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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 2016-17

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

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

The mission of the University is to provide men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales and his spiritual heirs. The University imparts knowledge about, and develops talents for personal, familial, and societal living. The University enriches the human community and enhances the dignity of the individual through its educational endeavors. In its work, the University fosters a vital and respectful dialogue between Roman Catholic faith and human culture.

Philosophy

For the 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. The 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.

The 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. The University distinguishes carefully between the free pursuit of truth, which it guarantees every member of the campus community, and its own commitment to the teaching of the Catholic Church.

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 the subsequent, 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.

Effective August 4, 2014, DeSales University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703.706.3245; e-mail: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

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.

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

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

Bethlehem Area Campus

Courses leading toward an MBA degree are offered at the Bethlehem Area Campus. Information about the courses and the facility is available through this program.

The ACCESS program offers the opportunity to earn undergraduate degrees. Information about these degrees is available through the ACCESS office.

Lansdale Area Campus

Courses leading towards an MBA degree are offered at the Lansdale Area Campus. Information is available through this program.

The ACCESS program offers the opportunity to earn undergraduate degrees. Information about these degrees is available through the ACCESS office.

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 - 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 - Pocono Medical Center

Under an agreement between the two institutions, courses leading toward an MBA degree are offered at Pocono Medical Center. 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.

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 - Center City Allentown

Under an agreement with City Center Development Corporation, courses leading toward an MBA degree are offered in Center City, Allentown. 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 available 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 Master of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing.

The Doctor of Nursing Practice program is currently seek-

ing accreditation from the Commission for Collegiate Nursing Education (CCNE) and was granted applicant status in April 2014. An on-site evaluation is scheduled for September 2015.

Please note that the new applicant programs are not CCNE accredited. All new applicant programs must host an on-site evaluation within two years of being accepted as a new applicant. Acceptance of a program as a new applicant is not a guarantee of accreditation.

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.

Effective August 4, 2014, DeSales University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

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.

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:

Mr. Peter Rautzhan
Associate Vice President for Administration and Planning
Section 504 Compliance Officer
DeSales University
2755 Station Avenue
Center Valley, PA 18034
610.282.1100, ext.1332

1. 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.
2. A complaint should be filed within 60 days after the complainant becomes aware of the alleged violation.
3. 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.
4. 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.
5. The Section 504 Compliance Officer shall maintain the files and records of the University relating to the complaints filed.
6. 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) of the receipt of the determination report to the provost of the University.

7. 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.
8. The procedure shall not be construed to protect the substantive rights of interested persons to meet appropriate due process standards.

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. 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
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 that can be no longer than two calendar years. 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).

A student who does not take a course within a 12-month period will be considered withdrawn from the program. The student must then re-apply for admission and pay the appropriate fee.

Grade Point Average (GPA)

The GPA is the sum of all course quality points divided by the number of credit hours they require. Courses, which 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 achievement in critical, independent, and creative thought competently expressed.
B-	2.7	accompanied by evidence of marked 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 achievement in critical, independent, and creative thought competently expressed.
C-	1.7	content accompanied by evidence of an unacceptable low level of achievement in critical, independent, and creative thought.
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.
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 into 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 not be used in the computation of the GPA.
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.

Full-time and Half-time Graduate Student Status

Students must register for a minimum of 6 credits per graduate session (term) to be considered full-time and must register for at least 3 credits per session (term) to be considered half-time.

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 15-week period. The calendar year is divided into fall, spring, and summer.
- Session refers to instruction within an 11- to 13-week period. The calendar year is divided into fall, winter, and spring sessions.
- Summer session refers to instruction offered between the spring and fall sessions.

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. Commencement ceremonies are held only in May and January. 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 graduation. A graduation fee will be assessed following application. A student whose degree is conferred on September 1 may participate in the commencement exercises during the following January or May by informing the Registrar. No fee is assessed for students who participate in a separate commencement following conferral on September 1. 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

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. 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. 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.

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 graduate course(s) for a Pass/Fail grade. All prescribed course sequences and all 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, punctua-

tion) 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 removing 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 re-moving 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 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 education 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. 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/vice president for academic affairs 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 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 Department of Distance Education and Instructional Technology (DEIT) prescribes and monitors online 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 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 and more prevalent in the education of health professional. 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.

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 maintains several HPSs, including a pregnant mother and new-born infant.

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.

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 treated as real patients by DeSales students. 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.

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 simulations 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.

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, 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.

Distance Education & Instructional Technology (DEIT)

The 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.
- **Blackboard Collaborate** is a live web conferencing tool that allows students to interact with instructors and classmates in real time using audio, video, chat, and an interactive whiteboard. Collaborate sessions are created by instructors within Blackboard Learn and require the Java browser plugin. Students may request Collaborate sessions for small group and study collaboration.
- 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

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

- Cafeteria
- Bookstore

Descriptions of these services are available through the graduate directors.

Theatre

The acclaimed and respected Labuda Center for the Performing Arts managed by the performing and fine arts department 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 through graduate program offices or university police. 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 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 payment 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 Sections 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. Catherine Tanksley-Bowe, Director
610.282.1100, ext. 2779
catherine.tanksleybowe@desales.edu

The programs prepare 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-graduate APRN certificate programs at DeSales University are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Learning Outcomes

The primary goal of the DNP program is to prepare clinical and executive experts in specialized areas of nursing through an integration of nursing science with the 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 workforce that will respond to the complex demands of patients and the health care system.

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, 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 general leadership track and executive leadership track, a master's degree in a related field 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, 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. Successful completion of the Test of English as a Foreign Language (TOEFL), taken within the past two years, if English is not the native language; applicants must take the TOEFL iBT (Internet-based) format and achieve a minimum total score of 104, with a minimum score of 26 in each of the reading, listening, speaking, and writing subscales;
7. For the clinical leadership track, completion of graduate level courses in advanced physical assessment, advanced

pharmacology (minimum 45 instructional hours), and pathophysiology with a grade of B or higher;

8. For the clinical leadership track, evidence of a minimum of 500 precepted/supervised clinical practicum hours during the applicant's advanced practice program;
9. For the clinical leadership track, evidence of the equivalent of 12 months of full-time advanced nursing practice within the last three years;
10. For the general leadership and executive leadership tracks, the Graduate Admissions and Standards Committee will perform a gap analysis of all post-master's applicant transcripts to determine the amount of hours of practice post-baccalaureate is required in order to achieve the DNP competencies;
11. 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 Essential(s), and to verify that standards specific to advanced practice have been met.

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 by committee
- May 1-15: Committee conducts interviews for select applicants
- May 30: Cohort 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 NursingCAS (<https://portal.nursingcas.org>). 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 Department of Nursing and Health. 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. A vision statement that describes the applicant's goals for a leadership role as a DNP as well as the applicant's reason for applying to DeSales University's DNP program. Students should submit this criterion in carefully-crafted prose, as this vision should become the foundation for the student's Scholarly Project. The narrative, no more than five pages in length, should clearly express professional goals and how participation in the DNP will enhance these goals. Additionally the vision statement should identify a topic of clinical interest or a practice problem that one might address as the topic for a final, scholarly DNP project. The scope of the project should be large enough that it would result in, for example, a system-wide change at the organizational, regional or national level, new or revised state health policy or the establishment of significant new services to a population or geographic region. The purpose of the vision statement is to provide the DNP faculty with insight into the professional goals and expectations of the applicant, congruency of topic area with faculty expertise, and to evaluate written communication skills;
6. Copy of current RN license and other national certifications as applicable.

Select applicants who meet the admission criteria will have an interview with a member of the Graduate Admissions and Standards Committee before final action is taken on an application. 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.

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 are encouraged to seek approval of the course from the director of the doctor of nursing practice program.

DNP Transfer Policy

DNP courses taken for transfer must be pre-approved in writing by the director of the doctor of nursing practice 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 doctor of nursing practice 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 P 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.

P (Pass)	N/A	Indicates satisfactory achievement of all course learning outcomes and has achieved 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 any course grade less than the required minimum course grade.
4. Only one course may be repeated due to not achieving the minimum grade of B based on the above criteria; students achieving a grade less than a B 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 their academic advisor 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 due to a course grade of B- or lower, 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 scholarly project advisor 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 the 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 Statute of Limitations 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 Pass/Fail 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, or non-professional behavior. These circumstances are fully described earlier in the Graduate Catalog.

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 812 Information Technology and Management. In addition, students in the general track must complete FD 505 Foundations in Business, NU 804 Health Outcomes Management, NU 813 Special Topics in Executive Leadership (if applicable); students in the clinical leadership track must complete NU 804 Health Outcomes Management, NU 810 Translational Research; students in the executive leadership track must complete FD 505 Foundations in Business, CR 501 Managerial Accounting, NU 813 Special Topics in Executive Leadership (if applicable).

After admission to candidacy students are required to register, in sequence, for the following courses: NU 814 Evidence Based

Practice II (general and clinical leadership tracks), CR 504 Marketing Management (executive leadership track), NU 816 Scholarship Residency, NU 818 Leadership Residency, NU 551 Principles of Teaching and Learning (general track), CR 505 Organizational Management (executive leadership track), and NU 820 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.

Students requiring more than one semester to complete NU 820 are required to register for NU 822 each semester until successful completion within the statute of limitations. Students are charged the full corresponding tuition and fees associated with this continual enrollment including any annual professional fees incurred due to length of time in program.

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 advisor and the director of the doctor of nursing practice program. The LOA form can be obtained from the Blackboard Organization "Nursing Department News."

LOA requests are considered jointly among the director of the doctor of nursing practice, the chair of the department of nursing and health, and the student's academic advisor. 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 must complete the application and admittance process. 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 academic advisor and the director of the doctor of nursing practice 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 academic advisor to determine when the required course can be completed, subject to availability of seating in subsequent cohorts.

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 doctor of nursing practice 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 academic advisor 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 "Nursing Department News."

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 academic advisor to determine when the required course may be completed, subject to availability of seating in subsequent cohorts.

Withdrawal from the DNP Program

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 "Nursing Department News." Students must immediately resolve all financial indebtedness to the University.

Students seeking to re-enter the DNP program must repeat the application and admittance process. 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 Statute of Limitations

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 www.desales.edu/dnp.

The Department of Nursing and Health 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

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 Department of Nursing and Health. Courses are to be approved by the student's academic advisor.

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 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 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.
4. Resolution of all Incomplete grades.
5. Resolved financial obligations to the University.
6. Payment of the graduation fee.
7. Publication of final scholarly project in DeSales Trexler Library

PROGRAM OF STUDY

The program of study reflects the philosophy of the Department

of Nursing and Health. 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

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 Scholarly Residency	3 credits/ 225 clinical hrs
NU 818 Leadership Residency	4 credits/ 225 clinical hrs
NU 820 Scholarly Project and Defense	3 credits/ 75 clinical hrs
NU 822 Scholarly Project Advisement	3 credits (only as needed)

Total **35 credits**
Total Clinical Residence Hours **525 hours**

DNP Program Structure (General)

The program of study leading to the general DNP degree consists of the following components:

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 812 Health Care Informatics	3 credits
NU 813 Special Topics in Executive Leadership	1-7 credits (only as needed)

NU 814 Evidence-Based Practice II	3 credits
NU 816 Scholarly Residency	3 credits/ 225 clinical hrs
NU 818 Leadership Residency	4 credits/ 225 clinical hrs
NU 820 Scholarly Project and Defense	3 credits/ 75 clinical hrs
NU 822 Scholarly Project Advisement	3 credits (only as needed)

Other Courses:

FD 505 Foundations in Business	3 credits
NU 551 Principles of Teaching and Learning	4 credits

Total **38-45 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 802 Evidence Based Practice I	3 credits
NU 807 Applied Epidemiology and Biostatistics	3 credits
NU 808 Health Policy and Ethics	3 credits
NU 812 Health Care Informatics	3 credits
NU 813 Special Topics in Executive Leadership	1-7 credits (only as needed)
NU 816 Scholarly Residency	3 credits/ 225 clinical hrs
NU 818 Leadership Residency	4 credits/ 225 clinical hrs
NU 820 Scholarly Project and Defense	3 credits/ 75 clinical hrs
NU 822 Scholarly Project Advisement	3 credits (only as needed)

Other Courses:

FD 505 Foundations in Business	3 credits
CR 501 Managerial Accounting	3 credits
CR 504 Marketing Management	3 credits
CR 505 Organizational Management	3 credits

MBA Option:

HC 506: Community Assessment & Health Planning	3 credits
CR 506: Financial Management	3 credits
CR 507: Executive Skills Development	3 credits
CR 508: Business Computing	3 credits
CR 510: MBA Capstone in Policy & Strategy	3 credits

Total - DNP Only **37-44 credits**
Total - with MBA Option **52-59 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 Department of Nursing and Health and the Masters of Business Administration program. 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 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 3 days (Friday through Sunday) at the Center Valley location three times per year (January, April and August). These visits to campus include meeting with an academic advisor, 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, 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 out-of-area students reliant on

public transportation to attend the on-campus sessions (e.g. those students traveling by plane, train, or bus).

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-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-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-804 and NU-806

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-808

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 in Leadership

A course tailored to special interest of students and faculty.

Prerequisite: NU-808

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-810 and 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-814 and 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. In addition, students will present three copies (1 bound & 2 unbound) of the approved final Capstone Project and their Portfolio to their 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.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone 703.706.3245; accreditation@apta.org, is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective August 4, 2014, DeSales University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

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,
- 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 (as compared with the 5-year national average of 88.2%) 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 coordinator of learning and 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 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:

1. Submission of official transcripts from all undergraduate and graduate institutions attended, received in sealed envelopes or via electronic transfer. All prerequisite coursework must be completed before matriculation into the DPT program. 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
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.
 3. Submission of Graduate Record Exam (GRE) scores indicating a recommended minimum combined verbal and quantitative score of 1000 on the old test format or 300 on the revised exam.
 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. Submission of completed and signed Verification of Physical Therapy Clinical Observation form(s) documenting a minimum of 100 hours of volunteer observation, internship, or paid employment in two or more physical therapy facilities representing different healthcare organizations. Observation in a minimum of two physical therapy practice settings is recommended.
 7. Submission of a minimum of two Applicant Recommendation forms, completed by non-relative professional individuals, including, but not limited to, professors, employers and coaches, and excluding the licensed physical therapist(s) with whom clinical observation was performed.
 8. All international applicants from a country where the official language is other than English must take the Test of English as a Foreign Language (TOEFL) and present documentation of scores with the minimum requirement of 100 (Internet-based test), 250 (computer-based test), or 600 (paper-based test).

9. All transcripts from any degree-granting institution outside the United States must be evaluated by a NACES approved evaluation service with the resulting report submitted with the DPT application.

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 are required to submit a completed on-line application and all supporting documentation by February 15. The online application is available at www.desales.edu. A complete application will include:

1. A completed Doctor of Physical Therapy Program Application for Admission.
2. A \$50 non-refundable application fee. An application fee waiver code will be provided to those individuals attending a DPT program information session.
3. Completed Prerequisite Coursework form (available for download at www.desales.edu/dpt).
4. Official transcripts from all undergraduate and graduate institutions attended. All transcripts from any degree-granting institution outside of the United States must be evaluated by an NACES approved evaluation service with the resulting report submitted in a sealed envelope with the DPT application.
5. GRE scores.
6. Signed and dated Technical Standards and Essential Functions of Physical Therapy Practice acknowledgement form.
7. Submission of all supplemental documents as outlined in the aforementioned Doctor of Physical Therapy program Admission Requirements, items 5 through 9.

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

International Students

In addition to the DPT admission and application information noted above, international students are encouraged to review the University admissions policies in this catalog under the Academic Regulations section.

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.

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 will 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 academic coordinator of clinical education. Failure of any clinical rotation results 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. Return all materials borrowed from the library.
6. Fulfill all financial obligations to the University.

7. Payment of the graduation fee.

Program of Study

The DPT curriculum is currently in development with a framework for the design at www.desales.edu/dpt.

The DPT curriculum will have 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 electronic 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 evi-

dence-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 five courses, beginning after completion of the first didactic year and ending in an optional 16-week single site rotation.

DPT Curriculum

Year 1 - Semester 1

PT 501 Human Anatomy 1 - Trunk	3 credits
PT 510 Professional Development 1	3 credits
PT 520 Foundations of Patient Care 1	4 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
<i>Year 2 - Semester 2</i>	
PT 610 Professional Development 2	2 credits
PT 620 Foundations of Patient Care 2	3 credits
PT 642 Differential Diagnosis and Intervention - Adult Neuro	4 credits
PT 652 Research 3	1 credit
PT 662 Clinical Reasoning 3	2 credits
PT 680 Clinical Medicine 1 - Neuro	2 credits
<i>Year 2 - Semester 3</i>	
PT 643 Differential Diagnosis and Intervention - Geriatrics	3 credits
PT 644 Differential Diagnosis and Intervention - Cardiovascular and Pulmonary	4 credits
PT 653 Research 4	1 credit
PT 681 Pharmacology	2 credits
PT 682 Clinical Medicine 2 - Cardiovascular and Pulmonary	2 credits
PT 671 Clinical Education 2 (last 6 weeks)	3 credits
<i>Year 3 - Semester 1</i>	
PT 740 Differential Diagnosis and Intervention - Special Populations	3 credits
PT 760 Clinical Reasoning 4	2 credits
PT 780 Clinical Medicine 3 - Special Populations	2 credits
PT 790 Special Topics 1	2 credits
PT 770 Clinical Education 3 (last 8 weeks)	4 credits
<i>Year 3 - Semester 2</i>	
PT 710 Professional Development 3	2 credits
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 4 (8 weeks)	4 credits
<i>Year 3 - Semester 3</i>	
PT 711 Professional Development 4	1 credit
PT 772 Clinical Education 5 (8 weeks)	4 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-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 tissues 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 lower quarter, 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 and the Musculoskeletal Preferred Physical Therapy Practice Patterns according to “The Guide to Physical Therapy Practice”. 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 and the Musculoskeletal Preferred Physical Therapist Practice Patterns according to “The Guide to Physical Therapy Practice” 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 and the Musculoskeletal Preferred Physical Therapist Practice Patterns according to “The Guide to Physical Therapy Practice” for the lower quarter. The laboratory component allows students to develop competency in patient examination, musculoskeletal differential diagnosis, and therapeutic interventions for the lower quarter 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 per “The Guide to Physical Therapist Practice”, 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 4

Differential Diagnosis and Intervention - Neuro

This course will introduce the elements of patient/client management per “The Guide to Physical Therapist Practice”, 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 per “The Guide to Physical Therapy Practice”, 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 per “The Guide to Physical Therapist Practice”, 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 project.

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 the institutional review board application process (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

This 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-671 Credits 3

Clinical Education 2

During this second full time clinical experience, students may be assigned to a clinical site with an acute care, long term care or rehabilitation focus integrating physical therapy management of geriatric clients and patients with neurological conditions. Students will be expected to further develop their clinical skills with patients with more acute conditions and potentially more challenging neurological disorders.

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 per "The Guide to Physical Therapist Practice", 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 3

For this third 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. 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-771 Credits 4

Clinical Education 4

Students will be assigned to clinical settings that will complement his or her 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.

Prerequisite: Successful progress in all prior DPT courses

PT-772 Credits 4

Clinical Education 5

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

MASTER OF ARTS IN CRIMINAL JUSTICE

Jeffrey Tomlinson, MACJ, Program Director
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The 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, North Central, 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.
3. Evidence of potential for graduate work: A personal statement must be submitted that will serve as a demonstration of your ability to write at the graduate level. It should state your personal and professional goals, as well as how an MCJ degree from DeSales University can assist you in achieving them.

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

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 - early Dec.

In the 12-week sessions, each course meets once a week on a weekday evening from 6:00 - 9:30 p.m., or on Saturday morning 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. or in a hybrid format. The 6-week hybrid format combines one 6:00 – 9:30 p.m. in-class meeting per week with an equivalent online, outside the classroom, learning experience. Those activities can range from online teaching/lecture presentations, to video review and analysis, to online discussion and blog submissions.

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

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 such as a previous teacher, a present supervisor, or a person who has known the applicant in a professional capacity.
4. A non-refundable application fee of \$50.
5. A personal statement must be submitted that will serve as a demonstration of your ability to write at the graduate level. It should state your personal and professional goals, as well as how an MCJ degree from DeSales University can assist you in achieving them.

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

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 an approved 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 (required)	18 credits
Elective Courses	9 credits
Capstone Course (required)	3 credits
Total	30 credits

Core Courses (18 credits)

CJ 501 - Advanced Criminology
CJ 502 - Research Methods
CJ 503 - Ethics in Criminal Justice
CJ 504 - Law Enforcement: Administration, Organization, and Management
CJ 505 – Issues in Corrections
CJ 506 - Issues in Criminal Law

Elective Courses (9 credits)

CJ 508 - Homeland Security
CJ 509 - Issues in Gender, Race, and Ethnicity
CJ 510 - Forensic Science and the Courtroom
CJ 512 - Politics of Crime
CJ 514 - Violence, Crime, and Justice
CJ 515 - Topics in Criminal Justice I

CJ 516 - Forensic Psychology
CJ 517 - Topics in Criminal Justice II
CJ 519 - Leadership in Criminal Justice
CJ 520 - Juvenile Justice

CJ 507 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 a need in an agency. Prerequisites: CJ502 and completion of five other MCJ courses

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 either investigative forensics or digital forensics. The program uses the latest educational technology to deliver courses flexibly and conveniently. The MCJ Online program is a 30-credit degree program whose goal is to instruct students in the basics of criminological theory and practice while offering a concentration in the fields of either investigative forensics or digital forensics. Students in the program will gain the knowledge and skills necessary to make an immediate contribution to the fields of investigative forensics or digital forensics.

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 both the investigative forensics and digital forensics concentrations consists of the following: five (5) core courses, four (4) concentration courses, and a capstone course to complete the degree.

The core and concentration courses for the investigative forensics concentration 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

Concentration Courses (12 credits)

CJ 510 - Forensic Science and the Courtroom
CJ 515 - Topics in Criminal Justice
CJ 516 - Forensic Psychology
CJ 532 - Advanced Crime Scene Investigation
CJ 533 - Behavioral Criminology
CJ 535 - Medicolegal Death Investigation
CJ 544 - Forensic Anthropology

Capstone Course (3 credits)

CJ 507 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 a need in an agency. Prerequisites: CJ502 and completion of five other MCJ program courses.

The core and concentration courses for the graduate concentration in computer forensics 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

Concentration Courses - (12 credits)

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

Capstone Course (3) credits

CJ 507 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 a need in an agency. Prerequisites: CJ502 and completion of five other MCJ courses.

ONLINE GRADUATE CERTIFICATE PROGRAM IN DIGITAL FORENSICS

The online graduate certificate program in digital forensics is designed for students who have a specific interest in focusing only on the concentration courses of our digital forensics MCJ degree. The certificate program is a 4-course (12-credits) program that 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 INVESTIGATIVE FORENSICS

The online graduate certificate program in investigative forensics is designed for students who have a specific interest in focusing only on four of the concentration courses of the investigative forensics MCJ degree. The certificate program is a 4-course (12-credits) program that allows selection from the following courses:

CJ510 - Forensic Science and the Courtroom
CJ516 - Forensic Psychology
CJ532 - Advanced Crime Scene Investigation
CJ 533 - Behavioral Criminology
CJ 535 - Medicolegal Death Investigation
CJ 544 - Forensic Anthropology

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. Background or interest in the field of digital forensics.
3. Evidence of potential for graduate work: A personal statement must be submitted that will serve as a demonstration of your ability to write at the graduate level. It should state your personal and professional goals, as well as how the Digital Forensics Certificate from DeSales University can assist you in achieving them.

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-502 and completion of 5 other MCJ program courses

CJ-508 Credits 3

Homeland Security and 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 in which criminal justice laws and policies are thoroughly and systematically implemented in society.

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-535 Credits 3

Medicolegal Death Investigation

A review and analysis of medicolegal investigation and identification techniques, including evidence location, 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.

Prerequisite: none

CJ-537 Credits 3

Forensic Acquisition and Analysis

A survey of the imaging and analysis points 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.

Prerequisite: none

CJ-538 Credits 3

Network and Cloud Forensics

An introductory course focusing on the concepts of networking and the Internet, and applying those ideas to investigations of online crimes. The course will cover TCP/IP, IP and email tracing, log analysis, DNS and other concepts pertaining to online investigations and securing information resources.

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.

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

MASTER OF BUSINESS ADMINISTRATION

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Mary Ann Falk
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James Castagna
MBA Program Coordinator, Bethlehem Area and Pocono Medical Center

Joseph Zukauskas
MBA Program Coordinator, Lansdale Area and Immaculata University, Pfizer, Inc., and Dorman Products, Inc.

The MBA program develops corporate and community leaders.

Mission Statement

The MBA program's mission is to prepare students for global leadership positions in the ethical management of business enterprises, government agencies, healthcare organizations, or not-for-profit organizations. Distinguishing characteristics of the program are its emphasis on quality instruction, executive skills development, its general management orientation, its aim of integrating skills and values, its explicit attempt to link theory and practice, and its underlying sensitivity to Christian humanism. It is the intent of the program to provide students with the foundations for socially-useful and professionally-rewarding careers.

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.
- Two years of full-time work experience.

All admission decisions and admission related matters must be approved 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.

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.

Undergraduate Foundation Courses

Undergraduate Foundation Courses are listed:

Course Title	Equivalent Course
Principles of Macroeconomics	EC 209
Principles of Microeconomics	EC 210
Principles of Management	MG 201
Principles of Marketing	MK 201
Financial Accounting	AB 217
Managerial Accounting	AB 219
Financial Management	FN 331
Money and Banking	FN 220*

*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 corresponding 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 504	Managerial Finance

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 master's degree or Ph.D., may substitute

the above listed foundation courses by completing FD 505 Foundations in Business. The foundation course is offered in an accelerated 16-week session covering 6 modules: management, marketing, macroeconomics, microeconomics, accounting, and finance. The course requires a substantial amount of independent study.

Completion of any of the above listed courses (FD 501-FD 505) 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 word processing, spreadsheet, database software, and the Internet. 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 sessions:
Summer (6 weeks) - early July - mid August
Fall (12 weeks) - late Aug. - late November
Winter (12 weeks) - early January - late March
Spring (12 weeks) - early April - late June

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

During the 12-week sessions, courses meet once a week from 6:00 - 9:30 p.m. or on Saturday from 9:00 a.m. - 12:30 p.m.

During the 6-week summer session, courses meet twice a week 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,
- 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 or specified 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 forms may be obtained from the MBA program office or online. Interested students are encouraged to discuss their background with a program coordinator 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 letters of recommendation from appropriate individuals.
3. Official transcripts of all prior undergraduate and graduate coursework.
4. GMAT (Graduate Management Admissions Test), and TOEFL and TSE scores, if required.
5. A personal letter in which the applicant outlines objectives, capabilities, and motivation for pursuing

graduate study.

6. A non-refundable application fee.

7. Current resume.

When all of the materials are received, a member of the MBA Committee on Admissions and Academic Standards may interview the applicant. The following points are typical of the issues appropriate for discussion at such an interview:

- Factors in the applicant’s background to justify the desire to pursue the MBA degree.
- Aptitude for graduate study.
- Commitment to the ideals associated with the management profession.
- Plans for completion of the program.

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.

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

Upon acceptance into the MBA program, students will receive an e-mail to their personal e-mail account containing login instructions for DeSales e-mail, 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 available.

Tuition and Fees

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

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

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 satisfied the following requirements

- Satisfactory completion of all foundation course requirements.
- 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.
- 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.

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.

Online degrees may be earned in any of our concentrations except computer information systems without ever visiting any of the physical locations where the MBA is offered.

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 Vista, 7, 8, or 10

Browser: Microsoft Internet Explorer (version 9 or higher), Google Chrome (version 27 or higher), or Mozilla Firefox (version 21 or higher)

Java Version 7 or higher

Pop-Up blocking disabled

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

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.

Requirements for Mac

Operating System: Macintosh OS 10.8 or higher (Mountain Lion, Mavericks, Yosemite, or El Capitan)

Browser: Safari (version 5.1 or higher), Google Chrome (version 27 or higher), or Mozilla Firefox (version 21 or higher)

Java Version 7 or higher

Pop-Up blocking disabled

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 the Mac.

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 PDF will work.

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:

Windows Media Player

Microsoft Silverlight

Flash Player (Version 11 is recommended)

Adobe Acrobat Reader

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
- 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 (not applicable for computer information systems, healthcare systems management, human resource management, project management, supply chain management, and self-design)
- 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 nine specified areas of concentration from those below:

- Accounting
- Computer Information Systems
- Finance
- Healthcare Systems Management
- Human Resource Management
- 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

Computer Information Systems

Successful completion of four MSIS concentration courses is required.

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 520 Special Topics in Finance

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

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

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

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

- 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

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)
- 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.

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. 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.

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, price 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-504 Credits 3

Managerial Finance

This course will examine basic financial management issues faced by business decision makers and will build the essential analytical skills necessary for dealing with such problems. Topical coverage will include present value, cost of capital, capital budgeting, capital asset management, fundamentals of portfolio management and capital asset pricing.

Prerequisite: FD-501 and FD-503

FD-505 Credits 3

Foundations of Business

The course consists of six modules: management, marketing, macroeconomics, microeconomics, accounting, and finance covering the materials in FD 501 - FD 504 in an accelerated 16-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

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: none

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: none

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: none

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: 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: none

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-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 healthcare will also be discussed for comparative purposes.

Prerequisite: none

HC-505 Credits 3

Principles and Strategies for Managed Healthcare

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 of 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

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 underperforming 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

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

Project Management: 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

Project Management: 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

Project Management: 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 sellers responses, selecting sellers, contract administration and contract closure.

Prerequisite: PM-501

PM-509 Credits 3

Project Management - Integrating Quality Into 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

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 & 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 & 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 EDUCATION

Dr. Judith Rance-Roney,
Chair and Director of Graduate Education
610.282.1100, ext. 1461
MEd@desales.edu

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. 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 (biology, chemistry, communications, mathematics, English, world languages (French/Spanish), social studies)
- MEd in Special Education
- MEd in Teaching English to Speakers of Other Languages (TESOL)
- MEd in Instructional Technology (online)
- MEd in Academic Standards and Reform (multidisciplinary)

Pennsylvania Teacher Certification Programs

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
- Spanish K-12
- Special Education PreK-8 grade
- Special Education 7-12th grade
- Instructional Technology Specialist K-12
- English as a Second Language (ESL) Program Specialist

Pennsylvania Teacher Intern Certification Program

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:

Secondary certification areas: (biology, chemistry, communications, mathematics, English, world languages (French/Spanish), social studies) 7-12.

Endorsement Programs

DeSales University is approved to recommend 12-credit endorsements under the Pennsylvania Department of Education in

- Online Instruction Program PreK-12 Endorsement
- STEM (Science, Technology, Engineering, Mathematics) Pre-K-12 Endorsement

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

- A. Advanced content mastery across disciplines leading to research and scholarship in the field
- B. Effective, creative, reflective, technology-enhanced, and data-driven pedagogy with a commitment to leadership in the educational process
- C. Professionalism in personal, collegial, mentorship, and institutional settings
- D. Leadership in supporting the uniqueness and diverse perspectives of students, their families, and their communities
- E. 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 instruc-

tional 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

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. 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 six credits of coursework prior to application for regular admission. See the director of graduate education for details.
2. One letter or form of reference from a professional who has known the applicant for at least six months and can attest to the candidate's preparedness for graduate studies.
3. A letter articulating the applicant's professional goals that will be used as writing sample for consideration of application. See additional information under Application Procedure.
4. Non-native speakers of English who graduated from a non-English medium university must demonstrate spoken and written English language proficiency through the submission of a TOEFL or IELTS score or through an on-campus English Language Test Battery.

Individuals with special needs or goals may be considered for admission and are encouraged to apply.

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.
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.
7. Demonstration of English language proficiency if required.

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 after fifteen credits of graduate work in education and 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 M.Ed 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 transcripts
3. Documentation of the passing of the Praxis II in the area on the intended certification
4. A TIP Recommendation Form by one professional reference
5. An interview with the TIP coordinator and M.Ed. Director. A brief presentation may be required during the interview

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 of the director of MEd programs. An additional application fee is not required and ordinarily admissions credentials need not be resubmitted. Depending upon the director's approval, credits earned in the original program may be partially or fully applied toward the new degree.

Transfer Policy

Up to nine credits of graduate work with grades of a "B" or better 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 be parallel to DeSales course offerings or germane 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 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 three sessions:

- Fall (14 weeks) early Sept-early December
- Spring (16 weeks) early Jan-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

Courses may be taught in various formats including traditional classroom, online, and hybrid (online and face-to-face) 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 half-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.

International Student Status

We encourage the registration of international graduate students. Many of our programs address a global audience.

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 session,
- take no more than one distance-education course in each session.

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.

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.

Provisional Student Category

A post-baccalaureate student who does not 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 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.

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 be reinstated.

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

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 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. Qualifying employees of DeSales Partners in Education Consortium members may qualify for reduced tuition rate. See the MEd secretary for a list of consortial institutions and for an application for DPEC member tuition rate reduction.

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

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 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 the capstone course requirements with a grade of “B” or higher.
5. Presentation of the completed juried research project at the end of a program. Candidates for the Masters in Education must receive a ‘Pass’ from all faculty review committee members.
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, 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.

Online 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 DEIT or attest that Blackboard competence has already been acquired

Additional technical requirements include:

- Microsoft Office 2010 or higher
- Windows Vista or newer, or Mac OS 10.6 or newer
- 20 MB of free hard drive space
- 168 ram minimum
- CD or DVD drive
- Internet Explorer 8 or higher or Mozilla Firefox version 20 or higher
- Sound card
- Video card

Additional plug-in download may be required. Student is responsible for determining what specific technology is required for course before registration.

E-Mail

Students are required to use e-mail provided by the University. All communication after acceptance will be through the DeSales email account.

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.

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 Praxis 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.

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 Courses

The core courses provide a firm foundation in educational research and teaching for all MEd programs. Specific programs will have additional core course requirements. In addition, 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 600 Critical Issues and Research Seminar (Capstone Course)	3 credits

Students must complete ED 501 and 24 credits in the program before registering for ED 600. A grade of B or better in the capstone course is required for graduation in addition to faculty committee review.

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.

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.

Field Courses and Hours

Students seeking initial teaching certification must complete 170 hours of field observation, assistance, and demonstration teaching prior to student teaching. Students must be registered in the appropriate 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.

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
EE 501 Foundations of Early Childhood 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 Stage 1 & 2	3 credits
EE 5220 Clinical Field Stage 1 & 2 (90 hours)	1 credit
EE 515 Teaching Social Studies Standards Stage 3	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 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 complete field requirements, advanced pedagogy, and 12 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 in education. The program advisor will design a plan of study customized to each future teacher's needs and goals.

ACADEMIC STANDARDS 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.

Program Requirements

MEd Degree Courses (9 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

SECONDARY EDUCATION 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, foreign language (Spanish or French), mathematics, or social studies to allow the teacher candidate to teach in grades 7 - 12.

Individuals who are not seeking certification in Pennsylvania may also enter the program. Courses and program requirements contain knowledge and skill development applicable for international teachers.

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 for certification and degree with certification)

ED 500 Foundations of Education	3 credits
ED 502 Advanced Psychology of Instruction	3 credits

Accommodations and Adaptations (12 credits for certification and degree with certification)

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 for certification and degree with certification)

ED 528 Data Driven Assessment and Instruction	3 credits
SC 519 Secondary Education Principles and Pedagogy Stage 1 & 2	3 credits
SC 5220 Secondary Education Clinical Field Experience Stage 1 & 2 (90 hours)	1 credit
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 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

TEACHER INTERN CERTIFICATE PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

SPECIAL EDUCATION PREK - 8 AND 7 -12 PROGRAM

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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. Students must elect a grade band program, PreK-8 and/or 7-12, and must complete a 6 week student teaching experience. Student teaching may be conducted during the summer if an appropriate placement can be found.

- **Additional Certification in Special Education Only**
Teachers holding an Instructional I or II Certification may take courses leading to additional special education certification PreK-8 or 7-12 without pursuit of a master's degree.

Program Requirements

Prerequisite Courses (3 credits)
SE 500 Foundations of Special Education 3 credits

Major Courses (36 credits for certification only)

ED 515 Foundations of English Language Learner Education 3 credits
ED 528 Data Driven Assessment and Instruction 3 credits
SE 504 Curricula and Strategies for Moderate to Severe Disabilities 3 credits
SE 506 Transition for Early Learning PreK-8 only 3 credits
SE 508 Collaboration and Consultation 3 credits
SE 512 Technology in Special Education 3 credits
SE 518 Positive Behavior Management for Academic Success 3 credits
SE 520 Secondary Transition Services 7-12 only 3 credits
SE 522 Remedial Techniques in Reading and Writing 3 credits
SE 526 Content Access for Students with Learning Differences 3 credits
SE 592 Special Education Practicum Prek-8 only (6 weeks) 6 credits
SE 594 Special Education Practicum Secondary only (6 weeks) 6 credits

MEd Degree 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 3 credits (Capstone Course)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

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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 multi-cultural 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 (9 credits for degree) (choose 3 to 5 electives, depending on concentration)

ED 528 Data Driven Assessment and Instruction 3 credits
ES 570 Technology and English Learners 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
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

MEd Degree 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 3 credits (Capstone Course)

TECHNOLOGY IN EDUCATION K-12 PROGRAM

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The Master of Education in Technology in Education K-12 and the non-teaching Instructional Technology Specialist Certification is designed for the teacher who desires the effective application of technology in the classroom and for those who desire to support teaching and learning with technology at the building, district, or intermediate unit level. This program lets teachers select and integrate technology into the curriculum of their subject matter areas and grade level by emphasizing the use of technology as an instructional tool to address diverse learners, enhance teaching, and extend learning beyond the classroom. The program also prepares instructional technologists to establish, support, and maintain technology and its effective use in the classroom. Emphasis is on tried and tested technology along with an exploration of new and emerging technologies including mobile, multimedia and telecommunications for traditional and distance classrooms. Students learn about teacher utility applications and gain an understanding of the support of technology in the K-12 environment.

Most of the courses in this program are offered online using a course management system and a web conference environment. Students must participate in an online orientation before the start of their first online course. Information on the orientation is provided new students before the start of each session.

Program Requirements

Accommodations and Adaptations (12 credits for certification as Instructional Technology Specialist K-12)

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 (21 credits for degree only-student/advisor choose, 30 credits for certification only)

ED 508 Law and Technology in Education 3 credits
CE 530 Designing for Technology Integration 3 credits
CE 536 Networking and Microcomputer Systems 3 credits
CE 537 Technology for Inclusive Classrooms 3 credits
CE 550 Multimedia Classroom Applications 3 credits
CE 553 Web Design for Educators 3 credits
CE 555 Management of Technology Resources 3 credits

CE 556 Distance Education and Emerging Technology	3 credits
CE 599 Instructional Technology Specialist Internship K-12 (6 weeks)	3 credits
ES 570 Technology and English Learners (hybrid)	3 credits

MEd Degree 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

ONLINE INSTRUCTION PROGRAM PREK-12 ENDORSEMENT

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The online teaching endorsement is designed for post-baccalaureate candidates who have an Instructional I or Instructional II Pennsylvania Teaching Certificate. This is a competency-based sequence of 3 courses and 2 practicums that consists of 12 credit hours that are designed to prepare teachers in blended and online instruction.

Program Requirements

Courses	(9 credits for endorsement)
CE 556 Distance and Emerging Technologies	3 credits
CE 558 Design of Online Learning	3 credits
CE 576 Online Instructional Practice	3 credits

Field Practica	(3 credits)
CE 5590 Online Instruction Practicum A (15 hrs)	1 credits
CE 577 Online Instruction Practicum B (30 hrs)	2 credits

INTEGRATIVE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) EDUCATION ENDORSEMENT

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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 developmen-

tal level.

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 theory and practice of educational research. Students identify the constituents of a research report, compare and critique various research methodologies, and interpret and analyze research findings. Students design an action research project and prepare a proposal for research to be conducted in capstone course. Lab fee required.

Prerequisite: Completed within two semesters of Capstone Course

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 illuminates 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

Teaching Diverse Learners

A study of the knowledge, skills, and strategies that enables teachers to facilitate learning for students from various linguistic and cultural backgrounds. Topics include cultural contexts, language use, literacy development and support, patterns of exclusion and inclusion, differentiated learning, curriculum, instruction, and assessment pertaining to diverse learners.

Prerequisite: none

ED-508 Credits 3

Law and Technology in Education

This course will provide a survey of the legal rights and liabilities of educators concerning the use of technology in the education of diverse populations and inclusive classroom settings. Among the areas explored will be current copyright law, intellectual property statutes and practices, legal issues and responsibilities related to students with special needs and ELLs. Topics will include the components of an IEP and legal issues of handling and reporting data with regard to assessment, special needs and ELLs.

Prerequisite: none

ED-509 Credits 3

Instructional Media

A course in the design, production, and proper use of effective instructional media, including projected and non-projected images, audio recording, and still and motion videography. This is a hands-on course requiring the production of multimedia projects and a short video. Lab fee required.

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-516 Credits 3

Foundations of Special Education

Study of the etiology, treatments and programming for persons with disabilities. Teacher candidates will explore historical, legal, and educational issues including state and federal legislation and the impact on individuals, families, educators, schools and the community.

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-5200 Credits 1

Diverse Intelligences

Purposeful learning through multiple intelligences enables educators to understand in depth the characteristics of each of the intelligences, as situated in the learner, family, and culture, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

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-553 Credits 3

Special Education Practicum

Prerequisite: none

ED-5680 Credits 1

Reducing School Violence

Examination of personal and societal forces that promote violent and bullying behaviors in schools. An examination of national efforts to combat classroom and school violence aligned with administrator and teacher strategies to promote positive school and classroom cultures in an effort to reduce violence.

Prerequisite: none

ED-5690 Credits 1

Cooperative Learning

Students will learn the concepts that make cooperative learning an effective teaching strategy in special education classroom. Participants will experience many cooperative learning structures that can be incorporated into various subject matter areas.

Prerequisite: none

ED-5770 Credits 1

Research Tools

A course focused on the skills necessary to prepare reports and literature reviews of published educational research. Participants learn to access and prepare reports using APA style and word processing software. 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 (Capstone Course)**

A capstone course designed to refine and expand students' capacity for evaluating and using research to develop practical applications for critical issues related to instruction, assessment and policy development in education. Students are required to identify a problem or issue in education and synthesize information from research to create a practical solution. Lab fee required.

Prerequisite: ED-501 and 24 credits in program

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**

Inegrative 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-6150 Credits 1**Reading Strategies for K-6**

This course is designed to provide prospective teachers with the ability to implement comprehension strategies across the curriculum. Emphasis will be on strategies for developing students' reading comprehension, reader-response theory, critical thinking, media, and critical literacy. Strategies for identification and remediation of reading difficulties will be discussed. Lab fee required.

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-7006 Credits 2**Curriculum Integration of Technology**

This course examines the role of administrators in engaging staff in discussions about good use of technology and presents a view of good technology integration. Students use research and practice to assess their school/ district integration of technology and develop plans for improvements tied to existing initiatives.

Prerequisite: none

ED-7010 Credits 2**Finding Best Web Resources**

An introductory course for teachers, technology specialists and curriculum specialists. Students will explore range of educational material on the Web so as to develop skills to critically evaluate those resources as well as time-saving skills for effective searches with search engines and subject directories.

Prerequisite: none

ED-7012 Credits 2**Learning and Teaching With Web 2.0**

Course for teachers, technology specialists, curriculum specialist, professional development specialists or other school personnel. In this course, participants will be exposed to many tools of the Read/Write Web and will get the opportunity to experiment with new tools each week. As a final product, participants will focus on how educators can help students to use these new tools safely and how to integrate the tools into the classroom to enhance student learning.

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-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-5220 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-5220 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-5480 Credits 1

Teaching Health, Safety & Physical Education Standards

This course prepares elementary classroom teachers to develop competencies in the Health, Safety and Physical Education Standards into their daily classroom learning experiences. Special emphasis is placed on research and practices related to nutrition and the wellness instruction.

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.

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

New 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

New 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. May be satisfied by portfolio documentation.

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 an online module to be utilized in a fully online or blended learning environment.

Prerequisite: none

CE-5590 Credits 1

Online Instruction Practicum A

Supervised field experience of 15 hours in a K-12 online instructional setting. Students are matched with teachers or supervisors in local school districts or other locations where they experience designing instruction and teaching K-12 students in an online environment.

Prerequisite: none

CE-576 Credits 3

Online Instructional Practice

Exploration of advanced topics for online instruction. A focus on best practices, appropriate technology use, inquiry-based instruction, and individualizing instruction. Participants will demonstrate advanced skill in transforming instruction.

Prerequisite: none

CE-5770 Credits 1

Online Instruction Practicum B

Supervised field experience of a minimum of 30 hours in a K-12 online instructional setting, in districts, charter schools or cyber schools. Endorsement candidates will be observed and evaluated in designing instruction and teaching K-12 students in an online environment.

Prerequisite: none

CE-5900 Credits 1

Special Topics: Computers in Ed

Prerequisite: none

CE-599 Credits 3

Instructional Technology Specialist K-12 Internship

Supervised field experience of ninety hours in a K-12 instructional technology setting. Students are matched with technology coordinators in local school districts where they assist with technology management, technology planning, and staff training. Lab fee required.

Prerequisite: none

CE-6100 Credits 1

Digital Media in Education

This course provides an introduction to digital media and its use in education. The basics of digital media hardware and software, as well as tools and techniques for working with digital media will be explored. Digital media application will be reviewed and issues related to the use of digital media in the classroom will be discussed.

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-5220 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-5220

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 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

Secondary Transition Services

This course builds on prior coursework in special education to prepare teachers to meet the needs of students who transition to post-secondary 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

The focus of this course will afford the teacher candidate to investigate best practices in mathematics, review and critique math core and remedial curriculum, and alignment of PA standards, curriculum and PSSA scores. 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: 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: 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 SCIENCE IN INFORMATION SYSTEMS

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Information technology professionals must understand a wide variety of technologies, institutional goals, and philosophies.

Mission Statement

The mission of the DeSales University Masters of Science in Information Systems program is to prepare the future leaders in Information Systems by providing relevant education that is adaptable to dynamic market requirements and anchored in the philosophy of Christian Humanism.

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.

Admission Requirements

Requirements for admission to the MSIS program are:

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.

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.

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 session, and

- take no more than one distance-education course in each session.

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. GRE (Graduate Record Examination) or GMAT (Graduate Management Admissions Test) and TOEFL scores if applicable.
6. A personal statement describing academic goals.
7. A non-refundable application fee.

When these materials are received, the applicant may be inter-

viewed 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.

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

Graduation Requirements

The Master of Science degree 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.
- The passing of a comprehensive examination.. The examination may be taken after the student has completed the core coursework and the majority of the concentration requirements.

Professional Experience

Participation in a curricular training program through a local cooperative institution may be required if the candidate lacks professional experience.

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

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 foundation 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

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.

Students may select from six specific areas of concentration:

- Digital Forensics

- Health Care Information Management
- Cyber Security
- Project Management

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	Advanced Digital Forensics

Health Care Information Management (select four):

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

Cyber Security (select four):

IT 515	Vulnerability Assessment
IT 525	IT Security
IT 528	Wireless Technology Management
IT 545	Cybersecurity Management
IT 573	Cryptography

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 (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 MSIS courses.

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.

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 Online 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 online 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 562 Data Analytics
IT 573 Cryptography

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. Background in computer science or computer security.
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

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 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-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 Warehousing and the Cloud

An in depth exploration of the scope, requirements, architecture, design, tools, and implementation of data warehousing and cloud computing.

Prerequisite: none

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: none

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-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: none

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

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The programs prepare 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 DeSales nursing is to impart contemporary education in the art and science of nursing consistent with the Salesian tradition. Graduates are prepared as competent, caring nursing professionals responsive to dynamic healthcare systems. Prepared to assume leadership roles, graduates contribute to the overall advancement of the profession and are able to embark on future academic endeavors.

The baccalaureate degree in nursing, master's degree 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.aacn.nche.edu/ccne-accreditation>).

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.

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) and/or the American Academy of Nurse Practitioners (AANP).

Degree and Certificate Options

The Department of Nursing and Health offers the following 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/MBA Dual Degree Program
- Nurse Educator Certificate Program
- Post-MSN Adult-Gerontology Acute Care Clinical Nurse Specialist Certificate (Adult CNSC)
- Post-MSN Adult-Gerontology Acute Care Nurse Practitioner Certificate (AGACNPC)
- Post-MSN Family/Across the Lifespan Nurse Practitioner Certificate (FNPC)
- Post-MSN Psychiatric-Mental Health Nurse Practitioner Certificate (PMHNPC)

- MSN Completion Program for Certified Registered Nurse Practitioners, Certified Nurse Midwives and Certified Registered Nurse Anesthetists
- RN-MSN Program

MSN Admission Requirements

The admission criteria for the MSN programs are:

1. A Bachelor of Science in Nursing (BSN degree from a ACEN or CCNE accredited college or university);
2. A cumulative undergraduate GPA of at least 3.0 (B) is ordinarily required;
3. 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;
4. An active registered nurse license, or eligibility for licensure, in the Commonwealth of Pennsylvania;
5. A minimum of one-year experience as a practicing nurse within the past three years; A minimum of two years' experience for those applying to the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) concentration;
6. Evidence of the equivalent of 12 months of full-time nursing practice in an adult acute/critical care specialty area within the last two years (preferably in critical care, trauma, or emergency units) for the AGACNP concentration;
7. Evidence of having completed a basic physical assessment course or its equivalent;
8. Successful completion of the Test of English as a Foreign Language (TOEFL), taken within the past two years, if English is not the native language. Applicants must take the TOEFL iBT (internet-based) format and achieve a minimum total score of 104, with a minimum score of 26 in each of the reading, listening, speaking, and writing sub-scales.
9. Evidence of basic computer literacy including use of Microsoft Office tools and Internet research.

Admission Requirements, Post-Master's Certificates

Requirements for admission to a Post-Master's Certificate program consist of:

1. Meeting all admission requirements to the MSN program.
2. Official documentation of the completion of a MSN or

its equivalent from an ACEN or CCNE accredited institution.

3. 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-Master's Certificate programs. Options include Family/Across the Lifespan Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Adult-Gerontology Acute Care Clinical Nurse Specialist. 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-Master's Certificate program in one calendar year. Students must satisfy the remaining required credits and course requirements for the Post-Master's Certificate program of study via graduate courses taken at DeSales University. Post-Master's Certificate graduates are eligible to sit for the national certification examination offered through the ANCC or AANP.

Admission Requirements—Post-certificate MSN completion program for Certified Nurse Midwives, Certified Registered Nurse Practitioners and Certified Registered Nurse Anesthetists

Requirements for admission to the MSN completion program consist of:

1. BSN from an ACEN or CCNE accredited program.
2. Meeting all admission requirements to the MSN program.
3. Submitting official documentation of a national midwife, nurse practitioner, or nurse anesthesia certificate.

Up to 26 graduate credits may be transferred to the MSN completion program. The equivalency is calculated from didactic and clinical requirements of the original certificate program. Equivalency is determined on a case-by-case basis, culled from educational experiences in the certificate program only. Continuing education in other forms will not be considered for equivalency credit (e.g. continuing education units or contact hours).

Admission Requirements, RN-MSN Program

Requirements for admission to the RN-MSN program consist of:

1. Fulfilling all of the requirements for admissions to the RN-BSN program (see Undergraduate Catalog).

2. A cumulative GPA of at least 3.0 (B) in all post-high school coursework.
3. An active registered nurse license, or eligibility for licensure, in the Commonwealth of Pennsylvania.
4. A minimum of one-year experience as a practicing nurse within the past five years.
5. 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;
6. Evidence of basic computer literacy including use of Microsoft Office tools and Internet research.

Admission Requirements, MSN/MBA Program

Admission requirements to the MSN/MBA program consist of:

1. Meeting the admissions requirements to the MSN program.
2. Meeting the admissions requirements to the MBA program.
3. Completing the necessary forms for application to both the MSN and MBA programs, forwarding all materials to the Department of Nursing and Health.

MSN Application Procedure

NOTE: All applicants must apply and submit required forms and documentation via NursingCAS (<https://portal.nursingcas.org>) or via the DeSales on-line application. 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 Department of Nursing and Health. Visit www.naces.org for more information;
2. International applicants from a country where the official language is other than English must submit scores from 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. 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 Personal Statement, in narrative format, 500-750 words in length, demonstrating evidence of solid written communication skills. The Personal Statement should address each of the following: 1.) why the student chose their intended MSN track, 2.) how the chosen academic program will help the applicant meet their career goals, 3.) where the applicant sees their career five years post-graduation, 4.) additional relevant information that may assist the Graduate Admissions and Standards Committee in the review and overall evaluation of the application;
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.

Select applicants will have an interview with a member of the graduate nursing faculty. The Graduate Admissions and Standards Committee will review all applications.

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 director of MSN 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 director of MSN 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 director of MSN 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 RN-MSN, post-masters, and MSN completion 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 director of MSN 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. 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. Provisionally accepted RN-MSN students must gain full-acceptance status within six (6) months following the date of provisional acceptance. If this requirement is not met the student will automatically be reclassified as an RN-BSN student subject to progression and policies outlined in the Undergraduate Catalog.

Special Student

The student has not formally applied to the MSN program, and

is normally permitted to petition the director of MSN 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. Special students who do not intend on applying to the DeSales MSN program and who wish to transfer a DeSales MSN course to another university must provide evidence from the student's home university that the selected course is transferable.

General MSN Program Policies

These policies are applicable to all students admitted to and enrolled in MSN courses.

Academic Standing

Students must attain a minimum of C+ in all MSN core and MBA foundation courses. These courses include NU 522, NU 530, NU 534, NU 536, NU 538, FD 505, and CR 508.

Students must attain a minimum grade of B in all clinical, specialty, and advanced core courses. These courses include NU 551, NU 552, NU 553, NU 622, NU 625, NU 626, NU 628, NU 633, NU 635, NU 711, NU 712, NU 713, NU 714, NU 715, NU 717, NU 719, NU 729, NU 731, NU 734, NU 735, NU 737, NU 739, NU 740, NU 741, NU 742, NU 743, NU 744, NU 799, and CR 510.

Students in the MSN programs may receive no more than 2 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 who do not attain the minimum course grade must repeat the course. A student's second failure will result in dismissal from the program.

MSN students must also maintain a GPA of 3.0. Students whose 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 pass both the theory and clinical portions in order to pass the course. Failure in either the clinical or theory component results in a failure for the entire course.

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.

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 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 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 will need to 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.

MSN Clinical Requirements

Students accepted into the MSN program must meet health and background safety checks that are mandated by the Pennsylvania State Board of Nursing and by individual clinical agencies. These requirements may change over time. Students are expected to remain in compliance with all of these health and safety 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 may be asked to supply a clinical instructor or course coordinator with a valid note of excuse from a health care pro-

vider following an illness or a change in health status. This note should provide a clearance date for a student's return to class/clinical and outline any medical restrictions the student may be under.

The cost of all health and criminal clearances is the responsibility of the student. Each year nursing students receive communication from the graduate clinical liaison of the Department of Nursing and Health providing direction for completing health requirements.

Failure to submit completed health requirements and other clearances as advised 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 Department of Nursing and Health at least one month before registering for clinical courses.

1. Complete physical examination, including specified laboratory results (form provided by the Department of Nursing and Health).
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. Influenza vaccination.
6. Tuberculosis test.
7. Any additional health, criminal clearance, or certification documentation as set forth by the clinical agency. Clinical agencies retain the right to refuse any student a clinical placement based on results of health and criminal clearances. 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 professional liability insurance, 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 (Certified Background Check forms are provided by the Department of Nursing and Health), must be on file in the Department of Nursing and Health. It is the stu-

dent's responsibility to submit updated forms and certifications as renewals are received.

Students are expected to notify the graduate clinical liaison of the Department of Nursing and Health 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
- Any student enrolled in the nursing program who has criminal charges filed against him/her at any time during the program must immediately disclose the information to the graduate clinical liaison of the Department of Nursing and Health.

Failure to notify the graduate clinical liaison of the Department of Nursing and Health of any changes may result in immediate dismissal from the nursing program. Pending court dates, pending charges, and arrests are considered a change to criminal history.

The Department of Nursing and Health may withdraw an offer of admission or dismiss a student from the nursing programs based on positive background and drug clearance results.

MSN Grading Policies

All nursing courses have the following scale:

Grade	Quality Points	Description
A (94 -100)	4	Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
A- (90-93.99)	3.7	
B+ (87-89.99)	3.3	Indicates a good grasp of the course content accompanied by evidence of marked achievement in critical, independent, and creative thought competently expressed.
B (83-86.99)	3	
B- (80-82.99)	2.7	

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.
P (Pass)	N/A	Indicates satisfactory achievement of all course learning outcomes and has achieved 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 director of MSN programs.

The request must include the student's plan for completion of the MSN after the LOA. LOA requests are considered jointly among the director of MSN programs, the chair of the Department of Nursing and Health, and the student's advisor. The LOA form can be obtained from the Blackboard Organization "Nursing Department News."

Students should be aware that there is no guarantee of meeting

the original time line for degree completion if a LOA is granted.

Students who do not register for a course by the LOA end date will be considered withdrawn from the program and must 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 director of MSN 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 director of the MSN programs. 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 academic advisor and the director of MSN 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 Department News."

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 is offered in an online/on-campus hybrid format. Online courses use both synchronous and asynchronous technology options. Hybrid classes meet once per week on-site at the Center Valley campus, 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 www.desales.edu/msn.

The Department of Nursing and Health 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 Department of Nursing and Health. 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; 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 MSN 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 Department of Nursing and Health. Courses are to be approved by the student's academic advisor.

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 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
- Clinical Courses
 - Adult CNS
 - AGACNP
 - FNP
 - PMHNP
 - MSN/MBA

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 and the MSN/MBA degree

Advanced Core Courses

Completion of the advanced core courses is required of all Adult CNS, AGACNP, PMHNP, and FNP 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 551 Principles of Teaching and Learning	4 credits
NU 625 Adult Clinical Nurse Specialist	4 credits
NU 711 Adult Clinical Nurse Specialist II	5 credits
NU 712 Adult 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	2 credits
NU 635 Psychopharmacology	2 credits
NU 740 Foundations in Psychopathology	2 credits
NU 741 Psychotherapy with Individuals & Groups	3 credits
NU 742 Assessment and Diagnosis in Psychiatry	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 551 Principles 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 Department of Nursing and Health 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
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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

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	28 credits
Total	51 credits
Clinical Practicum Hours	675

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-MSN Adult-Gerontology Acute Care Clinical Nurse Specialist Certificate (CNSC)

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 CNS 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 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-MSN certificate graduates are eligible to sit for the Adult-Gerontology Acute Care Clinical Nurse Specialist national certification examination offered through the ANCC.

Program Requirements, Post-MSN Adult-Gerontology Acute Care Nurse Practitioner Certificate (AGACNPC)

In accordance with the 2012 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-MSN certificate graduates are eligible to sit for the AGACNP national certification examination offered through the ANCC.

Program Requirements, Post-MSN Family/Across the Lifespan Nurse Practitioner Certificate (FNPC)

In accordance with the 2012 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 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 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-MSN certificate graduates are eligible to sit for the FNP national certification examination offered through the ANCC or AANP.

Program Requirements, Post-MSN Psychiatric-Mental Health Nurse Practitioner Certificate (PMHNPC)

In accordance with the 2012 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 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 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-MSN certificate graduates are eligible to sit for the PMHNP national certification examination offered through the ANCC.

Program Requirements, MSN Completion Program for Certified Registered Nurse Practitioners, Certified Nurse Midwives and Certified Registered Nurse Anesthetists.

The curriculum of the MSN Completion program recognizes the expertise of the practicing certificate-prepared clinician, which is built upon a strong foundation of clinical theory. Therefore, the post-certificate MSN student may transfer up to the equivalent of 26 credits. The equivalency is calculated from didactic and clinical requirements of the original certificate program. Equivalency is determined on a case-by-case basis, culled

from educational experiences in the certificate program only. Continuing education in other forms will not be considered for equivalency credit (e.g. continuing education units or contact hours).

All post-certificate MSN students must take the following eight courses and Capstone (27 credits)

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
NU 622 Advanced Physical Assessment	4 credits
NU 626 Pathophysiology	3 credits
NU 628 Advanced Pharmacology	4 credits
NU 799 Capstone Portfolio	1 credit

In addition, students must take one elective from the approved list of MSN elective courses (2-3 credits):

NU 713 Procedures in Advanced Nursing Practice	2 credits
NU 714 Foundations of Primary Care	3 credits
HC 503 Legal Aspects of Health System Management	3 credits
NU 576 Health Literacy	3 credits

If the student's equivalency from the original certificate program, combined with the coursework described above, does not equal 47 credits, additional courses will be required in order to meet the minimum number of credits for graduation. These courses would be considered electives, and would be assigned by the director of MSN programs.

The post-certificate MSN may be completed in either one-year of full-time or two years of part time study. Completion of the program results in the conferral of a generic MSN.

RN-MSN and Nurse Scholars

Academically qualified undergraduate nursing students may be eligible to matriculate directly into one of the MSN programs through either the Nurse Scholars program or through the RN-MSN completion program. The Nurse Scholars program is highly accelerated 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 RN-MSN program is built upon the framework of the Pennsylvania Articulation Model, and incorporates the acceleration of degree candidacy via substitution of elective courses with graduate core courses. 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 RN-MSN program of study will be individually designed for each student, depending upon the number and type of courses transferred in.

The Nurse Scholar or RN-MSN student may take 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
- NU 622 Advanced Physical Assessment*
- NU 626 Pathophysiology*

**Please note: These courses are not required for completion of the MSN/MBA degree; NU 534 is not required for completion of the PMHNP degree*

Students in the Nurse Scholars and RN-MSN program must adhere to, in addition to all undergraduate policies, all policies stated for the MSN Program. These policies include progression, curriculum planning, and graduation policies.

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-551 Credits 4

Principles 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 pedagogical theories and strategies to the development, implementation, and evaluation of educational programs geared to specific populations with diverse learning needs. Students will model characteristics of the effective teacher through application of ethical and professional practices.

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: 60. A laboratory fee is required.

Prerequisite: Undergraduate level health assessment course

NU-625 Credits 4

Adult Clinical Nurse Specialist I

This course focuses upon the role of the CNS in the application of the core competencies in patient care, staff development and organizational/systems initiatives. The student will utilize theoretical concepts and evidence based practice to improve patient care outcomes. This course incorporates 75 practice hours with direct and indirect patient care.

Prerequisite: All core and advanced core MSN courses

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-633 Credits 2

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: none

NU-635 Credits 2

Psychopharmacology

Building upon the student's advanced knowledge of therapeutic uses of pharmacological agents in primary and tertiary care settings, this course provides an overview of the neuroscientific basis and practical 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.

Prerequisite: NU-628 or equivalent

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 3

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

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-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-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-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 Statistical 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-626 or equivalent

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-742 Credits 6

Assessment and Diagnosis in Psychiatry

This course provides students with the theoretical foundation and clinical experience to develop advanced competencies in psychiatry. The focus is on assessment, diagnosis, and case formulation of mental illness for individuals across the lifespan. Precepted 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-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. Foster and maintain close connections between the students and faculty in a collaborative learning environment.
3. Provide continuous clinical experiences throughout the program to enhance classroom teaching and foster development of excellent clinical reasoning and skills.
4. Use critical thinking skills and case-based learning to guide learners to develop as clinicians while maintaining focus on patient centered care.
5. 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.
6. Maintain inter-program connections and collegiality through involvement with regional and national organizations including student involvement with challenge bowl competitions.
7. Emphasize a focus on the patient in primary care medicine which spans all specialties.

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. TOEFL is required if English is not the student's native language, with a score of at least 100.
7. 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.
8. 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.
9. Attended a personal interview (by invitation only).
10. Submitted to CASPA (Centralized Application Service for Physician Assistants) a completed application and official transcripts from all colleges attended.
11. 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.

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.

International Students

See policy under academic regulations.

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 confiden-

tiality. 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	4 credits
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 619	Preventive Medicine and Health Promotion	1 credit

Spring

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 517	Research Seminar	1 credit
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

Continued on page 83



DESALES UNIVERSITY

Physician Assistant Program Information 2016-2017

Financial Aid Application Process

- Complete and submit the 2016-2017 Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA (for returning students) by May 1, 2016. Be sure to designate DeSales University by the school code of **003986**. If you wish, you may file the FAFSA online at www.fafsa.ed.gov. Note: You will need to complete a 2017-2018 FAFSA to receive financial aid the following year and, for the final summer semester, you will need to complete the 2018-2019 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 www.studentloans.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 2016 Federal Limits Unsubsidized: \$10,250	Spring 2017 Federal Loan Limits Unsubsidized: \$10,250
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Summer 2017 Federal Limits Unsubsidized: \$10,250	Fall 2017 Federal Limits Unsubsidized: \$10,250	Spring 2018 Federal Limits Unsubsidized: \$10,250
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Final Semester 2018 Summer 2018 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.

- 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 2015-2016 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 2016 and Spring 2017

<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;">\$ 24,000</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;"><u>1,350</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 25,350</td> </tr> </table> <p>These "direct costs" are reflected on a student's bill.</p>	Tuition	\$ 24,000	Professional Fee	<u>1,350</u>	Total	\$ 25,350	<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;">\$4,723</td> </tr> <tr> <td><u>Living Expenses*</u></td> <td style="text-align: right;"><u>6,632</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$11,355</td> </tr> </table> <p><i>*Estimate of off-campus living expenses</i></p>	Transportation/Personal Expenses*	\$4,723	<u>Living Expenses*</u>	<u>6,632</u>	Total	\$11,355
Tuition	\$ 24,000												
Professional Fee	<u>1,350</u>												
Total	\$ 25,350												
Transportation/Personal Expenses*	\$4,723												
<u>Living Expenses*</u>	<u>6,632</u>												
Total	\$11,355												

Summer 2017, Fall 2017 and Spring 2018

<p>DIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Tuition:</td> <td style="text-align: right;">\$36,000 *</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;"><u>2,025</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$38,025</td> </tr> </table>	Tuition:	\$36,000 *	Professional Fee	<u>2,025</u>	Total	\$38,025	<p>INDIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Transportation/Personal</td> <td style="text-align: right;">\$6,450</td> </tr> <tr> <td><u>Living Expenses</u></td> <td style="text-align: right;"><u>8,840</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$15,290</td> </tr> </table>	Transportation/Personal	\$6,450	<u>Living Expenses</u>	<u>8,840</u>	Total	\$15,290
Tuition:	\$36,000 *												
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Final Summer Semester 2018

<p>DIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Tuition:</td> <td style="text-align: right;">\$12,000</td> </tr> <tr> <td>Professional Fee</td> <td style="text-align: right;"><u>\$ 675</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 12,675</td> </tr> </table>	Tuition:	\$12,000	Professional Fee	<u>\$ 675</u>	Total	\$ 12,675	<p>INDIRECT COSTS:</p> <table style="margin-left: 40px;"> <tr> <td>Transportation/Personal</td> <td style="text-align: right;">\$1,640</td> </tr> <tr> <td><u>Living Expenses</u></td> <td style="text-align: right;"><u>2,210</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$ 3,850</td> </tr> </table>	Transportation/Personal	\$1,640	<u>Living Expenses</u>	<u>2,210</u>	Total	\$ 3,850
Tuition:	\$12,000												
Professional Fee	<u>\$ 675</u>												
Total	\$ 12,675												
Transportation/Personal	\$1,640												
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Total	\$ 3,850												

* Tuition rates for Fall 2017, Spring 2018 and Summer 2018 are subject to increase; final rates for these terms will be approved the Board of Trustees in March 2017

+ Federal Direct Loans cannot be processed for any repeated courses/clinicals.



DESALES UNIVERSITY

Physician Assistant Program Information 2016-2017

Financial Aid Application Process

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Summer 2016, Fall 2016 and Spring 2017

DIRECT COSTS: Tuition: \$36,000 Professional Fee 2,025 Total \$38,025	INDIRECT COSTS: Transportation/Personal \$6,450 Living Expenses 8,840 Total \$15,290
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Final Summer Semester 2017

DIRECT COSTS: Tuition: \$12,000 Professional Fee 675 Total \$12,675	INDIRECT COSTS: Transportation/Personal \$1,640 Living Expenses 2,210 Total \$ 3,850
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* Federal Direct Loans cannot be processed for any repeated courses/clinicals.

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 4

Clinical Anatomy & Physiology

Basic knowledge of anatomy and physiology necessary for clinical practice. Lectures and laboratories emphasize the human body and the relationship to structure and function. Cadaver dissection by students, prosection, and on-line resources are used in laboratory sessions. Lecture 4 hours, and laboratory 2 hours.

Prerequisite: Student in didactic phase of the program

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

Clinical research topics and methods. Students will learn and discuss the methods of evidence-based medicine.

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. 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 discuss medication and treatment modalities for a variety of medical and psychological illnesses. 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:

2016-17 CLINICAL ROTATION SCHEDULE

<u>ROTATION #:</u>	<u>ROTATION DATES</u>
Transition Week	August 29, 2016 – September 2, 2016
Rotation #1	September 6, 2016 – October 5, 2016
Rotation #2	October 10, 2016 – November 9, 2016
Rotation #3	November 14, 2016 – December 14, 2016

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BREAK – DECEMBER 17, 2016 – JANUARY 2, 2017

Rotation #4	January 3, 2017 – February 1, 2017
Rotation #5	February 6, 2017 – March 8, 2017
Rotation #6	March 13, 2017 – April 11, 2017
Rotation #7	April 17, 2017 – May 24, 2017

AAPA CONFERENCE BREAK – MAY 13 – MAY 21, 2017

Rotation #8	May 30, 2017 – June 28, 2017
Rotation #9	July 3, 2017 – August 1, 2017

PACKRAT - Friday, August 4, 2017

SENIOR SUMMATIVE EXPERIENCE - August 7-11, 2017

GRADUATION – Saturday, August 12, 2017

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 psychiatric 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 www.chc.edu/desales.

GRADUATE PROGRAM IN SOCIAL WORK

(MARYWOOD UNIVERSITY PROGRAM)

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