

MERCYHURST UNIVERSITY GRADUATE CATALOG 2012-2013

Office of Graduate Studies

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Mercyhurst believes that all persons are entitled to equal opportunity in all aspects of involvement with the College. Therefore, all members of the College community are responsible for seeing that no individuals or groups are discriminated against because of differences such as race, color, creed, sex, age, national origin, ancestry, marital status, disability and education. Inquiries concerning Title VI, IX and Section 504 compliance should be directed to the Affirmative Action Officer, Mercyhurst College, Erie, PA 16546.

This catalogue contains requirements, regulations, facts and descriptions which are subject to change at any time. Consequently, this document cannot be considered binding and is intended to be used only as an informational guide. The College specifically reserves the right and authority to alter and amend any and all statements contained herein. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements.

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MERCYHURST COLLEGE

INTRODUCTION

Founded in 1926 by the Sisters of Mercy, Mercyhurst University is a Catholic liberal arts institution serving men and women. In addition to more than 60 different undergraduate programs, the college offers seven graduate programs leading to Master of Science degrees in: Administration of Justice, Special and Secondary Education, Organizational Leadership, Applied Intelligence, Anthropology and Exercise Science.

The college rests on a 75-acre campus located on a hill overlooking the city of Erie, Pa. Mercyhurst is a university with a keen sense of tradition that is reflected through its beautiful setting, one that provides the ideal environment for learning. An attraction to all who drive up the main entranceway is the Tudor-Gothic stateliness of Old Main and the buildings clustered around it.

Ever since Mother Borgia Egan and the Sisters established Mercyhurst College, it has consistently sought to teach, to build and to act with a sense of dignity that characterizes quality in human society. It has developed a sense of community on its campus where teachers and learners reinforce one another in the learning process. These aims relate the Catholic heritage of the university to the needs of today in a manner that invests life and learning with a sense of spiritual strength and human accomplishment.

Although rich in tradition and history, Mercyhurst University has always prided itself on being a change agent in the educational field. It was in keeping with this spirit that its graduate programs were developed.

VISION STATEMENT

Mercyhurst University seeks to be a leading higher educational institution that integrates excellence in the liberal arts, professional and career-path programs, and service to regional and world communities.

MISSION STATEMENT

Consistent with its Catholic identity and Mercy heritage, Mercyhurst University educates women and men in a culture where faith and reason flourish together, where the beauty and power of the liberal arts combine with an appreciation for the dignity of work and a commitment to serving others. Confident in the strength of its student-faculty bonds, the university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.

CORE VALUES

We are ...

Socially Merciful,

Mercy restores human dignity, expands our social relations, and empowers us to reach out in compassion to others.

Globally Responsible,

Globalization challenges us to learn how to steward the resources of the Earth wisely and to act in solidarity with its diverse peoples.

Compassionately Hospitable,

Mercy hospitality begins with self-acceptance, welcomes peoples of different faith, ethnic, and cultural traditions, and thus builds communities that transcend mere tolerance.

Intellectually Creative,

Generous, inquiring, and critical habits of mind, which support the aspirations for excellence manifested within the academic community, encourage us in our lifelong search for what is true, good, and beautiful.

Reflectively Aware,

Our Christian environment encourages self-reflection and contemplation of human behavior, promotes balance of mind, body, and spirit, and ultimately offers the opportunity to develop a moral compass for a life of integrity.

Ambassadors of service.

ACCREDITATION

Mercyhurst University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and the Pennsylvania Department of Education.

The graduate program in Organizational Leadership is accredited by the IACBE (The International Assembly for Collegiate Business Education) whose mission is:

“To promote and support quality Business Education worldwide through accreditation and outcomes assessment which involves: (1) the measurement of institutional effectiveness; (2) the measurement of learning outcomes; and (3) the identification of changes and improvements that are needed as a result of the assessment activity.”

GRADUATE PROGRAMS AT MERCYHURST

Philosophy of Graduate Education Programs:

With renewed growth in graduate education, Mercyhurst is committed to building a strong relationship between (a) advanced academic study and discipline-specific scholarship and (b) specialized field applications. This tangible connection between academics/scholarship and field experience speaks directly to the mission theme of "dignity of work." Consistent with, and in addition to the Mercyhurst vision, mission, and core values, graduate education at Mercyhurst embraces the idea of the scientist-practitioner.

Mercyhurst University is committed to providing educational opportunities for individuals desiring advancement in their careers, looking for ways to re-enter the job market at higher levels or seeking a means for making career changes more easily.

The oldest Mercyhurst University graduate program, the **Administration of Justice** program, was created in 1978 under the assumption that criminal justice is a true profession dedicated to serving society and preserving the basic rights and freedoms of all people. The Administration of Justice program is built on a common core of courses involving a broad overview of government management, organizational and interpersonal dynamics, professional ethics and research competence.

Mercyhurst's graduate program in **Special Education**, started in 1982, was the culmination of an historical commitment to teacher education made by the Sisters of Mercy at the founding of the college in 1926. The university has built a reputation for producing excellent elementary and secondary school teachers, and Mercyhurst graduates have continued to excel in their professions. The next logical step for the university was to accept the challenge of offering advanced work for persons working in the area of special education. The master's degree today represents both critical and in-depth application of best practices, paired with a strong research component. Both areas are essential for advancement in the field of special education. The program offers concentrations in bilingual/bicultural education and applied behavior analysis, as well as a four-course graduate certificate in Educational Leadership.

From its mission, Mercyhurst University recognizes its obligation to the Erie community and the surrounding region to meet current occupational needs as evidenced by economic conditions. New initiatives have evolved from this mission. Mercyhurst developed its third graduate program in response to community demand after a needs analysis showed strong community commitment to an alternative to the more traditional M.B.A. The Master of Science degree in **Organizational Leadership** began in the fall of 1998 with an incoming group of 50 students. Today, concentrations in Entrepreneurship, Higher Education, Sports Leadership, Nonprofit Management, Human Resources and Accounting are offered, as well as four 12-credit advanced graduate certificates in Organizational Leadership, Entrepreneurship, Higher Education, Sports Leadership, Nonprofit Management, Human Resources and Accounting.

In 1995, a concentration in **Applied Intelligence** was created within the existing Administration of Justice program, which provided the foundation for the Master of Science degree in Applied Intelligence. The program was developed in response to

Our graduates are prepared to apply and expand the most current research methods, strategies and technologies to each respective field. Aligned with the Mercyhurst mission, graduate education establishes within the university community a collaborative learning environment which is inspired by the image of graduate students whose choices, in life and work, enable them to realize the human and spiritual capacity embedded in everyday realities and to exercise leadership in service toward a just world.

increased student interest in this area as well as employer demand for additional education in the field of intelligence analysis. It became an independent graduate department in 2004. The Applied Intelligence program provides students with the educational foundation necessary to succeed as intelligence analysts and leaders of analytical teams at federal and state agencies or within law enforcement and competitive intelligence settings. A research-intensive program exposes students to fundamental and advanced concepts and analytic techniques related to intelligence. Opportunities for internships, research, and in-school employment are provided through the Institute's Center for Intelligence, Research, Analysis and Training (CIRAT).

Following a strong demand for specialized anthropology education beyond the bachelor's level, the **Applied Forensic Sciences** Department at Mercyhurst University was granted approval by the Commonwealth of Pennsylvania Department of Education to offer a program in Anthropology leading to the Master of Science degree. This program is unique in North America in that its curriculum focuses on forensic archaeological recovery methodologies directly applicable to outdoor, fire and mass fatality death scenes. Additionally, efforts to enhance the forensic osteological knowledge of students are also included in the curriculum. Concentrations in Geoarchaeology and Archaeology were created in 2008.

In 2007, the university introduced its graduate program in **Secondary Education: Pedagogy and Practice**. The Master of Science degree features an urban-based program that focuses on the pedagogical links of teaching as art, science and social justice, as well as teaching as theory, research and practice.

The latest graduate program, a Master of Science in **Exercise Science**, was added in 2011. The 36-credit, 14-month program is designed to give individuals already certified in allied health-related fields or those with a bachelor's degree in kinesiology, sportsmedicine, physical education, health care, wellness or athletic training; knowledge and certification in the use of exercise programming for the prevention, treatment and rehabilitation of healthy and diseased patient populations.

Mercyhurst also offers seven graduate certificate programs in Criminal Justice Administration, Accounting, Organizational Leadership, Nonprofit Management, Applied Behavior Analysis, Educational Leadership, Applied Intelligence and Counterintelligence. Upon completion of a graduate certificate, application can be made for admission to the related master's degree program. Upon acceptance, all credits earned toward the graduate certificate are applied to the respective master's degree requirements.

ADMINISTRATION OF GRADUATE EDUCATION

The Dean of Graduate Programs is responsible for providing academic leadership for graduate education including curriculum development, execution of policy and related matters.

The respective directors of each graduate program, two graduate faculty and two graduate students comprise the Graduate Council which oversees graduate education at Mercyhurst. The chairperson of the council is the Graduate Dean who reports to the Vice President for Academic Affairs. Each graduate program has its own advisory committee made up of the directors and key members of the teaching faculty. The advisory committees advise each director on admissions and academic matters such as curriculum changes, grading and student status.

The Graduate Programs Office serves graduate students as a central clearinghouse for information about programs, admissions, registration, scheduling, campus policies, procedures and activities. Graduate students may register in person, by phone or by fax. Contact the Associate Director of Graduate Enrollment at 814-824-3384; or FAX 814-825-2055; or email grad@mercyhurst.edu.

ACADEMIC CALENDAR

Administration of Justice

The graduate program in Administration of Justice operates on a trimester calendar. Fall, winter and spring terms are each 10 weeks long. Summer session courses and advanced institutes may also be offered to meet the needs of students. Courses are offered in the evening, meeting once or twice per week. New students are admitted to the program each trimester.

Special Education and Secondary Education

The graduate programs in Special Education and Secondary Education operate on a trimester calendar. Fall, winter and spring terms are each 10 weeks long. Summer session courses and advanced institutes are also offered to meet the needs of school personnel in the area. Courses are offered in the evening, meeting once or twice per week. New students are admitted to the program each trimester.

Organizational Leadership

The graduate program in Organizational Leadership operates on a trimester calendar. Fall, winter and spring terms are each 10 weeks long. Summer session courses are often offered. Courses meet one evening per week. New students are admitted to the program each trimester.

Applied Intelligence

The graduate program in Applied Intelligence operates on a trimester calendar. Fall, winter and spring terms are each 10 weeks long. Courses in the Applied Intelligence Program meet at varied times throughout the day, afternoon and evening. Students must start the program during the fall trimester.

Anthropology

The graduate program in Anthropology operates on a trimester calendar. Many of the required courses in the curriculum must be completed in a predetermined sequence. Classes and laboratories meet typically during the day. Students must start the program during the fall trimester.

Exercise Science

The master's program in Exercise Science operates on a trimester calendar. The program is completed in approximately 14 months (five terms). Students begin in summer session (June) then complete the traditional academic year with three trimesters: fall, winter, and spring, and then complete a second summer term.

ADMISSION REQUIREMENTS

Admission decisions are based on the “whole person” concept. Elements of this approach include quality of undergraduate work as evidenced by transcripts, performance on standardized tests, a personal statement, and, when required, a personal interview.

Students who seek admission to graduate education at Mercyhurst must meet the following minimum requirements: *

1. An undergraduate grade point average of 3.0 overall, with at least 3.0 in their major field.
(Some programs have established higher requirements.)
2. An undergraduate degree in the area of intended graduate study or in an approved, related field.
3. Academic, scholarship and leadership potential as evidenced by three positive recommendations from supervisors or faculty.
4. A personal statement outlining in narrative form the candidate’s career path, career aspirations and professional interests.
5. Satisfactory scores from the Miller Analogies Test or the Graduate Record Exam as required by each program, and PRAXIS I and II (for Secondary Education only).
6. A completed application form, which can be found online at www.mercyhurst.edu/graduate.
7. A professional résumé or curriculum vitae.

*In the Anthropology program, a personal interview is required prior to acceptance. Applicants will be contacted if they have been selected for an interview.

Recommendations for admission to graduate programs are made to graduate program directors by the program’s advisory committee. In certain cases, the committee or the director may request interviews with applicants. No action can be taken on applicants until all the required admissions information is submitted. There can be no guarantee that individuals meeting the minimum admissions requirements described above will be admitted. Decision appeals are made to the Graduate Council.

Applicants who are accepted are placed in one of three categories: (1) regular degree status, (2) provisional degree status or (3) non-degree status. Students admitted provisionally must maintain a 3.0 GPA for the first nine credit hours to be formally admitted. Non-degree students must meet all admissions criteria and are permitted to register only with program director approval.

Prospective students are encouraged to apply online at www.mercyhurst.edu/graduate. Additional admissions information is available by writing to

Mercyhurst University, Office of Graduate Studies,
501 East 38th Street, Erie, PA 16546

or by calling 814-824-2297 or 1-800-825-1926, ext. 2297;
fax 814-824-2055

or by emailing grad@mercyhurst.edu.

International Students

Mercyhurst University welcomes application from qualified international students. Students must submit official, notarized scores from the T.O.E.F.L. (Test of English as a Foreign Language) exam as part of their admission application. Minimum score requirements are 550 for the paper-based exam, 213 for the computer-based exam, and 79-80 for the Internet-based exam. Applications for the test and further information can be found at www.toefl.org.

International students must also provide Mercyhurst University with assurance that they possess adequate financial support for the period of graduate studies. This documentation must be provided through submission of an affidavit of financial support. An I-20 form will not be issued until the affidavit of financial support is received and accepted by Mercyhurst University. All documents and credentials submitted must be translated into English. Mercyhurst University recommends that international students contact World Evaluation Services (WES) at www.wes.org, the foremost organization that specializes in transcript and credential evaluation, to provide such translations.

PROGRAM STANDARDS & POLICIES

Degree Requirements

The minimum requirements for the award of a masters degree are:

1. Completion of the course requirements designated by each graduate program.
2. An overall GPA of 3.0 for all graduate courses.
3. A completed "Application for Degree" form filed with the Registrar's office by Feb. 1 of the year of intended degree completion.

To obtain a master's degree in Administration of Justice, the student must complete 33 graduate hours of study, including six core courses and five electives. Two elective courses may be taken in lieu of the thesis.

To obtain a master's degree in Special Education, the student must complete 30 graduate hours of study as follows: (a) professional education including a thesis or applied research project – six credit hours; b) foundations of special education – nine credit hours; (c) specialization – 12 credit hours; and (d) an internship – three credit hours. Students seeking additional certification in special education, special/elementary education, special/early childhood education or bilingual/bicultural special education are required to complete additional courses, internship and/or student teaching hours.

To obtain a master's degree in Organizational Leadership, the student must complete 33 graduate hours of study as follows: (a) seven core courses including a thesis or research-based project (21 credits), (b) four elective courses (12 credits). Please refer to the Organizational Leadership section of the catalog for specific details.

To obtain a master's degree in Applied Intelligence, the student must complete 34-36 graduate hours of study. Please refer to the Applied Intelligence section of the catalog for specific details.

To obtain a master's degree in Anthropology, the student must complete 12 required courses (Many with associated labs) including a thesis. Additional elective courses can be completed within the program. Students may transfer up to six graduate credits with a grade of B or better into the program upon approval of the program director.

To obtain a master's degree in Secondary Education, the student must complete a core of 30 graduate hours of study. The required 10-course program can be completed in 24 months (full-time) or 30-36 months (part-time).

To obtain a master's degree in Exercise Science, the student must complete 36 graduate hours of study, including a 6 credit internship, and sit for the American College of Sports Medicine, Registered Clinical Exercise Physiologist® Exam. Please refer to the Exercise Science section of the catalog for specific details.

Master's Thesis or Research Project

A master's thesis or master's research project is required in all programs except Administration of Justice and Exercise Science.

In the graduate programs in Special Education and Secondary Education, the thesis should be developed as a result of experiences gained while involved in internships, student teaching, and/or independent studies as approved by the graduate advisor. The thesis course is three credits and should be completed in the final term. Additionally, a three-credit internship or independent study may be taken in conjunction with thesis credit hours, allowing for additional time devoted to research and writing. Outcomes of the Education thesis usually result in a publishable article or a fundable project.

The research-based project in Education represents a terminal project selected by the student and graduate advisor, and must be related to the student's declared program of study and/or assigned internship. The project requires application, synthesis, and critical evaluation of the student's graduate studies. The project may take the form of a grant proposal, program evaluation, or other agreed-upon external program document.

In the Organizational Leadership program, either a master's thesis or a research based project with additional course work is required. The thesis is a demonstration of scholarship that defines a problem or issue related to Organizational Leadership, reviews the relevant literature, and offers conclusions using qualitative and/or quantitative research methods. The final document makes a coherent, cogent, and sustained argument about processes, theories, or practices in Organizational Leadership. The thesis provides an opportunity for a student to explore a topic in Organizational Leadership in far greater depth than is available in the classroom setting. A research-based project, in which a student applies theories of leadership to practical organizational issues, is an available option.

The student's work, both in content and in process, should reflect the goals of the Organizational Leadership program as well as the mission of Mercyhurst University. As such, the work should demonstrate intellectual creativity and social responsibility.

In Applied Intelligence, either a thesis or research-based project with additional course work is required. The thesis should be planned research on a unique topic related to applied intelligence. Student efforts may range from theoretical studies to applied projects. The thesis requires students to conduct purposeful research, review the literature, write a detailed analysis, offer new insight, and present and defend conclusions. The research-based project is a theoretical or applied research-driven work of scholarship that serves as a final example of the meaningful link between theory/research and practice/application. The project requires students to engage in application, synthesis, and critical evaluation of their graduate studies.

The required master's thesis in the Anthropology program must be a high-quality, scientifically oriented publishable document that is based on unique research that addresses a specific issue in

the fields of anthropology, archaeology, human skeletal biology, taphonomy, and/or trauma analysis. Publication of the research in a scientific periodical or book, as well as presentation at a national meeting, is strongly recommended. The Research Project option is not available.

In Administration of Justice, the thesis (6 credits) is optional. Two additional graduate courses may be taken instead. All proposed thesis topics must contribute to a unique understanding of justice administration and be approved by the student's advisor and the program director. Each student must give an oral presentation of the results.

As a result of coursework, field experiences, and applied research requirements students completing the Master's degree in Exercise Science will be highly qualified to enter/reenter the field of Exercise Science. Graduates will possess a strong connection between theory and practice, with multiple opportunities for carrying out applied research prior to their degree completion. Students considering Ph.D. programs will be strongly encouraged to collaborate with graduate faculty and submit research for publication while enrolled in the program.

Important Dates

Students who expect to participate in the May graduation ceremony must submit a completed thesis or research-based project to their respective graduate directors no later than May 1. All completed theses must follow the proper form, grammar, and scholarship as defined in the most current edition of either (a) Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, (b) *The Publication Manual of the American Psychological Association* or (c) *The Chicago Manual of Style*. No degree will be awarded until all corrections have been made and the thesis is accepted by the directors of the appropriate graduate programs. All theses must be printed on the paper quality as designated by the program director.

Upon completion and approval of the thesis, the student is required to submit three copies to the appropriate graduate director. One bound copy is placed in a permanent collection in the library, one bound copy is for the student, and the third copy is placed on file in the Graduate Program office.

All graduate programs at Mercyhurst subscribe to the service offered by University Microfilms, Inc., which allows a master's candidate the option of having his or her thesis microfilmed and/or abstracts published in *Master's Abstracts Journal*.

Institutional Review Board

All research conducted by students or faculty at Mercyhurst University is subject to review by the Institutional Review Board (IRB). The purpose of the IRB is to protect human subjects engaged as subjects in research, to follow guidelines with regard to ethical research, and to create an effective user-friendly process for the conduct of research at Mercyhurst University.

Current IRB members represent the disciplines of Education, Law, Medicine, Psychology, Sports Medicine, Business, Philosophy, and Organizational Leadership. The procedures for IRB approval are meant to facilitate research at Mercyhurst. For more information about the IRB, forms for proposal submission, and general information about research at Mercyhurst, please visit the IRB website located at irb.mercyhurst.edu.

Transfer Credits

Students may transfer up to nine graduate credits with a grade of B or better into the Special Education or Administration of Justice programs. Students may transfer up to six graduate credits with a grade of B or better into the Organizational Leadership, Applied Intelligence, and Anthropology programs. All transfer courses must be appropriate substitutes for Mercyhurst graduate courses and approved by the director of the graduate program. Correspondence courses will not be accepted: Online courses must be approved by the respective program directors. In the Administration of Justice programs, where students have already earned a master's degree, up to 12 credits from that degree may be applied toward a Mercyhurst master's degree, provided the course credits are appropriate substitutes for Mercyhurst degree requirements.

Registration/Status

First-year graduate courses carry a 500-level designation. Courses in areas of specialization offered in the second year are at the 600-level. Registration for graduate courses is done online or through the Graduate Program office.

Students are reminded that no registration is accepted until all previous financial obligations with the college are satisfied. All graduate students must register for at least six credits per semester with a total of 15 credits during the regular academic year to be considered full-time. Part-time students must register for three credits each term. All students are expected to complete their degree programs within five calendar years from the date of initial registration. Exceptions are granted only after petition and approval of the appropriate advisory committee. Each exception must be renewed and re-approved on an annual basis.

Students may not enroll in any course on a Pass/Fail or Audit basis.

With special permission of program directors, junior and senior undergraduates in Criminal Justice, Intelligence Studies and Special Education may enroll in graduate courses. Normally, undergraduate enrollment is restricted to 500-level courses. Juniors may take one graduate course and seniors may take up to two courses. Those who enroll in a graduate course to satisfy undergraduate degree requirements cannot earn graduate credit for these same courses.

Grading System

A = 4.0 for exceptional performance

B+ = 3.5 for very good performance

B = 3.0 for good performance

C+ = 2.5 for below average performance

C = 2.0 for poor performance

F = 0.0 for unacceptable performance

Other graduate grading symbols are:

I = Incomplete

W = Withdrawal

No course grade below C is awarded graduate credit. Nor will any student be allowed to earn credit toward degree requirements for more than a total of two graduate courses in which a C grade

has been earned. Students who receive two Cs or one F may be dismissed from the program.

A student may repeat up to six credits in courses where a grade of C+ or below has been earned. Students who earn a grade of B or better in a repeated course will have their original grade replaced by a PASS on the transcript.

Incomplete grades may be given to graduate students only if they are doing satisfactory work and if they have the permission of the course instructor and the program director. An incomplete grade that is not completed within the stipulated period of time will automatically revert to an F. For those enrolled in a thesis seminar, the time period for incompletes may be extended up to 12 months. Once a student registers for the thesis or research project, the student has one academic year to complete it. Thus, if a student registers in the fall term, he/she has until the end of the next fall term to complete the thesis or research project. If the student has not completed the thesis or project at that point, the Registrar will place a "W" for withdrawal on the student's transcript. Once the "W" is placed on the transcript, the student must reregister for the course.

Other withdrawals are given only to those students who withdraw from a course within the officially designated time indicated on the academic calendar. The student is responsible for withdrawing from courses and responding to requests from the Office of Student Financial Services or the Office of the Registrar.

Grade appeals must be initiated within 45 days following the close of the term or trimester in which the grade was earned. No grade may be changed without the approval of the graduate program director and the Vice President for Academic Affairs.

Probation and Dismissal

The academic progress of students enrolled in graduate degree programs, regardless of their matriculation status, is regularly reviewed by the program directors. Degree program students who fall below a 2.75 grade point average after the completion of nine graduate credits are subject to dismissal from the program, as

are students who do not have at least a 3.0 GPA after 12 graduate hours. Additionally, a grade of F or a second grade of C in the student's graduate degree program places a student on probation. Dismissal may occur when a degree student has not achieved a 3.0 cumulative GPA in the term following one in which he or she was placed on probation; or when terms or conditions established for probation were not met, or when the academic record reflects poor performance. Students dismissed from the program may petition to the Graduate Council for readmission after one year.

The academic progress of students enrolled in graduate certificate programs, regardless of their matriculation status, is also regularly reviewed by the program directors. Graduate certificate students who fall below a 2.75 grade point average at any point in their program may be placed on probation. Dismissal may occur when a student receives a grade of F, when a certificate student has not achieved a 2.75 cumulative GPA in the term following one in which he or she was placed on probation, when terms or conditions established for probation were not met, or when the academic record reflects poor performance. Graduate certificates will not be awarded to students who fall below a 2.75 GPA. Students dismissed from certificate programs may petition to the Graduate Council for readmission after one year.

Time Limitations for Degree Completion

Degree requirements must be completed within five years of the date from which the student first matriculated at Mercyhurst College. If unusual circumstances have prevented a student from completing degree requirements, he or she may apply to the Dean of Graduate Programs for an extension of the five-year time limit.

Graduate Tuition and Fees

See tuition and fee schedule for current rates. Payments received after the official registration deadline will be considered delinquent and the student will be charged a late payment fee. All official refund dates and amounts are listed in the term academic schedule.

FINANCIAL AID INFORMATION

Application forms and guidelines are available in the Graduate Programs office and online at our website graduate.mercyhurst.edu.

Mercyhurst Graduate Assistantships

A limited number of graduate assistantships are available for eligible students who can accept employment on the Mercyhurst campus. Graduate assistants receive a full or partial waiver of tuition and a stipend in return for a minimum of 25 hours of work weekly, excluding registration and lab fees.

Mercyhurst Graduate Fellowships

A limited number of fellowships are available to Administration of Justice applicants whose undergraduate or professional record show exceptional promise for future leadership in the criminal justice

profession. Graduate fellows receive a full or partial waiver of tuition.

Mercyhurst Graduate Employment

Qualified students may be offered employment opportunities at Mercyhurst University. Graduate student employment typically provides up to \$9,000 in annual earnings.

Federal Direct Loan Program

Effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate students are no longer eligible to receive Federal Direct Subsidized Loans. The terms and conditions of Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2012, for either graduate or undergraduate study, are not affected by this change.

The annual loan limit for graduate students remains unchanged at \$20,500 but this amount will now be limited to Direct Unsubsidized Loans. The aggregate loan limit for graduate students remains unchanged at \$138,500.

Students with Direct Loans from undergraduate studies may ask their lender to defer payments until they complete their graduate degree. Deferment forms are available from the Registrar's Office or through the lender.

Graduate students are eligible for Direct Unsubsidized Loans. These loans are not need based. To apply for a Direct Loan, you must first complete and submit the Free Application for Federal Student Aid (FAFSA). If it is your first time receiving a Direct Loan, you will be required to complete entrance counseling to ensure you understand your obligation to repay the loan; and sign a Master Promissory Note (MPN), agreeing to the terms of the loan. These steps can be completed at www.studentloans.gov.

The school will first apply your loan funds to your school account to pay for tuition, fees and any other school charges. If any additional loan funds remain, they will be returned to you.

Veterans' Benefits

Information regarding veterans' benefits may be obtained by contacting the Veterans Enrollment and Outreach Coordinator at (814) 824-2617.

TUITION COST PER 3-CREDIT COURSE

Applied Intelligence	2,016
Anthropology	2,016
Exercise Science	2,016
Organizational Leadership	1,794
Secondary Education	1,794
Special Education	1,794
Administration of Justice	1,794
Audit/Proficiency Exam or Experience Learning	471
Professional Development	471
Applied Intelligence Graduate Certificates	2,016

REQUIRED FEES PER TERM

Registration	45
Technology Fee	50

OCCASIONAL FEES

Application Fee	30
I.D./One Card	30
Student Teaching	335
Graduation <i>(required even if student does not participate in ceremony)</i>	160
Company Ensemble Fee (per term)	225
Intelligence Studies (per term)	150
Lab Fees	140
Studio/Materials	140
Official Transcript of Credits	5
International Student Application Fee	30

FINANCIAL PENALTIES

Late Payment	100
Room Change	50
Returned Check/ Stop Payment/Reissue	25
Late Registration Fee	250

PAYMENT POLICY FOR TUITION, FEES, ROOM AND BOARD

The Student Financial Services Office (SFS) participates in 100% online billing. Fall term ebills are available in mid-July. Winter and spring ebills are available four to six weeks before the term begins. In addition to charges for tuition, fees, room and board and other expenses, the ebill reflects any scholarships, grants, and loans as pending financial aid. Financial aid listed is pending until the student's eligibility is confirmed, verification is completed, and the student's enrollment is verified on the 1st day after drop/add, which is usually the 8th day of the term. In addition, students must have completed Entrance Loan Counseling and have signed a Master Promissory Note for any Federal Direct Loans. Also, alternative education loans are not credited to the student's account until a promissory note is signed and the loan proceeds are received at Mercyhurst from the lender.

Registration for a given term is not complete until all charges are paid or until acceptable payment arrangements have been made with the Office of SFS. If a student does not pay in full or make acceptable payment arrangements by the billing due date, a late payment fee of \$100 will be assessed. If the student is depending on financial aid to cover all or part of the charges, a FAFSA must be filed, required documentation for verification and eligibility must be submitted, and, if applicable, entrance loan counseling and a signed promissory note for any student loans must be completed by the required deadlines to prevent assessment of a \$100 late fee.

Billing Due Dates for 2012-2013:

Fall - August 15, 2012
 Winter - November 21, 2012
 Spring - February 27, 2013

Students can pay via their ebill in a variety of ways including e-checks and credit card payments.

In lieu of paying a student bill in full, it can be paid in monthly installments (partial payments made in intervals) through Tuition Management Systems (TMS). The TMS Payment Plan divides a student's financial obligation into nine or 12 interest-free payments per academic year, making the payment responsibility for attendance at Mercyhurst more manageable. The installment plan is available to all qualified students for the fall, winter and spring terms. There is a non-refundable fee for participating in the TMS Payment Plan, regardless of the debt balance. TMS sends a monthly billing statement to the student's permanent address, with payment due by the 1st of the month from August 1 to April 1. Students receiving financial aid may also participate in the TMS Payment Plan. For more information about the plan or how to calculate monthly payments, contact TMS directly at 1-888-285-3052, or visit www.afford.com/mercyhurst.

Students incur a legal obligation to pay for tuition, fees and related charges when registering for classes. If payment is not made or satisfactory payment arrangements are not made, students are put on Business Office Hold. Business Office Hold prevents a student from registering for classes for the forthcoming term and could result in deregistration of current courses. Please review bills carefully. Charges not contested within 60 days are final.

In addition, issuance of an official academic transcript is not permitted. The university also has the right to deregister a student for the term for non-payment. Failure to make satisfactory payment

arrangements to pay the student bill in a timely fashion may result in a student's account being placed with a collection agency. When accounts are forwarded to a collection agency, students may not attend Mercyhurst until the prior balance due to the college, as well as collection costs associated with the account, are paid in full.

If check payment is made and funds do not clear, in addition to the \$100 late fee, the student will be charged the cost of the bank fee associated with insufficient funds. In this instance, the student will be contacted and given one week to make payment to Mercyhurst in the form of a certified check or money order.

**TUITION AND FEE REFUND POLICY
DUE TO TOTAL WITHDRAWAL**

Students who wish to withdraw from the university must complete a Cease Enrollment Form (available in the Office of Academic Affairs) and also obtain the necessary signed approvals from the Dean of Graduate Studies. Students who officially withdraw before the end of the academic term will receive course grades based on the course withdrawal policy described below.

Course withdrawals after drop/add through the end of the 7th week of classes for the fall, winter and spring terms will result in a W grade for the course. Students who wish to seek waiver of this rule due to medical, military, or emergency circumstances, students must appeal to the Office of Academic Affairs.

Students who have officially withdrawn from the college and do not return within one academic year must apply for readmission. When a student officially withdraws from all courses (ceases enrollment) he/she may receive a refund of some part of tuition, room and board depending on the date of withdrawal. Fees are not refundable when withdrawal occurs after the eighth day of classes.

Period of Withdrawal During a Term	Percentage of Tuition Fee, Room, Board Refund
Up to and including calendar day 8	100% (including fees)
Calendar days 9 – 15	80%
Calendar days 16 – 22	70%
Calendar day 23 and later	0%

The tuition refund policy for pre-summer and summer sessions follows a different schedule than above because the length of the sessions differs from the fall, winter and spring terms. The calculations are similar, but are done in proportion to the length of the sessions. Refund schedules for these special sessions are available in the Office of Student Financial Services. Students seeking waiver of the above Tuition and Fee Refund Policy due to medical, military or serious emergency may file a petition with the Office of Academic Affairs explaining and documenting the special circumstances. When students are granted approval by the Office of Academic Affairs for a medical, military or serious emergency withdrawal, Mercyhurst University refunds tuition 100% and

room and board charges are pro-rated accordingly. Fees are not refundable after the drop/add date.

**TREATMENT OF FINANCIAL AID FOR
TOTAL WITHDRAWAL (CEASE ENROLLMENT)**

If a student withdraws from all courses (ceases to be enrolled), the Office of SFS must review the student's financial aid to determine whether financial aid funds must be adjusted in accordance with university, state, and federal policies governing total withdrawals.

The Office of SFS calculates refund for tuition, room and board according to university policy. However, the policies on treatment of financial aid for total withdrawals (cease enrollments) are specific to each designated financial aid program and are applicable only if the student was awarded that particular type of fund. If the student is awarded various types of financial aid, more than one policy may apply in determining the student's revised financial aid eligibility.

**FEDERAL (TITLE IV) FINANCIAL AID REFUND POLICY
DUE TO TOTAL WITHDRAWAL (CEASE ENROLLMENT)**

The federal policy for return of Title IV funds maintains that the student can retain only that portion of federal aid that the student has earned based on time in attendance before withdrawal. The percentage of time that the student attended an academic term determines the amount of federal aid that must be returned to the federal government. This federally mandated policy is independent of the university's institutional refund policy for tuition, room and board. The schedules vary by start and end dates of each term and each academic program.

COURSE WITHDRAWAL POLICY

Students who wish to withdraw from a course after the drop/add period for a term must complete a Class Schedule Form (available in the Office of the Registrar), obtain their advisor's signature, and take the form to the Office of the Registrar for processing. Withdrawal from courses after the 7th week of classes for the fall, winter and spring terms is not permitted.

Course withdrawals after drop/add through the end of the 7th week of classes for the fall, winter and spring terms will result in a W grade for the course. To seek waiver of this rule due to medical, military, or emergency circumstances, students must appeal to the Office of Academic Affairs. A student's Financial Aid Package is based on full-time enrollment, and SFS uses the student's enrollment status on the 1st day after drop/add, which is usually the 9th calendar day after the start of the term, to determine financial aid eligibility. If a student drops a course after drop/add there will be no recalculations of aid or tuition refunds.

Whether a student chooses to withdraw from one course or withdraw from the college completely, it is important that the student contact the Office of Student Financial Services for advice regarding financial aid and billing. If the student is not properly enrolled at the time the funds are awarded and disbursed, this could jeopardize receipt of particular types of aid. Also, if a student drops from full-time to part-time enrollment status during the drop/add period, student financial aid adjustments may be required. Withdrawing from courses may also prevent a student from making satisfactory academic progress, which may affect the student's eligibility for future financial aid assistance.

NOTE: Online courses delivered through OCICU may have different deadlines than those described above. Please refer to the OCICU chart available in the Office of Adult and Graduate Programs.

FINANCIAL AID RIGHTS AND RESPONSIBILITIES

Students have the following rights and responsibilities:

- Access to complete information regarding fees, payment and refund policies.
- Confidentiality of all personal and family financial information.
- Reconsideration of student aid eligibility through an appeal to the Office of SFS.
- To advise the Office of SFS of any additional financial aid received that is not indicated on the Mercyhurst Financial Aid Award Letter.
- To follow application filing deadlines and to submit all required documentation for verification of financial and other information pertaining to the financial aid application process within 21 days of the request.
- To give the Office of SFS permission to relay pertinent financial, academic, and other information to donors of aid upon request.
- To maintain Satisfactory Academic Progress (SAP) for Financial Aid (refer to SAP Policy in the following section).
- To comply with the rules governing the types of financial assistance the student receives.

FINANCIAL AID APPLICATION PROCEDURES AND DEADLINES

To apply for federal, state, and institutional (Mercyhurst) financial aid, the student must complete and submit a Free Application for Federal Student Aid (FAFSA) each academic year.

Students can submit the FAFSA using FAFSA on the Web (www.fafsa.ed.gov). To file electronically, the student (and parent if dependent) will need a U.S. Department of Education (USDE) PIN. Students (and parents) may apply for a PIN at www.pin.ed.gov. The PIN serves as the student's and/or parent's electronic signature. Questions about the FAFSA can be answered by calling the Department of Education Customer Service Department at

1-800-801-0576. Assistance for students with hearing disabilities is available by dialing 1-800-511-5806.

Although students may file the FAFSA anytime after January 1 prior to the forthcoming academic year in which they plan to attend, Mercyhurst's priority filing deadline is March 15 of that year to ensure full consideration for all types of aid. Be sure to include Mercyhurst's institutional code, 003297, in the college choice section of the FAFSA.

Students may file the FAFSA after the deadline of March 15, however, they risk not receiving aid from some programs. In addition to the processed FAFSA, the Office of SFS must receive all requested documentation within 30 days of the request but no later than 30 days before the end of the term or award period. This deadline allows processing and authorization of disbursements within timeframes defined by regulations pertaining to federal and state aid programs. Failure to apply or to submit required documentation by the indicated deadlines may result in a loss of financial aid eligibility for all student aid programs. Students should be familiar with the Office of SFS processing schedule and adhere to the deadlines specified below.

SFS PROCESSING SCHEDULE AND DEADLINES

January	<p>Free Application for Federal Student Aid (FAFSA) available for filing by going to www.FAFSA.edu.gov.</p> <p>Tax Statements for federal and state income tax filing are sent to students that were enrolled prior calendar year.</p> <p>Tuition bills are sent to students registered for spring term.</p>
February	<p>Financial Aid Packaging begins for first-time graduate students that have filed a FAFSA.</p> <p>SAP appeals for the spring term must be submitted to the Financial Aid Satisfactory Academic Progress Committee.</p> <p>Student Aid Reports (SAR) start arriving in the mail; Mercyhurst College must be listed as a college choice (school code 003297) on the SAR.</p> <p>Loan exit counseling is completed by student-loan borrowers expecting to graduate after winter term.</p> <p>Spring bills are due.</p>
March	<p>FAFSA preferred filing deadline for forthcoming academic year is March 15; Mercyhurst University must be listed as college choice (school code 003297) in the college choice section of the FAFSA.</p>
April	<p>Loan exit counseling is completed by student-loan borrowers expecting to graduate after spring term.</p> <p>Summer Financial Aid applications are available</p>
May	<p>Returning student records reviewed for Satisfactory Academic Progress (SAP) after spring term grades are posted.</p>
June	<p>Returning students Financial Aid Packaging begins for those registered for the following fall term.</p> <p>2011 Federal Income Tax Returns and any other requested information must be submitted to the Office of SFS by June 15 to complete the federal financial aid verification process.</p> <p>Summer Financial Aid applications are due.</p>
July	<p>Tuition bills are sent to registered students for fall term.</p> <p>Loan exit counseling is completed by student-loan borrowers expecting to graduate after summer term.</p>
Aug./Sept.	<p>New student loan borrowers complete loan entrance counseling.</p> <p>Direct loan borrowers sign promissory notes.</p>

Aug./Sept.	Fall bills are due August 15. Payments must be received by this date.
October	Student loan borrowers graduating at the end of the fall term complete loan exit counseling. Tuition bills are sent to students registered for the winter term.
November	Winter bills are due.

A student's Financial Aid Package is based on full-time enrollment. SFS uses a student's enrollment status on the 1st day after drop/add, which is usually the 9th calendar day after the start of the term, to determine financial aid eligibility. If the student does not have full-time status, he/she may lose eligibility for some financial aid programs and others may be prorated accordingly.

During the summer session, a student's enrollment status on the 2nd day of the summer term determines enrollment status for financial aid eligibility.

VERIFICATION & ELIGIBILITY CONFIRMATION

Verification is the process in which the Office of SFS—as dictated by federal regulations—compares the information reported on the FAFSA with the student's prior-year tax returns and other financial documentation. If the student's application is selected for verification, the student will be contacted by letter or e-mail requesting the required information. The Office of SFS must receive all requested documentation before federal, state and institutional aid can be disbursed. If there are differences between the data supplied on the FAFSA and the verification documentation, corrections may be needed, and the student's FAFSA data will be reprocessed. This may result in a revision of the Financial Aid Package. Failure to submit documents within the requested timeframe will result in cancellation of aid.

To ensure that the student's financial aid funds disburse as scheduled at the start of the fall term, the student must be registered for classes, make Satisfactory Academic Progress, and submit all required documentation by June 15 prior to the academic year. Failure to reply to requests for information will result in cancellation of any financial aid offers. Students may still submit late documents, but aid is not guaranteed. The absolute deadline for submittal of all documents is 30 days prior to the end of the term or award period the student is enrolled for the academic year. The designated deadlines allow the Office of SFS to process and authorize disbursements within the timeframes permitted under federal regulations and College policies.

ENROLLMENT STATUS

As indicated in Financial Aid Awarding Policy section below, each financial aid program has specific requirements regarding enrollment status. In general, SFS uses the following graduate enrollment criteria each term to determine eligibility for the financial aid programs it administers:

GRADUATE STUDENT ENROLLMENT STATUS CLASSIFICATION BY CREDIT HOUR:

6+	Full-time
3–5	Half-time
1–3	Less than halftime

NOTE: Students who are enrolled in a full-time internship for 3 or more credits through Mercyhurst University are considered full-time.

OTHER ELIGIBILITY CRITERIA

Eligibility for federal student aid is determined on the basis of financial need and on several other factors. To receive financial aid from federal programs students must meet the following criteria:

- File FAFSA
- Demonstrate financial need where applicable
- Have a high-school diploma or its equivalent
- Be admitted to a certificate or degree program and be working toward a certificate or degree
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security number
- Register with Selective Service (if required)
- Not be in default on a student loan or owe a repayment of federal student aid
- Maintain Satisfactory Academic Progress (SAP) once enrolled. Students must complete at least 75% of the attempted credit hours each term and maintain a cumulative GPA of 2.0 or higher.

THE KINNANE GRADUATE PROGRAM IN ADMINISTRATION OF JUSTICE

PROGRAM PHILOSOPHY AND CONTENT

The AOJ program philosophy is based on the assumption that criminal justice is a true profession dedicated to serving society and preserving the basic rights and freedoms of all people. To fulfill these goals, the criminal justice profession requires efficient, knowledgeable, sensitive, ethical and competent leaders. The Administration of Justice program is built on a common core of courses involving a broad overview of government management, organizational and interpersonal dynamics, professional ethics and research competence.

Mercyhurst University has a service orientation that recognizes the special needs of both new and practicing professionals. The program is committed to in-service professionals whose career and personal responsibilities make it very difficult to acquire advanced managerial training. Accordingly, the Mercyhurst program offers evening courses each term.

ADMINISTRATION OF JUSTICE MASTER'S DEGREE REQUIREMENTS

Core Courses

AOJ 501	Research Methods in Criminal Justice
AOJ 502	Organizational and Human Behavior
AOJ 506	Professional Ethics
AOJ 604	Criminal Justice Planning and Evaluation
AOJ 605	Government Management
AOJ 621	Advanced Criminology or
AOJ 511	Historical and Comparative Criminal Justice

Elective Courses (choose five)**

AOJ 503	Issues in Correctional Administration
AOJ 511	Historical and Comparative Criminal Justice
AOJ 515	Organized and White Collar Crime
AOJ 519	Victimology
AOJ 520	Issues in Criminal Justice
AOJ 532	Public Law and Public Administration
AOJ 550	Politics of Crime
AOJ 595	Women and Crime
AOJ 610	Law and Society
AOJ 616	Issues in Juvenile Justice
AOJ 620	Forensic Science
AOJ 621	Advanced Criminology
AOJ 625	Theories in Corrections and Criminal Justice
AOJ 628	Seminar: Crime Analysis
AOJ 630	Policy, Politics, Community Coalitions in Administration of Justice
AOJ 631	Political Crime and Terrorism
AOJ 634	Seminar: Criminology and Crime Policy
AOJ 637	Seminar: Special Topics in Juvenile and Criminal Justice
AOJ 650	Supervised Justice Administration Readings
AOJ 675	Justice Administration Thesis

*** Students who elect a six-credit thesis take only three criminal justice electives. The thesis substitutes for the fourth and fifth elective courses.*

ADMINISTRATION OF JUSTICE COURSE DESCRIPTIONS

AOJ 501

Research Methods in Criminal Justice 3 credits

This course deals with scientific research methodology applicable to the field of criminal justice. The course will focus upon formulation, model construction, research designs and data gathering strategies including survey sampling, data analysis, proposal writing and data presentation. Completion of the course will provide the student with basic skills necessary to undertake supervised thesis work and independent research in the area of criminal justice systems.

AOJ 502

Organizational and Human Behavior 3 credits

This course explores organizational behavior based upon research and theory from the behavioral sciences. The course focuses on an analysis of the expected organizational effects of a variety of individual, team and group behaviors. Among the topics discussed are performance evaluation, creative and innovative leadership, group decision making, cooperation, competition and intergroup conflict. Communication, leadership and planned change in organizations are emphasized.

AOJ 503

Issues in Correctional Administration 3 credits

This course focuses on the structure, function and operation of modern correctional administration, both institutional and community based. Target issues relevant to inherent systematic problems are explored in detail.

AOJ 506

Professional Ethics 3 credits

This course is designed to provide a philosophical blend of both theoretical principles and practical issues as they bear on criminal justice professionals. Special emphasis is placed on the role of professional ethics and customs as they affect and are affected by contemporary values.

AOJ 511

Historical and Comparative Criminal Justice 3 credits

This course is a survey of the origins and development of the criminal justice system

in the United States. Emphasis is placed on studying the evolution of the law enforcement and corrections components of this system. Comparisons are drawn with the British and some continental European criminal justice systems.

AOJ 515

Seminar: Organized and White Collar Crime 3 credits

This course examines corporate, occupational, professional and organized crime – the biggest growth area of crime and law enforcement activity today. Through analysis of cases, students explore recent legal developments and literature and emerging trends in the criminal justice system's reaction to these types of crimes

AOJ 519

Victimology 3 credits

This course focuses upon a recent and rapidly developing branch of criminology which is designed to study the crime victim. Included will be victim vulnerability – the susceptibility of certain groups of people to victimization – and culpability – the actions on the part of individuals which, under certain circumstances, suggest victims may be partly responsible for their own victimization. Recently enacted laws pertaining to the rights of victims will be examined, as well as programs that aid victims in their plight

AOJ 520

Issues in Criminal Justice 3 credits

This course offers a concentrated study of selected critical issues in the criminal justice system. The issues are timely and of concern to both academicians and practitioners of law enforcement and corrections.

AOJ 532

Seminar: Public law & Public Administration 3 credits

This seminar provides the opportunity to examine "the administrative process" and the constitutionality of the frequently broad discretion granted to agencies. Focus is on the wisdom and legality of delegation as well as the political, administrative, and legal elements of administrative actions.

AOJ 550

Seminar: Politics of Crime 3 credits

This seminar studies the ideological, theoretical, and conceptual perspectives of social organization, criminality, public policy, and the mechanics of social control. Topics include the use of power and position in the development of criminal justice policies and the rhetoric and symbolic aspects of crime control. The seminar also covers public perceptions and reactions to crime and criminal justice issues.

AOJ 595

Seminar: Women and Crime 3 credits

This seminar provides a study of the female offender with emphasis on the different treatment received by male and female offenders. Attention is given to female criminality, special problems in supervising female offenders and women in prison. Through a critique of contemporary research and literature, the myths surrounding women and crime are examined.

AOJ 604

Criminal Justice Planning and Evaluation 3 credits

The objective of this course is to focus on developing new projects from inception to completion. It deals with establishing priorities, securing funding, administering programs, and designing and implementing evaluative criteria. It incorporates empirical data evaluation, including parametric and nonparametric techniques, and the use of computers in evaluation.

AOJ 605

Government Management 3 credits

Emphasis in this course is placed on primary areas of personnel and fiscal administration. Personnel areas such as labor/management relations, motivation, planning, control, recruitment, selection, training and evaluation are covered. In addition, students explore basic accounting principles and procedures including budgeting, financial statements, short- and long-term sources and the uses of capital, grantsmanship and managerial control models.

AOJ 610**Seminar: Law and Society****3 credits**

Through the examination and critique of sociological studies, this seminar features various theoretical, empirical and legal approaches to understanding the relationship between law and society. This is not only a study of the legal system, but an attempt to understand the nature of social order through a study of law.

AOJ 616**Issues in Juvenile Justice****3 credits**

The majority of serious adult criminals begin their deviant careers as juveniles, therefore an investigation of the origins of juvenile delinquency is simultaneously an examination of many of the origins of crime and deviance generally. Students explore juvenile crime from a variety of perspectives and contemporary theoretical approaches to the origins of delinquent youth. This entails a critical examination of the contemporary juvenile justice system and discussion of current efforts to reform the system. The seminar also includes discussions of the connections among child abuse, drug abuse, gang involvement, familial and social factors and juvenile crime.

AOJ 618**Seminar: Computers, Crime and Criminology****3 credits**

Computers have had a profound impact on recent history. This seminar explores the impact of the growing computer technology in relationship to crime, criminology and the criminal justice system. Topics include the use of computers as a research tool, as a law enforcement investigative tool, and the types of, and control of, computer crime.

AOJ 620**Seminar: Forensic Science****3 credits**

This semester is a special study of the newest techniques used by science in the administration of justice. It includes case studies, laboratory techniques, interpretation of proof and the available scientific resources. Some laboratory work is required; previous work in criminalistics is helpful.

AOJ 621**Seminar: Advanced Criminology****3 credits**

The purpose of this seminar is to provide access to most of the significant current research and literature in the field of

criminology. Through the examination and critique of contemporary works, the nexus of theory and method is addressed. Major consideration is given to typologies such as criminal behavior systems.

AOJ 625**Theories in Corrections and Criminal Justice****3 credits**

As a study of the major issues and conflicts characteristic of corrections, this course focuses on empirical and theoretical literature reflecting legal, sociological, psychological and public-policy viewpoints affecting corrections and criminal justice. Emphasis is placed on the ideologies that reflect and shape the development of corrections as both a subsystem and a goal of the criminal justice system.

AOJ 628**Seminar: Crime Analysis****3 credits**

This integrated lecture and application course emphasizes practical skills and the use of computerized tools; designed to develop both basic and advanced skills in criminal analysis.

AOJ 629**Seminar: Drugs, Crime and Culture****3 credits**

This seminar focuses on critical issues at the nexus between drug use and the American criminal justice system. Topics include examining drug use in America from the historical, sociological and biopsychological perspectives. This seminar also reviews the American criminal justice policy as related to drug use. A variety of approaches to the problem of drug use and the treatment of drug use will be explored.

AOJ 630**Seminar: Public Policy Analysis****3 credits**

This seminar is based on several premises, all of which relate to the idea that the complex task of public administration is "about" policy making; which means that it is "about" politics, and that politics is increasingly "about" leadership, inter-governmental management, and the establishment of community coalitions. To complicate matters, all of this must take place in a public environment of uncertain competition, democratic ideals, ethical and legal concerns and the ever-present media

AOJ 631**Seminar: Political Crime and Terrorism****3 credits**

This seminar examines ideological

crimes both by and against governments including human rights violations, secret police activities, genocide and crimes by police. Students also explore domestic and international terrorism, protest, assassinations and espionage.

AOJ 634**Seminar: Criminology and Crime Policy****3 credits**

The seminar incorporates an academic review of prevailing criminological theories and a critique of crime policies. Conceptual and ideological perspectives are used to examine assumptions and objectives of public policy responses to crime. Seminar themes include the use of empirical information in policy decision-making, the social construction of crime, and the limits of crime policy.

AOJ 637**Seminar: Special Topics in Juvenile and Criminal Justice****3 credits**

Independent study and directed reading course is designed for second-year students with the approval of the graduate director. This course is for preliminary thesis research.

AOJ 650**Supervised Justice Administration Readings****3 credits**

This individualized course is designed to meet the students' special interests in an area of law enforcement or corrections administration. The course may include a mixture of law enforcement or corrections administration as well as reading, projects, special seminars or lectures, which may relate to the students' learning goals. Students are expected to meet with their tutors at least 15 hours to discuss, review and evaluate their progress. No student may enroll in this course without filing a learning plan for approval by the graduate program director.

AOJ 675**Justice Administration Thesis****6 credits**

The thesis should be planned research on a unique topic related to corrections administration. In the completed thesis, the student must demonstrate a knowledge of the relevant literature. The research project is executed and evaluated through a written document and an oral presentation. Thesis topics must be approved by the program director and the thesis advisor prior to beginning the research.

GRADUATE PROGRAM IN SPECIAL EDUCATION

PROGRAM PHILOSOPHY AND CONTENT

The graduate program in Special Education is designed to provide opportunities for certified teachers and non-certified students to (a) refine their critical thinking and analytical skills to the highest level of proficiency necessary to fulfill the role of master teacher, and (b) develop applied research competencies necessary to create innovations in education. The combination of both practitioner and scientist allows the graduate student to refine and redefine the link between best teaching and best research, theory and practice. Following a scientist-practitioner model, graduates from this program will have the unique ability to advance the science and art of teaching.

The master's program in Special Education provides the candidate with the experiences in field-centered activities, strongly supported by the principles of appropriate education, normalization, critical pedagogy, and tolerance of individual differences. Candidates are prepared to identify and understand what the student knows and what the student needs to learn in order to grow and achieve his or her goals in the context of the education setting. Additionally, students may complete a certificate in Bilingual/Bicultural Special Education, Educational Leadership, or Autism/Applied Behavior Analysis. The Autism/ABA certificate meets the BACB coursework and field eligibility requirements, allowing students to sit for the BACB examination.

SPECIAL EDUCATION MASTER'S DEGREE COURSE REQUIREMENTS

I. Foundations of Applied Research

EDSP 502	Single Subject Research
EDSP 676	Special Education Thesis or
EDSP 677	Research-based Project

II. Foundations of Special Education

EDSP 501	ABA and Classroom Management
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Educational Diversity (select two)

EDSP 500	Culture of Disability
EDSP 512	Second Language Acquisition Methodology
EDSP 514	Language in Contact
EDSP 621-23	Seminar Series
EDSP 635	Leadership in Urban Education

III. Specialization in Special Education

Students seeking ABA certification must complete EDSP 501, EDSP 502, EDSP 640, EDSP 650, EDSP 660 and 672. EDSP 672 (750 hours practicum requirement, in addition to weekly supervision requirements) is scheduled over three terms totally nine credits, and must also be fulfilled. Practicum assignments are made by the Director, and are aligned with board certification standards. Students may not enroll for practicum (nor begin to accumulate practicum hours) until they have enrolled in EDSP 640. Upon successful completion of Mercyhurst's Graduate Program in Applied Behavior Analysis, students are eligible to sit for the Behavior Analyst Certification Board's certification. Each student is responsible for scheduling National Board Exam.

Students seeking a certificate in bilingual/bicultural special education may need to complete course work in Latino Cultures, Applied Linguistics, and Advanced Spanish, as well as EDSP 512, EDSP 514, and EDSP 674. Students seeking a certificate in Autism/ABA will need to complete coursework EDSP 640, EDSP 650, EDSP 660, and EDSP 672.

IV. Internship/Student Teaching

Students not pursuing special education certification are required to complete a three-credit internship in special education. The internship may be taken in combination with the thesis. The internship may represent the field-based data collection component of the thesis, or a college teaching assistantship completed with a faculty mentor.

Students seeking special education certification who have never student taught are required to complete a six-credit (a total of two, 180-hour blocks) student teaching experience in special education. Those pursuing dual certification, early childhood/special education, or secondary/special education must complete a six-credit (a total of two, 180-hour blocks) student teaching experience.

Students seeking special education certification who already hold teaching certificates are required to complete a 3-credit (180-hour) student teaching experience in special education. Students seeking special education certification who hold no teaching certificate are required to complete a 6-credit (360-hour) student teaching experience in special education. Students seeking dual certification (special education-early childhood education, or special education-secondary education) are required to complete a six-credit (360-hour) student teaching experience.

Disclosure Statement:

Under the current graduate program, any candidate seeking certification in any content area must complete the prescribed course of study, completion of student teaching, successful completion of PRAXIS exams, and application to the Pennsylvania Department of Education.

EDSP 501

**Extended Applications:
Classroom Management and Applied
Behavior Analysis for Groups
3 credits**

In addition to being a required Special Education graduate course for all students, this course meets the requirements of the Applied Behavior Analysis (ABA) graduate certificate program, and serves as the third course in this sequence of instruction. Instruction and related activities will cover advanced concepts related to behavioral theory, and behavioral assessment and intervention techniques related to teaching, learning, and management of aberrant behaviors within the group-oriented context of the classroom.

Of particular interest will be the application of basic principles of operant conditioning to group-oriented behavioral contingencies, the development of systems support concepts to ensure that such interventions may actually be carried out, the incorporation of solid behavioral principles in teaching practices and curriculum design, strategies to develop self-management, generalization procedures, strategies to promote independence within classroom routines, and differential schedules of reinforcement.

Students will have the opportunity to review behavioral assessment techniques and applications, reinforcer assessment, single-subject research design, and data analysis. Above all, this course will focus primarily on PRACTICAL applications of ABA within a group/systems context.

EDSP 502

**Educational Research:
Single Subject Design
3 credits**

This graduate course will examine the multiple facets of educational research. Emphasis is placed on understanding, conceptualizing, applying, and critically analyzing research methodologies. Special emphasis will be placed on the analysis, strategies, tactics, and application of single subject research methodologies (within, between, and combined series designs) related to research-based educational and clinical practices. In addition, students will learn to critically evaluate published

educational research paying special attention to design, methodologies, logic, and experimental control. This course will also introduce research-professional ethics, and the art and science of publication.

EDSP 521

**Psychology of Diverse Learners
3 credits**

Overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment with emphasis on the diversity of learners in today's classrooms.

EDSP 522

**Inclusive Practices
3 credits**

This class addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research, and practice.

This class will give participants an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom.

EDSP 523

**Supporting Literacy
3 credits**

This course prepares teacher candidates to explore the integration of literacy across all disciplines and to develop the idea that all teachers teach literacy. It prepares teacher candidates to support, accommodate, and coach students with disabilities in particular literacy strategies, including the use of assistive technologies relevant to content area subjects.

EDSP 524

**Culturally and Linguistically
Diverse Learners
3 credits**

This course provides the knowledge, skills and dispositions that enable K-12 content area teachers to facilitate learning among students from various linguistic and cultural backgrounds. It integrates theory and research with practical

classroom applications to address the needs of teachers who work with limited English proficient students of all language background. Intended to focus on access to literacy and educational opportunity for ELLs, the course will engage class members in discussions around a variety of topics in educational practice, research, and policy. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language, and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field experiences and classroom activities that enable them to reflect on their own belief systems, practices, and educational experiences. Field experience is articulated with course outcomes and assignments.

EDSP 531

**Curriculum and Instruction: High-
Incidence Disabilities
3 credits**

This course focuses on the practical application of research-based instructional methods for students with high incidence disabilities. Students enrolled in this course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials.

Concurrent Enrollment: EDSP 532, Supervised Field Experience: High Incidence Disabilities. A 30-hour, supervised field experience is required. Students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with high incidence disabilities.

EDSP 532**Clinical: High-Incidence Disabilities
3 credits**

Co-requisite of EDSP 531. A 30-hour minimum, supervised field experience is required. Students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with low incidence disabilities.

EDSP 533**Curriculum and Instruction:
Low-Incidence Disabilities
3 credits**

This course focuses on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). Our approach to provision of services for these students is grounded in the broader context of expanding students' valued roles in classrooms, schools, and communities, while teaching skills that will enhance personal competence and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed in this course.

EDSP 534**Clinical: Low-Incidence Disabilities
3 credits**

Co-requisite of EDSP 533. A 30-hour minimum, supervised field experience is required. Students will participate in special education programs as observers and teacher aides. Placement will include public schools and other agencies serving children with low incidence disabilities.

EDSP 535**Assessment and Data-Driven
Decision Making
3 credits**

This course provides further study into psychoeducational assessment in education. Topics of study include: 1) overview of basic considerations in assessment, 2) assumptions underlying assessment and legal and ethical considerations in assessment, 3) basic concepts of measurement, with a focus on descriptive statistics, quantification of test performance, norms, reliability, and validity, 4) assessment of processes-intelligence, sensory acuity, oral language,

perceptual-motor skills, and personality, 5) assessment of skills-academic achievement, reading, mathematics, written language, adaptive behavior, and 6) applying assessment information to educational decision making.

EDSP 536**Professional, Legal and Ethical Practices:
Special Education
3 credits**

This course provides an overview of professional, legal and ethical practices related to the provision of meaningful learning opportunities for students with disabilities. The course examines the role of law in forming and shaping special education practices; the ethical dilemmas and debates that drive much of special education, and the opportunity that exists to develop cooperative, collaborative and effective partnerships between parents, districts and service providers that result in quality education programs for students with disabilities.

EDSP 537**Secondary Instructional Strategies:
Special Education
3 credits**

This course identifies strategies and techniques for supporting instructional and behavioral needs of students with disabilities in middle and high school settings. Success in content areas is developed by adaptations and accommodations for teaching, assessment, behavior management, collaboration, and remedial techniques in content areas.

EDSP 635**Leadership in Urban Education
3 credits**

This course explores (a) the theories, policies, issues, and analysis of the state of urban education, and (b) the behavior of leadership as change agent. Topics to be addressed include research-based national models of urban reform, local models of urban reform, educational and non-educational variables unique to urban education, examples of effective practices, standards-based practices, school measurement and accountability, and building leadership capacity. The course will also require students to develop a working, research-based proposal of urban education reform either working within an existing school or proposing a new school.

EDSP 640**Basic Principles of Behavior
3 credits**

This course provides an introduction to the basic principles of behavior, according to both operant and respondent conditioning paradigms. The learner will be provided with an examination of the guiding principles of Applied Behavior Analysis, as described by Baer, Wolf, and Risley (1968), and developed through a body of research spanning half a century. Specifically, the learner will identify the basic dimensions of human behavior, the environmental factors involved in operant conditioning, and the tools and techniques developed to measure, record, and analyze resulting data. An underlying context for this course's content will be the application of discussed concepts to treatment for individuals with developmental disabilities, including autism. Additionally, the learner will identify developments which are historically significant to the establishment of a scientific and empirical approach to human behavior.

EDSP 650**Functional Assessment and
Intervention Development
3 credits**

This course will give students a comprehensive overview of functional behavior assessment and intervention development. Students will be exposed to the full spectrum of functional behavior assessment methodologies. Students will be taught how to develop interventions based on the results and findings of a functional behavior assessment.

EDSP 660**Advanced Seminar:
Applied Behavior Analysis
3 credits**

The Advanced Seminar in Applied Behavior Analysis will examine the multiple facets of behavioral research and practice issues. In addition, students will critically evaluate published educational research, and current research in the field of autism, developmental disabilities, and educational practices paying special attention to research design, methodologies employed, and experimental control. Faculty will present recently published, current, and ongoing research and contemporary topics through a week-long series of seminars and workshops.

EDSP 672

Intensive Practicum

Applied Behavior Analysis

3 credits

This 750-contact hour Intensive Practicum is designed to further establish, and ultimately solidify a link between research-theory and application-practice within the field of applied behavior analysis. More specifically, this Practicum requires graduate students the opportunity to (a) determine individual student learning differences through curriculum prioritization and assessment, (b) plan, integrate, and implement individual, small group, and collaborative assessment-driven instruction, (c) develop class-wide and individual management protocols designed to explore the functionality of behavior within the context of the school environment, (d) develop problem solving strategies to enhance the educational experience, and (e) establish leadership, dialog, and critical analysis in the field of behavior analysis.

MASTER'S CONCENTRATION/GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

The graduate certificate in Applied Behavior Analysis is designed to meet the educational requirements for certification by the Behavior Analysis Certification Board. This ABA program focuses on integrating research, basic principles, and specialized coursework with fieldwork in the areas of MR/DD, autism, and MH/MI.

Prospective students will have a choice to complete the certificate alone, or as a concentration while pursuing a graduate degree in Special Education.

To achieve professional certification, a candidate must complete the five-course sequence:

EDSP 501	Applied Behavior Analysis and Classroom Management
EDSP 502	Educational Research: Single Subject
EDSP 640	Basic Principles of Behavior
EDSP 650	Extended Applications: Applied Behavior Analysis
EDSP 660	Advanced Seminar: Applied Behavior Analysis

A college certificate of completion will be awarded to students who complete the five-course sequence. Students are responsible for meeting the work experience and exam requirements listed below:

- Complete the designated number of hours of supervised work experience. This may be met through enrollment in EDSP 672.
- Pass the "Board Certified Behavior Analyst" Examination

GRADUATE PROGRAM IN SECONDARY EDUCATION: PEDAGOGY AND PRACTICE

PROGRAM PHILOSOPHY AND CONTENT

Teaching is more than an art and a science. A teacher provides opportunity for his or her students to develop knowledge and skills. A great teacher models creativity and positive interaction to mold the minds of his or her students in an effort to build a better community.

The Master of Science in Secondary Education: Pedagogy and Practice program offers graduate-level coursework for both individuals already certified as secondary education teachers, as well as those with bachelor degrees in fields other than secondary education who wish to pursue secondary certification in biology, chemistry, Earth science, English, math or social studies.

This urban-based program focuses on the pedagogical links of teaching as art, science and social justice, as well as teaching as theory, research and practice. Coursework will be offered in educational research, foundations, learner diversity, cross-curricular best assessment and teaching practices, as well as content specific teaching methodologies in English, math, science and social studies.

To obtain the M.S. in Secondary Education: Pedagogy and Practice at Mercyhurst, the graduate student must complete a minimum core of 33 graduate hours of study. The required 11-course program can be completed in 24 months (full-time), or 30-36 months (part-time).

A 12-week of student teaching experience (EDSE 675) is required for students seeking certification in a content specific urban secondary program. Students entering the program already certified in secondary education are required to complete a 240-hour internship (EDSE 673) in a content-specific secondary educational placement.

SECONDARY EDUCATION: PEDAGOGY AND PRACTICE DEGREE REQUIREMENTS

Core courses

EDSE 500	Foundation of Pedagogy and Practice
EDSE 502	Educational Research
EDSE 521	Psychology of Diverse Learners 7-12
EDSE 522	Inclusive practices 7-12
WL101	Culturally and Linguistically Diverse Learners
EDSE 601	Critical Teaching Strategies
EDSE 602	Curriculum and Instruction (Mathematics)
EDSE 603	Curriculum and Instruction (Science)
EDSE 604	Curriculum and Instruction (English)
EDSE 605	Curriculum and Instruction (Social Studies)
EDSE 610	21st Century Literacies
EDSE 635	Leadership in Urban Education
EDSE 665	Clinical II Experience (non-certified)
EDSE 673	Internship: Clinical III experience (already certified)
EDSE 675	Student Teaching: Secondary Education (Clinical III experience) (non-certified)
EDSE 676	Thesis: Secondary Education
EDSE 677	Applied Research Project: Secondary Education

SECONDARY EDUCATION CORE COURSE DESCRIPTIONS

EDSE 500 Foundation of Pedagogy and Practice 3 credits

This course will introduce students to the role of teaching as science, art, and social justice in urban middle and high schools. Topics include theory and application of critical pedagogy, the role of teacher as educational leader, the interconnectedness of school and community in the urban context, and the application of inquiry-based learning leading to pedagogy of risk-taking. Includes a 15-hour Clinical I experience.

EDSE 502 Educational Research 3 credits

This course will examine the multiple facets of educational research across diverse school populations. Emphasis is placed on understanding, conceptualizing, applying and critically analyzing such research methodologies as descriptive and meta-analytical. Special emphasis will be placed on the analysis, strategies, tactics and application of single subject experimental research methodologies. Students will learn to critically evaluate published educational literature.

EDSE 521 Psychology of Diverse Learners 3 credits

This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics and social adjustment with emphasis on the diversity of learners in today's classrooms. It satisfies the Pennsylvania Department of Education special education requirement.

EDSE 521**Psychology of Diverse Learners 7-12****3 credits**

This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics and social adjustment with emphasis on the diversity of learners in today's classrooms. It satisfies the Pennsylvania Department of Education special education requirement.

EDSE 522**Inclusive Practices 7-12****3 credits**

This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades 7 through 12. Practicum required.

Prerequisite: EDSP 521

WL101**Culturally and Linguistically Diverse Learners**

This course satisfies the Pennsylvania Department of Education requirement for all graduate secondary education majors, provides the knowledge, skills and dispositions that enable 7-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language and culture;(2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in 7-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Includes a Clinical I experience.

EDSE 601**Critical Teaching Strategies****3 credits**

The purpose of this course is to critically examine curriculum design and instruction for the 21st century urban middle and high school. The course will require students to analyze and develop standards-based instructional units, paying close detail to academic rigor, instructional decision-making, and urban educational theory. Includes a 30-hour Clinical II experience.

EDSE 602/603/604/605**Curriculum and Instruction – Mathematics or Science or English or Social Studies (content specific)****3 credits**

The purpose of this course is to critically examine curriculum design and instruction for the 21st century urban middle and high school specific to the fields of mathematics (EDSE 602), science (EDSE 603), English (EDSE 604), and (EDSE 605) social studies. The course will require students to analyze and develop standards-based instructional units, paying close detail to academic rigor, inquiry-based learning and instructional decision-making as they pertain to the fields of English, mathematics, science and social studies. Taken in tandem with Clinical II experience (formerly Directed Urban Field Experience).

EDSE 610**21st Century Literacies**

The purpose of this course is to equip the secondary teacher candidate with expertise in current technology as an assistive learning tool and to explore the integration of literacy across disciplines as well as prepare content area teachers to support, accommodate and coach students with disabilities in develop content specific reading and to use these strategies to improve literacy for all students on content areas in grades 7-12. Prerequisite: EDSP 521 and EDSP 522. Includes a 30-hour Clinical II experience.

EDSE 635**Leadership in Urban Education****3 credits**

This course explores theories and analysis of the state of urban education and the behavior of leadership as change agent. Topics include current models of urban reform, variables unique to urban education, examples of effective practices for diverse populations, critical pedagogy, school measurement and accountability, and building leadership capacity.

EDSE 665**Clinical II****(formerly Directed Urban Field Experience)****3 credits**

This field experience represents the first extensive internship of the program. Students, working in urban settings, will tutor individual students as well as teach in small and large groups settings. Students will assist in assessment, instructional planning and mathematics/science lab design and teaching. Weekly seminars will bring students and mentor together with faculty to critically examine weekly progress. Includes a 120-hour Clinical II experience.

EDSE 673**Internship: Secondary Education (for certified teachers only)****3 credits**

Designed for the individual who already holds PA certification, this internship represents a 240-hour experience in an urban setting. Components of the internship include assessment, instructional planning and teaching, classroom management, problem solving, and leadership centered on a mentorship-reflective model.

EDSE 676**Student Teaching: Secondary Education 6 Credits**

This experience is designed to prepare students to assume full teaching responsibilities under the mentorship of secondary supervision in an urban setting. Students seeking secondary education certification who hold no teaching certificate are required to complete a 6-credit (360 hours) Clinical III teaching experience in a middle or secondary school. Students seeking secondary education certification who already hold another level of teaching certification must complete a 3-credit (180 hour) Clinical III experience in secondary education in the target certification area.

GRADUATE PROGRAM IN ORGANIZATIONAL LEADERSHIP

PROGRAM PHILOSOPHY AND CONTENT

The Organizational Leadership Program challenges students to synthesize contemporary scholarship with insight from our service-oriented, ethically based heritage. Enlightened leaders with the capacity to learn and grow through reflection meet the mission of our university to work for positive change in our local community as well as the global community. Ronald Heifetz (1994) maintains that a leader's work in diverse situations is to "influence the community to face its problems." Beyond communities lies the global world where national boundaries are not observed. The program in Organizational Leadership leading to a Master of Science degree is designed to meet the leadership development needs in our community and beyond, in both profit and nonprofit organizations, especially government, social service, manufacturing, education and business. The program views leadership as a process and as such emphasizes practical application.

The Master of Science degree in Organizational Leadership is a 33-credit program designed to provide a theoretical and practical framework for professionals who currently hold leadership positions or are aspiring to leadership roles in organizations. The program is integrated by five themes or threads that are woven throughout all courses. These threads are the Mercyhurst mission (service, whole person development) leadership knowledge, written and oral communication skills, technology skills, and ethics.

The Organizational Leadership program also offers six concentrations which may also be taken as stand-alone Graduate Certificate programs in Entrepreneurship, Higher Education, Sports Leadership, Nonprofit Management, Accounting, and Human Resource Management. Additionally, a Graduate Certificate in Organizational Leadership is offered. Both concentrations and certificates are four-course (12-credit) programs. To earn a concentration, students must complete the four-course curriculum in addition to the seven core course in the Organizational Leadership program. Students enrolled in the Organizational Leadership master's program do not need to declare a concentration. Credits earned in the Graduate Certificate program may be applied toward a master's degree in Organizational Leadership at a later time.

Accounting (concentration and certificate)

The Accounting concentration provides students with a professional level of accounting knowledge, preparation to take the CPA exam, and invaluable knowledge in the area of leadership. The Graduate Certificate in Accounting is a one-year, four-course (12-credit) program designed to provide knowledge at the level of a Certified Public Accountant (CPA). The certificate in accounting prepares students to be successful contributors and leaders in the field of accounting. The curriculum is modeled after and uses materials from the Wiley CPA review.

Global Entrepreneurship (concentration and certificate)

The Entrepreneurship concentration equips students with the skills necessary to develop an entrepreneurial plan that enables them to secure financing and then market and operate this new enterprise (or a new venture with in an existing business or not-for-profit

organization).

Higher Education Administration (concentration and certificate)

The concentration/graduate certificate in higher education administration is a 15 credit program designed to provide professional knowledge in higher education administration that will prepare students for entry into or advancement in the field of leadership in Higher Education Administration.

Human Resources (concentration and certificate)

The concentration/graduate certificate in human resources is a 12-credit program designed to provide a professional level of knowledge in human resources. The goal of the concentration/certificate program is to prepare students to be successful contributors and leaders in the dynamic field of human resources.

Non-Profit Management (concentration and certificate)

The Graduate Certificate in Non-Profit Management is designed to meet the unique leadership needs of the nonprofit sector. The certificate program is open to current and potential managers employed in a variety of human services, cultural, educational, community development, religious and other nonprofit settings. The curriculum helps to develop students' knowledge and skills in such areas as organizational leadership, recruitment and management of volunteers, marketing and public relations and financial management.

Organizational Leadership (concentration and certificate)

The Graduate Certificate in Organizational Leadership is designed to provide a theoretical and practical framework for professionals who currently hold leadership positions or are aspiring to leadership roles in organizations. The certificate program views leadership as a process and as such will emphasize practical application while addressing leadership needs in both profit and nonprofit organizations, especially social service, business, government, education and manufacturing.

Sports Leadership (concentration and certificate).

The concentration/graduate certificate in sports leadership is a 15 credit program designed to provide a professional knowledge in sports leadership that will prepare students for entry into or advancement in the field of sports leadership.

Thesis or Research-based Project

In Organizational Leadership, a master's thesis is one of the two capstone options. Students may select the thesis option, worth 6 credits, or enroll in the research-based project, worth 3 credits. If students select the project, one additional elective course must be taken.

Dr. Barrett C. Walker Graduate Leadership Prize

The Dr. Barrett C. Walker Graduate Leadership Prize is presented annually to the Organizational Leadership graduate who has demonstrated superior academic excellence and whose master's thesis or research based project is deemed to make the greatest contribution to the understanding of leadership in organizations as judged by the graduate Organizational Leadership faculty. Currently, the prize includes an individual trophy, the recipient's name on a perpetual plaque and \$500.

ORGANIZATIONAL LEADERSHIP MASTER'S DEGREE REQUIREMENTS

Core Courses *(offered every year)*

OL 500	Leadership Theory and Practice
OL 502	Leadership and Organizational Behavior
OL 504	Research Methods
OL 505	Organizational Ethics
OL 601	Leadership and Information Technology or
OL 530	Organizational Communications for Leaders
OL 650	Decision-Making Tools for Leaders or
OL 651	Financial Operations and Analysis
OL 676	Thesis or
OL 677	Research-Based Project

Elective Courses *(offered on a rotating basis)*

ACCT 610	Auditing and Attestation
ACCT 630	Business Environment and Concepts
ACCT 635	Regulation
ACCT 650	Financial Accounting and Reporting
OL 501	Nonprofit Leadership & Management
OL 507	Human Resource Management
OL 514	Labor Management Relations
OL 520	Independent Study
OL 525	Governance & Functions of Higher Education Institutions
OL 528	Human Resource Development (HRD)
OL 532	Law for Leaders
OL 535	History & Trends of American Higher Education
OL 602	Global and Cultural Perspectives in Organizations
OL 603	Marketing for Leaders
OL 605	Entrepreneurial Leadership
OL 606	Application of Entrepreneurship
OL 610	Organizing Communities & Public Policy
OL 611	Gender Issues in Leadership
OL 612	Leadership in Literature
OL 620	Marketing and Public Relations for Nonprofits
OL 630	Grant Writing
OL 635	Higher Education Law
OL 645	Special Topics in Leadership
OL 655	Operations Leadership
OL 675	Internship

CONCENTRATIONS AND CERTIFICATES

Accounting (concentration and certificate)

ACCT 610	Auditing and Attestation
ACCT 650	Financial Accounting and Reporting
ACCT 630	Business Environment and Concepts
ACCT 635	Regulation

Global Entrepreneurship

OL 603	Marketing
OL 605	Entrepreneurship & Leadership
OL 606	Application of Entrepreneurship
OL 655	Operations Leadership

Higher Education Administration (concentration and certificate)

OL 525	Governance and Functions of Higher Education Institutions
OL 535	History and Trends of American Higher Education
OL 635	Higher Education Law
OL Special Topics	TBD or an Approved OL Elective
OL 675	Internship

Human Resources (concentration and certificate)

OL 507	HR Management
OL 514	Labor Management Relations
OL 528	HR Development
OL 532	Law for Leaders

Nonprofit Management (concentration and certificate)

OL 501	Nonprofit Leadership & Management
OL 620	Marketing and Public Relations for Nonprofits
OL 630	Grant Writing
OL 651	Financial Operations & Analysis

Organizational Leadership (certificate)

OL 500	Leadership: Theory and Practice
OL 502	Leadership & Organizational Behavior
OL 505	Organizational Ethics
	One Organizational Leadership elective

Sports Leadership (concentration and certificate)

OL 570	Introduction to the Sports Industry
OL 572	Coaching Leadership and Psychology
OL 635	Higher Education Law or Law for Leaders
OL 557	Leadership and Life Management
OL 675	Internship

ORGANIZATIONAL LEADERSHIP COURSE DESCRIPTIONS

Core Courses

OL 500 Leadership Theory and Practice 3 credits

This foundation course focuses on theories and models of leadership in a variety of organizational settings. Case studies illuminate the behavior dynamics of effective leaders. This integrative course examines present and future leadership issues while helping leaders develop strategies for making a positive difference in their organization and their community.

OL 501 Nonprofit Leadership & Management 3 credits

The rich world of not-for-profit organizations includes an amazingly diverse number of initiatives ranging from museums and philharmonics, to social service and other agencies. In this overview course, students will be exposed to the essential functions that distinguish the world of the nonprofits from other organizations. The course will contain an overview of topics and it would be expected that each of the select components could lead to a follow-up, standalone class that would allow a student to build skills in a particular area like fund raising, marketing or grant writing. Course topics include (1) the definition of a nonprofit and why must it have a financial surplus, (2) board organization, leadership and governance, (3) standard metrics within a discipline, (4) grant writing, (5) partnerships and politics, understanding "the books," (6) endowments, (7) executive directors and leadership, (8) organizing the organization, (9) marketing, advertising and branding, (10) growing the "enterprise" with strategic planning, (11) building an operations template/ production system, (12) annual and special campaigns, and (13) event management including "signature events."

OL 502 Leadership and Organizational Behavior 3 credits

Successful leadership is a process that takes time, experience, learning and a behavioral disposition towards working with others. This course is intended to provide an experiential approach through which students can explore and examine the field of organizational behavior and leadership

by using applied management practice, theories, and self-reflection.

OL 504 Research Methods 3 credits

Students examine the multiple facets of scholarly research. Emphasis is placed on understanding, conceptualizing, and critically analyzing such research methodologies as (a) historical, (b) qualitative, (c) quantitative, and (d) meta-analytical. Students learn to evaluate and critique strengths and weaknesses of each methodology. Recommended for second-year students.

OL 505 Organizational Ethics 3 credits

This course provides a context for both theoretical principles and practical issues as they bear on professionals in leadership roles. Philosophical and religious sources and traditions of professional ethics are considered. Special emphasis is placed on ethical issues that pose dilemmas for leaders, especially those issues that relate to organizational mission, social responsibility, funding sources, clients, boards of directors, volunteers and staff.

OL 530 Organizational Communication for Leaders 3 credits

Organizational Leadership activity cannot exist independent of communication activity. In this course special emphasis is placed on strengthening the ties between theory and practical applications of theory, between understanding and skill.

OL 601 Information Technology for Leaders 3 credits

Modern Organizational Leadership cannot exist independent of a focus on information technology. The purpose of the course is to provide students with the knowledge and skills necessary to lead information technology initiatives regardless of the organization. The course will provide a forum for practicing information technology skills required by today's leaders and lead to a greater awareness of one's own information technology effectiveness.

OL 620 Marketing & Public Relations for Nonprofit Organizations 3 credits

This course is designed to provide students with an understanding of and practical skills in the planning, execution and assessment of strategic marketing with a specific focus on nonprofit organizations. Students will learn basic principles in marketing research; segment, define and understand target audiences; develop and launch new offerings; branding; positioning; competitor analysis; and evaluation of marketing activities. This course will utilize case studies to illuminate key concepts and will culminate with the development and presentation of a marketing plan for a nonprofit organization. This course emphasizes (a) making marketing decisions based on data, (b) finding the right niche for the nonprofit, (c) creating a clear identification for the NPO, and (d) marketing to the NPO's desired audience through appropriate media channels.

OL 651 Financial Operations and Analysis 3 credits

This course covers all aspects of the business environment to include a study of business structure, profits vs. nonprofit organizations, finance, human resources, accounting and management functions, team building, and sales and marketing strategies. The course culminates in a team project which emphasizes the application of theory to practice.

OL 676 Thesis 6 credits

This capstone course is a demonstration of scholarship that studies a problem or issue related to organizational leadership and offers conclusions using qualitative and/or quantitative research methods. Student efforts may range from theoretical studies to applied projects. The thesis requires students to conduct purposeful research, review the literature, write a detailed analysis, offer new insights, and present and defend conclusions.

Prerequisites: Leadership Theory and Practice, Organizational Behavior, Research Methods plus any two electives; three completed trimesters; and consent of the Program Director.

OL 677**Research-Based Project****3 credits**

The research-based project is an applied research-driven work of scholarship that serves as a final example of the meaningful link between theory/research and practice/application. Its focus is on the utility of existing research as applied to field specific outcomes.

Elective Courses**ACCT 610****Auditing and Attestation****3 credits**

Topics include generally accepted auditing procedures, generally accepted auditing standards and other standards related to attest engagements.

ACCT 630**Business Environment and Concepts****3 credits**

Topics include general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions.

ACCT 635**Regulation****3 credits**

Topics include federal taxation, ethics, professional and legal responsibilities, and business law.

ACCT 650**Financial Accounting and Reporting****3 credits**

Topics include generally accepted accounting principles for business enterprises, not-for-profit organizations, and governmental entities.

OL 507**Human Resource Management****3 credits**

This course provides the leader with critical skills in leveraging the human resources to achieve organizational goals. Typical topics covered in this course are: human resource planning, job analysis and design, recruitment, selection, performance evaluation, compensation, development, labor-management relations, evaluation, and safety.

OL 514**Labor Management Relations****3 credits**

This course provides an understanding of contemporary labor/management

relations. It covers the historical, legal and economic relations of today's labor unions. Collearagrmanagement's philosophy toward today's labor force.

OL 520**Independent Study****3 credits**

An Independent Study course is reserved for students who have achieved a minimum of 15 graduate credits and wish to pursue a specialized topic in Organizational Leadership not offered in the regular curriculum. Students who wish to study independently must develop a formal plan of study and then secure the approval of the program director.

OL 525**Governance and Functions of Higher Education Institutions****3 credits**

This course will focus on the primary functions in modern higher education institutions, with specific attention paid to the practical aspects of managing an institution of higher education. Topics will include enrollment, admissions, academics, financial aid, advancement, and student life. The course will also cover principles of higher education governance with an emphasis on the collaborative and interactive nature of management and governance found in higher education institutions

OL 528**Human Resource Development (HRD)****3 credits**

Students will gain the knowledge, skills, and competencies necessary to describe and implement the mission of HRD, which is to "(1) provide individual development focused on performance improvement related to a current job; (2) to provide career development focused on performance improvement related to future job assignments; (3) to develop performance management systems used to enhance organizational performance capacity and capability; and (4) to provide organizational development that results in both optimal utilization of human potential and improved human performance, which together enhance the culture of an organization, and thus its effectiveness. Effectiveness is measured by increased competitive readiness, profitability, and renewal capacity" (Gilley et al, 2002, p. 12-13). Lead change in organizations for the purpose of increasing the effectiveness of the organization and

provide leadership coaching of others so that their individual capacity and performance is enhanced.

OL 532**Law for Leaders****3 credits**

This course examines legal and policy issues which arise in the formation and operation of organizations. Attention is given to issues affecting nonprofit corporations and associations. The goal is to provide the leader with the tools to recognize opportunities, meet requirements and assess risks.

OL 535**History and Trends of American Higher Education****3 credits**

This course will examine the development of higher education in the United States through the study of a multitude of differing models including the community college, non-profits, for-profits, private, and public institutions. The course will further examine the role that state and federal policy and regulation has had on the development of higher education in the United States. Additional topics covered will include the evolving economic trends and their effect on access to higher education, and the wider philosophical and attitudinal shifts regarding higher education.

OL 602**Global and Cultural Perspectives in Organizations****3 credits**

Students examine the impact of cultural diversity on individual and groups in organizations. Core objectives are to develop greater awareness of one's own and others' cultural identities, and to understand the deleterious effects of stereotyping, prejudice, and discrimination. Diversity is viewed as an asset and a resource in organizations. Students learn strategies for selecting, training, motivating, and leading diverse individuals.

Prerequisite: one undergraduate course in social/behavioral sciences.

OL 603**Marketing for Leaders****3 credits**

This course is designed to enable students to lead organizations from a strategic marketing orientation. It emphasizes strategic thinking, opportunity analysis

and the adaptation of marketing management techniques to all types of organizations.

OL 605

Entrepreneurial Leadership in U.S. Business History

3 credits

Following a review of various theories of entrepreneurship, the course explores the contributions of major entrepreneurs in U.S. business history. Each is presented against the backdrop of American economic institutions and social climate. Each major sector of the economy is captured by these figures. Ethical issues arising from the activities of each figure are also explored.

OL 606

Application of Entrepreneurship

3 credits

This course covers the entrepreneurial process from conception to implementation of a new venture. While the heart of entrepreneurship is opportunity assessment, a holistic approach to new venture creation is taken. Students will work in teams to write a business plan for a specific new venture. The opportunity may be a new business or may be a radical transformation or growth of an existing business. We will focus on real life, practical problems leaders face in all organizations to ensure growth and survival in highly competitive environments. Although some lecture will be used, participative interaction based on readings and student experiences will enable each individual to recognize the "long term" needs of the organization, and develop strategies, to achieve organizational objectives. We will work to develop a business plan worthy of SBA scrutiny, for a real project opportunity selected by each project team.

OL 610

Seminar in Organizing Communities and Public Policy

3 credits

This course examines the processes of organizing and empowering communities, and how these are linked to public policy in the United States. A broad range of approaches are examined, and cases are drawn from diverse arenas: community organizing and community development, civic environmentalism, health and human services, and civic journalism. The process

of civic innovation and leadership is placed in the context of debates on social capital, and on the limits of the welfare state and the public lobby regulatory regime.

OL 611

Gender Issues in Leadership

3 credits

Students examine the impact of gender issues on individuals, groups and larger systems including organizations and societies. Through lectures, case studies and group activities, students explore historical and contemporary leadership styles in various contexts. The course addresses the issue of gender as a cultural difference rather than as an individual difference.

OL 612

Leadership in Literature

3 credits

A course intended to introduce (or reintroduce) students to selected classics of Western literature which offer insight into the problems and the dilemmas of contemporary leadership through the perspective of leaders at various historical stages. Reading selections for this course may include Homer, Plutarch, Plato, Sophocles, Chaucer, Machiavelli, Shakespeare, Thoreau, Melville, Mill, Darwin, and Miller.

OL 620

Marketing & Public Relations for Nonprofit Organizations (Web-based)

3 credits

This course develops, applies and analyzes basic marketing principles as applied to all aspects of program development, organizational development and nonprofit management. Students discuss marketing as a distinct and critical management function and as a framework for the implementation of other management functions within the organization. Explores aspects of relationship building and interaction with the media and external constituencies.

OL 635

Higher Education Law

3 credits

This course will focus on legal, compliance, and reporting issues involved in higher education. Topics covered include Cleary Act, FERPA, Title IX, student rights, employment and general liability issues. This class will employ primarily a case study model.

OL 645

Topics in Leadership

3 credits This individualized course is designed to meet students' special interests in an area of Organizational Leadership. The course may include readings, projects, special seminars or lectures.

OL 655

Operations Leadership

3 credits

This course provides a review of the concepts of operations management as they apply both to manufacturing and to service industries. The operations function is a primary business function which has a major effect on production, productivity and quality. It is an essential function to provide a competitive advantage in both the domestic and international marketplaces.

This course combines the strategic vision of operations management with the analytical tools used to support the implementation of operations strategy.

OL 675

Internship

3 credits

An internship is an on-the-job experience in business, industry, government, public agencies, education or service.

GRADUATE PROGRAM IN EXERCISE SCIENCE

PROGRAM PHILOSOPHY AND CONTENT

The primary goal of our Masters program in Exercise Science is to train exercise science clinicians. Many graduate programs will focus primarily on the academic aspects of Exercise Science; we focus on not only the academics, but focus heavily on the clinical skills necessary for you to best serve your patients, clients and athletes. The clinical emphasis is well suited for students with bachelor's degrees in content areas such as exercise science, physical education, wellness, or athletic training. The coursework and fieldwork will focus on the theory, foundations, research, and practice of evidenced-based assessment and instruction with multiple populations. Due to the clinical focus of our program, the program is completed in a calendar year and is 5 terms of classes. Students begin in summer session, in June, then complete the traditional academic year with three trimesters: Fall, Winter, and Spring, and then complete a second summer term.

To successfully complete the program students will sit for the highest level of certification currently offered by the American College of Sports Medicine in exercise physiology, the Registered Clinical Exercise Physiologist (ACSM- RCEP). Graduates of the program will be qualified to work in: athletics at many levels including collegiate and professional, adult fitness, corporate fitness, multiple hospital settings including cardiac rehabilitation, wellness, strength and conditioning coaching and working special needs populations.

As a result of coursework, field experiences, and applied research requirements students completing the Master's degree in Exercise Science will be highly qualified to enter/reenter the field of Exercise Science. Graduates will possess a strong connection between theory and practice, with multiple opportunities for carrying out applied research prior to their degree completion. Students considering Ph.D. programs will be strongly encouraged to collaborate with graduate faculty and submit research for publication while enrolled in the program.

SPECIAL ADMISSION POLICY

The graduate Exercise Science Program will follow the same admissions requirements as Mercyhurst University's other master's programs, in addition to several program specific requirements.

This course of study will be completed in a approximately 14 months, and is 5 terms of classes. Students begin in summer session, in June, then complete the traditional academic year with three trimesters: Fall, Winter, and Spring, and then complete a second summer term.

PROGRAM SPECIFIC ENTRANCE/ADMISSIONS REQUIREMENTS:

- Completion of Anatomy and Physiology (with a lab), Exercise Physiology (with a lab), Chemistry (with lab), and Biology, with a grade of C or higher.
- 200 hours of documented hands-on experience in exercise science, exercise physiology, or athletic training
- Satisfactory GRE scores
- 3 letters of recommendation
- A one page personal statement discussing your qualifications, future goals, and why you are interested in the program at Mercyhurst College
- All applicant's materials should be on file by April 1st for full consideration
- If you are interested in a graduate assistantship, you must fill out a separate form with your online application and submit that as well.
- There is the possibility for employment/assistantships in the areas of: athletic training, strength & conditioning, coaching, and more based on applicant qualifications

EXERCISE SCIENCE MASTER'S DEGREE REQUIREMENTS

BIO 534	Cadaver Anatomy (lec)
BIO 535	Cadaver Anatomy (lab)
SPMD 580	Advanced Exercise Physiology (lec)
SPMD 581	Advanced Exercise Physiology (lab)
SPMD 501	Research Seminar I
SPMD 525	Biostatistics
SPMD 590	Advanced Exercise Assessment and Testing (lec)
SPMD 591	Advanced Exercise Assessment and Testing (lab)
SPMD 560	Advanced Cardiovascular Assessment (lec)
SPMD 511	Directed Research Seminar I
SPMD 502	Research Seminar II
SPMD 512	Directed Research II
SPMD 570	Advanced Exercise Rx (lec)
SPMD 571	Advanced Exercise Rx (lab)
SPMD 613	RCEP Seminar
SPMD 550	Special Populations
SPMD 600	Internship

EXERCISE SCIENCE COURSE DESCRIPTIONS

BIO 534 & 535

Cadaver Anatomy w/lab

6 credits

This course examines the gross anatomy of the human systems. Developmental anatomy and regional anatomy of the back, thorax, abdomen, pelvis, extremities, and perineum are examined. Cadaver-based dissection labs accompany lecture topics.

SPMD 580 & 581

Advanced Exercise Physiology w/lab

4 credits

This course describes behavioral, physiological, and biochemical effects of physical exercise, with a heavy emphasis on biochemistry. It builds upon basic human physiology and focuses particular attention on homeostasis, nervous system control, bioenergetics, metabolism, measuring work, performance, adaptations to exercise training, factors that affect performance and adaptations, and special populations. The effects and outcomes of exercise training on multiple systems within the body are emphasized as well. Tests used to evaluate conditioning and performance will be explained some in lecture but emphasized in the laboratory course. Lastly, the role of numerous environmental and human factors on performance will be discussed.

SPMD 525

Biostatistics

3 credits

This course will cover an array of biostatistical methods including: survival analysis, Poisson regression and categorical data analysis. It involves methods and calculations not covered in traditional statistics classes that are critical for graduates in the health and life sciences fields. Biostatistics is more than just the application of statistics to medicine and biology. We will address real life scenarios such as: Does a new drug help individuals with cancer to live longer? Should a new diagnostic technology be adopted on a wide scale?

SPMD 501 & 502

Exercise Science Seminar I, II

1 credit, Fall and Winter, total 2 credits

This seminar over the course of 2 terms will develop skills in conducting, reviewing, and disseminating applied research in the field of exercise science. The seminar provides

training in applied research through readings and discussions of published and on-going research projects; we will also cover controversial topics in the discipline. Students will attend and give lectures and other presentations, based on selected topics relevant to exercise science and physiology. Several guest speakers will visit our class and we may take field trips as well to listen to guest speakers. Given the interactive nature of this course, student preparation, should therefore, emphasize reading and thinking prior to class so that relevant educated dialog in class occurs regularly.

SOMD 511 & 512

Directed Research I & II

1 credit each, total of 2 credits

Participation and involvement in research are hallmark experiences of the graduate education process. As such, the question of what research is, why it is conducted and how to proceed with research will be discussed and answered. Investigative research methods, theories, and techniques, including quantitative and qualitative measurements, relative to the field of Exercise Science will be discussed and implemented. You will be working on faculty directed research projects and gain experience in some or all of the following content areas depending on how far along the faculty project you are involved with has progressed: literature review, literature matrices, Endnote/Refworks database creation and maintenance, grant proposal, Institutional Review Board, data collection, data analysis, determining conclusions based on results, and writing of scholarly manuscripts.

SPMD 560

Advanced Cardiac Assessment

3 credits

This course is designed to provide the student with the background necessary to conduct and interpret clinical exercise testing. This will include assessment of resting and exercise electrocardiogram (ECG), knowledge of when to terminate an exercise test, and how to interpret clinical exercise test data. The student will also be able to describe other procedures for diagnostic exercise testing (e.g., echocardiography, angiography, nuclear stress testing, etc.) This course will follow

ACSM exercise testing recommendations and guidelines to prepare the student for the ACSM-RCEP examination.

SPMD 570 & 571

Advanced Exercise Rx w/lab

4 credits

The student will gain experience in prescription of appropriate exercise tests and interventions based on assessment of a client/athlete in the following areas: maximal and submaximal graded cardiorespiratory exercise tests utilizing a variety of equipment and methods, anaerobic exercise testing utilizing a variety of equipment, assessment of body composition utilizing a variety of equipment. The student will be also exposed to the utilization and interpretation of ECG. Learning how to create an appropriate prescription for an individual or a group based on factors fitness level, client: goals, health status, restrictions, and likes and dislikes will be covered.

SPMD 590 & 591

Advanced Exercise Assessment and Testing

4 credits

A lecture and lab course that expands on the specifics of exercise assessment techniques beyond those taught in undergraduate courses, specifically targeting ACSM KSA (knowledge, skill, and assessment) content areas outlined in the most recent edition of, ACSM's Resources for Clinical Exercise Physiology. Students will learn how to work with patients suffering from a wide variety of chronic diseases and disabilities beyond cardiovascular and pulmonary disease, including orthopedic, neurologic, metabolic, musculoskeletal, neoplastic, and immunodeficiency conditions. Following the ACSM guidelines students will learn how to work with these often underserved populations by providing them with exercise evaluation, prescription, supervision, education, and outcome evaluation. All of this will be covered in addition to advanced hands on skills and techniques with machinery and technology used in testing and prescription. The lab will focus on the practical applications of topics addressed in lecture and clinical proficiency testing will be incorporated.

SPMD 613
RCEP Exam Preparation Seminar
1 credit

The course will review ACSM outlined KSA's, knowledge, skills, and assessments defined in the scope of practice for the ACSM Registered Certified Exercise Physiologist (RCEP), to prepare students to sit for the RCEP exam.

SPMD 550
Special Populations Syllabus
2 credits

This course is designed to provide students with the background on physiology, pathophysiology, and pharmacology in special populations, with respect to practice for the Clinical Exercise Physiologist. The rate at which chronic diseases and the proportion of the population that is aged are significantly increasing and shifting the health and wellness of the nation; considerations specific to physiology across the lifespan and the impact of individual disease and co-morbidity is relevant to the assessment, diagnosis, and appropriate treatment of an ever growing proportion of the total population.

SPMD 600
Internship
6 credits

The graduate internship is conducted in settings conducive to the development/refinement of skills and abilities related to a professional role, under the guidance of an approved field supervisor and/or university personnel. An important aspect in the preparation of exercise scientists is practical "hands on" experience in the health promotion/fitness workplace, this internship provides experience outside of lecture and laboratory settings to hone and expand upon the skills that you acquire in your coursework.

GRADUATE PROGRAM IN ANTHROPOLOGY

PROGRAM PHILOSOPHY AND CONTENT

FORENSIC AND BIOLOGICAL ANTHROPOLOGY TRACK

The Master of Science degree program in Anthropology: Forensic and Biological Anthropology Track represents the first program in the country focused primarily on providing students with a comprehensive basic training regimen in the combined fields of forensic and biological anthropology. This will be accomplished by a rigorous curriculum that includes a strong grounding in biological/bioarchaeological anthropology, but with a significant focus on all of the major components of the discipline of forensic anthropology, including forensic osteology, forensic archaeology, forensic taphonomy, biostatistics and skeletal trauma.

Most graduates of the program will be encouraged to continue their education in a Ph.D. program within the disciplines of forensic anthropology, biological anthropology or forensic sciences. They will possess extensive academic, field and laboratory skills in both forensic anthropology and physical anthropology and biostatistics that will allow them to strongly compete for teaching assistantships, and grant and scholarship monies with other graduate students in any of the top biological or forensic anthropological Ph.D. programs.

Other graduates will choose to seek placement/employment with local, state and federal agencies. As a result of the extensive casework experience, graduates will be able to perform professionally in crime scene data collection situations assisting law enforcement officials, professional forensic anthropologists and other forensic scientists. They will be able to conduct search, documentation, and data recovery exercises involving a variety of outdoor, fire, and mass fatality scenes as well as conduct preliminary analysis of human remains recovered from a wide variety of forensic scenes.

The curriculum is constructed such that full-time students will complete at least seven required courses during the first year and four required courses during the second year, many in a prescribed sequence. Additional elective courses can be completed within the context of the program. Students will typically begin thesis work at the start of the second year. The thesis must be completed within the context of the program.

ANTHROPOLOGY MASTER'S DEGREE REQUIREMENTS: FORENSIC AND BIOLOGICAL ANTHROPOLOGY TRACK

Core Courses

YEAR 1

ANTH 500	Basics of Forensic Anthropology
ANTH 510	Forensic Archaeology
ANTH 520/521	Fragmentary Human Osteology/Lab
ANTH 530/531	Human Skeletal Profile/Lab
ANTH 540/541	Modification of the Human Skeleton/Lab
ANTH 550	Statistical Methods in Anthropology
ANTH 570	Recovery of Physical Evidence from Outdoor Contexts

YEAR 2

ANTH 575	Advanced Human Variation OR
ANTH 610	Human Skeletal Growth & Development
ANTH 630/631	Skeletal Trauma Analysis/Lab
ANTH 645	Advanced Statistical Methods in Forensic Anthropology
ANTH 670	Master's Thesis

Elective Courses

ANTH 560/561	Special Topics/Lab
ANTH 547	Anthropological Ethics
ANTH 600	Basics of GIS
ANTH 620/621	Pathological Conditions of the Human Skeleton/Lab
ANTH 635	Readings in Forensic and Biological Anthropology
ANTH 650	Seminar in Scientific Data Presentation

Ideal candidates will have a very strong undergraduate record/degree in a field of anthropology (e.g., forensic anthropology, bioarchaeology, physical anthropology or archaeology), natural science (e.g., biology, chemistry), or forensic science. Evaluation of applications will focus on undergraduate academic record, Graduate Record Examination (GRE), professional references, letter of intent and personal interview upon invitation by the department.

ARCHAEOLOGY AND GEOARCHAEOLOGY TRACKS

The Master of Science degree program in Anthropology: Archaeology and Geoarchaeology Tracks are recent additions to the graduate offerings of the Mercyhurst Archaeological Institute. The archaeology track emphasizes field and laboratory methodology in the investigation of both open and especially closed (i.e. cave/rockshelter) archaeological loci and includes an intensive component of geomorphology, sedimentology, and soil sciences. Within the sphere of laboratory methodology, there is a concentration in the analysis, conservation, and interpretation of perishable, plant-fiber derived artifacts, notably including basketry, textiles, cordage, cordage byproducts (e.g. netting) and sandals. Emphasis is also placed on the qualitative and quantitative analysis of durable artifacts, notably flaked stone, and on the recovery of organic residues from both durable and perishable artifacts.

The Geoarchaeology Track focuses on the operational and theoretical interfaces between anthropological archaeology and geology. It is designed to thoroughly acquaint the student with the protocols and applications of geological methods to the location, characterization, excavation, and interpretation of archaeological sites. As with the Archaeology Track, the Geoarchaeology Track emphasizes the investigation of closed as well as open site loci.

As with the Applied Forensic Anthropology Track, the Archaeology and Geoarchaeology Track graduates will be strongly encouraged to continue their post-graduate education at the Ph.D. level. Upon completion of either track, students will have the requisite skills to compete successfully in any graduate program or, alternatively, to competitively seek employment in a variety of collegiate, museum, or private venues.

The curriculum for both the Anthropology/Archaeology and Geoarchaeology Tracks is currently in progress and details will be available on the Mercyhurst Archaeological Institute website. Again, like the Applied Forensic Anthropology Track, the curriculum will include a minimum of six required courses during the first year and six during the second year. Additional courses may be required in the context of each track and working competency in a foreign language must be demonstrated.

There are fieldwork and laboratory requirements for both tracks and a thesis is mandatory. Students are expected to begin their thesis work during their second year and to have completed their requirements within a year of final coursework. It is expected that all or significant portions of their theses will be publishable in recognized peer-reviewed outlets.

ANTHROPOLOGY MASTER'S DEGREE REQUIREMENTS: ARCHAEOLOGY AND GEOARCHAEOLOGY TRACKS

The course sequence for both tracks is currently under development and details will be available on the Mercyhurst Archaeological Institute website.

ANTHROPOLOGY COURSE DESCRIPTIONS

ANTH 500 **Basics of Forensic Anthropology** **3 credits**

This applied area of Physical Anthropology utilizes the subfields of skeletal biology and human variation in the analysis of the human skeleton in the forensic setting. The use of recent forensic cases and hands-on analysis of bones allows the student to visualize and participate in the recovery, analysis, interpretation, and identification of human skeletal remains in the forensic setting. The goal of this class is to teach the student to recognize the forensic significance of human skeletal remains.

Prerequisite: None

ANTH 510 **Forensic Archaeology** **3 credits**

The role of the forensic anthropologist in the documentation, recovery and interpretation of physical evidence at the outdoor crime scene will be detailed. Forensic archaeological techniques utilized during the search for unlocated crime scenes, as well as the archaeological recovery of surface scatter of bones, buried bodies, fatal fire scenes, and mass fatality sites will be covered. Hands-on activities in site mapping using a variety of instruments, proper excavation methodologies and biological physical evidence collection will be used.

Prerequisite: None

ANTH 520/521 **Fragmentary Human Osteology** **and Laboratory** **3 credits/1 lab credit**

This course will provide students with a detailed knowledge of the human skeletal system from initial development through old age. Students will analyze human skeletal remains from forensic anthropological cases. A final osteological report detailing characteristics of a number of human burials will be required.

Prerequisite: None

ANTH 530/531 **Human Skeletal Profile and Laboratory** **3 credits/1 lab credit**

This course serves as a continuation of ANTH 520. Fragmentary Human Osteology in which methods in the identification of osteological remains, determination of chronological age, sex, ancestry, and

stature are discussed in detail. Skeletal pathology, trauma, and nonmetric/metric data will also be included.

Prerequisite: ANTH 520/521

ANTH 540/541 **Modification of the Human** **Skeleton and Laboratory** **3 credits/1 lab credit**

This course represented the third course in the human skeletal biology sequence (ANTH 520, 530, 540). Topics to be covered include in-depth analysis of skeletal pathology, taphonomic factors, and interpretation of skeletal trauma. Examination of actual cases is emphasized with microscopic examination and digital photographic documentation required by all participants. *Prerequisite: ANTH 530/531*

ANTH 547 **Anthropological Ethics** **3 credits**

Anthropological Ethics explores the ethical, legal and practical dimensions of contemporary anthropology and its sub-disciplines through a consideration of topics such as anthropology as a profession, ethics and codes of conduct, national and international approaches to cultural/heritage management, the relationship between anthropology and diverse publics, and anthropological education. It is intended to expose you to the myriad issues that may arise during a career in anthropology (and the social sciences, generally) and prepare you to engage them productively. Emphasis is placed on helping you develop the skills necessary to formulate, discuss and defend your own set of anthropological values through critical analysis and study of case studies, ethical principles, and codes of conduct. Class activities and assignments include lectures, reading, writing, films, group discussions, presentations and occasional guest speakers.

Prerequisite: None

ANTH 550 **Statistical Methods in Anthropology** **3 credits**

This course is an introduction to the statistical techniques used most often in biological anthropology and archaeology. Topics include univariate summary statistics, significance tests, hypothesis testing, correlation, linear regression, detecting outliers, principal component analysis, discriminant analysis, cluster analysis, and other multivariate techniques.

ANTH 560 **Special Topics in Paleoanthropology** **3 credits**

These elective courses allow students intending to pursue a doctorate in Biological or Physical Anthropology to complement their forensic training with graduate-level courses in specialized subjects as Human Paleontology, Zooarchaeology or Paleopathology. Advanced forensic-related subjects such as novel advances in forensic statistical techniques or Geographic Information Systems (GIS) are also frequently offered.

Prerequisite: None

ANTH 560/561 **Special Topics in** **Zooarchaeology and Lab** **3 credits/1 credit**

The analysis of faunal remains from archaeological sites can provide valuable information regarding prehistoric diet, seasonality and socioeconomic factors. From a forensic standpoint, knowledge of faunal remains aids in making the distinction between human and non-human skeletal remains. In this course, all aspects of zooarchaeology will be discussed.

Prerequisite: None

ANTH 570 **Recovery of Physical Evidence** **from Outdoor Contexts** **3 credits**

This course is primarily concerned with giving students a strong background in the instrumentation commonly employed at death scenes during processing. Topics to be covered include: forensic mapping, forensic entomological specimen collection, physical evidence collection, and literature reviews.

Prerequisite: ANTH 510

ANTH 575**Advanced Human Variation****3 credits**

The analysis of biological data from human populations with regard to natural selection, human adaptation, growth and development, and population genetics. The course includes an overview of morphological and genetic analytical methods of evaluating variation in and among modern human groups.

Prerequisite: None

ANTH 600**Basics of GIS****3 credits**

The course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory and main practical applications, with stress on basic GIS software logics, usage and applications. The students will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources as well as producing their own maps and calculating basic descriptive spatial statistics, such as measurements of dispersion and central location. *Prerequisite: None*

ANTH 610**Human Skeletal Growth and Development****3 credits**

Development of the human skeleton and dentition from conception through adulthood will be examined in detail in this class. Topics to be covered include gross and histological examination of bone and tooth development, determination of growth and development rates and tracts, adaptation of the human biological system, pathological and traumatic modification to developmental patterns.

ANTH 620/621**Pathological Conditions of the Human Skeleton and Laboratory****3 credits/1 lab credit**

Students will be presented with details of pathological conditions that effect the human skeleton. Discussion will begin with the basics of alteration of bone resulting from osteoblastic or osteoclastic activity and end with discussion of specific bone diseases, analyzed and described from gross, histological and radiographic perspectives. *Prerequisites: ANTH 540/541*

ANTH 630/631**Skeletal Trauma Analysis and Laboratory****3 credits/1 lab credit**

This course examines, in detail, the skeletal manifestations of injuries occurring near or at the time of death. Topics to be discussed include: blunt force trauma, gunshot/ballistic trauma, sharp force trauma, burned bone trauma, and bone fracture healing. An emphasis will be placed on bone biomechanics.

Prerequisites: ANTH 540

ANTH 635**Readings in Forensic and Biological Anthropology****3 credits**

This individualized course is designed to meet the student's special interests in an area of forensic or biological anthropology. The course may include a mixture of forensic anthropology, forensic science or biological anthropology as well as readings, projects, special seminars or lectures, which may relate to the student's learning goals. Students are expected to meet with their tutors at least 15 hours to discuss, review and evaluate their progress. No student may enroll in this course without filing a learning plan for approval by their graduate program director.

Prerequisites: ANTH 540/541

ANTH 640/641**Forensic Taphonomy and Laboratory****3 credits/1 lab credit**

This course will explore the application of taphonomy, the study of the changes of the organism between the time of death and its discovery, within a forensic context. The class will focus on topics such as disarticulation and movement of the remains, decomposition, and postmortem damage. Utilizing this knowledge, students will be able to establish a time since death (postmortem interval) estimate.

Prerequisite: ANTH 540

ANTH 645**Advanced Statistical Methods in Forensic & Biological Anthropology****3 credits**

In this course the student is expected to master the statistical techniques most commonly employed in both daily forensic practice and anthropological research. Theoretical classes are complemented by practical ones, where the student is instructed in the usage and logics of the most widespread statistical software

packages. The course is taught at a graduate school level, requiring a basic statistical background, although the main statistical principles and techniques will be reviewed during the course as necessary.

Prerequisites: ANTH 500

ANTH 650**Seminar in Scientific Data Presentation****3 credits**

This course will refine students' understanding of scientific data presentation principles, placing specific emphasis on how those principles may be applied to each student's master's thesis project. Topics to be covered will include critical thinking; problem solving; clear communication; scholarly style; effective presentation of verbal, tabular, and graphic data; desktop publishing; and illustration. The seminar's pace and topical emphasis will be determined by the students' needs as they arise during the course of their thesis research.

Prerequisites: ANTH 630, 640

ANTH 670**Master's Thesis****3 or 6 credits**

This course is to be taken when the student is completing the Master's Thesis.

GRADUATE PROGRAM IN APPLIED INTELLIGENCE

PROGRAM PHILOSOPHY AND CONTENT

Today, thousands of research and intelligence analysts work throughout the United States and abroad in government agencies and private enterprises. The work of these intelligence analysts, whether relating to national security, criminal investigative activities, business intelligence, or terrorism, involves the preparation of assessments based on the collection, correlation, and analysis of information. Building on the nationally renowned undergraduate Intelligence Studies program, the Applied Intelligence program provides students with the educational foundation necessary to succeed as intelligence analysts and leaders of analytical teams at federal and state agencies or within the law enforcement and business communities.

The Master of Science degree in Applied Intelligence is a 34- or 36-credit program designed to provide a theoretical and practical framework for the study of intelligence and its application in a wide variety of contexts. This is accomplished through a rigorous curriculum that includes a basic core, which exposes students to the fundamental and advanced concepts and analytic techniques related to intelligence, and a set of elective courses that allows the student to pursue study in areas of law enforcement, national security and competitive intelligence.

The ideal candidate for the Applied Intelligence program possesses an inquiring mind, an interest in the world around them, an ability to communicate with others effectively, and an a desire to research and write. The individual should be self-motivated, in addition to committed to personal and professional development. Individuals from a variety of academic and professional backgrounds are encouraged to apply; however, members of the Applied Intelligence program may request an interview to determine whether the program will meet the applicant's goals.

Students enrolled in the Applied Intelligence program are afforded state-of-the-art learning resources, excellent liaison with potential employers in government and the private sector, access to a core of successful graduates, and exposure to an experienced and accomplished faculty.

Preference in admissions for the online degree will be given to working professionals who possess experience as an analytic professional (or similar position) that signals the applicant will benefit from further study in the field of applied intelligence. Please note that those who are just completing their undergraduate studies and/or do not possess professional work experience should apply to the resident MS in Applied Intelligence degree program in Erie, PA.

APPLIED INTELLIGENCE MASTER'S DEGREE REQUIREMENTS

Core Courses (7 courses): 21 credits

INTL 501	Research Methods in Intelligence
INTL 510	Intelligence Theories and Applications
INTL 540	Competitive Intelligence
INTL 576	Law Enforcement Intelligence
INTL 580	Intelligence Communications
INTL 615	Contemporary Leadership in Intelligence
INTL 655	Managing Strategic Intelligence Analysis

Elective Courses (5 courses): 15 credits

INTL 520	Advanced Analytical Techniques
INTL 560	Cyber Threat Analysis
INTL 570	Comparative History of Intelligence
INTL 575	Evolution of Counterintelligence
INTL 603	Theory and Process in Law Enforcement Intelligence
INTL 606	Strategic Business Intelligence
INTL 611	Intelligence and the Constitution
INTL 620	Nonproliferation Analysis
INTL 626	Analyzing Financial Crimes
INTL 627	Graduate Seminar: National Security
INTL 633	Studies In Terrorism
INTL 635	Counterintelligence Events and Concepts
INTL 637	Advanced Analytic Methodologies for Law Enforcement and Homeland Security
INTL 640	Intelligence, the Military and Warfare
INTL 645	Counterespionage and Policy Making
INTL 650	Topics in Intelligence
INTL 675/695	Internship/Co-op (3 credits)
INTL 676	Research-based Project
INTL 679	Intelligence Thesis Seminar
INTL 680	Thesis in Applied Intelligence

Note: Students who elect the thesis option take three intelligence electives, in addition to the Intelligence Thesis Seminar (INTL 679) and Thesis in Applied Intelligence (INTL 680) courses. Students who elect to take the research-based project take four intelligence electives, in addition to the Research-based Project (INTL 676).

GRADUATE CERTIFICATE IN APPLIED INTELLIGENCE

The Mercyhurst University Certificate in Applied Intelligence is a three-course, nine-credit-hour graduate certificate program. This challenging and demanding academic experience provides students with a variety of analytical skills and exposure to the latest technologies in intelligence theory, communications, and research.

The goals of the program are to: introduce students to current intelligence theory and application, build their intelligence analysis skills, improve their intelligence writing abilities, and strengthen their team management skills. The courses are sequential and build on each other. Students must complete the courses listed below in the following sequence:

INTL 510	Intelligence Theory and Application
INTL 580	Intelligence Communications
INTL 520	Advanced Analytical Techniques

The Certificate is open only to individuals who have completed their undergraduate degree. It is not necessary for that degree to be in an intelligence-related discipline. The nine graduate credits awarded through the certificate may be used to partially satisfy the degree requirements for the Master of Science degree in Applied Intelligence.

GRADUATE CERTIFICATE IN COUNTERINTELLIGENCE

The Mercyhurst University Certificate in Counterintelligence is a three-course, nine-credit-hour graduate certificate program. This challenging and demanding academic experience introduces counterintelligence history, theory and analysis.

The goals of the program are to: introduce students to the impact and relevance of counterintelligence as a component of history; expand their knowledge of counterintelligence events that changed history and the need to conduct double-agent operations; and strengthen their counterespionage decision-making skills.

The courses are sequential and build on each other. Students must complete the courses listed below in the following sequence:

INTL 575	Evolution of Counterintelligence
INTL 635	Counterintelligence Events and Concepts
INTL 645	Counterespionage and Policy Making

The Certificate is open only to individuals who have completed their undergraduate degree. It is not necessary for that degree to be in an intelligence-related discipline. The nine graduate credits awarded through the certificate may be used to partially satisfy the degree requirements for the Master of Science degree in Applied Intelligence.

INTL 501

**Research Methods in Intelligence
3 credits**

This course is an introduction to social science research methods with an emphasis on applying those methods to the field of intelligence. The goal of the course is to facilitate student comprehension and application of methodology in conjunction with sound argumentation, as well as to promote a basic level of statistical knowledge through exposure in statistical software. Students will learn a variety of approaches to inquiry, practical methodologies, and tools that will assist them in conducting analytic research as part of their continuing work in the graduate program. The course will emphasize hands-on work with data.

INTL 510

**Intelligence Theories and Applications
3 credits**

A survey course that introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will integrate intelligence theory with the methodology and processes that evolved over time to assist the intelligence professional. The course focuses on advanced research and thinking skills fundamental to intelligence analysis.

INTL 520

**Advanced Analytical Techniques
3 credits**

This course is designed to provide an opportunity for students to explore techniques emerging from the intelligence community and physical and social sciences and apply those techniques to intelligence problems. Focusing on a variety of techniques from a variety of disciplines, this course will expose an advanced student to new and potentially useful methods for conducting intelligence analysis.

INTL 540

**Competitive Intelligence
3 credits**

This course explores the actionable information needs of modern business

for competitive intelligence and business analysis. The course objective is to introduce business terminology, analytical models and other resources that organizations utilize in the process of competitive intelligence. Students will be provided with a knowledge base of practical tools and methods to research a business's micro and macro environment; from this base, students will develop competitive overviews and insights to assist corporate decision makers in reducing uncertainty and developing strategy.

INTL 560

**Cyber Threat Analysis
3 credits**

This course explores the relatively new discipline of cyber threat analysis at a basic level, introducing students to the methodology of investigation, the threat environment (cyberspace), some of the online tools used by analysts, and their application in real-world examples. Students will be introduced to the key concepts, tools, and terminologies used by professionals in the field and apply what they learn in lab exercises that model real-world events.

INTL 570

**Comparative History of Intelligence
3 credits**

This course examines the history of intelligence from the Classical period in China to the 20th century Cold War period. Although much of the material in the course refers to the United States, this course is comparative in scope. Specifically, this course explores how nations organize the tasks of the intelligence community (collection, intelligence analysis, counterintelligence, and covert operations) to achieve strategic goals. Emphasis is placed in the international and diplomatic environment that defined the intelligence requirements.

INTL 575

**Evolution of Counterintelligence
3 credits**

This course will explore how counterespionage cases have served as historical markers in identifying the

international threat facing the nation at that particular moment. These investigations are woven into the fabric of the nation's political history and have forced profound changes in government policy. In this course students will examine the issues, controversies and personalities that have shaped the development of counterintelligence over the past century

INTL 576

**Law Enforcement Intelligence
3 credits**

The course introduces the discipline of law enforcement intelligence across the subdisciplines of crime, intelligence, investigative, operations/administrative, and geo-spatial analysis. The role and responsibilities of an analyst within each subdiscipline will be addressed, in addition to an examination of basic law enforcement definitions, terminology, federal law enforcement agencies, and intelligence centers relevant to intelligence. Students will utilize basic analytical methodologies and software tools to examine law enforcement intelligence problems.

INTL 580

**Intelligence Communications
3 credits**

The skill most valued by the intelligence consumer is the ability to communicate, briefly and effectively, the results of detailed analytic work. This course, through repetitive application of a focused set of skills to a body of information of constantly increasing complexity, is designed to prepare intelligence analysts to deliver a variety of intelligence products in both written and oral formats.

INTL 603

**Theory and Process in
Law Enforcement Intelligence
3 credits**

This course reflects on relevant theories and research in the fields of criminal justice and criminology to examine the contemporary policies and processes in intelligence for law enforcement at both the strategic and tactical levels. The course discussion will include how intelligence can contribute to the development of strategies and plans to support law enforcement mission

INTL 606**Strategic Business Intelligence****3 credits**

This course is designed around three main themes. First, it provides an overview of the main functional areas of a business organization, as well as their interrelationship. Second, there is an examination of taxonomy of business strategies and their relation to Porter's generic strategies. Third, students examine how to apply the strategic theories in the actual formulation of business strategy. Emphasis is placed on the collection of business information, as well as numerous analytic tools useful in analyzing the information to produce actionable intelligence.

INTL 611**Intelligence and the Constitution****3 credits**

This course introduces students to constitutional and statutory constraints upon the actions of analysts who work for governmental agencies. It begins with a survey of the philosophical underpinnings and historical development of basic constitutional limitations imposed upon the government. The course will explore the government's limited constitutional and statutory authority to search people and property, seize things, and interrogate individuals, and how these limitations impact the actions of the governmental analyst. The course will survey various statutory limitations on the use of information collected by the government. Students will also study the potential for personal liability arising from violations of these constitutional and statutory constraints.

INTL 615**Contemporary Leadership****in Intelligence****3 credits**

This course examines organizational leadership in the context of intelligence organizations and units. Historically, the execution of intelligence leadership within the Intelligence Community will be analyzed and the impact of leadership on the intelligence process will be evaluated. Students will explore leadership styles, principles, models, in addition to developing a personal sense of how to lead groups and how to lead change within an organization. Contemporary issues

and ethical challenges facing intelligence leaders will be explored, particularly how leadership decisions impact organizations, staff, morale, and public perceptions of intelligence organizations.

INTL 620**Nonproliferation Analysis****3 credits**

Students in this course will examine the many aspects of nonproliferation. Topics will include basic physics, the nuclear fuel cycle, the Nuclear Nonproliferation Treaty (NPT), the International Atomic Energy Agency (IAEA), the Additional Protocol, safeguards (including an overview of verification techniques and the use of open-source information), export control, proliferation incentives (and disincentives), nonproliferation trends, and nuclear terrorism. Two case studies will explore the nuclear black market and proliferation.

INTL 626**Analyzing Financial Crimes****3 credits**

This course examines the nature and scope of financial crimes and many of the tools used by law enforcement in the preparation of a financial case. Included in this course is a detailed treatment of the following: laws which serve to aid in the detection and prosecution of these crimes, the types of business records available, types of bank records available, an examination of offshore business and banking operations, and the collection and analysis of this information, with emphasis placed on Net Worth and Expenditure Analysis. In addition, special treatment is given to the detection and prosecution of money laundering, various types of money laundering schemes, and the relationship of money laundering to terrorism.

INTL 627**Graduate Seminar: National Security****3 credits**

This course provides an introduction to national security decision-making in the U.S. with a special emphasis on the role of intelligence in formulating policy. It provides an historical overview of national security politics and strategy since WWII and a description of major institutions and processes involved in national security policymaking. In addition, it provides a survey of significant national security problems and their changing nature in the 21st century.

INTL 633**Studies in Terrorism****3 credits**

This course will focus on terrorism and counterterrorism policy, with an emphasis during class discussion on the role that the intelligence analyst plays in the process. In the first half of the course, we will explore the definitions, history, justifications, and explanations for terrorist activity, focusing on al Qaeda in particular. In the second half of the course, we will examine the policy tools available to U.S. national security decision makers to address the terrorist threat, and evaluate how well those policy tools were used from 1992 through 2001. We will then focus on 9/11 and its aftermath, evaluating the Bush Administration's war on terror, and assess different recommendations for countering terrorism today and in the future.

INTL 635**Counterintelligence****Events and Concepts****3 credits**

This course will examine major counterintelligence issues and concepts, as well as the history and impact on U.S. national security and foreign policy from 1945 to the present. Students will analyze offensive operational concepts, including double agents, illegals, and counterespionage operations, as well as how U.S. and foreign intelligence and counterintelligence services function. Students will learn to identify the motivation of spies and defectors, and describe how counterintelligence investigations are conducted. This course will also explore the concepts of deception and asset validation.

INTL 637**Analytic Methodologies for Law****Enforcement and Homeland Security****3 credits**

The course reviews the key requirements for intelligence in law enforcement and homeland security. The course focuses the use of advanced analytic methodologies to analyze structured and unstructured law enforcement data produced by all source collection. Students will apply these concepts, using a variety of tools, to develop descriptive, explanatory, and estimative products and briefings for decision-makers in the field.

INTL 640**Intelligence, the Military, and Warfare
3 credits**

This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the U.S. military are also discussed.

INTL 645**Counterespionage and Policy Making
3 credits**

This course will assess the impact of counterintelligence on national and international policy. Students will study how counterintelligence is executed through the different U.S. intelligence communities and discuss the relationship of counterintelligence between private sector and government. Students will also examine the complexities of asset validation and deception.

INTL 650**Topics in Intelligence
3 credits**

This course focuses on special topics related to the intelligence disciplines. Faculty with special research interests or experience will deal with topics like deception, warning, intelligence architecture, operational security, and diplomatic history.

INTL 655**Managing Strategic
Intelligence Analysis
3 credits**

This course is designed to examine the fundamentals of strategy, the strategic estimative process and the management of a "real" strategic intelligence product. In addition to an examination of the theoretical materials, students will apply these materials to "real life" questions posed by senior decision-makers involved in the federal government, business, and/or academia.

INTL 675/695**Internship/Co-op
3 credits**

A period of employment (minimum of 60 days) as an intelligence analyst with a government or international agency or corporation during which certain experience objectives must be met. Internship unpaid; co-op paid.

INTL 676**Research-Based Project
3 credits**

The research-based project is a theoretical or applied research-driven work of scholarship that serves as a final example of the meaningful link between theory/research and practice/application. The project requires students to engage in application, synthesis, and critical evaluation of their graduate studies. While the project can take many forms,

appropriate topics for the project are intended to synthesize concepts across the Applied Intelligence curriculum or to develop a concept not normally covered in the curriculum but that can be reasonably approached within the expertise of the student and research mentor.

INTL 679**Intelligence Thesis Seminar
1 credit**

The goal of this course is to provide students (in a peer group setting) with practical guidance as they construct their research proposal. This course focuses on the identification and formulation of research problems, the development of methodological designs, data collection, and analytic procedures to address those problems.

INTL 680**Thesis in Applied intelligence
3 credits**

This capstone course experience is designed to demonstrate a scholarly study of a problem or issue related to applied intelligence and offers conclusions using qualitative and/or quantitative research methods. Research products may range from theoretical studies to applied projects. The thesis requires students to conduct purposeful research, review the literature, write a detailed analysis, offer new insights, and present and defend conclusions.

GRADUATE FACULTY

JAMES ADOVASIO

B.A., University of Arizona; Ph.D., University of Utah
Dr. Adovasio is provost, dean of the Zurn School of Natural Sciences and Mathematics and director of Mercyhurst Archaeological Institute. Some of his research interests include primitive technology, early man in North America, the archaic stage in the Old and New Worlds, Quaternary Paleoecology, and research methodology in the excavation of caves and rockshelters.

PHILLIP BELFIORE

B.S., Duquesne University; M.Ed., Kent State University; Ph.D. Lehigh University
Dr. Belfiore is the vice president for academic affairs and director of the Special Education graduate program. His areas of expertise include severe disabilities, urban education, applied behavior analysis, functional analysis and single subject research. He has published over 50 original research papers in such publications as the *Journal of Behavioral Education* and the *Journal of Applied Behavior Analysis*. He is the author of *Recognizing Choices in Community Setting by People with Significant Disabilities*.

PETER J. BENEKOS

B.S., Clarion State University; M.A.; University of Cincinnati; Ph.D., University of Akron
Dr. Benekos is a professor of criminal justice with a specialty in corrections and criminology. He is a former counselor and corrections specialist in both prison and community-based corrections settings.

JANE M. BLYSTONE

B.A., Cedarville College; M.Ed.; Edinboro University of Pennsylvania; Ph.D., Indiana University of Pennsylvania
Dr. Blystone is an assistant professor and director of the master's program in Secondary Education: Pedagogy and Practice. She has extensive experience in secondary schools and has worked with, studied, and published in English and journalism at both state and national levels. Areas of interest include classroom research, instructional practices and school leadership.

JAMES G. BRECKENRIDGE

B.A., Virginia Tech; M.A., University of Virginia; M.B.A., Gannon University
Mr. Breckenridge is chair of the undergraduate and graduate departments for Intelligence Studies. His specialties include modern Middle East history. Professor Breckenridge is a retired army officer and former faculty member at the United States Military Academy at West Point.

MARY B. BRECKENRIDGE

B.A., Virginia Tech; M.S., University of Southern California; D.Ed., Indiana University of Pennsylvania
An associate professor of Organizational Leadership, Dr. Breckenridge's research interests are in the areas of gender and leadership along with higher education administration and assessment.

LUIS L. CABO-PEREZ

M.S., University of Oviedo
Mr. Cabo received his M.S. degree in Natural and Biological Resources with an additional specialization in zoology. He worked professionally and as a researcher in the Departments of Geology and Biology of the University of Oviedo on more than 15 archaeological projects involving human and animal remains, and took part as a research fellow in six long-term research projects, including some of the most important Neanderthal sites in Europe.

Since 1999 he has served as Director of Paleoenvironmental Studies of the Archaeological Plan for the Navia River Basin, Asturias, Spain.

RANDALL S. CLEMONS

B.A., Whitworth College; D.A., Idaho State University
Dr. Clemons is a professor and chair of the Political Science Department who has worked, studied and published in public administration. Areas of interest include leadership, administrative law, and the sociology of law.

ORLANDREW E. DANZELL

*B.A. Cameron University
M.A. and Ph.D. from Kansas State University*
Dr. Orlandrew E. Danzell has joined the Intelligence Studies Department as an assistant professor. His teaching and research interests lie at the intersection of international relations and comparative politics, and include international/domestic terrorism, national security and conflict management, and democratization. A native of Trinidad and Tobago, he spent his early years in the Caribbean and in Canada

DENNIS C. DIRKMAAT

B.A., University of Pittsburgh; Ph.D, University of Pittsburgh, 1989; D.A.B.F.A. 1996.
Dr. Dirkmaat directs the graduate program in Forensic and Biological Anthropology. Dr. Dirkmaat is one of only 50 active board-certified forensic anthropologists in North America and has consulted in well over 150 cases for Pennsylvania coroners, State Police and the FBI. Dr. Dirkmaat is also a member of DMORT, a federal agency that assists local officials in the documentation and identification of victims of mass fatality events, and has been involved in airplane crashes in Pittsburgh (USAir 427), Guam (KAL 901), Rhode Island (EgyptAir 800) and Pennsylvania (United 93).

SHELLY FREYN

B.S., Cornell University; Post Baccalaureate, Mercyhurst College; M.B.A., Saint Bonaventure University; D.B.A. Student, Cleveland State University
Ms. Freyn is an assistant professor working for both the Walker School of Business and the Department of Intelligence Studies. She has 20 years experience in the business world working for Fortune 100 companies along with privately owned organizations. Her career began in research and development, but later branched into management and technical sales. Ms. Freyn's research interests are using law enforcement and national security intelligence methods in the private sector.

TINA FRYLING

*B.A., Mercyhurst College; M.S., Mercyhurst College;
J.D., University of Dayton*

Attorney Fryling is an associate professor of criminal justice and holds a Juris Doctorate from the University of Dayton, where she was also Law Review Research editor. She was formerly a law clerk for the Erie County Court of Common Pleas and maintained a private law practice. Attorney Fryling teaches courses in ethics, constitutional law, criminal procedure, and women and crime. She has conducted research and presented papers on legal issues of privatization in criminal justice.

THOMAS J. GAMBLE

B.A., Gannon University; M.A. & Ph.D., Syracuse University

Dr. Gamble is President of Mercyhurst College and on administrative leave from his tenured position as an associate professor of criminal justice and psychology. He was awarded a post-doctoral fellowship at Yale University and is a graduate of the postdoctoral program at the Yale Bush Center for Child Development and Social Policy. Dr. Gamble spent 15 years working in the public child welfare and juvenile justice system in Pennsylvania and has served on many state-wide committees. Dr. Gamble's publications are primarily in the area of research and policy concerning children, youth and families.

SUZANNE GODBOLDT

*B.A., Florida Southern College; M.A., Sam Houston State University;
Ph.D., University of Nebraska*

Dr. Godboldt is an assistant professor in the Department of Criminal Justice. She worked as a juvenile probation officer in Florida while completing her undergraduate degree. Her primary research and teaching interests include juvenile justice and delinquency, criminological theory, victimology, and family violence.

DAVID J. GRABELSKI

B.A., Pennsylvania State University; M.S., Pepperdine University

Mr. Grabelski is an assistant professor in Intelligence Studies. He is a former instructor from the U.S. Department of Justice/ National Drug Intelligence Center and has 20 years service with Los Angeles Police Department as a homicide detective and gang unit supervisor. He specializes in law enforcement intelligence.

ROBERT GULICK

B.F.A. Edinboro University; M.F.A. Edinboro University

Robert (Bob) Gulick is a board certified behavior analyst with nearly 30 years of clinical experience with both children and adults diagnosed with autism spectrum disorders. His work has included direct service and teaching of adults and children in residential, vocational, and educational settings; behavior specialist consultation to children in home, community, and educational settings: staff, teacher, and parent training; applied research in instructional methodology and language acquisition; and systems development in the area of early intensive behavioral intervention.

Bob serves as an adjunct faculty in Mercyhurst College's graduate program in applied behavior analysis. Currently, Bob's applied research efforts have been focused on the acquisition of higher language and social skills in children with ASD and the application of relational frame theory to enhance early intensive behavioral intervention curricula. Along with Thomas. Kitchen, he has co-authored the text *Effective Instruction for Children with Autism* and is presently Director of the Lake Erie Autism Diagnostic,

Educational, and Research Services(LEADERS) program at the Achievement Center in Erie, PA.

FRANK HAGAN

*B.A., Gannon University; M.A., University of Maryland;
Ph.D., Case Western Reserve University*

Dr. Hagan is a professor of criminal justice and sociology. He is a former senior researcher and lecturer at Case Western Reserve University and is the author of *Research Methods in Criminology an Criminal Justice, Deviance and the Family, Political Crime, The Language of Research in Criminal Justice, White Collar Deviance* and *Introduction to Criminology*.

ROBERT J. HEIBEL

B.A., Gannon University; M.A., Georgetown University

Mr. Heibel is the executive director of the Institute for Intelligence Studies. With advanced studies at the State University of New York at Buffalo, his specialties include intelligence, terrorism, and Latin American history. Mr. Heibel is a retired FBI agent who served as the Bureau's Deputy Chief of Counter-Terrorism.

JONATHAN IVY

*B.A. Mercyhurst College; M.A Penn State , Harrisburg;
Ph.D Ohio State University*

Jonathan Ivy is an assistant professor of the behavior analysis and special education graduate program at Mercyhurst College. He received an M.A. in Applied Behavior Analysis from Penn State Harrisburg in 2005 and a Ph.D. in Applied Behavior Analysis and Special Education from The Ohio State University in 2011. Jonathan is a board certified behavior analysts (BCBA-D) with several years of clinical experience. His clinical expertise includes the development and implementation of large-scale group-oriented contingencies and the assessment and treatment of severe problem behavior. Jonathan has given numerous professional presentations at regional and national conferences, and has published research in behavioral journals. His research interests include behavioral economics, group-oriented contingencies, and the assessment and treatment of severe problem behavior.

GILBERT A. JACOBS

*B.S., United States Military Academy at West Point;
M.S., University of Central Texas; Ph.D., Regent University*

Dr. Jacobs is the dean of graduate studies and the director of the Organizational Leadership program. After retiring from the U.S. Army as a lieutenant colonel, Jacobs earned a C.P.A. license and worked in industry as the vice president and controller of a regional construction and manufacturing firm. He has been teaching in the graduate program at Mercyhurst since 2005.

TOM KITCHEN

B.A. Mercyhurst College; M.S. Mercyhurst College

Tom Kitchen is an assistant professor of special education and is the director of the graduate program in applied behavior analysis. He received his undergraduate degree in elementary/special education and his master of science degree in special education from Mercyhurst College. He also received a graduate certificate in applied behavior analysis from the Pennsylvania State University. For the past several years, he has helped develop and teaches 3 courses within the 5-course behavior analysis certification graduate program, in addition to organizing/supervising Mercyhurst's Intensive Practicum for behavior analysis. Mr. Kitchen has been with Mercyhurst College as a faculty member since 2006.

CHRISTINE LO BUE-ESTES

University at Buffalo: Ph.D. & M.S. Exercise Science, Applied Human Physiology Concentration, University at Buffalo; California State University, Fresno: B.S. Kinesiology, Sports Medicine Option, Dr. Lo Bue-Estes has been a Certified Athletic Trainer since 1999, having clinical experience with pediatric, adolescent, and adult patients ranging from recreational to professional athletes. As an Exercise Physiologist her primary research interests are: cognitive function and aerobic exercise, concussion: assessment, diagnosis, safe return to play, potential long-term consequences of injury, and rehabilitation, athletic assessment, training and performance, and participation in non-traditional sports.

MICHAEL LYDEN

B.S., Gannon University; M.A., Gannon University; Ed.M., Harvard University; Ed.D. Harvard University

Dr. Lyden is vice president of enrollment management for the Office of Graduate Studies. He held several human resources management positions at Aetna, Inc., and was formerly director of education & training at University Hospitals of Cleveland and University Hospitals Health System. He has served on numerous local, state and national boards and advisory groups concerned with public education and workforce development.

JOANNE MCGURK

B.A., Chestnut Hill College; M.A. Western Illinois University; Ph.D., Indiana University of Pennsylvania

An assistant professor of English, Dr. McGurk holds a degree in rhetoric and linguistics from Indiana University of Pennsylvania. Her primary research focus is neurolinguistics and the connections between language, instinct, and the brain.

ARTHUR H. MILLS II

B.A., Gannon University; M.A., Vanderbilt University

Mr. Mills is an assistant professor in Intelligence Studies. His specialties include history of intelligence, diplomatic history, and national security issues. He is a retired U.S. Foreign Service officer with extensive experience in Africa, Eastern Europe, and the Middle East.

KEVIN SULLIVAN

B.A., Gannon University; M.A., University of Dayton; Ph.D., Marquette University

Dr. Sullivan is an associate professor of philosophy whose areas of special interest include professional ethics (with special emphasis on law, medicine and bioethics), the ethics of organizations and institutions, and moral psychology.

STEVEN A. SYMES

B.A., University of South Dakota; M.A., University of Tennessee; Ph.D., University of Tennessee, Knoxville, 1990; D.A.B.F.A. 1997
Steven A. Symes, Ph.D., recently was an assistant professor in the Department of Pathology and the College of Nursing at the College of Health Sciences, The University of Tennessee, Memphis. Dr. Symes was the full-time forensic anthropologist for the Department of Forensic Pathology and Medical Examiner's office at the Regional Forensic Center for Shelby County. In 1997, Dr. Symes became a Diplomate of the American Board of Forensic Anthropology. His interests and research involve human skeletal biology with an emphasis on forensic tool mark and fracture pattern interpretation in bone.

GERARD A. TOBIN

A.B. College of the Holy Cross; M.A. Loyola University Chicago; Ph.D. Loyola University Chicago

Dr. Tobin is a licensed psychologist and served as the director of the Mercyhurst College Counseling Center from 1998 to 2007. | Dr. Tobin currently serves as the vice president for student life along with clinical practice and administration, and teaches courses in the Psychology and the Marriage and Family departments at Mercyhurst College. He was a faculty member in the graduate art therapy program and the master's in education program at Vermont College where he taught courses in counseling theory and skills. In an earlier career, Dr. Tobin worked for 14 years in secondary education as a teacher, counselor, and administrator in Chicago.

WILLIAM J. WELCH

B.A., Point Park University; M.S. Mercyhurst College

Mr. Welch is an instructor in Intelligence Studies and director of the Center for Intelligence Research Analysis & Training. He is former city editor of the *Erie Morning News* and has 29 years experience as a journalist in Erie, Pa. He specializes in writing and presentation for intelligence.

KRISTAN J. WHEATON

B.B.A., University of Notre Dame; J.D., University of South Carolina; M.A., Florida State University

Mr. Wheaton is an associate professor in Intelligence Studies. He is a retired Foreign Area officer from the U.S. Army and specializes in national security.

JACK D. WILLIAMS

B.A., Pennsylvania State University; Ph.D., Villanova University

Dr. Williams is a professor and holds his degree in organic chemistry. He taught four years at Temple University and the University of Pennsylvania prior to joining the Mercyhurst faculty in 1975. Dr. Williams completed an intensive training program in forensic science under the direction of the Scientific Investigation Unit of the Cleveland Crime Lab.

DAWN WOZNEAK

B.A., State University of New York at Fredonia; M.S., Mercyhurst College

Ms. Wozneak is an assistant professor in Intelligence Studies and director of the graduate program in Applied Intelligence. She is a former police officer and intelligence analyst whose specialties include research methods in intelligence, in addition to law enforcement and national security intelligence.

ANNE ZAPHIRIS

B.A., Communication, Edinboro University of Pennsylvania; M.A., Kent State University; Ph.D., State University of New York at Buffalo

Dr. Zaphiris is an assistant professor and chair of the Communication Department. Her research interests include analyzing corporate messages, organizational values, and corporate social responsibility initiatives. Her dissertation was titled, "A Semantic Network Analysis of Global Corporate Values Statements."

STEVEN ZIDEK

B.A. University of Illinois

M.A. Flinders University of South Australia

Currently serves as an Assistant Professor teaching undergraduate and graduate students in the Intelligence Studies Program at Mercyhurst College (Erie, Pennsylvania, USA). Prior to that, co-founded a cyber intelligence and strategic business company called GenuFi, Inc., catering to corporate and government organizations concerned about intellectual property protection, monetization of premium online content, and cyber security. Prior to founding GenuFi, he joined the private sector as Vice President and Director of the Anti-Piracy Intelligence Center at the Motion Picture Association in Los Angeles, an organization dedicated to identifying and mitigating intellectual property and cybercrimes affecting the six major Hollywood Studios. Before entering into the private sector, Mr. Zidek worked for the U.S. Government in a number of positions at the US Department of State, Defense and Office of the Director of National Intelligence. Mr. Zidek is a decorated Marine for his service in Iraq and is now a Lieutenant Colonel in the Marine Corps Reserve. As a Marine reservist, he has served with the Marine Corps Intelligence Activity, the Joint Staff's Intelligence Branch (J2) and Navy-Marine Intelligence Training Command besides numerous infantry commands. He holds a B.A. degree from the University of Illinois, a M.A. from Flinders University of South Australia and has all but completed his dissertation for a Ph.D. at Southern Illinois University.

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dial 1-800-825-1926

and ask for the specific department extension (the last four digits of each phone number).

Additional information may be obtained at graduate.mercyhurst.edu

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