly capable of embracing market opportunities available to them, but also informed and committed citizens who will seek out ways to enhance the lives of their communities through the skills they will have mastered in pursuit of this, the terminal degree in their field. Moreover, in all their endeavors toward the accomplishing of the degree, but especially through their residencies throughout the Celtic world, they will be conscious of their citizenship within the greater global artistic community.

Learning Outcomes

The University specifies that its graduate programs will enable its students to demonstrate:

- specialized competence in a field of study, so that graduates will provide leadership and make significant contributions to their fields,
- the skills necessary for advanced research/application in their specialized fields,
- an enhanced formation of a Christian conscience as it applies to the ethical problems in their fields of interest.

Graduates of the MFA program in Writing and Publishing at DeSales University will demonstrate:

- an awareness of the spiritual dimension of creative writing and contemplative silence
- knowledge of writers, literary-historical periods, movements and writing styles in the English language
- knowledge of the craft of writing and the ability to assess that craft in other writers
- competence in the production of creative works of fiction, poetry and narrative non-fiction by utilizing their knowledge of craft
- knowledge of the publishing industry in all its variations

Admissions Requirements:

Option One: The five-year BA/BS to MFA

Two types of undergraduate students can apply to this program:

- 1) High school seniors accepted to DeSales University with an SAT score of 1150 or higher (ACT of 23 or higher). Applicants must demonstrate serious interest in writing during their high school years, such as work on the school newspaper, the yearbook, the literary magazine, attendance at and submission to our Poetry Festival, etc. They must submit a ten page writing sample in applying to the MFA program. If they are accepted, their position will be held and they will enter the program during the summer residency preceding their undergraduate senior year.
- 2) Fall semester juniors at DeSales University who have maintained a 3.0 cumulative GPA and who have evinced serious interest in writing throughout the undergraduate years. This may include staff work on the university newspaper, literary magazine, or creative writing honor society.. All undergraduate students entering this program must complete a minor in Creative Writing, so students who show interest in the MFA will be advised to begin that minor in their sophomore year. All candidates must also submit a ten page writing sample. If they are accepted, they will enter the program during the summer residency preceding their undergraduate senior year.

Option Two: The five semester MFA

The DeSales five-semester MFA program option is designed for working professionals who have earned a bachelor's degree and:

- a) want to work for magazines, either full-time or freelance.
- b) seek employment at publishing companies as editors,

- c) desire focused time to write and information to assist in publishing their own creative writing.
- d) want to teach full- or part-time in college or community college creative writing programs.
- e) aspire to work in a university setting as adjuncts, visiting writers, or as administrators.
- f) desire to pursue advanced studies simply as an enrichment experience.

External students may enter the program at either the summer or winter residency. Students who plan to enter the program for a summer international residency must have completed all paperwork and submissions by April 1 in order for the program to facilitate travel plans. Students who are applying to begin with a January residency must have completed all paperwork and submissions by December 1. A complete application to the program will include:

- A completed Application for Admission
- Official transcripts of all college work, undergraduate and graduate
- A personal statement
- Two letters of recommendation
- A 25 page writing sample. The writing sample may be a short story or stories or a chapter from a novel if the applicant desires the fiction track, a collection of poems if the applicant desires the poetry track or a memoir or collection of essays if the applicant desires the narrative non-fiction track.

Academic Schedule

EMFA students will spend five semesters in the program, with two domestic residencies and two abroad. Their fifth semester will be the preparation of their thesis, their reading and defense, which will take place on the DeSales University campus.

The Academic Year of the MFA program consists of the following sessions:

Spring	Early January to Mid-April Ten day January residency on DeSales campus followed by session long practicum
Summer	Late July / early August- Ten day International Residency
Fall	Mid-August to Mid-December- Session long Practicum

Student Status

The MFA in Creative Writing and Publication program follows a prescribed curriculum, meaning that students are encouraged to follow the defined plan of study for the BA/BS to MFA and Five-Semester MFA options.

A student will be deemed inactive after twelve months of non-enrollment. The student must reapply to be reinstated to continue in the program.

Application Procedure

Acceptance into the program is determined by the Master of Fine Arts in Creative Writing and Publication Committee for Admissions, Academic Standards, and Policies. Applications are considered at regular committee meetings throughout the year. Application information and information about admission can be obtained online or by contacting the director of the MFA program at juilene.mcknight@desales.edu.

Transfer Policy and Prior Learning Assessment

Transfer credits are not accepted into the MFA in Creative Writing and Publishing program.

Registration

Registration for classes normally begins eight weeks before the first class. The University reserves the right to limit enrollment, or cancel a course if registration is insufficient. Once a student has been accepted to the MFA, registration will be completed through the department. New students will need to contact the program director or the program administrator, maryanne.charlton@desales.edu for registration information.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Refund Amount

Residency Courses:

- No refund is made after winter residency has begun.
- Students who must withdraw from summer residency will forfeit a \$200 travel deposit

Practicums

- Withdrawal during the add/drop period: 100% of tuition refunded.
- Withdrawal after the 1st class after the close of the add/drop period: 80% of tuition refunded.
- Withdrawal after the 2nd class after the close of the add/drop period: 65% of tuition refunded

- Withdrawal after the 3rd class after the close of the add/drop period: 50% of tuition refunded
- Withdrawal after the 4th class after the close of the add/drop period: 25% of tuition refunded
- Withdrawal after the 5th class after the close of the add/drop period: No refund

Graduation Requirements

Students must complete the following degree requirements:

- Four intensive ten day residencies alternating at DeSales and in Europe or Canada.
- Four practicum semesters with a writing mentor.
- An additional semester to produce, complete and refine an original creative manuscript of poetry or fiction.
- A defense of the creative manuscript, including a meeting with the thesis review committee as well as a public reading and q&a defense.

Program of Study

The MFA in Creative Writing and Publishing consists of the following:

Immersion 'Residency' Coursework	16 credits
Practicum	16 credits
Thesis	4 credits
Total	36 credits

The MFA paradigm does not utilize the 'typical' course descriptions or syllabi or standard classroom courses. Its structure is immersion followed by practicum. Its purpose is to provide students with two years of complete immersion in the practice of writing and in works produced by practitioners of their art.

- Prior to each residency, students will receive a list of required readings. These will be the fiction, poetry and essays of their visiting writers.
- Prior to each immersion, the student will receive a full schedule of events. This schedule will be in the form of a booklet and students will be required to attend every event. The booklet will list specific times, specific rooms, specific speakers and mentors and the biographical details of all visiting writers, editors and publishers. The booklet will also include policy and deadline information for the program.
- Practicum begins immediately after immersion, with the first assignment drawing directly from immersion, as all students are required to write a 10-12 page "assessment"

of their residency. That assessment is not focused on what they enjoyed or did not enjoy, but rather assesses what they learned about craft and from whom and in what context, what they learned about publishing and which aspects of that learning might be relevant to their practice or to their job search, if they intend to work in publishing. That assessment instrument is due to the student's mentor within ten days of departure from the residency.

- Immediately following residency, the literary and creative portion of the practicum begins. In practicum, each student individualizes what s/he intends to do within the framework of practicum's requirements. This will include intensive literary research, reading and writing as well as work on the student's own creative writing

The five-year BA/BS to MFA

Internal students will enter the program with the summer international residency at the end of their junior year. Their second residency will take place over Christmas break during their senior year. They will have completed two semesters of the five semester program by the time they complete their undergraduate work. Two more residency semesters will follow, one domestic, one international, each followed by a practicum. Their final semester, which does not include a residency, will be completion and finalization of the thesis, reading and defense. They will graduate with a terminal degree.

Manuscript and Defense

In the final semester of the program, students must present a book-length collection of poetry, essays or memoir, short fiction, or a novel. All manuscripts must be bound. Poetry manuscripts must be 48-64 pages. Fiction or essay manuscripts should be between 150-400 pages, depending on format (short stories, novella, novel, essays, memoir).

Tables of contents are necessary for poetry, short fiction and essays. Title page is necessary. An 'Acknowledgements' page for any included work previously published is necessary. All manuscripts must contain a cover page with name, date, student's previous academic degrees and the statement, "This manuscript is submitted as the thesis in partial fulfillment for the degree of Master's of Fine Arts in Creative Writing & Publishing at DeSales University" followed by the date.

Students will confer with their mentor on the thesis manuscript; these conferences will begin as early as the first semester and will continue throughout the program. By the fifth semester, students should already have produced significant material toward a complete draft of the thesis. The

thesis semester will consist of intensive review and editorial work, individually and in conjunction with the mentor. When the thesis is complete, the following protocol will occur:

- The mentor will inform the Director in writing that the thesis is ready for review and defense.
- The student will submit three bound copies of the manuscript to the Director at least four weeks before the defense.
- The Director will assemble a committee to review the manuscript over a ten-day period. If it is not accepted by all committee members, it will be returned to the student for revision.
- Once the manuscript has been accepted, the defense is scheduled. All members of the committee and the student's mentor will attend the defense, during which the student will present the work, discussing its intent, its appropriateness within the student's chosen literary tradition, and the process that went into the creation of the work.
- The student will then present a public reading to an invited audience, followed by a question and answer session. The reading from the manuscript will immediately follow the defense and will be open to the public.

Course Descriptions

EN 501 4 credits

MFA Residency -

This is an immersion course. Students will complete 48 contact hours that include an introduction to MFA, lectures and seminars offered by fiction writers and poets, and intensive writing workshops. Students will be asked to come to the residency having read the works of the visiting writers and teachers. Should this course take place on the campus of DeSales University, it will also include seminars with publishing professionals, field work in publishing, and panel discussions. Should this course take place in Ireland, Scotland or Wales, it will also include visiting writers from those countries as well as two travel immersion seminars.

Prerequisite: None

EN 510 4 credits

Practicum

This practicum begins upon the completion of the prerequisite MFA Residency course (EN501). Students will develop and update a practicum plan under the guidance of their fiction or poetry mentor. Assignments will include an assessment of the residency experience focused on the craft of writing, extensive literary reading, a literary craft analysis paper, three to four

creative works by the students and participation in two to four online workshops. In the first practicum, students will begin composing the creative work that will eventually serve as their thesis.

Prerequisite: EN501

EN 502 4 credits

MFA Residency

This is an immersion course. Students will complete 60 contact hours that include lectures and seminars offered by fiction writers and poets, and intensive writing workshops. Students will be asked to come to the residency having read the works of the visiting writers and teachers. Should this course take place on the campus of DeSales University, it will also include seminars with publishing professionals, field work in publishing, and panel discussions. Should this course take place in Ireland, Scotland or Canada, it will also include visiting writers from those countries as well as two travel immersion seminars.

Prerequisites: EN 501, EN 510

EN 520 4 credits

Practicum

This practicum begins upon completion of the prerequisite MFA Residency course (EN502). Students will develop and update a practicum plan under the guidance of their fiction or poetry mentor. Assignments will include an assessment of the residency experience focused on the craft of writing, extensive literary reading, a literary craft analysis paper, three to four creative works by the students and participation in two to four online workshops. In the second practicum, students will revise previous creative work and will add to the body of their thesis manuscript.

Prerequisites: EN 501, EN 510, EN 502

EN 503 4 credits

MFA Residency

This is an immersion course. Students will complete 60 contact hours that include lectures and seminars offered by fiction writers and poets, and intensive writing workshops. Students will be asked to come to the residency having read the works of the visiting writers and teachers. Should this course take place on the campus of DeSales University, it will also include seminars with publishing professionals, field work in publishing, and panel discussions. Should this course take place in Ireland, Scotland or Canada, it will also include visiting writers from those countries as well as two travel immersion seminars.

Prerequisites: EN 501, EN 510, EN 502, EN 520

EN 530 4 credits

Practicum

This practicum begins upon the completion of the prerequisite MFA Residency course (EN503). Students will develop and update a practicum plan under the guidance of their fiction or poetry mentor. Assignments will include an assessment of the residency experience focused on the craft of writing, extensive literary reading, a literary craft analysis paper, three to four creative works by the students and participation in two to four online workshops. In the third practicum, students will revise previous creative work and will add to the body of their thesis manuscript.

Prerequisite: EN 501, EN 510, EN 502, EN 520, EN 503

EN 504 4 credits

MFA Residency

This is an immersion course. Students will complete 60 contact hours that include lectures and seminars offered by fiction writers and poets, and intensive writing workshops. Students will be asked to come to the residency having read the works of the visiting writers and teachers. Should this course take place on the campus of DeSales University, it will also include seminars with publishing professionals, field work in publishing, and panel discussions. Should this course take place in Ireland, Scotland or Canada, it will also include visiting writers from those countries as well as two travel immersion seminars.

Prerequisite: EN 501, EN 510, EN 502, EN 520, EN 503, EN 530

EN 540 4 credits

Practicum

This practicum begins upon the completion of the prerequisite MFA Residency course (EN504). Students will develop and update a practicum plan under the guidance of their fiction or poetry mentor. Assignments will include an assessment of the residency experience focused on the craft of writing, extensive literary reading, a literary craft analysis paper, three to four creative works by the students and participation in two to four online workshops. By the fourth practicum, students will have assembled and revised almost all of the material that will eventually comprise their thesis manuscript.

Prerequisite: EN 501, EN 510, EN 502, EN 520, EN 503, EN 530, EN 504

EN 505 4 credits

Thesis Semester

In consultation with a mentor, students will have produced a book-length, bound collection of poetry, short fiction, long fiction, essays or memoir. This semester will focus heavily

on revision, assembly and order for the thesis manuscript. Once the mentor deems the thesis ready for defense, the mentor will submit it to the Director of the MFA Program. The Director will assemble a committee to review the manuscript over a ten-day period. If it is not accepted by all committee members, it will be returned to the student for revision. Once the manuscript has been accepted, the defense is scheduled. All members of the committee and the student's mentor will attend the defense, during which the student will present the work, discussing its intent, its appropriateness within the student's chosen literary tradition, and the process that went into the creation of the work. The student will then present a public reading to an invited audience, followed by a question and answer session. Defense will be conducted privately by the thesis committee. The reading from the manuscript will immediately follow the defense and will be open to the public.
Prerequisite: EN 501, EN 510, EN 502, EN 520, EN 503, EN 530, EN 504, EN 540

GRADUATE PROGRAMS IN INFORMATION SYSTEMS, CYBER SECURITY, AND DATA ANALYTICS

Dr. Pranshu Gupta

Associate Professor of Computer Science

Program Director, Graduate Programs

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The following graduate programs are offered completely online through the Department of Math and Computer Science:

Graduate Degrees

- Master of Science in Information Systems
- Master of Science in Cyber Security
- Master of Science in Data Analytics

Graduate Certificates

- Cyber Security
- Data Analytics
- Healthcare Information Management
- Information Systems

Mission Statement

The mission of the DeSales University Graduate Programs in Information Systems, Cyber Security, and Data Analytics is to prepare the future leaders in these disciplines by providing relevant education that is adaptable to dynamic market requirements and anchored in the philosophy of Christian Humanism.

Graduation Requirements

The Master of Science (M.S.) degrees in Information Systems (IS), Cyber Security (CS), and Data Analytics (DA) will be awarded to candidates who have satisfied the following requirements

- The completion of a minimum of 36 credits of course work with a GPA of at least 3.0. An appropriate thesis may be used to satisfy a maximum of 6 credits.

PROGRAM OF STUDY

The program of study consists of the following components:

Core Courses	15 credits
Concentration Courses	12 credits
Electives	6 credits
Capstone	3 credits
Total	36 credits

Professional Experience

Participation in a curricular training program through a local cooperative institution may be required if the candidate lacks professional experience.

Core Courses

The purpose of the core coursework is to enhance a student's level of technical, managerial, research, and communication skills.

All candidates are required to complete the 15 credit core requirement.

Areas of Concentration

The concentration course requirement provides the student with the opportunity for learning advanced technological and business concepts. Candidates are required to complete 12 credits towards satisfying the concentration requirement.

Elective Courses (select two additional MSIS courses)

The 6-credit elective course requirement is designed to further enhance the career goal or the interest of the candidate. Students may select two additional courses to be approved by the program director.

Capstone Course

The capstone course requirement is a demonstration of the student's ability to successfully complete a comprehensive and independent work by selecting and completing a project or design. Alternatively, the student may elect to complete an independent thesis on some contemporary research topic. Such thesis may cover 3 or 6 credit hours. In the latter case the number of electives will be reduced to 3 credits.

MASTER OF SCIENCE IN INFORMATION SYSTEMS

Learning Outcomes

Students upon graduation should demonstrate:

- a breadth and depth of knowledge in advanced information systems topics, critical thinking and

analysis.

- a proficiency in the use of advanced technologies appropriate to the field of information science.
- an understanding and respect for information systems and its relationship to other disciplines.
- the ability to communicate oral and written information systems concepts on an expert level.
- the capability to use the information science methodologies to solve problems in real-world scenarios.
- a mindful awareness and practice of ethical, moral and social uses of technology.
- preparedness for an industry position in information systems.

PROGRAM OF STUDY

Core Courses – 15 credits

The purpose of the core coursework is to enhance a student's level of technical, managerial, research, and communication skills.

All candidates are required to complete the 15 credit core requirement.

IT 507 Object Oriented Programming
IT 511 Database Management
IT 526 Data Communication Networks
IT 532 Systems Analysis and Design
IT 546 Ethical and Social Issues

Areas of Concentration – 12 credits

Students may select from five specific areas of concentration:

- Cyber Security
- Data Analytics
- Digital Forensics
- Healthcare Information Management
- Project Management

Cyber Security (select four):

IT 515 Vulnerability Assessment
IT 525 IT Security
IT 528 Wireless Technology Management
IT 545 Cybersecurity Management
IT 573 Cryptography

Data Analytics (select four):

IT 513 Data Mining and Visualization
IT 541 Decision Support Systems
IT 553 Statistical Analysis and Predictive Modeling
IT 562 Data Analytics

Digital Forensics (select four):

- CJ 536 Digital Investigation and Evidence Collection
- CJ 537 Forensic Acquisition and Analysis
- CJ 538 Network and Cloud Forensics
- CJ 539 Special Topics in Digital Forensics

Healthcare Information Management (select four):

- IT 513 Data Mining and Visualization
- IT 541 Decision Support Systems
- IT 562 Data Analytics
- IT 580 Introduction to Healthcare Information Technologies
- HC 503 Legal Aspects of Health Systems Management
- HC 504 Issues in Quality Management for Healthcare Systems
- HC 508 Management of Information and Communication Technologies in Health Care Systems
- NU 538 Health Informatics, Quality and Safety

Project Management (select four):

- PM 501 Project Management Essentials
- PM 506 Project Management Scope and Cost Management
- PM 507 Project Management Risk Management
- PM 508 Project Management Contract Management
- PM 509 Project Management Integrating Quality into your Project Methodologies
- PM 510 Advanced Project Management

Elective Courses - 6 credits

Students may select two additional MSIS courses or other graduate level courses upon approval of the program director.

Capstone Course – 3 credits

- IT-551 Information Systems Projects

MASTER OF SCIENCE IN CYBER SECURITY

Upon completion of the the Master of Science in Cyber Security, students should be able to:

- A. compete for employment in the public and private sector in the field of cyber security.
- B. be ready to prepare for Security+, CWTS, and CISSP security certifications.
- C. demonstrate research and problem solving skills as it relates to cyber security.
- D. apply managerial level (CIO, CSO) skills in the workforce.

- E. demonstrate knowledge of high ethical standards and the application of those standards in real life situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Program Learning Outcomes are mapped in the following way:

	A	B	C	D	E
IT 515	X		X		X
IT 525	X	X	X		X
IT 528	X	X	X		X
IT 545	X	X	X	X	X
IT 573	X		X		X

PROGRAM OF STUDY**Core Courses – 15 credits**

- IT 515 Vulnerability Assessment
- IT 525 IT Security
- IT 528 Wireless Technology Management
- IT 545 Cybersecurity Management
- IT 573 Cryptography

Information System Concentration – 12 credits from the following courses

- IT 507 Object Oriented Programming
- IT 511 Database Management
- IT 526 Data Communication Networks
- IT 532 Systems Analysis and Design
- IT 546 Ethical and Social Issues
- Elective Courses - 6 credits

Students may select two additional MSIS courses or other graduate level courses upon approval of the program director.

Capstone Course – 3 credits

- IT-551 Information Systems Projects

MASTER OF SCIENCE IN DATA ANALYTICS

Upon completion of the the Master of Science in Data Analytics, students should be able to:

- A. Successfully compete for employment in the public and private sector in the field of data analytics.
- B. Develop methods to obtain and structure large volume sets and multiple sources.
- C. Apply statistical and predictive modeling to big data for decision making.
- D. Demonstrate the ability to use Big Data tools.
- E. Demonstrate knowledge of high ethical standards and the application of those standards in real life criminal justice situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Program Learning Outcomes are mapped in the following way: (F = Focus, E = Extensive Focus)

	A	B	C	D	E
IT 511	F	F			F
IT 513	F	E	E		E
IT 541	F	F			F
IT 553	E		E	E	F
IT 562	E		E	E	F

PROGRAM OF STUDY**Core Courses – 15 credits**

- IT 511 Database Management
- IT 513 Data Mining and Visualization
- IT 541 Decision Support Systems
- IT 553 Statistical Analysis and Predictive Modeling
- IT 562 Data Analytics

Information System Concentration – 12 credits from the following courses

- IT 507 Object Oriented Programming
- IT 511 Database Management
- IT 526 Data Communication Networks
- IT 532 Systems Analysis and Design
- IT 546 Ethical and Social Issues
- Elective Courses - 6 credits

Students may select two additional MSIS courses or other graduate level courses upon approval of the program director.

Capstone Course – 3 credits

- IT-551 Information Systems Projects

Admission Requirements MS Programs

Requirements for admission to the master's-level programs are as follows:

1. A bachelor's degree in a computer related discipline from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution
2. An undergraduate GPA of at least 3.0.
3. Background or interest in information technology.
4. Evidence of potential for successful graduate work. Such evidence may consist of a letter summarizing career interest, professional experience, accomplishments, and goals.

The Admission and Academic Policies Committee may admit an applicant whose undergraduate GPA is less than 3.0. Such applicant needs to complete foundation courses and may be required to take and obtain acceptable score on either the Graduate Record Examination (GRE) or on the Graduate Management Admission Test (GMAT).

Additional remedial course work may be required from applicants who have background deficiencies, but otherwise show promise to undertake graduate studies. Specifically, students entering the program without a bachelor's degree in a computer-related discipline and a grade of B or higher may be required to take Foundations courses IT 500 and IT 506.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE

Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country
- If an applicant attended a U.S. community college, college, or university full-time for at least two years without English of Speakers with Other Languages (ESOL) coursework
- If an applicant has worked full-time in the U.S. for at least two years (non-healthcare programs only)

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales program

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate

Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

Academic Schedule

The Academic Year of the MSIS program consists of four sessions:

Winter (12 weeks)	early Jan. - late March
Spring (12 weeks)	early April - late June
Summer (6 weeks)	early July - mid Aug.
Fall (12 weeks)	late Aug. - early Dec.

The Academic Calendar can be found at www.desales.edu.

In the 12-week sessions, courses meet once a week on a weekday evening from 6:00 - 9:30 p.m. or on Saturday from 9:00 a.m. - 12:30 p.m.

In the 6-week summer session each course meets twice a week on weekdays from 6:00 - 9:30 p.m.

Student Status

A full-time student is one who carries at least six (6) credits in a given term.

A half-time student is one who carries at least three (3) credits in a given term.

Student Categories

Depending on their status, students are assigned to one of the following categories:

Provisional Student Category

After receiving all necessary documentation and satisfying all admission related criteria, the MSIS Admissions and Academic Policies Committee may admit the candidate as provisional student.

Regular Student Category

Upon satisfactorily completing the foundation course the student's status will be changed to regular student.

Special Student Category

A qualified applicant may be permitted to enroll in courses without completing all admission requirements as a special student. The special student status does not necessarily guarantee official admission to the program.

Auditing Student Category

The program director may permit qualified applicants to audit elected courses. Such applicants must submit the MSIS application form, and must pay the non-refundable application fee and the full tuition.

Application Procedure

Application forms may be obtained from the program director or on-line. Interested students are encouraged to discuss their background with the Program Director before submitting their application for admission.

Application for admission will be considered after the student has submitted:

1. A completed application form.
2. A resume.
3. Three letters of recommendation.
4. Official transcripts of all undergraduate and graduate work.
5. A personal statement describing academic goals.
6. A non-refundable application fee.

When these materials are received, the applicant may be interviewed by a member of the IS Admissions and Academic Policies Committee. During the interview, discussion points include

- factors in the applicant's background to justify the desire to pursue the MSIS degree,
- aptitude for graduate study,
- commitment to the ideals associated with the IS profession, and
- plans for completion of the program.

All admissions and admission related matters must be approved by the IS Admissions and Academic Policies Committee. Applicants will be notified at the earliest possible date about their admissions status.

Transfer Policy

Regular students may transfer a maximum of nine graduate credits to the MSIS program. Coursework for transfer consideration must have been completed within seven years prior to acceptance into the program, with a minimum grade of a B, must have been obtained at an accredited institution, must be compatible with the program, and must be approved by the program director. The dean of graduate education must approve additional transfer credits upon the recommendation of the program director and the Admissions and Academic Policies Committee.

Prior Learning Assessment Credits

Students fully accepted into the MSIS Degree/Cyber Security Concentration and those enrolled in the Graduate Certificate in Cyber Security may request an evaluation of prior learning experience and certifications for a maximum of nine transfer credits. Students must submit a request and required documentation to the MSIS program director for consideration. Recommendations for prior learning will be made by the director and must be approved by the dean of graduate education.

Registration

Registration for a session normally takes place during the month before the first class meeting. The advisor of the student must approve registration. The University reserves the right to cancel a course for which there is insufficient registration.

Tuition and Fees

Information on tuition and fees is available at www.desales.edu.

Refund Amount

Withdrawal during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add drop period: No refund

FIVE-YEAR BS/MSIS PROGRAM

Students who major in computer science can earn both a Bachelor of Science in Computer Science and a Master of Science in Information Systems (MSIS) in five years. In their junior year, students majoring in computer science who have earned a cumulative GPA of 3.25 or higher in the major, a cumulative GPA of 3.0 overall, and have internship or work experience, are eligible to apply for admittance to the 5-Year Program. MSIS graduate-level coursework commences during the fall of the senior year. Four graduate courses in information systems will count towards the completion of both the BS degree in computer science and the MSIS degree. The graduate course descriptions and the concentrations offered in the MSIS program may be found in the DeSales University Graduate Catalog.

GRADUATE CERTIFICATE PROGRAM IN CYBER SECURITY

The graduate certificate program in cyber security is meant for learners who have a specific interest in cyber security coursework.

Learning Outcomes

Upon completion of the Cyber Security Graduate Certificate Program, students should be able to:

- Compete for employment in the public and private sector in the field of cyber security.
- Be ready to prepare for Security+, CWTS, and CISSP security certifications.
- Demonstrate research and problem solving skills as it relates to cyber security.
- Apply managerial level (CIO, CSO) skills in the workforce.
- Demonstrate knowledge of high ethical standards and the application of those standards in real life situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Students may select any four of the following three credit courses to earn the 12-credit graduate certificate program in Cyber Security:

- IT 515 Vulnerability Assessment
- IT 525 IT Security
- IT 528 Wireless Technology Management
- IT 545 Cyber Security Management
- IT 573 Cryptography

Admission Requirements

1. A bachelor's degree from a college or university accredited

- ited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
2. Background in computer science or computer security with a GPA of 3.0 or higher.
 3. A personal statement detailing your professional goals as well as how the Cyber Security Certificate from DeSales University can assist you in achieving these goals.

GRADUATE CERTIFICATE PROGRAM IN INFORMATION SYSTEMS

The graduate certificate program in Information Systems is comprised of the core courses of the master's program in information systems. It is designed for the student seeking core knowledge in information systems. The graduate certificate in information systems can be combined with other certificates (data analytics, cyber security, healthcare information systems) and applied towards the 36-credit master's degree.

Learning Outcomes

Students upon completion of the certificate program should demonstrate:

- a breadth and depth of knowledge in advanced information systems topics, critical thinking and analysis.
- a proficiency in the use of advanced technologies appropriate to the field of information science.
- an understanding and respect for information systems and its relationship to other disciplines.
- the ability to communicate oral and written information systems concepts.
- the capability to use the information science methodologies to solve problems in real-world scenarios.
- a mindful awareness and practice of ethical, moral and social uses of technology.
- preparedness for an industry position in information systems.

Students complete the following courses:

IT 507 Object Oriented Programming
 IT 511 Database Management
 IT 526 Data Communication Networks
 IT 532 Systems Analysis and Design
 IT 546 Ethical and Social Issues

Admission Requirements

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.

2. A GPA of 3.0 or higher.
3. A personal statement detailing your professional goals as well as how the Data Analytics Certificate from DeSales University can assist you in achieving these goals.

GRADUATE CERTIFICATE PROGRAM IN DATA ANALYTICS

The graduate certificate program in data analytics is meant for learners who have a specific interest in data analysis and data modeling.

Learning Outcomes

Upon completion of the Data Analytics Graduate Certificate Program, students should be able to:

- Successfully compete for employment in the public and private sector in the field of data analytics.
- Develop methods to obtain and structure large volume sets and multiple sources.
- Apply statistical and predictive modeling to big data for decision making.
- Demonstrate the ability to use Big Data tools such as Hadoop, SPSS, SAS, Tableau.
- Demonstrate knowledge of high ethical standards and the application of those standards in real life criminal justice situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Students will enroll in the following three credit courses to earn the 15-credit graduate certificate program in Data Analytics:

IT 511 Database Management
 IT 513 Data Mining and Visualization
 IT 541 Decision Support Systems
 IT 553 Statistical Analysis and Predictive Modeling
 IT 562 Data Analytics

Admission Requirements

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
2. A GPA of 3.0 or higher.
3. A personal statement detailing your professional goals as well as how the Data Analytics Certificate from DeSales University can assist you in achieving these goals.

GRADUATE CERTIFICATE PROGRAM IN HEALTHCARE INFORMATION MANAGEMENT

Graduates will be prepared to analyze, access, and organize

health information, propose system alternatives, and apply Christian moral and ethical principles serve as the guide for communication, collaboration, and decision-making.

Learning Outcomes

Upon completion of the Healthcare Information Management Graduate Certificate Program students should be able to:

- Successfully compete for employment in the healthcare field.
- Use workflow analyses to examine current practice, workflow, and the potential impact of an informatics solution on that workflow.
- Use analytical models, algorithms, and tools that facilitate assessment.
- Be familiar with genomics and bioinformatics software tools, biotechnology software, and apply best practices (HIPAA, CPHIT) to clinical information systems.
- Demonstrate knowledge of high ethical standards and the application of those standards in real life criminal justice situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Course Requirements

Students will enroll in the following three credit courses to earn the 18-credit graduate certificate program in Healthcare Information Management:

IT 511 Database Management
 IT 513 Data Mining and Visualization
 IT 532 Systems Analysis and Design
 IT 541 Decision Support Systems
 IT 562 Data Analytics
 IT 580 Introduction to Healthcare Information Technologies

Admission Requirements

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
2. A GPA of 3.0 or higher.
3. A personal statement detailing your professional goals as well as how the Healthcare Information Management Graduate Certificate from DeSales University can assist you in achieving these goals.

COURSE DESCRIPTIONS

IT-500 Credits 3

IS Foundations I

Students will gain intermediate exposure to Structured Query Language (SQL) and review basic networking concepts. This course is meant for students who do not hold at least a B average in an undergraduate computer related program. MSIS pre-requisite course.

Prerequisite: none

IT-501 Credits 3

Computer Architecture

An overview of computer systems organization, logic, microarchitecture, macroarchitecture, data flow, operating systems, and assembly languages. Hardware and system software concepts will be discussed as they relate to systems analysis, systems design, and the development of application software.

Prerequisite: none

IT-502 Credits 3

Discrete Structures

Concepts of discrete mathematics and algorithmic design, and analysis of algorithms. Basic data structures. Introduction to graph theory.

Prerequisite: none

IT-504 Credits 3

Application Development

The organization, structure, and logic of application programs. Graphics programming, GUI, events and exceptions using a Java platform are emphasized.

Prerequisite: none

IT-506 Credits 3

IS Foundations II

Students will become proficient in C++ programming. This course is mean for students who do not hold at least a B average in an undergraduate computer related program. MSIS pre-requisite course.

Prerequisite: none

IT-507 Credits 3

Object Oriented Programming

An advanced object oriented programming course using the C# programming language. MSIS Core course.

Prerequisite: C++ programming experience

IT-511 Credits 3

Database Management

Database design, structured query language programming, and advanced database management skills such as performance tuning, transaction management, and database administration are emphasized. Managerial skills in database planning and logical and physical design are also addressed. MSIS Core course.

Prerequisite: A database background

IT-513 Credits 3

Data Mining and Visualization

This course explores, in depth, the scope, requirements, architecture, design, tools, and implementation of data warehousing, data mining, and data visualization.

Prerequisite: IT-511

IT-515 Credits 3

Vulnerability Assessment

Students will learn vulnerability assessment best practices and validate their design through penetration testing.

Prerequisite: none

IT-525 Credits 3

IT Security

Principles of computer systems and network security. Passive and active threats, authentication, encryption, digital signatures, biometrics, firewalls, virus preventions, operating systems principles, and other contemporary issues are discussed. The course covers the basic goals of preserving the integrity of access and data, and preventing unauthorized access to information.

Prerequisite: none

IT-526 Credits 3

Data Communication Networks

Exposure to communication theory, hardware components, analog and digital transmission, common carrier services, communication protocols, enterprise networking, routing, and the OSI model. MSIS Core course.

Prerequisite: none

IT-528 Credits 3

Wireless Technology Management

An introduction to the fundamental technologies of wireless networks and applications. An emphasis is placed on the management of wireless technologies: implementation issues, configuration and roaming standards, limitations, and emerging trends.

Prerequisite: none

IT-531 Credits 3

BIS Transformation

The global market has created a need for top management to transform the business. Concepts such as legacy system replacement, modernization models, operational cost reduction, technology adaptation, sustainability, and the mobile workforce are addressed.

Prerequisite: none

IT-532 Credits 3

Systems Analysis and Design

Addresses fundamental concepts of requirements specification, analysis, and system design. Topics include systems, events, objects, classes, inheritance, associations, and models. Requirements specification covers use cases, usage scenarios, interaction diagrams, and models. Requirements analysis includes event stimuli, business rules, event responses, system context models, domain object models, and objects state transition diagrams. System design includes mapping events and object models. MSIS Core course.

Prerequisite: none

IT-536 Credits 3

Software Engineering

A review of software engineering concepts, configuration control, reverse engineering, and maintenance issues.

Prerequisite: none

IT-541 Credits 3

Decision Support Systems

Decision systems model formulation, design, construction, and validation. Topics include Web based technology, Monte Carlo techniques, simulation languages, random numbers, and verifications. The concept of building models of complex systems operating under uncertainty is also covered.

Prerequisite: IT-511

IT-545 Credits 3

Cybersecurity Management

Exposure to operational cyber security through risk assessment, business continuity planning, and disaster recovery.

Prerequisite: none

IT-546 Credits 3

Ethical and Social Issues of Information Technology

A study of ethics, values, technology, and business. The economic and social effects of technology. Conflict and crime in the technological society. MSIS Core Course.

Prerequisite: none

IT-547 *Credits 3*

IT Auditing and Compliance

An introduction to the controls, security, and government compliance of Information Systems in a global enterprise.

Prerequisite: none

IT-548 *Credits 3*

Legal Aspects of IS

An inspection of the legal environment and issues affecting IS.

Prerequisite: none

IT-551 *Credits 3*

Information Systems Projects

The practical application of IS theory with attention to current IS research and development. Participants will complete a major project of their area of interest. This is a MSIS required capstone course and should be taken at the end of the program.

Prerequisite: none

IT-553 *Credits 3*

Statistical Analysis and Predictive Modeling

Students will learn how to apply statistical methods to large data sets. Predictive modeling techniques will be emphasized in order to discover patterns for decision-making.

Prerequisite: IT513

IT-561 *Credits 3*

Special Topics in Information Systems

Course participants' research and discuss current topics and trends in information technology.

Prerequisite: none

IT-562 *Credits 3*

Data Analytics

Students will learn how to leverage large volume data sets to make decisions. A focus on access to unstructured data from multiple sources and applying statistical methodologies for improved decision-making will be covered. Big data concepts will also be introduced.

Prerequisite: IT513 and IT553 or statistics course approved by instructor

IT-565 *Credits 3*

Electronic Commerce

The buying and selling of information, products, and services electronically. The conduct of internal corporate business using network resources.

Prerequisite: none

IT-566 *Credits 3*

Web Engineering

Examines client-side and server-side web development. Emphasis is placed on modeling, architecture, interaction design, security, and web project management.

Prerequisite: none

IT-570 *Credits 3*

Web Design

The course is an introduction to web design and design technologies. Topics include planning, content, and structure of web pages. Markup language such as HTML, JavaScript, and XML will be covered. Elements of graphics and multimedia will also be included.

Prerequisite: none

IT-571 *Credits 3*

Mobile Management

Examine scalable mobile architecture design, program, and remote management of mobile devices across the organization. Emphasis on user interface development, tools, security, and reliability. Must have C++ or Java background.

Prerequisite: none

IT-573 *Credits 3*

Cryptography

Confidentiality, integrity, and authentication (CIA) principles are exhibited using cryptography best practices. Topics such as number theory, discrete logarithms, pseudo-random generators, stream and block ciphers, encryption methods, hashing, and cryptanalysis are discussed.

Prerequisite: none

IT-580 *Credits 3*

Introduction to Healthcare Information Technologies

The concept of IT as an enabler to support administrative and clinical processes are defined and assessed. Selection, implementation, and evaluation of key IT solutions are described. Current issues, future uses, and trends in biotechnology, genomics, medical informatics, and clinical information systems are reviewed and discussed.

Prerequisite: none

IT-599 *Credits 3*

Master Thesis

This research-based course may be taken instead of the IT-551 capstone project course.

Prerequisite: none

MASTER OF SCIENCE IN NURSING

Dr. Carol Gullo Mest,
Chair of Graduate Nursing Programs
610.282.1100, ext. 1394
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The program prepares nurses to function as collaborative colleagues in health care planning, in policy decision making, and in implementing and directing care.

Mission Statement

The mission of the Division of Nursing at DeSales University is to prepare professional, caring, competent undergraduate and graduate nursing students who have the ability to improve domestic and global health outcomes in the Salesian tradition of Christian Humanism. Graduates are prepared to assume clinical, leadership, and diverse healthcare positions to contribute to the advancement of nursing and other healthcare professions. Graduates are prepared to further their individual advancement through future academic endeavors and lifelong learning.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at DeSales University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Learning Outcomes

The MSN program focuses on preparing professional nurses as collaborative colleagues in the delivering, planning, policy making, and directing of health care. Students gain an advanced core of knowledge in an area of primary, secondary, or tertiary care, or in health care administration, informatics/data analytics, and forensics.

The MSN program prepares graduates who:

1. Exemplify Christian Humanism through practice excellence in the areas of quality, safety, direct and indirect care, and professional accountability.
2. Model ethical behaviors and apply ethical principles to clinical decisions, team collaboration, and conflict resolution.
3. Engage in scholarly activities through the implementation of evidence-based practice to improve health outcomes.
4. Apply innovation strategies for vulnerable and diverse populations.

5. Participate in policy development to influence health and health care.
6. Apply leadership strategies to create collaborative relationships with patients, inter-professional teams, the healthcare system, and professional organizations.
7. Integrate advanced nursing skills into improvement of clinical outcomes, ensuring inclusion of patients and family members as part of the team.
8. Integrate the use of information systems and health care technologies to support and improve clinical outcomes.
9. Integrate improvement science and interdisciplinary theories to support culturally sensitive and evidence-grounded practice decisions.
10. Apply communication theory and skills to promote high quality, safe patient care.
11. Create a personal philosophy and professional development plan for future practice that acknowledges intentions for life-long learning.

Upon successful completion of the program of study, students are eligible to become certified in their specialty area through examinations offered by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners (AANP), the American Association of Critical-Care Nurses (AACN), or the Commission for Forensic Nursing Certification (CFNC).

Degree and Certificate Options

The Division of Nursing offers the following MSN degree and certificate options:

- Adult-Gerontology Acute Care Clinical Nurse Specialist Program (Adult CNS)
- Adult-Gerontology Acute Care Nurse Practitioner Program (AGACNP)
- Family/Across the Lifespan Nurse Practitioner Program (FNP)
- Psychiatric-Mental Health Nurse Practitioner Program (PMHNP)
- MSN in Forensic Nursing with Certification in Investigative Forensics (Forensic Nursing)
- MSN/MSIS Dual Degree in Data Analytics (Nursing Informatics)
- MSN/MBA Dual Degree Program
- Nurse Educator Certificate Program

- Post-Graduate Adult-Gerontology Acute Care Clinical Nurse Specialist Certificate (Adult CNSC)
- Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate (AGACNPC)
- Post-Graduate Family/Across the Lifespan Nurse Practitioner Certificate (FNPC)
- Post-Graduate Psychiatric-Mental Health Nurse Practitioner Certificate (PMHNPC)
- Post-Graduate Certificate in Forensic Nursing with Certification in Investigative Forensics
- Post-Graduate Certificate in Nursing Informatics with MSIS in Data Analytics

MSN Admission Requirements

The admission criteria for the MSN program is:

1. Baccalaureate degree in nursing (BSN) from an ACEN or CCNE accredited institution with a cumulative GPA of 3.0 or higher on a 4.0 scale.
2. Satisfactory performance on either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) taken within the past five years. GRE/MAT will be waived for applicants with an undergraduate cumulative GPA of 3.0 or higher;
3. An active registered nurse license, or eligibility for licensure, in the Commonwealth of Pennsylvania. New Jersey licensure as a registered nurse is also required prior to beginning the clinical sequence for all MSN programs.;
4. Evidence of the equivalent of 12 months full-time nursing practice within the last three (3) years
5. For the Family Nurse Practitioner (FNP) track, currently practicing nurses who have only had pediatric or labor and delivery will be required to obtain employment as an RN in the care of the adult while completing the program part-time.
6. For the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track, evidence of the equivalent of two (2) years of full-time nursing practice in an adult acute care/ICU specialty area (i.e. medical/surgical ICU, trauma ICU, neuro/neurosurgical ICU, cardiac ICU, open heart unit, burn unit, etc.) within 18 months of application completion. Students will be required to continue to work as an Acute Care/ICU registered nurse to fulfill the 2 years of nursing practice experience required to progress to the specialty clinical courses.

- For the Psychiatric-Mental Health Nurse Practitioner (PMHNP) track, evidence of the equivalent of 12 months full-time experience as a practicing psychiatric RN within 18 months of application completion. Students will be required to continue to work as a psychiatric nurse to fulfill the 24 months of nursing practice experience required to progress to the specialty clinical courses.

International Admissions Requirements

Graduate Language Requirements

International applicants (regardless of citizenship) and applicants born in the US for whom English is a second language must submit English proficiency test scores as part of their application.

Please note that graduate admissions requires the following minimum scores on the TOEFL, IELTS, or the Cambridge English Language Assessment: Advanced (CAE):

Graduate Admissions	TOEFL iBT	IELTS	CAE
Healthcare	104 total score, with a minimum of 26 in all subscales	7.5 total score, with a minimum of 8 in speaking, 7 in reading and listening, 6.5 in writing	C1 or higher
Non-Healthcare	90 total score; with a minimum of 25 speaking, 23 writing, and 21 reading and listening	6.5 total score; with a minimum of 7.5 in speaking, 6 in writing, 6.5 in reading, and listening	B2 or higher

Language Requirement Exceptions

Language skills assessment and other exceptions may be made on a case-by-case basis by the admissions committee. Examples of some language requirement exceptions could include:

- If an applicant completed a degree from a postsecondary institution in an English speaking country
- If an applicant attended a U.S. community college, college, or university full-time for at least two years without English of Speakers with Other Languages (ESOL) coursework
- If an applicant has worked full-time in the U.S. for at least two years (non-healthcare programs only)

An official copy of test results must be sent by the testing agency directly to the appropriate program at DeSales University, 2755 Station Avenue, Center Valley, PA 18034.

Visit the following websites for up-to-date information:

- The Test of English as a Foreign Language (TOEFL) Web site at www.ets.org/toefl
- The International English Language Testing System (IELTS) <https://www.ielts.org/>
- The Cambridge English Proficiency (CPE): <http://www.cambridgeenglish.org/exams/proficiency/>

*All exams must have been taken within two years of application to a DeSales MSN program

Official Transcripts

All undergraduate and graduate transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) and sent directly to the Office of Graduate Admissions, 2755 Station Avenue, Center Valley, PA 18034.

Proof of Finances

A statement of finances that covers the cost of the attendance and living expenses for at least one full year must be submitted to the Director of Graduate Admissions/Designated School Official (DSO) upon acceptance to a graduate program.

Obtaining an F-1 Student Visa

The Director of Graduate Admissions/DSO will advise international applicants and students on the steps to obtain an F-1 Student Visa.

Current F-1 Students Transferring to DeSales

Upon admission to a graduate program, the Director of Graduate Admissions/DSO will provide forms for the student to complete for their current institution, requesting the Form I-20 to be transferred to DeSales.

Maintaining F-1 Student Status

Each F-1 student will meet with the Director of Graduate Admissions/DSO upon acceptance into the program regarding maintaining F-1 student status.

Admission Requirements, Post-Graduate Certificates

Requirements for admission to a Post-Graduate Certificate program consist of:

- Meeting all admission requirements to the MSN program.

- Official documentation of the completion of a MSN or its equivalent from an ACEN or CCNE accredited institution.
- Minimum of one-year experience as a practicing licensed registered nurse within the past two years.

Applicants who hold a master's degree in nursing can apply to one of the Post-Graduate Certificate programs. Options include Family/Across the Lifespan Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Acute Care Clinical Nurse Specialist, Forensic Nursing with Certification in Investigative Forensics, and Nursing Informatics with MSIS in Data Analytics. Previous academic education and clinical practice (as applicable) will be used to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete a Post-Graduate Certificate program in one to two calendar years. Students must satisfy the remaining required credits and course requirements for the Post-Graduate Certificate program of study via graduate courses taken at DeSales University. Post-Graduate Certificate graduates are eligible to sit for the national certification examination offered through the ANCC, AANP, AACN, and/or CFNC.

Admission Requirements, MSN/MBA Program

Admission requirements to the MSN/MBA program consist of:

- Meeting the admissions requirements to the MSN program.
- Meeting the admissions requirements to the MBA program.
- Completing the necessary forms for application to both the MSN and MBA programs, forwarding all materials to the Division of Nursing.

Admission Requirements, MSN/MSIS Program

Admission requirements to the MSN/MSIS program consist of:

- Meeting the admissions requirements to the MSN program.
- Meeting the admissions requirements to the MSIS program.
- Completing the necessary forms for application to both the MSN and MSIS programs, forwarding all materials to the Division of Nursing

MSN Application Procedure

NOTE: All applicants must apply and submit required forms and documentation via the DeSales “Recruit” on-line application system or via NursingCAS. Further information regarding the application process is available at desales.edu/msn. To be considered for admission, applicants must submit the following as part of their application:

1. Official transcripts from all undergraduate and graduate schools attended. All transcripts from any degree-granting institution outside the United States must be evaluated by a NACES-approved evaluation service, such as World Education Services, Inc., with the resulting report submitted directly to the Division of Nursing;
2. Copy of current RN license;
3. Two letters of recommendation: one from a faculty member or direct supervisor from present employment and one from a professional colleague;
4. Current résumé or curriculum vitae; this should reflect all evidence of professional career achievements, publications, presentations, or other forms of professional scholarship;
5. A brief (500-750 word) summary of your professional goals with completion of the particular MSN track.
6. Copy of the results of the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) taken within the past five years. GRE/MAT will be waived for applicants with an undergraduate cumulative GPA of 3.0 or higher.
7. International applicants (regardless of citizenship) for whom English is a second language must submit English proficiency test scores (TOEFL, iBT, IELTS, or CAE) as part of their application. An official copy of test results must be sent by the testing agency directly to the Division of Nursing at DeSales University, 2755 Station Avenue, Center Valley, PA 18034. DeSales University’s institutional reporting code is 2021.

Admission requirements are rigorous; demonstrating minimum admission requirements does not guarantee acceptance into the MSN program.

Applications to the non-Nurse Practitioner MSN and Post-Graduate Certificate Tracks are admitted on a rolling basis up until the following deadlines:

- The deadline is May 15 for a July (Summer semester) start
- The deadline is June 15 for an August (Fall semester) start
- The deadline is November 15 for a January (Winter semester) start

- The deadline is February 15 for an April (Spring semester) start.

A sub-committee of the Graduate Admissions and Standards Committee will review and act on all applications to the non-nurse practitioner tracks.

Applications to the Nurse Practitioner MSN and MSN and Post-Graduate Certificate Tracks follow the same application procedures but are required to attend a live interview session on campus. These interviews are held twice per year. Deadlines for having a complete application in the system to be scheduled for the interview are:

- o August 31 for October or November On-Campus Interview (Spring class start)
- o February 28 for April or May On-Campus Interview (Fall class start)

Students who do not meet the acceptance criteria will not be invited to the on-campus interview.

Individuals who are undecided about seeking admission are permitted to enroll as a special student in one graduate level core course without completing all admission requirements. All admission requirements must be completed before enrollment in subsequent courses. All written exception requests submitted to the Chair of Graduate Nursing programs will be considered by the Graduate Admissions and Standards Committee

MSN Re-Application Procedures

A student whose application is not approved by the Graduate Admissions and Standards Committee may reapply to the MSN program. A new application packet must be submitted as outlined in the “Application Procedure”. It is the applicant’s responsibility to include additional elements that may strengthen his/her portfolio. An applicant may elect to take an MSN core course with special student status, in order to demonstrate ability to perform graduate level work. Successful completion of the course does not guarantee future admission to the MSN program.

MSN Transfer Policy

Ordinarily, written approval must be provided by the Chair of Graduate Nursing programs before taking and transferring courses from another institution into the MSN program. The MSN program will generally accept up to six (6) transfer credits or two (2) courses into the declared MSN track based upon the following criteria:

1. Course work must have been completed within five (5)

years before admission to the MSN program.

2. Courses transferred must be similar in credits, scope and subject matter to courses offered in the MSN program. The student must provide a course syllabus and topical outline for any courses requested for transfer.
3. Only courses from an ACEN or CCNE accredited college or university will be accepted for transfer.
4. Grades for transfer courses must be a B or higher.
5. All transfer credits must be approved by the Chair of Graduate Nursing Programs.
6. Transfer credits are not calculated into the cumulative GPA that the student receives while a student at DeSales University.

An exception is made for credit transfer in the Post-Graduate Certificate options (see specific program policies). All requests for acceptance of transfer of credits must be made through the student’s advisor, and approved by the Chair of Graduate Nursing Programs. Official course transcripts must accompany the request for transfer of credit. In addition, a course description and syllabus is required.

MSN Student Categories

Applicants are admitted to the MSN program in one of the following categories:

Full Acceptance

The student has satisfactorily met all admission and application requirements.

Provisional Acceptance

The student may need to fulfill either a single admission requirement or additional requirements set forth by the Graduate Admissions and Standards Committee. The student will be eligible for full acceptance when all requirements have been met. Ordinarily, provisionally accepted MSN students may take one MSN course while on provisional status. The student must gain full-acceptance status before taking subsequent MSN courses.

Special Student

The student has not formally applied to the MSN program, and is normally permitted to petition the Chair of Graduate Nursing Programs to take one graduate level course as a special student. The completion of this course does not imply or guarantee acceptance into the MSN program.

General MSN Program Policies

These policies are applicable to all students admitted to and enrolled in MSN courses.

Academic Standing

Students in the MSN programs may receive no more than two grades at the B- level or below. Course failure is defined as any course grade less than the required minimum course grade, as noted above. Students must attain a grade of PO in any Pass/Fail course. A grade of FO is considered a course failure. Students who do not attain the minimum course grade must repeat the course. A student's second failure will result in dismissal from the program.

Students must attain a minimum grade of B in all advanced core, clinical, and specialty courses. These courses include NU 550, NU 552, NU 553, NU 622, NU 631, NU 626, NU 628, NU 633, NU 634, NU 722, NU 723, NU 713, NU 714, NU 715 NU 717, NU 719, NU 722, NU 723, NU 724, NU 725, NU 726, NU 727, NU 728, NU 729, NU 731, NU 734, NU 735, NU 737, NU 738, NU 739, NU 740, NU 741, NU 738, NU 743, NU 744, NU 799, CR 510, NU576, NU 600, CJ 510, CJ 516, CJ 532, CJ 533, CJ 535, CJ 544, IT 511, IT 513, IT 541, IT 562, and IT 580.

Students in the MSN/MBA concentration must abide by the Department of Business's minimum grade requirements for CR 501, CR 504, CR 505, CR 506, CR 507, HC 503, HC 504, HC 505, and HC 506.

MSN students must also maintain a cumulative GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on Academic Probation. A student may be placed on Academic Probation only once. Academic Probation for a second time results in dismissal from the program. Students who meet the minimum course grade requirements but whose cumulative GPA does not meet the minimum standard of 3.0 will be placed on Academic Probation. Students unable to achieve a cumulative GPA of 3.0 within six credits, or two courses, following the semester where the minimum cumulative GPA was not achieved, will be dismissed from the program. Students who do not meet the minimum course grade requirements must repeat the course. Students unable to achieve a cumulative GPA of 3.0 within six credits, or two courses, following the successful completion of the repeated course will be dismissed from the program. Only one course may be repeated due to failure based on the above criteria; failure of a second course will result in dismissal from the program.

Students must meet the Essential Standards and Functional Capabilities for Graduate Nursing Students as outlined in the MSN Student Handbook.

Students must pass both the didactic and clinical portions in order to pass the course. Failure in either the clinical or didactic component results in a failure for the entire course.

Students must adhere to and abide by content in the MSN Student Handbook and the Graduate Catalog. Any deviation or failure to comply with the content may warrant dismissal from the program. Program dismissal may result from a variety of non-academic circumstances, including, but not limited to, scholastic dishonesty, unethical behavior, or non-professional behavior. These circumstances are fully described earlier in the Graduate Catalog and in the MSN Student Handbook.

Requested academic references for students who have been dismissed from the program will only include the dates of attendance.

Remediation Policy

Students who do not progress in a clinical course, whether for didactic or clinical non-progression, and who wish to return the following year to complete the course must develop a Remediation/Performance Improvement Plan in conjunction with the course faculty and academic advisor. Students are required to self-identify goals for improvement and methods by which those goals will be addressed during their absence from the program. The course faculty will complete the remainder of the plan in conjunction with the student in order to help prepare the student for returning to class and to assure maintenance of skills and knowledge in the intervening period.

Course Enrollment

Students are expected to continuously enroll in courses according to their curriculum plan. Students who wish to alter their curriculum plan in any way must seek approval from their Academic Advisor to complete and approve an alternative program plan. This plan must include an anticipated date for completion of studies. This program plan must be approved by the Chair of Graduate Nursing Programs. This type of request may not necessarily be granted, depending upon clinical site and instructor availability. If the student does not ensure that such a plan is filed in the Division of Nursing, he/she may not be assured future clinical site placement and continuance in the program.

Students who have not taken a course within a 12-month period are considered withdrawn from the MSN program: If the student decides in the future to return to complete the MSN degree, he or she may formally reapply to the program. Re-admission is not guaranteed.

Students with an Incomplete on their transcript may not register

for another course until the Incomplete is made up and the minimum course grade is achieved.

Change of Specialty Concentration

Students are accepted into a specific concentration, or program, of study upon admission to the MSN Program. If a student wishes to switch concentrations after acceptance, the student must first meet with his or her advisor. Students who request to change their specialty track must:

- be in good academic standing (GPA 3.0 or higher),
- adhere to the Professional Integrity Policies as noted in the MSN Student Handbook), and
- receive approval from both the Specialty Track Coordinator and the Chair of Graduate Nursing Programs.

Progression policies apply, as previously stated, in terms of course and clinical grades.

Students who wish to transfer tracks must follow these guidelines:

1. Students who wish to transfer specialty tracks must seek approval from their Academic Advisor, who will communicate the request to the Chair of Graduate Nursing Programs.
2. Students who wish to transfer tracks must complete a Change of Track Request Form.
3. Acceptance of a transfer of tracks is contingent upon the availability of clinical sites and space in existing clinical cohorts.
4. Students who are accepted as a Specialty Transfer Student will matriculate in that program for the remainder of their graduate nursing studies.
5. A student may transition specialty tracks one time only throughout the course of their MSN studies

MSN Clinical Requirements

Students accepted into the MSN program must meet all health, drug, and background clearance checks that are mandated by the Pennsylvania State Board of Nursing and by individual affiliate agencies. These requirements may change over time. Students are expected to remain in compliance with all of these clearance requirements or risk being unable to practice clinical and progress in the program.

A student who is determined to be a risk to patients, staff, or themselves at any given health care agency will not be allowed to attend clinical at other health care agencies. In this instance, the

student may be liable for dismissal from the program. Students must provide the clinical instructor or course coordinator with a valid note of excuse from a health care provider following an illness or a change in health status, including but not limited to an illness or injury. The healthcare provider's note must specifically state the date(s) excused and state the date the student is cleared to return to normal class and clinical/laboratory experiences. In addition, the provider's note must specifically state that the student has either no restrictions or specify the current restrictions. Students may be withheld from class or clinical/laboratory experiences if appropriate health clearance is not provided to the Division of Nursing by the deadlines set forth.

The cost of all health, drug, and criminal clearance requirements is the responsibility of the student. Each year nursing students receive communication from the graduate clinical liaison of the Division of Nursing providing direction for completing all clearance requirements.

Failure to submit and/or satisfactorily complete mandated health, drug, and criminal clearance requirements and/or any other clearances mandated by the Division of Nursing and/or affiliating agencies will result in a student not being allowed to attend clinical experiences. Inability to meet clinical requirements will result in course failure.

The following documentation of reasonably good health and disease prophylaxis is to be submitted to the Division of Nursing at least one month before registering for clinical courses.

1. Complete physical examination, including specified laboratory results (form provided by the Division of Nursing).
2. Current immunizations for poliomyelitis, measles, mumps, rubella, tetanus and pertussis (must be within the last ten years), and diphtheria.
3. Varicella (if unable to provide documentation of having had the disease), mumps, rubella, rubeola, and Hepatitis B antibody titers.
4. Hepatitis B Vaccination (series of three injections).
5. Negative Hepatitis C antibody test
6. Influenza vaccination.
7. Tuberculosis test.
8. Any additional health, drug, criminal clearance, orientation, or certification documentation as set forth by the clinical affiliate or the Division of Nursing. Clinical agencies retain the right to refuse any student a clinical placement based on results of health, drug, and/or criminal clearances results. This may result in the inability to meet course objectives.

In addition, a current copy of the student's Pennsylvania registered nurse license, copy of CPR certification, proof of medical insurance, proof of automobile insurance, Certified Nationwide Background Check including PA State Police Criminal Record Check, Child Abuse History Clearance, FBI Fingerprint Check, and drug testing clearances (instructions for obtaining/providing appropriate and valid clearance documentation are provided by the Division of Nursing), must be on file in the Division of Nursing. It is the student's responsibility to submit updated forms and certifications as renewals are received. All nurse practitioner students must also obtain a New Jersey RN license.

Students are expected to notify the graduate clinical liaison of the Division of Nursing immediately of any changes in the following while in the nursing program.

- Health Status
- Certified Nationwide Background Check; Including PA State Police Criminal Record Check
- Child Abuse History Clearance
- FBI Fingerprint Check
- Drug testing status
- Medical Insurance
- Any student enrolled in the nursing program who has criminal charges filed against him/her, or has any type of change in his/her criminal history at any time during the program must immediately disclose the information to the graduate clinical liaison of the Division of Nursing.

Any student enrolled in the nursing program who has had criminal charges filed against him/her, or has charges filed against them during the program, must immediately disclose the information to the graduate clinical liaison of the Division of Nursing. Pending court dates, pending charges, and arrests are considered a change to criminal history. Continued participation/acceptance in the MSN program is dependent upon continuous negative results of all required documentation as outlined above. Admission or participation in the program may be revoked upon receipt of any positive results. The Division of Nursing maintains a zero tolerance policy.

MSN Grading Policies

All nursing courses have the following scale:

Grade	Quality Points	Description
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A (94 -100) A- (90-93.99)	4 3.7	Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
B+ (87-89.99) B (83-86.99) B- (80-82.99)	3.3 3 2.7	Indicates a good grasp of the course content accompanied by evidence of marked achievement in critical, independent, and creative thought competently expressed.
C+ (77-79.99)	2.3	Indicates a minimal grasp of the course content accompanied by evidence of minimal achievement in critical, independent, and creative thought competently expressed.
F (≤ 76.99)	0	Indicates an insufficient grasp of the course content accompanied by evidence of an unacceptably low level of achievement on critical, independent, and creative thought competently expressed.
I	N/A	Incomplete. This grade is given only when the student, through no fault of his/her own, is unable to complete course requirements within the regular time. The limit for the makeup of an incomplete grade is six months after the last day of the course. It is the student's responsibility to arrange completion of course requirements with the instructor.
PO (Pass)	N/A	Indicates satisfactory achievement of all course learning outcomes and has achieved expected course competencies.
FO (Fail)	N/A	Indicates unsatisfactory achievement of course learning outcomes and expected course competencies.
NG (no grade)	N/A	This grade is assigned when there is no basis for a grade as indicated in the course syllabus.

MSN Program Leave of Absence

Students who have matriculated into the MSN program may request a leave of absence (LOA) for personal, financial, family, or other reasons. A LOA may be granted only once throughout the program, and may not exceed 12 months.

Students requesting a LOA must put their request in writing to the Chair of Graduate Nursing Programs.

The request must include the student's plan for completion of the MSN after the LOA. LOA requests are considered jointly among the Chair of Graduate Nursing Programs, the Head of the Division of Nursing, and the student's advisor. The LOA form can be obtained from the Blackboard Organization "Nursing Division News."

Students should be aware that there is no guarantee of meeting the original time line for degree completion if a LOA is granted. Once the LOA is approved, a new curriculum plan will be provided to the student and must be followed, in accordance with policies outlining adherence to the program plan.

Students who do not register for a course by the LOA end date will be considered withdrawn from the program and may formally reapply for admission.

MSN Course Drop and Add

A student may drop or add a course by the date noted on the academic calendar. The dropped course is not listed on the student's permanent transcript. Dropping or adding a course requires the approval of the student's academic advisor and the Chair of Graduate Nursing Programs.

MSN Course Withdrawal

A student may withdraw from a course either during or after the official withdrawal period noted on the academic calendar with the permission from the Chair Graduate Nursing Programs. However, tuition is not refunded after the deadline for official withdrawal.

It is the responsibility of the student to contact the Bursar and/or the Financial Aid Office for additional information about the implications of any change in course load for their tuition or financial aid. A student who withdraws during the first half of the course will be given a grade of W, WP, or WF. The grade depends upon the completion of course requirements as of the date of withdrawal. Withdrawal after the second half of the course has begun results in a failing grade (F), except in cases exempted by the appropriate admissions and academic policies committee as the result of the student's appeal.

Withdrawal from a course at any point must be approved by both

the student's academic advisor and the Chair of Graduate Nursing Programs. Students who wish to withdraw from a course after the Drop/Add period must complete a Graduate Course Withdrawal form, which can be obtained from the Blackboard Organization "Nursing Division News." Refer to the "Course Withdrawal Refund Amount" section for information/policy on withdrawal deadlines and tuition refunds.

Course Withdrawal Refund Amount

Withdrawal during the add/drop period: 100% of tuition refunded.

Withdrawal after the 1st class after the close of the add drop period: 80% of tuition refunded.

Withdrawal after the 2nd class after the close of the add drop period: 65% of tuition refunded

Withdrawal after the 3rd class after the close of the add drop period: 50% of tuition refunded

Withdrawal after the 4th class after the close of the add drop period: 25% of tuition refunded

Withdrawal after the 5th class after the close of the add drop period: No refund

Academic Schedule

The MSN programs are designed for nurses wishing to engage in either part-time or full-time study. Scheduling of courses is planned to meet the needs of nurses who are employed full-time. Courses are offered in three 12-week semester blocks running Fall, Winter, and Spring, and one 6-week block running in the Summer. The MSN program offers courses in an online, on-campus, or hybrid format. Online courses use both synchronous and asynchronous technology options. Hybrid classes meet periodically on-site at the Center Valley campus, as arranged by the course faculty before the start of classes, using online learning as enhancement to the classroom experience. Nursing courses are offered primarily 5:00 to 9:00 p.m. and are scheduled Monday through Thursday.

The MSN Academic Calendar may be found at <https://www.desales.edu/academics/graduate-studies/master-of-science-in-nursing-msn-nurse-practitioner-np/academic-calendar>. The Division of Nursing reserves the right to cancel courses for insufficient enrollment. A minimum number of registrants is generally six students.

Student Status

A full-time student is one who carries at least six (6) credits in

a given term.

A half-time student is one who carries at least three (3) credits in a given term.

International Student Status

In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to

- maintain full-time student status,
- carry at least one classroom based course in each semester, and
- take no more than one distance-education (online) course in each semester.

Registration and Advising Policies

Each MSN student is assigned a nursing faculty advisor from the Division of Nursing. Students must confer with their academic advisor immediately upon acceptance into the MSN program and before registering for the first MSN course. The purpose of this initial meeting is to jointly develop a curriculum plan to guide the student's progress through the program. The curriculum plan includes anticipated dates for taking the required courses and for graduating. Students may not register for a course until the curriculum plan is in place.

The original curriculum plan may be amended, depending upon course availability, and only after consultation with and approval by the faculty advisor. However, there is no guarantee that changes will meet the student's timeline for program completion due to course timing, sequencing, and enrollment. Students who wish to alter a program plan, take a LOA, or change their part-time or full-time student status must petition their faculty advisor and the Chair of Graduate Nursing Programs.

The registration process is conducted online using WebAdvisor (accessible at <https://portal.desales.edu>). Registration for classes generally begins six to eight weeks before the first class meeting. Students registering for their first course must do so through the Division of Nursing, after having met with the faculty advisor and having a signed, approved program plan, as well as completing the MSN New Student Orientation.

The University reserves the right to limit enrollment or cancel a class if enrollment is not sufficient.

Tuition and Fees

Tuition and fees are available at <https://www.desales.edu>.

Matriculation

A student is considered matriculated once they have been accepted into the program and have successfully completed their first course.

Graduation Requirements

The MSN degree is awarded to candidates who have satisfied the following requirements:

1. Completion of the approved course of graduate study.
2. A GPA of at least 3.0 for all course work related to the degree.
3. Demonstration of grades at the level of B or better in all clinical and specialty courses.
4. No more than two grades at the “B-” level or below.
5. Submission of all preceptor, site, and self-evaluation forms.
6. Resolution of all Incomplete grades.
7. Resolved financial obligations to the University.
8. Payment of the graduation fee.

MSN Program Structure

The program of study leading to the MSN degree consists of the following components

- Core Courses
- Advanced Core Courses
- Specialty Courses
 - Adult CNS
 - AGACNP
 - FNP
 - PMHNP
 - Nurse Educator
 - MSN/MBA
 - Forensic Nursing
 - MSN/MSIS
- Clinical Courses
 - Adult CNS
 - AGACNP
 - FNP
 - PMHNP
 - MSN/MBA
 - Forensic Nursing
 - MSN/MSIS

Core Courses

Completion is required of all students seeking the MSN and

MSN/MBA degrees. The courses must be taken before or concurrently with the advanced core courses and before the specialty and clinical courses.

NU 522 Health Policy, Organization & Financing	3 credits
NU 530 Applied Research	3 credits
NU 534 Principles of Epidemiology & Biostatistics*	3 credits
NU 536 Clinical Prevention in Population Health	3 credits
NU 538 Health Informatics, Quality & Safety	3 credits

**Not required for PMHNP, Forensic Nursing, MSN/MSIS, and the MSN/MBA degree*

Advanced Core Courses

Completion of the advanced core courses is required of all Adult CNS, AGACNP, PMHNP, FNP, and Forensic Nursing students. These courses must be completed before the specialty and clinical courses.

NU 622 Advanced Physical Assessment	4 credits
NU 626 Pathophysiology	3 credits
NU 628 Advanced Pharmacology	4 credits

Specialty and Clinical Courses, Adult-Gerontology Acute Care Clinical Nurse Specialist Program

NU 550 Theories of Teaching and Learning	4 credits
NU 631 Adult-Gerontology Clinical Nurse Specialist	4 credits
NU 722 Adult- Gerontology Clinical Nurse Specialist II	5 credits
NU 723 Adult- Gerontology Clinical Nurse Specialist III	5 credits
NU 799 Capstone Portfolio	1 credit

Specialty and Clinical Courses, Adult-Gerontology Acute Care Nurse Practitioner Program

NU 713 Procedures in Advanced Nursing Practice	2 credits
NU 734 Foundations of Acute Care	3 credits
NU 735 Adult Acute Care I	6 credits
NU 737 Adult Acute Care II	6 credits
NU 739 Adult Acute Care III	6 credits
NU 799 Capstone Portfolio	1 credit

Specialty and Clinical Courses, Family/Across the Lifespan Nurse Practitioner Program

NU 713 Procedures in Advanced Nursing Practice	2 credits
NU 714 Foundations of Primary Care	3 credits
NU 715 Advanced Family Health I	6 credits
NU 717 Advanced Family Health II	6 credits
NU 719 Professional Advocacy for Practice	6 credits
NU 799 Capstone Portfolio	1 credit

Specialty and Clinical Courses, Psychiatric-Mental Health Nurse Practitioner Program

NU 633 Behavioral Neuroscience	3 credits
NU 634 Foundations of Assessment and Diagnosis in Psychiatry	3 credits
NU 740 Foundations in Psychopathology	2 credits
NU 741 Psychotherapy with Individuals & Groups	4 credits
NU 738 Applied Psychopharmacology	6 credits
NU 743 Evaluation and Treatment in Psychiatry	6 credits
NU 744 Role Development with Special Populations in Psychiatry	6 credits
NU 799 Capstone Portfolio	1 credit

Specialty Courses, Nurse Educator Certificate

NU 550 Theories of Teaching and Learning	4 credits
NU 552 Teaching Methods and Media	4 credits
NU 553 Curriculum Design and Evaluation	4 credits

Specialty and Clinical Courses - MSN/MBA

Courses toward the dual MSN/MBA degree are offered through both the Division of Nursing and the Master of Business Administration (MBA) programs. Students who are registered for the dual degree must complete all requirements for both degree programs before the dual degree is awarded. If a student desires to complete a single degree after matriculation into the dual degree, then the student is required to petition both program directors and request reclassification as a single degree student.

MBA Foundation Courses

FD 505 Foundations in Business	3 credits
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MBA Core Courses

CR 501 Financial and Managerial Accounting	3 credits
CR 504 Marketing Management	3 credits
CR 505 Organization Management	3 credits
CR 506 Financial Management	3 credits
CR 507 Executive Skill Development	3 credits
CR 508 Business Computing	3 credits

MBA Health Care Systems Management Courses

HC 503 Legal Aspects of Health System Management	3 credits
HC 504 Quality Management for Health Care Systems	3 credits
HC 505 Principles and Strategies for Managed Care	3 credits
HC 506 Community Assessment and Health Planning	3 credits

Specialty and Clinical Courses

NU 729 Administrative Practicum I	5 credits
NU 731 Administrative Practicum II	4 credits
CR 510 Policy and Strategy	3 credits
NU 799 Capstone Portfolio	1 credit

Specialty and Clinical Courses –Forensic Nursing MCJ Investigative Forensics Courses

CJ 510 Forensic Science & the Courtroom	3 credits
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CJ 516	Forensic Psychology	3 credits
CJ 532	Advanced Crime Scene Investigation	3 credits
CJ 533	Behavior Criminology	3 credits
CJ 535	Medicolegal Investigation and Identification	3 credits
CJ 544	Forensic Anthropology	3 credits

Specialty and Clinical Courses

NU 727	Forensics Practicum I	5 credits
NU 728	Forensics Practicum II	4 credits
NU 799	Capstone Portfolio	1 credit

Specialty and Clinical Courses – MSN/MSIS

Courses toward the dual MSN/MSIS degree are offered through both the Division of Nursing and the Master of Science in Information Systems (MSIS) programs. Students who are registered for the dual degree must complete all requirements for both degree programs before the dual degree is awarded. If a student desires to complete a single degree after matriculation into the dual degree, then the student is required to petition both program directors and request reclassification as a single degree student

MSIS Data Analytics Courses

IT 507:	Object Oriented Programming	3 credits
IT 511:	Database Management	3 credits
IT 513:	Database Mining and Visualization	3 credits
IT 526:	Data Communication Networks	3 credits
IT 532:	Systems Analysis & Design	3 credits
IT 541:	Decision Support Systems	3 credits
IT 553:	Statistical Analysis and Predictive Modeling	3 credits
IT 562:	Data Analytics	3 credits

Specialty/Clinical Practicum Courses

NU 724:	Nursing Informatics Practicum	4 credits
NU 725:	Data Analytics Practicum	4 credits
NU 799:	Capstone Portfolio	1 credit

Program Requirements, Adult-Gerontology Acute Care Clinical Nurse Specialist Program

MSN Core Courses	15 credits
Advanced Core Courses	11 credits
Adult CNS Specialty and Clinical Courses	19 credits
Total	45 credits
Clinical Practicum Hours	525

Program Requirements, Adult-Gerontology Acute Care Nurse Practitioner Program

MSN Core Courses	15 credits
Advanced Core Courses	11 credits
AGACNP Specialty and Clinical Courses	24 credits

Total	50 credits
Clinical Practicum Hours	675

Program Requirements, Family/Across the Lifespan Nurse Practitioner Program

MSN Core Courses	15 credits
Advanced Core Courses	11 credits
FNP Specialty and Clinical Courses	24 credits
Total	50 credits
Clinical Practicum Hours	675

Program Requirements, Psychiatric-Mental Health Nurse Practitioner Program

MSN Core Courses	12 credits
Advanced Core Courses	11 credits
PMHNP Specialty and Clinical Courses	31 credits
Total	54 credits
Clinical Practicum Hours	675

Program Requirements, Forensic Nursing with Certification in Investigative Forensics Program

MSN Core Courses	12 credits
Advanced Core Courses	11 credits
MCJ Specialty Courses	18 credits
Forensic Nursing Specialty and Clinical Courses	10 credits
Total	51 credits
Clinical Practicum Hours	375

Program Requirements, MSN/MSIS in Data Analytics

MSN Core Courses:	12 credits
MSIS Specialty Courses:	24 credits
MSN	8 credits

Program Requirements, Nurse Educator Certificate

Nurse Educator Specialty Courses	12 credits
Total	12 credits

Program Requirements, MSN/MBA

MSN Core Courses	12 credits
MBA Foundations Courses	3 credits
MBA Core Courses	18 credits
Health Care Support Courses	12 credits
MSN Specialty and Practicum	13 credits
Total	58 credits
Practicum Hours	525

Program Requirements, Post-Graduate Adult-Gerontology Acute Care Clinical Nurse Specialist Certificate (CNCS)

Applicants who hold a graduate degree in nursing can apply to the Adult CNS Post-Graduate Certificate program where previous education and practice (as applicable) will be used to determine an individual course of study. The Faculty Advisor will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete the Certification as an Adult-Gerontology Acute Care Clinical Nurse Specialist in one year. Students must satisfy the required credit and course requirements for the Adult CNS Program of study via graduate courses taken at DeSales University. Post-Graduate Certificate graduates are eligible to sit for the Adult-Gerontology Acute Care Clinical Nurse Specialist national certification examination offered through the American Nurses Credentialing Center (ANCC).

Program Requirements, Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate (AGACNPC)

In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, applicants who hold a graduate degree in nursing can apply to the AGACNP Post-Graduate Certificate program where previous education and practice (as applicable) will be used to determine an individual course of study. The AGACNP coordinator will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete the Certification as an Adult-Gerontology Acute Care Nurse Practitioner in one year. Students must satisfy the required credit and course requirements for the AGACNP Program of study via graduate courses taken at DeSales University. Post-Graduate Certificate graduates are eligible to sit for the AGACNP national certification examination offered through the American Nurses Credentialing Center (ANCC) and the American Association of Critical Care Nurses (AACN).

Program Requirements, Post-Graduate Family/Across the Lifespan Nurse Practitioner Certificate (FNPC)

In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, applicants who hold a graduate degree in nursing can apply to the FNP Post-Graduate Certificate program where previous education and practice (as applicable) will be used to determine an individual course of study. The

FNP Director will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete the Certification as a Family Nurse Practitioner in one year. Students must satisfy the required credit and course requirements for the FNP Program of study via graduate courses taken at DeSales University. Post-Graduate Certificate graduates are eligible to sit for the FNP national certification examination offered through the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

Program Requirements, Post-Graduate in Forensic Nursing Certificate

Students will concomitantly receive Post-Graduate Certification in Investigative Forensics through completion of six courses offered in the Master of Criminal Justice (MCJ) program as part of this specialty concentration.

The Faculty Advisor will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete the Certification as a Forensic Nurse in two years. Students must satisfy the required credit and course requirements for the Forensic Nursing Program of study via graduate courses taken at DeSales University.

Post-Graduate Certificate graduates in Forensic Nursing with Certification in Investigative Forensics are eligible to apply for SANE-A and/or SANE-P certification upon completion of the required number of SANE-A and/or SANE-P practice hours through the CFNC.

Program Requirements, Post-Graduate in Nursing Informatics Certificate with MSIS in Data Analytics

Students will concomitantly receive the MSN/MSIS Dual Degree in Data Analytics through completion of the required courses offered in the Master of Science in Information Systems (MSIS) program and the two MSN practica experiences as part of this specialty concentration.

The Faculty Advisor will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete degree in two years. Students

must satisfy the required credit and course requirements for the Nursing Informatics Program of study via graduate courses taken at DeSales University.

Post-Graduate Certificate graduates in Nursing Informatics with MSIS in Data Analytics are eligible to apply for Informatics Nursing certification through ANCC.

Program Requirements, Post-Graduate Psychiatric-Mental Health Nurse Practitioner Certificate (PMHNP)

In accordance with the 2016 Criteria for Evaluation of Nurse Practitioner Programs, applicants who hold a graduate degree in nursing can apply to the PMHNP Post-Graduate Certificate program where previous education and practice (as applicable) will be used to determine an individual course of study. The PMHNP Director will complete a Gap Analysis to evaluate prior education and experience in order to determine an individual course of study. The completion of required didactic courses and clinical hours will depend upon waived credits and/or clinical hours. Depending upon the number of courses transferred in, the student may complete the Certification as a Psychiatric-Mental Health Nurse Practitioner in one year. Students must satisfy the required credit and course requirements for the PMHNP Program of study via graduate courses taken at DeSales University. Post-Graduate Certificate graduates are eligible to sit for the PMHNP national certification examination offered through the American Nurses Credentialing Center (ANCC).

Nurse Scholars

Academically qualified undergraduate nursing students may be eligible to matriculate directly into one of the MSN programs through the Nurse Scholars program. The Nurse Scholars program is a highly-accelerated degree completion program, in which five approved graduate level courses may be applied to both the BSN and MSN degrees. These participating students must fulfill all requirements for the BSN degree before obtaining graduate student status.

The Nurse Scholar student may select from the following core and advanced core courses:

MSN Level Courses

- NU 522 Health Policy, Organization & Financing
- NU 530 Applied Research
- NU 534 Principles of Epidemiology & Biostatistics*
- NU 536 Clinical Prevention in Population Health
- NU 538 Health Informatics, Quality & Safety

*Not required for the PMHNP, MSN/MBA, Forensic Nursing, and MSN/MSIS concentrations.

Students in the Nurse Scholars program must adhere to, in addition to all undergraduate policies, all policies stated for the MSN Program, which are located in the “MSN Program/Post-Graduate Certificate/Post-Graduate APRN Certificate Student Handbook”. These policies include progression, curriculum planning, and graduation policies.

Nurse Scholars may matriculate directly into the MSN Program upon passing the NCLEX-RN examination on the first attempt. Nurse Scholars who are entering the AGACNP, FNP, or PMHNP Programs must meet the required RN clinical experience prior to starting the MSN clinical year and are subject to clinical site availability.

This required experience includes:

1. For the AGACNP track: the equivalent of two (2) years of full-time RN practice in an adult acute care/ICU specialty area (i.e. medical/surgical ICU, trauma ICU, neuro/neurosurgical ICU, cardiac ICU, open heart unit, burn unit) while completing the program part-time.
2. For the FNP track: the equivalent of two (2) years of full-time RN practice in the care of the adult while completing the program part-time.
3. For the PMHNP track: the equivalent of 12 months full-time experience as a practicing psychiatric RN while completing the program part-time.

Accelerated Direct-Entry BSN + MSN Program (Accelerated BSN Plus)

Academically qualified Accelerated BSN students may be eligible to matriculate directly into one of the MSN programs through the Accelerated BSN Plus program. The Accelerated BSN Plus program is a highly accelerated second degree completion program, in which three approved graduate level courses may be applied to both the BSN and MSN degrees. These participating students must fulfill all requirements for the BSN degree before obtaining graduate student status.

The ABSN Plus student may choose to complete the following MSN core courses toward both the BSN and MSN degree requirements:

- NU 530 Applied Research
- NU 538 Health Informatics, Quality, & Safety

The ABSN Plus student may also choose one of the following MSN core courses to count as a BSN free elective and MSN core requirement:

- NU 522 Health Policy, Organization & Financing
- NU 534 Principles of Epidemiology & Biostatistics*

*Not required for the PMHNP, MSN/MBA, Forensic Nursing, and MSN/MSIS concentrations.

Students in the Accelerated BSN Plus program must adhere to, in addition to all undergraduate policies, all policies stated for the MSN Program, which are located in the “MSN Program/Post-Graduate Certificate/Post-Graduate APRN Certificate Student Handbook”. These policies include progression, curriculum planning, and graduation policies.

Accelerated BSN Plus students may matriculate directly into the MSN Program upon completion of the Accelerated BSN Plus Program with a 3.0 GPA or higher (on a 4.0 scale), passing the NCLEX-RN examination on the first attempt, and securing a full-time RN position. Accelerated BSN Plus students who are entering the AGACNP, FNP, or PMHNP Programs must meet the required RN clinical experience prior to starting the MSN clinical year and are subject to clinical site availability.

This required experience includes:

1. For the FNP track: the equivalent of two (2) years of full-time RN practice in the care of the adult while completing the program part-time.
2. For the AGACNP track: the equivalent of two (2) years of full-time RN practice in an adult acute care/ICU specialty area (i.e. medical/surgical ICU, trauma ICU, neuro/neurosurgical ICU, cardiac ICU, open heart unit, burn unit) while completing the program part-time.
3. For the PMHNP track: the equivalent of 12 months full-time experience as a practicing psychiatric RN while completing the program part-time.

COURSE DESCRIPTIONS

NU-522 Credits 3

Health Policy, Organization and Financing

The course provides an overview of health policy and financing issues. The structure of the major delivery and public/private reimbursement systems is explored. Concepts related to the design, function, management and evaluation of budgets, budget analyses, and variances are studied. Emphasis is placed on the interrelationships between health care financing and health policy as well as opportunities for health advocacy in the advanced practice role.

Prerequisite: none

NU-530 Credits 3

Applied Research

This course prepares the student to identify, evaluate, and translate research to resolve practice problems. Focus is placed on the critical appraisal of research data and its application within the practice setting. The concepts of translating and integrating scholarship into practice to improve patient outcomes are emphasized.

Prerequisite: none

NU-534 Credits 3

Principles of Epidemiology and Biostatistics

This course emphasizes principles and methods of epidemiologic investigation used in examination of patterns of health and illness in populations. Focus is placed on research designs and the determinants of health associated with the distribution and etiology of health and disease. Methodological skills, including the calculation of rates, determination of risk, association, and analysis of vital statistic data are emphasized.

Prerequisite: none

NU-536 Credits 3

Clinical Prevention in Population Health

This course examines clinical prevention methods used to address diverse needs of multicultural and underserved populations. Students are prepared to implement population-based disease prevention and health promotion activities to contribute to national and international goals of improving health outcomes. Students engage in service-learning activities, including structured time for student reflection. Emphasis is placed on the importance of context (e.g. family, community, culture, socioeconomic status) in conducting health outcomes research and program evaluation.

Prerequisite: none

NU-538 Credits 3

Health Informatics, Quality and Safety

This course provides an overview of the principles and theories pertinent to quality, safety, and evolving innovations in healthcare. It prepares the student to utilize health information technologies and systems to evaluate and improve the quality and safety of patient care. Integrating technology and information systems with continuous quality modes and processes to measure health outcomes is emphasized.

Prerequisite: none

NU-550 Credits 4

Theories of Teaching and Learning

This course is foundational to the development of the teaching role of the clinical nurse specialist/nurse educator. Students will apply sound pedagogical theories, incorporating methods of learning and environmental adaptation, to the development, implementation, and evaluation of educational programs geared to specific populations with identified diverse learning needs. Students will model characteristics of the effective teacher through application of ethical and professional practices. Clinical Practicum Hours: 75. A laboratory fee is required.

Prerequisite: none

NU-552 Credits 4

Teaching Methods and Media

This course focuses on innovative, evidence-based approaches to the selection of teaching methodologies. Emphasis is placed on web-based, virtual, information, and simulation technologies in nursing and/or health education. Students have opportunities to employ principles of test design and evaluation in the development of an educational activity in a selected educational setting.

Prerequisite: none

NU-553 Credits 4

Curriculum Design and Evaluation

This course examines the role of the faculty member in the design and evaluation of all aspects of the various pathways of nursing curricula. Students will develop mission, vision, and goal statements to guide the educational enterprise. Emphasis is placed on competency and mastery evaluation of a variety of educational methods.

Prerequisite: none

NU-576 Credits 3

Health Literacy Global Context

Health Literacy is defined as “the ability of an individual to access, understand, and use health-related information and services to make appropriate health decisions”. This course employs a global context in focusing on contemporary issues related to the promotion of health literacy in the advanced practice role. Students have the opportunity to apply learned principles to a specific at-risk population either in the United States or internationally. 1-2 credit hours lecture on campus; remaining credit hours via international or local field experience.

Prerequisite: none

NU-600 Credits 1

Nursing Independent Study

This course is tailored to the student's unique curriculum needs. Course objectives are jointly derived between the student and faculty member.

Prerequisite: none

NU-622 Credits 4

Advanced Physical Assessment

This course provides advanced practice students with the clinical investigative skills required to assess health status. Students conduct both comprehensive and focused health histories, and perform both comprehensive and focused physical assessments with respect to age, gender, cultural, developmental and social risks. Students assess health promotion/disease prevention/health protection needs and anticipatory guidance opportunities via advanced practice case scenarios and simulations. Hypothesis generation, clinical documentation, and clinical decision making skills are developed to identify patient needs, problems, and risks in order to develop a comprehensive plan of care. Clinical Laboratory Hours: 75. A laboratory fee is required.

Prerequisite: Undergraduate level health assessment course

NU-626 Credits 3

Pathophysiology

This course provides the foundation of pathophysiological principles across the lifespan that guide clinical practice for the advanced practice nurse. Students will recognize pathophysiological changes that result in alterations in function. Systemic alterations resulting from a variety of disease states are explored. Specific emphasis is placed on etiology, pathogenesis, environmental influences, and clinical manifestations of common alterations across the lifespan.

Prerequisite: none

NU-628 Credits 4

Advanced Pharmacology

This course builds on student's basic pharmacology knowledge with the addition of therapeutic uses of pharmacological agents in primary and tertiary care settings. Emphasis is placed on pharmacokinetics, pharmacodynamics, and the management of drug therapies across the lifespan. Prescribing practices to include cultural beliefs, costs, adherence, response to therapy, teaching and health promotion are addressed. Clinical practice and health promotion guidelines specific to children, adults, and older adults are examined.

Prerequisite: NU-626

NU 631 Credits 4

Adult-Gerontology CNS I

This course focuses upon the role of the CNS in the application

of the core competencies in direct and indirect care, including the patient/family, nurses/nursing practice, and organizations/systems. The student will utilize theoretical concepts and evidence-based practice to improve patient care outcomes. Clinical Practicum Hours: 75. A laboratory fee is required.

Prerequisite: All core and advanced core MSN courses

NU-633 Credits 3

Behavioral Neuroscience

This course introduces the psychiatric mental health nurse practitioner to behavioral neuroscience with an overview of the neurobiology of cognition, memory, emotion, and behavior, while emphasizing the anatomical and physiological systems that underlie psychiatric illness. Students will interpret, analyze, and translate emerging neurobiological research into effective treatments of mental illness.

Prerequisite/Corequisite: NU-626

NU 634 Credits 3

Foundations of Assessment and Diagnosis in Psychiatry

This course provides students with the theoretical foundation to develop advanced competencies in psychiatry. The focus is on assessment, diagnosis, and case formulation of mental illness for individuals across the life span. Simulated clinical experiences allow students to practice conducting psychiatric diagnostic interviews, formulating differential diagnoses, performing medication management, and creating comprehensive case formulations.

Prerequisite: NU 741

NU-711 Credits 5

Adult Clinical Nurse Specialist II

This preceptored practicum is designed to synthesize the CNS Core Competencies as the basis for advanced clinical practice. This is the first of two practica in which students analyze and apply theory across the spheres of influence. The 150-hour practicum will focus on improving patient outcomes through nursing practice. Clinical Practicum Hours: 150. A laboratory fee is required.

Prerequisite: NU-625

NU-712 Credits 5

Adult Clinical Nurse Specialist III

This seminar and preceptored practicum course is designed to enable students to synthesize the CNS Core Competencies as the basis for advanced clinical practice. In this final practicum, students analyze and apply theory across the spheres of influence. This practicum will focus on improving patient outcomes within the nursing and organization/systems spheres of influence. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-711

NU-713 Credits 2

Procedure in Advanced Nursing Practice

This course provides hands-on, interactive opportunities to establish basic competencies in diagnostic and invasive procedures commonly encountered in advanced nursing practice. Students will be prepared to perform these skills and procedures under the supervision of a qualified mentor during specialty clinical courses. Emphasis is placed on the underlying pathophysiologic processes that dictate procedural need, decision making for referral, and follow up management.

Prerequisite: All core and advanced core MSN courses

NU-714 Credits 3

Foundations of Primary Care

Using "Healthy People 2020" as the framework for study, behavioral, developmental, cultural and lifestyle issues encountered in primary care are examined. Students identify populations at risk and determine appropriate interventions for individuals, groups, families, and special populations. Models of health promotion and risk reduction are integrated into planning care, counseling, and teaching strategies relevant to primary care across the lifespan.

Prerequisite: All core and advanced core MSN courses and NU-713

NU-715 Credits 6

Advanced Family Health I

This course provides students with the interdisciplinary theoretical foundations and clinical experience to develop beginning competencies to promote health, prevent illness, and manage select acute and chronic primary care needs of patients and families across the lifespan. Issues of age, gender, race, and culture are emphasized. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge to assessment, diagnosis, intervention, and evaluation of clients with health promotion needs and common acute and chronic health concerns. Maximizing resources, referrals, and consultation are discussed within the context of the interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-714

NU-717 Credits 6

Advanced Family Health II

This course broadens students' primary care knowledge, skills, and clinical decision-making capabilities. Specific content is related to managing primary health care needs of individuals and their families in select acute and chronic primary care needs across the lifespan. Issues of age, gender, race and culture are emphasized. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge to assessment, diagnosis, intervention, and

evaluation of clients with health promotion needs and common acute and chronic health concerns. Maximizing resources, referrals, and consultation are discussed within the context of the interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-715

NU-719 Credits 6

Professional Advocacy for Practice

This course ends a sequence of three courses designed to provide the student with the theoretical foundation and clinical competencies for practice as a Family Nurse Practitioner (FNP) in primary care. Students explore the unique and common roles of Advanced Practice Nurses. Students analyze contemporary advanced practice issues and the responsibilities of the advanced practice role from economic, social, ethical, and professional perspectives. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge to assessment, diagnosis, intervention, and evaluation of clients with health promotion needs and common acute and chronic health concerns. Maximizing resources, referrals, and consultation are discussed within the context of the interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-717

NU 722 Credits 5

Adult- Gerontology CNS II

This is the first of two specialty courses in which students analyze and apply theory across the spheres of impact in a precepted experience. Students will synthesize the CNS Core Competencies as the basis for advanced clinical practice. The practicum will focus on improving patient outcomes through advanced nursing practice. Clinical Practicum Hours: 150. A laboratory fee is required.

Prerequisite: NU-631

NU 723 Credits 5

Adult- Gerontology CNS III

This is the second of two specialty courses in which students analyze and apply theory across the spheres of impact in a precepted experience. Students will synthesize the CNS Core Competencies as the basis for advanced clinical practice. The practicum will focus on improving patient outcomes within the nursing and organization/systems spheres of impact. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-722

NU-724 Credits 4

Nursing Informatics Practicum I

This course synthesizes the content from nursing and informa-

tion systems theoretical foundations into analyzing and resolving healthcare information technology challenges. Students apply theories of communication, collaboration, information science, and advanced nursing to the application of information management to the healthcare system. Competencies for application of the nursing and information sciences and the analysis of resources are gained through experiential learning in a practicum environment. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: All core and advanced core MSN courses

NU 725: Credits 4

Applied Data Analytics Practicum

This course synthesizes theoretical content from nursing, information sciences, and data analytics into analyzing and resolving healthcare information challenges. Design-thinking will be highlighted in order to interprofessionally analyze trends and patterns in data in order to solve problems. The clinical innovation and technology intersection will be a key focus of project design and management. Data analytics competencies are gained through experiential learning in a practicum environment. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-724

NU-726 Credits 4

Nursing Informatics Practicum II

This course synthesizes the content from nursing and information systems theoretical foundations into analyzing and resolving healthcare information technology challenges. Students apply theories of communication, collaboration, information science, and advanced nursing to the application of information management to the healthcare system. Competencies for application of the nursing and information sciences and the analysis of resources are gained through experiential learning in a practicum environment. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-724

NU-727 Credits 5

Forensics Practicum I

This is the first of a two-course sequence that synthesizes content from nursing and forensic theoretical foundations into analyzing and resolving investigative forensic challenges. Students apply theories of criminology and investigative science to the healthcare system, legal system, and/or criminal/civil investigations. Competencies for application of the nursing and forensic sciences and the analysis of resources are gained through experiential learning in a practicum environment. Clinical Practicum Hours: 150. A laboratory fee is required.

Prerequisite: All core and advanced core MSN courses

NU 728 Credits 4

Forensics Practicum II

This is the second of a two-course sequence that synthesizes content from nursing and forensic theoretical foundations into analyzing and resolving investigative forensic challenges. Students apply theories of criminology and investigative science to the healthcare system, legal system, and/or criminal/civil investigations. Competencies for application of the nursing and forensic sciences and the analysis of resources are gained through experiential learning in a practicum environment. Students will also complete SANE training for both adult and pediatric clients. Students will begin to develop their personal philosophy for leadership in the area of investigative forensics. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-727

NU-729 Credits 5

Administrative Practicum I

This is the first of a two-course sequence that synthesizes content from nursing and business theoretical foundations into analyzing and resolving healthcare management challenges. Students apply theories of executive leadership to the analysis of administrative structure and function of the healthcare system. Competencies for organizational assessment and the analysis of resources are gained through experiential learning in a practicum environment. Concepts of teambuilding, collaboration, change and motivational theories are analyzed and applied. Clinical Practicum Hours: 300. A laboratory fee is required.

Prerequisite: All core and advanced core MSN courses

NU-731 Credits 4

Administrative Practicum II

This is the second of a two-course sequence that synthesizes content from nursing and business theoretical foundations into analyzing and resolving healthcare management challenges. Assessment, planning, implementation, and evaluation of strategic initiatives are examined, with consideration of the perspectives of various stakeholders involved in operational and strategic decision-making. Competencies for organizational diagnosis, operations analysis, budgeting, and strategic decision making are gained through experiential learning in a practicum environment. Students apply advanced leadership strategies with a focus on organizational and system functioning to begin to develop their personal leadership style. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-729

NU-734 Credits 3

Foundations of Acute Care Nursing

This course introduces students to Adult-Gerontology Acute

Care Nurse Practitioner practice in the management of complex, critically ill clients in a variety of healthcare environments. Students prepare for entry into high intensity units and systems by understanding the interdisciplinary facets of acute care, by applying evidence-based approaches, and by participating in collaborative patient care management in interdisciplinary environments. “Healthy People 2020” is used as the framework for the study of behavioral, developmental, cultural, and lifestyle issues encountered in acutely ill patients. Focus is placed on identification of populations at risk to determine appropriate interventions for acutely ill adult and geriatric populations. Models of health promotion and risk reduction are integrated into planning care, counseling, and teaching strategies relevant to acute care.

Prerequisite: All core and advanced core MSN courses; NU-713

NU-735 Credits 6

Adult Acute Care Nurse Practitioner I

This course provides students with the interdisciplinary theoretical foundations and clinical experience to develop beginning competencies to manage medically complex, acute, critical, and chronically ill adult and geriatric patients with conditions that may result in rapid physiologic deterioration or life-threatening instability. Issues of age, gender, race, and culture are emphasized. Emphasis is placed on the application of technology when caring for patients in complex health care systems. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge to assessment, diagnosis, intervention, evaluation and health restoration of clients with acute, chronic, and critical medical concerns. Maximizing resources, referrals, and consultation are discussed within the context of the interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-734

NU-737 Credits 6

Adult Care Nurse Practitioner II

This course provides students with the interdisciplinary theoretical foundations and clinical experience to develop beginning competencies to manage complex adult and geriatric surgical/trauma patients with conditions that may result in rapid physiologic deterioration or life-threatening instability. Issues of age, gender, race, and culture are emphasized. Emphasis is placed on the application of technology with caring for patients in complex health care systems. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge to assessment, diagnosis, intervention, evaluation, and health restoration of clients with complex surgical concerns. Maximizing resources, referrals, and consultation are discussed within the context of the

interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-735

NU 738 Credits 6

Applied Psychopharmacology

Building upon the student’s advanced knowledge of therapeutic uses of pharmacological agents in primary and tertiary care settings, this course provides the neuroscientific basis and clinical applications of psychopharmacology. Emphasis is placed on the synthesis of concepts of neurobiology, pharmacokinetics, pharmacodynamics, and pharmacogenetics of psychotropic medication used in the treatment of psychiatric diagnoses and conditions. Precepted clinical experiences allow students to practice formulating differential diagnoses, performing medication management, and creating comprehensive case formulations. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU 628; NU 634

NU-739 Credits 6

Adult Acute Care Nurse Practitioner III

This course provides the theoretical foundation and clinical competencies for practice as an Adult-Geriatric Acute Care Nurse Practitioner. Students explore the unique and common roles of Advanced Practice Nurses through analysis of contemporary advanced practice issues and the role and responsibilities of the advanced practice role from economic, social, ethical, and professional perspectives. Interdisciplinary theoretical foundations applied to clinical experiences strengthen beginning competencies to manage complex adult and geriatric patients in critical care settings with conditions that may result in rapid physiologic deterioration or life-threatening instability. Issues of age, gender, race, and culture are emphasized. Emphasis is placed on the application of technology when caring for patients in complex health care systems. Precepted clinical experiences and case presentations provide opportunities for students to apply new knowledge and evidence-based practice to assessment, diagnosis, intervention, evaluation, and health restoration of clients with critical care needs. Maximizing resources, referrals, and consultation are discussed within the context of the interdisciplinary care team. Clinical Practicum Hours: 225. A laboratory fee is required.

Prerequisite: NU-737

NU-740 Credits 2

Foundations in Psychopathology

This course provides an introduction to psychopathology, including the assessment and diagnosis of psychiatric disorders in individuals across the lifespan. The Diagnostic and Statisti-

cal Manual of Mental Disorders (5th Edition) serves as the basis for the discussion of the definition, epidemiology, clinical findings, course of illness, prognosis, differential diagnosis, and pathogenesis of mental illness commonly encountered across the lifespan.

Prerequisite: NU-633

NU-741 Credits 4

Psychotherapy With Individuals

This course introduces the psychiatric mental health nurse practitioner student to major theoretical approaches to individual, group, and family psychotherapy. The course will highlight the prominent theorists in the field of psychotherapy. Students will learn the associated techniques for conducting group and family psychotherapy with patients across the lifespan.

Prerequisites: NU-633 and NU-740

NU-743 Credits 6

Role Development With Special Populations in Psychiatry

This course provides the theoretical foundation and clinical experience to develop advanced competencies in treating psychiatric disorders, integrating both psychopharmacological and psychotherapeutic evidence-based treatment plans for mental health patients across the lifespan. The neurobiology, neural circuitry, genetics, and neuroimaging of each mental illness are emphasized. Precepted clinical experiences allow students to conduct psychiatric diagnostic interviews, formulate differential diagnoses, develop evidence-based treatment plans, manage psychotropic medication, and implement psychotherapeutic interventions.

Prerequisite: NU-742

NU-744 Credits 6

Role Development With Special Populations in Psychiatry

This course provides the theoretical foundation and clinical experience to develop advanced competencies in treating special populations within the field of psychiatry. The focus is on the management of mental illness in pregnancy, children and adolescents, the elderly, and the medically ill. Philosophies of psychiatry are examined within the context of psychiatric-mental health nurse practitioner role transition. Precepted clinical experiences allow students to conduct psychiatric diagnostic interview, formulate differential diagnoses, develop evidence-based treatment plans, manage psychotropic medication, and implement psychotherapeutic interventions.

Prerequisite: NU-743

NU-799 *Credits 1*

Capstone Portfolio

This course facilitates the transition into the advanced practice role by the development of a portfolio documenting professional role development, scholarship and service activities.

The Portfolio is intended to reflect the two major measures of outcome attainment for the MSN Program: The DeSales University MSN Program Outcomes and the competencies addressed in the “Essentials of Master’s Education in Nursing (AACN, 2011)”. Should be taken concurrently with final MSN specialty course.

Prerequisite: All core and advanced core MSN courses

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

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The Master of Science in Physician Assistant Studies (MSPAS) program educates professionals to function as members of the physician led health care team and as patient advocates.

The physician assistant program offers a MSPAS degree. Continuing accreditation has been granted by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

The program has been designed to develop generalists with emphasis in primary care medicine. Students gain strong fundamental knowledge of medicine together with varied experience, which prepare them for their roles as professional physician assistants.

Learning involves case based profiles with outcome based educational objectives.

- Pharmacology is taught from the perspective of the prescriber.
- Pathophysiology shows the relationship of disease to concepts covered in clinical medicine.
- History and physical examination courses develop familiarity with obtaining pertinent and concise examinations as they relate to disease entities. Students gain practical knowledge by performing clinical procedures and by ordering and interpreting diagnostic images and electrocardiograms. Hands-on procedures such as suturing, casting, insertion of nasogastric tubes Foley catheters, and intravenous devices are stressed.
- Research techniques as they relate to medical topics are taught for efficiency in accessing pertinent medical information along with reading/understanding medical literature.
- Clinical cases incorporating medical, surgical, and ethically based issues are presented by the students in the final year of the Program.

The program is consistent with the Christian humanistic philosophy of the University. Graduates of the program will function as members of the health care team and as patient advocates.

The physician assistant program is 24 months (6 semesters) with the first year emphasizing academic medicine and the second year emphasizing clinical training.

Mission Statement

The mission of the physician assistant program is consistent with the enduring Christian Humanistic traditions of DeSales University and seeks to graduate physician assistants who dedicate themselves to the total well-being of the patient. Graduates of the program will deliver competent and compassionate health care including preventative services and wellness education to patients of diverse populations in a variety of settings. They will consider the patient holistically in the context of family, community, and society, and incorporate ethical principles into a patient-focused practice. They will serve their patients by using evidence-based medicine and promoting life-long learning in the profession.

Goals

1. Maintain PANCE pass rates higher than the national average, with the ideal being 100%.
2. Prepare graduates to obtain employment within the first six months following graduation.
3. Foster and maintain close connections between the students and faculty in a collaborative learning environment.
4. Provide ongoing clinical experiences throughout the program to complement classroom teaching and foster development of excellent clinical reasoning and skills.
5. Use critical thinking skills and case-based learning to guide learners to develop as clinicians while maintaining focus on patient centered care.
6. Provide experiences with diverse and vulnerable populations to reinforce compassionate and ethical medical care, as illustrated by the Christian humanism of St. Francis de Sales.
7. Emphasize a focus on the patient in primary care medicine which spans all specialties and includes interprofessional education.

DeSales University's physician assistant program has a long-standing history of excellent performance of its graduates on the national certifying examination (PANCE). Job placement in the physician assistant field remains very strong with DeSales graduates typically being fully employed within four months of graduation.

Learning Outcomes

The program provides academic and clinical expertise that prepares the physician assistant for certification and success in his/her professional role as an extender to the practicing physician, especially the primary care physician. As a result of their education and training, graduates of the DeSales University Physician Assistant program will:

- perform with competency and proficiency functions and tasks involved in patient evaluation, monitoring, diagnostic, therapeutic, counseling, and referral in diverse practice settings;
- conduct themselves in a professional demeanor expressing sensibility and understanding of the nature and impact of mental and physical disease;
- demonstrate behaviors that are essential to acquiring and sustaining the confidence of colleagues, other health care professionals, patients, and the community; and
- be able to initiate management and provide supportive care for acute life-threatening emergencies.

Technical Standards

Technical Standards for Admission, Academic Progress, and Graduation: The technical standards for the DeSales University Physician Assistant Program have been established to ensure that students have the ability to demonstrate academic mastery, perform clinical skills, and communicate clinical information. These standards are aimed to ensure that each student has the academic and physical ability to acquire competencies defined by the National Commission on Accreditation of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA). These technical standards also ensure that each student can participate in competency activities prescribed by the Accreditation Council of Graduate Medical Education (ACGME). These activities include patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. These technical standards are required for admission and must be maintained throughout a student's progress through the Physician Assistant Program. In the event that a matriculated student is unable to fulfill these technical standards, with or without reasonable accommodations, then the student may be counseled to pursue alternate careers.

All students must be able to independently meet the following standards:

- **General abilities** – Students must possess:

- o a functional sense of vision, touch, hearing, taste, and smell in order to be able to integrate, analyze, and synthesize data in a consistent and accurate manner
- o the ability to perceive pain, pressure, temperature, position, vibration, equilibrium, and movement
- **Observational abilities** –Students must be able to:
 - o observe demonstrations, exercises, and patients accurately at a distance and close at hand
 - o note non-verbal as well as verbal signals
- **Communication abilities** – Students must be able to:
 - o speak intelligibly
 - o hear sufficiently
 - o elicit and transmit patient information in oral and written English to members of the healthcare team
 - o describe changes in mood, activity and posture
 - o communicate effectively and sensitively with patients
 - o read at a level sufficient to accomplish curricular requirements and provide clinical care for patients
 - o write or type appropriate medical documents according to protocol in a thorough and timely manner
- **Sensory and Motor ability**– Students must:
 - o possess gross and fine motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures
 - o be able to execute motor movements reasonably required to provide basic medical care, such as airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, and extended standing and retraction in surgery
- **Critical thinking ability** –Students must:
 - o be able to independently access and interpret medical histories or files
 - o identify significant findings from history, physical examination, and laboratory data
 - o provide a reasoned explanation for likely diagnoses and prescribed medications and therapy
 - o recall and retain information in an efficient and timely manner
 - o calculate, reason, analyze, and synthesize
 - o incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans
- **Behavioral and Social Attributes** – Students must:
 - o possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful circumstances, emergency situa-

- tions, and extended hours
- o be able to develop empathic, sensitive, and effective relationships with patients
- o be able to adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine
- o be able to respond to supervision appropriately and act independently, when indicated

If an applicant states she/he is unable to meet the technical standards without accommodation, the University will determine whether the student can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety or the educational process of the student or the institution, including all coursework and internships deemed essential to graduation. Students with a documented disability who wish to request academic accommodations should contact the coordinator of learning and disability services (Dooling Hall, room 26, extension 1453).

Admission Requirements

Selection for a place in the physician assistant program is very competitive. In order to be considered for admission in the next academic year, an applicant's file must ordinarily be completed no later than December 1. Admission is based on academic achievement, high quality performance in science and/or health-care related courses, demonstrated motivation and professional potential, and strong interpersonal skills. Experience with underserved or vulnerable populations receives consideration in keeping with DeSales University's mission of Christian Humanism. As DeSales University participates in the Yellow Ribbon Program, special consideration is given to applicants who have served or are serving in the US military.

Advanced placement in the physician assistant program is not possible. There is no credit for experiential learning.

NOTE: All Applicants must apply and submit required forms and documentation via CASPA (Centralized Application Service for Physician Assistants: www.caspaonline.org). To qualify for admission into the physician assistant program, students should have:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges). An applicant who possesses a degree from an accredited institution outside of the US may also be considered for admission. Students must have their transcript verified and translated by

an approved organization (such as World Education Council) and should meet all other requirements including those described in the International Student section.

2. Completed all required classes before matriculation in the program. Students may apply before the completion of these courses but should inform the University as to when and where the needed course(s) will be taken. Such candidates may gain conditional acceptance.
3. Ordinarily achieved a GPA of at least 3.0 in all courses and a GPA of at least 3.0 in science courses required.
4. Taken and submitted the test scores from the Graduate Record Examination (GRE). Scores should be received by December 1. GRE will be waived if a score of 30 or higher has been achieved on the Medical College Admission Test (MCAT).
5. Submitted three letters of reference.
6. Completed a minimum of 500 hours of health care experience (paid or volunteer). The experience should be completed within the United States due to the wide variety of health care delivery systems around the world. The 500 hour requirement must be completed before matriculation into the program and does not need to be completed by the time of the application. Direct patient care is preferred.
7. Submitted all transcripts of studies completed outside of the United States by December 1. These transcripts must have been evaluated by an accredited credentialing agency.
8. Attended a personal interview (by invitation only).
9. Submitted to CASPA (Centralized Application Service for Physician Assistants) a completed application and official transcripts from all colleges attended.
10. A criminal background check, fingerprinting, child abuse clearance, and immunizations are required for matriculation into the program. A positive result may affect the ability of the student to matriculate into the program or obtain licensure.

International Admissions Requirements

Please see section on International students in The University portion of the graduate catalog

Prerequisite Requirements

Prerequisite requirements for students with Bachelor Degree:

1. Completion of the University's general education requirements or equivalents.
 - English Composition I
 - English Composition II
2. Completion of basic science requirements
 - General Biology
 - Microbiology
 - Anatomy and Physiology I (Human)

Anatomy and Physiology II (Human)
Inorganic Chemistry
Organic Chemistry

3. Psychology
4. Statistics

The anatomy and physiology courses and microbiology courses ordinarily should be taken within 5 years of application to the PA program, though this may be waived if the applicant is actively working in the medical field.

Application Procedure

Application may be requested from www.caspaonline.org (Centralized Application Service for Physician Assistants) or by calling CASPA at 240.497.1895. Selected applicants will be interviewed by the faculty. Ordinarily this will be done through a personal visit. Following the interview candidates are evaluated by the Admission Committee to assess their acceptability to the program. Applicants will be notified about the status of their acceptance.

Student Status

For the purpose of defining the students status, the calendar year (January 1 - December 31) is divided into a fall semester (late August - late December), a spring semester (early January - early May), and a summer semester (mid May - late August).

The DeSales physician assistant program is available only as a full-time program.

The Academic Calendar may be found at www.desales.edu.

Academic Standing

Students are required to maintain a semester GPA of at least 3.0 having no grade lower than "C" during each semester. The first instance failing to reach the above requirement, the student will be placed on P.A. program academic probation. These students will be notified of their probationary status in writing. The second occurrence during the PA program will result in PA program academic dismissal. Students academically dismissed may appeal in writing to the medical director of the program who serves as chair of the PA Academic Appeals Committee. Students who fail to achieve a "C" (C- is not acceptable) in any course during the PA program are required to repeat the course. All additional costs are the responsibility of the student.

As part of the training, students are given the opportunity for clinical experience. Participants in clinical experiences must act professionally at all times, maintaining patient and practice confidentiality. Breaches of professional conduct may result in dismissal

from the program and/or University. Preceptors involved in the training are viewed as adjunct faculty and will therefore have a role in evaluating the professional behavior of the students.

Details about academic standing can be found in the in-house publications available at the program office.

Work Policy

Students enrolled in the physician assistant program are not prohibited, but are discouraged from working full-time due to the intense and vigorous nature of the program.

Graduation Requirements

To qualify for graduation with the Master of Science in Physician Assistant Studies (MSPAS) degree, students must

- follow the approved course of study, satisfactorily completing all courses.,
- complete all professional phase courses with a cumulative GPA of at least 3.0 with no course or rotation grade below "C" (C- is not acceptable),
- complete all remediation assignments as determined by the program,
- settle all financial accounts with the University, and
- successfully complete the Senior Summative Experience upon completion of the clinical year.

Senior Summative Experience

Consistent with Accreditation Review Commission for Physician Assistant (ARC-PA) Standards, the University provides a summative experience following completion of the program. The successful completion of the one week long summative experience is a graduation requirement. This includes a 200-question written comprehensive examination, which must be completed with at least a 70% result, and various stations that evaluate the student's cognitive, affective, and psychomotor skills and professional competence.

Costs

Costs are determined on a yearly basis by the University's Board of Trustees. Students are notified of the yearly costs in writing.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Refund Amount

Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded

Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

PROGRAM OF STUDY

Didactic Year

Fall

PA 501	Clinical Anatomy & Physiology	2 credits
PA 501L	Clinical Anatomy & Physiology Lab	1 credit
PA 502	History and Physical Examination I	3 credits
PA 504	Clinical Medicine I	4 credits
PA 506	Clinical Reasoning I	2 credits
PA 510	Pharmacology I	2 credits
PA 515	Pathophysiology I	2 credits
PA 517	Research Seminar	1 credit
PA 619	Preventive Medicine and Health Promotion	1 credit

Spring

PA 501L	Clinical Anatomy & Physiology Lab	1 credit
PA 503	History and Physical Examination II	3 credits
PA 505	Clinical Medicine II	4 credits
PA 507	Clinical Reasoning II	2 credits
PA 511	Pharmacology II	2 credits
PA 513	Diagnostic Methods I	1 credit
PA 516	Pathophysiology II	2 credits
PA 575	Ethics of Health Care	3 credits

Summer

PA 508	Physician Assistant History and Role	1 credit
PA 606	Clinical Medicine III	4 credits
PA 607	Behavioral Aspects of Medicine	3 credits
PA 608	Clinical Reasoning III	2 credits
PA 612	Pharmacology III	2 credits
PA 614	Diagnostic Methods II	1 credit
PA 616	Pathophysiology III	2 credits
PA 618	Clinical Skills Development	2 credits
PA 620	Advanced Cardiac Life Support	1 credit

Clinical Year

Mandatory Rotations

Students must satisfactorily complete the following 5 week rotations:

PA 630	Emergency Medicine	5 credits
PA 631	Family Medicine I	5 credits
PA 632	Family Medicine II	5 credits
PA 633	Internal Medicine	5 credits
PA 634	Obstetrics and Gynecology	5 credits
PA 635	Pediatrics	5 credits
PA 636	Psychiatry	5 credits
PA 637	General Surgery	5 credits



DESALES UNIVERSITY

Physician Assistant Program Information 2020-2021 (Summer Start)

Financial Aid Application Process

- Complete and submit the 2020-2021 Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA (for returning students) by May 1, 2020. Be sure to designate DeSales University by the school code of **003986**. If you wish, you may file the FAFSA online at <https://studentaid.gov/>. Note: You will need to complete a 2021-2022 FAFSA to receive financial aid for the final summer semester.
- DeSales University utilizes criteria from methodology created by the Federal government to determine need for financial assistance. Your Official Award Letter is based on the information provided on the FAFSA and your enrollment. Email notifications are sent when award packages have been prepared. You can view your Award Letter by logging into your WebAdvisor account under the Financial Aid heading and by clicking on the “Financial Aid Award Letter” link.

Financial Aid Loans

- If this is the first time you will be applying for a William D. Ford Federal Direct Loan at DeSales, you must complete an electronic Master Promissory Note and Entrance Counseling. You can complete these forms on line at <https://studentaid.gov/>. Please note that this process must only be completed one time while you are enrolled at DeSales University.
- Under the unsubsidized Federal Direct loan program, a student may choose to make quarterly interest payments on this loan while enrolled in a degree program or add the accruing interest to the principal until repayment. Repayment will begin six months after graduation or when he/she is no longer enrolled in a degree program on at least a half-time basis.
- DeSales University offers the Graduate Direct PLUS loan. A student may borrow up to the cost of attendance minus any other financial aid that the student has been awarded. Please note that a student is required to maximize his/her loan borrowing options prior to the Grad Direct PLUS. Alternative (Private) education loans are also available. To learn more about this option and to view our preferred lender list, go to www.elmselect.com
- If you use a portion of your financial aid for living expenses, you may be eligible to receive a refund (of your credit balance) after the drop/add period based on the semester’s time table. There will be **NO** refunds issued unless there is a credit balance on your account. If you have received a refund based on your enrollment and you change your enrollment status (i.e. dropping a class or classes) then you may be required to repay all or a portion of the refund back to the federal government.

*****This holds true provided all your paperwork is completed with the Office of Financial Aid and you do not have any financial holds with the Bursar’s Office.*****

FINANCIAL AID AWARD PERIOD FEDERAL LOAN LIMITS *

Summer 2020 Federal Limits Unsubsidized: \$10,250	Fall 2020 Federal Limits Unsubsidized: \$10,250	Spring 2021 Federal Limits Unsubsidized: \$10,250
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Summer 2021 Federal Limits Unsubsidized: \$10,250
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Cost of Attendance

To assist in your financial planning, the direct and indirect costs used to determine your Cost of Attendance for the 2020-2021 academic year are listed below. "Direct costs" plus "indirect costs" are referred to as your Cost of Attendance. The Cost of Attendance is used to determine a student's financial aid eligibility.

Summer 2020, Fall 2020 and Spring 2021

DIRECT COSTS:		INDIRECT COSTS:	
Tuition:	\$41,000	Transportation/Personal	\$9,665
<u>Professional Fee</u>	<u>2,225</u>	<u>Living Expenses</u>	<u>9,248</u>
Total	\$43,225	Total	\$18,913

Final Summer Semester 2021

DIRECT COSTS:		INDIRECT COSTS:	
Tuition:	\$13,750 +	Transportation/Personal	\$2,339
<u>Professional Fee</u>	<u>750</u>	<u>Living Expenses</u>	<u>2,416</u>
Total	\$14,500	Total	\$ 4,755

* Federal Direct Loans cannot be processed for any repeated courses/clinicals.

+Tuition and fee rates for Summer 2021 are subject to change. Final rates for fall 2020 and spring 2021 terms subject to approval by the Board of Trustees in March 2020



DESALES UNIVERSITY

Physician Assistant Program Information 2020-2021 **(Fall Start)**

Financial Aid Application Process

- Complete and submit the 2020-2021 Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA (for returning students) by May 1, 2020. Be sure to designate DeSales University by the school code of **003986**. If you wish, you may file the FAFSA online at <https://studentaid.gov/>. Note: You will need to complete a 2021-2022 FAFSA to receive financial aid the following year and, for the final summer semester, you will need to complete the 2022-2023 FAFSA. These forms will be available each year after October 1.
- DeSales University utilizes criteria from methodology created by the Federal government to determine need for financial assistance. Your Official Award Letter is based on the information provided on the FAFSA and your enrollment. Email notifications are sent when award packages have been prepared. You can view your Award Letter by logging into your WebAdvisor account under the Financial Aid heading and by clicking on the “Financial Aid Award Letter” link.

Financial Aid Loans

- If this is the first time you will be applying for a William D. Ford Federal Direct Loan at DeSales, you must complete an electronic Master Promissory Note and Entrance Counseling. You can complete these forms on line at <https://studentaid.gov/>. Please note that this process must only be completed one time while you are enrolled at DeSales University.
- Under the unsubsidized Federal Direct loan, a student may choose to make quarterly interest payments on this loan while enrolled in a degree program or add the accruing interest to the principal until repayment. Repayment will begin six months after graduation or when he/she is no longer enrolled in a degree program on at least a half-time basis.

FINANCIAL AID AWARD PERIOD FEDERAL LOAN LIMITS +

Bachelor’s degree students from other institutions enrolling in the Graduate program (otherwise known as the Professional Phase)

Fall 2020 Federal Limits Unsubsidized: \$10,250	Spring 2021 Federal Loan Limits Unsubsidized: \$10,250
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Summer 2021 Federal Limits Unsubsidized: \$10,250	Fall 2021 Federal Limits Unsubsidized: \$10,250	Spring 2022 Federal Limits Unsubsidized: \$10,250
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Final Semester 2022

Summer 2022 Federal Limits Unsubsidized: \$10,250
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- DeSales University offers the Graduate Direct PLUS loan. A student may borrow up to the cost of attendance minus any other financial aid that the student has been awarded. Please note that a student is required to maximize his/her loan borrowing options prior to the Grad Direct PLUS. Alternative (Private) education loans are also available. To learn more about this option and to view our preferred lender list, go to www.elmselect.com
- If you use a portion of your financial aid for living expenses, you may be eligible to receive a refund (of your credit balance) after the drop/add period based on the semester's time table. There will be **NO** refunds issued unless there is a credit balance on your account. If you have received a refund based on your enrollment and you change your enrollment status (i.e. dropping a class or classes) then you may be required to repay all or a portion of the refund back to the federal government.

****This holds true provided all your paperwork is completed with the Office of Financial Aid and you do not have any financial holds with the Bursar's Office.****

Cost of Attendance

To assist in your financial planning, the direct and indirect costs used to determine your Cost of Attendance for the 2020-2021 academic year are listed below. "Direct costs" plus "indirect costs" are referred to as your Cost of Attendance. The Cost of Attendance is used to determine a student's financial aid eligibility.

Bachelor's degree students from other institutions enrolling in the Graduate program (otherwise known as the Professional Phase)

Fall 2020 and Spring 2021

<p>DIRECT COSTS are the expenses incurred by all students:</p> <table style="margin-left: 40px;"> <tr> <td>Tuition</td> <td style="text-align: right;">\$ 27,500</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;">1,500</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 29,000</td> </tr> </table> <p>These "direct costs" are reflected on a student's bill.</p>	Tuition	\$ 27,500	Professional Fee	1,500	Total	\$ 29,000	<p>INDIRECT COSTS are estimated additional expenses incurred. These expenses are included in your Cost of Attendance but <u>are not billed to you.</u></p> <table style="margin-left: 40px;"> <tr> <td>Transportation/Personal Expenses*</td> <td style="text-align: right;">\$6,912</td> </tr> <tr> <td>Living Expenses*</td> <td style="text-align: right;">7,250</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$14,162</td> </tr> </table> <p><i>*Estimate of off-campus living expenses</i></p>	Transportation/Personal Expenses*	\$6,912	Living Expenses*	7,250	Total	\$14,162
Tuition	\$ 27,500												
Professional Fee	1,500												
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Total	\$14,162												

Summer 2021, Fall 2021 and Spring 2022

<p>DIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Tuition:</td> <td style="text-align: right;">\$41,000*</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;">2,225</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$43,225</td> </tr> </table>	Tuition:	\$41,000*	Professional Fee	2,225	Total	\$43,225	<p>INDIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Transportation/Personal</td> <td style="text-align: right;">\$9,664</td> </tr> <tr> <td>Living Expenses</td> <td style="text-align: right;">9,249</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$18,913</td> </tr> </table>	Transportation/Personal	\$9,664	Living Expenses	9,249	Total	\$18,913
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Final Summer Semester 2022

<p>DIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Tuition:</td> <td style="text-align: right;">\$13,500</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;">\$ 750</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 14,250</td> </tr> </table>	Tuition:	\$13,500	Professional Fee	\$ 750	Total	\$ 14,250	<p>INDIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Transportation/Personal</td> <td style="text-align: right;">\$2,340</td> </tr> <tr> <td>Living Expenses</td> <td style="text-align: right;">2,416</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 4,756</td> </tr> </table>	Transportation/Personal	\$2,340	Living Expenses	2,416	Total	\$ 4,756
Tuition:	\$13,500												
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FAPAINFO



DESALES UNIVERSITY

Physician Assistant Program Information 2020-21

(Final Summer)

Financial Aid Application Process

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FINANCIAL AID AWARD PERIOD FEDERAL LOAN LIMITS *

Summer 2020
Federal Limits Unsubsidized: \$10,250

Cost of Attendance

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Final Summer Semester 2020	
DIRECT COSTS:	INDIRECT COSTS:
Tuition: \$13,500 +	Transportation/Personal \$2,278
<u>Professional Fee 750</u>	<u>Living Expenses 2,350</u>
Total \$14,250	Total \$ 4,628

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FAPAINFO

Elective Rotations

Students must complete one elective. The elective is chosen in consultation with the faculty.

PA 638	Cardiothoracic Surgery	5 credits
PA 639	Orthopedic Surgery	5 credits
PA 640	Otolaryngology	5 credits
PA 641	Plastic Surgery	5 credits
PA 642	Family Medicine III	5 credits
PA 643	Emergency Medicine II	5 credits
PA 644	Urgent Care	5 credits
PA 645	Pediatric Cardiology	5 credits
PA 646	Endocrinology	5 credits
PA 647	Neurology	5 credits
PA 648	Neurosurgery	5 credits
PA 649	Cardiology	5 credits
PA 650	Internal Medicine II	5 credits
PA 651	Trauma	5 credits
PA 652	Psychiatry II	5 credits
PA 653	Allergy & Asthma	5 credits
PA 654	Infectious Disease	5 credits
PA 655	Geriatrics	5 credits
PA 656	General Surgery II	5 credits
PA 657	Pediatrics II	5 credits
PA 658	Dermatology	5 credits
PA 659	Geriatric Behavioral Medicine	5 credits
PA 660	OB/GYN II	5 credits
PA 662	Transplant Surgery	5 credits
PA 663	Pediatric Surgery	5 credits
PA 664	Pain Management	5 credits
PA 665	Oncology	5 credits
PA 666	Urology	5 credits
PA 667	Vascular Surgery	5 credits
PA 668	Pulmonary Medicine	5 credits
PA 669	Tropical Medicine	5 credits
PA 670	Neonatology	5 credits
PA 671	Physiatry	5 credits
PA 672	Pediatric Oncology/Hematology	5 credits
PA 673	Clinical Trial Research	5 credits
PA 674	Gastroenterology	5 credits
PA 675	Gynecologic Oncology	5 credits
PA 676	Nephrology	5 credits
PA 677	Burn Surgery	5 credits
PA 680	Pediatric Endocrinology	5 credits

COURSE DESCRIPTIONS

PA-501 Credits 2

Clinical Anatomy & Physiology

Basic knowledge of anatomy and physiology necessary for clinical practice. Lectures emphasize the human body and the relationship to structure and function from a clinical perspective.

Prerequisite: Student in didactic phase of the program

PA-501L Credits 1

Clinical Anatomy & Physiology Lab

Cadaver dissection by students and on-line resources are used in laboratory sessions

PA-502 Credits 3

History and Physical Exam I

Methods of examining patients for 1. elicitation and proper recording of a complete and accurate medical history, 2. a systematic physical examination, and 3. an organization of the results for oral and written presentation. This course is organized into blocks covering 1. History taking, 2. Cultural awareness, 3. Vitals, 4. Skin, 5. Cardiovascular and peripheral vascular, 6. Pulmonary, 7. Abdomen, 8. Head, eyes, ears, nose, and throat. Lecture 3 hours, laboratory 2 hours.

Prerequisite: Student in didactic phase of the program

PA-503 Credits 3

History and Physical Examination II

A continuation of PA 502. Students learn to integrate the results of history, physical and laboratory findings to arrive at an accurate evaluation of the patient so that a supervising physician can determine the next appropriate diagnostic or therapeutic steps can be determined. This course is organized into blocks covering 1. Musculoskeletal, 2. Neurological, 3. Male genitalia, anus, rectum, and prostate, 4. Female genitalia, breast, axilla, 5. The pregnant patient, 6. Geriatrics, 7. Pediatrics, and 8. Directed practicals. Lecture 3 hours, laboratory 2 hours.

Prerequisite: PA-502

PA-504 Credits 4

Clinical Medicine I

This course is the cornerstone of all the medically relevant courses. Various disease processes will be described, along with the incidence, prevalence, presentation, treatment plans, and expected outcomes. This course is organized into 3 blocks covering: 1. Gastroenterology, 2. Cardiology, and 3. Pulmonology.

Prerequisite: Student in didactic phase of the program

PA-505 Credits 4

Clinical Medicine II

A continuation of PA 504. Organized into the following 6 blocks: 1. Hematology, 2. Neurology, 3. Endocrinology, 4. Nephrology, 5. Infectious Disease, and 6. Pediatrics.

Prerequisite: Student in didactic phase

PA-506 Credits 2

Clinical Reasoning I

This course will focus on the clinical application of medical knowledge including teaching clinical decision making, application of medical theory in the context of patient presentations, and effective written and verbal communication. It will utilize both a large lecture setting as well as small group work with facilitators to work through clinical cases pertaining to relevant clinical medicine topics.

Prerequisite: none

PA-507 Credits 2

Clinical Reasoning II

A continuation of PA-506. This course will focus on the clinical application of medical knowledge including teaching clinical decision making, application of medical theory in the context of patient presentations, and effective written and verbal communication. It will utilize both a large lecture setting as well as small group work with facilitators to work through clinical cases pertaining to relevant clinical medicine topics.

Prerequisite: PA-506

PA-508 Credits 1

Physician Assistant History and Role

The roots, history, and future of the physician assistant profession to include credentialing, professional organizations, and post graduate training.

Prerequisite: Student in didactic phase of the program

PA-510 Credits 2

Pharmacology I

Basic principles of drug action, their dynamics and kinetics, toxicities, and therapeutic uses. Students study the commonly used drugs in the systems covered in Clinical Medicine in the same semester.

Prerequisite: Student in didactic phase of the program

PA-511 Credits 2

Pharmacology II

A continuation of PA 510. Drugs used in the topics of the Clinical Medicine are covered.

Prerequisite: PA-510

PA-513 Credits 1

Diagnostic Methods I

Common chemical procedures employed in evaluating disease processes. Students develop proficiency in analyzing CBC (complete blood count), urinalysis, gram stains, and cultures. Students develop skills interpreting clinical laboratory values in relation to disease, therapy, and prognosis. Topics include hematology, immunohematology, serology, clinical chemistry, clinical microbiology, and urinalysis.

Prerequisite: Student in didactic phase of the program

PA-515 Credits 2

Pathophysiology I

A systems approach to basic concepts of disease processes prior to analyzing common alterations to body systems. Concepts are reviewed for the understanding that disease processes represent a disruption in homeostasis and a breakdown of normal integration of structure and function. Processes are covered in the topics covered in Clinical Medicine during the same semester.

Prerequisite: Student in didactic phase of the program

PA-516 Credits 2

Pathophysiology II

A continuation of PA 515. The clinical applications of pathophysiology are reviewed. Processes are covered in the topics covered in Clinical Medicine during the same semester.

Prerequisite: PA-515

PA-517 Credits 1

Research Seminar

This course will provide an introduction to research methods and evidence-based medicine. Students will read articles that have been pre-assigned and come prepared to have dialogue regarding the articles. This course will help students develop critical thinking skills, preparing students to be able to incorporate regular reading into his/her continuing medical education while facilitating their transition from didactic student to life-long learner. **Prerequisite:** Student in didactic phase of the program

PA-575 Credits 3

Ethics of Health Care: Values Seminar

Issues of medical ethics. Students study and debate both sides of ethical issues using the ethical principles of beneficence, non-maleficence, autonomy, and justice. This serves as a value seminar for those completing their undergraduate degree in the accelerated program.

Prerequisite: Student in didactic phase of the program

PA-606 Credits 4

Clinical Medicine III

A continuation of PA 504 and 505, organized into blocks covering: 1. Surgery, 2. Emergency Medicine, 3. Obstetrics/Gynecology, 4. Orthopaedics, 5. Rheumatology, 6. Eye, ear, nose and throat, 7. Dermatology, and 8. Oncology.

Prerequisite: PA-504 and PA-505

PA-607 Credits 3

Behavioral Aspects of Medicine

Counseling and psychosocial issues. The skills, knowledge, and sensitivity needed to communicate and intervene effectively in a variety of psychosocial situations are presented. The ability to recognize and treat patients with a variety of psychological conditions is presented.

Prerequisite: Student in didactic phase of the program

PA-608 Credits 2

Clinical Reasoning III

A continuation of PA-507. This course will focus on the clinical application of medical knowledge including teaching clinical decision making, application of medical theory in the context of patient presentations, and effective written and verbal communication. It will utilize both a large lecture setting as well as small group work with facilitators to work through clinical cases pertaining to relevant clinical medicine topics.

Prerequisite: PA-506 and PA-507

PA-612 Credits 2

Pharmacology III

A continuation of PA 510 and 511. Students study the commonly used drugs in the systems covered in clinical medicine in the same semester where dose responses, side effects, and adverse reactions are emphasized.

Prerequisite: PA-510 and PA-511

PA-614 Credits 1

Diagnostic Methods II

Radiographic and electrocardiographic procedures that are used to diagnose common pathologies, confirm diagnoses, and screen for the presence of disease in the pre-clinical stages. Radiology - An overview of anatomical structures viewed in radiography and techniques employed in performing radiography. Additional emphasis is placed on interpretation of radiographs. EKG Interpretation - A study of the heart conduction system and the procedure for analyzing the EKG configuration. Students examine principles of electrophysiology and its application to electrocardiographic tracings and electrocardiography. Topics include recognizing arrhythmias, rate and axis determination, conduction abnormalities, changes seen in myocardial

infarction, and ischemia.

Prerequisite: PA-513

PA-617 Credits 2

Pathophysiology III

A continuation of PA 515 and PA 516.

Prerequisite: PA-516

PA-618 Credits 2

Clinical Skills Development

Skill development in performing routine therapeutic procedure and competence in managing therapeutic intervention. Areas of skill development include: injections, suturing and wound care, applications of external supports or immobilization devices, and venipuncture and intravenous procedures.

Prerequisite: Student in didactic phase of the program

PA-619 Credits 1

Preventive Medicine and Health Promotion

Discusses lifestyle modifications to improve health. Considers how early medical intervention can affect the disease processes, and gives recommended screening guidelines for health promotion. Topics will include amendable risk factor modification, dietary modification, disease preventions and role of exercise in decreasing incidence of disease. The Physician Assistant's role in promoting wellness is explored.

Prerequisite: Student in didactic phase of the program

PA-620 Credits 1

Advanced Cardiac Life Support

Current methods and practices in advanced emergency intervention. Topics include rapid patient assessment, CPR, intubation techniques, EKG interpretation, intravenous medication administration, and defibrillation protocols. Students will receive BLS and ACLS certification in this course.

Prerequisite: Student in didactic phase of the program

PA-630 Credits 5

Emergency Medicine

Problems encountered in an emergency room. Students take medical histories and performs physical examinations on acute as well as nonemergent patients and presents these to the medical director. This rotation involves students in all aspects of the practice of medicine and surgery in an emergency department environment. Students receive close supervision, have constant interaction with the attending staff, and are involved in every aspect of patient management.

Prerequisite: Student in clinical phase of the program

The Didactic Year schedule conforms to the University's regular academic calendar. The clinical year schedule is:

2020-21 CLINICAL ROTATION SCHEDULE*

<u>ROTATION #:</u>	<u>ROTATION DATES</u>
Rotation #1	September 8, 2020 – October 7, 2020
Rotation #2	October 12, 2020 – November 11, 2020
Rotation #3	November 16, 2020 – December 16, 2020

BREAK – DECEMBER 19, 2020 – JANUARY 3, 2021

Rotation #4	January 4, 2021 – February 3, 2021
Rotation #5	February 8, 2021 – March 10, 2021
Rotation #6	March 15, 2021 – April 14, 2021
Rotation #7	April 19, 2021 – May 19, 2021

AAPA CONFERENCE BREAK – MAY 22 – MAY 31, 2021

Rotation #8	June 1, 2021 – June 30, 2021
Rotation #9	July 5, 2021 – August 3, 2021

PACKRAT - Friday, August 6, 2021

SENIOR SUMMATIVE EXPERIENCE - August 9-13, 2021

GRADUATION – Saturday, August 14, 2021

**subject to change*

Scheduled Call Back Day:

Rotation #1 - October 8 & October 9	Rotation #6 - April 15 & April 16
Rotation #2 - November 12 & November 13	Rotation #7 - May 20 & May 21
Rotation #3 - December 17 & December 18	Rotation #8 - July 1 & July 2
Rotation #4 - February 4 & February 5	Rotation #9 - August 4 & August 5
Rotation #5 - March 11 & March 12	

Call Back Day: All PA students participate in Call Back Day testing including all end of rotation assessments.

PA-631 Credits 5

Family Medicine I

Conducted in family practice or general medicine offices or clinics where students are responsible for patients of all ages, from initial visit through possible hospitalization and follow-up. Health prevention and maintenance as well as patient education are practiced. This rotation integrates patient data collection with basic medical facts in a variety of clinical situations. Emphasis is on psychosocial aspects of patient care and on continuity of care in the ambulatory setting. This goal is to ensure that students are exposed to common disorders encountered in family practice.

Prerequisite: Student in clinical phase of the program

PA-632 Credits 5

Family Medicine II

Further experience in general medicine. To emphasize the program's commitment to primary care, students must enroll in this second five-week rotation in family practice.

Prerequisite: PA-631

PA-633 Credits 5

Internal Medicine

During this clinical experience, students apply basic medical information to common medical problems and situations in inpatient and outpatient settings. Students participate in daily rounds and the management of patient problems.

Prerequisite: Student in clinical phase of the program

PA-634 Credits 5

Obstetrics and Gynecology

Pre- and postnatal care, monitoring a woman in labor, assisting in delivery, and developing the skill necessary to deliver a baby in an emergency situation. Students have the opportunity to take obstetrical and gynecological histories and to perform obstetrical and gynecological examinations. Students will also be exposed to a variety of gynecological problems and will learn to provide counseling on family planning.

Prerequisite: Student in clinical phase of the program

PA-635 Credits 5

Pediatrics

Problems of newborns and of children through adolescence. Students learn to diagnose and treat common pediatric diseases and become skilled in third-party histories and pediatric physical examinations. Well-baby care, immunizations, nutrition, management of the battered child, and preventive techniques are an integral part of this rotation. The rotation emphasizes normal and abnormal growth and development along with assessment, communication, and physical examination skills in the diagnosis and treatment of pediatric situations. Students develop familiarity with inpatient and/or outpatient pediatric problems.

Prerequisite: Student in clinical phase of the program

PA-636 Credits 5

Psychiatry

Acquaintance with manifestations of various forms of psychopathology. Emphasis is placed on doing a complete psychiatric exam and the management of psychosocial problems. This clinical experience integrates previous learning and actual clinical practice, while working on hospital wards and outpatient clinics. It emphasizes the behavioral and psychosocial aspects of common medical problems.

Prerequisite: Student in clinical phase of the program

PA-637 Credits 5

General Surgery

Surgical patient-care responsibilities under the supervision of a surgical resident or staff surgeon. Students assist in the initial assessment of the surgical patient. Students are involved in preoperative management, including patient education and any procedures necessary to prepare the patient for surgery. Students assist surgeons in the operating room, when appropriate, and have the opportunity to become familiar with operating room procedures and equipment. Students are also involved in postoperative evaluation and management of the patient and will be given the opportunity to attend surgical grand rounds and other surgically oriented educational meetings.

Prerequisite: Student in clinical phase of the program

PA-638 Credits 5

Cardiothoracic Surgery

Students will become familiar with evaluating and treating patients with advanced heart disease. They learn to apply surgical modalities in the cardiac care patient. Students will assist during open heart surgery and will assist in the harvesting of veins used during this procedure. The student will become familiar with managing heart patients postoperatively.

Prerequisite: Student in clinical phase of the program

PA-639 Credits 5

Orthopaedic Surgery

Students learn to perform a relevant orthopaedic physical examination. Students will be exposed to the mechanism of injury of a patient's joints and the treatment modalities used in the rehabilitation process. Students are also exposed to arthritic diseases and their treatments, including placement of total joint prosthesis. In addition, students learn various orthopaedic procedures such as the application of casts and splints. Students assist the orthopaedic surgeon in the operating room and gain experience in following patients postoperatively.

Prerequisite: Student in clinical phase of the program

PA-640 Credits 5

Otolaryngology

Students will be exposed to the presentation and treatment of common ear, nose, and throat disease processes. The student will learn which modalities are most useful for the successful resolution of a variety of diseases. The student will learn appropriate examination techniques and will examine patients encompassing a wide variety of ages. The student will also assist the ENT surgeon on a variety of procedures such as tonsillectomies, myringotomies and insertion of ventilation tubes, thyroid surgeries, and neck explorations.

Prerequisite: Student in clinical phase of the program

PA-641 Credits 5

Plastic Surgery

Students learn to evaluate wounds that do not heal. Students are exposed to skin graft procedures, flap techniques, reconstructive surgery, management of leg ulcers, and aesthetic surgical procedures. They will assist the plastic surgeon on a variety of procedures and gain experience in care of the surgical patient.

Prerequisite: Student in clinical phase of the program

PA-642 Credits 5

Family Medicine III

Students further their family medicine clinical experience. This rotation emphasizes the ability to apply medical information to complex medical problems and situations with patients in

hospital and/or ambulatory care settings.

Prerequisite: Student in clinical phase of the program

PA-643 Credits 5

Emergency Medicine II

Students further develop their diagnostic and clinical skills in the emergency medicine department environment. The student refines skills in medical interviews, performance of physical examinations and the management of the acutely ill, as well as the nonemergent illnesses/injuries. Students continue to receive maximum physician supervision and maintain constant interaction with the attending physician and staff.

Prerequisite: Student in clinical phase of the program

PA-644 Credits 5

Urgent Care Ambulatory Medicine

The student will apply medical information to diagnose and treat common illnesses and injuries with patients in an urgent care ambulatory medicine environment.

Prerequisite: Student in clinical phase of the program

PA-645 Credits 5

Pediatric Cardiology

The care of the pediatric patient with cardiovascular disease. Emphasis will be placed on history, physical examination, diagnostic testing, and management of pediatric patients with cardiovascular disease. The student will refine their knowledge of normal and abnormal pediatric cardiology developmental patterns.

Prerequisite: Student in clinical phase of the program

PA-646 Credits 5

Endocrinology

Students continue to develop their knowledge in the care of patients with endocrinology-based disorders. Emphasis is on applying specific medical knowledge, history taking skills, physical examinations, and special testing to identify common endocrine disorders.

Prerequisite: Student in clinical phase of the program

PA-647 Credits 5

Neurology

Students become familiar with disease processes that commonly present for evaluation in neurology medicine. Emphasis is on history, physical examination, diagnostic testing, and management of patients with neurological diseases.

Prerequisite: Student in clinical phase of the program

PA-648 Credits 5

Neurosurgery

Students further their knowledge and abilities to diagnose and assist in the treatment of neurosurgical patients. Students will expand their knowledge and understanding in the specialty of neurosurgery. Students observe and assist with neurosurgical procedures.

Prerequisite: Student in clinical phase of the program

PA-649 Credits 5

Cardiology

Students will become familiar with the care of patients and cardiovascular diseases in the inpatient and outpatient setting. Students learn to recognize normal and abnormal cardiac pathology. Students will expand skills in history taking, physical examination, and assessment of the patient with cardiovascular disease.

Prerequisite: Student in clinical phase of the program

PA-650 Credits 5

Internal Medicine II

Students further their body of science and abilities in internal medicine. This clinical learning emphasizes the ability to apply medical information to complex medical problems and situations in inpatient and outpatient settings. Accentuation of this clinical learning experience is in the inpatient setting.

Prerequisite: Student in clinical phase of the program

PA-651 Credits 5

Trauma Medicine

The focus of this clinical learning is to enhance skills in rapid assessment and stabilization of the trauma patient. Students gain knowledge and judgment skills in the appropriate progression from stabilization to second and third level diagnostic studies in these unique patients.

Prerequisite: Student in clinical phase of the program

PA-652 Credits 5

Psychiatry II

Acquaintance with manifestations of various forms of psychopathology. Emphasis is placed on doing a complete psychiatric exam and the management of psychosocial problems. This clinical experience integrates previous learning and actual clinical practice while working on hospital wards and outpatient clinics. It emphasizes the behavioral and psychosocial aspects of common medical problems.

Prerequisite: Student in clinical phase of the program

PA-653 Credits 5

Allergy & Asthma

Students further their clinical medicine learning with emphasis on all aspects of the diagnosis and treatment of the allergy and asthma patient.

Prerequisite: Student in clinical phase of the program

PA-654 Credits 5

Infectious Disease

Students further their clinical medicine learning experience emphasizing the ability to apply diagnostic information to complex medical conditions and situations in the inpatient and outpatient settings.

Prerequisite: Student in clinical phase of the program

PA-655 Credits 5

Geriatrics

This course reinforces the basics of internal medicine with emphasis on geriatric medicine. It will concentrate on demographics, the aging process, nutrition, pharmacotherapeutics, and illnesses as these processes undergo change in an elderly population. The students will participate in assessment and treatment in both ambulatory and inpatient settings.

Prerequisite: Student in clinical phase of the program

PA-656 Credits 5

General Surgery II

Students further their clinical medicine learning experience emphasizing the various aspects of surgical care with emphasis on pre-, intra-, and postoperative care of the surgical patient.

Prerequisite: Student in clinical phase of the program

PA-657 Credits 5

Pediatrics II

Students further their clinical medicine learning experience applying diagnostic information to complex medical conditions and situations in the inpatient and outpatient settings with particular emphasis on the pediatric population.

Prerequisite: Student in clinical phase of the program

PA-658 Credits 5

Dermatology

Students further their ambulatory medicine clinical trainings. Emphasis on the familiarity with different diagnosis of skin disorders and expertise in procedures in the office setting.

Prerequisite: Student in clinical phase of the program

PA-659 Credits 5

Geriatric Behavioral Medicine

The course will develop skills in the care of the geriatric psy-

chiatric population. It will expose the student to psychosocial problems specific to this population and the community resources available. This clinical experience enables the students to see patients on an inpatient and outpatient basis.

Prerequisite: Student in clinical phase of the program

PA-660 Credits 5

Obstetrics & Gynecology II

Pre- and Postnatal care, monitoring a woman in labor, assisting in delivery, and developing the skill necessary to deliver a baby in an emergency situation. Students have the opportunity to take obstetrical and gynecological histories and to perform obstetrical and gynecological examinations. Students will also be exposed to a variety of gynecological problems and will learn to provide counseling on family planning.

Prerequisite: Student in clinical phase of the program

PA-662 Credits 5

Transplant Surgery

Students will be exposed to the care of the transplant patient in the inpatient and outpatient setting (pediatric and adult). The student will become familiar with the various conditions that warrant transplant surgery. The student will observe and assist at organ retrieval, inpatient transplant surgical procedures, and follow-up care at the outpatient clinics. This rotation will also prepare the student to teach the patient about surgical conditions and the operative experience.

Prerequisite: Student in clinical phase of the program

PA-663 Credits 5

Pediatric Surgery

Students become familiar with the pediatric surgical patient on both an inpatient and outpatient basis. Students will be involved in the assessment, pre-operative, surgical and post-operative care of common pediatric surgical conditions. This elective will enable the student interested in surgery to further develop their surgical skills.

Prerequisite: Student in clinical phase of the program

PA-664 Credits 5

Pain Management

Students will be able to develop and understand appropriate therapies in the treatment of pain. Understanding pain pathways and associated anatomical findings are essential in pain management. Students will be exposed to both inpatient and outpatient evaluations and treatment. They will be exposed to operative procedures that are specific to pain management.

Prerequisite: Student in clinical phase of the program

PA-665 Credits 5

Oncology

This rotation will expose the student to the inpatient and outpatient care of the oncology patient. The student will become familiar with a wide variety of problems specific to patients with cancer.

Prerequisite: Student in clinical phase of the program

PA-666 Credits 5

Urology

This course will enable the students to become familiar with a wide variety of problems specific to urology. The student will become familiar with diagnostic techniques and procedures on both an inpatient and outpatient basis. It will also enable the students to further refine surgical skills as they will be assisting in the operating room.

Prerequisite: Student in clinical phase of the program

PA-667 Credits 5

Vascular Surgery

The rotation will expose students to the care of the surgical patient (pediatric through adult) in the inpatient and outpatient setting. Students will become familiar with a wide variety of common surgical conditions encountered in the vascular setting. By observing and assisting at inpatient and outpatient surgical procedures the student gains experience necessary to evaluate and make appropriate referrals. This rotation will also prepare the student to teach the patient about his surgical condition, and the operative experience.

Prerequisite: Student in clinical phase of the program

PA-668 Credits 5

Pulmonary Medicine

This rotation will build on the family practice and internal medicine clinical rotations. The role of the pulmonary medicine consultant, primarily in the inpatient setting will be stressed. The student will refine his or her skills in the assessment and management of acute and chronic respiratory diseases. Appropriate physical assessment and interpretation of diagnostic studies associated with common pulmonary diseases will be explained.

Prerequisite: Student in clinical phase of the program

PA-669 Credits 5

Tropical Medicine

Students are exposed to tropical diseases endemic to the area in which they are practicing. Methods of diagnosing and treating will need to be adapted to the tropical environment.

Prerequisite: Student in clinical phase of the program

PA-670 Credits 5

Neonatology

Students will become familiar with the care of the neonate. Emphasis will be placed on medical problems, development patterns, and care of the neonate in an inpatient setting.

Prerequisite: Students in clinical phase of the program

PA-671 Credits 5

Physiatry

The rotation will expose the student to all aspects of physical medicine and rehabilitation. The student will further develop skills necessary to perform a clinical evaluation specific to a patient attempting to restore function. The student will also become familiar with diagnostic studies and treatment options more specific to physiatry.

Prerequisite: Student in clinical phase of the program

PA-672 Credits 5

Pediatric Oncology/Hematology

This rotation will expose the student to the inpatient and outpatient care of the oncology patient. The student will become familiar with a wide variety of problems specific to patients with cancer such as the diagnostic criteria for the common area of metastatic disease and recommended treatments of each. The student will also become familiar with treatment modalities such as chemotherapy and radiation therapies.

Prerequisite: Student in clinical phase of the program

PA-673 Credits 5

Clinical Trial Research

The student will observe and assist at inpatient, outpatient, and technical research trial procedures thus giving them the experience necessary to evaluate and make appropriate referrals for participation in clinical trials and facilitate and manage the trials themselves. This rotation will also prepare the student to teach the patient about his or her clinical research involvement.

Prerequisite: Student in clinical phase of the program

PA-674 Credits 5

Gastroenterology

Students will become familiar with the care of patients with gastrointestinal disorders. Emphasis will be placed on history, physical examination, diagnosis and treatment of adult patients with various gastrointestinal problems. This rotation will include patients requiring treatment on the inpatient unit and in an office setting.

Prerequisite: Student in clinical phase of the program

PA-675 Credits 5

Gynecologic Oncology

Students will become familiar with the care of patients with

gynecologic malignancies. Emphasis will be placed on history, physical examination, diagnosis and treatment of women with gynecologic malignancies. Rotation will include patients requiring treatment on the inpatient unit, in the operating room and in an office setting.

Prerequisite: student in clinical phase of the program

PA-676 Credits 5

Nephrology

This rotation will expose the student to the care of the patient in need of specialized nephrology and/or hypertensive evaluation and treatment in both the inpatient and outpatient settings. The student will become familiar with a wide variety of medical problems likely to be encountered in a subspecialty based nephrology/hypertension.

Prerequisite: Student in clinical phase of the program

PA-677 Credits 5

Burn Surgery

Students will become familiar with the inpatient and outpatient care of the burn patient. The student will become familiar with the different types of burns and the surgical/nonsurgical management of burns. This rotation will also expose the student to management of critically ill and surgical patients.

Prerequisite: Student in clinical phase of the program

PA-678 Credits 5

Interventional Radiology

This rotation will expose the student to the inpatient and outpatient aspects of interventional radiology. The student will become familiar with a variety of radiology and interventional radiology procedures, along with patient education and instruction.

Prerequisite: Student in clinical phase of the program

PA-679 Credits 5

Critical Care

This course enables students to gain experience in acute critical care. Students are exposed to the manner in which healthcare providers evaluate and assess patients, prioritize management, determine actions to be taken, and formulate treatment plan in the intensive care unit (ICU) setting. Students are given the opportunity to participate in patient education and instructions.

Prerequisite: Student in clinical phase of the program

PA-680 Credits 5

Pediatric Endocrinology

This course enables students to experience aspects of pediatric endocrinology. The student will become familiar with the evaluation and treatment of endocrinologic disorders that afflict the pediatric population. Emphasis is on applying specific medical

knowledge, history taking skills, physical examinations, and special testing to identify common endocrine disorders.

Prerequisite: Student in clinical phase of the program

PA-681 Credits 5

Perinatology

5 credit course for P2 students in the Physician Assistant Program who have completed the P1 year to provide clinical experience in Perinatology. The course will provide on-site instruction via clinical preceptors and clinical coordinators.

Prerequisite: Student in clinical phase of the program

PA-682 Credits 5

Surgical Oncology

Physician Assistant students during the P2 year may participate in this 5 credit Surgical Oncology elective clinical rotation. Students must be enrolled in the P2 year to take this course which will be offered when the elective rotation is scheduled.

Prerequisite: Student in clinical phase of the program

PA-683 Credits 5

Palliative Medicine Elective

5 credit course for Clinical year students in the Physician Assistant Program who have completed the didactic year to provide clinical experience in Palliative Medicine. The course will provide on-site instruction via clinical preceptors and clinical coordinators. Required hours are 40 hours per week of clinical instruction. It will be offered on an elective basis in either the Spring or Summer term.

Prerequisite: none

PA-684 Credits 8

Underserved Medicine

Physician Assistant students during the clinical year may participate in this 5-credit elective clinical rotation. Students must be enrolled in the clinical year to take this course which will be offered when the elective rotation is scheduled.

Prerequisite: none

PA-685 Credits 5

Pediatric Orthopaedics

Physician Assistant students during the clinical year may participate in this 5-credit Underserved Medicine elective clinical rotation. Students must be enrolled in the clinical year to take this course which will be offered when the elective rotation is scheduled.

Prerequisite: none

GRADUATE PROGRAM IN CLINICAL AND COUNSELING PSYCHOLOGY

(CHESTNUT HILL COLLEGE PROGRAM)

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Learn about the Master of Science in Clinical and Counseling Psychology programs offered at the DeSales University main campus by visiting <https://www.chc.edu/academics/graduate/program-overview-clinical-and-counseling-psychology>

GRADUATE PROGRAM IN SOCIAL WORK

(MARYWOOD UNIVERSITY PROGRAM)

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