Notice of Non-Discrimination

Mercyhurst University values diversity and is committed to the goal of achieving equal opportunity for all. For that reason, Mercyhurst abides by federal, state and local law in admissions, employment and all services and programs provided. Mercyhurst does not unlawfully discriminate on the basis of race, color, religion, creed, sex, citizenship status, ancestry, national or ethnic origin, age, familial status, sexual orientation, physical or mental disability, military or veteran status or any other legally protected characteristic or because of any individual’s legally protected activities. Mercyhurst complies with federal, state and local legislation and regulations regarding nondiscrimination. This policy applies to faculty, administration and staff, applicants for employment, students and applicants for educational programs and activities.

Mercyhurst University prohibits sexual harassment, including sexual violence. The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: Alice Agnew, Title IX Coordinator, 300 Old Main, 814-824-2362. The following individuals have been designated as deputy Title IX coordinators: for Athletics, Stacey Gaudette, Assistant Athletic Director, Baldwin Lower Level, 814-824-2079; for Student Life, Laura Zirkle, Vice President for Student Life, Egan 314, 814-824-2262; for Employees, Tina Fryling, Preston 122, 814-824-2352; and for any community members of the branch campuses, including the Corry and North East campuses, Jackie Fink, 814-725-6399. Miller 120.

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination and/or to obtain the address and phone number of the U.S. Department of Education office that serves your area visit: http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call 1-800-421-3481.
Carpe Diem

To seize the day. To grasp the opportunity. To embrace the whole of life. Let these words be your inspiration for personal growth and professional development. Let them guide and fire your imperatives. Let them underline the vigor and enterprise necessary to achieve great victories. Capture the essence of living the full life. Engage the day. This is, indeed the moment. The opportunity may not come again.

Besiege the occasion, wage war upon it. For it is the resolute of mind who receive the greatest achievement and the highest fulfillment and reward. Be vigilant and diligent. The genius of life and secret to success is to capture each precious opportunity. For to seize the moment personally is the essence of living a full life - the kind so many desire and so few know how to achieve.

“If the love of God really reigns in your heart, it will show itself in the exterior.”

~ Catherine McAuley
(Foundress of the Sisters of Mercy)
<table>
<thead>
<tr>
<th>Mercyhurst University</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>4</td>
</tr>
<tr>
<td>Accreditations</td>
<td>4</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td><strong>Student Life</strong></td>
<td>7</td>
</tr>
<tr>
<td>Campus Involvement Center</td>
<td>7</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>7</td>
</tr>
<tr>
<td>Accomodations Process</td>
<td>7</td>
</tr>
<tr>
<td>Student Conduct Code</td>
<td>8</td>
</tr>
<tr>
<td><strong>Academic Affairs</strong></td>
<td>9</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Academic Standards and Grades</td>
<td>10</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>10</td>
</tr>
<tr>
<td>Student Status</td>
<td>11</td>
</tr>
<tr>
<td>Registration Policies and Procedures</td>
<td>11</td>
</tr>
<tr>
<td>Transfer Credits</td>
<td>11</td>
</tr>
<tr>
<td>Transcripts</td>
<td>11</td>
</tr>
<tr>
<td>Student Grievance Procedures</td>
<td>12</td>
</tr>
<tr>
<td>Grade Appeals</td>
<td>12</td>
</tr>
<tr>
<td>Academic Services and Support</td>
<td>13</td>
</tr>
<tr>
<td><strong>Academic Services and Support</strong></td>
<td>14</td>
</tr>
<tr>
<td>Writing Center</td>
<td>14</td>
</tr>
<tr>
<td>Learning Differences Program</td>
<td>14</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>14</td>
</tr>
<tr>
<td>Veteran's Resources</td>
<td>14</td>
</tr>
<tr>
<td><strong>Admission Requirements</strong></td>
<td>15</td>
</tr>
<tr>
<td>Submitting Graduate Admission Applications</td>
<td>15</td>
</tr>
<tr>
<td>Campus Visits</td>
<td>15</td>
</tr>
<tr>
<td>Confirmation Deposit</td>
<td>15</td>
</tr>
<tr>
<td>International Students</td>
<td>16</td>
</tr>
<tr>
<td><strong>Student Financial Services</strong></td>
<td>17</td>
</tr>
<tr>
<td>Graduate Tuition and Fees</td>
<td>17</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>17</td>
</tr>
<tr>
<td>Billing Due Dates</td>
<td>18</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>19</td>
</tr>
<tr>
<td>Enrollment Status</td>
<td>20</td>
</tr>
<tr>
<td>Academic Progress Policy</td>
<td>20</td>
</tr>
<tr>
<td>Procedures for Appealing</td>
<td>20</td>
</tr>
<tr>
<td><strong>Anthropology:</strong> Forensic &amp; Biological Anthropology Concentration</td>
<td>21</td>
</tr>
<tr>
<td>Anthropology Courses</td>
<td>23</td>
</tr>
<tr>
<td>Anthropology Faculty</td>
<td>25</td>
</tr>
<tr>
<td><strong>Applied Intelligence</strong></td>
<td>26</td>
</tr>
<tr>
<td>Applied Intelligence Courses</td>
<td>28</td>
</tr>
<tr>
<td>Applied Intelligence Faculty</td>
<td>30</td>
</tr>
<tr>
<td><strong>Criminal Justice Administration</strong></td>
<td>31</td>
</tr>
<tr>
<td>Criminal Justice Administration Courses</td>
<td>32</td>
</tr>
<tr>
<td>Criminal Justice Administration Faculty</td>
<td>34</td>
</tr>
<tr>
<td><strong>Cyber Risk Management</strong></td>
<td>35</td>
</tr>
<tr>
<td>Cyber Risk Management Courses</td>
<td>35</td>
</tr>
<tr>
<td>Cyber Risk Management Faculty</td>
<td>36</td>
</tr>
<tr>
<td><strong>Cyber Security</strong></td>
<td>37</td>
</tr>
<tr>
<td>Cyber Security Courses</td>
<td>37</td>
</tr>
<tr>
<td>Cyber Security Faculty</td>
<td>38</td>
</tr>
<tr>
<td><strong>Data Science</strong></td>
<td>39</td>
</tr>
<tr>
<td>Data Science Courses</td>
<td>40</td>
</tr>
<tr>
<td>Data Science Faculty</td>
<td>41</td>
</tr>
<tr>
<td><strong>Organizational Leadership</strong></td>
<td>42</td>
</tr>
<tr>
<td>Organizational Leadership Courses</td>
<td>44</td>
</tr>
<tr>
<td>Organizational Leadership Faculty</td>
<td>45</td>
</tr>
<tr>
<td><strong>Physician Assistant Studies</strong></td>
<td>46</td>
</tr>
<tr>
<td>Physician Assistant Studies Courses</td>
<td>48</td>
</tr>
<tr>
<td>Physician Assistant Studies Faculty</td>
<td>50</td>
</tr>
<tr>
<td><strong>Secondary Education</strong></td>
<td>52</td>
</tr>
<tr>
<td>Secondary Education Courses</td>
<td>53</td>
</tr>
<tr>
<td>Secondary Education Faculty</td>
<td>54</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>55</td>
</tr>
<tr>
<td>Special Education Courses</td>
<td>56</td>
</tr>
<tr>
<td>Special Education Faculty</td>
<td>59</td>
</tr>
<tr>
<td><strong>Phone Directory</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Conference for Mercy Higher Education</strong></td>
<td>60</td>
</tr>
</tbody>
</table>
Mercyhurst University
- Founded in 1926 by the Sisters of Mercy
- Coeducational Catholic / Liberal Arts Institution
- Programs in Career and Pre-Professional Areas
- 68 Undergraduate / 8 Graduate Majors
- 67 Concentrations
- 3400 Students
- 58% Women / 42% Men
- 15:1 Student Faculty Ratio

Special Features
- Certificate Programs
- Academic Support Programs
- Learning Differences Program
- Autism Initiative at Mercyhurst (AIM)
- Writing Center
- Career Counseling
- Internships
- Campus Ministry

Academic Programs

Master of Science
- Anthropology
  Forensic and Biological Anthropology Concentration
  Archaeology and Geoaarchaeology Concentration
- Applied Intelligence
- Criminal Justice Administration
- Cyber Risk Management
- Cyber Security
- Data Science

Organizational Leadership
- Accounting Concentration
- Business Analytics & Intelligence Concentration
- Higher Education Administration Concentration
- Human Resources Concentration
- Sports Leadership Concentration
- Strategy & Innovation Concentration

Physician Assistant Studies
- Secondary Education: Pedagogy and Practice

Special Education
- Applied Behavior Analysis Concentration
- Applied Disability Services in Higher Ed Concentration
- Autism Concentration
- English Language Learners Concentration

Accreditation

Mercyhurst University Graduate Programs are accredited by:
- The Commission on Higher Education
  3624 Market Street, 2nd Floor West
  Philadelphia, PA 19104-2680
  Phone: 267-284-5000
  info@msche.org
- The Pennsylvania Department of Education
- International Assembly of Collegiate Business Education
- Certified Financial Planner Board of Standards
- The graduate program in Organizational Leadership is accredited by the IACBE (International Assembly of 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."

The ARC-PA has granted Accreditation-Provisional status to the Mercyhurst University Physician Assistant Program sponsored by Mercyhurst University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.
# 2018 - 2019 Academic Calendar

## Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Classes Begin - Fall Semester and Mini 1</td>
</tr>
<tr>
<td>25</td>
<td>Saturday</td>
<td>Classes Begin - Weekend Classes</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>Student Add/Drop - Fall Semester and Mini 1</td>
</tr>
<tr>
<td>September 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>Labor Day - No Classes Held</td>
</tr>
<tr>
<td>October 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wednesday</td>
<td>Last Day to Withdraw - Mini 1</td>
</tr>
<tr>
<td>4 - 7</td>
<td>Thurs. - Sun.</td>
<td>Fall Break</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Classes End - Mini 1</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Classes Begin - Mini 2</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>Grades Due - Mini 1</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Student Add/Drop - Mini 2</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Mid-Semester Grades Due</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday</td>
<td>Advising Day</td>
</tr>
<tr>
<td>31</td>
<td>Friday</td>
<td>Registration for Graduate Students</td>
</tr>
<tr>
<td>November 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Friday</td>
<td>Last Day to Withdraw - Fall Semester and Mini 2</td>
</tr>
<tr>
<td>21 - 25</td>
<td>Wed. - Sun.</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Classes End - Fall Semester</td>
</tr>
<tr>
<td>9</td>
<td>Sunday</td>
<td>Classes End - Weekend Classes</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>11 - 14</td>
<td>Tues. - Fri.</td>
<td>Finals Week</td>
</tr>
<tr>
<td>19</td>
<td>Wednesday</td>
<td>Grades Due - Fall Semester and Mini 2</td>
</tr>
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</table>

## Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>Classes Begin - Spring Semester and Mini 3</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Student Add/Drop - Spring Semester and Mini 3</td>
</tr>
<tr>
<td>19</td>
<td>Saturday</td>
<td>Classes Begin - Weekend Classes</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>MLK Day - No Daytime Full-Semester Classes</td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Incompletes Due to Registrar</td>
</tr>
<tr>
<td>February 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Last Day to Withdraw - Mini 3</td>
</tr>
<tr>
<td>March 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Friday</td>
<td>Classes End - Mini 3</td>
</tr>
<tr>
<td>4 - 10</td>
<td>Mon. - Sun.</td>
<td>Spring Break</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Grades Due - Mini 3</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>Classes Begin - Mini 4</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Student Add/Drop - Mini 4</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Mid-Semester Grades Due</td>
</tr>
<tr>
<td>April 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>Advising Day</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>Registration for Graduate Students</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Last Day to Withdraw - Spring Semester and Mini 4</td>
</tr>
<tr>
<td>18 - 22</td>
<td>Thurs. - Mon.</td>
<td>Easter Break</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Friday</td>
<td>Classes End - Spring Semester</td>
</tr>
<tr>
<td>5</td>
<td>Sunday</td>
<td>Classes End - Weekend Classes</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>7 - 10</td>
<td>Tues. - Fri.</td>
<td>Finals Week</td>
</tr>
<tr>
<td>12</td>
<td>Sunday</td>
<td>Graduation</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Grades Due - Spring Semester and Mini 4</td>
</tr>
</tbody>
</table>

## Summer Schedule - TBA
Introduction

Mercyhurst University
Mercyhurst University is a fully accredited, Catholic, comprehensive institution founded in 1926 by the Sisters of Mercy and dedicated to the principle that education has the power to transform lives. With an esteemed liberal arts curriculum at its core, Mercyhurst emphasizes the dignity of each person and is committed to an examination of values as well as to quality academic, professional and career training, all within a climate of inquiry, collegiality, diversity and achievement.

Mercyhurst has built a network of distinctive undergraduate and graduate programs that extends far beyond its historical roots. Chief among them are the pioneering Tom Ridge College of Intelligence Studies and Applied Sciences, which also is the university’s leader in online learning initiatives; a burgeoning Health Professions and Public Health program; the Mercyhurst Center for Applied Politics, a rising star among public opinion polling centers; as well as internationally recognized programs in archaeology, forensic anthropology and the fine and performing arts. Ever nimble in preparing students for today’s global marketplace, Mercyhurst strives constantly to be relevant and distinctive in the choice of its academic offerings.

The university enrolls roughly 3,600 men and women and offers more than 65 undergraduate majors with nearly 70 concentrations and pre-professional tracks, eight graduate programs and nearly 20 associate degree programs. It maintains a strong commitment to experiential learning; a vibrant student and cultural life; championship athletic teams; and a long history of service and community engagement. In addition to its Erie campus, Mercyhurst provides certificate and associate degree offerings at branch campuses in nearby North East and Corry, Pennsylvania, and at the Booker T. Washington Center near downtown Erie. It also maintains a flourishing academic center in Dungarvan, Ireland. This breadth gives the university an unparalleled capacity to educate, to build cross-disciplinary academic opportunities and to address complex issues.

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.

Mission Integration
Higher education in the United States is changing at an unprecedented pace and Catholic universities confront pressures and challenges specific to their Catholic and sponsorship identity. To help preserve and continue the Mercy charism, the Sisters of Mercy established the Conference for Mercy Higher Education. Mercyhurst University, a member of the conference, has an Office of Mission Integration. Its purpose is to assist the president in promoting the university’s mission with respect to its Catholic and Mercy identity.

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.

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.
University Learning for Today’s Student
Dynamic activity in shaping institutional purpose, planning academic programs, and meeting the needs of students of all ages — these reflect the motto of Mercyhurst University: “Carpe Diem,” or Seize the Day.

Dedicated faculty advisors and academic counselors help students make the transition to university learning. Close student-faculty relationships give purpose and direction to students interested in shaping their university education to their goals and interests. The Career Development Center is available to guide students in their career exploration process. Computer laboratories and other modern facilities keep students competitive and up to date for the challenges of tomorrow.

Official Communication
Mercyhurst University recognizes many forms of communication for official university business. University officials may utilize written documentation, telephone conversations, and Mercyhurst-issued e-mail accounts or web documents as formal forms of communication. Official university business includes all actions of the university including but not limited to providing general information, course information, student conduct notices and administrative notices from the university. Mercyhurst provides e-mail accounts to students; these are recognized as official document and notification addresses for university communications. All students are responsible for checking their Mercyhurst issued e-mail accounts and are held accountable for the contents of e-mails issued by the university.
Mercyhurst University is committed to the growth and development of the individual student not only in academic work but in growth as a human being living in a community. Recognizing that a student's learning extends beyond the classroom, the University strives to provide a campus environment with a variety of developmental, cultural, service, leadership, athletic, and social experiences. The cultural and spiritual activities on campus give students an opportunity to seek growth and to develop a deeper understanding of the world around them. Athletic and social activities allow students to bond as members of the University community and to engender a sense of pride in their University. During their time at Mercyhurst, students have the opportunity to participate in over 90 clubs and organizations, attend a variety of social activities, and enjoy an on-going schedule of performing arts events.

The Counseling Center

Counseling services are confidential and free to any student who is currently enrolled. These clinicians provide individual counseling, group therapy, crisis intervention and biofeedback, as well as workshops and consultation.

Turn in a copy of the above items via one of the options listed below:

- Fax: (814) 824-3053 - All documents must contain the individual's name and be addressed: Attn: Alice Agnew
- Email: ADA@mercyhurst.edu with the individual’s name in the subject line of the email (last, first)
- In-Person Delivery: Old Main 300

The requesting individual is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the request for accommodations. Documentation should be on letterhead from the provider. Supporting documentation is required for any individual seeking accommodations. The documentation must be from a qualified medical provider (such as a doctor, psychologist, psychiatrist, etc.). The documentation should be on letterhead from the provider.

In some circumstances, issues may be more complex and require a longer exploration of the psychological, relational, or emotional concerns. Whatever the presenting problem, counseling seeks to help individuals more fully realize their personal worth and potential and more successfully engage in life at Mercyhurst University and prepare for life after university. To schedule an appointment with a counselor, call the Counseling Center at 814-824-3650.

Accommodations Process

M Mercyhurst University values inclusion and is committed to the goal of providing equal opportunities for all. Mercyhurst abides by federal, state and local laws in admissions, employment and all services and programs provided. Mercyhurst University is committed to complying with its obligations under the Americans with Disabilities Act (ADA) Amendments Act of 2008 (ADAAA), Titles I and II of the ADA of 1990, and Sections 503 & 504 of the Rehabilitation Act of 1973, and the Fair Housing Act to ensure that a person with a disability is granted reasonable accommodations when such accommodations are necessary to afford that person equal opportunity to obtain a Mercyhurst education and use University facilities.

To receive accommodations through the University, the requesting individual is required to complete the Accommodation Request Form and provide supporting documentation to the ADA Committee. Processing of accommodation requests begins after both the request form and the appropriate documentation information is received. The requesting individual should submit documentation to the Director of Equal Opportunity Programs (DEOP) for review by the ADA Committee.

The ADA Committee in conjunction with the DEOP will determine whether a covered disability exists. In cases where a covered disability exists, the ADA Committee in conjunction with the DEOP will begin working with the requesting individual in an interactive process to provide a reasonable accommodation. Please note that the University cannot provide accommodations that are not requested.

Steps to Request a Reasonable Accommodation:

1. Complete the Accommodation Request Form that is available at: http://www.mercyhurst.edu/student-consumer-information.

2. Obtain supporting documentation from a medical or other qualified provider. Supporting documentation is required for any individual requesting accommodations. The documentation must be from a qualified medical provider (such as a doctor, psychologist, psychiatrist, etc.). The documentation should be on letterhead from the provider.

3. Turn in a copy of the above items via one of the options listed below:

   - Fax: (814) 824-3053 - All documents must contain the individual’s name and be addressed: Attn: Alice Agnew
   - Email: ADA@mercyhurst.edu with the individual’s name in the subject line of the email (last, first)
   - In-Person Delivery: Old Main 300

The requesting individual is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the request for accommodations. The documentation must state the specific disability and recommendations to allow the requesting individual to participate fully and equally in the activity or program. The documentation is kept on file with the DEOP for verification purposes. The documentation should include the appropriate official signature and contact information for the associated medical professional or facility for verification purposes. These documents must be legible and clear.
The University will carefully review information and documentation provided by the requesting individual and analyze each person's individual needs. The University will engage in an interactive process to determine what accommodation may be reasonable and appropriate under the circumstances. The University need not provide accommodations that would fundamentally alter the essential characteristics or nature of a program. Likewise, the University need not provide the exact accommodation requested by the requesting individual.

The University may provide alternate accommodations as long as they are reasonable and appropriate to make the University's programs, activities, services, and facilities accessible to that individual. If the documentation provided does not meet the University's requirements, it will not be accepted as the official documentation. The requesting individual will receive notice and will be asked to provide alternative supporting documentation. Individuals requesting additional accommodations after their initial approval may be asked to provide additional documentation.

**Appeal Process**

If the requesting individual is not satisfied with the determination of the ADA committee that an individual can submit an appeal within 7 calendar days of the decision. Appeals should be submitted to Alice Agnew, Director of Equal Opportunity Programs at aagnew@mercyhurst.edu or 300 Old Main. Appeals will be reviewed by an ADA appeals committee, comprised of relevant senior administrators.

**Grievance Procedure**

Any employee or student who believes they have been denied the protections provided for in the Non-Discrimination Notice by the University should download a grievance form and submit it to the Director of Equal Opportunity Programs. You can find this form at: www.mercyhurst.edu/student-consumer-information under the Notice of Nondiscrimination section. This form is also available from Alice Agnew, Director of Equal Opportunity Programs, at: aagnew@mercyhurst.edu or 300 Old Main.

**Learning Differences Program**

The Learning Differences Program (LDP) provides students with academic counseling and facilitates academic accommodations. Any student who has an academic accommodation approved by the ADA Committee is eligible for the Learning Differences Program.

Founded in 1986, the LDP has been committed to identifying and reducing physical, programmatic, and attitudinal barriers for students with disabilities and ensuring access to campus programs, services, and facilities. The LDP coordinates the following accommodations for students who have received approval through the ADA Committee: testing modifications (extended time in alternate location), auxiliary aids (note takers, readers, scribes), course substitution and/or reduction, assistive technology (reading and voice recognition, listening devices), etc. The LDP facilitates collaboration between students, faculty, and staff to ensure that the students' needs for equitable access to the academic program are being met while upholding academic integrity.

**Student Conduct Code**

Mercyhurst University, as a community of learning dedicated to the lifelong development of the whole person, is where students gather knowledge, insights, skills, and vision necessary to attain fulfillment of the goals they have set for themselves. It is within this community that every member of the University is encouraged and aided to meet the standards set by the University. These standards establish a base upon which the student builds a quality of life reflecting good citizenship, vigilance, and concern for the less fortunate. It is from these ideals that we have developed the conduct code at Mercyhurst University. Excessive regulation, tedious debate, and contentious challenges are not the aim of this conduct code. The focus of the conduct code is personal responsibility, good judgment, responsible stewardship, and concern for an improved quality of life for the whole community. Conduct violations are typically adjudicated by the Director of Residence Life and Student Conduct. All decisions may be reviewed through an appeal process.

**Tobacco Free Policy**

In keeping with the University's commitment to provide a safe and healthy work environment, and consistent with Pennsylvania's Clean Indoor Air Act, smoking and the use of smokeless tobacco is prohibited at-all-times and at all locations on the Erie and North East campuses. This policy forbids the use of all nicotine, tobacco-derived or tobacco-containing products, including cigarettes, electronic cigarettes, cigars and cigarillos, hookah-smoked products, and all forms of oral tobacco. The tobacco-free policy includes university-owned and leased facilities, properties, and grounds and extends to sidewalks adjacent to university buildings and grounds as well as personal vehicles on university property. This policy applies equally to all employees, students, visitors, vendors, contractors, and subcontractors.

**Police and Safety Services**

The Police and Safety Department's primary responsibility is the safety of the Mercyhurst University community, and the security of the university and university community assets. Other responsibilities include the investigation of theft, criminal mischief, and other criminal incidents occurring on campus. All matters relating to institutional or student safety and security are reported directly to the Police and Safety Department for appropriate action. The Police and Safety office is in the lower level of McAuley Hall and may be reached by dialing extension 2304 (824-2304 from off campus or when using a personal cell phone). The enforcement of parking regulations and vehicle traffic control is maintained by assessing penalties in the form of fines and through campus automobile registration. Vehicles are towed when parked in designated tow-away zones, or when necessary during snow emergency/ removal operations. A wheel-locking device may be placed on a vehicle's wheel to prevent movement if it is determined that the driver is a chronic offender, or if the owner or operator of a vehicle fails to pay fines which accrue in a significant amount.

**Parking**

There are twenty-four parking lots on and off campus to accommodate parking for students, visitors and employees. All underground parking lots are restricted for use only by individuals paying for specific parking spots. Parking permit stickers are issued daily or when needed. All students planning to bring a vehicle to campus must register their vehicle online with the police and safety department prior to their arrival at Mercyhurst University. Upon arrival, the student must report to the police and safety department office with their vehicle, driver's license, vehicle registration and proof of vehicle insurance. After review, a parking permit sticker will be issued and affixed to the lower corner of the vehicle's rear window.

Parking permits for student vehicles will be issued between the hours of 8:30 a.m. and 3:30 p.m. Monday through Friday, excluding holidays and days that the university is closed. Parking permits are available for non-registered vehicles being used temporarily by students, and visitor parking passes are available for university guests at the police and safety department office twenty-four hours a day, seven days a week, including holidays and days that the university is closed. Police and Safety requests that all cars have a permit, so we know who is on our campus.
Academic Affairs

The academic area of the University is organized into four colleges. Each college is coordinated by a Dean who reports to the Provost. Associate Deans are appointed within each college to oversee evaluation issues and assist the Deans. Colleges are divided into separate Departments — each of which offers a major(s) and/or minor(s). Departments are administered by Chairpersons who coordinate their operations with the Dean and Associate Dean of the respective college.

Hafemarla College of Humanities, Arts and Social Sciences
Dean: Christina Riley-Brown, Ph.D.
Associate Dean: John Olszowka, Ph.D.
(Anthropology/Archaeology, Art, Art Therapy, Catholic Studies, Dance, Education, English, History, Liberal Arts, Music, Philosophy, Psychology, Religious Studies, Sustainability Studies, World Languages)

Ridge College of Applied Intelligence Studies and Applied Sciences
Dean: Duncan McGill, Ph.D.
Associate Dean: Randall Clemens, Ph.D.

Walker College of Business and Management
Dean: Brenda Ponsford, Ph.D.
Associate Dean: Juan Argaez, Ph.D.

Zurn College of Natural and Health Sciences
Dean: Michael Elnitsky, Ph.D.
Associate Dean: Amy Parente, Ph.D.
(Athletic Training, Biology, Biochemistry, Bioinformatics, Chemistry, Exercise Science, Geology, Health Care Science, Nursing, (RN-BSN), Physics, Public Health, Sports Medicine)

Global Programs and Experiential Learning
Dean: Heidi Hosey, Ph.D.

Academic Calendar
The University operates on a two-semester academic calendar; each semester 16 weeks long. Additionally, two 8 week mini-semester runs concurrently with the traditional semester, offering students the opportunity to study courses in a more focused way. The schedule of offered courses is available during the prior semester. Registration begins approximately half-way through the prior semester and continues through the Add/Drop period.

The schedule of summer courses is available mid-March. A complete listing may be accessed at the website mercyhurst.edu/summer. Preregistration for summer courses is conducted after the schedule is published and continues through the Spring Semester. At Mercyhurst, the Fall Semester begins about the third week in August and runs until the middle of December. The Spring Semester starts at the end of January and continues until mid-May with a spring break mid-way. Summer sessions run from late May through mid-August.

Formula for Calculating Credit Hours
The Pennsylvania Department of Education regulates the definition of “1 credit” and the number of hours that different courses must meet to earn a credit. The definitions are as follows:

Traditional Classroom Courses
One college semester credit in a traditional classroom course is defined as 14 hours of classroom instruction. A three-credit semester-based course would need to meet for 42 hours of rigorous college classroom instruction over the semester. The academic requirements for hours of classroom instruction cannot be calculated to include exams (i.e., final exams). This formula includes the expectation that students will invest 2 hours of preparation time for every 1 credit of course content. For the student who enrolls in 15 credit hours per semester, this would mean an additional 30 hours of preparation beyond the class time.

Laboratory Courses
One college laboratory semester credit is defined as 1 hour per week of lecture plus 1-2 hours per week of scheduled laboratory work. This formula includes the expectation that students will invest 2 hours of preparation time for each 1 credit of course content. Lab courses at Mercyhurst that are independent of a lecture typically meet one day per week and are held for 2 hours and 50 minutes.

Clinical Courses
One college clinical course credit is defined as 3-4 hours per week of practice, or a total of 45-60 hours per semester. Clinical courses at Mercyhurst are specified by departments and are certified to ensure that students are meeting the correct number of hours for their respective credits.

Graduation Requirements
The graduation requirements for a Master’s Degree are:

• That a minimum of 30 credits be successfully completed. Some programs have higher credit requirements.
• Completion of the course requirements designated by each graduate program
• An overall GPA of 3.0 for all graduate programs. Some programs may require higher GPA requirements
• A completed “Application of Degree” form filed with the Registrar’s office by January 1 of the year of intended degree completion.

Statement of Responsibility
It is the responsibility of each student to know both the University-wide graduation requirements as well as those in their chosen major, and to meet all requirements satisfactorily for graduation. Students have the assistance of numerous University personnel to help them understand these requirements. The academic advisor, the Department Chairperson, the School Dean, the Office for Academic Affairs, and the Registrar’s Office are all available to answer questions about these requirements. It is the responsibility of each student to use his/her program evaluation Statements of Responsibility to determine what courses he/she needs to take.

Degree Completion Time Frames
Degree requirements must be completed within 5 years of the date from which the student first matriculated at Mercyhurst. Earned credits over ten years old will only apply to a degree if the grade for that credit is C (2.0) or better and when accepted as applicable by the Vice President of Academic Affairs. Exceptions by departments may exist.

Application for Graduation
Students who complete all requirements of Mercyhurst University, should complete and submit the Application for Graduation online at the beginning of their last semester. The application will be given to the department for review, who will indicate which major requirements should be successfully completed before the end of the semester. Students who do not complete their program before the end of spring semester, but who could do so by the end of the following semester following the graduation ceremony in May by taking no more than three credits, may participate in the graduation ceremonies. Students will not receive a signed diploma until all graduation requirements are met. Any change in a student’s graduation status must be reported to the Registrar’s Office by March 15th.
Academic Standards and Grades

The grading system of the University is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>exceptional attainment</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>superior work</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>good work</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>above adequate work</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>adequate work</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>failure to meet course standards</td>
</tr>
</tbody>
</table>

Incomplete Grades
The Incomplete Grade (I) is a temporary grade indicating that work in the course was acceptable, though a significant or critical part of it was not completed due to illness or other serious circumstances beyond the student’s control. It is the student’s responsibility to verify these conditions. The “I” grade may not be used to extend time for course work or for the convenience of the student or faculty member. Incomplete coursework must be submitted to the instructor no later than 30 days after the end of the semester in which the “I” is given. If not completed, the “I” grade is changed to a grade of F.

Students who are working on special projects that carry into other semesters or on thesis should not register for credit until the semester when completion appears likely. While on the transcript, I grades will carry no academic penalty.

Pass-Fail Option
Some programs offer pass-fail options. A student must attain a minimum of a C grade to receive a Pass (Pa) for the course.

Repeated Courses
Students who earn a C or F in a course may repeat that course. Courses that are repeated will be re-graded as PASS (PA) or FAIL (F). Students earning at least a C will be re-graded as a PASS (PA) for the course, students earning a F will be re-graded as F (F). When the re grade is either PA or F, the original grade is converted to a R (REPEAT). A PASS is not calculated in the GPA; however, a grade of F on the repeated course is calculated in the GPA.

Calculating Grade Point Average
Grade points are earned according to the above grading scale for each credit attempted. Under the grading system, a student’s Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted. The resulting number is the student’s Grade Point Average.

Example:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Credits</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>8.5</td>
<td>X</td>
<td>11</td>
</tr>
</tbody>
</table>

Grade Point Average Formula

\[ 25.5 \div 11 = 2.32 \text{ GPA} \]

Academic Progress
All students are expected and encouraged to sustain satisfactory progress in their studies at the University.

Satisfactory academic progress for a full-time student requires:
- Successful completion of a minimum of 75% of attempted credit hours in the full academic year. Financial Aid may be affected by lack of academic progress (see section on Financial Aid).
- Earning a minimum cumulative Grade Point Average (GPA) of a 3.0. However, maintenance of the GPA established by the department/program in which the student is enrolled is also required.

Academic Dismissal
If a student continues to earn less than satisfactory academic progress, the student will be dismissed from the University for no less than one academic year. Readmission after dismissal is most unusual and only for compelling reasons and subject to Department Chair’s discretion.

Definitions of academic progress for the award of financial aid may differ from academic policies. Please refer to student financial services for satisfactory academic progress (SAP) guidelines.

Academic Forgiveness
For the student who has not been enrolled at the University for more than five (5) years and who currently demonstrates the ability to do well academically, an Academic Forgiveness policy is available. Essentially, Academic Forgiveness removes the effects of earlier unsatisfactory grades and the cumulative GPA is reset at 0.00. Students who wish to be considered for Academic Forgiveness must make an appointment with the University Registrar to determine eligibility and the impact of invoking the policy. Given the many dimensions of this policy and mindful of the fact that this policy may be applied only one time, consultation with an advisor is recommended.

Graduation Awards
To be considered for a graduation award, a student must complete all coursework by the date of commencement, including student teaching, internships and externships. Candidates for non divisional/departmental awards must be cleared by the Registrar’s Office as having no more than one-year of transfer credit counting toward the graduation requirement. Candidates must also be cleared by the Student Conduct Office as having no serious or recent discipline issues. Full-time faculty, staff and administrators nominate students for the top awards of the University and divisional/departmental faculty nominate students for divisional awards.

Sister Eustace Taylor Graduate Student Award
Each of the seven graduate programs, under the guidance of the Program Director, select the graduate student in which the student is enrolled is also required.

National Honor Societies
Mercyhurst has active societies honoring those outstanding students who possess the ideals of the honor society.

- **ALPHA PHI SIGMA**: National criminal justice honor society
- **DELTA MU DELTA**: National honor society in business
- **KAPPA DELTA PI**: National honor society, Education
- **PI SIGMA ALPHA**: National honor society, Political Science
- **PI ALPHA**: is the national Physician Assistant honor society
- **SIGMA TAU DELTA**: This national honor society confers distinction for high academic achievement in English language and literature in undergraduate, graduate, and professional studies

Academic Policies and Procedures

FERPA
The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that all students and/or former students must provide written authorization for the release of their educational records to a third party. FERPA also affords students certain rights regarding review of their records. Complete information on FERPA can be found at: mercyhurst.ferpa.edu.
Student Status

Full-Time Student Status
Mercyhurst University considers a full-time graduate student to be one who carries at least 9 credit hours per academic semester. Students who receive financial aid or government sponsored loans should consult with the Office of Student Financial Services before registering for fewer than 6 credits in any semester.

Part-Time Student Status
A part-time student is one who is officially registered at the University but carries fewer than 15 credits during the normal academic year or who carries fewer than six credit hours in any regular semester. A part-time matriculated student is charged at a per-credit rate, plus additional fees as determined by the Vice President of Finance. Part-time students must register for three credits each term.

Registration Policies and Procedures

Registration
The registration process begins with a conference between students and their advisors. The official registration period for each new semester usually begins in the last month of the previous semester. No student will be registered without the advisor’s online registration approval or signature; nor will any registrations be accepted after the official ending of the registration period without approval of the Office of the Provost. For their first semester, graduate students will be registered through the Office of Graduate Education.

Schedule Changes
Students may change their schedules during the designated Add/Drop period. All schedule changes processed by the Registrar’s Office must have the signed approval of the student’s faculty advisor.

Course Withdrawal
Students who withdraw from a course after the first week will receive a grade of ‘W’ for the course. There will be no withdrawal after the published last to withdraw date in any semester. Students need to be aware that withdrawing from one or more courses can affect Academic Progress resulting in the loss of Financial Aid. * See Student Financial Services information for details.

Leave of Absence
Due to federal reporting guidelines, Mercyhurst follows a voluntary withdrawal processes for students needing a leave of absence. Upon return, students in good standing would be guaranteed acceptance after reapplication.

Voluntary Withdrawal (Cease Enrollment) From the University
Students who wish to withdraw officially from the University must complete the cease enrollment form, available in the Office of the Provost. Students may withdraw from the University without grade penalty until the last day of regular classes, but before final exams, in any semester. Tuition refunds will be calculated based on University policy. See TUITION AND FEE REFUND POLICY DUE TO TOTAL WITHDRAWAL. Students who have officially withdrawn and are in good academic standing may apply to the Office of Admissions for re-admission during the next regularly scheduled semester or session.

Exceptions to Regulations/Missed Deadlines
Students who miss deadlines, (pass/fail, withdrawal, incomplete, etc.) and ask for an exception are required to obtain the written permission of the Office of the Provost. These requests will be kept on file and will become part of the record for future decisions on requests for exceptions. Exceptions to the regulations for serious reasons and waivers on deadlines will only be granted where valid documentation is provided. Students who miss the Drop –add period, will have to complete a late enrollment appeal form, which will be reviewed by a committee. The student will be notified via email of the decision.

Tutorial Study
Tutorial courses differ from Independent Study courses in that they are a part of the regular program and require no more special knowledge than that expected of students enrolled in a regular semester course. Students who enroll in a tutorial course must meet the same requirements as those enrolled in the regular course, except that they must meet with the instructor two hours weekly during the semester. Because there are fewer contact hours with the instructor, students whose Grade Point Average is below 2.5 are not permitted to enroll in tutorial courses. Permission to enroll in tutorial courses is reserved for students who are completing a program or who are meeting other requirements. It is expected that tutorial courses will not be taken simply as a matter of student convenience or preference. Under most circumstances a student may only enroll in two such courses during their period of matriculation.

The application for tutorial study form is available in the Office of the Provost and must be approved by the Office of the Provost once written permission of the department chair, the faculty advisor, and the sponsoring faculty member have been obtained.

Thesis Extension Course
Students who are unable to complete their thesis requirements during the term they have registered for the course, will be granted an incomplete (I). If after 30 days, the requirements are not fulfilled, the student will be required to register for a zero-credit thesis extension course. This allows the student to maintain access to MU services and active in the records. If the student fails to register for the extension course or fails to pass the extension course, the thesis course grade will be changed from an (I) to an (F). To complete their thesis, students will have to repeat the full thesis course over again.

Credit for Life Experience
Some work experience may count towards graduate credit, but credit number acceptance and portfolio requirements are up to the director’s discretion. The Life Experience Credit form must be signed by the student, Department Chair, The Office of the Provost, Student Financial Services, and Registrar. Students earning life experience credit must pay the Life Experience Credit fee prior to having the credits added to their transcript.

OCICU
Students who are required to take a course and who are unable to fulfill the requirement with a Mercyhurst offering may be eligible to enroll in a class through the Online Consortium of Independent Colleges and Universities (OCICU). Students may only take OCICU courses with special approval from the department director.

Transcripts
An “official” transcript is one bearing the Mercyhurst University seal and the signature of the Registrar and is issued only upon the written authorization of the student. Official transcripts are normally mailed directly to other institutions and agencies or released directly to the student in a sealed envelope. A fee of $10 is charged for the issuance of each official transcript. An “unofficial” transcript does not bear the seal of the University nor the authorized signature. These are issued free of charge to the student upon request. An “unofficial” transcript can be accessed on self-service.

Students and alumni may obtain an official transcript by accessing the University website at https://www.mercyhurst.edu/academics/registrars-office or by stopping in at the Office of the Registrar, Main 106, during regular office hours and completing a transcript request form.

Student Grievance Procedures
Mercyhurst University believes that disputes or problems should be discussed openly; the facts presented and fairly considered to settle the matter efficiently. Differences are usually best resolved amicably and informally through effective communication. If a student has an academic concern related to a course, faculty member, or program, it is best to go to the professor first for resolution. The student can also ask for assistance from their academic or faculty advisor. If these initial attempts to resolve the dispute are not effective, the student should bring the issue to the Department Chair. If the student is not satisfied with the outcome at the level of the Department Chair, the process would be to go to the Associate Dean and/or Dean of their College. If the Dean or
Academic Honesty

Students are expected to contribute actively to the development of an atmosphere of academic integrity. Mercyhurst University assumes, therefore, that students will not resort to plagiarism or any other form of academic dishonesty. Students who engage in willful academic dishonesty may be subject to a broad range of sanctions. At the discretion of their instructor, they may be required to redo the plagiarized assignment, or they may receive an automatic F for the exam/assignment and/or course. Students found to be in collaboration with other students involved in willful academic dishonesty are also subject to disciplinary action.

With Reference to Class Assignments:
Academic integrity is an extremely important virtue in students and it is to be maintained in class assignments. Students should follow the directions given by faculty members about assignments. Assignments should be read in full.

Students are expected to:

- Do their own work.
- Students are not permitted to submit work partially or totally done by another student.
- Students are not permitted to submit documents downloaded from the internet.
- Use of computer-assisted translation on assignments to be submitted in a language other than English is also prohibited.
- Group work is permitted only when a collaborative effort is assigned and only those who actually worked on the assignment should have their names on the submission.

With reference to citations in formal writing:
Individual instructors may alter the expectations somewhat, however, students are expected to uphold generally recognized standards of citation in order to avoid plagiarism.

General citation principles include:

- The necessity to provide citations for any direct quotation.
- The need to provide citations for any paraphrased material.
- The need to credit theories or concepts to their authors through citation.
- The need to provide full and accurate citations.
- Mercyhurst University considers acts of forgery on academic documents to constitute academic dishonesty.

With reference to taking exams:
It is expected that Mercyhurst University students will exhibit academic honesty when they take exams. Failure to do so is a form of deception that is unacceptable at Mercyhurst. Any action that misrepresents the extent to which a student has mastered material assessed on an exam constitutes academic dishonesty or cheating.

Cheating includes, but is not limited to the following types of activities:

- Copying from another student’s test or assignment.
- Allowing another student to copy from your test or assignment.
- Collaborating during a test with any person without faculty permission.
- Stealing, buying or otherwise improperly obtaining all or part of a test before the exam.
- Taking a test for someone else or allowing someone else to take a test for you.
- Altering responses after an assignment or test was graded.
- Marking two answers on a test so that the choice is unclear hoping that the teacher will assume a correct response was intended.

When an instructor believes that a student has committed an act of academic dishonesty, the instructor will inform the student and may complete an Academic Dishonesty Report to be filed with the Office of the Provost. On a first offense, the student will be subject to the consequence determined by the individual faculty member.

On a second offense, the student will be subject to the consequence determined by the individual faculty member, as well as any combination of the following as determined by the Office of the Provost:

- Requirement of additional academic courses.
• Requirement to complete a tutorial program of remediation.
• Exclusion from participating in student organizations and extracurricular activities, including athletics.
• Expulsion from University-organized honor societies.
• Revocation of scholarships granted for academic performance.
• Suspension from the University.
• Dismissal from the University.

Students have a right to appeal if they believe an academic dishonesty allegation is unfounded. A written appeal must be submitted to the Office of the Provost within 30 days of receiving notice regarding the allegation. Appeals will be heard by the Office of the Provost or his/her designee. The final determination in any academic dishonesty case lies with the Office of the Provost. Questions regarding academic dishonesty or the appeal process should be directed to the Office of the Provost.

Security Violations and Misuse of Computer Resources
Mercyhurst University reserves the right to take serious action against any student who willfully releases restricted computer information; misuses the University’s computer resources and/or violates the code of conduct for use of information technology. Such action may include (but is not limited to) the cancellation of computer privileges, immediate dismissal from work positions if applicable, academic suspension or dismissal (to be determined by the Office of the Provost), and/or criminal prosecution.

With reference to library conduct:
Reading and audio-visual materials provided for the enrichment of the university community should be treated with respect by all students. Wilful destruction of library materials, including but not limited to books, periodicals, manuscripts, CDs, videos and records constitutes academic misconduct.

Institutional Review Board
All research involving human subjects falls under the purview of the Mercyhurst University Institutional Review Board. If the proposed researcher wishes to submit for publication or to present collected data involving human subjects anywhere other than solely within the confines of the classroom the research must be approved by the IRB prior to collection of data, even if the submission for publication or presentation may be in the future. Researchers may find required IRB information and forms on the Mercyhurst portal under Academics.

Mercyhurst will be requiring CITI (Collaborative Institutional Training Initiative) by the beginning of the Fall 2018 term. CITI required modules information will housed be on the MU IRB site. Researchers must complete all modules that are required by the University AND any additional modules required by the researchers department and attach CITI certifications to the proposal prior to submitting to the IRB for review.

Academic Services and Support
Mercyhurst University understands that student success is essential for a strong campus community, and success is best achieved when students have access to the resources that support academic growth and opportunity. The Office of Academic Services and Support unites many of the campus resources available to students to foster personal and intellectual growth and encourage habits of academic excellence. Students are welcome to consult this office for assistance with academic progress, scheduling, internships and career services, honors study, and all related matters.

Distance Learning
Mercyhurst University currently offers five fully online graduate degree programs. In addition, many of the campus-based programs provide opportunities to enroll in online courses. Delivered through the Blackboard Learning Management System, online courses are asynchronous so students can access the course material 24/7 without having to be “in class” at a specific time.

Courses are comprised of weekly learning units that include due dates and times each week for assignments, including required readings, postings to the discussion board, written products, presentations and other projects. With class sizes limited to approximately 25 students, the students benefit from close personalized attention from faculty with opportunities to connect via email, phone, Skype or office hours.

The Office of Distance Learning ensures online course delivery is consistent and predictable for an engaging, rewarding student experience. Each online course is carefully mapped out to provide a guided learning experience. Courses progress sequentially, building on previous concepts to help students gain mastery of the course material. In addition to lectures and individual assignments, you will have the opportunity to interact with classmates and professors in real time through group projects, review sessions, debates and presentations.

<table>
<thead>
<tr>
<th>Graduate Degree Program</th>
<th>Campus-based</th>
<th>Fully Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Applied Intelligence</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cyber Risk Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cyber Security</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Data Science</td>
<td>X</td>
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<tr>
<td>Organizational Leadership</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

State Authorization
Mercyhurst University is approved as a participating institution in SARA for state authorization of distance education. Due to new federal regulations, any institution offering distance education programs and practicum experiences in states other than their own must receive authorization or be a SARA approved institution. The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies.
Academic Services and Support

Mission
The Office of Academic Support and Student Success partners with students and faculty to enhance the academic experience. The Office is committed to collaborative engagement within the campus community in an effort to improve student success and retention.

Services
The Office of Academic Support and Student Success is the “go to” office for students at Mercyhurst University. Mercyhurst has a unique dual advising system. Each student is assigned an Academic Counselor as well as a Faculty Advisor. Academic Counselors work with students, faculty, and university administrators to ensure a positive experience for all members of our community.

They can assist students with most issues they may encounter, such as:

- Implementing academic success strategies and plans
- Navigating the college environment
- Exploring interest areas and majors
- Addressing academic performance concerns
- Making sense of academic procedures and policies
- Connecting with other campus resources

Academic Counselors are available for walk-in visits as well as appointments during their office hours of 8:30am-4:30pm. The Office is located on the first floor of Egan Hall.

Writing Center
Located in the Hammermill Library, Room 205, the Writing Center is staffed with tutors to help students at any stage in the writing process, including analyzing and understanding the assignment; revising and editing a rough draft; using correct citation styles: MLA, APA, or Chicago style; and incorporating professors’ suggestions about draft. Students may bring in writing projects for any class. To meet with a tutor, students sign up on the schedule outside of the Writing Center door, where the usual hours are posted each semester. An appointment is for thirty minutes, and there is a printer to use for drafts.

Learning Differences Program
The Learning Differences Program (LDP) provides students with academic counseling and facilitates academic accommodations. Any student who has an academic accommodation approved by the ADA Committee is eligible for the Learning Differences Program.

Founded in 1986, the LDP has been committed to identifying and reducing physical, programmatic, and attitudinal barriers for students with disabilities and ensuring access to campus programs, services, and facilities. The LDP coordinates the following accommodations for students who have received approval through the ADA Committee: testing modifications (extended time in alternate location), auxiliary aids (note takers, readers, scribes), course substitution and/or reduction, assistive technology (reading and voice recognition, listening devices), etc.

The LDP facilitates collaboration between students, faculty, and staff to ensure that the students’ needs for equitable access to the academic program are being met while upholding academic integrity.

Career Development Center
The Career Development Center (CDC) is located on the first floor of Egan Hall. The CDC provides information regarding career counseling, resume and cover letter construction, job search and job interview preparation, and help with graduate school applications. The hub of the CDC is CareerConnect, an on-line career management system. Available jobs, internships, and other career related activities are posted on CareerConnect. Students can post their resumes and credentials for review by prospective employers. All registered students are automatically assigned an account which gives them 24/7 access via phone, tablet or computer. Students can access this secure system by using their Mercyhurst student ID number. The CDC also offers students and alumni access to a job search website called CareerShift.

The website can be access at: www.careershift.com. This allows students and alumni the ability to search for jobs and internships around the country and also allows them to network with Mercyhurst Alumni. Contact a Career Development staffer if you require assistance accessing either site.

For undecided students or students considering a change of major/minor, the CDC utilizes self-guided assessments to help students identify possible appropriate career paths. Students can discuss feedback from these assessments with any Career Development staff member. The CDC sponsors a variety of career related activities each year.

Among these are mini career and job fairs, a graduate school fair, part-time job fair, alumni networking nights and the annual spring Job Fair. This annual event attracts approximately 100 companies, agencies and organizations which offer part-time and full-time jobs and internship opportunities. These fairs also provide opportunities for career exploration.

Veterans’ Resources
Students who have served in the Military including the National Guard and Reserves may be eligible for educational benefits through the Veteran’s Administration. Mercyhurst University is a yellow ribbon participant, which means students who are eligible for 100% Post 9-11 GI Bill® will receive yellow ribbon funding once the student cap has been reached.

Mercyhurst also holds a Memorandum of Understanding with the Department of Defense. This allows members who are still in the service to use Tuition Assistance (TA) from the Military. (Current active military personnel should apply for TA benefits directly to their unit.) There are a number of VA benefits available.

For more information on available benefits and their criteria, visit the VA website at www.benefits.va.gov/GIBILL. If you plan to use VA educational Benefits please contact the Veteran Coordinator for more information. You will need to apply for the VA benefits before the start of your first semester. New applications may take the VA up to 3 weeks to process.

Dependents of military personnel may be eligible for educational assistance for any of the following from the VA:

- A transfer of Post 9-11 GI Bill® for active service members who have served at least 10 years.
- Chapter 35 benefits if a service member has been discharged and receives disability.
- FRY Scholarship if the service member died while serving

Note:
GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).
Graduate Program

Admission Requirements

Consistent with our mission and values, Mercyhurst University holistically reviews applicants when making admissions decisions. We evaluate applicants in terms of their academic abilities and potential, leadership and extracurricular involvement, and the potential contributions they might make as members of our campus community.

The University entrance policy is free of discrimination on the grounds of race, creed, color, sex, or national origin. To be considered for admission, applicants are required to submit an application, an official high school transcript, personal essay/statement, and academic recommendation.

Once an applicant’s file is complete, Office of Graduate Admissions professionals carefully review it. The file is then shared with the Graduate Department Chair who makes the final acceptance decision.

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 minimum requirements as listed below, noting that there may be additional requirements unique to each program. Specific program requirements are listed in that program’s section. Students will submit the following items as proof of meeting minimum requirements:

- An undergraduate grade point average of 3.0 overall, with at least 3.0 in their major field. (Some programs have established higher requirements.) Physician Assistant requires a 3.2 overall and prerequisites.
- An undergraduate degree in the area of intended graduate study or in an approved, related field. All official transcripts from accredited higher education institutions are required to apply. Transcripts from international universities must be evaluated by World Education Services or an equivalent service approved by the Office of GCE. Please use “course-by-course report”.
- Academic, scholarship and leadership potential as evidenced by three positive recommendations from supervisors or faculty.
- A personal statement outlining in narrative form the candidate’s career path, career aspirations and professional interests.
- Satisfactory scores from the Miller Analogies Test or the Graduate Record Exam as required by anthropology, applied intelligence, data science (recommended) and physician assistant programs. Scores may be requested by other programs.
- A completed application form, which can be found online at www.mercyhurst.edu/graduate. Physician Assistant program requires application via the CASPA, website available at portal.caspaonline.org.
- A professional résumé or curriculum vitae.
- A personal interview is currently required by the anthropology and physician assistant master’s degree programs. Other programs may request an interview after reviewing an applicant’s file.

Graduate Certificate Admission Requirements

Most graduate certificate programs require only an application, official college transcripts, current resume, and personal statement. The anthropology graduate certificate also requires satisfactory GRE scores and two letters of recommendation.

Submitting Graduate Admission Applications

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

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authorized to grant specialized associate degrees or higher. Coursework will be evaluated for transfer credit, only if the content of the coursework is in reasonable conformity to the Mercyhurst University curriculum and when a grade of “B” or higher has been earned. In all cases, accepted transfer courses will carry an award of credits, but neither a grade, nor quality points will be awarded.

Acceptance of Credits for Online Courses
Credits may be accepted for an online course if it meets all requirements of the current transfer credit policy and procedures, and was taken through an accredited institution that has a physical campus offering traditional, on campus, in person courses.

International Students
Mercyhurst University welcomes applications 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. I-20 forms 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.
Student Financial Services

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

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

Federal Direct Loan Program
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.

Your loan funds will first be applied 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. Should additional funding be necessary, Federal Direct Grad PLUS Loans and Private Alternative Education Loans may also be available. If you have federal loans from undergraduate studies, you may request an in-school deferment from the Direct Loan Program or loan servicer.

Graduate Tuition and Fees

Master's or Graduate Certificate

<table>
<thead>
<tr>
<th>Department of Study</th>
<th>Amount: (Per 3-Credit Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology / Archaeology</td>
<td>2,625</td>
</tr>
<tr>
<td>Applied Behavioral Analysis</td>
<td>2,280</td>
</tr>
<tr>
<td>Applied Intelligence</td>
<td>2,625</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>2,280</td>
</tr>
<tr>
<td>Cyber Security</td>
<td>2,625</td>
</tr>
<tr>
<td>Cyber Risk Management</td>
<td>2,625</td>
</tr>
<tr>
<td>Data Science</td>
<td>2,625</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>2,280</td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>2,625</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>2,280</td>
</tr>
<tr>
<td>Special Education</td>
<td>2,280</td>
</tr>
</tbody>
</table>

Required Graduate Program Fees Per Semester (For Full-Time and Part-Time Students)

<table>
<thead>
<tr>
<th>Fees Per Semester</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>80</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>105</td>
</tr>
<tr>
<td>Applied Intelligence Program Fee</td>
<td>280</td>
</tr>
</tbody>
</table>

Cyber Security Program Fee  175
Cyber Risk Management Program Fee  175
Data Science Program Fee  145
Physician Assistant Program Fee  1,090

Required Graduate Program Fees Per Term - Online

Applied Intelligence (For Full-Time and Part-Time Students)

<table>
<thead>
<tr>
<th>Fees Per Term:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>60</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>80</td>
</tr>
<tr>
<td>Green Energy Fee</td>
<td>5</td>
</tr>
<tr>
<td>Applied Intelligence Program Fee</td>
<td>190</td>
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</table>

Occasional Fees

<table>
<thead>
<tr>
<th>Fees:</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.D. / One Card</td>
<td>50</td>
</tr>
<tr>
<td>Zurn Science Lab Fee (per course)</td>
<td>280</td>
</tr>
<tr>
<td>PA Program Med Equipment Fee (One Time)</td>
<td>1,090</td>
</tr>
<tr>
<td>PA Program Lab Coat Fee</td>
<td>94</td>
</tr>
<tr>
<td>Distance Learning Fee (Per Graduate Course: BL or WEB)</td>
<td>80</td>
</tr>
<tr>
<td>Graduate Capstone Clinical Fee (6 credits)</td>
<td>530</td>
</tr>
<tr>
<td>Graduate Capstone Clinical Fee (3 credits)</td>
<td>265</td>
</tr>
<tr>
<td>Graduation Fee (Master’s Degree Only)</td>
<td>190</td>
</tr>
</tbody>
</table>

(Required even if the student does not participate in the ceremony)

Official Transcript of Credits  10
Organizational Leadership Fee For Course (OL 628: HR Professional Skills)  565

Financial Penalties

<table>
<thead>
<tr>
<th>Penalties:</th>
<th>Amount:</th>
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<tbody>
<tr>
<td>Late Payment</td>
<td>175</td>
</tr>
<tr>
<td>Room Change</td>
<td>100</td>
</tr>
<tr>
<td>Returned Check</td>
<td>75</td>
</tr>
<tr>
<td>Stop Payment / Reissued Check</td>
<td>25</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>300</td>
</tr>
</tbody>
</table>

All Fees Are Non-Refundable

Payment Policy for: Tuition, Fees, Room and Meal Plan
When you register for courses, you incur a legal obligation to pay for tuition, fees and all related charges. Registration for a given semester is not complete until all charges are paid by the billing due dates, or until acceptable payment arrangements have been made with the Office of Student Financial Services prior to the due date. Students must be actively registered to reside in campus housing, receive student meal plan privileges, and receive all other university services and amenities.

Student Financial Services participates 100% in online billing, and eBills are accessible via your Mercyhurst portal. Notifications are emailed to your official Mercyhurst email address. You are encouraged to grant guest access to any family member who may have an interest in viewing or paying your bill.

Full instructions are available on your Mercyhurst portal. Summer 2018 bills are available via the eBill the first week of June and are due on or before June 29, 2018. Fall semester bills are available the last week of
June and are due on or before August 3, 2018. Spring semester bills are available in early December and are due on or before January 7, 2019.

**Semester Billing Due Dates for 2018-2019**
- Summer Sessions 2018 – June 29, 2018
- Fall Semester 2018 – August 3, 2018
- Spring Semester 2019 – January 7, 2019

Students on a trimester calendar can contact Student Financial Services for the trimester billing dates.

**Trimester Billing Due Dates for 2018-2019**
- Fall Trimester 2018 – August 3, 2018
- Winter Trimester 2018 – November 12, 2018
- Spring Trimester 2019 – February 18, 2019

In addition to charges for tuition, fees, room, meal plans, and other expenses, the bill reflects any scholarships, grants, and loans as pending financial aid. Financial aid listed as pending until the student’s eligibility is confirmed, verification is completed, and the student’s enrollment is verified on the census date. The census date is the morning after drop/add as published in the official academic calendar.

In order to defer your bill to federal student loans, students must have a FAFSA on file, and completed both the Master Promissory Note and Entrance Loan Counseling online for Federal Direct Loans by July 23, 2018 for fall bills or December 1, 2018 for spring bills. This is a one-time requirement at Mercyhurst. Private Education Alternative Loan proceeds are not credited until the loan proceeds are received by Mercyhurst.

If payment is not made by the due date, or satisfactory payment arrangements are not made with the SFS Office by the bill due date, a late payment fee of $175 will be applied to your account, and your account will be placed on Business Office hold, and you may be deregistered from your courses. You will not be able to make changes to your registration, register for any additional courses, or receive grades/transcripts. Your balance must be paid in full by the specified semester due date.

Overdue accounts will be placed with a collection agency. If your account is placed with a collection agency, you will be responsible for your balance plus any collection fees, which may be based on a percentage up to a maximum of 33% of the debt, and all costs and expenses, including reasonable attorney’s fees that are incurred by Mercyhurst University in such collection efforts. This may negatively impact your credit rating. In order to register for future semesters, receive transcripts or a diploma, your balance and any collection fees must be paid in full. You can pay your balance via your ebill, which is accessible from your student portal. Payment can be made by credit card (convenience fees apply) or electronic funds transfer from a savings or checking account (no convenience fees apply). You can also print your bill and mail in a personal check, cashier’s check, or money order to the address on the bill. Cash payments can be made in person by visiting the SFS Office. Funds can also be wired electronically to Mercyhurst, which is especially convenient for international fund payments.

For more information, please visit the SFS page on the student portal or contact the SFS Office at 814-824-2288. All payments, including those from a third party, such as a 529 Savings Plan, must be received by the bill due date. Please plan accordingly to allow for mailing time. In lieu of paying the student bill in full, a student or family can sign up for a payment plan (partial payments made in intervals) through our partner, Tuition Management Systems (TMS) prior to the bill due date. The TMS Payment Plan divides a student’s financial obligation into interest free installments over the semester, making financial obligations easier to manage. Monthly plans include a five month or four month plan.

The TMS Payment Plan is available to all qualified graduate students for fall and spring semesters. There is a non-refundable fee for participating in the TMS Payment Plan, regardless of the balance. TMS provides a monthly billing, with payment due usually the 1st day of the month.

Failure to pay by monthly due dates will result in a late fee. Business Office holds, and possible deregistration. Repeated delinquent payments will result in a cancelation of the payment plan and payment of any outstanding balance is immediately due to Mercyhurst. Failure to resolve an outstanding balance may result in deregistration and placing your outstanding account with a collection agency.

Students receiving financial aid may also participate in the TMS Payment Plan. To determine the minimum monthly payment, deduct the amount of financial aid from the annual charges, and then divide the balance by the number of payments in the plan you chose. It is important that you review your TMS budget each semester to ensure that the scheduled monthly payment plan reflects your actual charges at Mercyhurst. Be sure to use ‘net’ loan proceeds in your calculations for federal loans, as they deduct an origination fee prior to sending your funds to Mercyhurst.

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. If your projected budget at TMS is less than your actual balance at Mercyhurst, you may incur late fees at Mercyhurst and a business office hold may be placed on your account, preventing future registration.

If payment is made by check (paper or EFT), Mercyhurst will credit the funds but will not remove any Business Office Holds for at least seven calendar days to allow time for the check to clear. If funds do not clear, a $175 late fee in addition to a $75 insufficient fund fee. 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. Legal action may be taken against any person who has repeatedly submitted checks with insufficient funds, and Mercyhurst reserves the right to reject future check payments.

**Tuition and Fee Refund Policy Due To Total Withdrawal**

Students who wish to withdraw from the university must complete a Cease Enrollment Form, which is available in the Office of Academic Affairs, and obtain the necessary signed approvals.

Students who officially withdraw after drop/add but before the end of the academic semester will receive a grade of W. Students, who experience a medical, military or serious emergency, may file a letter with the Graduate Office explaining and documenting the special circumstances. Students who have officially withdrawn from the university and do not return within one academic year must apply for readmission.

When a student officially withdraws from all courses (ceases enrollment), they may receive a prorated refund of tuition, room and meal plan charges depending on the date of withdrawal. Refer to the Tuition Refund Chart. Fees are not refundable when withdrawal occurs after the drop/add period for that semester/trimester (usually the eighth day of the semester).

**Tuition Refund Chart**

<table>
<thead>
<tr>
<th>Period of Withdrawal During a Semester/Trimester</th>
<th>Percentage of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the last day to drop/add each term</td>
<td>100% Including Fees</td>
</tr>
<tr>
<td>(Up to and including calendar day 8)</td>
<td></td>
</tr>
<tr>
<td>Calendar days 9 - 15</td>
<td>80% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 16 - 22</td>
<td>70% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 23 - 29</td>
<td>60% Not Including Fees</td>
</tr>
<tr>
<td>Calendar days 30 and beyond</td>
<td>0% Not Including Fees</td>
</tr>
</tbody>
</table>

Refunds for room and meal plans will be refunded 100% through day 8 of the semester for which you are registered, and prorated for number of days of usage between the 9th and 30th days of the semester.

There are no refunds for tuition, room, or meal plans after the 30th day of the semester. The tuition refund policy for the full summer session follows the same schedule as above. The tuition policy refund for summer mini sessions is as follows:

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Students Financial Services

Calendar days 16 - 22
Calendar days 23 - 29
Calendar days 30 and beyond

Treatment of Financial Aid for Total Withdrawal (Cease Enrollment)
If a student withdraws from all courses (ceases to be enrolled), the SFS Office must review the student’s financial aid to determine whether financial aid funds must be adjusted in accordance with federal, state, and institutional policies governing total withdrawal from the university.

SFS calculates refunds for tuition, room and meal plans according to university policy. However, the policies for 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 (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 prior to completing 60% of a payment period or semester. The percentage of time that the student attended an academic semester determines the amount of federal aid that must be returned to the federal government.

This federally mandated policy is independent of Mercyhurst’s institutional refund policy for tuition, room and meal plans. The schedules vary by start and end dates of each semester and each academic program.

For a student who withdraws after the 60 percent point-in-time, there are no unearned funds. However, a school must still complete a Return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

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

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

\[
\text{Aid to be returned is (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.}
\]

If a student earned less aid than was disbursed, Mercyhurst would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to Mercyhurst, which must be paid within 60 days of notification. If a student earned more aid than was disbursed to them, Mercyhurst may owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal. Refunds to aid programs are returned in the following order:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct GRAD PLUS Loans

Students who receive all F’s for a semester who did not formally withdraw will be considered Unofficial Withdrawals and will be reviewed by the Graduate College to establish the students’ last date of attendance. If a student ceased attendance for all classes before 60 percent of the semester was over, that last date of attendance will be used. If a last date of attendance cannot be determined, the “unofficial” withdrawal date will be the mid-point of the semester in order to calculate unearned federal funds that must be returned to the appropriate federal aid program.

Students need to understand that, although they can withdraw from a semester with W grades, federal aid disbursements have to be reviewed based on their last date of attendance or unofficial withdrawal date.

The student is responsible for any returned federal funds that results in a balance due on their student account. If payment is not made within 60 days, the student will be liable for all collection fees and costs as described above in the Payment Policy section.

Institutional Scholarship Financial Aid Refund Policy (Cease Enrollment)
Adjustments to institutional scholarships follow the university’s policy on refunds for tuition (refer to the Tuition Refund Policy Due to Total Withdrawal section above). For example, if the student’s tuition is refunded at 70 percent, the student’s institutional scholarship will also be refunded at 70 percent. This means the student may retain 30 percent of the institutional scholarship.

Course Withdrawal Policy
Students who wish to withdraw from a course after the drop/add period for a semester must complete a Class Schedule Form which is available in the Office of the Registrar. Once the student obtains the advisor’s signature, the form is returned to the Office of the Registrar. Course withdrawals after drop/add will result in a W grade for the course and will not change financial aid or tuition charges for that semester because they are based on the enrollment status on the census date, which is usually the morning after the last day of drop/add.

“Students registered for Mini 2 or Mini 4 courses will have a secondary census date after the drop/add period for those terms. If changes to enrollment cause the student to be less than full time for the semester, aid for the entire semester will be recalculated and rebilled (only for Mini 2 or 4 changes). If there is an increase related to Mini 2 or Mini 4 sessions, the student will be rebilled for any credit overloads or tuition increases. Students should always consult with SFS prior to withdrawing from any course to determine impacts on financial aid and billing.

Withdrawing from courses may prevent you from making satisfactory academic progress, and that may affect your eligibility for future financial aid assistance. Please refer to the Satisfactory Academic Progress section. Whether you choose to withdraw from one course or withdraw from the University completely, it is important that you contact the Office of Student Financial Services for advice regarding financial aid and billing, and consult with your Faculty Advisor to assure you will meet the minimum criteria for SAP requirements (both pace and GPA).

Financial Aid Rights and Responsibilities
Students have the following rights and responsibilities:

Students have the following rights and responsibilities:

- Access to complete information regarding tuition, fees, payment, and refund policies.
- Confidentiality of all personal and family financial information.
- Reconsideration of student aid eligibility if student and parents situation warrants it through an appeal to 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 30 days of the request.
- To give 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 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 (fafsa.gov). To file electronically, the student will need a U.S. Department of Education (USDE) FSA ID. Students may apply for one by clicking the link on the FAFSA page. The FSA ID serves as the student’s electronic signature. Questions about the FAFSA® can be answered by calling the Department of
Secondary 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 can file the FAFSA® any time after October 1 for the following academic year in which they plan to attend, Mercyhurst's priority deadline to file the FAFSA® is March 15 of that year to ensure full consideration for federal and institutional scholarships, grants, and loans. Be sure to include Mercyhurst's institutional code, 003297, in the university choice section of the FAFSA®.

Students may still file the FAFSA® after the deadline of March 15; however, they risk not receiving aid from some programs. In addition to the processed FAFSA®, SFS must receive all requested documentation within 30 days of the request but no later than 30 days before the end of the semester or award period. This deadline allows processing and authorization of disbursements within timeframes defined by regulations pertaining to federal aid programs.

Students attending a course(s) in Summer Session must file a separate Summer Financial Aid Application two weeks prior to the end of the summer session they are attending to receive summer financial aid, including Federal Direct Loans. The form is available on the student portal after April 15. 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.

### Enrollment Status
SFS uses the following graduate enrollment criteria each semester to determine eligibility for the financial aid programs:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Enrollment Status Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Full-Time</td>
</tr>
<tr>
<td>4.5 - 8</td>
<td>Half-Time</td>
</tr>
<tr>
<td>1 - 4</td>
<td>Less than Half-Time</td>
</tr>
</tbody>
</table>

Online Applied Intelligence students on the trimester calendar are considered enrolled full time for financial aid purposes if registered at least 6 credits per term, and half-time if registered 3 credit hours per term.

A student's Financial Aid Package is based on full-time enrollment as determined on the census date (the morning after drop/add). If the student does not have full-time status, financial aid may be adjusted accordingly.

During the summer session, enrollment status on the 2nd day of the summer term determines enrollment status for financial aid eligibility. Summer enrollment status follows the same chart above for financial aid eligibility. Students must consult with SFS if they plan to withdraw from any courses.

### 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 (Refer to the Satisfactory Academic Progress Policy for Financial Aid in this section of the catalog).

### Satisfactory Academic Progress Policy for Financial Aid
All students must be making satisfactory academic progress at Mercyhurst University to establish and retain eligibility for student financial aid, including Federal Direct Loans. Any student who was registered for courses during the academic year but has not received federal or institutional aid in the current academic year will still be reviewed for SAP to determine future eligibility forward.

Mercyhurst monitors satisfactory academic progress (SAP) after the spring semester to provide students with early notification of their academic progress status for financial aid eligibility. SAP is monitored after each payment period (semester/trimester) for certificate programs per federal regulations.

The student's entire graduate academic history will be considered when determining the academic progress status, including accepted transfer credits from another university. The financial aid SAP standards can be different than the academic standards defined in the Office of Academic Affairs (OAA) or that of your academic department. It is important for students to understand that there are two different policies and how they differ.

The following standards explain the components to the Financial Aid Satisfactory Academic Progress Policy.

#### Quantitative Measure (Completion Pace)
The quantitative measure for students enrolled in credit hour programs compares the credits attempted to credits passed. Students must successfully complete 75% of cumulative credits attempted to be considered making satisfactory academic progress. To calculate credits completed, all courses taken by the student at the graduate level will be counted, including credits which transferred into Mercyhurst along with all remedial courses. Completion rates will be rounded to the nearest whole number.

#### Qualitative Measure (GPA)
Graduate students enrolled in a degree program must maintain a cumulative GPA of 3.0 or greater by the end of the spring semester each academic year. Graduate students enrolled in a certificate program must maintain a cumulative GPA of 3.0 or greater by the end of each payment period (semester/trimester).

### Maximum Time Frame for Completion
The maximum time frame a student may attend and continue aid eligibility cannot exceed 150 percent of the published length of the student's academic program measured in cumulative attempted credits. For example, the published length of a graduate program is 30 credit hours. Therefore, a student has a maximum of 45 attempted credit hours to complete the program. When the student's enrollment exceeds the 150 percent point, the student is no longer eligible for federal financial aid. All credits the student attempts, including credits transferred into Mercyhurst University, count toward the 150 percent requirement.

### Effect of Withdrawals, Incomplete Courses, and Repeated Courses
If a student withdraws from a course or courses (W grade) after the first week of classes during a given semester, the credits are included in the count of courses attempted. An incomplete course (I) counts as credits attempted, but is not included in the GPA and credits completed until the incomplete grade changes to a passing or failing grade. A repeated course (R) is only counted toward progression if it replaces a previous course for which the student received no credit.

### Procedures for Appealing
Students not meeting the minimum standards for Financial Aid Satisfactory Academic Progress described above are ineligible for federal and institutional aid. However, students may request reinstatement of their financial aid eligibility by submitting a written appeal to the Financial Aid Appeals Committee. SAP Appeal requests must provide an explanation of the extenuating circumstances that contributed to the student's failure to meet the minimum academic progress standards and a realistic academic plan for improvement.

If the Financial Aid Appeals Committee approves the appeal, the student will be placed on financial aid probation and possibly an academic plan. Financial aid is reinstated for the applicable payment period. Students should also meet with their faculty advisor for guidance on their academic plans throughout the academic year. The financial aid SAP appeal and outcome apply to financial aid only and is separate from any academic department appeals.

Students receive SAP appeal determinations in writing. The decision of the Financial Aid Appeals Committee is final and cannot be further appealed.

### Deadlines to Appeal for SAP
- Summer Term – July 31, 2017
- Fall Semester – August 16, 2017
- Spring Semester – January 8, 2018
Anthropology: Forensic & Biological Anthropology Concentration

Program Director
Dennis C. Dirkmaat, Ph.D., D-ABFA

Hirtzel Forensic Anthropology Laboratory Director
Sgt. Dennis P. Donovan, PSP, ret.

Director of Graduate Student Research
Luis L. Cabo-Perez, M.S.

Faculty

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Instructors
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Rhian R. Dunn, M.S.

Concurrent Faculty
Luis L. Cabo-Perez, M.S.

Adjunct Professors
Sgt. Dennis P. Donovan, PSP, ret.

Introduction
The Master of Science in Anthropology: Forensic and Biological Anthropology Concentration is one of the only programs in the country to provide students with hands-on learning and participation in real forensic casework in addition to a strong foundation in biological anthropology. The curriculum combines field and laboratory training to produce students with the skills and experience necessary to be competitive candidates for Ph.D. programs in a variety of fields, including biological anthropology, bioarchaeology, and anatomy. Students have also been successful in seeking employment with local, state, federal, or international agencies.

Because the department is called to assist or consult on over 100 forensic cases per year, students in this program have the unique opportunity to conduct forensic archaeological recoveries of human remains and use their knowledge of human and faunal skeletal remains while working on real forensic cases. In addition to our service to the community through forensic casework, our program emphasizes science-based, quantitative research. Through the development of a publishable master’s thesis, students are expected to disseminate research in written and oral formats, particularly at national and regional scientific conferences.

This program, while intensive, fosters a strong bond between fellow students as well as with faculty. As such, teamwork ends up being a very strong component over the course of the two years. The curriculum is constructed such that full-time students must complete seven (7) core courses in their first year and four (4) core courses in the second year. Students in their second year have the option of taking a variety of elective courses. At the end of the first year, students are required to take a comprehensive examination, including a written and practical portion, in order to demonstrate competency to move on to the second year. Most students have their master’s thesis proposals formulated by the end of their first year and will write and defend their thesis by the end of their second year, although some have taken up to three years to finish.

Mission Statement
The mission of the Master of Science in Anthropology: Forensic and Biological Anthropology Concentration is to develop, through hands-on learning, students that are prepared to enter the workforce or pursue advanced study in a variety of areas including forensic science, forensic anthropology, biological anthropology, bioarchaeology, or anatomy. We aim to provide students with a broad understanding and appreciation of human variation in the past and present that will inform their world view. In addition, we strive to provide service to the community through forensic casework and training for law enforcement and medicolegal professionals. Through this service, graduate students have the opportunity to participate and learn from real-world forensic cases. As a department, we actively engage in research that advances justice while contributing to the larger body of scientific knowledge. In this pursuit, we aim to foster a positive faculty-student bond by providing student opportunities for collaborative research with an emphasis on scientific writing, communication, and quantitative data analysis.

Program Student Learning Outcomes
Upon completion of the Forensic and Biological Anthropology Concentration curriculum in the Master of Science in Anthropology program, students will be able to:

- Apply archaeological method and theory to forensic contexts.
- Analyze and interpret human and faunal skeletal remains.
- Develop, through advanced quantitative analysis, science-based research designs.
- Effectively critically analyze and evaluate scientific ideas, research, and methodologies.
- Communicate scientific findings in written and oral form.

Admission Requirements
Applications for the Forensic and Biological Anthropology Master’s program will be evaluated based on range and performance on undergraduate coursework, Graduate Record Examination (GRE) scores, experiences connected to forensic anthropology, biological anthropology or related STEM fields, the personal statement, and professional references.

Ideal candidates have a strong undergraduate record in the natural sciences, as well as foundation courses in physical/biological anthropology. Because of the extremely collaborative nature of the program among both the students and the faculty, strong applications have also demonstrated that they work well with others and are able to function as a member of a team. Once applications are reviewed, a video, phone, and in-person interviews are used to select the final individuals for acceptance into the program.

To apply, students must meet the following minimum requirements and submit the following items:

- An undergraduate grade point average of 3.0 overall, with at least 3.0 in their major field.
- An undergraduate degree in the area of intended graduate study or in an approved, related field. The most competitive applicants have an undergraduate degree in biological anthropology, archaeology, biology, chemistry, or forensic science, however, applicants from all fields will be considered. All official transcripts from accredited higher education institutions are required to apply (transcripts from international universities must be evaluated by World Education Services or equivalent service approved by the Office of GCE; please use “course-by-course report”).
- Graduate record examination (GRE) scores of 150 or above in both the quantitative and verbal sections, and a 4.0 or above in the writing section. Otherwise exceptional applicants with scores below these thresholds will be considered.
- A professional résumé or curriculum vitae.
- A personal statement (maximum of 800 words) describing the candidate’s interest in the program, background, related experience, career aspirations, and research interests. If the applicant has an undergraduate degree in a field not listed above, their interest and preparation for study in this field should be discussed within the personal statement.
- Three positive letters of recommendations from supervisors or faculty that emphasize one or more of the following: the applicant’s performance in class, maturity, ability to work as a member of a team, capacity to learn and work independently, and potential for success in graduate school.
- A completed application form, which can be found online at www.mercyhurst.edu/graduate.
Graduate Certificate in Forensic & Biological Anthropology

The one-year Graduate Certificate Program in Forensic and Biological Anthropology is available to students wishing to enhance their undergraduate education with courses and hands-on training in preparation for professional careers or graduate school. The certificate program is particularly useful for students interested in acquiring practical experience in the specific methods and theory of forensic anthropology; however, the certificate is also appropriate for applicants interested in careers in medicolegal death investigation, biological anthropology, bioarchaeology, anatomy, or other closely related fields.

Students will work with faculty to construct a personalized curriculum of at least five (S) courses from the current Mercyhurst graduate catalog. To receive a certificate, students must receive a B or above in each of the five courses. Students will also have the opportunity to participate in actual forensic cases conducted by the Mercyhurst Forensic Anthropology Laboratory. Students are eligible to work in the field if they are enrolled or have completed Forensic Archaeology/Lab (ANTH 510/511). Students may participate in the laboratory analysis of remains if they are enrolled, or have completed ANTH 510/511 or ANTH 520/521. Rare exceptions to these requirements may be made on a case-by-case basis. The department faculty will also be available to mentor students and assist with developing applications for jobs or graduate school.

The evaluation of applications will be based on undergraduate record, a personal statement, and three professional references. The top candidates based on submitted applications will offer a video, phone, or in-person interview which will contribute to the final admissions decision. Ideal candidates for the certificate program are students with strong academic records and letters of recommendation, who are simply lacking the requisite courses or experience needed for acceptance into the master’s program. The certificate is also useful for students who have had some coursework or experience in the field, but have yet to identify a particular area of interest or research.

Students in the certificate program will be working closely with both the faculty and M.S. students, so strong applications should also show that the candidate will be able to work well with others as a member of a team. Further application instructions can be obtained by visiting the graduate admission webpage or contacting the Mercyhurst Graduate Admissions office.

Program Requirements

Comprehensive Exam
All students in the Master’s program are required to take a comprehensive exam in the spring of their first year. The three-day exam consists of written and practical portions that cover the full range of topics covered during the first year. An 80% or above must be obtained on each section to progress to the second year of the program. At the discretion of the faculty, students may be given a single opportunity to repeat one or both sections of a similar exam. At the discretion of the Department Chair, students who have completed satisfactory coursework, but fail to pass the comprehensive exam may earn a Graduate Certificate before exiting the program.

Thesis
The required master’s thesis in the Forensic and Biological Anthropology master’s program must be high-quality, scientifically oriented publishable document that is based on unique research that addresses a specific issue in the fields of forensic anthropology, physical anthropology, forensic archaeology, human skeletal biology, growth and development, human variation, forensic taphonomy, and/or skeletal trauma analysis. Prior to the second year of the program, the student should select a primary thesis advisor. Final approval of the thesis topic and research design must be obtained by at least three graduate faculty members. A 25-minute public presentation of the final thesis is required. At least three members of the faculty must approve the final submitted thesis. Presentation at a national meeting, as well as publication of the research in a scientific periodical or book, is strongly recommended but is not required. A non-thesis option is not available.

Curriculum
The Biological and Forensic Anthropology Master’s Program operates on a semester calendar. The student must complete 9 required courses, many with associated labs, and a master’s thesis. Additional elective courses can be completed within the program. Students must start the program during the fall semester and most courses must be completed in a predetermined sequence. Students may transfer up to six graduate credits with a grade of B or better into the program upon approval of the program chair.

The minimum requirements for the award of a Master’s degree are:
- Completion of the course requirements designated by the graduate program
- An overall GPA of 3.0.
- Completion and successful defense of a master’s thesis.
- A completed “Application for Degree” form filed with the Registrar's office by Feb. 1 of the year of intended degree completion.

Forensic and Biological Anthropology Course Requirements

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 500</td>
<td>Basics of Forensic Anthropology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 510/511</td>
<td>Forensic Archaeology/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 520/521</td>
<td>Fragmentary Human Osteology/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 530/531</td>
<td>Human Skeletal Profile/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 546</td>
<td>Basic Statistical Methods for Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 668</td>
<td>Directed Thesis Preparation</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Total Credits: 21

Year 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 540/541</td>
<td>Modification of the Human Skeleton/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 638/639</td>
<td>Gross Anatomy for Anthropologists/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 670</td>
<td>Master’s Thesis</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>2-4 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>2-4 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

Total Credits: 18-23

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 526</td>
<td>Biological Anthropology Perspectives of Death</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 535</td>
<td>Paleoanthropology I</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 536</td>
<td>Paleoanthropology II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 546</td>
<td>Basic Statistical Methods for Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 548</td>
<td>Indoor Crime Scene Recovery</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Evidence Law for the Expert Witness</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 552</td>
<td>Death Investigation &amp; Recovery</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 565/566</td>
<td>Zooarchaeology/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 575</td>
<td>Advanced Human Variation</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 610/611</td>
<td>Human Growth and Development/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 612</td>
<td>Case Report Writing</td>
<td>2 credits</td>
</tr>
<tr>
<td>ANTH 614</td>
<td>Case Processing &amp; Report Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 620/621</td>
<td>Pathological Conditions of the Human Skeleton/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 630/631</td>
<td>Skeletal Trauma/Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANTH 635</td>
<td>Current Topics in Biological Anthropology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 640</td>
<td>Forensic Taphonomy</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANTH 645</td>
<td>Advanced Statistical Methods in Biological and Forensic Anthropology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Anthropology Courses

**ANTH 500/502: Basics of Forensic Anthropology / Laboratory**
This course will cover the basic principles of forensic anthropology including but not limited to its historical background, the role of the forensic anthropologist in a forensic context, expert witness testimony, multidisciplinary interactions with law enforcement and other forensic experts, ethics in forensic science and anthropology, and the new direction of standardization and accreditation in the field. Additionally, students will learn protocols, procedures, and skills specific to forensic casework in the Mercyhurst Forensic Anthropology Laboratory such as forensic imaging and casting of specimens.

3 credits/1 lab credit

**ANTH 510/511: Forensic Archaeology/Laboratory**
This course will provide students with a working knowledge of how to document forensic context from a variety of outdoor forensic scenes. The course will consist of lectures and hands-on activities, supplemented with examples from forensic cases. The goal of the course is to introduce students to basic forensic archaeological recovery principles, methods, and practices. Hands-on activities in site mapping using a variety of instruments, proper excavation methodologies and biological physical evidence collection will be used.

3 credits/1 lab credit

**ANTH 520/521: Fragmentary Human Osteology and Laboratory**
This course provides in-depth training in the field of osteology—the study of human bones and teeth. Students will learn to identify complete and fragmentary elements of the human skeleton by sight, as well as touch. They will learn to recognize key anatomical features and relate these to corresponding soft tissue structures. Introductory lectures will deal with growth and development of osseous and dental structures, human biological variation, and factors that modify the skeleton before and after death, including trauma, pathology, and taphonomy. This course provides a strong foundation for advanced anatomical and anthropological studies in forensic anthropology, bioarchaeology, paleoanthropology and medical fields.

3 credits/1 lab credit

**ANTH 526: Biological Anthropology Perspectives of Death**
This course provides an overview of the political, social, and economic aspects of death from a multi-cultural perspective across both temporal and spatial dimensions. Students will read and engage with a variety of materials from numerous academic disciplines as they explore the role of forensic and biological anthropologists as key players in the interpretation of circumstances surrounding the death of an individual. This course will focus heavily on war crimes and the atrocities of conflict, but there will also be a significant portion of the course devoted to understanding the anthropological theories underpinning how forensic and biological anthropologists address such events.

3 credits

**ANTH 530/531: Human Profile II and Laboratory**
This course is a foundational introduction to the theory and methods of the human skeletal biological profile. Lectures include a survey of the history, key theoretical issues, and primary methods used for the estimation of age, sex, ancestry, and stature. Labs will provide basic training in the tools, methods, and software used by forensic anthropologists to perform skeletal analyses. Students will learn to apply traditional metric and non-metric methods, as well as be introduced to newly developed methods and current research trends. Throughout the course, students will be asked to critically review primary research articles. Analysis of a mock case throughout the term will evaluate each student's proficiency with various techniques, their ability to work in a team, and their written and oral communication skills. This course provides a strong foundation for advanced study and practice of methods for analysis of the skeletal biological profile.

**Prerequisite:** ANTH 520/521

3 credits/1 lab credit

**ANTH 534: Comparative Vertebrate Osteology**
This course provides an intensive introduction to the identification of animal bones. The course first reviews common anatomical terminology, the basics of bone growth and development, as well as human bone identification, siding, and key anatomical features. The majority of the course is then devoted to intensive, hands-on study of the human skeleton in relation to other species and non-osseous materials. The course will utilize the department's large comparative collection of local mammals, birds, fish, amphibians, and reptiles. Emphasis will be placed on species that commonly appear in forensic and archaeological contexts in the American Northeast, particularly those likely to be confused with adult and juvenile human remains.

3 credits

**ANTH 535: Paleoanthropology I**
This two-course sequence (ANTH 535/ANTH 536) follows the development of the human species from our remote primate forbearers through the appearance of fully modern Homo sapiens. The student is familiarized with the methods and the data of human paleontology and comparative primatology and is shown the complex relationships, which exist between biological and cultural evolution. Part focuses on primate evolution and the evolutionary history of Australopithecines.

3 credits

**ANTH 536: Paleoanthropology II**
Part II will deal with the biological and cultural history of the genus Homo from its roots in the Plio-Pleistocene through the Holocene until the Neolithic.

**Prerequisite:** ANTH 535

3 credits

**ANTH 540/541: Modification of the Human Skeleton and Laboratory**
This course represents 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 will be emphasized with microscopic examination and digital photographic documentation required by all participants.

**Prerequisite:** 530/531

3 credits/1 lab credit

**ANTH 546: Basic Statistical Methods for Research**
The goal of this course is to provide students with an in-depth understanding of formal hypothesis testing and the general principles underlying parametric statistical methods. The student will not only learn the practical application of the methods discussed in class but will also learn how to interpret and evaluate the results of hypothesis tests carried out with any other method. The course will also serve as an introduction to experimental design. The skills obtained from this course will form the basis to learn more advanced statistical methods and research techniques in the natural sciences.

3 credits

**ANTH 548: Indoor Crime Scene Recovery**
The course will provide an overview of forensic investigative techniques used to process various types of indoor crime scenes. Evidence identification, collection, preservation and submission protocols, proper use of standards, chain of custody issues, and crime scene reconstruction techniques will be discussed in the course. In addition, the role of the crime scene technician as an expert witness will be explored.

3 credits

**ANTH 551: Evidence Law for the Expert Witness**
Course will focus on the proper collection and documentation of physical evidence according to the current laws and court proceedings. Discussion will also include new court rulings regarding evidence and expert witness activities.

3 credits

**ANTH 552: Death Investigation & Recovery**
This course examines the forensic application of death investigations, utilizing techniques and methodologies introduced in prior Forensic Science courses. The focus of the course will be on examining important similarities and distinctions among homicide investigations and various other manners of death: suicide, natural, accidental and equivocal deaths. The course will concentrate on the scene examination, documentation of the death scene, exploring the various analyses of time since death, and when appropriate, postmortem interval and investigative protocols and procedures.

3 credits
ANTH 565/566: Zooarchaeology and Laboratory
This course discusses all aspects of zooarchaeology and provides a foundation in comparative osteology and the evolutionary perspectives of zoology. Students will learn to conduct faunal analyses, and how faunal remains can be used to interpret diet, seasonality, and socioeconomic factors of past societies. Students will also learn how knowledge of faunal remains aids in making the distinction between human and non-human skeletal remains in a forensic context.

3 credits/1 lab credit

ANTH 575: Advanced Human Variation
Through this course, students will analyze biological data from human populations with regard to natural selection, human adaptation, growth and development, and population genetics. The course also includes an overview of morphological and genetic analytical methods of evaluating variation in and among modern human groups.

3 credits

ANTH 610/611: Human Growth and Development and Laboratory
This course covers the phenomenon of human growth, how growth and development can be measured, the molecular basis of growth, secular changes, genetic and environmental effects on growth, and applications to age estimation in subadults.

3 credits/1 lab credit

ANTH 612: Case Report Writing
In this course, the student will assess the critical components of each section of a forensic anthropological case report and learn how to write reports suitable for presentation in professional settings. As part of this course, the student will be responsible for writing report sections of active forensic cases, as well as critically evaluating reports from previous cases. Old cases reports will be reviewed for fixed components, as well as variations made over time. Recommendations will be made for improvements to the existing case report template. Discussions will be held regarding care report format recommendations by the American Academy of Forensic Sciences and American Board of Forensic Anthropologists. At the completion of the course, the student is required to submit an independently written full case report and a folder containing all bench notes and related documentation that contributed to the report, similar to what is required for ABFA board certification.

2 credits

ANTH 620/621: Pathological Conditions of the Human Skeleton and Laboratory
Students will be presented with details of pathological conditions that affect 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 520/521

3 credits/1 lab credit

ANTH 630/631: Skeletal Trauma Analysis and Laboratory
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.

Prerequisite: ANTH 540/541

3 credits/1 lab credit

ANTH 635: Current Topics in Biological Anthropology
This course is designed as a graduate seminar course, in which students will critically review and discuss current research articles in the field of biological anthropology. The goal of the course is to broaden student knowledge and awareness beyond their particular area study, keep them up to date on recent studies in the field, and provide them with the background necessary to have professional discussions both inside and outside the classroom on a variety of topics. General discussion topics may include geometric morphometrics, modularity, heterochrony, plasticity, secular trends, morphological integration, developmental biology or recent finds in the field of paleoanthropology.

3 credits

ANTH 638/639: Gross Anatomy for Anthropologists and Laboratory
The main goal of this course is to provide anthropology students with in-depth training in human gross anatomy. During laboratory sessions students will be responsible for conducting a full cadaveric dissection and are expected to be able to identify all anatomical features and gain familiarity with human anatomical variation. Lecture material will cover the basics of human gross anatomy, as well as its functional, forensic, and evolutionary importance in anthropological contexts.

3 credits/1 lab credit

ANTH 640: Forensic Taphonomy
The goal of the course is to provide students with details of the field of forensic taphonomy as currently configured. As there is a dearth of good forensic taphonomic research, this course will provide students with an opportunity to explore their particular interests in forensic taphonomy by conducting extensive literature reviews of the topics of their choice during each week's focus. Those students interested in conducting research through a Master's thesis in a forensic taphonomy will be given wide latitude to explore the topic and create an extensive bibliography. The final product for those students will be a literature review, final research design, and data collection.

Prerequisite: ANTH 530/531

3 credits

ANTH 645: Advanced Statistical Methods in Biological and Forensic Anthropology
In this course the student is expected to master multivariate statistical techniques employed in biological and forensic anthropology. The course covers more extensive evaluation of principal components analysis, and explores further methods of statistical classification, cluster analysis, logistic regression, transition analysis, and resampling.

Prerequisite: ANTH 550

3 credits

ANTH 655: Demography, Diet, & Disease
This course provides an overview of the synergistic interactions of humans, their diets, and disease from prehistoric to contemporary populations. We will explore the causes and consequences of major social transformations, including the shift from nomadic to sedentary life, animal and plant domestication, urbanism, and globalization through historical, bioarchaeological, epidemiological and anthropological lenses. We will learn the methods by which researchers reconstruct patterns of diet, disease and residential mobility in ancient populations, and how these ancient patterns compare and contrast to those in modern contexts.

3 credits

ANTH 668: Directed Thesis Preparation
This course guides students through the research design process in preparation for completion of a master's thesis. Topics include choosing a research topic, conducting a literature search, generating hypotheses, formulating practical research designs to investigate or test those research questions, interpreting and reporting results, scientific writing, and research presentations. In addition, discussions will be held on research ethics, publishing, and obtaining grant funding. By the end of the course, students are expected to submit a thesis proposal for a project that can be feasibly completed in approximately six months. Each student will be required to present proposed research in a manor suitable for both academic and public audiences.

3 credits

ANTH 670: Master's Thesis
This course is to be taken when the student is completing the Master's Thesis.

3 credits
Anthropology Faculty

Dennis C. Dirkmaat
Professor of Applied Forensic Sciences
B.A. University of Pittsburgh
Ph.D. University of Pittsburgh

Sgt. Dennis P. Donovan, PSP, ret.
Adjunct Professor
B.A. Penn State Erie, The Behrend College

Rhian Reeves Dunn
Instructor
Applied Forensic Sciences
B.A. University of California, Santa Barbara
M.S. Mercyhurst University

Leslie Fitzpatrick
Visiting Assistant Professor
Applied Forensic Sciences
B.S. Georgia Institute of Technology
M.A. Georgia State University
Ph.D. University of Wyoming

Andrea M. Ost
Instructor
Applied Forensic Sciences
B.S. Central Michigan University
M.S. Mercyhurst University

Luis Cabo-Perez
Concurrent Faculty
Applied Forensic Sciences
B.S. Universidad de Oviedo
M.S. Universidad de Oviedo
Experience to apply to the Master MS in Applied Intelligence degree program at Mercyhurst's Erie campus. However, recent graduates will be considered for the online program, depending on their circumstances. The department shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or dismissed from the program, depending on the outcome of the review.

Mission Statement
The mission of the Applied Intelligence program at Mercyhurst University is to produce graduates — through a variety of delivery modalities — who are skilled in the use of a variety of sources of data and analytic techniques to lead the collaborative development of high quality written and oral intelligence analysis products that, in service toward a just world, inform decision-makers, thereby fostering an appreciation for the dignity of work and commitment to serving others.

Program Student Learning Outcomes
Upon completion of the requirements for the Master of Science degree in Applied Intelligence, the graduate will possess knowledge, skills and abilities in the following competencies:

- Interpret the theory and history of the discipline of intelligence.
- Apply critical thinking skills to ‘real world’ issues.
- Appraise collected data/information using a variety of analytic techniques and methodologies.
- Prepare analytic products in written, oral, visual, and/or multimedia formats.
- Devise open source research and collection management practices.
- Facilitate and manage intelligence processes and practices.
- Produce research in the intelligence field.

Admission Requirements

Master’s Degree Program Application Requirements
The master’s degree in Applied Intelligence is open only to persons who have completed their undergraduate degree. It is not necessary for that degree to be in an intelligence-related discipline.

- An application form, which can be found online at apply.mercyhurst.edu.
- All official transcripts from accredited higher education institutions. (All documents and credentials submitted must be translated into English; Mercyhurst recommends that international students contact World Education Services at wes.org, the foremost organization specializing in transcript and credential evaluation, to provide such translations.)
- An essay of 300-500 words outlining the student's personal, professional and educational goals.
- Three recommendations from supervisors or faculty.
- A resume or curriculum vitae.
- International students from countries where English is not a native language must submit an official score report from the TOEFL or IELTS examination.

Online Certificate Application Requirements

The graduate certificate in Applied Intelligence and the graduate certificate in Business Analytics are open only to candidates who have completed their undergraduate degree. It is not necessary for that degree to be in an intelligence-related discipline. Applicants for the Business Analytics certificate should have an undergraduate or graduate degree in a business-related field or two years’ work experience as a business professional. For the online degree, preference is given to candidates who have completed their undergraduate degree. It is not necessary for that degree to be in an intelligence-related discipline.

- An application form, which can be found online at apply.mercyhurst.edu.
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Please note that we encourage those who are just completing their undergraduate studies and/or do not possess professional work experience to apply to the resident MS in Applied Intelligence degree program at Mercyhurst’s Erie campus. However, recent graduates will be considered for the online program, depending on their circumstances. The department shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or dismissed from the program, depending on the outcome of the review.

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Applied Intelligence Course Requirements

Core Requirements (7 Courses / 21 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INTL 501</td>
<td>Research Methods in Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>INTL 510</td>
<td>Intelligence Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>INTL 540</td>
<td>Competitive Intelligence</td>
<td>3</td>
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<tr>
<td>INTL 576</td>
<td>Law Enforcement Intelligence</td>
<td>3</td>
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<td>INTL 580</td>
<td>Intelligence Communications</td>
<td>3</td>
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<tr>
<td>INTL 615</td>
<td>Contemporary Leadership in Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>INTL 655</td>
<td>Managing Strategic Intelligence Analysis</td>
<td>3</td>
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Electives

Students completing a thesis take 3 electives
Students completing a research-based project take 4 electives

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<td>INTL 520</td>
<td>Advanced Analytical Techniques Grand</td>
<td>3</td>
</tr>
<tr>
<td>INTL 535</td>
<td>Strategy: Strategic Planning and Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>INTL 548</td>
<td>Marketing Research and Primary Intelligence</td>
<td>3</td>
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<tr>
<td>INTL 560</td>
<td>Cyber Threat Analysis</td>
<td>3</td>
</tr>
<tr>
<td>INTL 565</td>
<td>Visual Presentation and Communication for Business</td>
<td>3</td>
</tr>
<tr>
<td>INTL 570</td>
<td>Comparative History of Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>INTL 590</td>
<td>Intelligence Support to Targeting</td>
<td>3</td>
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<tr>
<td>INTL 595</td>
<td>Geospatial Intelligence</td>
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<td>Graduate Seminar: National Security</td>
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<td>INTL 633</td>
<td>Studies in Terrorism</td>
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<tr>
<td>INTL 638</td>
<td>Social Network Analysis</td>
<td>3</td>
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<tr>
<td>INTL 640</td>
<td>Intelligence, the Military and Warfare</td>
<td>3</td>
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<tr>
<td>INTL 646</td>
<td>Counterespionage Policy and Practice</td>
<td>3</td>
</tr>
<tr>
<td>INTL 650</td>
<td>Topics in Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>INTL 675</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience Requirements

- **OR**
  - INTL 679 Intelligence Thesis Seminar 1 credit

- AND
  - INTL 680 Thesis in Applied Intelligence 3 credits

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). The Research-based Project is only available to working professionals in the online degree program.

Graduate-Certificate in Applied Intelligence

The Mercyhurst University Certificate in Applied Intelligence is a four-course, 12-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 current intelligence theories and applications, improve competence in writing and briefing, and build skill in applying various analytic techniques.

The certificate also provides the opportunity for specialized study in several areas of expanding importance in business, financial intelligence analysis, cyber threat analysis, geospatial intelligence, nonproliferation analysis, and intelligence support to targeting or terrorism.

Students completing a research-based project take 4 electives

- INTL 510 Intelligence Theories and Applications 3 credits
- INTL 520 Advanced Analytical Techniques Grand 3 credits
- INTL 580 Intelligence Communications 3 credits
- Intelligence Elective Course 3 credits

Electives

- INTL 565 Visual Presentation and Communication for Business 3 credits
- INTL 570 Comparative History of Intelligence 3 credits
- INTL 590 Intelligence Support to Targeting 3 credits
- INTL 595 Geospatial Intelligence 3 credits
- INTL 605 Data Analytics for the Private Sector 3 credits
- INTL 612 Social Media Analysis 3 credits
- INTL 620 Nonproliferation Analysis 3 credits
- INTL 625 Intelligence and Business Strategy 3 credits
- INTL 626 Financial Intelligence Analysis 3 credits
- INTL 627 Graduate Seminar: National Security 3 credits
- INTL 633 Studies in Terrorism 3 credits
- INTL 638 Social Network Analysis 3 credits
- INTL 640 Intelligence, the Military and Warfare 3 credits
- INTL 646 Counterespionage Policy and Practice 3 credits
- INTL 650 Topics in Intelligence 3 credits
- INTL 675 Internship 3 credits

The certificate is intended as skill enhancement for those who are already working professionals; it is not intended to prepare an individual for a new career in the field. The certificate is open only to individuals who have completed their undergraduate degree. It is not necessary for that degree to in an intelligence-related discipline.

The 12 graduate credits awarded through the certification may be used to partially satisfy the degree requirements for the Master of Science degree in Applied Intelligence. An internship may not take the place of the intelligence elective.

Graduate Certificate in Business Analytics and Intelligence

The Mercyhurst University Certificate in Business Analytics and Intelligence is a four-course, 12-credit-hour graduate certificate program. The certificate meets the increasing demand of employers for business professionals to expand their understanding of critical analysis, communication for decision-makers, and big data.

**Visualization**

The interdisciplinary certificate integrates components of intelligence analysis, business, and data science curriculum to enhance the skills of working professionals in the private sector. The certificate also provides the opportunity for specialized study in several areas of expanding importance in business including financial intelligence analysis, cyber threat analysis, geospatial intelligence, or advanced analytic techniques.

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

- INTL 565 Visual Presentation and Communication for Business 3 credits
- INTL 605 Data Analytics for the Private Sector 3 credits
- Intelligence Elective Course 3 credits
- INTL 625 Business Strategy 3 credits

Only candidates with undergraduate degrees can be accepted to the Business Analytics and Intelligence Graduate Certificate Program. Applicants to this program should have an undergraduate or graduate degree in a business-
related field OR two years' work experience as a business professional. Those without business education or work experience may be required to take INL 540: Competitive Intelligence (3 credits) as a prerequisite course to the certificate.

The twelve graduate credits awarded through the certificate may be used to partially satisfy the degree requirements for the Master of Science degree in Applied Intelligence. An Internship may not take the place of the intelligence elective.

## Applied Intelligence Courses

### INTL 501: Research Methods in Intelligence
This course is an introduction to research methods with an emphasis on applying those methods to the field of intelligence. The goal of the course is to facilitate the student comprehension and application of methodology in conjunction with sound argumentation. 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.

3 credits

### INTL 510: Intelligence Theories and Applications
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.

3 credits

### INTL 520: Advanced Analytical Techniques
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.

3 credits

### INTL 535: Grand Strategy: Strategic Planning and Intelligence
This course examines the theory and practice of good strategy and how intelligence informs the process of forming and executing it. Beginning with a historical view of grand strategy from post-Napoleonic War period (1815-1914), the course then covers Intermar and Cold War grand strategy, post-Cold War grand strategy and American grand strategy today in the age of terror. The course concludes with workshops on strategy formulation and a real-life simulation of a crisis event in which students are expected to discern, formulate, and implement an American grand strategy of their own.

3 credits

### INTL 540: Competitive Intelligence
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.

3 credits

### INTL 548: Market Research and Primary Intelligence
This course is designed to provide a comprehensive overview of the principles and fundamentals of market research and primary intelligence. The course includes the study of both the qualitative methods used in contemporary market research along with the tools and techniques used in the collection, analysis, and measurement of data. The course is organized from a management perspective using an applied, problem analysis format. A real-life research project will be used to reinforce the theoretical concepts presented during the semester.

3 credits

### INTL 560: Cyber Threat Analysis
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.

3 credits

### INTL 565: Visual Presentation and Communication for Business
This course will focus on written communication skills in intelligence along with how to leverage visual tools to communicate information to business leaders and decision makers. The writing component will focus on concision, clarity, and coherence as well as addressing how to present information effectively using various venues such as portable electronic devices. Students will learn about practical techniques and concepts for visualizing information.

3 credits

### INTL 567: Law Enforcement Intelligence
The course introduces the discipline of law enforcement 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 formation of constantly increasing complexity, is designed to prepare intelligence analysts to deliver a variety of intelligence products in both written and oral formats.

3 credits

### INTL 580: Intelligence Communications
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 formation of constantly increasing complexity, is designed to prepare intelligence analysts to deliver a variety of intelligence products in both written and oral formats.

3 credits

### INTL 590: Intelligence Support to Targeting
This course will introduce students to Intelligence Support to Targeting. Students will learn the basics of the Joint Targeting Cycle and examine the intricacies of how intelligence can drive operation. An understanding of the historical context that formed the basis for the current United States targeting process will be presented to students as well as various technical aspects of trade.

3 credits

### INTL 595: Geospatial Intelligence
This course will cover topic related to the collection, exploitation, and analysis of geospatial information and imagery. The focus of the course will be on how to use software and knowledge of geospatial concepts to respond to a variety of intelligence requirements that arise from fields that range from military and law enforcement to business, humanitarian issues, and other security issues. The emphasis is on the choice and application of appropriate methods for the analysis of the spatial and imagery data often encountered in the various intelligence disciplines.

3 credits

### INTL 605: Data Analytics for the Private Sector
Data analytics is the process of generating and delivering information that enables and supports an improved and timely decision process. The aim of this course is to provide the student with an understanding of a broad range of decision analysis techniques and facilitate the application of these methodologies to analyze real-world business problems, arrive at a rational solution, and present the solution to decision makers.

3 credits

### INTL 612: Social Media Analysis
This course introduces students to the collection and analysis techniques used
in the analysis of social media. Students will be exposed to critical theory with regards to social media including basic techniques in collection and analysis. Open source computer software programs are used to enhance individual analytical products. A threaded discussion of the psycho-socio aspects of intelligence analysis of social media is integrated into course material.

INTL 615: Contemporary Leadership in Intelligence
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, and 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 affect organizations, staff, morale, and public perceptions of intelligence organizations.

3 credits

INTL 620: Nonproliferation Analysis
Students in this course will examine the many aspects of nonproliferation. Topics will include basic physics, the nuclear fuelcycle, 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 black market and nonproliferation.

3 credits

INTL 625: Intelligence and Business Strategy
This course examines the interconnections between competitive intelligence and business strategy. The course provides a detailed overview of the business strategy field, highlighting influential thinkers, key concepts, and core analytical frameworks. It describes the evolution of competitive intelligence and strategy in response to current management trends, such as the drive for innovation and the rise of big data. Throughout the course, students have the opportunity to apply both competitive intelligence methods and strategy frameworks to multidisciplinary case studies drawn from a variety of industries and countries.

3 credits

INTL 626: Financial Intelligence Analysis
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 the 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.

3 credits

INTL 627: Graduate Seminar: National Security
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 policies 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.

3 credits

INTL 631: Collection Operations Intelligence Analysts
This course is designed to help young analysts appreciate the difficulties and capabilities of various intelligence collection assets. Students will gain an appreciation of and familiarization with various techniques from each of the major collection disciplines including open source intelligence, human intelligence, signals intelligence, measurements and signatures intelligence, and geospatial intelligence.

3 credits

INTL 633: Studies in Terrorism
This course will focus on terrorism and counterterrorism policy, with an emphasis during the 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 the U.S. national security decision makers to address the terrorist threat and evaluate how well those policy tools were used from 1993 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.

3 credits

INTL 638: Social Network Analysis
Underpinned by the principles of network theory, sociology, and computational social science, the purpose of this course is to expose students to an array of tools, applications, and techniques across the spectrum of network analytics. At a very high level, students will come to understand the basic theories governing network behavior in addition to learning about how to identify and/or construct relevant data sets from open sources, how to combine network analysis with other analytic techniques such as geospatial modelling and simple statistics, and how to apply network analysis to a variety of intelligence problems. The course will culminate with a final project of the student’s choosing using network analysis and other analytic techniques to address an intelligence question in the national security, law enforcement, or competitive intelligence domain.

3 credits

INTL 640: Intelligence, the Military and Warfare
This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces 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.

3 credits

INTL 642: Advanced Competitive Intelligence
This course is designed for the graduate student and encompasses a more in-depth perspective of competitive and market intelligence utilizing additional analytical tools and methodology. Advanced models and techniques are applied to a term-long industry project and a final report is compiled at the end of the course. Teams representing companies within the industry will participate in stock market exercise, scenario analysis, and war gaming to gain experience in the dynamics and workings of the business environment.

3 credits

INTL 646: Counterintelligence Policy and Practice
This course is designed to provide students with an understanding of the historical context that formed the basis for national security legislation. Students will examine the development of the country’s current counterintelligence bureaucracy and strategy and its role in the fulfillment of national security policy. This course will examine the intersection of Department of Justice policy, the media, and the prosecution of media leak cases. Students will also be exposed to the conduct and practice of counterintelligence and espionage investigations, with a focus on insider threats.

3 credits

INTL 650: Topics in Intelligence
This course focuses on special topics related to intelligence disciplines. Faculty with special research interests or experience will deal with topics like deception, warning, intelligence, architecture, operational security, and diplomatic history.

3 credits

INTL 655: Managing Strategic Intelligence Analysis
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.

3 credits

INTL 670: Independent Study
An individual student will undertake a course on a specified topic to last an academic term or min-term under the direction of a faculty member. The course and the term will be determined on a case-by-case basis at the mutual agreement of the student and the faculty member. Such a course will require the approval of the department chair.

1-6 credits
INTL 675: Internship
A period of employment (minimum of 200 hours) as an intelligence analyst with a government or international agency or corporation during which certain experience objectives must be met. 3 credits

INTL 676: Research-Based Project
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. 3 credits

INTL 679: Intelligence Thesis Seminar
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. 1 credit

INTL 680: Thesis in Applied Intelligence
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. 3 credits

Applied Intelligence Faculty

Orlandrew Danzell
Department Chair
Associate Professor
B.A. Cameron University
M.A. Kansas State University
Ph.D. Kansas State University

Jacob Mauslein
Assistant Professor
B.A. Washburn University
M.A. Kansas State University
Ph.D. Kansas State University

Christopher Corpora
Professor of Practice of Intelligence Studies
B.A. University of Illinois
M.A. American University
Ph.D. American University

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B.A. Marymount University
M.B.A. Pennsylvania State University
M.S. Mercyhurst University

Musa Tuzuner
Assistant Professor
B.A. Turkish Police Academy
B.B.A. Gazi University, Turkey
M.A. Kent State University
Ph.D. Kent State University

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J.D. University of South Carolina

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M.S. Mercyhurst University

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Shelly Freyn
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M.B.A. Saint Bonaventure University
D.B.A. Anderson University

Page 30
Criminal Justice Administration

Program Director
Maria L. Garase, Ph.D.

Faculty

Associate Professors
Tina Fryling, J.D.
Maria L. Garase, Ph.D.

Assistant Professor
EmmaLeigh Kirchner, Ph.D.

Emeritus Professors
Peter J. Benekos, Ph.D.
Frank E. Hagan, Ph.D.

Introduction
The Criminal Justice Administration (CJA) program's philosophy is to provide students with knowledge, skills, and abilities that will allow them to effectively lead criminal justice and social service agencies. The CJA program prepares students to have a solid foundation in criminological theory, social science research, and criminal justice policy. Competency in these areas allows our students to become educated, sensitive, and ethical leaders who want to make a positive difference in the criminal justice and social service fields. This program is fully online.

The CJA program is a completely online, 30 credit, thesis optional, graduate program. Our extensive curriculum covers many significant criminal justice issues, including victimology, women and crime, crime prevention, and crime policy. The core content of the program emphasizes developing research and critical thinking skills through courses on quantitative and qualitative analysis, research methods and professional ethics. Additionally, students are also introduced to management courses in administration; organizational and interpersonal dynamics; and planning and program evaluation.

Mission Statement
The Criminal Justice Administration program is dedicated to developing critical thinking, diversity appreciation, civic responsibility, and leadership in our students. We prepare students for careers in the helping professions, for leadership in criminal justice and community affairs, and for the pursuit of advanced degrees. Engaging students in sustained and civil conversations about the relationship between individual and community well-being is both an objective and a means for realizing other objectives.

Program Student Learning Outcomes
Upon completion of the Master of Science degree in Criminal Justice Administration, the graduate will possess knowledge, skills and abilities in the following competencies:

- Understand the history and current state of affairs in criminology and criminal justice.
- Analyze research, evaluate methodologies, and examine criminological theories in the discipline.
- Demonstrate an understanding of the relationship between theory, research, and practice in the field and the interrelations between each of these concepts.
- Demonstrate proficiency in oral, written, and electronic communication skills.
- Demonstrate ethical leadership in the Criminal justice and social services professions.

Admission Requirements
Prospective applicants for the Master of Science in Criminal Justice Administration must fulfill the following admission requirements:

- A completed application form, which can be found online at apply.mercyhurst.edu.
- A bachelor's degree in any discipline from an accredited college or university with a minimum overall GPA of 3.0.
- All official transcripts from accredited higher education institutions. (All documents and credentials submitted must be translated into English; Mercyhurst recommends that international students contact World Education Services at www.wes.org, the foremost organization specializing in transcript and credential evaluation, to provide such translations.)
- Three letters of recommendation from persons with whom you have a professional or academic relationship (ex. employer, professor, or volunteer coordinator) who can attest to your ability to succeed in a graduate level program. Preferably, two letters will be from faculty at your undergraduate institution.
- A current résumé or curriculum vitae
- A 500-750 word personal statement discussing:
  - Your reason for choosing this program.
  - Your short- and long-term professional goals.
  - The strengths you bring as an applicant to this program.
  - The skills you hope to develop while in this program.
- A professional or academic writing sample may be requested after initial review of your application and required supplemental materials.
- A personal interview may be requested after initial review of your application and required supplemental materials.
- International students from countries where English is not a native language must submit an official score report from the TOEFL or IELTS examination. Completed applications are reviewed and the admissions decision is based on the “whole student profile.” Strong emphasis is placed on the applicant’s reading, writing, and research skills. At the discretion of the director of the criminal justice administration graduate program, acceptance may be granted to applicants who have not fulfilled all the admission requirements provided they agree to the conditions of the acceptance prescribed by the director.

Entry Points
Students may begin the program in the fall or in the spring semesters. Students can register for part time or full time study. The Criminal Justice Administration graduate program has a preferred admission deadline of August 1st. After August 1st, applications will be considered until the class is full. International students should submit their applications by July 1st.

Program Requirements
The minimum requirements for the award of a master’s degree are:

- Completion of the course requirements designated by each graduate program.
- An overall GPA of 3.0.
- A completed “Application for Degree” form filed with the Registrar’s office by Feb. 1 of the year of intended degree completion.

The department shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or dismissed from the program, depending on the outcome of the review.

To obtain a master’s degree in Criminal Justice Administration, the student must complete 30 graduate hours of study, including six core courses and four electives. Two elective courses may be taken in lieu of the thesis.
Criminal Justice Administration

Criminal Justice Administration Course Requirements

Core Requirements (6 Courses / 18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJA 501</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
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<tr>
<td>CJA 502</td>
<td>Organizational and Human Behavior</td>
<td>3</td>
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<tr>
<td>CJA 506</td>
<td>Professional Ethics</td>
<td>3</td>
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<tr>
<td>CJA 604</td>
<td>Criminal Justice Planning and Evaluation</td>
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<tr>
<td>CJA 605</td>
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<td>3</td>
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<tr>
<td>OR</td>
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<td>3</td>
</tr>
<tr>
<td>CJA 621</td>
<td>Seminar: Advanced Criminology</td>
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<td>OR</td>
<td>Historical and Comparative Criminal Justice</td>
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Electives

Choose Four Elective Courses (12 Credits)*

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<tr>
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</thead>
<tbody>
<tr>
<td>CJA 503</td>
<td>Issues in Correctional Administration</td>
<td>3</td>
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<tr>
<td>CJA 511</td>
<td>Historical and Comparative Criminal Justice</td>
<td>3</td>
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<tr>
<td>CJA 515</td>
<td>Organized and White collar Crime</td>
<td>3</td>
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<tr>
<td>CJA 519</td>
<td>Victimology</td>
<td>3</td>
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<tr>
<td>CJA 520</td>
<td>Issues in Criminal Justice</td>
<td>3</td>
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<tr>
<td>CJA 532</td>
<td>Public Law and Public Administration</td>
<td>3</td>
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<tr>
<td>CJA 550</td>
<td>Politics of Crime</td>
<td>3</td>
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<tr>
<td>CJA 595</td>
<td>Women and Crime</td>
<td>3</td>
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<tr>
<td>CJA 610</td>
<td>Law and Society</td>
<td>3</td>
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<tr>
<td>CJA 616</td>
<td>Issues in Juvenile Justice</td>
<td>3</td>
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<tr>
<td>CJA 621</td>
<td>Advanced Criminology</td>
<td>3</td>
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<tr>
<td>CJA 625</td>
<td>Theories in Corrections and Criminal Justice</td>
<td>3</td>
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<tr>
<td>CJA 628</td>
<td>Seminar: Crime Analysis</td>
<td>3</td>
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<tr>
<td>CJA 630</td>
<td>Policy, Politics, Community Coalitions in Administration</td>
<td>3</td>
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<tr>
<td>CJA 631</td>
<td>Political Crime and Terrorism</td>
<td>3</td>
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<td>CJA 650</td>
<td>Supervised Justice Administration Readings</td>
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<tr>
<td>CJA 675</td>
<td>Justice Administration Thesis</td>
<td>6</td>
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* Students who elect a six-credit thesis take only two criminal justice administration electives. The thesis substitutes for the third and fourth elective courses.

Graduate Certificate in Criminal Justice Administration

Criminal justice is a rapidly expanding field of academic study. Many government agencies are requiring advanced academic preparation for those in supervisory positions at criminal justice and social service agencies. The certificate program is designed to equip practitioners with advanced administrative and research skills that are needed to effectively manage organizations.

This online certificate program is designed for individuals:

- who have a master’s degree in a related field and are looking to advance their knowledge and understanding of administration and research in the criminal justice field

The Criminal Justice Administration program offers an online, four-course, twelve-credit-hour graduate certificate designed to meet the needs of the working professional and the non-traditional student. Students in the certificate program will be in the same classes with the students in the master’s degree program. The certificate may be earned in as few as two semesters. The 12 graduate credits earned through the certificate program may be applied to satisfy degree requirements for the Master of Science degree in Criminal Justice Administration.

Certificate Core Courses (3 Required Core Courses and 1 Elective Course / 12 Credits)

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<td>OR</td>
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<td>3</td>
</tr>
<tr>
<td>CJA 622</td>
<td>Elective Course</td>
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Criminal Justice Administration 4+1 Program

Mercyhurst University offers a 4+1 program in which undergraduate students can obtain both a Bachelor’s degree and a Master of Science degree in Criminal Justice Administration within five (5) years of study. Students enrolled in the 4+1 program will complete 12 graduate credits during their junior and senior years. During the fifth year of full time study, students will then complete the remaining 18 graduate credits over the fall and spring semesters. Graduates of this program will have earned 121 undergraduate credits and will have earned 30 graduate credits upon commencement. For additional information about the CJA 4+1 program, refer to the Criminal Justice section of the undergraduate catalog.

Criminal Justice Administration Courses

CJA 501: Research Methods in Criminal Justice

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.

3 credits

CJA 502: Organizational and Human Behavior

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.

3 credits

CJA 503: Issues in Correctional Administration

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.

3 credits

CJA 506: Professional Ethics

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.

3 credits
Criminal Justice Administration Courses

CJA 511: Historical and Comparative Criminal Justice
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.

3 credits

CJA 515: Seminar: Organized and White Collar Crime
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.

3 credits

CJA 519: Seminar: Victimology
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.

3 credits

CJA 520: Issues in Criminal Justice
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.

3 credits

CJA 521: Issues in Juvenile Justice
This seminar encourages students to explore contemporary issues in juvenile justice. A variety of topics of contemporary interest are examined by the seminar including serious and chronic juvenile offending, the delinquency-drug connection, juvenile sex offenders, and gang related delinquency, among others. Students are encouraged to examine these topics both from the perspective of contemporary theory of the social and psychological dynamics that give rise to the behavior and from the perspective of the individuals actually engaging in the behavior.

3 credits

CJA 550: Seminar: Politics of Crime
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.

3 credits

CJA 595: Seminar: Women and Crime
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.

3 credits

CJA 604: Criminal Justice Planning and Evaluation
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.

3 credits

CJA 605: Government Management
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.

3 credits

CJA 610: Seminar: Law and Society
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.

3 credits

CJA 616: Issues in Juvenile Justice
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.

3 credits

CJA 621: Seminar: Advanced Criminology
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.

3 credits

CJA 622: Advanced Research and Analysis
This is an applied statistics graduate course that emphasizes data description and analysis using IBM SPSS Statistics software. Students learn statistical methods and concepts through hands-on experience with real data. Specifically, the course is designed to provide students with practical answers to the following questions: a) what statistical tests should be used for certain types of data? b) how should the data be set up for analysis? c) what parameters should be specified when ordering the test? and d) how should the results be interpreted? The course covers the statistical functions most frequently used in scientific publications, such as descriptive statistics, t-test, ANOVA, correlation, regression, chi-square, etc.

3 credits

CJA 625: Theories in Corrections and Criminal Justice
This course is not an active course in the system (Activate in the system) 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.

3 credits

CJA 628: Seminar: Crime Analysis
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.

3 credits

CJA 629: Seminar: Drugs, Crime and Culture
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 users will be explored.

3 credits

CJA 630: Seminar: Public Policy Analysis
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.

CJA 631: Seminar: Political Crime and Terrorism
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. 3 credits

CJA 634: Seminar: Criminology and Crime Policy
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. 3 credits

CJA 637: Seminar: Special Topics in Juvenile and Criminal Justice
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. 3 credits

CJA 650: Supervised Justice Administration Readings
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. 3 credits

CJA 674: Criminal Justice Internship
The Internship is a placement with a criminal justice agency or institution that provides opportunities to observe and participate in roles and responsibilities to gain experience in practice, policy, and procedures. Open to students who are recommended by the program director and who have a minimum GPA of a 3.2. 0-12 credits

CJA 675: Justice Administration Thesis
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. 6 credits

Criminal Justice Administration Faculty

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Associate Professor of Criminal Justice
B.A. Mercyhurst College
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J.D. University of Dayton School of Law

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Ph.D. Indiana University of Pennsylvania

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Ph.D. University of Akron

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Professor Emeritus of Sociology
B.A. Gannon University
M.A. University of Maryland
Ph.D. Case Western Reserve University
Program Philosophy and Content

Being able to understand various types of risks and assessing the threat that they pose to their organization’s assets and operations and designing strategies to mitigate them is one of the most critical jobs of a manager. Cyber threats are increasingly becoming one of the biggest threats to various organizations given the reliance on computing and networking technologies by various organizations. Managers who understand how cyber criminals threaten various types of organizations and what to do defend organizational assets, monetize cyber risk, and design policies to mitigate it are in extremely high demand. This is, in part, because in traditional academia cyber security and risk management have been taught in isolation from each other. Integrated cyber risk management academic programs have simply not existed. Our masters in cyber risk management is a unique—one-of-a-kind— program that fully integrates cyber security and risk management training to train professionals that are in high demand in the world of work in the 21st century.

As a result of globalization and advances in computing and networking technology during the 21st century, various organizations including those in the banking, financial and insurance sectors have come to store information about their customers and business processes in computer networked devices of various sorts. With the growth of Internet of Things and automated devices such as self-driving cars, an increasingly larger component of the devices owned by individuals as well as organizations are vulnerable to cyber attacks. Managers in the modern organizations (especially those in the banking, financial and insurance sectors) must understand how to identify these risks, how to assess them, and how to design strategies (including various insurance options) to mitigate cyber risks.

The cyber risk management program at Mercyhurst is not just for those with previous training in computer science or management. Instead, our program has been designed to allow students to acquire these fundamental skills as part of the program. An ideal candidate is a working professional who aspires a risk management position in the banking, financial and insurance sectors. Our 36 credit program can be completed in two years by taking one online class at a time. Coursework highlights the technical, legal and business aspects of cyber risk management, with special emphasis on monetizing cyber risk through insurance. Program graduates will be leaders in an emerging field, well positioned for careers as cyber security managers with small and large enterprises, as well as in the insurance industry.

In just five years, students can earn both a bachelor’s and master’s degree at Mercyhurst University through the new 4+1 Cyber risk management program. Undergraduate students in almost any discipline major of study may apply for the 4+1 program. Interested students must apply by April 1 of their sophomore year or after they have 30 credits completed on their Mercyhurst transcripts. Students of the 4+1 Cyber risk management program will take four graduate-level courses (12 credits) during their junior and senior years. These credits will count toward the master’s degree, but will be billed at the undergraduate flat rate. These credits will only count for the Master of Science degree and students must complete at least 121 undergraduate credits to earn a bachelor’s degree. As a graduate student, students must complete 24 credits during the fifth year, charged at the graduate rate. Completing these requirements in five years may require students to take some classes during the summer.

The program chair shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or removed from the program, depending on the outcome of review.

Program Student Learning Outcomes

Graduates of the Masters of Science in Cyber Risk Management will be able to:

- Analyze various types of cyber threats to individuals and organizations and cyber networks.
- Perform risk management review for organizations; apply appropriate data analytics in the process.
- Distinguish among the varying risks that threaten an organization's business model and strategic plan; and make recommendations on how to identify, assess, manage and monitor those threats.
- Analyze techniques for assessing, monetizing, and mitigating traditional and cyber risks through insurance.
- Evaluate the US and international legal, regulatory, policy and ethical issues involved in cyber risk management.

Cyber Risk Management Course Requirements

Core Requirements (12 Courses / 36 Credits)

<table>
<thead>
<tr>
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<th>Credits</th>
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<td>CIS 500</td>
<td>Computing &amp; Information Science Concepts</td>
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<td>Probability &amp; Statistics</td>
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<td>Research Methods</td>
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<tr>
<td>RMGT 520</td>
<td>Cyber Risk Management</td>
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<tr>
<td>RMGT 530</td>
<td>Advanced Property &amp; Liability Insurance</td>
<td>3</td>
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<tr>
<td>RMGT 540</td>
<td>Advanced Finance &amp; Accounting for Insurance Professionals</td>
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</tr>
<tr>
<td>RMGT 550</td>
<td>Enterprise Risk Management</td>
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Cyber Risk Management Courses

CIS 500: Computing & Information Science Concepts
Computing & Information Science studies the design, application, use, impact, and ethical implications of computational principles and technology. This class prepares students for advanced courses in Data Science, Cyber Security, and Cyber Risk Management. Topics include: computer organization, data structures, computer programming, networking concepts, computer security, and ethics.

CIS 501: Probability & Statistics
This course provides an overview of concepts in probability and statistics including sampling distributions, normal theory estimation and hypothesis testing, regression and correlation, exploratory data analysis, logistic regression,
discriminant analysis, resampling methods and linear model selection. Learning to do statistical analysis on a personal computer is an integral part of the course.

3 credits

CIS 560: Cyber Networks
The principles and practice of computer communication networking, focusing on the Internet and its structure, protocols, and applications. Topics include network applications and programming, reliable data transfer, flow and congestion control, routing, multimedia networking, local area networks, security, and network management.

3 credits

CIS 561: Cyber Security
This course provides a comprehensive overview of essential concepts to better understand cyber security. This course explores the risks, threats, and vulnerabilities associated with the digital world and introduces students to the principles of risk management, security standards, access controls, security audits, cryptography, compliance laws and privacy issues.

3 credits

CIS 564: Cyber Warfare
This course explores the role that cyber warfare plays in modern military operations. Topics include: offensive and defensive cyberspace operations, intelligence operations, information as a military asset, evolving threats, weaponizing cyberspace, non-state actors in cyber war, defense-in-depth strategies, defending endpoints, networks and data, military doctrine and the future of cyber warfare.

3 credits

CIS 565: Cyber Security Law & Policy
This course examines the legal aspects of the information security triad of availability, integrity, and confidentiality and prepares students to address areas where law and cyber security concerns meet. Topics include: risk analysis and incident response, intellectual property law, contracts in online transactions, tort law issues in cyberspace, the concept of privacy and its legal protections and the governance of information within organizations.

3 credits

CIS 598: Research Methods
This course prepares students for planning, conducting, and reporting on research in Computing & Information Science (CIS). Topics include literature survey to formulate a scientific research question; research methods used in science, cyber security, and cyber risk management; and scientific writing and publishing. Completion of the course will provide the student with skills needed to undertake supervised thesis or research project work in CIS.

3 credits

CIS 599: Research Project
The capstone course experience is designed to allow students to work under the supervision of a Computing & Information Science faculty member to solve a real world problem and present their findings to the faculty before graduation.

3 credits

RMGT 520: Cyber Risk Management
This course covers the introduction to Risk Management to understand and mitigate cyber risk exposures. This course will review the risk management process, cyber risk exposures, cyber insurance, regulatory environment and how cyber risk management applies to the enterprise.

3 credits

RMGT 530: Advanced Property and Liability Insurance
The course goal is for students to learn how risk management techniques can be used to address a commercial operation’s property and liability loss exposures. Specifically, this course will provide instruction on industry trends related to all aspects of commercial property and liability insurance including policies, premium structure, constitution of insurable risks, underwriting, cyber risks, and claims.

3 credits

RMGT 540: Advanced Finance and Accounting for Insurance Professionals
This course provides students an overview of insurance company financial concepts including the differences between Statutory Accounting Principles and Generally Accepted Accounting Principles, cash flows, investment portfolio analysis, and the underwriting cycle. The students will work on a project that will apply the materials to analysis providing a practical view of insurance company finances.

3 credits

RMGT 550: Enterprise Risk Management
Enterprise Risk Management involves identifying the risks and opportunities faced by a firm, assessing them, developing and implementing a plan to address them, and then monitoring progress. In this course students will learn the basics of ERM to identify elements of effective ERM systems and progress to analyze how companies can use ERM systematically to advance business objectives. Risk assessment, risk modeling and data analytics can be employed in addressing strategic planning and ERM.

3 credits

Cyber Risk Management Faculty

Angela Berardinelli
Assistant Professor of Computing & Information Science
B.S. Ursinus College
M.S. University of North Texas
Ph.D. University of North Texas

Mahesh Maddumala
Assistant Professor of Computing & Information Science
B.Tech. M.L. Engineering College
M. Tech. Andhra University College of Engineering
Ph.D. University of Missouri, Kansas City

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Assistant Professor of Computing & Information Science
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M.S. Villanova University
Ph.D. Villanova University

Stephen Ousley
Associate Professor of Computing & Information Science
B.A. University of Maryland
M.S. University of Tennessee
Ph.D. University of Tennessee

Charles Redmond
Professor of Computing & Information Science
B.A. Temple University
Ph.D. Lehigh University

Gary Sullivan
Assistant Professor of Insurance Risk Management
B.A. University of Illinois
M.B.A. University of Pittsburgh

M. Afzal Upal
Chair of Computing & Information Science
Assistant Professor of Computing & Information Science
B.Sc. University of Saskatchewan
M.Sc. University of Saskatchewan
Ph.D. University of Alberta
Program Philosophy and Content
The digitization of commerce and much other human activity resulting from the unprecedented success of the computing revolution has had the unintended side effect of digitizing criminal activity. Digital thieves and pirates, sometimes working for various national governments, are stealing intellectual property costing individuals, organizations, and governments trillions of dollars. Cyber security is defined as the study of techniques for protecting computer information systems and networks from unauthorized use, modification, or exploitation. Given the need to protect 24x7 attacks to their most prized assets, all organizations, public and private, are looking to hire cyber security professionals. In the last few years, cybersecurity has become one of the most in-demand skills in the work place. According to the US Bureau of Labor Statistics, the rate of growth for jobs in information and cybersecurity is significantly higher than the average of all other occupations.

Mercyhurst's online masters in cyber security has been designed to prepare students for careers as cybersecurity professionals in industry, government and non-profit sectors. Mercyhurst's program is one of the few in the nation to address cyber threats to business as well as national and international security. Our hands-on program will teach students how to investigate and combat cyber-crime and cyber terrorism and how to protect your organization's digital assets from various security breaches. The cybersecurity science program at Mercyhurst is not just for those with previous training in computer science and engineering. Instead, our program has been designed to allow students to acquire these fundamental skills as part of the program.

Through engaging online coursework, students also learn to evaluate the legal, regulatory and ethical issues related to cyber security and privacy, and effectively communicate complex cyber security information. A master's in Cyber Security is excellent preparation for career advancement in the rapidly growing cyber professions. Successful completion of the program should allow graduates to pass the CompTIA's Security+ certification, ISC2's Systems Security Certified Practitioner (SSCP) certification, and ISC2's Associate designation. Graduates of our program are well positioned for careers as cyber analysts and IT security specialists in virtually any industry.

In just five years, students can earn both a bachelor's and master's degree at Mercyhurst University through the new 4+1 Cyber Security program. Undergraduate students in almost any discipline major of study may apply for the 4+1 program. Interested students must apply by April 1 of their sophomore year or after they have 30 credits completed on their Mercyhurst transcripts. Students of the 4+1 cyber security program will take four graduate-level courses (12 credits) during their junior and senior years. These credits will count toward the master's degree, but will be billed at the undergraduate flat rate. These credits will only count for the Master of Science degree and students must complete at least 121 undergraduate credits to earn a bachelor's degree. As a graduate student, students must complete 24 credits during the fifth year, charged at the graduate rate. Completing these requirements in five years may require students to take some courses during the summer.

The program chair shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or removed from the program, depending on the outcome of review.

Program Student Learning Outcomes
Graduates of the Masters of Science in Cyber Security will be able to:

- Analyze various types of cyber threats to individuals and organizations and cyber networks.
- Perform risk management review for organizations; apply appropriate data analytics in the process.
- Distinguish among the varying risks that threaten an organization's business model and strategic plan; and make recommendations on how to identify, assess, manage and monitor those threats.
- Analyze techniques for assessing, monetizing, and mitigating traditional and cyber risks through insurance.
- Evaluate the US and international legal, regulatory, policy and ethical issues involved in cyber risk management.

Cyber Risk Management Course Requirements

Core Requirements (12 Courses / 36 Credits)

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Cyber Security Courses

CIS 500: Computing & Information Science Concepts
Computing & Information Science studies the design, application, use, impact, and ethical implications of computational principles and technology. This class prepares students for advanced courses in Data Science, Cyber Security, and Cyber Risk Management. Topics include: computer organization, data structures, computer programming, networking concepts, computer security, and ethics. 3 credits

CIS 501: Probability & Statistics
This course provides an overview of concepts in probability and statistics including sampling distributions, normal theory estimation and hypothesis testing, regression and correlation, exploratory data analysis, logistic regression, discriminant analysis, resampling methods and linear model selection. Learning to do statistical analysis on a personal computer is an integral part of the course. 3 credits

CIS 510: Algorithm Development
This course reviews computer programming concepts and practice. Topics include: algorithms, abstract data types, linear and non-linear data structures,
and software engineering. Students will get hands-on experience with the use of a high level programming language to search and sort data.  

**CIS 560: Cyber Networks**  
The principles and practice of computer communication networking, focusing on the Internet and its structure, protocols, and applications. Topics include network applications and programming, reliable data transfer, flow and congestion control, routing, multimedia networking, local area networks, security, and network management.  

3 credits

**CIS 561: Cyber Security**  
This course provides a comprehensive overview of essential concepts to better understand cyber security. This course explores the risks, threats, and vulnerabilities associated with the digital world and introduces students to the principles of risk management, security standards, access controls, security audits, cryptography, compliance laws and privacy issues. 

3 credits

**CIS 562: Cyber Threat Analysis**  
This course provides an overview of the relatively new discipline of cyber threat analysis, familiarizing students with the methodology of investigation, the threat environment of cyberspace, and various online tools used by analysts. 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. 

3 credits

**CIS 563: Advanced Cyber Threat Analysis**  
This second course in Cyber Threat Analysis explores more advanced areas of analysis, introducing students to additional methods of investigation, tools and their application using real world examples. Students will learn further concepts, tools, and terminologies used by professionals in the field and apply what they learn in lab exercises that model real-world events. 

3 credits

**CIS 564: Cyber Warfare**  
This course explores the role that cyber warfare plays in modern military operations. Topics include: offensive and defensive cyberspace operations, intelligence operations, information as a military asset, evolving threats, weaponizing cyberspace, non-state actors in cyber war, defense-in-depth strategies, defending endpoints, networks and data, military doctrine and the future of cyber warfare. 

3 credits

**CIS 565: Cyber Security Law & Policy**  
This course examines the legal aspects of the information security triad of availability, integrity, and confidentiality and prepares students to address areas where law and cyber security concerns meet. Topics include: risk analysis and incident response, intellectual property law, contracts in online transactions, tort law issues in cyberspace, the concept of privacy and its legal protections and the governance of information within organizations. 

3 credits

**CIS 598: Research Methods**  
This course prepares students for planning, conducting, and reporting on research in Computing & Information Science (CIS). Topics include literature survey to formulate a scientific research question; research methods used in data science, cyber security, and cyber risk management; and scientific writing and publishing. Completion of the course will provide the student with skills needed to undertake supervised thesis or research project work in CIS. 

3 credits

**CIS 599: Research Project**  
The capstone course experience is designed to allow students to work under the supervision of a Computing & Information Science faculty member to solve a real world problem and present their findings to the faculty before graduation. 

3 credits
Data Science

Department Chair
M. Afzal Upal, Ph.D.

Faculty

Professor
Charles Redmond, Ph.D.

Associate Professor
Stephen Ousley, Ph.D.

Assistant Professors
Angela Berardinelli, Ph.D.
Mahesh Maddumala, Ph.D.
Christopher Mansour, D.B.A.
M. Afzal Upal, Ph.D.

Program Philosophy and Content
As a result of globalization and advances in technology during the 21st century, the complexity and variety of data have evolved, while the volume of data continues to increase daily. This phenomenon has been dubbed “The Data Revolution.” The world is inundated with data, stemming from, but not limited to, social media platforms, business transactions, Internet sources, cellular data usage and file sharing. Industry and government organizations collect, organize and analyze data and information for several reasons, from maintaining their competitive edge, to altering business strategies and increasing sales to enhancing national security.

Data science is one of the most important disciplines of the future, and it will intersect with every area as the reservoir of the world’s data continues to grow. According to a McKinsey Global Institute report, “the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.”

The Master of Science in Data Science, part of the Ridge College of Intelligence Studies and Applied Sciences, is a 36-credit program. This program will train students as data scientists who will serve as key informants for decision makers in both the public and private sectors. It will serve as a cornerstone in cross-disciplinary learning. The comprehensive, challenging curriculum emphasizes programming, data visualization, machine learning, database skills and quantitative analysis to produce graduates who are innovators in producing, visualizing and communicating actionable new insights about the meaning of data for decision-makers in businesses, public agencies and nonprofits.

The ideal candidate for the Data Science program possesses an inquiring mind, an interest in the world around them, an ability to communicate with others effectively, and quantitative knowledge, skills, and abilities. 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, faculty of the Data Science program may request an interview to determine if the program will meet the applicant’s goals.

In just five years, students can earn both a bachelor’s and master’s degree at Mercyhurst University through the new 4+1 Data Science program. Undergraduate students in almost any discipline major of study may apply for the 4+1 program. Interested students must apply by April 1 of their sophomore year or after they have 30 credits completed on their Mercyhurst transcripts. Students of the 4+1 Data Science program will take four graduate-level courses (12 credits) during their junior and senior years. These credits will count toward the master’s degree, but will be billed at the undergraduate flat rate. These credits will only count for the Master of Science degree and students must complete at least 121 undergraduate credits to earn a bachelor’s degree. As a graduate student, students must complete 24 credits during the fifth year, charged at the graduate rate. Completing these requirements in five years may require students to take some courses during the summer.

The program chair shall conduct an annual review of the academic progress of all students enrolled in the program. Students whose GPA falls below a 3.0 or who might otherwise exhibit behavior that is not conducive to ensuring employment in this field will be placed on probation or removed from the program, depending on the outcome of review.

Mission Statement
It is the mission of the data science program at Mercyhurst University to produce graduates, through a variety of delivery modalities, who are skilled in utilizing a variety of sources of data and analytic techniques to lead the collaborative development of high-quality written and oral analytic data products that, in service toward a just world, inform decision-makers, thereby fostering an appreciation for the dignity of work and commitment to serving others.

Program Student Learning Outcomes
Graduates of the Masters of Science in Data Science will be able to:
- Obtain, organize, and transform data into appropriate format for storage, exploration, visualization and analysis
- Collect, clean, and store, and query data from a variety of private and public data sources
- Explore, visualize, and analyze data to detect patterns
- Create formal predictive models using statistical and machine learning tools and make predictions to support decision making in private sector, nongovernmental organizations and governmental organizations
- Communicate analytic findings in easy-to-understand written, oral, visual, and/or multimedia formats to clients

Data Science Course Requirements

Core Requirements (10 Courses / 30 Credits)

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<td>CIS 551</td>
<td>Big Data Analytics</td>
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<td>CIS 552</td>
<td>Data Mining</td>
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<tr>
<td>CIS 571</td>
<td>Machine Learning</td>
<td>3 credits</td>
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<tr>
<td>CIS 580</td>
<td>Data Visualization</td>
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<td>CIS 598</td>
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Electives (2 Courses / 6 Credits)

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<tr>
<td>CIS 570</td>
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CIS 510: Algorithm Development
This course reviews computer programming concepts and practice. Topics include: algorithms, abstract data types, linear and non-linear data structures, and software engineering. Students will get hands-on experience with the use of a high level programming language to search and sort data. 3 credits

CIS 550: Relational and Non-relational Databases
This course reviews concepts of traditional relational databases as well as the newer non-relational databases that have become increasingly common in data science applications. Topics include: conceptual data modeling, physical data modeling, computing on data, designing schemas, querying databases, and manipulating databases, SQL, NoSQL, the differences between SQL and NoSQL databases and their respective advantages, the business needs that drive the development and use of each, the criteria that decision makers should consider when choosing between relational and non-relational databases. 3 credits

CIS 551: Big Data Analytics
This course is an overview of Hadoop, MapReduce, and Hadoop Tools. Topics include: installing Hadoop (both on the desktop and in the cloud) and navigating the Hadoop Distributed File System, MapReduce and other essential Hadoop tools including Pig, Hive, Flume, Sqoop, and Hbase. Programming experience is a prerequisite, and experience with Java and Unix will be helpful. 3 credits

CIS 552: Data Mining
This course introduces students various data mining techniques for extracting and evaluating patterns from large databases. Topics include: design, creation, query, and management of NoSQL databases, document, graph, and columnstore data models, and NoSQL query design. 3 credits

CIS 553: Database Security
This course introduces students to the design and implementation of secure database systems. Topics include: access control policies, database vulnerability with emphasis on inference and SQL injection, application security models 3 credits

CIS 560: Cyber Networks
The principles and practice of computer communication networking, focusing on the Internet and its structure, protocols, and applications. Topics include network applications and programming, reliable data transfer, flow and congestion control, routing, multimedia networking, local area networks, security, and network management. 3 credits

CIS 561: Cyber Security
This course provides a comprehensive overview of essential concepts to better understand cyber security. This course explores the risks, threats, and vulnerabilities associated with the digital world and introduces students to the principles of risk management, security standards, access controls, security audits, cryptography, compliance laws and privacy issues. 3 credits

CIS 564: Cyber Warfare
This course explores the role that cyber warfare plays in modern military operations. Topics include: offensive and defensive cyberspace operations, intelligence operations, information as a military asset, evolving threats, weaponizing cyberspace, non-state actors in cyber war, defense-in-depth strategies, defending endpoints, networks and data, military doctrine and the future of cyber warfare. 3 credits

CIS 565: Cyber Security Law & Policy
This course examines the legal aspects of the information security triad of availability, integrity, and confidentiality and prepares students to address areas where law and cyber security concerns meet. Topics include: risk analysis and incident response, intellectual property law, contracts in online transactions, tort law issues in cyberspace, the concept of privacy and its legal protections and the governance of information within organizations. 3 credits

CIS 566: Advanced Network Security
This course provides an overview of the relatively new discipline of cyber threat analysis, familiarizing students with the methodology of investigation, the threat environment of cyberspace, and various online tools used by analysts. 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. 3 credits

CIS 570: Artificial Intelligence
This course explores the topic of intelligent software agents with an emphasis on hands-on design of adaptive problem-solving agents for environments of increasing complexity ranging from single-agent computer games to complex real-world multi-agent environments. 3 credits

CIS 571: Machine Learning
This course introduces students to various machine learning techniques and tools. Topics include: supervised learning (linear and quadratic discriminant function analysis, logistics regression, kernel and K-nearest neighbor, naive Bayes, support vector machines, tree classification methods, and ensemble methods such as bagging, boosting, and random forests), unsupervised learning (K-means, hierarchical, and model-based clustering), and techniques for evaluating learning algorithms including cross-validation. 3 credits

CIS 572: Social Media Mining
This course provides an introduction to social media mining and methods. The course provides hands-on experience mining social data for social meaning extraction (focus on natural language processing and sentiment analysis) using automated methods and machine learning technologies. 3 credits

CIS 580: Data Visualization
A hands-on course in data analysis and visualization based on key design principles and techniques for interactively visualizing data based on principles from the fields of statistics, perception, graphic design, cognition, communication, and data mining. Through lecture, case studies, and design studios, students will work individually and collaboratively to visualize
complex datasets using software applications to identify patterns, trends, and variation across categories, space, and time. Students will obtain practical experience with the visualization of complex data including multivariate data, geospatial data, textual data, time series, and network data.

3 credits

CIS 598: Research Methods
This course prepares students for planning, conducting, and reporting on research in Computing & Information Science (CIS). Topics include literature survey to formulate a scientific research question; research methods used in data science, cyber security, and cyber risk management; and scientific writing and publishing. Completion of the course will provide the student with skills needed to undertake supervised thesis or research project work in CIS.

3 credits

CIS 599: Research Project
The capstone course experience is designed to allow students to work under the supervision of a Computing & Information Science faculty member to solve a real world problem and present their findings to the faculty before graduation.

3 credits

Data Science Faculty

Angela Berardinelli
Assistant Professor of Computing & Information Science
B.S. Ursinus College
M.S. University of North Texas
Ph.D. University of North Texas

Mahesh Maddumala
Assistant Professor of Computing & Information Science
B. Tech. M.L. Engineering College
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B.Sc. University of Saskatchewan
M.Sc. University of Saskatchewan
Ph.D. University of Alberta
Introduction
The Organizational Leadership program challenges students to synthesize contemporary scholarship with insight from Mercyhurst University’s 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 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 Master of Science in Organizational Leadership degree is designed to meet the leadership development needs in our community and beyond, in both profit and nonprofit organizations, including 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 and 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 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 and practice, written and oral communication skills, and ethics.

The Organizational Leadership program offers four concentrations, which may also be taken as stand-alone Graduate Certificate programs in: higher education administration, human resources, sports leadership, and strategy and innovation. Additionally, a Graduate Certificate in Organizational Leadership is offered. To earn a master’s degree with a concentration, students must complete the four-course curriculum in addition to the seven core courses 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.

Mission Statement
The Organizational Leadership graduate program inspires and equips people to become exemplary leaders and scholars who exercise leadership in service to others.

Program Student Learning Outcomes
All OL graduate students are expected to meet the following program Student Learning Outcomes (SLO) upon graduation:

- Distinguish contemporary leadership theories and models, articulate a personal leadership philosophy, and apply appropriate models to an organizational setting.
- Consistently demonstrate exemplary written, oral, interpersonal, and presentation skills for effective organizational communication.
- Assess the characteristics of self, others, groups, and organizations as an integral part of the process of leadership including applying ethical and professional standards to the organizational setting.
- Engage in independent research by applying critical thinking and inquiry skills in data gathering, synthesis, problem solving, and decision making.

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

Students who seek admission to graduate education at Mercyhurst must meet the following admissions requirements and submit the following items:

- A completed application form, which can be found online at apply.mercyhurst.edu.
- A bachelor’s degree in any discipline from an accredited college or university with a minimum overall GPA of 3.0.
- All official transcripts from accredited higher education institutions. (All documents and credentials submitted must be translated into English. Mercyhurst recommends that international students contact World Education Services at www.wes.org, the foremost organization specializing in transcript and credential evaluation, to provide such translations.)
- One letter of recommendation from supervisor or faculty who have a professional or academic relationship with applicant and who can attest to his/her ability to succeed in a graduate level program including academic, scholarship and leadership potential.
- A current resume or curriculum vitae with three references.
- A personal statement outlining in narrative form the candidate’s career path and aspirations, professional interests, reason for choosing program, goals, strengths as an applicant, and skills applicant hopes to develop while in this program.
- A professional or academic writing sample may be requested after initial review of application materials.
- A personal interview may be requested after reviewing an applicant’s file.
- International students from countries where English is not a native language must submit an official score report from the TOEFL or IELTS examination.

At the discretion of the Chairperson of the Organizational Leadership graduate program, acceptance may be granted to applicants who have not fulfilled all the admission requirements provided they agree to the conditions of the acceptance prescribed by the Chairperson.

Graduate Certificate Admission Requirements
The graduate certificate programs require an application, college/university transcript, current resume, and personal statement.

Program Requirements
The graduate program in Organizational Leadership operates on a semester calendar. Fall and Spring semesters are each 16 weeks long. Summer session courses are often offered. On campus courses meet one evening per week. Many courses are available online. Students may begin the program in the fall, summer, or spring semesters. Students can register for part-
time or full-time study. To obtain a master's degree in Organizational Leadership, the student must complete 33 graduate hours of study as follows:

Seven core courses including a thesis or research-based project (21 credits)
Four elective courses (12 credits)

In the Organizational Leadership program, either a master's thesis or a research-based project 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.

Concentrations and Certificates

Higher Education Administration (concentration and certificate)
In the Higher Education concentration, students examine the history, policies, practices, and emerging issues in American higher education. The courses in the concentration/certificate provide foundational knowledge and skills essential to many career areas in higher education and are designed to prepare students for entry into or advancement in the field of higher education administration. Based on theoretical foundations, each course has an applied focus, with a special emphasis on operational issues within an academic setting.

Human Resources (concentration and certificate)
The Human Resources concentration/graduate certificate is designed to provide students with a professional level of knowledge of the field of human resources. The goal of this program is to prepare student for successful careers and leadership roles in the dynamic field of human resources. A course designed to prepare HR Professionals to pass the exam to become certified Professional in HR (PHR) and Senior Professional in HR (SPHR) through the SPHR Institute is offered.

Organizational Leadership (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 for profit and nonprofit organizations, especially social service, business, government, education, and manufacturing.

Sports Leadership (concentration and certificate)
The Sports Leadership concentration/certificate is designed to prepare students for leadership roles in coaching and athletics in collegiate, scholastic or professional environments. The concentration focuses on applying theoretical knowledge to the practical day-to-day leadership needs of athletic teams and players.

Strategy and Innovation (concentration and certificate)
Strategically innovative organizations are characterized by unique qualities exemplified in their people, culture, structure, systems, and processes. This concentration focuses on the actions that leaders take to enable organizations to execute innovations for increased value and growth. The program explores how leaders create and evaluate opportunities, develop analytical capabilities, and implement strategies to achieve success. Success depends on balancing the challenges of leading innovation to produce concrete results and applying decision-making and planning tools to guide development of new products and services from idea to marketplace.

Thesis or Research-based Project
Students may choose from two options for their capstone experience. Worth three-credits, the thesis option is a theoretical research-driven work of scholarship while the research-based project is an applied research-driven work of scholarship. Both are designed to synthesize and apply the concepts learned in the Organizational Leadership curriculum.

Organizational Leadership Course Requirements

Core Requirements (Offered Every Year)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 500</td>
<td>Leadership Theory and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 502</td>
<td>Leadership and Organizational Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 504</td>
<td>Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 505</td>
<td>Organizational Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 530</td>
<td>Organizational Communications for Leaders</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 651</td>
<td>Financial Operations and Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 676</td>
<td>Thesis</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>OL 677</td>
<td>Research-Based Project</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective courses will be offered based on student interest and require a minimum enrollment of seven (7) students per course.

Concentration and Certificate Course Requirements

Higher Education Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 525</td>
<td>Governance in Higher Education Institutions</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 535</td>
<td>History and Trends in Higher Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 645</td>
<td>Special Topics in Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL</td>
<td>Approved Elective</td>
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Human Resources

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>OL 507</td>
<td>Human resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 528</td>
<td>Human Resource Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 628</td>
<td>Human Resource Professional Skills</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL</td>
<td>Approved Elective</td>
<td>3 credits</td>
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</table>

Organizational Leadership (Certificate Only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 500</td>
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</tr>
<tr>
<td>OL 502</td>
<td>Leadership and Organizational Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 530</td>
<td>Organizational Communication for Leaders</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Sports Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 510</td>
<td>Introduction to the Sports Industry</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 527</td>
<td>Coaching Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL</td>
<td>Approved Elective</td>
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</table>

Strategy and Innovation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 603</td>
<td>Strategic Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 605</td>
<td>Innovation and Entrepreneurship</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 607</td>
<td>Strategic Management and Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 638</td>
<td>Corporate Social Responsibility and Sustainability</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>3 credits</td>
</tr>
<tr>
<td>OL</td>
<td>Approved Elective</td>
<td>3 credits</td>
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</table>
### Organizational Leadership Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>OL 500</td>
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</tr>
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<td>3</td>
</tr>
<tr>
<td>OL 504</td>
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<td>3</td>
</tr>
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<td>OL 505</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>OL 530</td>
<td>Organizational Communication for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>OL 510</td>
<td>Introduction to the Sports Industry</td>
<td>3</td>
</tr>
<tr>
<td>OL 528</td>
<td>Human Resource Development (HRD)</td>
<td>3</td>
</tr>
<tr>
<td>OL 527</td>
<td>Coaching Leadership and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OL 525</td>
<td>Governance in Higher Education Institutions</td>
<td>3</td>
</tr>
<tr>
<td>OL 506</td>
<td>Strategies in Graduate and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>OL 507</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OL 508</td>
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<td>Human Resource Development (HRD)</td>
<td>3</td>
</tr>
</tbody>
</table>

### 4+1 in Organizational Leadership

Mercyhurst University offers a 4+1 program in which undergraduate students can obtain both a Bachelor's degree in any major and a Master of Science degree in Organizational Leadership within five (5) years of study. Students enrolled in the 4+1 program can begin earning 12 graduate credits during their junior year and senior years. The fifth year of the program is full-time and begins the summer after graduation. The 4+1 graduate courses cannot be used towards the undergraduate 121 credit minimum. Students in the MSOL program will complete remaining graduate courses between summer, fall, and spring semesters to earn a total of 33 graduate credits. Students interested in the 4+1 program must apply through the Office of Graduate and Continuing Education.

### Research-Based Project

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. Students choose from a variety of methodologies to develop a professionally appropriate product which solves an ongoing problem or serves a professional need. While the project can take many forms, appropriate topics for the project are intended to synthesize concepts across the Organizational Leadership curriculum.

### Organizational Leadership

- **OL 500: Leadership Theory and Practice**
  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 502: Leadership and Organizational Behavior**
  Successful leadership is a process that takes time, experience, learning and a behavioral disposition toward working with others. This course examines the field of organizational behavior and leadership by studying theoretical models, practical examples, and experiential exercises.

- **OL 504: Research Methods**
  Students examine the multiple facets of scholarly research. Emphasis is placed on understanding, conceptualizing, and critically analyzing 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. This course prepares students for their research–based projects or thesis.

- **OL 505: Organizational Ethics**
  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 ethics in organizations.

- **OL 530: Organizational Communication for Leaders**
  Organizational leadership cannot exist independent of communication. In this course special emphasis is placed on strengthening the ties between theories of communication and understanding the practical application and importance of communication strategies in organizations.

- **OL 651: Financial Operations and Analysis**
  This course provides non-financial managers and leaders an understanding of and the ability to use financial information. Students will be provided the basics of financial management in for-profit and not-for-profit organizations. Students will learn to read and interpret financial information and perform straightforward financial analysis that will enhance management decision making.

- **OL 675: Internship**
  An internship is an on-the-job experience in business, industry, government, public agencies, education or non-profit organization.

- **OL 676: Thesis**
  This capstone course is designed to demonstrate scholarly study of a problem or issue related to organizational leadership. Using qualitative or quantitative research methods students conduct purposeful research, review the literature, collect data, write a detailed analysis, offer new insights, and present and defend conclusions.

- **OL 506: Strategies in Graduate and Professional Writing**
  This course focuses on academic and professional writing for students at the graduate level. Because writing is an essential activity in academic work as well as in organizations, this course provides not only strategies for writing academic papers but also practice and instruction in the clear, purposeful writing expected from leaders. This course will serve as an introduction to academic written research through an investigation of the structure, tone, audience, and style of published research in Organizational Leadership.

- **OL 507: Human Resource Management**
  This course provides the leader with critical skills in leveraging 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 525: Governance in Higher Education Institutions**
  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 527: Coaching Leadership and Psychology**
  This course involves the study of human behavior as it relates to athletics. Individual athlete, team and organizational behaviors are analyzed in this course. This course will include the application of relevant theories and case studies to actual coaching situations.

- **OL 528: Human Resource Development (HRD)**
  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” (Gilley et al., 2002, p. 12-13).

3 credits

OL 532: Law for Leaders
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 of this course is to provide the leader with the tools to recognize opportunities, meet requirements, and assess risks.

3 credits

OL 535: History and Trends in Higher Education
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. Additional topics covered will include the evolving economic trends and attitudinal shifts and their effects on higher education.

3 credits

OL 603: Strategic Marketing
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.

3 credits

OL 605: Innovation and Entrepreneurship
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. We focus on real life, practical problems leaders face in all organizations to ensure growth and survival in highly competitive environments. Although some lectures 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.

3 credits

OL 628: HR Professional Skills
This course uses the Society of Human Resources Learning System (SHRM) to prepare students for the Professional in Human Resources Exam (PHR), Senior Professional in Human Resources (SPHR), or Human Resources Assurance of Learning exam. Students will acquire comprehensive HR knowledge in the following areas: business management and strategy; workforce planning and employment; human resource development; compensation and benefits; employment and labor relations; and risk management.

3 credits

OL 638: Corporate Social Responsibility and Sustainability
This course introduces students to corporate social responsibility and sustainability from an interdisciplinary and leadership perspective. Students explore relationships among environmental, economic and social responsibilities, apply systems thinking and sustainability principles to current issues and learn about “best practices” in sustainability from industry leaders and case studies. The course identifies challenges of leading sustainability efforts and strategies that make sustainability relevant to all stakeholders and examines how values, goals, and communication affect an organization’s initiatives. Students complete a comprehensive research-based or field-based project that promotes participation in sustainability and social responsibility issues with the goal of becoming effective social entrepreneurs and sustainability leaders.

3 credits

OL 645: Special topics in Leadership
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.

3 credits
Introduction
The graduate program in Physician Assistant Studies (PA) is a 24-month program that offers 12 months of didactic and 12 months of clinical training with didactic components. The program has been developed for students who have a bachelor's degree and meet prerequisites including coursework and healthcare experience. Mercyhurst prepares PA graduates with the highest quality academic and clinical training to be leaders in the profession, proficient in meeting the challenges of healthcare, while providing compassionate, quality care to the diverse communities in which they serve. Physician assistants provide high quality, cost-effective healthcare as productive members of the health care team and employment opportunities for PAs are predicted to be excellent. The U.S. Bureau of Labor Statistics 2017 Occupational Outlook Handbook estimates an increase of 37 percent from 2016 to 2026, which is much higher than the average for most professions.

Mission Statement
The mission of the Department of Physician Assistant Studies (DPAS) is to prepare students with the highest quality academic and clinical training. The program will prepare physician assistants to be leaders in the profession, proficient in meeting the challenges of health care, while providing compassionate, quality care to the diverse communities in which they serve.

The department's mission, vision and core goals were developed to align with the university's mission, vision and core values. Emphasis has been placed on the Mercy tradition and healthcare core values to stay true to the basic principles set forth by our founders.

Accreditation
The curriculum has been developed to meet Standards set forth by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The ARC-PA has granted Accreditation-Provisional status to the Mercyhurst University Physician Assistant Program sponsored by Mercyhurst University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Program Student Learning Outcomes
Upon completion of the Mercyhurst Department of Physician Assistant Studies, the graduate will possess knowledge, skills and abilities in the following competencies:

- Demonstrate knowledge of established and evolving biomedical, clinical and social-behavioral sciences and application to patient care across the lifespan for medical conditions, including preventative, emergent, acute and chronic.
- Elicit a medical history that is relevant and accurate of patient information across the lifespan and adjusts to the health care setting.
- Perform a physical examination that adjusts accordingly to the reason for the visit, patient demographics and condition.
- Analyze patient data to develop a differential diagnosis (clinical reasoning/problem solving) that applies the principles of epidemiology across the lifespan and evidence-based medicine for medical conditions, including preventative, emergent, acute and chronic.
- Develop a diagnostic management plan (clinical reasoning/problem solving) for common medical conditions, including preventative, emergent, acute and chronic, across the lifespan taking into consideration cost, sensitivity/specificity, invasiveness and appropriate sequencing.
- Develop a therapeutic management plan (clinical reasoning/problem solving) for medical conditions, including preventative, emergent, acute and chronic, across the lifespan that applies principals of pharmacotherapeutics and non-pharmacotherapeutics while taking into consideration the patient's condition, psychosocial context and socioeconomic factors. Make certain the plan is practical for implementation and ensures follow up care.
- Provide accurate patient education (interpersonal skills) regarding medical conditions, including preventative, emergent, acute and chronic, to patients across the lifespan inclusive of health promotion and disease prevention in oral and written forms taking into consideration literacy, diversity, inclusiveness of family/caregivers and utilization of other healthcare professionals and community resources/services.
- Communicate clearly and effectively (interpersonal skills) in oral and written forms with patients across the lifespan, their family/caregiver and members of the healthcare team to provide competent comprehensive patient-centered care for medical conditions, including preventative, emergent, acute and chronic.
- Perform medical and surgical procedures (clinical and technical skills) common across the lifespan in primary care for preventative, emergent, acute and chronic conditions to include: venipuncture, intravenous access, injections, EKG, urinalysis, stethoscope, stool occult blood, wound management, casting, splinting, urinary catheterization, and CPR.
- Demonstrate professionalism with high ethical standards sensitive to patients across the lifespan, their family/caregiver and members of the health care team. Continually promote the Mercy values of compassion, justice, dignity, excellence, hospitality and stewardship in practice and service to the community.
- Maintain practice-based and lifelong learning skills with continued critical analysis of medical literature to evaluate, manage and improve patient-centered care.
- Demonstrate responsiveness to systems-based practice by practicing cost effective care and resource allocation that does not compromise the quality of care.

Admission Requirements
The Mercyhurst University Master of Physician Assistant Studies participates with the Central Application Service for Physician Assistants (CASPA). Individuals
Physician Assistant Studies

Physician Assistant Prerequisite Courses

- Applicants must complete all prerequisite courses listed below with a grade of "C" or better prior to matriculation. Courses, other than Medical Terminology, taken as pass/fail or for noncredit will not be accepted. One credit of Medical Terminology is preferred; a certificate may be accepted due to limited course offerings.
- A minimum of 12 credits, including physiology and microbiology, must be completed within the five years prior to matriculation.
- The Anatomy and Physiology requirements may be met by taking either one semester of Anatomy and one semester of Physiology, or two semesters of Anatomy and Physiology combined.
- All PA program coursework must be taken in sequence. Transfer/AP/life experience credit are not offered.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>PsychologyCourse Requirement</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Biology with labs</td>
</tr>
<tr>
<td>12</td>
<td>Chemistry with labs (General and Organic)</td>
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<tr>
<td>3</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>4</td>
<td>Anatomy with lab</td>
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<tr>
<td>3</td>
<td>Physiology</td>
</tr>
<tr>
<td>4</td>
<td>Microbiology with lab</td>
</tr>
<tr>
<td>3</td>
<td>Genetics</td>
</tr>
</tbody>
</table>

Physician Assistant Curriculum

The graduate program in PA Studies operates on a semester calendar. Summer, fall and spring semester are completed in a predetermined sequence. All PA program coursework must be taken in sequence. Advanced placement, transfer or life experience credit are not offered.

Didactic Year - First Year

Students must begin the program during the summer semester. The curriculum sequencing commences with basic science review, introductory course work and the beginning of clinical skills education. The didactic year fall and spring semesters present the health care sciences in a medical model. Classes and labs typically meet during the day, with some evening classes. During the didactic year students also have intermittent exposure to patient experiences in health care settings in the community.

Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 514</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 524</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 534</td>
<td>Human Anatomy</td>
</tr>
<tr>
<td>BIOL 537</td>
<td>Human Anatomy Lab</td>
</tr>
<tr>
<td>BIOL 544</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>PA 502</td>
<td>PA Profession</td>
</tr>
<tr>
<td>PA 510</td>
<td>Clinical Skills</td>
</tr>
<tr>
<td>PA 512</td>
<td>Clinical Skills Lab 1</td>
</tr>
<tr>
<td>PUBH 520</td>
<td>Research Methods for Health Professions</td>
</tr>
</tbody>
</table>

Total Credits: 18

Fall

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 514</td>
<td>Clinical Skills Lab 2</td>
</tr>
<tr>
<td>PA 520</td>
<td>Clinical Medicine - mini 1</td>
</tr>
<tr>
<td>PA 521</td>
<td>Clinical Medicine - mini 2</td>
</tr>
<tr>
<td>PA 530</td>
<td>Pharmacotherapeutics 1</td>
</tr>
<tr>
<td>PA 540</td>
<td>Women's Health - mini 1</td>
</tr>
<tr>
<td>PA 545</td>
<td>Pediatrics - mini 2</td>
</tr>
<tr>
<td>PA 550</td>
<td>Special Topics in Medicine</td>
</tr>
<tr>
<td>PSYC 525</td>
<td>Psychology in Healthcare</td>
</tr>
</tbody>
</table>

Total Credits: 18

Spring

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PA 522</td>
<td>Clinical Medicine - mini 3</td>
</tr>
<tr>
<td>PA 523</td>
<td>Clinical Medicine - mini 4</td>
</tr>
<tr>
<td>PA 532</td>
<td>Pharmacotherapeutics 2</td>
</tr>
<tr>
<td>PA 565</td>
<td>Evidence Based Medicine</td>
</tr>
<tr>
<td>PA 570</td>
<td>Healthcare Policy</td>
</tr>
<tr>
<td>PA 575</td>
<td>Emergency Medicine and Surgery</td>
</tr>
<tr>
<td>PA 580</td>
<td>Procedures in Medicine</td>
</tr>
</tbody>
</table>

Total Credits: 17

Clinical Year - Second Year

The 2-week Thesis Guidance course takes place on campus prior to the start of rotations. The clinical year consists of healthcare experiences in internal medicine, family practice, pediatrics, women’s health, surgery, emergency medicine, mental health and two elective rotations. Rotations will be five weeks in length, which includes a 4-week elective rotation combined with a 1-week mental health rotation. Rotation F-X assignments will vary among the various rotational types of experiences. Not all students will be assigned internal medicine on
rotation I and may be assigned to any of the required rotations or electives. Recall Days occur the last two days of each rotation, at which time students will be required to be on campus for debriefing of the experience, clinical and written testing, case presentations and didactic instruction in current medical topics.

<table>
<thead>
<tr>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>PA 602</td>
<td>Rotation I - Internal Medicine</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 610</td>
<td>Rotation II - Family Practice</td>
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</tr>
<tr>
<td>PA 620</td>
<td>Thesis Guidance</td>
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<tr>
<th>Fall</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 630</td>
<td>Rotation III - Women's Health</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 640</td>
<td>Rotation IV - Pediatrics</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 650</td>
<td>Rotation V - Emergency Medicine</td>
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<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>PA 660</td>
<td>Rotation VI - Surgery</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 670</td>
<td>Rotation VII - Elective</td>
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</tr>
<tr>
<td>PA 680</td>
<td>Rotation VIII - Elective</td>
<td>4 credits</td>
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<tr>
<td>PA 690</td>
<td>Rotation IX - Mental Health</td>
<td>1 credit</td>
</tr>
<tr>
<td>PA 695</td>
<td>Summative Evaluation Experience</td>
<td>2 credits</td>
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<tr>
<td><strong>Total Credits:</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Program Requirements**

To obtain the Master of Physician Assistant Studies (MPAS) degree students must successfully complete all required didactic and clinical courses while maintaining a minimum 3.0 overall grade point average throughout the program of study. Students must also successfully complete all components of the master’s portfolio and the Summative Evaluation Experience for completion of the program.

Physician Assistant students are responsible for developing a master’s portfolio under the advisement of a faculty member. This portfolio includes written works in case presentations, service learning, professional growth experiences and a project in performance improvement. The performance improvement project includes active learning and the application of learning to improve the practice of medicine, a current standard in health care. This project will be done with guidance from the student’s advisor and in partnership with a preceptor/office practice. The project will include comparison of some aspect of practice to national benchmarks, performance guidelines or other established evidence-based metric or standard. Based on the comparison, the student will develop a plan for improvement in that area.

The Summative Evaluation Experience will take place on campus the last two weeks of the second year spring semester prior to graduation to further prepare the student for the Physician Assistant National Certifying Exam (PANCE) and entering the workforce.

A total of 97 credits are required to complete the Master of Physician Assistant Studies Program. Mercyhurst students who are successful in the completion of all the requirements of the program of study will earn a Master of Physician Assistant Studies degree and he/she will be eligible to sit for the PANCE exam. This examination must be passed in order to practice in all states.

**Physician Assistant Studies Courses**

<table>
<thead>
<tr>
<th>First Year - Didactic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year – Summer Semester:</strong></td>
</tr>
<tr>
<td><strong>BIO 514: Genetics</strong></td>
</tr>
</tbody>
</table>

This course is designed for the health professional and focuses on topics required to understand the genetic basis of human disease. This includes an overview of basic genetic principals, basis of disease and clinical genetic disorders.

**BIO 524: Microbiology**

This course is designed for the health professional and focuses on topics required to understand microbiology as it relates to human disease. This includes a general overview of microbial infection, diagnosis, and the host response, types of bacterial infections, types of viral infections, types of fungal infections, and types of parasitic infections.

**BIO 534: Human Anatomy**

This course in human anatomy is designed to present an extensive and fairly intensive consideration of the regions and systems of the human body. This information will be presented formally in lecture from both regional and systemic perspectives. This body of anatomical knowledge will be supplemented and reinforced by audiovisual materials and direct examination of anatomical models, human skeletal materials, and human cadavers.

**BIO 537: Human Anatomy Lab**

The Human Anatomy Lab is taught concurrently with BIO 534. The student will build upon information gained in the Human Anatomy course with clinical lab application corresponding to the lecture material. This lab includes cadaver dissection and students are encouraged to use a hands-on approach when examining the structures of the human body.

**BIO 544: Human Physiology**

This course is presented to correlate the basic sciences to the study of clinical medicine. It is presented in the first semester as a foundation for the clinical medicine courses to follow. The course will focus on an in-depth study of the mechanisms by which the human body functions. The main focus of the course is on the various strategies used to maintain homeostasis and the ways in which the activities of tissues, organs, and organ systems are regulated by neural inputs, endocrine secretions and cellular-level events.

**PA 502: PA Profession**

This is an introductory course to the physician assistant profession and the program curriculum. The course will focus on the history of the profession, professional organizations, PA-Physician and inter-professional team, professionalism, leadership skills, basic ethical principles, social issues in health care, advocacy in healthcare and basic skills in communication.

**PA 510: Clinical Skills**

This course is designed to teach medical interviewing techniques, patient history gathering, communication skills and physical examination techniques to include normal and variant physical findings and examination techniques across the lifespan. Instruction will introduce patient education in reference to health promotion, prevention and patient counseling for diverse populations.

**PA 512: Clinical Skills Lab**

This lab experience will focus on the application of theory presented in Clinical Skills to include communication and interviewing techniques in the gathering of historical patient data and the performance of physical exam techniques in simulated diverse patient experiences.

**PUBH 520: Research Methods for Health Professions**

This course introduces students to experimental and observational study designs commonly used in health research. Students will learn about research design, conduct, analysis and dissemination. Research designs discussed will include randomized clinical trials, cohort studies (prospective and retrospective) and case control studies. Students will learn to search the medical literature and find sources and information using PubMed and they will learn how to interpret and understand contemporary medical research.
First Year – Fall Semester:

PA 514: Clinical Skills Lab 2
This course will focus on the development of communication and interviewing techniques in the gathering of historical patient data, performance of physical exam techniques, development of differential diagnosis, diagnostic and therapeutic management plans via patient experiences in the lab and health care settings. Students will be introduced to inter-professional team based practice to enhance collaboration and improve patient safety.  
1 credit

PA 520/521: Clinical Medicine – Mini 1 & 2
These courses will follow a systems approach to introduce common diseases and syndromes focusing on etiology, epidemiology, underlying pathophysiology, signs and symptoms, differential diagnosis, patient evaluation with the selection, use and interpretation of results of laboratory and diagnostic studies and basic therapeutic concepts. The comparison of the clinical presentation and management of disease states in diverse patient-centered acute and longitudinal care across the lifespan will be included. Appropriate preventive health care, patient education and health maintenance recommendations will be presented. The application of the principles of evidence based clinical practice will also be utilized.  
3 credits each

PA 530: Pharmacotherapeutics I
This course will concentrate on patient-centered Pharmacotherapeutics of pharmacokinetics, drug metabolism, drug interactions and adverse reactions, applications of drug for various body systems integrated with the Clinical Medicine course.  
3 credits

PA 540: Women’s Health – Mini 1
This course will focus on the reproductive system of female patients and common conditions associated within gynecology and obstetrics. The course will include instruction in the evaluation and management of emergent, acute and chronic patient presentations in the areas of women’s health across the life span. This will include breast diseases, human sexuality, domestic violence, birth control, infertility, pregnancy, pre and postnatal care, labor and delivery and menopause. The course will address diverse patient-centered care, education, prevention and referral sources.  
2 credits

PA 545: Pediatrics – Mini 2
This course will focus on diverse patient-center care from birth to age 18. Normal and abnormal growth and development from infancy through childhood and adolescence will be presented. The course will include instruction in the evaluation and management of emergent, acute and chronic pediatric presentations; there will be instruction on routine health maintenance, anticipatory guidance, preventative care and family dynamics.  
2 credits

PA 550: Special Topics in Medicine
This course will focus on an overview of current topics in healthcare inclusive of public health, cultural competency, integrative medicine, service learning, health care literacy, death, dying and loss, ethical dilemmas and processes relevant to clinical practice in relationship to patient-centered care.  
1 credit

PSYC 525: Psychology in Healthcare
This course provides a foundation of the common psychological disorders as they may present across the lifespan. Students will develop knowledge of clinical presentations, potential medical complications and therapeutic interventions inclusive of cultural perspectives for the psychological disorders. The psychological and behavioral processes in health, illness and healthcare will be introduced and resources presented for the patient, caregiver/family and provider for health promotion.  
3 credits

First Year – Spring Semester:

PA 522/523: Clinical Medicine – Mini 3 & 4
These courses are a continuation of PA 520 and PA 521. They will follow a systems approach to introduce common diseases and syndromes focusing on etiology, epidemiology, underlying pathophysiology, signs and symptoms, differential diagnosis, patient evaluation with the selection, use and interpretation of results of laboratory and diagnostic studies and basic therapeutic concepts. The comparison of the clinical presentation and management of disease states in diverse patient-centered acute and longitudinal care across the lifespan will be included. Appropriate preventive health care, patient education and health maintenance recommendations will be presented. The application of the principles of evidence based clinical practice will also be utilized.  
3 credits each

PA 532: Pharmacotherapeutics 2
This course is a continuation course and will concentrate on patient-centered Pharmacotherapeutics of pharmacokinetics, drug metabolism, drug interactions and adverse reactions, applications of drug for various body systems integrated with the Clinical Medicine course.  
3 credits

PA 565: Evidence Based Medicine
This course will introduce students to the principals of evidence based medicine (EBM) including using a problem based learning style with case scenarios of typical patient problems supported by relevant primary studies. Students will develop skills in evidence based medicine including asking focused questions, searching for good answers, critiquing literature and applying conclusions in clinical scenarios. Students will demonstrate skills in identification and prioritization of problems, formulation of questions, consideration of clinical decision options and critical appraisal in the context of the patient scenario. This method will guide students to become skilled users of medical evidence that has already been appraised.  
1 credit

PA 570: Healthcare Policy
This course will introduce systems-based practice and health care management to include health care policy, health care delivery systems and the role of providers in disease prevention and maintenance of public health. Topics include reimbursement, documentation of care, coding and billing, quality improvement, risk management, patient safety and prevention of medical errors. It will also focus on professional and legal issues encountered in practice, as well as current trends and political issues that affect PA practice. Communication with patients will be developed through exposure to educational activities in leadership, cultural diversity, health literacy, prevention, and spirituality.  
2 credits

PA 575: Emergency Medicine and Surgery
This course will focus on the management of emergency medical and surgical presentations, with an emphasis on working collaboratively in interprofessional patient centered teams while providing care across the lifespan to varying patient populations. Students will learn triage, stabilization, diagnostic and therapeutic management plans, referrals and the appropriate specialty consultations. The fundamentals of surgical practices will be presented to include pre, intra and postoperative patient care. Students will also have instruction in basic life support and advanced cardiac life support.  
4 credits

PA 602: Rotation I – Internal Medicine
This is a 5 week rotation in an ambulatory, in/outpatient hospital or office-
emergent and acute conditions, psychological emergencies and surgical care. Emphasizes will be placed on the evaluation and management of plans for patients with emergent, acute and chronic conditions. This will include participation in common outpatient and intraoperative procedures, as well as preventative care. Emphasizes will be placed on the evaluation and management of pre, intra and postoperative care, systemic diseases and surgical conditions unique to the clinical practice of surgery. Students will experience working collaboratively in inter-professional patient-centered teams while providing care across the life span to diverse patient populations.

PA 600: Rotation I – Elective
This is a one week rotation in an ambulatory, in/outpatient hospital or office-based facility under the direction of a preceptor. Students will perform mental status examinations, develop differential diagnoses, diagnostic and therapeutic management plans for patients with emergent, acute and chronic mental health conditions. The student will recognize the need for prevention, consultation, referral and ancillary services for mental health conditions.

Second Year – Fall Semester:

PA 605: Rotation V – Emergency Medicine
This is a 5 week rotation in an emergency department facility under the direction of a preceptor. Students will perform focused history and physical exams, develop differential diagnoses, diagnostic and therapeutic management plans for patients with emergent, acute and chronic conditions. This will include common procedures in the emergency room and preventative care. Emphasizes will be placed on the evaluation and management of emergent and acute conditions, psychological emergencies and surgical conditions unique to the clinical practice of emergency medicine. Students will experience working collaboratively in interprofessional patient-centered teams while providing care across the life span to diverse patient populations.

5 credits

PA 660: Rotation VI – Surgery
This is a 5 week rotation in an in/outpatient setting under the direction of a preceptor. Students will perform comprehensive history and physical exams, develop differential diagnoses, diagnostic and therapeutic management plans for emergent, acute and chronic conditions. This will include participation in common outpatient and intraoperative procedures, as well as preventative care. Emphasizes will be placed on the evaluation and management of pre, intra and postoperative care, systemic diseases and surgical conditions unique to the clinical practice of surgery. Students will experience working collaboratively in inter-professional patient-centered teams while providing care across the life span to diverse patient populations.

5 credits

PA 670: Rotation VII – Elective
This is a 5 week rotation in an in/outpatient hospital or office-based facility under the direction of a preceptor. Students will perform mental status examinations, develop differential diagnoses, diagnostic and therapeutic management plans for patients with emergent, acute and chronic mental health conditions. The student will recognize the need for prevention, consultation, referral and ancillary services for mental health conditions.

4 credits

PA 680: Rotation VIII – Elective
This is a 4 week rotation in an ambulatory, in/outpatient hospital or office-based facility under the direction of a preceptor in a health care area of choice for the student with preapproval of the clinical director. The rotation will emphasize the pathophysiology, evaluation, diagnostic and therapeutic management of diseases and conditions unique to the clinical practice. This rotation will fulfill the student’s clinical area of interest and allow preparation for employment opportunities.

5 credits

PA 690: Rotation IX – Mental Health
This is a one week rotation in an ambulatory, in/outpatient hospital or office-based mental health facility under the direction of a preceptor. The student will perform mental status examinations, develop differential diagnoses, pharmacological and nonpharmacological therapeutic treatment plans for patients with emergent, acute and chronic mental health conditions. The student will recognize the need for prevention, consultation, referral and ancillary services for mental health conditions.

4 credits

PA 60: Rotation II – Family Practice
This is a 5 week rotation in an ambulatory, in/outpatient hospital or office-based primary care facility under the direction of a preceptor. The student will perform comprehensive history and physical exams, develop differential diagnoses, diagnostic and therapeutic management plans for patients with acute and chronic medical problems. The student will provide preventative care and patient education on health maintenance and promotion sensitive to diverse populations across the life span. The student will recognize the need for consultation, referral or transfer to an emergency or acute care setting. The student’s experiences can include behavioral and long term health care.

5 credits

PA 610: Rotation III – Women’s Health
This is a 5 week rotation in an ambulatory, in/outpatient hospital or office-based facility under the direction of a preceptor. The student will perform comprehensive history and physical exams, develop differential diagnoses, diagnostic and therapeutic management plans for patients with acute and chronic conditions unique to the clinical practice of emergency medicine. Students will experience working collaboratively in interprofessional patient-centered teams while providing care across the life span to diverse patient populations.

5 credits

PA 620: Thesis Guidance
This is a 2-week course to assist the student in developing the master portfolio project that includes active learning and the application of learning to improve the practice of medicine, a current standard in health care. This project will be done with guidance from the student’s advisor and in partnership with a preceptor/office practice. The project will include comparison of some aspect of practice to national benchmarks, performance guidelines or other established evidence-based metric or standard. Based on the comparison, the student will develop a plan for improvement in that area. The course will also incorporate didactic and clinical experiences in preparation for rotations.

2 credits

Second Year – Spring Semester:

PA 630: Rotation IV – Pediatrics
This is a 5 week rotation in an ambulatory, in/outpatient hospital or office-based facility under the direction of a preceptor. Students will perform comprehensive history and physical exams; develop differential diagnoses, diagnostic and therapeutic management plans for common acute and chronic conditions in infants, children and adolescents. The student will recognize normal growth and development and be able to differentiate common abnormalities of growth and development. The student will provide preventative care and patient education on health maintenance and promotion sensitive to diverse pediatric populations. The student will recognize the need for consultation, referral or transfer to an emergency or acute care setting.

5 credits

PA 640: Rotation V – Emergency Medicine
This is a 5 week rotation in an emergency department facility under the direction of a preceptor. Students will perform focused history and physical exams, develop differential diagnoses, diagnostic and therapeutic management plans for patients with emergent, acute and chronic conditions. This will include common procedures in the emergency room and preventative care. Emphasizes will be placed on the evaluation and management of emergent and acute conditions, psychological emergencies and surgical conditions unique to the clinical practice of emergency medicine. Students will experience working collaboratively in interprofessional patient-centered teams while providing care across the life span to diverse patient populations.

5 credits

PA 695: Summative Evaluation Experience
This course will serve as a capstone experience to prepare the student for the physician assistant profession. There will be focus on curricular review of topics in medicine, PA licensure, credentialing, laws and regulations of practice, student presentation of master portfolio projects to include case presentations, service learning and professional growth experiences. Students must successfully complete the final summative evaluation examination and clinical simulated scenarios for graduation certification; this testing will be conducted within the final 4 months of the program.

2 credits
Kelly Amenta  
Assistant Professor of  
Physician Assistant Studies  
B.S. Duquesne University  
M.P.A.S. Duquesne University

Madison Collins  
Assistant Professor of  
Physician Assistant Studies  
B.S. Gannon University  
M.P.A.S. Gannon University

Megan Dougan  
Assistant Professor of  
Physician Assistant Studies  
B.S. Gannon University  
M.P.A.S. Gannon University

Robin Duke  
Assistant Professor of  
Physician Assistant Studies  
B.S. Slippery Rock University  
M.P.A.S. Duquesne University

Marcie Fitzgerald  
Assistant Professor of  
Physician Assistant Studies  
B.S. Gannon University  
M.P.A.S. University of Nebraska

Paul Holley  
Medical Director of  
Physician Assistant Studies  
B.S. Roberts Wesleyan College  
M.D. Marshall University

Holly Jodon  
Associate Professor of  
Physician Assistant Studies  
B.S. Gannon University  
M.P.A.S. University of Nebraska
Secondary Education

Program Director
Amy Burninston, Ed.D.

Introduction
The graduate program in Secondary Education is a 12-month, fully online program. The program has been developed for students who have a bachelor’s degree in a content area of English, physics, chemistry, biology, mathematics, history, or other related fields. Individuals completing the requirements of the MSSE program can apply for Pennsylvania Department of Education teaching certification in grades 7-12.

Mission Statement
The MS Secondary Education: Pedagogy and Practice degree prepares students to attain Pennsylvania Certification in Biology, Chemistry, Earth Science, English, Math and Social Studies. Students in this program demonstrate strong pedagogical skills, leadership and service to others throughout the program. Graduate students approach teaching using a reflective-practitioner approach that requires strong content knowledge, leadership, hands-on experiences in the field and rigorous research skills. Courses adhere to the Pennsylvania Department of Education objectives listed for development of highly qualified teachers.

Accreditation
The curriculum has been developed to meet standards set forth by Pennsylvania Department of Education (PDE). We have been approved to offer certification in:

- Biology (7-12), General Science (7-12), Earth Science (7-12), Physics (7-12), Chemistry (7-12), English Language Arts (7-12), Social Studies (7-12), and Math (7-12).

Program Student Learning Outcomes
Upon completion of the requirements for the master of science degree in Applied Intelligence, the graduate will possess knowledge, skills and abilities in the following competencies:

- Plan, implement, manage, and access 21st century student learning in the classroom.
- Identify and adopt effective instructional strategies to meet the instructional needs and levels of diverse learners.
- Critically analyze primary literature related to secondary education and conduct scholarly research in the classroom.
- Demonstrate personal ethical and professional standards in the school setting.

Admission Requirements

- Applicants must have a bachelor’s degree from an accredited university and provide official transcripts.
- Applicants must obtain a passing score on the PRAXIS II content knowledge exam for area of intended certification.
- Applicants must have an overall GPA of 3.0 or higher (on a 4.0 scale).
- Applicants are required to supply three letters of recommendation.
- Applicants must submit a succinct personal statement that discusses professional goals in reference to the teaching profession.
- International or non-native speaking students must submit official, notarized scores from the TOEFL (Test of English as a Foreign Language) exam and must meet the minimum score requirement of 550 for the paper-based test and 79-80 for the internet-based test.
- Criminal background checks, including fingerprinting, and child abuse clearances are required for matriculating into the program. Students are financially responsible for this process. Adverse results at any time can prevent a student from matriculating into the program, being placed for observation hours or student teaching clinical, or recommended for graduation.

Program Requirements
To obtain the Master of Science in Secondary Education degree students must successfully complete all requirements, including a minimum of 30 graduate credits, while maintaining a minimum 3.0 overall grade point average. To obtain the Pennsylvania Department of Education secondary teaching certificate (7-12), students must complete a PDE application and have successfully passed and submitted the PRAXIS II content exam. Teacher candidates will apply for certification through the PDE Teacher Information Management Information System (TIMS) https://www.mypdeapps.pa.gov/.

Thesis
All students must complete a thesis based on some topic related to secondary education. Approval of topics must be granted by the program director. In order to participate in graduation, student will be expected to defend their thesis project prior to the commencement date. Many students will need to gain approval through IRB prior to gathering their data. Please refer to the IRB section under Academics for a description on the processes and requirements.

Clinical and Student Teaching
To obtain PDE certification, teacher candidates must complete a 120 hour clinical experience and 12 week student teaching experience. Both experiences can be completed at a distance, but students may be subjected to an additional fee for hiring of a distance supervisor. Distance student teachers will still be required to participate in distance seminar. Students may student teach internationally up to 6 weeks. For those student teaching outside of Pennsylvania, all lesson plans must adhere to Pennsylvania state standards and students will be evaluated using PDE evaluative forms. Students are required to compile an exit portfolio at the end of student teaching. Students who register for courses with a clinical experience are required by PA state law to obtain ACT 24/82, ACT 34, ACT 114 and ACT 151 clearances, a clear TB test and the Mandatory Reporter Training Course. Copies of these clearances must be presented to the course instructor during the first week of class and submitted to the Education Office. Clearances must be updated every 36 months.

Praxis II Exam
Graduate students are not required to complete the PRAXIS I series exams, but must obtain a passing score on the PRAXIS II content knowledge in the area they are seeking certification. For more information on passing scores, exam registration, etc. please refer to: https://www.ets.org/praxis/pa/requirements.

Secondary Education Curriculum
The graduate program in Secondary Education operates on a semester calendar. Summer, fall and spring semester are completed in a predetermined sequence.

The summer curriculum is designed around the theoretical frameworks which underlie best practice in secondary education, the fall curriculum revolves around practical aspects of secondary education such as lesson planning, curriculum development, etc. and the spring semester wraps up the program with clinical placements, student teaching, and thesis.

Secondary Education Course Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Summer</td>
<td>EDSE 500</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td></td>
<td>EDSP 521</td>
<td>Psychology of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSE 522</td>
<td>Inclusive Practices</td>
<td>3</td>
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<td></td>
<td>EDSE 610</td>
<td>21st Century Literacies</td>
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<td></td>
<td>WL 501</td>
<td>Culturally &amp; Linguistically Diverse Learners</td>
<td>3</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

| Fall     | EDSE 601    | Critical Teaching Strategies                     | 3       |
|          | EDSP 502    | Educational Research                             | 3       |
Secondary Education Courses

EDSE 602: Curriculum and Instruction: Math Methods
3 credits

EDSE 603: Curriculum and Instruction: Science Methods
3 credits

EDSE 604: Curriculum and Instruction: English Methods
3 credits

EDSE 605: Curriculum and Instruction: Social Studies Methods
3 credits

Total Credits: 9

Spring

EDSE 655: Clinical I
3 credits

EDSE 675: Capstone Clinical
6 credits

EDSE 676: Thesis
3 credits

Total Credits: 12

4+1 in Secondary Education

The 4+1 program affords the opportunity to earn a bachelor’s degree and
a master’s degree in only five years by taking graduate-level equivalent
courses during their junior and senior years. Undergraduate majors complete
EDUC210 Comparative Issues in Education (3 credits) and WL101 Culturally
and Linguistically Diverse Learners (3 credits) typically during their junior
and senior years. Additional online graduate courses can be taken once the
two equivalent courses have been taken. The 4+1 courses cannot be used
towards the undergraduate 121 credit minimum. Students interested in the
4+1 must apply through the Office of Graduate and Continuing Education.

Secondary Education Courses

EDSE 500: Foundation of Pedagogy and Practice
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, and the
application of inquiry-based learning leading to pedagogy of risk-taking.
3 credits

EDSE 502: Educational Research
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.
3 credits

EDSP 521: Psychology of Diverse Learners
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.
3 credits

EDSP 522: Inclusive Practices 7-12
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 or 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.
3 credits

EDSE 601: Critical Teaching Strategies
The purpose of this course is to critically examine curriculum design and instruction for the 21st century 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 experience.
3 credits

EDSE 602: Curriculum and Instruction: Math Methods
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 field of mathematics. 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 field of mathematics.
3 credits

EDSE 603: Curriculum and Instruction: Science Methods
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 field of science. 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 field of science.
3 credits

EDSE 604: Curriculum and Instruction: English Methods
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 field of English. 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 field of English.
3 credits

EDSE 605: Curriculum and Instruction: Social Studies Methods
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 field of 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 field of social studies.
3 credits

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.
3 credits

EDSE 665: Clinical I
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 I experience.
3 credits

EDSE 675: Capstone Clinical: Secondary Education
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) Capstone Clinical teaching experience in a middle or secondary school.
6 credits

EDSE 676: Thesis: Secondary Education
This capstone course provides an opportunity for students to engage in scholarly research to develop a research project that...
establishes a strong qualitative or quantitative project that may be theoretical or applied in nature. A strong literature review, detailed analysis, scholarly insights and defense of conclusions is required. 

**Prerequisites**: EDSP 502: Educational Research must be approved by the program director prior to initiating the research. Any Institutional Review Board applications must also be initiated through the program director.

**EDSE 677: Research-Based Project**
This capstone course may be substituted for the thesis requirement. It provides an opportunity for students to engage in site-based research in local schools where students will engage in after school programming and research for urban schools in the area. Research-Based Project must be approved by the program director prior to engaging in the site-based research. Grant writing is a component of this research-based project. Any Institutional Review Board applications must also be initiated through the program director.

**Prerequisite**: EDSP 502, Educational Research

3 credits

**WL 501: 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.

3 credits
Introduction
The graduate department in Special Education is designed to afford providers of educational and behavioral services opportunities to (a) refine their critical thinking and analytical skills to the highest level of proficiency necessary to attain excellence in the field, and (b) develop applied research competencies necessary to create innovations in education and behavioral services that benefit individuals with disabilities or unique learning needs. Graduate students are encouraged to become scientist-practitioners, in which they refine and redefine the links between teaching and research, theory and research-based practice. Following a scientist-practitioner model, graduates from our program will have the unique ability to advance both the science and art involved in meaningful careers in services for individuals with disabilities.

The graduate department in Special Education provides the candidate with the experiences in field-centered activities, strongly supported by the principles of evidence-based practices, effective and appropriate education, normalization, critical pedagogy, and tolerance of individual differences. Candidates are prepared to assess learning and behavioral strengths and deficits in order to help individuals grow and achieve their goals within the contexts of special education and behavioral service settings.

Through this program, students may pursue teacher certification, Pennsylvania Behavior Specialist Licensure, and Autism Spectrum Disorder Endorsement from the Pennsylvania Department of Education. Additionally, students may complete concentrations in Applied Behavior Analysis (ABA), Autism Spectrum Disorders (ASD), or English Language Learners. The ASD concentration allows students to receive an endorsement on their Pennsylvania Department of Education certificates.

Mission Statement
The mission of the graduate department in Special Education is to provide current and future special education practitioners with the skills and experiences necessary to implement evidence-based practices in the helping professions of teaching, behavior analysis, and disability services. A Mercyhurst, the graduate of Special Education is prepared to create learning opportunities that allow individuals with educational and behavioral challenges to realize opportunities for self-determination and independence. Our graduates are encouraged to follow a scientist-practitioner model, serving the field in three evidence-driven ways: to incorporate research in their practice as teachers and clinicians; to produce applied research or data-driven strategies in both their graduate studies and their professional careers; and to disseminate their clinical or research endeavors through the presentation of resulting data to others in the field.

Program Student Learning Outcomes
Upon completion of the graduate program in Special Education, graduates will be able to:

- Write procedures for evidenced-based practices across disability groups and lifespans
- Utilize evidenced-based practices and assessments in clinical settings
- Write measurable objectives such as those found in an Individual Education Plan (IEP)
- Analyze and Critique educational research
- Design a single case research proposal using APA writing style
- Critically evaluate and apply the ethical guidelines according to Special Education practice standards
- Apply dimensions of applied behavior analysis

Admission Requirements
Students seeking admission to the graduate program in Special Education at Mercyhurst must meet the following minimum requirements and submit the following items:

- An undergraduate grade point average of 3.0 overall, with at least 3.0 in their major field.
- An undergraduate transcript. All official transcripts from accredited higher education institutions are required to apply (transcripts from international universities must be evaluated by World Education Services or an equivalent service approved by the Office of GCE; please use “course-by-course report”).
- Academic, scholarship and leadership potential as evidenced by three positive recommendations from supervisors or faculty.
- A personal statement outlining in narrative form the candidate's career path, professional aspirations and professional interests.
- A complete application form, which can be found online at mercyhurst.edu/graduate.
- A professional resume or curriculum vitae.
- (Optional) A personal interview may be requested after reviewing the application.

The graduate program in Special Education operates on a semester schedule. Fall and spring semesters are each 16 weeks long. Summer session courses and advanced institutes are also offered to meet the needs of school personnel in the area. On-campus courses are offered in the evening, meeting once or twice per week. Several courses are available online. New students are admitted to the program each semester.

Program Requirements
Thesis
All students will complete a graduate thesis. The Thesis is the culminating scholarly work, requiring the application, synthesis, and critical evaluation of your graduate studies. The thesis should be developed as a result of experiences gained while involved in internships, assistantships, clinicals, and/or independent studies as approved by the graduate advisor. The outcome of the thesis usually result in a publishable manuscript or a fundable project. The thesis should be completed in the semester prior to graduation. Additionally, a three-credit seminar, clinical, or independent study may be taken in conjunction with thesis, allowing for additional time devoted to research and writing.

Clinical Experience
Effective December 31, 2014, employees who have direct contact with children will be required to obtain new clearances every 36 months.

Curriculum
Special Education

Core Courses - Required for all students (9 credits)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSP 501</td>
<td>Behavior Management: Intro to ABA &amp; Behavior Change</td>
<td>3 credits</td>
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<tr>
<td>EDSP 502</td>
<td>Educational Research: Single Case Experimental Research</td>
<td>3 credits</td>
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<tr>
<td>EDSP 536</td>
<td>Professional, Legal &amp; Ethical Practices</td>
<td>3 credits</td>
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Capstone Research - Required for all students (3 credits)

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<th>Course</th>
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<tbody>
<tr>
<td>EDSP 676</td>
<td>Special Education Thesis</td>
<td>3 credits</td>
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</tbody>
</table>
Capstone Experience
EDSP 673 Internship: Special Needs (for students not seeking PA certification) 3 credits
EDSP 675 Capstone Clinical - Special Education (for students seeking PA certification) 3-6 credits

Concentrations
In addition to the above required coursework, students may select a concentration, and complete the associated courses and electives. If no specific concentration is chosen, students must complete a minimum of 5 additional general elective courses.

Autism Spectrum Disorder Concentration
This concentration is for graduate students who are looking to specialize in providing Special Education services to students with autism. With associated clinical hours, this concentration also qualifies those who hold any PA Department of Education Certification to add an ASD Endorsement to their certificate.
EDSP 501 Behavior Management: Intro to ABA & Behavior Change 3 credits
EDSP 504 Behavior Management: Intro to ABA & Behavior Change Clinical 1 credit
EDSP 540 Introduction to Autism & Clinical 4 credits
EDSP 541 Instructional Methods & Assessment & Clinical 4 credits

Applied Behavior Analysis Concentration
In addition to the above required coursework, students may select a concentration, and complete the associated courses and electives. If no specific concentration is chosen, students must complete a minimum of 5 additional general elective courses.
EDSP 640 Basic Principles of Behavior Analysis 3 credits
EDSP 650 Extended Applications: Functional Analysis 3 credits
EDSP 660 Advanced Seminar in ABA 3 credits

English Language Learners Concentration
This concentration is for graduate students who are looking to specialize in instructing English Language Learners (ELLs). Additionally, these courses have been approved by the Pennsylvania Department of Education (PDE) to offer an ESD Program Specialist certificate.
WL 500 Teaching ESL: Issues in Theory & Practice 3 credits
WL 501 Culturally & Linguistically Diverse Learners 3 credits
WL 505 Professionalism and Program Development for English Language Learners 3 credits
WL 512 Second Language Acquisition (with 20 hour practicum) 3 credits
WL 514 Introduction to Sociolinguistics 3 credits
WL 515 Supporting Literacy for ELL (with 20 hour practicum) 3 credits

Teacher Certification Special Education Pre K-4; 7-12
EDSP 531 Curriculum and Instruction: High Incidence Disability 3 credits
EDSP 532 Clinical: High Incidence Disability 1 credit
EDSP 533 Curriculum and Instruction: Low Incidence Disability 3 credits
EDSP 534 Clinical: Low Incidence Disability 1 credit
EDSP 535 Assessment and Data Driven Decisions 3 credits

Undergraduate and Co-Requirements for Teacher Certification Special Education Pre K-4; 7-12
Prerequisite Courses for Undergraduate and Co-Requirements
WL 501 Culturally & Linguistically Diverse Learners 3 credits
EDUC 222 Aesthetic Education 3 credits
EDEC 201 Reading Methods 3 credits
EDEC 203 Language & Literacy II 3 credits
EDEC 205 Math Methods 3 credits
EDEC 401 Integrated Methods 3 credits
EDEC 473 Systems, Policies & Practices 3 credits
EDEC 474 Pre-Teaching Internship 3 credits

Applied Disability Service in Higher Education
With the increase of students with disabilities enrolling in postsecondary education, the number of college and university programs to serve this diverse student population is on the rise. The expertise of Mercyhurst University in providing high quality, postsecondary education to students across the continuum of disabilities positions Mercyhurst with the unique opportunity to educate future professionals to lead the way in disability services in higher education and post-secondary employment.
EDSP 531 Curriculum and Instruction: High Incidence Disability 3 credits
EDSP 532 Clinical: High Incidence Disability 1 credits
EDSP 533 Curriculum and Instruction: Low Incidence Disability 3 credits
EDSP 534 Clinical: Low Incidence Disabilities 1 credit
EDSP 535 Assessment and Data Driven Decisions 3 credits

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 PDEs required certification exams, and application to the Pennsylvania Department of Education.

4+1 in Secondary Education
The 4+1 program affords the opportunity to earn a bachelor’s degree and a master’s degree in only five years by taking graduate-level courses during your junior and senior years. Undergraduate majors complete EDSP 536 Professional, Legal and Ethical Practices (3 credits) in the spring semester of their junior year, and EDSP 501 Behavior Management (3 credits) in the fall semester of their senior year. After graduating with their bachelor’s degrees, students will complete their remaining 24-27 credits in their fifth and final year. This may include four graduate courses in the fall and four graduate courses in the spring semester.

EDSP 500: History and Cultures of Disability
This course examines the treatment accorded and supported extended to persons with disabilities from Jean Marc Gaspard Itard, and the publication of “The Wild Boy of Aveyron” (1806) to the present. Attention will be directed to the identification of key factors that impinge on the social and educational process; including legislation and litigation, educational policy, learning theory, service delivery, the nature of “intelligence”, and public attitudes (which characterize shifts in educational philosophy, from the historical preoccupation with deficit identification to the current philosophy of emphasis on strengths, self-determination, culture, and potential). 3 credits
EDSP 501: Behavior Management: Introduction to Applied Behavior Analysis and Behavior Change
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. 3 credits

EDSP 502: Educational Research: Single Case Experimental Research
This graduate course will examine educational research, with emphasis placed on understanding, conceptualizing, and critically analyzing single case experimental design. Special emphasis will be placed on the application, analysis, strategies, tactics, of single case research (within, between, and combined series designs) related to educational and clinical practices, and social issues. In addition, students will learn to critically evaluate published single case research paying special attention to design, methods, visual analysis, and experimental control. 3 credits

EDSP 504: Behavior Management Clinical: Introduction to Applied Behavior Analysis and Behavior Change
This one-credit course supplements EDSP 501 for students who are seeking ASD Endorsement for their Pennsylvania Department of Education Certificate. It provides 30 clinical hours in the field working with individuals with autism spectrum disorder. It is a requirement only for those wishing to obtain the ASD Endorsement. EDSP 501 and EDSP 504 are ideally taken simultaneously, but students may take EDSP 504 at a later date if they choose to pursue endorsement. All applicable clearances are required. 1 credit

EDSP 521: Psychology of Diverse Learners
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. 3 credits

EDSP 522: Inclusive Practices
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. 3 credits

EDSP 523: Supporting Literacy
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. 3 credits

EDSP 531: Curriculum and Instruction: High-Incidence Disabilities
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. 3 credits

EDSP 532: Clinical: High-Incidence Disabilities
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 high incidence disabilities. 1 credit

EDSP 533: Curriculum and Instruction: Low-Incidence Disabilities
This course focuses on research-based methods of instruction for students with low incidence disabilities. In particular, this course will address the individualization necessary for students who have severe to profound disabilities, including those that impact their basic communication, mobility, sensory, social, and academic progress. This course will concentrate on pedagogical practices and curricular individualization that is based on a thorough assessment of learner strengths and needs, while emphasizing community inclusion, independence, self-advocacy, and preparation for transition into a career/adulthood. 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. 3 credits

EDSP 534: Clinical: Low-Incidence Disabilities
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. 1 credit

EDSP 535: Assessment and Data-Driven Decision Making
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. 3 credits

EDSP 536: Professional, Legal and Ethical Practices
The ultimate goal of behavior analysts and classroom teachers is essentially the same; alter the environment to improve socially relevant behavior to a meaningful degree. As the professional practices available to achieve this goal are seemingly limitless, one must use a set of professional values or ethics to determine which practices are acceptable and which are not. Furthermore, educators are often presented with situations that require decisions to be made based on social values, ethical principles, and/or legal grounds. This course is designed to expose students to the legal and ethical issues that influence our professional practice. Students who successfully complete this course will gain experience with the laws and ethics that (a) influence those practice, and (b) effect marginalized students. 3 credits

EDSP 540: Introduction to Autism and Clinical
Current issues related to diagnosis, etiology, prevalence, and prognosis of ASD will be discussed. Candidates will learn the defining characteristics of, and diagnostic criteria for, ASD and other associated defining characteristics of, and diagnostic criteria for, ASD and other associated disorders. This course will explain the relevant history of the disorder as it relates to educational services for individuals with ASD. Candidates will be instructed on the use of various diagnostic instruments and procedures. Additionally, candidates will examine...
EDSP 541: Autism: Instructional Assessment and Methods and Clinical
A diagnosis of an autism spectrum disorder is often associated with significant impairment in social skills, communicative abilities, daily-living tasks, as well as academic skills. Despite the challenging nature of these impairments, research has shown unequivocally that behavioral instructional approaches can be used to promote adaptive repertoires and functional skills. This course will provide candidates with an in-depth examination of evidence-based assessment and instructional methodologies for individuals with an autism spectrum disorder. Candidates will learn to critically evaluate the scientific merits of interventions. Furthermore, candidates will learn to develop and implement comprehensive assessment methods to measure progress and make data-based decisions. This course has been designed to ensure that students demonstrate required knowledge and skills as outlined by the Pennsylvania Department of Education’s competency areas related to instruction methods and assessment.

EDSP 599: Independent Study
Special topics in the areas of special education and disability studies not included in the graduate curriculum may be the subject of an Independent Study. Each student enrolled in the course will pair with a member of the graduate faculty and/or a mentor in the field.

EDSP 623: Seminar: Educational Leadership
This independent seminar provides graduate students with an outlet for critical analysis of, and special assignments related to research and best practice in the field of educational leadership and educational reform from a systemic perspective. Students must make an explicit link between application and current theory and research in the field of leadership and educational practices and policies. Projects in this Seminar should extend beyond the classroom, into analysis of school or district programs and policies. Students enrolled in this course may pair with a specialized mentor in the field. Extensive and in-depth fieldwork (60 contact hours minimum) is required.

EDSP 635: Leadership in Urban Education
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
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 historical developments that were significant to the establishment of a scientific and empirical approach to human behavior.

EDSP 650: Functional Behavior Assessment and Intervention Development
This course will give students a comprehensive overview of functional behavior assessment and intervention development. Behavior analysts are often tasked with developing interventions designed to change challenging behavior. Interventions based on a thorough assessment of behavior often yield the best outcomes. To this end, students will be exposed to a variety of non-experimental and experimental functional behavior assessment methodologies. Students will be taught how to select, develop, and implement functional behavior assessments. Students will also learn how to develop interventions based on the results and findings of a functional behavior assessment. A focus of this course will be on building upon the technical and theoretical skills obtained in previous courses, and then gaining extensive practice in applying these skills to technical writing. This course will also provide students the opportunity to obtain a certificate of FBA training sanctioned by the Pennsylvania Bureau of Autism Services (BAS) by completing the video training modules developed by BAS.

EDSP 660: Advanced Seminar: Applied Behavior Analysis
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 current research in the field of autism, developmental disabilities, and educational practices, while attending to research design, methods employed, and experimental control. Faculty will present recently published, current, and ongoing research and contemporary topics through a series of seminars and workshops.

EDSP 673: Internship: Special Needs
This 210-contact hour clinical internship is designed to establish, and ultimately solidify a link between research-application/scientist-practitioner within the field of special education, with the focus on student engagement. This internship requires graduate students to (a) plan, organize, and manage the educational environment, (b) present, teach, and engage students, (c) develop educational leadership capacity, and (d) develop a critical philosophy of learning.

EDSP 675: Capstone Clinical
This 6-week (3 credit) or 12-week (6 credit) capstone experience is designed to prepare the pre-service teacher to assume full teaching responsibilities in a Special Education (3 credit) or Special Education and Early Elementary (6 credit) classroom.

EDSP 676: Special Education Thesis
The Graduate Thesis is meant to establish a “permanent intellectual disquiet,” asking you to act and re-act, search and re-search (Freire, 1985, p.3). The Thesis is an applied, research-driven manuscript that (a) best meets the future educational needs of the graduate student upon completion of the Graduate Program, and (b) serves as a graduate capstone documenting the link between theory/research and practice/application. The Thesis is the culminating scholarly work, requiring the application, synthesis, and critical evaluation of your graduate studies. The graduate thesis must be original, research-based work.

ELL 500: Teaching ESL: Issues in Theory and Practice
This course explores instructional techniques to help ELLs develop L2 literacy and content knowledge. It prepares teacher candidates to develop ELL instruction and assessment opportunities; to apply appropriate testing practices for English language learners by addressing state-allowed testing accommodations, using multiple assessment resources and measures; and to analyze educational data from various ELL groups. The course partially satisfies competencies for the PDE ESL Program Specialist Certification. 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. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

ELL 505: Professionalism and Program Development for English Language Learners
This course explores the national, state, and local requirements and their
effects on ELL instruction, assessment, and program implementation; investigates the importance of collaboration with family, community, content instructors, and administrators for the educational benefit of ELLs; and helps candidates plan for long-term growth and personal professional development through participation in professional organization and action research. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits

ELL 515: Supporting Literacy for ELL (with 20 hour practicum)
This course introduces teacher candidates to the structure of the English language as a background for exploring the development of literacy for English language learners (ELLs) across disciplines. It prepares teacher candidates to support, accommodate and coach ELLs in literacy strategies, including the use of assistive technologies relevant to content area subjects. The course partially satisfies competencies for the ESL Program Specialist Certification. 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. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits

WL 501: Culturally and Linguistically Diverse Learners
This course provides the knowledge, skills and dispositions that enable K-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 K-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits

WL 512: Second Language Acquisition (with 20 hour Practicum)
This course will present an overview of second language acquisition theories from behaviorist, cognitivist, interactionist, and sociocultural perspectives. Issues such as error correction, grammar instruction, testing (including the ACTFL proficiency guidelines), and bilingual education/ESL will be discussed. Students will become familiar with the use of the language lab and techniques for its implementation. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits

WL 514: Introduction to Sociolinguistics
This course is for upper-level undergraduates with special permission from the instructor. It does not assume prior language or linguistics study but rather introduces students to the social aspects of language, in general, and to the relationship between language and social factors that affect its usage, such as geography, gender, ethnicity, age and socioeconomic class. Students registered in the graduate section of the course will have an additional research/practical application project which demonstrates an in-depth, integrated understanding of the content at the graduate level.

3 credits
### Graduate Program Phone Directory

For long distance calls dial: 1-800-825-1926

Ask for the specific department extension (the last four digits of the phone number). Additional information is available at: graduate.mercyhurst.edu.

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<thead>
<tr>
<th>Department</th>
<th>Extension</th>
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<tbody>
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<td>Switchboard</td>
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<td>Student Financial Services</td>
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<tr>
<td>Provost and Vice President for Academic Affairs</td>
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### Conference for Higher Education

- Carlow University
  Pittsburgh, PA 15213
- College of Saint Mary
  Omaha, NE 68124
- Trocaire College
  Buffalo, NY 14220
- Maria College
  Albany, NY 12208
- Saint Xavier University
  Chicago, IL 60655
- Salve Regina University
  Newport, RI 02840
- Mount Mercy College
  Cedar Rapids, IA 52402
- University of Saint Joseph
  West Hartford, CT 06117
- Mercyhurst University
  Erie, PA 16546
- Misericordia University
  Dallas, PA 18612
- Gwynedd – Mercy University
  Gwynedd Valley, PA 19437
- Saint Joseph’s College
  Standish, ME 04602
- Georgian Court University
  Lakewood, NJ 08701
- Mount Aloysuis College
  Cresson, PA 16630
- University of Detroit Mercy
  Detroit, MI 48219
- Mercy College of Health Sciences
  Des Moines, IA 50309