



GRADUATE COURSE CATALOG

2019-2020



MERCYHURST
UNIVERSITY

Mercyhurst University

2019–2020 Graduate Course Catalog

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: wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call 1-800-421-3481.



501 East 38th Street Erie, PA 16546-0001

814-824-2000

800-825-1926

mercyhurst.edu

Office of Graduate Studies 814-824-3351 grad@mercyhurst.edu mercyhurst.edu/graduate

The catalog represents the most accurate information on Mercyhurst University available at the time of printing. The University reserves the right to make alterations in its programs, regulations, fees and other policies as warranted.

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)

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Overview

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
- 59% Women / 41% 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 Geoarchaeology Concentration

Applied Intelligence

Criminal Justice Administration

Cyber Risk Management

Cyber Security

Data Science

Integrated Nursing Leadership

Organizational Leadership

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

Master of 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 Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Mercyhurst University Physician Assistant Program** sponsored by **Mercyhurst University**.

Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **June 2029**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

2019 - 2020 Academic Calendar

Fall Semester

August 2019		
21	Wednesday	Classes Begin - Fall Semester and Mini 1
24	Saturday	Classes Begin - Weekend Classes
26	Monday	Student Add/Drop - Fall Semester and Mini 1
September 2019		
2	Monday	Labor Day - No Classes Held
October 2019		
2	Wednesday	Last Day to Withdraw - Mini 1
9	Wednesday	Classes End - Mini 1
10 - 13	Thurs. - Sun.	Fall Break
14	Monday	Classes Begin - Mini 2
15	Tuesday	Grades Due - Mini 1
18	Friday	Student Add/Drop - Mini 2
18	Friday	Mid-Semester Grades Due
22	Tuesday	Advising Day
November 2019		
1	Friday	Registration for Graduate Students
15	Friday	Last Day to Withdraw - Fall Semester and Mini 2
27 - 12/1	Wed. - Sun.	Thanksgiving Break
December 2019		
6	Friday	Classes End - Fall Semester
8	Sunday	Classes End - Weekend Classes
9	Monday	Reading Day
10 - 13	Tues. - Fri.	Finals Week
18	Wednesday	Grades Due - Fall Semester and Mini 2

Spring Semester

January 2020		
13	Monday	Classes Begin - Spring Semester and Mini 3
17	Friday	Student Add/Drop - Spring Semester and Mini 3
18	Saturday	Classes Begin - Weekend Classes
20	Monday	MLK Day - No Daytime Full-Semester Classes
27	Monday	Incompletes Due to Registrar
February 2020		
21	Friday	Last Day to Withdraw - Mini 3
28	Friday	Classes End - Mini 3
March 2020		
2 - 8	Mon. - Sun.	Spring Break
3	Tuesday	Grades Due - Mini 3
9	Monday	Classes Begin - Mini 4
13	Friday	Student Add/Drop - Mini 4
13	Friday	Mid-Semester Grades Due
31	Tuesday	Advising Day
April 2020		
8	Wednesday	Registration for Graduate Students
9 - 13	Thurs. - Mon.	Easter Break
14	Friday	Last Day to Withdraw - Spring Semester and Mini 4
May 2020		
1	Friday	Classes End - Spring Semester
3	Sunday	Classes End - Weekend Classes
4	Monday	Reading Day
5 - 8	Tues. - Fri.	Finals Week
10	Sunday	Graduation
13	Wednesday	Grades Due - Spring Semester and Mini 4

Summer Semester

May 2020		
18	Monday	Classes Begin - Summer Semester, Mini 5
22	Friday	Last Day to Add/Drop - Summer Semester, Mini 5
25	Monday	Memorial Day - No Classes Held
June 2020		
17	Wednesday	Incompletes Due to the Registrar - Spring Semester
19	Friday	Last Day to Withdraw - Mini 5
26	Friday	Classes End - Mini 5

July 2020		
1	Wednesday	Grades Due - Mini 5
6/29-7/5	Mon. - Fri.	Summer Break - No Classes Held
6	Monday	Classes Begin - Mini 6
10	Friday	Last Day to Add/Drop - Mini 6
August 2020		
8	Friday	Last Day to Withdraw - Summer Semester, Mini 6
13	Thursday	Classes End - Summer Semester, Mini 6
18	Tuesday	Grades Due - Summer Semester, Mini 6

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.

Student Life

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.

The Student Handbook

In addition to this catalog, the University publishes the Student Handbook. The Handbook is written to provide students with an understanding of the cultural and community of Mercyhurst University as well as to provide behavioral standards and consequences for misbehavior. Included in the Handbook is information on various university departments and offices, the Student Conduct Code, residential policies, etc. Students are responsible for the information contained in the Handbook and for seeking clarification of that information as needed. The Handbook is available to all students on the University's web site and can be accessed on-line at: <http://handbook.mercyhurst.edu>.

Campus Involvement Center

The Campus Involvement Center (CIC) advances student success by providing opportunities to engage in social, leadership, and experiential activities. We strive to connect students to Mercyhurst through:

- Honoring traditions and spirit
- Providing involvement opportunities
- Fostering intellectual development
- Mentoring students through self-awareness

The CIC is conveniently located on the 2nd floor of the Student Union. It serves as a central location for students to get involved with campus activities and events and meet new people. The Student Union is an environment that is welcoming and one in which students can fully interact and participate in a range of academic, social, spiritual and cultural activities. It is a wireless building which houses a computer/print station, Recognized Student Clubs/Organizations (RSCOs) meeting space, a Commuter Lounge as well as a gaming area sponsored by Mercyhurst Student Government, complete with a pool table and air hockey table and flat screen TV's with Direct TV.

Counseling Center

The Counseling Center offers counseling as well as a variety of programs designed to support and enhance students' well-being and personal growth. Services are geared toward helping students resolve emotional and relationship concerns, improve personal skills, have a successful university experience, and reach individual goals.

Counseling services are confidential and free to any student who is currently enrolled. The staff is comprised of licensed psychologists, social workers and/or counselors with significant experience in working with young adults. These clinicians provide individual counseling, group therapy, crisis intervention and biofeedback, as well as workshops and consultation.

The counselors also make referrals to other professionals and agencies as appropriate. They provide consultation to university faculty and staff upon request. A counselor is available for emergencies evenings and weekends when the campus is not on a break or during summer session. A consulting psychiatrist is available as appropriate for students engaged in ongoing counseling services.

The Counseling Center is located on the second floor of the Cohen Health Center and has daytime hours available, with some evening times as needed. It is open throughout the main academic year and closed during

the summer months. Students may present with concerns about the normal transitions of leaving home, managing stress, and developing healthy relationships. Additionally, counselors work with students experiencing depression, anxiety, loss or trauma, and other behavioral health issues. In many instances, students may find that a relatively short period of counseling allows them to readily resolve a concern.

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.

Residence Life

The Residence Life program recognizes that learning extends beyond the classroom and continues into the areas in which students live. Therefore, Residence Life seeks to be an integral part of the educational opportunities at Mercyhurst and strives to create an environment which enhances student growth socially, culturally, physically, and emotionally while fostering academic success. Graduate Students that make the decision to live in on campus graduate housing are required to sign a housing contract for one full academic year. If after submitting this contract, the student decides to leave campus housing at any time or withdraws from the University during that academic year, the student will be responsible for a \$500.00 breach of contract charge. If a student withdraws or leaves the University during the semester within the occupancy period, housing and board charges will be refunded according to the University refund schedule.

Graduate housing options are available in select apartment buildings located on Briggs and Lewis Avenue. Each apartment consists of two bedrooms, a living room, bathroom, and kitchen. These apartments house two residents. A graduate student, employed by the Office of Residence Life, serves as the administrator for the building and oversees building health and safety. Adjustments to graduate student housing options are at the discretion of the Office of Residence Life and graduate housing is offered as space is available.

Accommodations Process

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 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 a professional staff member in the Residence Life and Student Conduct department. All decisions may be reviewed through an appeal process.

Cohen Student Health Center

The Cohen Student Health Center provides primary care health services to the student body. The concept of "preventive medicine" and "wellness" is promoted through educational events on campus and "one-to-one health education." Located near the campus bookstore, the Health Center provides physician and nursing hours on a daily basis Monday through Friday during the business day. Call the Health Center at 814-824-2431 to make an appointment.

Students are not charged or billed for their Cohen Student Health Center visit. If diagnostic testing, prescription medications, or specialist services are required, the student will be referred into the community as appropriate. In this event, the community providers of those services will bill insurance or charge the student. All students are expected to be covered by a family health insurance plan or enroll in the student health insurance plan through the University. Students requiring medical care in the evening or on an emergency basis can find a list of after hour community providers on the Health Center portal. A Pre-Admission Health Record, including a completed immunization record, is required of all students prior to admission. Transfer students and graduate students are required to have previous health records, including immunization records, transferred from their former academic institutions. The Health Center can assist students requiring a physical or TB testing for a clinical placement, internship or student teaching. The Center can also help students with referrals to area specialists.

Vaccination policy

Mercyhurst requires that all incoming students, whether or not they reside on campus, provide physician/pharmacist verification of two doses of the measles, mumps, rubella (MMR) vaccine. Students not providing proof of MMR, or not turning in a completed Health Record, risk delays on move-in day. In addition, their ability to register for classes for the upcoming semester may be jeopardized.

In addition to the two required vaccinations noted above, the following vaccines/vaccine series are strongly recommended:

- A "booster" dose of meningococcal conjugate vaccine (ACWY) at age 16
- Tetanus-diphtheria-pertussis (Tdap)
- Polio
- Varicella (chicken pox)
- Hepatitis A
- Hepatitis B
- Human papillomavirus (HPV)
- Annual flu vaccine

The meningitis B vaccine and pneumococcal vaccines are recommended for students with certain medical risk factors. Students should consult their physician regarding the advisability of these vaccines, or with any other

vaccine-related questions.

Mercyhurst recognizes that some students may not be able to obtain a vaccine due to a medical or other issues. Pennsylvania law does permit a waiver of vaccine requirements for medical or religious/philosophical reasons. All waiver requests must be directed to Cohen Student Health Center. Waivers are not approved without receipt of the specific documents and statements required. Any student 18 or older must be the individual requesting and signing the waiver.

In the event of an outbreak of vaccine-preventable diseases, the University will consider and may require temporary exclusion of non-immunized students from school in order to reduce the spread of the disease. Financial refunds or additional time to make up any missed coursework are not guaranteed in the event of mandatory absence under this policy.

The full policy on vaccination and Health Record requirements can be found here. Contact the Cohen Student Health Center at 814-824-2431 if there are questions.

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. 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 3911 or (814) 824-3911 from off campus. 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. 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 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 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.

Hafenmaier College of Humanities, Arts and Social Sciences

Dean: Christina Riley-Brown, Ph.D.

Associate Dean: Jeffrey Roessner, 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 Clemons, Ph.D.

(Applied Forensic Sciences, Applied Sociology, Communications, Criminal Justice, Data Science, Computing and Information Science, Intelligence Studies, Mathematics, Political Science, Social Work)

Walker College of Business

Dean: Heidi Hosey-McGurk, Ph.D.

Associate Dean: Randall Rinke, M.B.A.

(Accounting, Business Economics, Fashion Merchandising, Finance, Hospitality Management, Interior Architectural Design, International Business, Management, Marketing, Sport Business Management)

Zurn College of Natural and Health Sciences

Dean: Clint Jones, Ph.D.

Associate Dean: Karen Morahan, 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-semesters run 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 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 on Self Service 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:

Grade	Quality Points	Level of Performance
A	4.0	exceptional attainment
B+	3.5	superior work
B	3.0	good work
C+	2.5	above adequate work
C	2.0	adequate work
F	0	failure to meet course standards

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 theses 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:

Grade	Grade Points	Credits	Total Grade Points
A	4	X 3	= 12
C	2	X 3	= 6
C+	2.5	X 3	= 7.5
F	0	X 2	= 0
Totals	8.5	X 11	= 25.5

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 direction and guidance of the Program Director, select the graduate student in their respective Program for this award. The criteria for selection are GPA and overall contribution to the respective College.

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 readmission 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.

Transfer Credits

Students may transfer up to nine graduate credits from an accredited institution with a grade of B or better. All transfer credits must be appropriate substitutes for Mercyhurst graduate courses. The number and acceptance of transfer credits is subject to the discretion of the program director.

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/registrar-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 Associate Dean is unable to resolve the issue to the student's satisfaction, the student should bring the issue to the Office of the Provost. In cases where the student is not comfortable going to the Department Chair, Associate Dean, or Dean, they may bring the issue directly to the Office of the Provost.

All oral and/or written materials presented for mediation under this policy will be treated in a way that recognizes the importance of confidentiality and privacy, while also allowing for proper resolution of the issue.

Students who wish to file a grievance involving any employee of Mercyhurst University are directed to contact the appropriate department director. If the grievance involves the director, the student may contact an administrator within the respective area. All grievances will be addressed within a reasonable timeframe with notification provided to the student and other involved parties.

Grievances involving concerns of illegal discrimination or harassment would be handled according to the Non-Discrimination policies and procedures. Mercyhurst University encourages those who have experienced any form of sex discrimination to report the incident promptly and to seek all available assistance. Mercyhurst University takes complaints very seriously and will work with complainants to ensure their safety and to remedy the situation.

An individual may file a complaint alleging a violation of Title IX against any Mercyhurst student, Mercyhurst employee, or third party. Complaints may include claims of sex discrimination, sexual harassment, sexual assault, or any other forms of sexual misconduct against the complainant or against others. The complainant may choose to file a criminal complaint with the appropriate local or state authorities.

Please contact the Title IX Coordinator, Alice Agnew, Old Main 301 or via email at: aagnew@mercyhurst.edu, to file a complaint of sex discrimination. The Sexual Misconduct Policy and grievance procedures are available in the Student Handbook.

Grade Appeals

In all cases it shall be assumed that the grade assigned is correct; the student appealing the grade must justify the need for a change of the grade assigned. A grade may only be appealed if the final grade issued for a class does not reflect what the student has earned according to the grading criteria outlined by the course instructor. Grade appeals may not be based upon a request to have submitted work re-evaluated by the instructor. An appeal must be initiated within 45 days after the close of the semester in which the grade was earned (or 45 days into the fall semester for grades issued during the previous spring semester).

If a student believes that a final grade issued is not reflective of the grading criteria outlined by the course instructor he/she should first meet with the instructor to discuss the final grade. If this meeting does not resolve the issue, a formal grade appeal may be submitted through the Office of the Provost for review by the appropriate College Dean. This is a formal appeal and should be submitted as such. The document should be prepared using a word processing application and should be concise. The appeal should include all pertinent facts and should clearly state the basis on which the student is making the appeal. A copy of the course syllabus and copies of all relative assignments and exams should be attached to the appeal.

Once the appeal has been received the instructor involved will be informed of the grade appeal and must submit a written statement in response. After considering both statements, the College Dean will make a recommendation to the Provost, who will make the final decision. The Office of the Provost will notify both the student and instructor of the final decision.

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. Willful 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.

Graduate Degree Program	Campus-based	Fully Online
Anthropology	X	
Applied Intelligence	X	X
Criminal Justice Administration		X
Cyber Risk Management		X
Cyber Security		X
Data Science	X	
Organizational Leadership	X	
Physician Assistance Studies	X	
Secondary Education		X
Special Education	X	

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 alums 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).

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 under graduate 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 program 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:

Submitting a written request to:

Mercyhurst University
Office of Graduate and Continuing Education
501 East 38th Street, Erie, PA 16546

Calling or faxing us at:

Local: (814) 824-3351
Toll Free: 1 (800) 825-1926, ext. 3351
Fax: (814) 824-3297

Sending an Email to:

grad@mercyhurst.edu.

Campus Visits

Personal interviews are not required for admission; however, prospective students are strongly encouraged to visit the campus and schedule an individual meeting with an Admissions Counselor. An appointment must be made at least one week in advance of the visit by calling 1-800-825-1926 ext. 2202. Saturday appointments are possible during the Fall, and Spring semesters.

Right to Rescind Admission Policy

Mercyhurst University reserves the right to revoke admission or enrollment in certain circumstances. A disciplinary matter or criminal conviction, whether occurring prior to the time of application, or after the admission decision has been made, may affect the university's decisions regarding admission or enrollment. Because offers of admission and enrollment are based upon academic achievement, Mercyhurst reserves the right to revoke admission or enrollment upon receipt of a college transcript reflecting a significant decline in academic performance. If an applicant is discovered to have misrepresented any information during the admissions process, admission or enrollment may be revoked at the university's discretion.

Confirmation Deposit

Students who are accepted into the following graduate programs at Mercyhurst University are required to submit the below confirmation deposits:

Deposit Amount	Graduate Program
250	Anthropology
250	Applied Intelligence
250	Data Science
1,090	Physician Assistant Studies
500	International Students

This deposit is nonrefundable and will be applied towards the student's tuition during their first semester at Mercyhurst University. Students may, however, request an extension of the deposit deadline without penalty when there are concerns regarding their eligibility for financial aid and the availability of on-campus housing. The request for an extension to the deposit deadline must be in writing.

Acceptance of Credits from Other Institutions

Students transferring to Mercyhurst are required to identify all accredited and unaccredited post-secondary institutions they have attended, and ensure that transcripts from each institution are sent directly to the Office of Admissions. Failure to do so can result in disciplinary action. This information affects financial aid decisions as well as academic assessment. For such students, an admissions decision will be made, in part, on the student's previous performance. Mercyhurst will review courses in which the student has earned a B or better from accredited institutions and identify placement in the student's course of study at Mercyhurst. All courses considered for meeting requirements in the major will be reviewed by the department chair within the student's first semester of study. It should be noted that specific program transfer policies are listed in that program's section.

Mercyhurst University, upon careful review by the Office of Academic Affairs and/or department chair, will accept a maximum of 9 credits from non-regionally accredited post-secondary institutions which are accredited by an agency recognized by the U.S. Department of Education and legally authorized

Admission Requirements

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 Office of Graduate and Continuing Education Enrollment Services 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**

Department of Study:	Amount:
(Per 3-Credit Course)	
Anthropology / Archaeology	2,778
Applied Behavioral Analysis	2,412
Applied Intelligence	2,778
Criminal Justice Administration	2,412
Cyber Security	2,778
Data Science	2,778
Nursing (MSN)	1,950
Organizational Leadership	2,412
Physician Assistant Studies	2,778
Risk Management	2,778
Secondary Education	2,412
Special Education	2,412
Teaching Excellence	2,412
• In-state or military veteran	1,500
Corporate Rate (by agreement)*	1,755

*On occasion, Mercyhurst enters into special tuition rate agreements with external partners (ex, Erie Regional Chamber and Growth Partnership). Agreements may be program specific. Contact the Office of Graduate and Continuing Education Enrollment Services for more information.

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

Fees Per Semester:	Amount:
Registration	80
Technology Fee	105
Applied Intelligence Program Fee (9+ credits)	280
Applied Intelligence Program Fee (6-8 credits)	190
Applied Intelligence Program Fee (1-5 credits)	90
Cyber Security Program Fee	175
Data Science Program Fee	145
Physician Assistant Program Fee	1,090
Risk Management Program Fee	175

Occasional Fees

Fees:	Amount:
I.D. / One Card	50
Zurn Science Lab Fee (per course)	280
PA Program Med Equipment Fee (One Time)	1,090
Distance Learning Fee (Per Graduate Course: BL or WEB)	80
Graduate Capstone Clinical Fee (6 credits)	530
Graduate Capstone Clinical Fee (3 credits)	265
Graduation Fee (Master's Degree Only)	190
(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
Vehicle Registration Fee (per semester)	40

Financial Penalties

Penalties:	Amount:
Late Payment	Variable
Room Change	100
Returned Check	75
Stop Payment / Reissued Check	25
Late Registration Fee	300

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 in 100% in online, real-time billing. Ebills are accessible via your Mercyhurst HUB. Any 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 2019 bills are available via the ebill the last week of May and are due on or before June 28, 2019. Fall semester bills are available the last week of June and are due on or before August 2, 2019. Spring semester bills are available in early December and are due on or before January 6, 2020.

Semester Billing Due Dates for 2019-2020

Summer Sessions 2019– June 28, 2019

Fall Semester 2019 – August 2, 2019

Spring Semester 2020 – January 6, 2020

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 is 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 20, 2019 for fall bills or December 1, 2019 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, 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 HUB 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, Nelnet Campus Commerce prior to the bill due date. The Nelnet Campus Commerce 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. There is a non-refundable fee for participating in the Payment Plan, regardless of the balance. Nelnet Campus Commerce provides monthly billing, with payment due on or before the 1st day of each month. Failure to pay by monthly due dates will result in late fees, Business Office holds, and possible deregistration. Repeated delinquent payments will result in a cancellation 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 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 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 Nelnet Campus Commerce 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 will 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 student may be charged 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 required authorizations and signatures.

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 Office of Academic Affairs 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 (usually the eighth day of the semester).

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

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 summer session follows the same schedule as above.

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:

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:

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® at studentaid.gov. To file electronically, the student will need a Federal Student Aid 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 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 link to the form is available on the student HUB 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:

Credits	Enrollment Status Classification
9	Full-Time
4.5 - 8	Half-Time
1 - 4	Less than Half-Time

Summer enrollment status follows the same chart above for financial aid eligibility.

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.

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 for awards.

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) 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 measurement 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 26, 2019
 Fall Semester – August 11, 2019
 Spring Semester – January 3, 2020

Anthropology: Forensic & Biological Anthropology Concentration

Program Director

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

**Hirtzel Forensic Anthropology Laboratory Director
Director of Graduate Student Research**

Luis L. Cabo-Perez, M.S.

Faculty**Visiting Assistant Professors**

Leslie E. Fitzpatrick, Ph.D., RPA

Instructors

Andrea M. Ost, M.S.

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 (5) courses from the current Mercyhurst graduate catalog. To receive a certificate, students must receive a B or above in each 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 offered 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

ANTH 500	Basics of Forensic Anthropology	3 credits
ANTH 510/511	Forensic Archaeology/Lab	4 credits
ANTH 520/521	Fragmentary Human Osteology/Lab	4 credits
ANTH 530/531	Human Skeletal Profile/Lab	4 credits
ANTH 546	Basic Statistical Methods for Research	3 credits
ANTH 668	Directed Thesis Preparation	2 credits

Total Credits: 21

Year 2

ANTH 540/541	Modification of the Human Skeleton/Lab	4 credits
ANTH 638/639	Gross Anatomy for Anthropologists/Lab	4 credits
ANTH 670	Master's Thesis	3 credits
Elective		2-4 credits
Elective		2-4 credits
Elective		3-4 credits

Total Credits: 18-23

Elective Courses

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

ANTH 645	Advanced Statistical Methods in Biological and Forensic Anthropology	3 credits
ANTH 650	Seminar in Scientific Data Presentation	3 credits
ANTH 655	Demography, Diet, & Disease	3 credits

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 forensics 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 class 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/ANTH

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 providing the student 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 case 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/ANTH

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 through 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 globalism 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 manner 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

Applied Intelligence

Department Chair

Orlandrew Danzell, Ph.D.

Director, Graduate Program

Benjamin Baughman, Ph.D.

Faculty**Associate Professor**

Orlandrew Danzell, Ph.D.

Assistant Professors

Benjamin Baughman, Ph.D.

Christopher Corpora, Ph.D.

Fred Hoffman, Ph.D.

Leslie Guelcher, M.S.

Jacob Mauslein, Ph.D.

Musa Tuzuner, Ph.D.

Instructor

William Welch, M.S.

Adjunct Faculty

Timothy Allman,

Michael Bogard, M.S.

William Bremmer, M.S.

Michael Finnegan, M.S.

Kimberly Gilligan, Ph.D.

David Grabeski,

Alexandra Luce, Ph.D.

Stephen Zidek, M.A.

Introduction

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

The Mercyhurst University Certificate in Applied Intelligence is a four-course, 12-credit-hour graduate certificate program. Its goals are to introduce current intelligence theories and applications, improve competence in writing and briefing, and build skill in various analytic techniques. The certificate also provides the opportunity for specialized study in several areas of expanding importance in competitive business intelligence, law enforcement intelligence, financial crime analysis, cyber threat analysis, geospatial intelligence, nuclear nonproliferation intelligence, and intelligence support to targeting or terrorism. The 12 graduate credits earned through the certificate may be applied to satisfy degree requirements for the Master of Science degree in Applied Intelligence. An internship may not take the place of the intelligence elective.

The Mercyhurst University in Business Analytics and Intelligence is a four-course, 12-credit-hour graduate certificate program. It meets the increasing demand of employers for business professionals to expand their understanding of critical analysis, communication for decision-makers, and analysis of big data. Applicants should have an undergraduate or graduate degree in a business-related field or two years' work experience as a business professional.

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.

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 in admissions goes to working professionals with experience as an analytic professional (or similar position) that demonstrates the applicant will benefit from further study in the field of applied intelligence. The 12 graduate credits awarded through either of the certificates may be used to partially satisfy the degree requirements for the Master of Science degree in Applied Intelligence. Requirements include:

- An application form, which can be found online at apply.mercyhurst.edu.
- A resume or curriculum vitae.
- An essay of 300-500 words outlining the student's personal, professional and educational goals.
- Official transcripts from prior graduate and undergraduate studies. (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.)
- International students from countries where English is not a native language must submit an official score report from the TOEFL or IELTS examination
- Facilitate and manage intelligence processes and practices.
- Produce research in the intelligence field.

Applied Intelligence Course Requirements

Core Requirements (7 Courses / 21 Credits)

INTL 501	Research Methods in Intelligence	3 credits
INTL 510	Intelligence Theories and Applications	3 credits
INTL 540	Competitive Intelligence	3 credits
INTL 576	Law Enforcement Intelligence	3 credits
INTL 580	Intelligence Communications	3 credits
INTL 615	Contemporary Leadership in Intelligence	3 credits
INTL 655	Managing Strategic Intelligence Analysis	3 credits

Electives

Students completing a thesis take 3 electives

Students completing a research-based project take 4 electives

INTL 520	Advanced Analytical Techniques Grand	3 credits
INTL 535	Strategy: Strategic Planning and Intelligence	3 credits
INTL 548	Marketing Research and Primary Intelligence	3 credits
INTL 560	Cyber Threat Analysis	3 credits
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

Capstone Experience Requirements

INTL 676	Research-Based Project	3 credits
OR		
INTL 679	Intelligence Thesis Seminar	1 credits
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.

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

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 be 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

INL 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 tool that will assist them in conducting analytic research as part of their continuing work in the graduate program.

3 credits

INL 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

INL 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

INL 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 Interwar 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

INL 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

INL 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

INL 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

INL 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

INL 570: Comparative History of Intelligence

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

3 credits

INL 576: 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

INL 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 information 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

INL 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

INL 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

INL 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.

3 credits

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 type 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 politics and strategy since WWII and a description of major institutions and processes involved in national security policymaking. In addition, it provides a survey of significant national security problems and their changing nature in the 21st century.

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 1992 through 2001. We will then focus on 9/11 and its aftermath, evaluating the Bush administration's war on terror, and assess different recommendations for countering terrorism today and in the future.

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 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: Counterespionage 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

Leslie Guelcher
Visiting Assistant Professor
 B.A. Marymount University
 M.B.A. Pennsylvania State University
 M.S. Mercyhurst University

Fred Hoffman
Assistant Professor
 B.A. Lawrence University
 M.A. University of Michigan
 Ph.D. Robert Morris 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

William Welch
Instructor
 B.S. Point Park University
 M.S. Mercyhurst University

Benjamin Baughman
Assistant Professor
 B.Sc. East Carolina University
 M.Sc. University of Liverpool
 Ph.D. University of Huddersfield

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

Criminal Justice Administration

Program Director

Maria L. Garase, Ph.D.

Faculty**Associate Professors**

Tina M. Fryling, J.D.

Maria L. Garase, Ph.D.

Assistant Professor

EmmaLeigh E. Kirchner, Ph.D.

Adam Saeler, 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 specifically 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 Course Requirements**Core Requirements (6 Courses / 18 Credits)**

CJA	501	Research Methods in Criminal Justice	3 credits
CJA	502	Organizational and Human Behavior	3 credits
CJA	506	Professional Ethics	3 credits
CJA	604	Criminal Justice Planning and Evaluation	3 credits
CJA	605	Government Management	3 credits
OR			
CJA	622	Advanced Research and Analysis	3 credits
CJA	621	Seminar: Advanced Criminology	
OR			
CJA	511	Historical and Comparative Criminal Justice	3 credits

Electives**Choose Four Elective Courses (12 Credits)***

CJA	503	Issues in Correctional Administration	3 credits
CJA	511	Historical and Comparative Criminal Justice	3 credits
CJA	515	Seminar: Organized and White Collar Crime	3 credits
CJA	519	Seminar: Victimology	3 credits
CJA	520	Issues in Criminal Justice	3 credits
CJA	532	Public Law and Public Administration	3 credits
CJA	550	Politics of Crime	3 credits
CJA	595	Women and Crime	3 credits
CJA	610	Law and Society	3 credits
CJA	616	Issues in Juvenile Justice	3 credits
CJA	621	Advanced Criminology	3 credits
CJA	628	Seminar: Crime Analysis	3 credits
CJA	629	Drugs, Crime and Culture	3 credits
CJA	631	Political Crime and Terrorism	3 credits
CJA	634	Seminar: Criminology and Crime Policy	3 credits
CJA	637	Seminar: Special Topics	3 credits
CJA	650	Supervised Justice Administration Readings	3 credits
CJA	675	Justice Administration Thesis	6 credits

* 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 are employed in the criminal justice field who wish to expand job-related knowledge
- who are employed in the criminal justice field who need an advanced credential for working in a supervisory capacity
- 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)**

CJA	501	Research Methods in Criminal Justice	3 credits
CJA	604	Criminal Justice Planning and Evaluation	3 credits
CJA	605	Government Management	3 credits
OR			
CJA	622	Advanced Research and Analysis	3 credits
CJA		Elective Course	3 credits

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

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 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 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 use will be explored.

3 credits

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

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 criminal justice administration. The course may include readings, projects, special seminars or lectures, which relate to the students' learning goals. Students are expected to meet with their professor 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.

0-3 credits

CJA 675: Justice Administration Thesis

The thesis should be planned research on a unique topic related to criminal justice 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

Tina M. Fryling**Associate Professor of Criminal Justice**

B.A. Mercyhurst University

M.S. Mercyhurst University

J.D. University of Dayton School of Law

Maria L. Garase**Associate Professor of Criminal Justice**

B.A. Edinboro University

M.S. Mercyhurst University

Ph.D. Indiana University of Pennsylvania

Emmaleigh E. Kirchner**Assistant Professor of Criminal Justice**

B.S. University of Louisville

M.A. University of Louisville

Ph.D. Indiana University of Pennsylvania

Adam Saeler**Assistant Professor of Criminal Justice**

B.S. Mercyhurst University

M.S. Mercyhurst University

Ph.D. Nova Southeastern University

Peter J. Benekos**Professor Emeritus of Criminal Justice**

B.A. Clarion University

M.A. University of Cincinnati

Ph.D. University of Akron

Frank E. Hagan**Professor Emeritus of Sociology**

B.A. Gannon University

M.A. University of Maryland

Ph.D. Case Western Reserve University

Cyber Risk Management

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.
Gary Sullivan, M.B.A.

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 program 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 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 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)

CIS	500	Computing & Information Science Concepts	3 credits
CIS	501	Probability & Statistics	3 credits
CIS	560	Cyber Networks	3 credits
CIS	561	Cyber Security	3 credits
CIS	564	Cyber Security Law & Policy	3 credits
CIS	565	System & Application Security	3 credits
CIS	598	Research Methods	3 credits
CIS	599	Research Project	3 credits
RMGT	520	Cyber Risk Management	3 credits
RMGT	530	Advanced Property & Liability Insurance	3 credits
RMGT	540	Advanced Finance & Accounting for Insurance Professionals	3 credits
RMGT	550	Enterprise Risk Management	3 credits

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.

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 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 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 565: System & Application Security

This course teaches students system and application security principles. Topics include: Access Control, Security Operations, Systems and Applications Security, Critical Security Controls, Identity and Access Services, Identification and Authentication, and Secure Systems Design.

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

Christopher Mansour**Assistant Professor of Computing & Information Science**

B.S. American University of Science and Technology, Beirut
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**

B.Sc. University of Saskatchewan
M.Sc. University of Saskatchewan
Ph.D. University of Alberta

Cyber Security

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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 teaches 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 grads to pass the CompTIA's Security+ certification, ISC2's Systems Security Certified Practitioner (SSCP) certification, and ISC2's Associate designation. Grads 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)

CIS	500	Computing & Information Science Concepts	3 credits
CIS	501	Probability & Statistics	3 credits
CIS	510	Algorithm Development	3 credits
CIS	560	Cyber Networks	3 credits
CIS	561	Cyber Security	3 credits
CIS	562	Digital Forensics	3 credits
CIS	563	Cryptography & Network Security	3 credits
CIS	564	Cyber Security Law & Policy	3 credits
CIS	565	System & Application Security	3 credits
CIS	598	Research Methods	3 credits
CIS	599	Research Project	3 credits
RMGT	520	Cyber Risk Management	3 credits

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.

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 562: Digital Forensics

This course introduces students to the principles and practice of digital forensics. Topics include: computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; methods and standards for extraction, preservation, and deposition of legal evidence in a court of law.

3 credits

CIS 563: Cryptography & Network Security

This course introduces students to network security and information security. The student will be introduced to network vulnerabilities and threats and how to safeguard computer networks from those vulnerabilities and threats. This course will expose the student to network security planning, network security technology, network security organization, confidentiality and authentication protocols, botnets, firewalls, intrusion detection systems, and communication privacy and anonymity.

3 credit

CIS 564: Cyber 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 565: System & Application Security

This course teaches students system and application security principles. Topics include: Access Control, Security Operations, Systems and Applications Security, Critical Security Controls, Identity and Access Services, Identification and Authentication, and Secure Systems Design.

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

Cyber Security Courses

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
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Charles Redmond

Professor of Computing & Information Science

B.A. Temple University
Ph.D. Lehigh University

M. Afzal Upal

Chair of Computing & Information Science

B.Sc. University of Saskatchewan
M.Sc. University of Saskatchewan
Ph.D. University of Alberta

Data Science

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Christopher Mansour, 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 (12 Courses / 36 Credits)

CIS	500	Computing & Information Science Concepts	3 credits
CIS	501	Probability & Statistics	3 credits
CIS	510	Algorithm Development	3 credits
CIS	511	Data Structure & Algorithm Analysis	3 credits
CIS	512	Data Wrangling	3 credits
CIS	550	Relational & Non-relational Databases	3 credits
CIS	551	Big Data Analytics	3 credits
CIS	552	Data Mining	3 credits
CIS	571	Machine Learning	3 credits
CIS	580	Data Visualization	3 credits
CIS	598	Research Methods	3 credits
CIS	599	Research Project	3 credits

Electives (1 Course / 3 Credits)

CIS	553	Database Security	3 credits
CIS	560	Cyber Networks	3 credits
CIS	561	Cyber Security	3 credits
CIS	562	Digital Forensics	3 credits
CIS	563	Cryptography & Network Security	3 credits
CIS	564	Cyber Law & Policy	3 credits
CIS	565	System & Application Security	3 credits
CIS	570	Artificial Intelligence	3 credits

CIS	572	Social Media Mining	3 credits
CIS	573	Cyber Analytics	3 credits

3 credits

Data Science 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.

3 credits

CIS 511: Data Structures & Algorithm Analysis

This course reviews data structures, algorithms, and algorithm analysis. The data structures include: linear and non-linear data structures including lists, stacks, queues, trees, and graphs. The algorithms include sorting and searching through various data structures. Techniques for analyzing various algorithms to assess their performance will also be studied.

3 credits

CIS 512: Data Wrangling

This course teaches hands-on skills needed to acquire, transform, and manipulate real world data so that it can be analyzed and modeled. Students will learn how to read structured and unstructured information into numpy and pandas data structures.

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.

CIS 553: Database Security

This course introduces students to the design and implementation of secure data base 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 562: Digital Forensics

This course introduces students to the principles and practice of digital forensics. Topics include: computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; methods and standards for extraction, preservation, and deposition of legal evidence in a court of law.

3 credits

CIS 563: Cryptography & Network Security

This course introduces students to network security and information security. The student will be introduced to network vulnerabilities and threats and how to safeguard computer networks from those vulnerabilities and threats. This course will expose the student to network security planning, network security technology, network security organization, confidentiality and authentication protocols, botnets, firewalls, intrusion detection systems, and communication privacy and anonymity.

3 credit

CIS 564: Cyber 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 565: System & Application Security

This course teaches students system and application security principles. Topics include: Access Control, Security Operations, Systems and Applications Security, Critical Security Controls, Identity and Access Services, Identification and Authentication, and Secure Systems Design.

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, naïve 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**

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Professor of Computing & Information Science

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M. Afzal Upal**Chair of Computing & Information Science**

B.Sc. University of Saskatchewan

M.Sc. University of Saskatchewan

Ph.D. University of Alberta

Integrative Nursing Leadership

Program Director

Judith Stanley, D.H.Sc., RN, CNE

Faculty**Associate Professors**Karen Morahan, Ph.D., RN
Judith Stanley, D.H.Sc., RN, CNE**Instructors**

Candice Kiskadden, M.S.N., RN, CNE, CNOR

Introduction

The Master of Science in Integrative Nursing Leadership (InLEAD) is a 32 credit, fully online program. The program has been developed for working professional nurses who have a Bachelor of Science in Nursing and who aspire to, or currently hold, leadership roles across the health care continuum. The focus of this graduate program is to prepare nurse leaders who apply health and well-being strategies with patient populations as well as the healthcare team members that they lead. Watson's Theory of Human Caring and Systems Science will provide the theoretical foundation for this program. The themes of resiliency, patient safety, and integrative health are woven throughout this leadership program. The program culminates in a leadership immersion with the dissemination of current, best practice strategies to improve health outcomes as evidenced by the submission of a paper suitable for publication. Graduates of this MSN are prepared to sit for the Certified Professional in Patient Safety (CPPS) exam.

Mission Statement

The Integrative Nursing Leadership graduate program provides a transformative education, preparing intellectually creative, merciful, compassionate, mindful and resilient nurse leaders whose relationship-based practice is informed by the evidence with a focus on the health and wellbeing of caregivers as well as those they serve.

Program Student Learning Outcomes

Upon completion of the requirements for the Master of Science degree in Integrative Nursing Leadership the graduate will be able to:

- Transform professional reflections, knowledge, skills, and attitudes into purposeful advance integrative nursing practice to improve the health, wellbeing, and resiliency of self and others.
- Apply advanced communication and leadership skills to advocate for policies that improve the health of the public and the profession of nursing using knowledge from nursing and related sciences such as complexity science, systems theory, and Watson's Human Caring Theory.
- Integrate knowledge of emerging technologies, outcome data, and healthcare economics, with an emphasis on regulatory requirements and reimbursement mix, to inform fiscally responsible decision-making in the delivery of safe and effective care.
- Employ translational scholarship when integrating evidence into clinical practice to improve health outcomes of diverse populations across the continuum of care.
- Demonstrate critical decision-making when assessing for high priority needs in a highly complex health care system and cultivate unique partnerships and alliances to meet these needs in innovative, collaborative, ethical, and cost-effective ways.

Admission Requirements

- Applicants must have a Bachelor of Science in Nursing (BSN) from an accredited university and provide official transcripts.

- Applicants must have an unencumbered license to practice as a Registered Nurse (RN).
- Applicants must submit a professional letter of recommendation.
- Applicants must submit a personal statement that discusses professional goals in reference to nursing leadership.

InLEAD Curriculum

The graduate program in Integrative Nursing Leadership operates on a semester calendar with new students accepted in the fall semester. Fall, spring and summer semester courses are completed in a predetermined sequence. All 10 courses in this 32-credit program are offered online, with the curriculum structured to work around a nurse's busy schedule. Courses are arranged into eight-week Mini terms, so that the graduate student will never take more than one class at a time—while completing the program, part time, in just two years.

Year 1 Fall

NURS	500	Theoretical and Philosophical Foundations of Care (Mini 1 - online)	3 credits
NURS	504	Health Concerns of Vulnerable Populations (3 credits, Mini 2 online)	3 credits

Year 1 Spring

NURS	506	Nurse as Scholar: EBP (Mini 3 - online)	3 credits
NURS	508	Fostering Resilience (Mini 4 - online)	3 credits

Year 1 Summer

NURS	573	Quality, Safety & Value in Healthcare (Mini 5 - online)	4 credits
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Year 2 Fall

NURS	600	Transforming Healthcare: Information Systems & Technology (Mini 1 - online)	3 credits
NURS	611	Healthcare Finance & Economics (Mini 2 - online)	3 credits

Year 2 Spring

OL	502	Leadership & Organizational Behavior (Mini 3 - online)	3 credits
NURS	604	Healthcare Policy Analysis & Advocacy (Mini 4 - online)	3 credits

Year 2 Summer

NURS	677	Integrative Nursing Capstone (Mini 5 - online)	4 credits
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Integrative Nursing Leadership Courses

NURS 500: Theoretical and Philosophical Foundations of Care

During this course the student will be introduced to a model of human caring that includes the arts and humanities as well as science. Watson's Theory of Human Caring provides a philosophical and ethical foundation for an integrative nurse leader's professional practice. An exploration of Complexity Science and Systems Theory will further the student's ability to transform theory into safe, quality nursing practice that improves the health of the public and supports the profession of nursing.

3 credits

NURS 504: Health Concerns of Vulnerable Populations

This course addresses the healthcare needs of vulnerable populations as they currently exist and as they will evolve in the future. Care for those who are injured, suffering, powerless, and/or dependent, such as the very young and the very old, the chronically ill, racial/ethnic/sexual minority groups, and the disabled, will be the focus of this course. This course lays the groundwork to collaborate successfully with communities and stakeholders in the provision of quality population health and in the promotion and protection of human dignity.

3 credits

NURS 506: Nurse as Scholar: Evidence-Based Practice

Graduate nursing students build upon previous learning of nursing research and evidence-based practice to develop mastery in critiquing and translating research evidence into practice. With an inquiring attitude toward their practice and care environment, students work with faculty to identify a research question, analyze research findings for evidence-based practice, and disseminate results to advance nursing knowledge.

3 credits

NURS 508: Fostering Resilience

In this course the student studies various mind-body techniques such as biofeedback and mindfulness and applies them in a program of self-care to foster resilience. An exploration of an individual's strengths, accomplishments, and what matters most in their life can lead to growth and flourishing. Students will cultivate self-awareness and compassion for oneself allowing for compassion and mercy to be extended to others.

3 credits

NURS 573: Quality, Safety & Value in Healthcare

This course engages the student in the assessment of a healthcare organization's culture of safety with the goal of decreasing and preventing inadvertent harm to patients as a result of their care. The student will analyze and interpret patient safety data and present this evidence to support a specific patient safety initiative. A critical appraisal of the evidence and compliance with regulatory and accreditation requirements will be conducted during the design of a process improvement initiative. The student collaborates with a clinical preceptor, under guidance of faculty, on this assessment.

4 credits - 3 credit course, 1 credit practicum

NURS 600: Transforming Healthcare: Information Systems and Technology

This course enables students to develop the leadership skills needed to effectively interface between the emerging field of data science technology and interdisciplinary clinical users. During this course the student will learn to use meaningful data analytics to perform impact evaluations that improve patient outcomes. Advancing patient information security and confidentiality to promote ethical health care decisions will be a central focus.

3 credits

NURS 611: Healthcare Finance & Economics

This course examines economic and financial factors associated with the healthcare industry. Healthcare leaders will explore concepts vital to the management of financial resources within the healthcare industry, such as economics, budgeting, staffing, and various forms of analysis in the ever-evolving landscape of the healthcare system. Policies that influence the structure and financing of health care, practice, and health outcomes will be examined.

3 credits

NURS 604: Healthcare Policy Analysis and Advocacy

This course prepares the integrative nurse leader to advance the agenda of the rapidly changing care environment by examination of health policy. Students will focus on policy process and develop and implement policy agendas. They will participate in collective decision-making, identifying roles and key stakeholders. The course will address how to identify gaps in policy knowledge. Nurse leaders will have an opportunity to engage in processes that influence population health. The course will prepare the integrative nurse leader to analyze the policy process and engage in politically competent care.

3 credits

NURS 677: Integrative Nursing Capstone In the Integrative Nursing

Leadership Capstone immersion the student works in partnership with a nurse leader, under the guidance of faculty, as they further enhance their leadership skills. The student will implement their process improvement safety initiative, started in Quality, Safety & Value in Healthcare, and prepare to sit for their Patient Safety Certification Exam. The student also completes, and submits for publication, a faculty approved manuscript on their chosen patient safety topic.

4 credits – 2 credit course, 2 credit practicum

OL 502: Leadership & 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.

3 credits

Integrative Nursing Leadership Faculty

Judith Stanley, D.H.Sc., RN, CNE**Associate Professor of Nursing****Chair, Department of Nursing****Director, MSN InLEAD**

B.S.N. D'Youville College

M.S.N. D'Youville College

D.H.Sc. Nova Southeastern University

Candice Kiskadden, M.S.N., RN, CNE, CNOR**Instructor of Nursing**

RN Diploma Saint Vincent School of Nursing

B.S.N. The Pennsylvania State University

M.S.N. Clarion and Edinboro Universities

Karen Morahan, Ph.D., RN**Associate Professor of Nursing**

B.S.N. Dominican College

M.S.N. University of Maryland at Baltimore

Ph.D. Capella University

Organizational Leadership

Department Chair

Anne Zaphiris, Ph.D.

Graduate Program Director

Anne Zaphiris, Ph.D.

Faculty**Associate Professors**

Kris Gossett, D.B.A.
 Kevin Sullivan, Ph.D.
 Anne Zaphiris, Ph.D.

Assistant Professors

John Parente, D.Ed.
 Kimberly J. Zacherl, M.B.A.
 S.P.H.R., S.H.R.M.-S.C.P.

Instructors

Carl Anderson, C.P.A., M.B.A.

Adjunct Professors

Tatiana Bogatova, Ph.D.
 Randolph Lachowski, M.B.A.
 Belinda Rogers, J.D.
 Andrew Roth, Ph.D.

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)

OL	500	Leadership Theory and Practice	3 credits
OL	502	Leadership and Organizational Behavior	3 credits
OL	504	Research Methods	3 credits
OL	505	Organizational Ethics	3 credits
OL	530	Organizational Communications for Leaders	3 credits
OL	651	Financial Operations and Analysis	3 credits
OL	676	Thesis	3 credits
OR			
OL	677	Research-Based Project	3 credits

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

OL	525	Governance in Higher Education Institutions	3 credits
OL	532	Law for Leaders	3 credits
OL	535	History and Trends in Higher Education	3 credits
OL	645	Special Topics in Leadership	3 credits
OL	675	Internship	3 credits
OL		Approved Elective	3 credits

Human Resources

OL	507	Human resource Management	3 credits
OL	528	Human Resource Development	3 credits
OL	532	Law for Leaders	3 credits
OL	628	Human Resource Professional Skills	3 credits
OL	675	Internship	3 credits
OL		Approved Elective	3 credits

Organizational Leadership (Certificate Only)

OL	500	Leadership Theory and Practice	3 credits
OL	502	Leadership and Organizational Behavior	3 credits
OL	530	Organizational Communication for Leaders	3 credits

Sports Leadership

OL	510	Introduction to the Sports Industry	3 credits
OL	527	Coaching Leadership	3 credits
OL	532	Law for Leaders	3 credits
OL	675	Internship	3 credits
OL		Approved Elective	3 credits

Strategy and Innovation

OL	603	Strategic Marketing	3 credits
OL	605	Innovation and Entrepreneurship	3 credits
OL	607	Strategic Management and Planning	3 credits
OL	638	Corporate Social Responsibility and Sustainability	3 credits
OL	675	Internship	3 credits
OL		Approved Elective	3 credits

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.

Organizational Leadership Courses

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.

3 credits

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.

3 credits

OL 504: Research Methods

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

3 credits

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.

3 credits

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.

3 credits

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.

3 credits

OL 675: Internship

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

3 credits

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.

3 credits

OL 677: 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.

3 credits

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.

3 credits

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.

3 credits

OL 510: Introduction to the Sports Industry

This course involves the study of the unique aspects of the sports industry. A basic historical emphasis and sociological impact of sport on society will enable students to identify and analyze trends in the field. Topics covered in the course will include: youth sports, intercollegiate athletics, recreation, facility management, sports communications, and ethics in sport. The course will include the application of relevant theories and case studies to actual industry situations.

3 credits

OL 520: Independent Study

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

3 credits

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.

3 credits

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.

3 credits

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 resources 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

Organizational Leadership Faculty

Kristofer Gossett**Associate Professor**

B.S. Otterbein College

M.B.A. Morehead State University

D.B.A. Anderson University

Kevin Sullivan**Associate Professor**

B.A. Gannon University

M.A. University of Dayton

Ph.D. Marquette University

Kim Zacherl**Assistant Professor**

B.A. Mercyhurst College

M.B.A. Gannon University

SPHR, SHRM-SCP Certifications

Anne Zaphiris**Associate Professor**

B.A. Edinboro University

M.A. Kent State University

Ph.D. SUNY at Buffalo

Carl Anderson**Part-Time Faculty**

B.S. Indiana University of Pennsylvania

M.B.A. Penn State University

Physician Assistant Studies

Department Chair/Program Director

Robin Duke, MPAS, PA-C

Medical Director

Paul Holley, MD

Associate Director/Clinical Director

Megan Dougan, MPAS, PA-C

Academic Director**Faculty****Associate Professor**

Holly Jodon, MPAS, PA-C

Assistant Professors

Kelly Amenta, MPAS, PA-C

Robin Duke, MPAS, PA-C

Megan Dougan, MPAS, PA-C

Marcie Fitzgerald, MPAS, PA-C

Adjunct Professor

Rachael Ours, PharmD

Kara Richardson, MPAS, PA-C

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 2018 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 Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Mercyhurst University Physician Assistant Program** sponsored by **Mercyhurst University**. Accreditation-Continued is an accreditation status granted when a

currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **June 2029**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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/caregivers 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, strep screen, 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 Physician Assistant Program participates with the Central Application Service for Physician Assistants (CASPA). Individuals whose

applications are viewed positively will be invited for a personal on-campus interview. Candidates will be selected for entry into the program based upon the completion of prerequisites, the interview process and space availability. Candidates with higher overall GPAs, prerequisite GPAs, GREs and direct patient healthcare experience are more competitive for earning admission. Preference will be given to equally qualified Mercyhurst graduates.

- Applicants must have a bachelor’s degree from a regionally accredited U.S. or a provincially accredited Canadian college or university or evidence of expected completion of a bachelor’s degree at the time of application. The undergraduate degree must be completed before matriculation.
- Applicants must have an overall GPA of 3.2 or higher (on a 4.0 scale).
- Applicants must have a GPA of 3.2 or higher (on a 4.0 scale) in prerequisite courses.
- Applicants must have 200 hours of health care experience (paid or volunteer).
- GRE verbal and quantitative reasoning scores will be used in the evaluation of the applicant. GREs must be completed within the five years prior to application.
- Applicants are required to supply three letters of recommendation.
- Applicants must submit a succinct personal statement that discusses professional goals in reference to the physician assistant 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.
- A completed Student Health Record, which includes the Pre-Admission Immunization Record and the Cohen Health Center Student Health Record, is required for matriculating into the program, participating in patient care at clinical sites and progressing through the program. Students are required to provide current immunization and serologic immunity verification in accordance with CDC guidelines and must have proof of health insurance throughout the program of study.
- Criminal background checks, including finger printing, child abuse clearance and drug screening are required for matriculating into the program, participating in patient care at clinical sites and progressing through the program. Students are financially responsible for this process which may need to be repeated annually or more frequently as required by clinical sites. Adverse results at any time can prevent a student from matriculating into the program, being promoted within the program, placed at clinical training sites or recommended for graduation. Adverse results, including felony and misdemeanor convictions, can limit the ability for clinical training experiences, national certification or state licensure. The National Commission on Certification of Physician Assistants, www.NCCPA.net, is a good resource for guidance for concerns with background findings.

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.

Total Credits	Psychology Course Requirement
8	Biology with labs
12	Chemistry with labs (General and Organic)

3	Biochemistry
4	Anatomy with lab
3	Physiology
4	Microbiology with lab
3	Genetics
3	Statistics
3	Psychology
1	Medical Terminology

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

BIO	514	Genetics	1 credit
BIO	524	Microbiology	2 credits
BIO	534	Human Anatomy	4 credits
BIO	537	Human Anatomy Lab	1 credit
BIO	544	Human Physiology	3 credits
PA	502	PA Profession	1 credit
PA	510	Clinical Skills	3 credits
PA	512	Clinical Skills Lab 1	1 credit
PUBH	520	Research Methods for Health Professions	2 credits

Total Credits: 18

Fall

PA	514	Clinical Skills Lab 2	1 credit
PA	520	Clinical Medicine - mini 1	3 credits
PA	521	Clinical Medicine - mini 2	3 credits
PA	530	Pharmacotherapeutics 1	3 credits
PA	540	Women’s Health - mini 1	2 credits
PA	545	Pediatrics - mini 2	2 credits
PA	550	Special Topics in Medicine	1 credit
PSYC	525	Psychology in Healthcare	3 credits

Total Credits: 18

Spring

PA	522	Clinical Medicine - mini 3	3 credits
PA	523	Clinical Medicine - mini 4	3 credits
PA	532	Pharmacotherapeutics 2	3 credits
PA	565	Evidence Based Medicine	1 credit
PA	570	Healthcare Policy	2 credits
PA	575	Emergency Medicine and Surgery	4 credits
PA	580	Procedures in Medicine	1 credit

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 I-IX assignments will vary among all 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.

Summer

PA	602	Rotation I - Internal Medicine	5 credits
PA	610	Rotation II - Family Practice	5 credits
PA	620	Thesis Guidance	2 credits
Total Credits:			12

Fall

PA	630	Rotation III - Women's Health	5 credits
PA	640	Rotation IV - Pediatrics	5 credits
PA	650	Rotation V - Emergency Medicine	5 credits
Total Credits:			15

Spring

PA	660	Rotation VI - Surgery	5 credits
PA	670	Rotation VII - Elective	5 credit
PA	680	Rotation VIII - Elective	4 credits
PA	690	Rotation IX - Mental Health	1 credit
PA	695	Summative Evaluation Experience	2 credits
Total Credits:			17

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**First Year - Didactic****First Year – Summer Semester:****BIO 514: Genetics**

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.

1 credit

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.

2 credits

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.

4 credits

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.

1 credit

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.

3 credits

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.

1 credit

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.

3 credits

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.

1 credit

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.

2 credits

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 post-natal 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 prepares the Physician Assistant student for the mental health

rotation by providing a foundation of the major psychological disorders as they present across the lifespan. Students develop knowledge of clinical presentations, use of the DSM-5, pathophysiology, potential medical complications and pharmacological and non-pharmacological therapeutic interventions inclusive of cultural perspectives for the psychological disorders. The psychosocial and behavioral processes in health, illness and health care are 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 580: Procedures in Medicine

This course will present theory and/or hands on experience in procedures in office, emergency and surgical settings. Principles of sterile technique,

injections, intravenous catheterizations, phlebotomy, urethral catheterizations, gowning and gloving, knot tying, suturing, casting and splinting are examples of the course content.

1 credit

Second Year – Clinical

Second Year – Summer Semester:

PA 602: Rotation I – Internal Medicine

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 adult 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 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 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 – Fall Semester:

PA 630: 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 women's health medical conditions to include acute, chronic, prenatal and gynecologic care. The student will provide preventative care and patient education on health maintenance and promotion sensitive to diverse populations across the female reproductive lifespan. The student will recognize the need for consultation, referral or transfer to an emergency or acute care setting.

5 credits

PA 640: 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 650: 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

Second Year – Spring Semester:

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 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 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.

4 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.

1 credit

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 a focus on curricular review of topics in medicine, PA licensure, credentialing, laws and regulations of practice. Students will complete their master portfolio to include a performance improvement project, a case presentation, a literature review, service learning and professional growth experiences. Students must successfully complete all components of the Summative Evaluation Experience to be certified for graduation. This testing will be conducted within the final 4 months of the program and includes a final summative evaluation examination, summative clinical scenarios and summative clinical skills testing.

2 credits

Physician Assistant Studies Faculty

Kelly Amenta
Assistant Professor of
Physician Assistant Studies
B.S. Duquesne University
M.P.A.S. Duquesne 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 Burniston, 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 finger printing, 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**Summer**

EDSE	500	Foundations of Education	3 credits
EDSP	521	Psychology of Diverse Learners	3 credits
EDSE	522	Inclusive Practices	3 credits
EDSE	610	21st Century Literacies	3 credits
WL	501	Culturally & Linguistically Diverse Learners	3 credits

Total Credits: 15

Fall

EDSE	601	Critical Teaching Strategies	3 credits
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EDSP	502	Educational Research	3 credits
		Depending on content area, students will enroll in one (1) of the following methods 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.

3 credits

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 the 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

Secondary Education Faculty

Amy Burniston
Department Director of Secondary Education
Assistant Professor of Biology
 B.S. Pennsylvania State University
 M.S. Mercyhurst University
 Ed.D. Liberty University

Special Education and Applied Disability Studies

Program Director

Phillip J. Belfiore, Ph.D.

Assistant Professors

Susan D. Johnson, Ph.D.

Adjunct Professors

Sara Kitchen, M.S., BCBA

Introduction

The graduate department in Special Education and Applied Disabilities Studies 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 a 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), Applied Disability Service in Higher Education 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:

- 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

- Utilize evidenced-based practices and assessments in clinical settings
- Write measurable objectives such as those found in an Individual Education Plan (IEP)
- Write procedures for evidenced-based practices across disability groups and lifespans

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.

Professional Education Portfolio (PEP)

Students currently employed in the field of special education and disabilities services may earn Credit for Life Experience by completing a Professional Education Portfolio (PEP) The PEP documents the students' ability to interpret learning outcomes and how they are assessed, consider methods in which the learning outcomes can be addressed (i.e., outside the traditional university course), and critically examine their own prior professional learning opportunities. Specifically, the goal is to produce ethical leaders in the field of education and disability studies who are cognizant of how (a) professional standards and organization policy impact the student's right to effective programming, (b) educational goals, curriculum assessments, and measurable objectives, drive the implementation of evidence-based practices, and (c) laws, legislation, and the local community impact effective educational practices. The PEP requires the student to document evidence across two domains. Once the PEP has sufficiently met course outcomes as outlined in EDSP 536 and EDSP 623, a maximum of six (6) credits for life experience will be earned by the student.

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 may 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. 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)**

EDSP	501	Behavior Management: Intro to ABA & Behavior Change	3 credits
EDSP	502	Educational Research: Single Case Experimental Research	3 credits
EDSP	536	Professional, Legal & Ethical Practices	3 credits

Capstone Research - Required for all students (3 credits)

EDSP	676	Special Education Thesis	3 credits
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Capstone Experience

EDSP	673	Internship: Special Needs (for students not seeking PA certification)	3 credits
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OR

EDSP	675	Capstone Clinical - Special Education (for students seeking PA certification)	3-6 credits
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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 credits
EDSP	533	Curriculum and Instruction: Low Incidence Disability	3 credits
EDSP	534	Clinical: Low Incidence Disability	1 credits
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

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 PDE's required certification exams, and application to the Pennsylvania Department of Education.

4+1 in Special 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.

Special Education and Applied Disability Studies Courses

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

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.

Co-requisite: EDSP 531.

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 538: Special Topics-Urban Education

This course will introduce the student to the idea that collectively, real change can occur. At the heart of this tutorial lies the key concepts of (a) teacher as pedagogical leader, (b) evidence-based practice and student success, (c) culturally responsive education, and (c) critical pedagogy. Strands specific to this tutorial include (a) the diversity and uniqueness of urban education, (b) academic assessment and instructional excellence through evidence-based

practices, (c) theories of critical pedagogy, academic excellence, and resilience, and (d) professional accountability.

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 effective collaboration practices used with families, agencies, and the greater community when educationally planning for this population of students. This knowledge base will be built upon in subsequent coursework within the certification sequence. 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 I (Characteristics and Etiology of ASD) and IV (Collaboration with Families, Agencies, and the Community).

4 credits

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.

4 credits

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.

1-6 credits

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. Student enrolled in this course may pair with a specialized mentor in the field. Extensive and in-depth fieldwork (60 contact hours minimum) is required.

3 credits

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.

3 credits

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.

3 credits

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.

3 credits

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.

3 credits

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.

3 or 6 credits

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.

3 credits

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.

3 credits

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 credit

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

Special Education Faculty

Philip J Belfiore, Ph.D.
Professor of Special Education

B.S. Duquesne University
M.Ed. Kent State University
Ph.D. Lehigh University

Susan D. Johnson, M.S.**Assistant Professor**

B.S. SUNY at Fredonia
M.S. Saint Bonaventure University
Ph.D. Gannon University

Sara Kitchen, M.S., BCBA**Adjunct Professor**

B.S. Syracuse University
M.S. Mercyhurst University

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.

Provost and Vice President for Academic Affairs
Dr. Leanne Roberts 814-824-2460
 lroberts2@mercyhurst.edu

Vice President for Enrollment
Joseph E. Howard, M.A. 814-824-2829
 jhoward@mercyhurst.edu

Office of Graduate and Continuing Education
Travis M. Lindahl 814-824-2901
 tlindahl@mercyhurst.edu

Enrollment Coordinator
Kseniya Kampova 814-824-3384
 kkampova@mercyhurst.edu

Academic Coordinator
Kristen Pepe 814-824-2297
 kpepe@mercyhurst.edu

Director of Distance Learning
Kayla Murphy 814-824-2654
 kmurphy@mercyhurst.edu

Anthropology
Dr. Dennis Dirkmaat 814-824-3808
 ddirkmaat@mercyhurst.edu

Applied Intelligence
Dr. Orlandrew Danzell 814-824-3249
 odanzell@mercyhurst.edu

Criminal Justice Administration
Dr. Maria Garase 814-824-3675
 mgarase@mercyhurst.edu

Cyber Risk Management
Dr. M. Afzal Upal 814-824-2117
 mupal@mercyhurst.edu

Cyber Security
Dr. M. Afzal Upal 814-824-2117
 mupal@mercyhurst.edu

Data Science
Dr. M. Afzal Upal 814-824-2117
 mupal@mercyhurst.edu

Integrated Nursing Leadership
Dr. Judith Stanley 814-824-2908
 jstanley@mercyhurst.edu

Organizational Leadership
Dr. Anne Zaphiris 814-824-3382
 azaphiris@mercyhurst.edu

Physician Assistant Studies
Robin Duke, M.P.A.S. 814-824-2578
 rduke@mercyhurst.edu

Secondary Education
Dr. Amy Burniston 814-824-2437
 aburniston@mercyhurst.edu

Special Education
Dr. Phillip Belfiore 814-824-2267
 pbelfiore@mercyhurst.edu

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



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UNIVERSITY

501 East 38th Street, Erie, PA 16546

814-824-2202 | 800-825-1926 | mercyhurst.edu