Notice of Non-Discrimination

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

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

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination and/or to obtain the address and phone number of the U.S. Department of Education office that serves your area visit: http://wdcrbcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or call 1-800-421-3481.
Carpe Diem

To seize the day. To grasp the opportunity. To embrace the whole of life. Let these words be your inspiration for personal growth and professional development. Let them guide and fire your imperatives. Let them underline the vigor and enterprise necessary to achieve great victories. Capture the essence of living the full life.

Engage the day. This is, indeed the moment. The opportunity may not come again. Besiege the occasion, wage war upon it. For it is the resolute of mind who receive the greatest achievement and the highest fulfillment and reward. Be vigilant and diligent. The genius of life and secret to success is to capture each precious opportunity. For to seize the moment personally is the essence of living a full life – the kind so many desire and so few know how to achieve.
Accreditation

- The Commission on Higher Education
  3624 Market Street, 2nd Floor West
  Philadelphia, PA 19104-2680
  Phone: 267-284-5000
- The Pennsylvania Department of Education
- The Council on Social Work Education
- The Accreditation Commission for Programs in Hospitality Administration
- National Association of Schools of Dance
- The National Athletic Trainers Association
- The American Physical Therapy Association
- The National Association of Schools of Music
- American Music Therapy Association
- Register of Professional Archaeologists
- International Assembly of Collegiate Business Education
- Certified Financial Planner Board of Standards
- Accreditation Commission for Education in Nursing

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.”

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Mercyhurst University

Founded in 1926 by the Sisters of Mercy, Mercyhurst University is a Catholic liberal arts institution serving men and women. In addition to more than 50 different undergraduate programs, the university offers eight graduate programs leading to Master of Science degrees in: Applied Intelligence, Anthropology, Criminal Justice Administration, Data Science, Organizational Leadership, Physician Assistant Studies (MPAS), Secondary Education, and Special Education.

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

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

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

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

Mission Statement
Consistent with its Catholic identity and Mercy heritage, Mercyhurst University educates women and men in a culture where faith and reason flourish together, where the beauty and power of the liberal arts combine with an appreciation for the dignity of work and a commitment to serving others.

Confident in the strength of its student-faculty bonds, the university community is inspired by the image of students whose choices, in life and work, will enable them to realize the human and spiritual values embedded in everyday realities and to exercise leadership in service toward a just world.

Core Values

We are . . .

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

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

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

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

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

Ambassadors of service.

Mercyhurst University Accreditation

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

Mercyhurst University is accredited by:
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
# 2017 - 2018 Graduate Academic Calendar

## Fall Semester

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<td>23</td>
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<td>26</td>
<td>Sat.</td>
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<td>28</td>
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<td>30</td>
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<td>21</td>
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<td>12-15</td>
<td>Thurs.-Sun.</td>
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<tr>
<td>16</td>
<td>Mon.</td>
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<td>18</td>
<td>Wed.</td>
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<td>Fri.</td>
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<tr>
<td>23</td>
<td>Mon.</td>
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<tr>
<td>23</td>
<td>Mon.</td>
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<tr>
<td>31</td>
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<td>17</td>
<td>Fri.</td>
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<tr>
<td>22-26</td>
<td>Wed.-Sun.</td>
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<td>11-15</td>
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## Spring Semester

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<td>16</td>
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<td>29-31</td>
<td>Thurs.-Sat.</td>
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<td>7-11</td>
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### Summer Schedule - TBA
Academic Schedule

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

Applied Intelligence
The Erie, PA. campus-based graduate program in Applied Intelligence operates on a semester schedule. Fall and spring semesters are each 16 weeks long. Courses in the Applied Intelligence Program meet at varied times throughout the day, afternoon and evening. Students must start the program during the fall semester. The online Applied Intelligence program is on a 10-week term system with classes offered in fall, winter, spring and summer terms. New students are admitted to the program each term.

Criminal Justice Administration
The graduate program in Criminal Justice Administration operates on a semester schedule. Fall and spring semesters are each 16 weeks long. Summer session courses and advanced institutes may also be offered to meet the needs of students. Courses are offered in the evening, meeting once or twice per week. New students are admitted to the program each semester.

Data Science
The Erie, PA. graduate program in Data Science operates on a semester calendar. Fall and Spring semesters are each 16 weeks long. Courses in the Data Science Program meet at varied times throughout the day, afternoon and evening. Students must start the program during the fall semester.

Organizational Leadership
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 will also be available online. New students are admitted to the program each semester.

Physician Assistant Studies
The graduate program in Physician Assistant Studies (PA) operates on a semester calendar. Summer, fall and spring semesters are each 16 weeks long. Courses in the Physician Assistant Studies Program meet at varied times throughout the day, with some evening classes. Students must begin the program during the summer session. Advanced placement, transfer or life experience credit is not offered.

Secondary Education
The graduate program in Secondary Education operates online on a semester schedule. While students hoping to complete it in one year should start in the summer, students are admitted into the program throughout the year. The program uses both full semester courses and mini-session courses eight weeks in length.

Special Education
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. Courses offered on campus 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.

Administration of Graduate Education

The Office of Academic Affairs is responsible for providing academic leadership for graduate education including curriculum development, execution of policy and related matters. Each graduate program has its own advisory committee made up of the chairs and key members of the teaching faculty. The advisory committees advise each chair on admissions and academic matters such as curriculum changes, grading and student status.

The Office of Graduate and Continuing Education serves graduate students as a central clearinghouse for information about programs, admissions, registration, scheduling, campus policies, procedures and activities. Graduate students may register in person, by phone or by fax. For more information you may contact:

The Office of GCE
Phone: (814) 824-3350
Fax: (814) 825-2055
Email: grad@mercyhurst.edu

Philosophy of Graduate Education Programs

With renewed growth in graduate education, Mercyhurst is committed to building a strong relationship between (a) advanced academic study and discipline-specific scholarship and (b) specialized field applications. This tangible connection between academics, scholarship and field experience speaks directly to the mission theme of "dignity of work." Consistent with, and in addition to the Mercyhurst vision, mission, and core values, graduate education at Mercyhurst embraces the idea of the scientist-practitioner. Our graduates are well prepared to apply and expand the most current research methods, strategies and technologies to each respective field. Aligned with the Mercyhurst mission, graduate education establishes within the university community a collaborative learning environment, which is inspired by the image of graduate students whose choices, in life and work, enable them to realize the human and spiritual capacity embedded in everyday realities and to exercise leadership in service toward a just world.
Mercyhurst University is committed to providing educational opportunities for individuals desiring advancement in their careers, looking for ways to re-enter the job market at higher levels or seeking a means for making career changes more easily. The oldest Mercyhurst University graduate program, Criminal Justice Administration, was created in 1978 under the assumption that criminal justice is a true profession dedicated to serving society and preserving the basic rights and freedoms of all people. The Criminal Justice Administration program is built on a common core of courses involving a broad overview of government management, organizational and interpersonal dynamics, professional ethics and research competence.

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

From its mission, Mercyhurst University recognizes its obligation to the Erie community and the surrounding region to meet current occupational needs as evidenced by economic conditions. New initiatives have evolved from this mission. Mercyhurst developed its third graduate program in response to community demand after a needs analysis showed strong community commitment to an alternative to the more traditional MBA. The Masters of Science degree in Organizational Leadership began in the fall of 1998 with an incoming group of 50 students. The following concentrations are offered: accounting, higher education administration, human resources, sports leadership, and strategy and innovation.

In 1995, a concentration in Applied Intelligence was created within the existing Criminal Justice Administration program, which provided the foundation for the Masters of Science degree in Applied Intelligence. The program was developed in response to increased student interest in this area as well as employer demand for additional education in the field of intelligence analysis. It became an independent graduate program in 2004. The Applied Intelligence program provides students with the educational foundation necessary to succeed as intelligence analysts and leaders of analytical teams at federal and state agencies or within law enforcement and competitive intelligence settings. A research-intensive program exposes students to fundamental and advanced concepts and analytic techniques related to intelligence. Opportunities for internships, research, and in-school employment are provided through the Institute for Intelligence Studies and Information Science. This degree is available both online and at the main campus in Erie, Pennsylvania.

The Master of Science in Data Science was launched in 2015 in response to the growing demand for data science professionals. 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. This program 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 business, public agencies and nonprofits. There is a 4+1 option for the Master of Science in Data Science for Mercyhurst University undergraduate students.

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

In 2007, the university introduced its graduate program in Secondary Education. The Master of Science degree features an urban-based program that focuses on the pedagogical links of teaching as art, science and social justice, as well as teaching as theory, research and practice. As of the summer of 2016, this program is available 100% online, and leads to both a master's degree and Pennsylvania Teacher Certification.

The Master of Physician Assistant Studies degree 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 in sciences and healthcare experience. The program prepares students 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.

The criminal justice administration, data science, organizational leadership, secondary education and special education programs all have 4+1 programs allowing Mercyhurst undergraduate students the opportunity to earn both a bachelor's and master's degree in as little as 5 years. This acceleration is made possible by undergraduate students taking graduate-level coursework during their junior and/or senior year(s). For more information on our 4+1 programs, visit www.mercyhurst.edu/4plus1.

Mercyhurst also offers several graduate certificate programs, most of which may be completed in less than a year. Upon acceptance, all credits earned toward the graduate certificate are applied to the respective master's degree requirements.
Admission Requirements

Admission decisions are based on the “whole person” concept. Elements of this approach include quality of undergraduate work as evidenced by transcripts, performance on standardized tests, a personal statement, and, when required, a personal interview. Students who seek admission to graduate education at Mercyhurst must meet the following minimum requirements and submit the following items:

- 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 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 complete application form, which can be found online at www.mercyhurst.edu/graduate. Physician Assistant program requires application via the CASPA. The website available at: portal.caspaonline.org.
- A professional resume or curriculum vitae.
- A personal interview is currently required by the anthropology and physician assistant master’s degree programs. Other programs may request an interview after reviewing an applicant’s file.

Graduate Certificate Admission Requirements
Most graduate certificate programs require only an application, official college transcript, 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:

- A written request to:
  Mercyhurst University
  Office of Graduate and Continuing Education
  501 East 38th Street
  Erie, PA  16546
- Calling and 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@mercyhurs.edu

Admission Requirements for International Students
Mercyhurst University welcomes applications from qualified international or non-native speaking students, however, they are required to submit official, notarized scores from the T.O.E.F.L. (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.

Minimum score requirements are:
- 550 for the paper-based exam
- 213 for the computer-based exam
- 79-80 for the Internet-based exam

Applications for the test and further information can be found at: 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: wes.org, the foremost organization that specializes in transcript and credential evaluation, to provide such translations.
Degree 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 for all graduate courses.
- A completed "Application for Degree" form filed with the Registrar’s office by Feb. 1 of the year of intended degree completion.

Master's Thesis or Research Project
A master's thesis or master's research project is required in all programs except Criminal Justice Administration. To obtain a master's degree in Criminal Justice Administration, the student must complete 33 graduate hours of study, including six core courses and five electives. Two elective courses may be taken in lieu of the thesis.

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

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

Please see the Organizational Leadership section of the catalog for specific details. To obtain a master's degree in the Physician Assistant Studies program, students must successfully complete all required courses and clinical experiences as outlined in the catalog. Students must also successfully complete a master's portfolio and summative evaluation for completion of the program. To obtain a master's degree in Secondary Education, the student must complete a core of 33 graduate hours of study. This can be completed in 12 months (full-time) or 12-36 months (part-time). To obtain a master's degree in Special Education, the student must complete 30 graduate hours of study as follows:

- Professional education including a thesis or applied research project (6 credits)
- Foundations of special education (9 credits)
- Specialization (12 credits)
- Internship (3 credits)

Students seeking additional certification in special education, special/early childhood education or bilingual/bicultural special education are required to complete additional courses, internship and/or student teaching hours.

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

The required master's thesis in the Anthropology (Forensic and Biological Anthropology Concentration) program must be a high-quality, scientifically oriented publishable document that is based on unique research that addresses a specific issue in the fields of 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 graduate faculty must approve the final submitted thesis. Publication of the research in a scientific periodical or book, as well as presentation at a national meeting, is strongly recommended but not required. The Research Project option is not available.

In Applied Intelligence, either a thesis or research-based project with additional course work is required. The thesis should be planned research on a unique topic related to applied intelligence. Student efforts may range from theoretical studies to applied projects. The thesis requires students to conduct purposeful research, review the literature, write a detailed analysis, offer new insight, and present and defend conclusions.

The research-based project, available to working professionals in the online degree program, 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.

In Data Science, students will complete their own data science 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. The project requires students to engage in application and synthesis of their graduate studies to provide actionable new insights about the meaning of data for decision-makers in businesses, public agencies and nonprofits. Students are expected to present their research to faculty before graduation.

In the Organizational Leadership program, either a master's thesis or a research-based project with additional course work is required. The thesis is a demonstration of scholarship that defines a problem or issue related to Organizational Leadership, reviews the relevant literature, and offers conclusions using qualitative and/or quantitative research methods.

The final document makes a coherent, cogent, and sustained argument about processes, theories, or practices in Organizational Leadership. The thesis provides an opportunity for a student to explore a topic in Organizational Leadership in far greater depth than is available in the classroom setting. A research-based project, in which a student applies theories of leadership to practical organizational issues, is an available option. The student's work, both in content and in process, should reflect the goals of the Organizational Leadership program as well as the mission of Mercyhurst University. As such, the work should demonstrate intellectual creativity and social responsibility.

Physician Assistant Studies
students are responsible for developing a master's portfolio under the advisement of a faculty mentor. This portfolio includes written works in case presentations, service learning, professional growth experiences and a project in performance improvement. The research-based project in Secondary Education represents a terminal project selected by the student and graduate advisor, and must be related to the student's declared program of study and/or assigned internship. The project requires application, synthesis, and critical evaluation of the student's graduate studies. The project may take the form of a grant proposal, program evaluation, or other agreed-upon external program document.

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

**Important Dates**

Students who expect to participate in the May graduation ceremony must submit a completed thesis or research-based project to their respective graduate directors no later than May 1st. All completed theses must follow the proper form, grammar, and scholarship as defined in the most current edition of either (a) Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations, (b) The Publication Manual of the American Psychological Association or (c) The Chicago Manual of Style. No degree will be awarded until all corrections have been made and the thesis is accepted by the directors of the appropriate graduate programs. All theses must be printed on the paper quality as designated by the program chair. Upon completion and approval of the thesis, the student is required to submit three copies to the appropriate graduate director. One bound copy is placed in a permanent collection in the library, one bound copy is for the student, and the third copy is placed on file in the Graduate Program office. All graduate programs at Mercyhurst subscribe to the service offered by University Microfilms, Inc., which allows a master’s candidate the option of having his or her thesis microfilmed and/or abstracts published in Master’s Abstracts Journal.

**Institutional Review Board**

All research conducted by students or faculty at Mercyhurst University is subject to review by the Institutional Review Board (IRB). The purpose of the IRB is to protect human subjects engaged as subjects in research, to follow guidelines with regard to ethical research, and to create an effective user-friendly process for the conduct of research at Mercyhurst University. Current IRB members represent the disciplines of Education, Law, Medicine, Psychology, Sports Medicine, Business, Philosophy, and Organizational Leadership. The procedures for IRB approval are meant to facilitate research at Mercyhurst. For more information about the IRB, forms for proposal submission, and general information about research at Mercyhurst, please visit the IRB website located at mercyhurst.edu/irb.

**Transfer Credits**

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

**Registration / Status**

First-year graduate courses carry a 500-level designation. Courses in areas of specialization offered in the second year are at the 600-level. Registration for graduate courses is done online or through the Graduate Program office. Students are reminded that no registration is accepted until all previous financial obligations with the university are satisfied. All graduate students must register for at least six credits per semester with a total of 15 credits during the regular academic year to be considered full-time. Part-time students must register for three credits each term. All students are expected to complete their degree programs within five calendar years from the date of initial registration. Exceptions are granted only after petition and approval of the appropriate advisory committee. Each exception must be renewed and re-approved on an annual basis. Students may not enroll in any course on a Pass/Fail basis. Auditing courses need department chair approval in writing before registration. No graduate credits will be awarded for any audit registration. With special permission of program directors, junior and senior undergraduates in Criminal Justice, Intelligence Studies and Special Education may enroll in graduate courses. Normally, undergraduate enrollment is restricted to 500-level courses. Juniors may take one graduate course and seniors may take up to two courses. Those who enroll in a graduate course to satisfy undergraduate degree requirements cannot earn graduate credit for these same courses.

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Exceptional Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good Performance</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Below Average Performance</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Poor Performance</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Unacceptable Performance</td>
</tr>
</tbody>
</table>

**Additional Graduate Grading Symbols**

- I: Incomplete
- W: Withdrawal
Financial Aid Information
Application forms and guidelines are available in the Graduate Programs office and online at our website graduate.mercyhurst.edu.

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

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

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

Federal Direct Loan Program
Graduate students are eligible for Direct Unsubsidized Loans. These loans are not need based. To apply for a Direct Loan, you must first complete and submit the Free Application for Federal Student Aid (FAFSA).

If it is your first time receiving a Direct Loan, you will be required to complete entrance counseling to ensure you understand your obligation to repay the loan; and sign a Master Promissory Note (MPN), agreeing to the terms of the loan. These steps can be completed at www.studentloans.gov.

Your loan funds will first be applied to your school account to pay for tuition, fees and any other school charges. If any additional loan funds remain, they will be returned to you. Should additional funding be necessary, Federal Direct Grad PLUS Loans and Private Alternative Education Loans may also be available. If you have federal loans from undergraduate studies, you may request an in-school deferment from the Direct Loan Program or loan servicer.

Graduate Tuition and Fees

Master’s or Graduate Certificate

<table>
<thead>
<tr>
<th>Department of Study</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology / Archaeology</td>
<td>2,520</td>
</tr>
<tr>
<td>Applied Intelligence</td>
<td>2,520</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>2,190</td>
</tr>
<tr>
<td>Data Science</td>
<td>2,520</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>2,190</td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>2,520</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>2,190</td>
</tr>
<tr>
<td>Special Education</td>
<td>2,190</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Fees Per Semester</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>75</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>100</td>
</tr>
<tr>
<td>Applied Intelligence Program Fee</td>
<td>270</td>
</tr>
<tr>
<td>Data Science Program Fee</td>
<td>140</td>
</tr>
<tr>
<td>Physician Assistant Program Fee</td>
<td>1,050</td>
</tr>
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Required Graduate Program Fees Per Term - Online

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

<table>
<thead>
<tr>
<th>Online Fees Per Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>55</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>75</td>
</tr>
<tr>
<td>Applied Intelligence Program Fee</td>
<td>180</td>
</tr>
<tr>
<td>(Prorated at 90 dollars for 3 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

Occasional Fees

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.D. / One Card</td>
<td>50</td>
</tr>
<tr>
<td>Zurn Science Lab Fee (per course)</td>
<td>270</td>
</tr>
<tr>
<td>PA Program Med Equip Fee (One Time)</td>
<td>1,050</td>
</tr>
<tr>
<td>Distance Learning Fee (Per Graduate Course: BL or WEB)</td>
<td>75</td>
</tr>
<tr>
<td>Graduate Capstone Clinical Fee (6 credits)</td>
<td>510</td>
</tr>
<tr>
<td>Graduate Capstone Clinical Fee (3 credits)</td>
<td>255</td>
</tr>
<tr>
<td>Graduation Fee (Master's Degree Only)</td>
<td>180</td>
</tr>
<tr>
<td>(Required even if the student does not participate in the ceremony)</td>
<td></td>
</tr>
<tr>
<td>Official Transcript of Credits</td>
<td>10</td>
</tr>
<tr>
<td>Organizational Leadership Fee</td>
<td>545</td>
</tr>
<tr>
<td>For Course (OL 628: HR Professional Skills)</td>
<td></td>
</tr>
<tr>
<td>Audit-Graduate Course Rate</td>
<td>489</td>
</tr>
</tbody>
</table>

Financial Penalties

<table>
<thead>
<tr>
<th>Penalties</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment</td>
<td>175</td>
</tr>
<tr>
<td>Room Change</td>
<td>75</td>
</tr>
<tr>
<td>Returned Check / Stop Payment / Reissue</td>
<td>40</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>275</td>
</tr>
</tbody>
</table>

All Fees Are Non-Refundable

Payment Policy for: Tuition, Fees, Room and Mean 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.

All Fees Are Non-Refundable

Student Financial Services participates 100% in online billing, and ebills are accessible via your Mercyhurst portal. Notifications are emailed to your official Mercyhurst email address. You are encouraged to grant guest access to any family member who may have an interest in viewing or paying your bill. Full instructions are available on your Mercyhurst portal. Summer 2017 bills are available via the ebill the first week of June and are due on or before June 30, 2017. Fall semester bills are available the last week of June and are due on or before August 4, 2017. Spring semester bills are available in early December and are due on or before January 3, 2018.
Student Financial Services

Semester Billing Due Dates for 2017-2018
Summer Sessions 2017 - June 30, 2017
Fall Semester 2017 - August 4, 2017
Spring Semester 2018 - January 3, 2018

Trimester Billing Due Dates for 2017-2018
Fall Trimester 2017 - August 21, 2017
Winter Trimester 2017 - November 13, 2017
Spring Trimester 2018 - January 3, 2018

In addition to charges for tuition, fees, room, meal plans, and other expenses, the bill reflects any scholarships, grants, and loans as pending financial aid. Financial aid listed is 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 28, 2017 for fall bills or December 1, 2017 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 due date, a late payment fee of $175 will be applied to your account, and your account will be placed on hold, and you may be deregistered from your courses. You will not be able to make changes to your registration, register for any additional courses, or receive grades/transcripts. Your balance must be paid in full by the specified semester due date.

Overdue accounts will be placed with a collection agency. If your account is placed with a collection agency, you will be responsible for your balance plus any collection fees, which may be based on a percentage up to a maximum of 33% of the debt, and all costs and expenses, including reasonable attorney's fees that are incurred by Mercyhurst University in such collection efforts. This may negatively impact your credit rating. In order to register for future semesters, receive transcripts or a diploma, your balance and any collection fees must be paid in full.

You can pay your balance via your eBill, which is accessible from your student portal. Payment can be made by credit card (convenience fees apply) or electronic funds transfer from a savings or checking account (no convenience fees apply). You can also print your bill and mail in a personal check, cashier's check, or money order to the address on the bill. Cash payments can be made in person by visiting the SFS Office. Funds can also be wired electronically to Mercyhurst, which is especially convenient for international fund payments.

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

The TMS Payment Plan is available to all qualified graduate students for fall and spring semesters. There is a non-refundable fee for participating in the TMS Payment Plan, regardless of the balance. TMS provides a monthly billing, with payment due usually the 1st day of the month. Failure to pay by monthly due dates will result in late fees, Business Office holds, and possible deregistration. Repeated delinquent payments will result in a cancelation of the payment plan and payment of any outstanding balance is immediately due to Mercyhurst. Failure to resolve an outstanding balance may result in deregistration and placing your outstanding account with a collection agency.

Students receiving financial aid may also participate in the TMS Payment Plan. To determine the minimum monthly payment, deduct the amount of financial aid from the annual changes, and then divide the balance by the number of payments in the plan you chose.

It is important that you review your TMS budget each semester to ensure that the scheduled monthly payment plan reflects your actual charges at Mercyhurst. Be sure to use 'net' loan proceeds in your calculations for federal loans, as they deduct an origination fee prior to sending your funds to Mercyhurst.

For more information about the plan or how to calculate monthly payments, contact TMS directly at 1-888-285-3052, or visit w2www.afford.com/mercyhurst. If your projected budget at TMS is less than your actual balance at Mercyhurst, you may incur late fees at Mercyhurst and a business office hold may be placed on your account, preventing future registration.

If payment is made by check (paper or EFT), mercyhurst will credit the funds but will not remove any Business Office Holds for at least seven calendar days to allow time for the check to clear. If funds do not clear, a student may be charged a $175 late fee in addition to a $50 insufficient fund fee. In this instance, the student will be contacted and given one week to make payment to Mercyhurst in the form of a certified check or money order. Legal action may be taken against any person who has repeatedly submitted checks with insufficient funds, and Mercyhurst reserves the right to reject future check payments.

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

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

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

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

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

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

The tuition policy refund for summer mini sessions is as follows:

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

The federal policy for return of Title IV funds maintains that the student can retain only that portion of federal aid that the student has earned based on time in attendance before withdrawal prior to completing 60% of a payment period or semester. The percentage of time that the student attended an academic semester determines the amount of federal aid that must be returned to the federal government.

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

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

\[
\text{Percentage of payment period or semester completed} \times \text{Total amount of aid disbursed} \times \frac{\text{Percentage of earned aid}}{100}
\]

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

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:**

- 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.
Student Financial Services

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

Students can submit the FAFSA® using FAFSA® on the Web (fafsa.gov). To file electronically, the student will need a U.S. Department of Education (USDE) FSA ID. Students may apply for one by clicking the link on the FAFSA page. The FSA ID serves as the student’s electronic signature. Questions about the FAFSA® can be answered by calling the Department of Education Customer Service Department at 1-800-801-0576. Assistance for students with hearing disabilities is available by dialing 1-800-511-5806.

Although students can file the FAFSA® any time after October 1 for the following academic year in which they plan to attend, Mercyhurst’s priority deadline to file the FAFSA® is March 15 of that year to ensure full consideration for federal and institutional scholarships, grants, and loans. Be sure to include Mercyhurst’s institutional code, 003297, in the university choice section of the FAFSA®.

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

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

Failure to apply or to submit required documentation by the indicated deadlines may result in a loss of financial aid eligibility for all student aid programs.

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

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

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

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

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

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

- File FAFSA®
- Demonstrate financial need where applicable
- Have a high-school diploma or its equivalent
- Be admitted to a certificate or degree program and be working toward a certificate or degree
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security number
- Register with Selective Service (if required)
- Not be in default on a student loan or owe a repayment of federal student aid
- Maintain Satisfactory Academic Progress (SAP) once enrolled (Refer to the Satisfactory Academic Progress Policy for Financial Aid in this section of the catalog).

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

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 and supporting documentation.
circumstances that contributed to the student’s failure to meet the minimum academic progress standards and a realistic academic plan for improvement.

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

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

**Deadlines to Appeal for SAP**
- Summer Term – July 31, 2017
- Fall Semester – August 16, 2017
- Spring Semester – January 8, 2018
Forensic and Biological Anthropology Track
The Master of Science degree program in Anthropology: Forensic and Biological Anthropology Track represents the first program in the country focused primarily on providing students with a comprehensive basic training regimen in the combined fields of forensic and biological anthropology. This will be accomplished by a curriculum that includes a strong foundation in biological/bioarchaeological anthropology, along with a significant focus on all of the major components of the discipline of forensic anthropology, including forensic osteology, forensic archaeology, forensic taphonomy and skeletal trauma.

Graduates of the program will be encouraged to continue their education in a Ph.D. program within the disciplines of forensic anthropology and biological anthropology, or in related fields, such as medical, biomedical or anatomy programs. Training will provide the students with an extensive academic background, as well as ample field and laboratory skills and experience in both forensic anthropology and physical anthropology. This background will allow them to be very competitive candidates for teaching and research assistantships, as well as grant and scholarship funding opportunities within any of the top biological or forensic anthropology Ph.D. programs.

Other graduates may choose to seek employment with local, state and federal agencies. As a result of the extensive casework experience, graduates are well suited to assist law enforcement officials, professional forensic anthropologists and other forensic scientists in a number of professional scenarios, including crime scene data collection. Students will be well versed in field recovery methods, including searches, scene and context documentation, and recovery procedures from a variety of outdoor, fire and mass fatality scenes. Laboratory skills mastered include skeletal processing, data collection and skeletal analysis of human remains, both for the production of forensic case reports and skeletal research.

The curriculum is constructed such that full-time students will complete at least seven required courses during the first year and three required courses during the second year, many in a prescribed sequence. Additional elective courses may be completed within the context of the program for a minimum of 33 credits. Students will typically begin thesis work at the end of the first course year. The thesis must be completed within the context of the program.

Mission Statement
The mission of the Master of Science in Anthropology: Forensics 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.
- Effectively communicate scientific findings in written and oral form, as well as critically analyze and evaluate scientific ideas, research, and methodologies.

- Develop, through advanced quantitative analysis, science-based research designs.

Forensic and Biological Anthropology Course Requirements

<table>
<thead>
<tr>
<th>Core Courses / Year 1</th>
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<tbody>
<tr>
<td>ANTH 500</td>
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<tr>
<td>ANTH 510/511</td>
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<tr>
<td>ANTH 520/521</td>
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<tr>
<td>ANTH 530/531</td>
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<tr>
<td>ANTH 546</td>
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<td>ANTH 668</td>
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<tr>
<th>Core Courses / Year 2</th>
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<tbody>
<tr>
<td>ANTH 540/541</td>
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<tr>
<td>ANTH 645</td>
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<td>ANTH 670</td>
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Forensic and Biological Anthropology Electives

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<th>Electives</th>
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<td>ANTH 535</td>
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<td>ANTH 536</td>
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<td>ANTH 551</td>
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<td>ANTH 552</td>
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<tr>
<td>ANTH 610</td>
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<tr>
<td>ANTH 620/621</td>
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<tr>
<td>ANTH 635</td>
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<tr>
<td>ANTH 638/639</td>
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<td>ANTH 645</td>
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Ideal candidates will have a very strong undergraduate record/degree in a field of anthropology (e.g., forensic anthropology, bioarchaeology, physical anthropology or archaeology), natural science (e.g., biology, chemistry), or forensic science. Evaluation of applications will focus on undergraduate academic record, Graduate Record Examination (GRE), professional references, letter of intent and personal interview upon invitation by the department.

Graduate Certificate in Forensic and Biological Anthropology
A year-long Graduate Certificate Program in Forensic and Biological Anthropology is available to students wishing to complement their undergraduate education with additional training in specific areas of interest that may not have been available at their undergraduate institution, in preparation for graduate school applications. The new program will also be useful for those students interested in acquiring practical experience in the specific methods of forensic anthropology.

A B.A. or B.S. in a relevant field is recommended to apply. Evaluation will be based on undergraduate record, letters of intent, and professional references. Students will be mentored by department faculty and will be able to construct a personalized curriculum of at least five (5) courses in the current Mercyhurst graduate catalog. Students must receive a B or above for the five courses. Students will also have the opportunity to participate in actual forensic cases conducted by the Mercyhurst Forensic Anthropology Laboratory, if they are enrolled, or have completed ANTH 510/511 and ANTH 520/521.
Open enrollment is offered throughout the academic year. Further application instructions can be found on the department website, or contact the Mercyhurst Graduate Admissions office. Further application instructions can be found on the department website, or contact the Mercyhurst Graduate Admissions office.

### Anthropology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 500</td>
<td>Basics of Forensic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 501</td>
<td>Basics of Forensic Anthropology Lab</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 502</td>
<td>Analytical Lab Methods in Historic Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 505</td>
<td>Forensic Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 510</td>
<td>Forensic Anthropology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 511</td>
<td>Forensic Archaeology Lab</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 516</td>
<td>Plants and People</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 520</td>
<td>Fragmentary Human Osteology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 521</td>
<td>Fragmentary Human Osteology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 522A</td>
<td>ANTH/ARCH Field Training – Prehistoric</td>
<td>6</td>
</tr>
<tr>
<td>ANTH 522B</td>
<td>ANTH/ARCH Field Training – Historic</td>
<td>6</td>
</tr>
<tr>
<td>ANTH 524</td>
<td>Advanced Archaeological Field Methods</td>
<td>6</td>
</tr>
<tr>
<td>ANTH 525</td>
<td>Advanced Prehistory of Western North America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 530</td>
<td>Human Skeletal Profile II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 531</td>
<td>Human Skeletal Profile II Lab</td>
<td>1</td>
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</tbody>
</table>

**Description:**

- **ANTH 500: Basics of Forensic Anthropology**
  - 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 ethical responsibilities. Students will learn how to identify human skeletal elements and features, but will also gain an understanding of their anatomical functions. The skills obtained from this course will form the basis for more advanced anatomical and anthropological studies in forensic anthropology, bioarchaeology, paleoanthropology, and various medical fields.

- **ANTH 520: Fragmentary Human Osteology**
  - This course will provide students with in-depth training in human osteology – the study of the structure and function of human bones. Students will not only learn to identify human skeletal elements and features, but will also gain an understanding of their anatomical functions. The skills obtained from this course will form the basis for more advanced anatomical and anthropological studies in forensic anthropology, bioarchaeology, paleoanthropology, and various medical fields.

- **ANTH 521: Fragmentary Human Osteology Lab**
  - Laboratory component of ANTH 520. Students have the opportunity to learn the human skeletal system by using actual human specimens.

- **ANTH 522A: ANTH/ARCH Field Training – Prehistoric**
  - Participants will be exposed to the latest methodologies in archaeology, geoa rchaeology, excavation techniques, field techniques, photography, mapping, laboratory procedures, artifact analysis, human osteology, computer applications, and many other techniques employed in contemporary archaeological excavations. Students will be taught the techniques of open-site excavation and will be able to witness firsthand the ongoing interpretation of the natural and cultural history of archaeological sites. Prerequisite: S24/S25

- **ANTH 522B: ANTH/ARCH Field Training – Historic**
  - Participants will be exposed to the latest methodologies in archaeology, geoa rchaeology, excavation techniques, field techniques, photography, mapping, laboratory procedures, artifact analysis, human osteology, computer applications, and many other techniques employed in contemporary archaeological excavations. Students will be taught the techniques of open-site excavation and will be able to witness firsthand the ongoing interpretation of the natural and cultural history of archaeological sites. Prerequisite: S24/S25

- **ANTH 524: Advanced Archaeological Field Methods**
  - This course is designed to expose students to the full spectrum of field methods now in use in contemporary anthropological archaeology. The rationale, technical details, and expected results of a wide array of field methods are presented in the context of the location, characterization, and full scale data recovery of prehistoric and historic archaeological sites. Prerequisite: ANTH 520/521

- **ANTH 525: Advanced Prehistory of Western North America**
  - This course is designed to introduce students to the prehistory of our continent’s western “half”. From the initial peopling of the New World to the rise of settled village life and the evolution of non-state-level societies, the prehistory of Western North America is presented against an ever-changing backdrop of flora, fauna, and climate with an emphasis on the complex interplay between humans and their environmental matrix.

- **ANTH 530: Human Skeletal Profile II**
  - The main goal of this course is to provide students with in-depth training in human skeletal analysis. In particular, students will gain the knowledge and experience necessary to accurately estimate the biological profile from unknown skeletal remains. They will learn to apply traditional metric and non-metric estimation methods, as well as more recent approaches. At the end of the course, students will be responsible for independently completing a case report using the knowledge gained from this course. Prerequisite: ANTH 520/521

- **ANTH 531: Human Skeletal Profile II Lab**
  - Laboratory component of ANTH 530. Students will apply best practices learned in lecture to hands-on activities in biological profile analysis.
Anthropology Courses

ANTH 532: Geoarchaeology
Geoarchaeology examines in detail the interface, which exists between the fields of geology and the anthropological sub discipline of archaeology. The purpose of this course is to acquaint the student not only with the history of the interrelationship between these academic specialties but also to document and illustrate the range of geological techniques, which are useful to the contemporary archaeologist. More specifically, via lectures and laboratory work, this course will detail how geological methods may be employed in the location, excavation, and interpretation of archaeological sites and materials.

3 credits

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

3 credits

ANTH 536: Paleoanthropology II
Part II will deal with the biological and cultural history of the genus Homo from its roots in the Plio-Pleistocene through the Holocene until the Neolithic. Prerequisite: ANTH 535

3 credits

ANTH 538: Seminar: Advanced Anthropological Theory
This course is designed to address, through an examination of the history of anthropology, the theoretical developments, schools of thought, and ideas accounting for the nature of culture and cultural development. The specific contributions of the principal figures representative of each of the major schools of thought will also be identified and examined. While theories of culture are the focus and form the core of this course, the history and theoretical developments of archaeology will be simultaneously considered.

3 credits

ANTH 542: Quantitative Zoarchaeology
This course is designed to provide a working understanding of the analysis of bone assemblages from a variety of archaeological and paleontological settings. The student will learn how to input these anatomical and taxonomic determinations into basic zoarchaeological analyses to infer key aspects of site formation, paleoenvironmental reconstruction and past human behavior. A key component of the course is familiarizing the student with the basic zooarchaeological literature, as well as with the intricacies of site report preparation.

3 credits

ANTH 546: Basic Statistical Methods for Research
The goal of this course is to provide 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 547: Anthropological Ethics
This course explores the ethical, legal and practical dimensions of contemporary anthropology and its sub-disciplines through a consideration of topics such as anthropology as a profession, ethics and codes of conduct, national and international approaches to cultural/heritage management, the relationship between anthropology and diverse publics, and anthropological education. It is intended to expose students to the myriad issues that may arise during a career in anthropology. Students will develop the skills necessary to formulate, discuss and defend your own set of anthropological values through critical analysis and study of case studies, ethical principles, and codes of conduct. Class activities and assignments include lectures, reading, writing, films, group discussions, presentations and occasional guest speakers.

3 credits

ANTH 548: Indoor Crime Scene Recovery
This course is designed to introduce the student to the on-scene investigations which are undertaken by crime scene investigators at indoor crime scenes for the purpose of the recovery of human remains. The main topics to be covered are the legal issues involved in indoor crime scene recoveries, along with the practical aspects of identifying, evaluating, collecting, packaging and preserving various components of physical and trace evidence to determine the forensic significance of the remains within the indoor crime scene context.

3 credits

ANTH 551: Evidence Law for the Expert Witness
This course is an introduction for graduate students to the application of scientific and forensic testing within the parameters of Criminal and Civil Law. Students will study how evidence law is made, and is subject to interpretation and review by the criminal courts, as well as the presentation of expert testimony on physical evidence in the context of the justice system.

3 credits

ANTH 552: Death Investigation and Recovery
The focus of this course is to examine important similarities and distinctions among homicide investigations and the 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 types of analyses of time since death, and when appropriate, the post-mortem interval, and investigative protocols and procedures.

3 credits

ANTH 565: Zooarchaeology
In this course, all aspects of zooarchaeology will be discussed. A foundation in comparative osteology and the evolutionary perspectives of zoology will be presented. 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

ANTH 566: Zooarchaeology Lab
Laboratory component of the lecture course. Students will be able to use genuine specimens be able to identify complete bones and large fragments of a number of common ungulates, carnivores, rodents, birds, reptiles, amphibians, and fish.

1 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 600: Basics of GIS I
The course is an introduction to Geographic Information Systems, providing students with a basic knowledge of its theory and main practical applications, with stress on basic GIS software logics, usage and applications. The students will learn the usage of GIS software, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources, as well as produce their own maps and calculate basic descriptive spatial statistics such as measurement of dispersion and central location. Corequisite: ANTH 601

3 credits

ANTH 607: Functional Anatomy
Graduate students are provided with in-depth anatomical training. Using lecture material in conjunction with prosection viewings and anatomical models, students experience the best method by which to learn about the structures of the human body, their integration, and, most importantly, variation among humans.

3 credits
ANTH 610: Human Skeletal Growth and Development
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 estimate age in sub-adults. 3 credits

ANTH 611: Human Skeletal Growth and Development Lab
Laboratory component of ANTH 610. 1 credit

ANTH 612: Case Report Writing
In this course graduate students will learn how to write detailed forensic anthropological case reports. As part of this course, students will be responsible for writing up report sections of active forensic cases. Report sections will undergo critical peer and class review. Old case reports, and reports from other institutions will also be critically reviewed. Discussions will be held regarding case format recommendations by the American Academy of Forensic Sciences and Board of Forensic Anthropologists. 3 credits

ANTH 614: Case Processing
All graduate students are expected to participate in forensic anthropological cases throughout their tenure. Faculty meet with the students a minimum of once a week to discuss the progress of casework, conduct case meetings at regular intervals where the faculty critically review the information gathered by the student case analyses, and edit all written reports produced by the students. This course will allow students to receive credit for the forensic casework they conduct, and allow the casework to appear on their transcript. 3 credits

ANTH 620: Pathological Conditions of the Human Skeleton
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 3 credits

ANTH 621: Pathological Conditions of the Human Skeleton Lab
Laboratory component of ANTH 620. Students will apply best practices learned in lecture to hands-on activities in analyses of skeletal pathological conditions. Prerequisite: ANTH 521 3 credits

ANTH 630: Skeletal Trauma Analysis
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 1 credit

ANTH 631: Skeletal Trauma Analysis Lab
Laboratory component of ANTH 630. Students will apply best practices learned in lecture to hands-on activities in skeletal trauma analysis. Prerequisite: ANTH 541 3 credits

ANTH 632: Perishables Analysis
This course provides the rationale and protocols for the analysis, documentation, and interpretation of twined, coiled, and plated basketry, along with cordage by-products. The delineation and recordation procedures of technological attributes, as well as the identification of plant and other organic raw materials used in the construction of perishable materials will also be emphasized. 3 credits

ANTH 635: Readings in Forensic and 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 of 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, and developmental biology or recent finds in the field of paleoanthropology. Prerequisites: ANTH 540/541 3 credits

ANTH 638: Human Gross Anatomy for Anthropologists
The main goal of this course is to provide anthropology students with in-depth training in human gross anatomy. Lecture material will cover the basics of human gross anatomy, as well as its functional, forensic, and evolutionary importance in anthropological contexts. 4 credits

ANTH 639: Human Gross Anatomy for Anthropologists Lab
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. The knowledge obtained from this course will form the basis for more advanced anatomical and anthropological studies in forensic/biological anthropology, functional anatomy, skeletal biomechanics, evolutionary anatomy and various medical fields. 2 credits

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 641: Forensic Taphonomy Lab
Experiential component of ANTH 640. 1 credit

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 646: Current Topics Biological Anthropology
This course is designed as a graduate seminar course in which students will 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 of study, keep them up to date on recent research 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. 1-3 credits

ANTH 650: Seminar: Scientific Data Presentation
This course refines the students’ understanding of scientific data presentation principles, placing specific emphasis on how those principles may be applied to each student’s master’s thesis project. Topics to be covered will include critical thinking, problem solving, communication, scholarly style, and effective presentation. Students will also learn about grant writing and funding prospects for scientific research. 3 credits
Anthropology Courses

ANTH 660: Advanced GIS
This course is designed to allow students to master use of Geographic Information Systems. This course provides students with a knowledge of the theory and practical applications of GIS, with stress on GIS software logics and usage. The student will learn the usage of ESRI's ArcGIS 9, with examples from different fields. At completion of the course, students will be able to collect, create and view geographic information data from preexisting sources as well as produce original maps and calculate basic descriptive spatial statistics, such as measurements of dispersion and central location.
Prerequisite: ANTH 600
1-4 credits

ANTH 668: Directed Thesis Preparation
The main goal of this course is to develop the skills necessary to prepare professional publications including posters, refereed journal papers and an advanced level thesis. Skills are learned and enhanced through practical exercises in basic writing, editing, abstracting, and outline preparation with peer editing and evaluation methods to further enhance the student's comprehension of the course material.
2 credits

ANTH 670: Master's Thesis
This course is to be taken when the student is completing the Master's Thesis.
3 or 6 credits
Program Philosophy and Content

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

The Master of Science 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 that includes a basic core, which exposes students to the fundamental and advanced concepts and analytic techniques related to intelligence, and a set of elective courses that allows the student to pursue study in areas of law enforcement, national security and competitive intelligence.

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

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

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

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 dis-enrolled from the program, depending on the outcome of review.

Mission Statement

It is the mission of the intelligence programs 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 intelligence 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.

Learning Outcomes

Graduates of the Master of Science in Applied Intelligence graduate program will be able to:

- 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.

Applied Intelligence Course Requirements

Core Requirements (7 Courses / 21 Credits)

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

Applied Intelligence Electives

Students completing a thesis take 3 electives

Students completing a research-based project take 4 electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>INTL</td>
<td>520</td>
<td>Advanced Analytical Techniques Grand</td>
</tr>
<tr>
<td>INTL</td>
<td>535</td>
<td>Strategy: Strategic Planning and Intelligence</td>
</tr>
<tr>
<td>INTL</td>
<td>548</td>
<td>Market Research and Primary Intelligence</td>
</tr>
<tr>
<td>INTL</td>
<td>560</td>
<td>Cyber Threat Analysis</td>
</tr>
<tr>
<td>INTL</td>
<td>565</td>
<td>Visual Presentation and Communication for Business</td>
</tr>
<tr>
<td>INTL</td>
<td>570</td>
<td>Comparative History of Intelligence</td>
</tr>
<tr>
<td>INTL</td>
<td>590</td>
<td>Intelligence Support to Targeting</td>
</tr>
<tr>
<td>INTL</td>
<td>595</td>
<td>Geospatial Intelligence</td>
</tr>
<tr>
<td>INTL</td>
<td>605</td>
<td>Data Analytics for the Private Sector</td>
</tr>
<tr>
<td>INTL</td>
<td>612</td>
<td>Social Media Analysis</td>
</tr>
<tr>
<td>INTL</td>
<td>620</td>
<td>Nonproliferation Analysis</td>
</tr>
<tr>
<td>INTL</td>
<td>625</td>
<td>Intelligence and Business Strategy</td>
</tr>
<tr>
<td>INTL</td>
<td>626</td>
<td>Financial Intelligence Analysis</td>
</tr>
<tr>
<td>INTL</td>
<td>627</td>
<td>Graduate Seminar: National Security</td>
</tr>
<tr>
<td>INTL</td>
<td>633</td>
<td>Studies in Terrorism</td>
</tr>
<tr>
<td>INTL</td>
<td>638</td>
<td>Social Network Analysis</td>
</tr>
<tr>
<td>INTL</td>
<td>640</td>
<td>Intelligence, the Military and Warfare</td>
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<tr>
<td>INTL</td>
<td>646</td>
<td>Counterespionage Policy and Practice</td>
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<tr>
<td>INTL</td>
<td>650</td>
<td>Topics in Intelligence</td>
</tr>
<tr>
<td>INTL</td>
<td>675</td>
<td>Internship</td>
</tr>
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</table>

Capstone Experience Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL</td>
<td>676</td>
<td>Research-based Project</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>INTL</td>
<td>679</td>
<td>Intelligence Thesis Seminar</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTL</td>
<td>680</td>
<td>Thesis in Applied Intelligence</td>
</tr>
</tbody>
</table>
Applied Intelligence Courses

**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, twelve-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, including law enforcement intelligence, competitive intelligence, financial intelligence analysis, cyber threat analysis, geospatial intelligence, nonproliferation analysis, and intelligence support to targeting or terrorism.

**INTL 510** Intelligence Theories and Applications
**INTL 520** Advanced Analytical Techniques
**INTL 580** Intelligence Communications
**Intelligence Elective Course**

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 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.

**Graduate Certificate in Business Analytics and Intelligence**
The Mercyhurst University Certificate in Business Analytics and Intelligence is a four-course, twelve-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
**INTL 605** Data Analytics for the Private Sector
**Intelligence Elective Course**
**INTL 625** Business Strategy

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 degrees 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 INTL 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.

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**Applied Intelligence Courses**

**INTL 501: Research Methods in Intelligence**
This course is an introduction to research methods with an emphasis on applying those methods to the field of intelligence. The goal of the course is to facilitate student comprehension and application of methodology in conjunction with sound argumentation. Students will learn a variety of approaches to inquiry, practical methodologies, and tools that will assist them in conducting analytic research as part of their continuing work in the graduate program.

**3 credits**

**INTL 510: Intelligence Theories and Applications**
A survey course that introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will integrate intelligence theory with the methodology and processes that evolved over time to assist the intelligence professional. The course focuses on advanced research and thinking skills fundamental to intelligence analysis.

**3 credits**

**INTL 520: Advanced Analytical Techniques**
This course is designed to provide an opportunity for students to explore techniques emerging from the intelligence community and physical and social sciences and apply those techniques to intelligence problems. Focusing on a variety of techniques from a variety of disciplines, this course will expose an advanced student to new and potentially useful methods for conducting intelligence analysis.

**3 credits**

**INTL 535: Grand Strategy: Strategic Planning and Intelligence**
This course examines the theory and practice of grand strategy and how intelligence informs the process of forming and executing it. Beginning with a historical view of grand strategy from the 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**

**INTL 540: Competitive Intelligence**
This course explores the actionable information needs of modern business for competitive intelligence and business analysis. The course objective is to introduce business terminology, analytical models and other resources that organizations utilize in the process of competitive intelligence. Students will be provided with a knowledge base of practical tools and methods to research a business’s micro and macro environment; from this base, students will develop competitive overviews and insights to assist corporate decision makers in reducing uncertainty and developing strategy.

**3 credits**

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

**3 credits**
INTL 560: Cyber Threat Analysis
This course explores the relatively new discipline of cyber threat analysis at a basic level, introducing students to the methodology of investigation, the threat environment (cyberspace), some of the online tools used by analysts, and their application in real-world examples. Students will be introduced to the key concepts, tools, and terminologies used by professionals in the field and apply what they learn in lab exercises that model real-world events.

3 credits

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

3 credits

INTL 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 in the course refers to the United States, this course is comparative in scope. Specifically, this course explores how nations organize the tasks of the intelligence community (collection, intelligence analysis, counterintelligence, and covert operations) to achieve strategic goals. Emphasis is placed in the international and diplomatic environment that defined the intelligence requirements.

3 credits

INTL 576: Law Enforcement Intelligence
The course introduces the discipline of law enforcement intelligence across the sub disciplines of crime and operations/administrative analysis, investigative analysis, and intelligence analysis, in addition to basic definitions and concepts in crime and law enforcement operations. Students will utilize basic analytical methodologies, techniques, and software tools to examine law enforcement operational and investigative problems and issues.

3 credits

INTL 580: Intelligence Communications
The skill most valued by the intelligence consumer is the ability to communicate, briefly and effectively, the results of detailed analytic work. This course, through repetitive application of a focused set of skills to a body of 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

INTL 590: Intelligence Support to Targeting
This course will introduce students to Intelligence Support to Targeting. Students will learn the basics of the Joint Targeting Cycle and examine the intricacies of how intelligence can drive operations. 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 the trade.

3 credits

INTL 595: Geospatial Intelligence
This course will cover topics 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 intelligence requirements that arise from fields that range from military and law enforcement to business, humanitarian issues, and other security issues. The emphasis is on the choice and application of appropriate methods for the analysis of the spatial and imagery data often encountered in the various intelligence disciplines.

3 credits

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

3 credits

INTL 612: Social Media Analysis
This course introduces students to the collection and analysis techniques used in the analysis of social media. Students will be exposed to critical theory with regards to social media including basic techniques in collection and analysis. Open source computer software programs are used to enhance individual analytical products. A thread 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 the nuclear black market and proliferation.

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 this information, with emphasis placed on Net Worth and Expenditure Analysis. In addition, special treatment is given to the detection and prosecution of money laundering, various types of money laundering schemes, and the relationship of money laundering to terrorism.

1 credit

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 class discussion on the role that the intelligence analyst plays in the process. In the first half of the course, we will explore the definitions, history, justifications, and explanations for terrorist activity, focusing on al Qaeda in particular. In the second half of the course, we will examine the policy tools available to U.S. national security decision makers to address the terrorist threat, and evaluate how well those policy tools were used from 1992 through 2001. We will then focus on 9/11 and its aftermath, evaluating the Bush Administration’s war on terror, and assess different recommendations for countering terrorism today and in the future. 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 modeling 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 the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the U.S. military are also discussed. 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 a 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 the 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 mini-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 credits

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
Criminal Justice Administration

Program Philosophy and Content
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.

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.

Learning Outcomes
• Students will gain an understanding of the history and current state of affairs in criminology and criminal justice.
• Students will be able to critically analyze research, evaluate methodologies, and examine criminological theories based in their discipline.
• Students will demonstrate an understanding of the relationship between theory, research, and practice in the field and the interrelations between each of these concepts.
• Students will gain proficiency in oral, written, and electronic communication skills.
• Students will demonstrate ethical leadership in the criminal justice and social services professions.

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 conductive to ensuring employment in this field will be placed on probation or disenrolled from the program, depending on the outcome of review.

Criminal Justice Administration Course Requirements
Core Requirements (6 Courses, 18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJA 501</td>
<td>Research Methods in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 502</td>
<td>Organizational and Human Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 506</td>
<td>Professional Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 604</td>
<td>Criminal Justice Planning and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 605</td>
<td>Government Management</td>
<td>3 credits</td>
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</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJA 622</td>
<td>Advanced Research Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 621</td>
<td>Advanced Criminology</td>
<td>3 credits</td>
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OR

Elective Requirements (4 Courses, 12 Credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJA 503</td>
<td>Issues in correctional Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 511</td>
<td>Historical and Comparative Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 515</td>
<td>Organized and White collar Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 519</td>
<td>Victimology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 520</td>
<td>Issues in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 550</td>
<td>Politics of Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 595</td>
<td>Women and Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 610</td>
<td>Law and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 616</td>
<td>Issues in Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 620</td>
<td>Forensic Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 621</td>
<td>Advanced Criminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 628</td>
<td>Seminar: Crime Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 630</td>
<td>Policy, Politics, Community Coalitions in Administration of Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 631</td>
<td>Political Crime and Terrorism</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 634</td>
<td>Seminar: Criminology and Crime Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 637</td>
<td>Seminar: Special topics in Juvenile and Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 650</td>
<td>Supervised Justice Administration Readings</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 675</td>
<td>Justice Administration Thesis</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Students who elect a six-credit thesis take only two CJA 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:
• Those employed in the criminal justice field, who wish to expand job-related knowledge.
• Those employed in the criminal justice field, who need an advanced credential for working in a supervisory capacity.
• Those 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 Graduate Certificate in Criminal Justice Administration is an online, four-course, twelve-credit-hour graduate certificate program designed to meet the needs of the working professional and the non-traditional student. Students in the certificate program will be in classes alongside the students in the master's degree program. The certificate may be earned in as few as two semesters.
Criminal Justice Administration Courses

Graduate Certificate in Criminal Justice Administration Course Requirements

Core Requirements (3 Courses, 9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 501</td>
<td>Professional Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 604</td>
<td>Criminal Justice Planning and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 621</td>
<td>Advanced Criminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJA 622</td>
<td>Advanced Research Analysis</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Requirements (1 Course, 3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA</td>
<td>Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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 during 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 521: Issues in Juvenile Justice
This seminar encourages students to explore contemporary issues in juvenile justice. A variety of topics of contemporary interest are examined by the seminar including serious and chronic juvenile offending, the delinquency-drug connection, juvenile sex offenders, and gang related delinquency, among others. Students are encouraged to examine these topics both from the perspective of contemporary theory of the social and psychological dynamics that give rise to the behavior and from the perspective of the individuals actually engaging in the behavior. 3 credits

CJA 550: Seminar: Politics of Crime
This seminar studies the ideological, theoretical, and conceptual perspectives of social organization, criminality, public policy, and the mechanics of social control. Topics include the use of power and position in the development of criminal justice policies and the rhetoric and symbolic aspects of crime control. The seminar also covers public perceptions and reactions to crime and criminal justice issues. 3 credits

CJA 595: Seminar: Women and Crime
This seminar provides a study of the female offender with emphasis on the different treatment received by male and female offenders. Attention is given to female criminality, special problems in supervising female offenders and women in prison. Through a critique of contemporary research and literature, the myths surrounding women and crime are examined. 3 credits

CJA 604: Criminal Justice Planning and Evaluation
The objective of this course is to focus on developing new projects from inception to completion. It deals with establishing priorities, securing funding, administering programs, and designing and implementing evaluative
approaches to the problem of drug use and the treatment of drug use will be explored.

CJA 660: 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 620: Seminar: Forensic Science
This semester is a special study of the newest techniques used by science in the Criminal Justice Administration. It includes case studies, laboratory techniques, interpretation of proof and the available scientific resources. Some laboratory work is required; previous work in criminalistics is helpful.

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

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

3 credits

CJA 650: Supervised Justice Administration Readings
This individualized course is designed to meet the students’ special interests in an area of law enforcement or corrections administration. The course may include a mixture of law enforcement or corrections administration as well as reading, projects, special seminars or lectures, which may relate to the students’ learning goals. Students are expected to meet with their tutors at least 15 hours to discuss, review and evaluate their progress. No student may enroll in this course without filing a learning plan for approval by the graduate program director.

3 credits

CJA 674: Criminal Justice Internship
The Internship is a placement with a criminal justice agency or institution that provides opportunities to observe and participate in roles and responsibilities to gain experience in practice, policy, and procedures. Open to students who are recommended by the program director and who have a minimum GPA of a 3.20.

12 credits

CJA 675: Justice Administration Thesis
The thesis should be planned research on a unique topic related to corrections administration. In the completed thesis, the student must demonstrate a knowledge of the relevant literature. The research project is executed and evaluated through a written document and an oral presentation. Thesis topics must be approved by the program director and the thesis advisor prior to beginning the research.

6 credit
Data Science

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 to five graduate-level courses (12-15 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 either 21 or 26 credits during the fifth year, charged at the graduate rate. Students may have to complete an online graduate course prior to both the junior and senior years to finish the 4+1 Data Science program in five years. Summer courses will be charged at the graduate credit rate. 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.
DATA 500: Machine Learning Concepts I
A first course in machine learning, with focus on regression. Simple and multiple linear regression will be covered at the start of the course, after which discussion will progress to classification with logistic regression and discriminant analysis. The course will conclude with coverage of resampling methods and linear model selection. Throughout the course, the R statistical computing language will be utilized.

DATA 510: Data Wrangling
In this course, students will learn to query databases with SQL and the dplyr package for R. Topics include selecting, ordering, filtering, grouping, aggregate functions, and inner joins. In the second half of the course, students will learn webscraping, primarily using tools for R. These include rvest, httr, and RScreenium. We will also discuss regular expressions in R with the stringr package. If time permits it, webscraping with both Node.js and Python may be explored.

DATA 515: Analytics for Decision-Making
This course introduces the field of data science and analysis through theory and application. The first section of the course will address how data can be transformed into actionable information for a decision-maker. In the second section, students will develop a requirement from a customer, draft a plan of how to answer the information need, the collect data, and apply of various analytic techniques to data and information to derive meaningful conclusions for a decision-maker.

DATA 550: 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.

DATA 562: Data Visualization with JavaScript
This course will explore several modern libraries specifically created for data visualization on the web. Students will create interactive, animated, and well-designed graphics that accurately and effectively depict a data set. JavaScript libraries studied are subject to change, but students will learn to create basic charts and graphs, radar charts, trees, word clouds, cartographs, and several other styles of visualization that complement their data.

DATA 560: Machine Learning Concepts II
A continuation of DATA 500, with R as the primary analysis tool. The course begins with tree-based methods, along with the accuracy improving modifications of bagging, boosting, and random forests. Students will then move on to classification with support vector machines and naive Bayes and conclude the course with a study of unsupervised learning methods, including K-means and hierarchical clustering.

DATA 620: Database Technologies
A course in relational and non-relational databases, with MySQL and MongoDB as the tools of choice. Students will study SQL, database administration, database design, the differences between relational and NoSQL databases and their respective advantages, and the particulars of MySQL and MongoDB.

DATA 650: Special Topics: Data Science
This course focuses on special topics related to the data science discipline. Faculty with special research interests or experience will deal with topics like data science for private security, advanced data visualization, or sports analytics.

DATA 670: Big Data Tools
This course is an overview of Hadoop, MapReduce, and Hadoop Tools. Considerable attention will be given first to Hadoop installation, both on the desktop and in the cloud. Students will learn how to navigate the Hadoop Distributed File System, and they will develop understanding of the MapReduce algorithm. Practice in writing MapReduce programs will be provided. The second half of the course will be devoted to essential Hadoop tools, including Pig, Hive, Flume, Sqoop, and Hbase. Programming experience is a prerequisite, and experience with Java and Unix will be helpful.

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

DATA 560: Data Visualization with JavaScript
This course will explore several modern libraries specifically created for data visualization on the web. Students will create interactive, animated, and well-designed graphics that accurately and effectively depict a data set. JavaScript libraries studied are subject to change, but students will learn to create basic charts and graphs, radar charts, trees, word clouds, cartographs, and several other styles of visualization that complement their data.

DATA 560: Data Visualization with JavaScript
This course will explore several modern libraries specifically created for data visualization on the web. Students will create interactive, animated, and well-designed graphics that accurately and effectively depict a data set. JavaScript libraries studied are subject to change, but students will learn to create basic charts and graphs, radar charts, trees, word clouds, cartographs, and several other styles of visualization that complement their data.

DATA 560: Data Visualization with JavaScript
This course will explore several modern libraries specifically created for data visualization on the web. Students will create interactive, animated, and well-designed graphics that accurately and effectively depict a data set. JavaScript libraries studied are subject to change, but students will learn to create basic charts and graphs, radar charts, trees, word clouds, cartographs, and several other styles of visualization that complement their data.
Organizational Leadership

Program Philosophy and Content
The Organizational Leadership program challenges students to synthesize contemporary scholarship with insight from Mercyhurst’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 to 36-credit program, depending on concentration and student needs, 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 five concentrations, which may also be taken as stand-alone Graduate Certificate programs in: accounting, 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.

Learning Outcomes
The Organizational Leadership faculty has developed seven broad-based learning outcomes that serve as the framework for the program’s curriculum. Upon completion of the Organizational Leadership program, graduates will be able to:

- Consistently demonstrate exemplary written and oral communication, interpersonal, and presentation skills (*see note).
- Distinguish contemporary leadership theories and models; articulate a personal leadership philosophy; and apply appropriate models to an organizational setting.
- Assess the characteristics of self, others, groups, and organizations as an integral part of the process of leadership.
- Demonstrate personal, ethical and professional standards; apply standards to the organizational setting.
- Reflect on and assess communication-based skills required for effective participation in organizational life.
- Apply basic financial and budgeting techniques in an organizational setting.
- Demonstrate ability to engage in independent research by applying critical thinking and inquiry skills in data gathering, synthesis, problem solving and decision-making.

Note: Graduate level writing ability is required of all Organizational Leadership students. Students who demonstrate a need to improve their writing skills will be counseled and may be required to take additional coursework in order to continue in the program.

Organizational Leadership 4+1 Program
Mercyhurst University offers a 4+1 program in which undergraduate students can obtain both a Bachelor of Arts degree in any major and a Master of Science degree in organizational leadership. Students have the option to concentrate in accounting. Students enrolled in the 4+1 program will begin earning graduate credits during their senior year. The fifth year of the program is full-time and begins the summer after graduation. Students in the MSOL program will complete the nine remaining graduate courses between summer, fall, and spring semesters to earn a total of 33 graduate credits. Students in the MSOL with a concentration in accounting will need an additional summer course to complete their degree requirements. For additional information about the OL 4+1 program, refer to the undergraduate catalog.

Concentrations and Certificates
Accounting (concentration and certificate)
The Accounting concentration/graduate certificate provides students with professional accounting instruction, preparation for the CPA exam, and leadership knowledge and skills. The graduate certificate in accounting is a one-year, four-course (12-credit) program designed to provide knowledge at the level of a Certified Public Accountant (CPA). This certificate prepares students to be successful professionals in the field of accounting. Applicants must demonstrate adequate performance in undergraduate accounting courses to be accepted into this program.

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 the 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.

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

Organizational Leadership Course Requirements

Core Requirements (Offered Every Year)

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

OL 677 Research-Based Project 3 credits

Elective Requirements (Offered on a Rotating Basis)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 610</td>
<td>Auditing and Attestation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 630</td>
<td>Business Environment and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 635</td>
<td>Regulation and Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 650</td>
<td>Financial Accounting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>OL 506</td>
<td>Graduate and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>OL 507</td>
<td>Human resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OL 510</td>
<td>Introduction to the Sports Industry</td>
<td>3</td>
</tr>
<tr>
<td>OL 520</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>OL 525</td>
<td>Governance in Higher Education Institutions</td>
<td>3</td>
</tr>
<tr>
<td>OL 527</td>
<td>Coaching Leadership and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OL 528</td>
<td>Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>OL 535</td>
<td>History and Trends in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>OL 603</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OL 605</td>
<td>Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>OL 607</td>
<td>Strategic Management and Planning</td>
<td>3</td>
</tr>
<tr>
<td>OL 625</td>
<td>Higher Education Law</td>
<td>3</td>
</tr>
<tr>
<td>OL 628</td>
<td>Human Resource Professional Skills</td>
<td>3</td>
</tr>
<tr>
<td>OL 630</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>OL 638</td>
<td>Corporate Social Responsibility and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>OL 645</td>
<td>Special Topics in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>0-12</td>
</tr>
</tbody>
</table>

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

Concentration and Certificate Course Requirements

Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 610</td>
<td>Auditing and Attestation</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 630</td>
<td>Business Environment and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 635</td>
<td>Regulation and Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 650</td>
<td>Financial Accounting and Reporting</td>
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</table>

OR

Higher Education Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 525</td>
<td>Governance in Higher Education Institutions</td>
<td>3</td>
</tr>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

Human Resources

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 507</td>
<td>Human resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OL 528</td>
<td>Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>OL 628</td>
<td>Human Resource Professional Skills</td>
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</tr>
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</table>

OR

Organizational Leadership (Certificate Only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OL 500</td>
<td>Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>OL 502</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OL 504</td>
<td>Research Methods</td>
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Sports Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OL 510</td>
<td>Introduction to the Sports Industry</td>
<td>3</td>
</tr>
<tr>
<td>OL 625</td>
<td>Higher Education Law</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 532</td>
<td>Law for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>OL 527</td>
<td>Coaching Leadership and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OL 675</td>
<td>Internship</td>
<td>0-12</td>
</tr>
</tbody>
</table>

OR

Strategy and Innovation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL 603</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OL 605</td>
<td>Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>OL 607</td>
<td>Strategic Management and Planning</td>
<td>3</td>
</tr>
<tr>
<td>OL 638</td>
<td>Corporate Social Responsibility and Sustainability</td>
<td>3</td>
</tr>
</tbody>
</table>

Page 31
Organizational Leadership Courses

ACCT 610: Auditing and Attestation
Topics include generally accepted auditing procedures, generally accepted auditing standards and other standards related to attest engagements. 3 credits

ACCT 630: Business Environment and Concepts
Topics include general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions. 3 credits

ACCT 635: Regulation and Taxation
Topics include federal taxation, ethics, professional and legal responsibilities, and business law. 3 credits

ACCT 650: Financial Accounting and Reporting
Topics include generally accepted accounting principles for business enterprises, not-for-profit organizations, and governmental entities in recording and reporting financial information. 3 credits

INTL 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 in the course refers to the United States, this course is comparative in scope. Specifically, this course explores how nations organize the tasks of the intelligence community (collection, intelligence analysis, counterintelligence, and covert operations) to achieve strategic goals. Emphasis is placed in the international and diplomatic environment that defined the intelligence requirements. 3 credits

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 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 the sports industry. 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 future job assignments; (2) to develop organizational development strategies focused on performance 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 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 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 will 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 625: Higher Education Law
This course will focus on the myriad of ways that higher education intersects with the law and how that law has developed and evolved. Topics covered include compliance, the public-private dichotomy, student rights, faculty rights, governance, employment law in higher education, and general liability issues. Additional topics covered include the Clery Act, FERPA, and Title IX.

3 credits

OL 628: HR Professional Skills
This course uses the 2014 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 630: Grant Writing
This course presents a comprehensive overview of program planning and grant writing. Structured to prepare students for both government and private sector seeking grants in both paper and online formats, the sessions will combine concepts, tips, and strategies on effective grant writing with examples to critique from real-world applications, coupled with practice writing of grant applications with instructor and peer feedback.

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.

3 credits

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

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 in 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
Program Philosophy and Content
The graduate program in Physician Assistant Studies (PA) operates on a semester calendar. Summer, fall and spring semester are completed in a predetermined sequence. Classes and labs typically meet during the day, with some evening classes. Students must begin the program during the summer session.

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.

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.
- 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 that applies the principals of epidemiology and evidence-based medicine.
- Develop a diagnostic management plan for common medical and behavioral conditions across the life span, taking into consideration cost, sensitivity/specificity, invasiveness and appropriate sequencing.
- Develop a therapeutic management plan for emergent, acute and chronic conditions 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 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 in oral and written forms with patients, family/caregivers and members of the healthcare team to provide competent comprehensive patient-centered care across the lifespan.
- Perform medical and surgical procedures common to primary care to include: venipuncture, intravenous access, injections, EKG analysis, urinalysis, strep screen, wet mount/KOH, stool occult blood, wound management, casting, splinting, urinary catheterization, nasogastric tube placement and CPR.
- Demonstrate professionalism with high ethical standards sensitive to the patient, 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.

Program Standards and Policies
Physician Assistant students are responsible for developing a master 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.

Graduate Program in Physician Assistant Studies
The Master of Physician Assistant Studies is a 24-month graduate program. The curriculum sequences students through 12 months of didactic curriculum and 12 months of clinical experiences with didactic components. The curriculum has been developed to meet standards set forth by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Application Procedure
Admissions Requirements
The Mercyhurst University Physician Assistant Program participates with the Central application Service for Physician Assistants (CASAPA). Individuals whose applications are viewed positively will be invited for a personal on-campus interview.

- 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. GRE’s must be completed within a 5-year time frame at 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.
• Criminal background checks, including fingerprinting, 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 in 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.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Total Credits</th>
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<tbody>
<tr>
<td>Biology with labs</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry with labs (General and Organic)</td>
<td>12</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy with lab</td>
<td>4</td>
</tr>
<tr>
<td>Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

All Physician Assistant Program coursework must be taken in sequence. Transfer/AP/Life experience credit will not be offered.

Physician Assistant Curriculum

Didactic Year - First Year

Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 514 Genetics</td>
<td>1 credit</td>
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<tr>
<td>BIO 524 Microbiology</td>
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</table>

Clinical Year - Second Year

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 602 Rotation I - Internal Medicine</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 610 Rotation II - Family Practice</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 620 Thesis Guidance</td>
<td>2 credits</td>
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</tbody>
</table>

Total: 10 credits

Fall

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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 630 Rotation III - Women's Health</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 640 Rotation IV - Pediatrics</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 650 Rotation V - Emergency Medicine</td>
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</tbody>
</table>

Total: 15 credits

Spring

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PA 660 Rotation VI - Surgery</td>
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</tr>
<tr>
<td>PA 670 Rotation VII - Elective</td>
<td>5 credits</td>
</tr>
<tr>
<td>PA 680 Rotation VIII - Elective</td>
<td>4 credits</td>
</tr>
<tr>
<td>PA 690 Rotation IX - Mental Health</td>
<td>1 credit</td>
</tr>
<tr>
<td>PA 695 Summative Evaluation Experience</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Total: 17 credits
Physician Assistant Studies Courses

Rotations will be 5 weeks in length, which includes a 4-week Elective Rotation combined with a 1-week Mental Health Rotation. Testing/Recall Days occur the last 2 days of each rotation, at which time students will be required to be on campus for written/clinical testing, lectures and presentations.

Rotations 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. 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 PANCE and entering the workforce.

A total of 97 credits are required to complete the Masters of Physician Assistant Studies Program.

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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 includes 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 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. Additionally, the course will highlight, through assigned readings and/or classroom discussion, a variety of human pathologies and diseases as they relate to normal physiological processes.

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 Professionals**
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.

3 credits

First Year – Fall Semester:

**PA 514: Clinical Skills Lab II**
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 I**
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 522/523: Clinical Medicine II**
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 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
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
This course will focus on diverse patient-center care from birth to age 18. Normal and abnormal growth and development from infancy through childhood and adolescence will be presented. The course will include instruction in the evaluation and management of emergent, acute and chronic pediatric presentations; there will be instruction on routine health maintenance, anticipatory guidance, preventative care and family dynamics.  

2 credits

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

1 credit

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

3 credits

First Year – Spring Semester:

PA 532: Pharmacotherapeutics II
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.  

1 credit

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 patient education on health maintenance and promotion sensitive to diverse populations across the adult life span. The student will recognize the need for consultation and referral, 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 patient education on health maintenance and promotion sensitive to diverse populations across the life span. The student will recognize the need for consultation and referral, 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.  

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 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

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women’s health medical conditions to include prenatal and obstetrical care. The student will provide patient education on health maintenance and promotion sensitive to diverse populations. The student will recognize the need for consultation and referral, transfer to an emergency or acute care setting.

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 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 health maintenance and promotion, and patient education sensitive to diverse pediatric populations.

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 to include common procedures in the emergency room. 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.

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 to include participation in common outpatient and intraoperative procedures. Emphasizes will be placed on the evaluation and management of pre, intra and postoperative care, systemic diseases and surgical conditions unique to the clinical practice of surgery. Students will experience working collaboratively in inter-professional patient-centered teams while providing care across the life span to diverse patient populations.

PA 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.

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.

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 mental health conditions. The student will recognize the need for consultation, referral and ancillary services for mental health conditions.

PA 695: Summative Evaluation Experience
This course will serve as a capstone experience to prepare the student for the physician assistant profession. There will be focus on curricular review of topics in medicine, PA licensure, credentialing, laws and regulations of practice, student presentation of master portfolio projects to include case presentations, service learning and professional growth experiences. Students must successfully complete the final summative evaluation examination and clinical simulated scenarios for graduation certification; this testing will be conducted within the final 4 months of the program.
Program Philosophy and Content
Teaching is more than an art and a science. A teacher provides opportunity for his or her students to develop knowledge and skills. A great teacher models creativity and positive interaction to mold the minds of his or her students in an effort to build a better community.

Mission Statement
The Master of Science in Secondary Education: Pedagogy and Practice degree prepares students to earn Pennsylvania Teaching Certification in Biology, Chemistry, Earth Science, English, Math, Physics, and Social Studies. Our students will demonstrate strong pedagogical skills, leadership and service to others throughout the program. Our graduates will 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.

Learning Outcomes
Know the Content
Content specific program outcomes are met through the evaluation of undergraduate degree coursework. The Departments of Mathematics, Science, History and English evaluate all incoming transcripts. If there are areas of deficiency where standards are not met, a post-baccalaureate Plan of Study may be developed for that student.

Performances
• Managing the instructional environment.
• Planning instruction.
• Implementing, adapting and assimilating effective instructional strategies.
• Designing, conducting and evaluating laboratory activities.
• Assessing and evaluating materials to meet the instructional needs and levels of diverse learners.
• Monitoring and adjusting instructional strategies.

Professionalism
• Professional organizations and associations, professional publications and journals.
• Integrity and ethical behavior.
• Professional relationships.
• Communicating effectively.

Pedagogy and Practice
The Master of Science in Secondary Education: Pedagogy and Practice program offers online graduate-level coursework for both individuals already certified as secondary education teachers, as well as those with bachelor degrees in fields other than secondary education who wish to pursue secondary teaching certification in Biology, Chemistry, Earth Science, English, Math, Physics, or Social Studies.

This master's program focuses on the pedagogical links of teaching as art, science and social justice, as well as teaching as theory, research and practice. Coursework will be offered in educational research, foundations, learner diversity, cross-curricular best assessment and teaching methodologies in English, Math, Science and Social Studies.

To obtain the M.S. in Secondary Education: Pedagogy and Practice at Mercyhurst, the graduate student must complete a minimum core of 30 graduate hours of study. This online program can be completed in 12 months (full-time; beginning in summer term). A capstone clinical (EDSE 675) is required for students seeking certification in a content specific secondary program.

Secondary Education: Pedagogy and Practice Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 500</td>
<td>Foundation of Pedagogy and Practice</td>
<td>3</td>
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<tr>
<td>EDSE 502</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 601</td>
<td>Critical Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 602</td>
<td>Curriculum and Instruction (Mathematics)</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 603</td>
<td>Curriculum and Instruction (Science)</td>
<td>3</td>
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<tr>
<td>EDSE 604</td>
<td>Curriculum and Instruction (English)</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 605</td>
<td>Curriculum and Instruction (Social Studies)</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 610</td>
<td>21st Century Literacies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 665</td>
<td>Clinical I Experience</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 675</td>
<td>Capstone Clinical Experience</td>
<td>6</td>
</tr>
<tr>
<td>EDSE 676</td>
<td>Thesis: Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 677</td>
<td>Research-Based Project: Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 521</td>
<td>Psychology of Diverse Learners 7-12</td>
<td>3</td>
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<tr>
<td>EDSP 522</td>
<td>Inclusive Practices 7-12</td>
<td>3</td>
</tr>
<tr>
<td>WL 501</td>
<td>Culturally and Linguistically Diverse Learners</td>
<td>3</td>
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</tbody>
</table>
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. Includes a 15-hour Clinical I experience.
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

EDSE 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. Practicum required. Prerequisite: EDSP 521
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. Prerequisite: EDSP 521, EDSP 522
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 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 101: Culturally and Linguistically Diverse Learners
This course satisfies the Pennsylvania Department of Education requirement for all graduate secondary education majors, provides the knowledge, skills and dispositions that enable 7-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language and culture; (2) analyze the issues of race, racism, and culture in historical and contemporary perspectives; (3) explore strategies for teaching multicultural and multilingual English language learners in 7-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Includes a Clinical I experience.
3 credits
Program Philosophy and Content
The graduate program in Special Education is designed to provide opportunities for providers of educational and behavioral services 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 best 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 program 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, Board Certification in Applied Behavior Analysis, and Autism Spectrum Disorder Endorsement from the Pennsylvania Department of Education. Additionally, students may complete concentrations in Applied Behavior Analysis (ABA), Autism Spectrum Disorders (ASD), or English Language Learners. The ABA certificate program meets the BACB coursework and field eligibility requirements, allowing students to sit for the BACB examination once other requirements have been fulfilled. The ASD concentration allows students to receive an endorsement on their Pennsylvania Department of Education certificates.

Mission Statement
The graduate program in Special Education provides 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 Special Education graduate 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.

Learning Outcomes
Upon completion of the Graduate Special Education program, graduates will be able to:

- Write procedures for evidenced-based practices across disability groups and life spans.
- Utilize evidenced-based practices and assessments in clinical settings.
- Write measurable objectives such as those found in an individual Education Plan (IEP).
- Analyze and Critique educational research.
- Design single case research proposal using APA writing style.
- Apply ethical conduct in the field of education.
- Apply dimensions of applied behavior analysis.

Special Education

<table>
<thead>
<tr>
<th>Core Requirements - Required for all students (9 credits)</th>
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<tbody>
<tr>
<td>EDSP 501  Behavior Management: Intro to ABA &amp; Behavior Change</td>
</tr>
<tr>
<td>EDSP 502  Educational Research: Single Case</td>
</tr>
<tr>
<td>EDSP 536  Professional, Legal &amp; Ethical Practices</td>
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<tr>
<th>Capstone Research - Required for all students (3 credits)</th>
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<tbody>
<tr>
<td>EDSP 676  Special Education Thesis</td>
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<tr>
<th>Capstone Experience - One required for all students (3-8 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 672  Intensive Practicum: Applied Behavior Analysis (for ABA concentration only)</td>
</tr>
<tr>
<td>EDSP 673  Internship: Special Needs (for students seeking PA certification)</td>
</tr>
<tr>
<td>EDSP 675  Capstone Clinical – Special Education (for students seeking PA certification)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Autism Spectrum Disorder Concentration</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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  Intro to Autism & Clinical | 4 credits |
EDSP 541  Instructional Methods & Assessment & Clinical | 4 credits |

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<thead>
<tr>
<th>Applied Behavior Analysis Concentration</th>
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<tbody>
<tr>
<td>This concentration prepares individuals to work as Behavior Analysts within the fields of education and development disabilities. These courses, in addition to other requirements including an Intensive Practicum experience, also prepare graduates to apply for the Board Certified Behavior Analyst examination administered by the Behavior Analyst Certification Board.</td>
</tr>
</tbody>
</table>

EDSP 640  Behavior Management: Intro to ABA & Behavior Change | 3 credits |
EDSP 650  Behavior Management: Intro to ABA & Behavior Change Clinical | 3 credits |
EDSP 660  Intro to Autism & Clinical | 3 credits |

<table>
<thead>
<tr>
<th>English Language Learners Concentration</th>
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<tbody>
<tr>
<td>This concentration is for graduate students who are looking to specialize in instructing English Language Learners (ELLs). Our education department’s recent creation of the Carpe Diem Academy, in conjunction with the Erie School District, is creating new opportunities for our students to interact with ELLs and witness the need for skilled educators with training in English language learning.</td>
</tr>
</tbody>
</table>

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Special Education

The program is a mixture of core special education course plus cross-listed ELL courses including:

- 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 515 Supporting Literacy for ELL (with 20 hour practicum) 3 credits
- WL 512 Second Language Acquisition (with 20 hour practicum) 3 credits
- WL 514 Introduction to Sociolinguistics 3 credits

Additional Special Education Electives

The general disabilities track allows students the flexibility to create a graduate program that is most closely aligned to their unique interests in the field. Students may round out their graduate coursework with electives, including seminars where they can explore topics of greatest interest to them under the guidance of graduate faculty.

- EDSP 500 History & Cultures of Disability 3 credits
- EDSP 531 Curriculum and Instruction: High-Incidence Disabilities 3 credits
- EDSP 532 Clinical: High-Incidence Disabilities 1 credit
- EDSP 533 Curriculum and Instruction: Low-Incidence Disabilities 3 credits
- EDSP 534 Clinical: Low-Incidence Disabilities 1 credit
- EDSP 535 Assessment and Data Driven Decisions 3 credits
- EDSP 540 Intro to Autism & Clinical 4 credits
- EDSP 635 Leadership in Urban Education 3 credits
- EDSP 640 Basic Principles of Behavior 3 credits

Undergraduate and Co-Requirements for Teacher Certification

Teacher Certification: Special Education Pre K-4; 7-12

Prerequisite Courses for Undergraduate and Co-Requirements

- WL 501 Culturally & Linguistically Diverse Learners 3 credits

Pre K-4 Early Childhood Education Co-requirements

- EDEC 201 Reading Methods 4 credits
- EDEC 203 Language & Literacy II 4 credits
- EDEC 205 Math Methods 4 credits
- EDEC 401 Integrated Methods 4 credits
- EDEC 473 Systems, Policies & Practices 2 credits
- EDEC 474 Pre-Teaching Internship 4 credits
- EDUC 222 Aesthetic Education 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.
EDSP 500: History and Cultures of Disability
This course examines the treatment accorded and supports extended to persons with disabilities from Jean Marc Gaspard Itard, and the publication of "The Wild Boy of Aveyron" (1806) to the present. Attention will be directed to the identification of key factors that impinge on the social and educational process; including legislation and litigation, educational policy, learning theory, service delivery, the nature of "intelligence", and public attitudes (which characterize shifts in educational philosophy, from the historical preoccupation with deficit identification to the current philosophy of emphasis on strengths, self-determination, culture, and potential). 3 credits

EDSP 501: Behavior Management: Introduction to Applied Behavior Analysis and Behavior Change
In addition to being a required Special Education graduate course for all students, this course meets the requirements of the Applied Behavior Analysis (ABA) graduate certificate program, and serves as the third course in this sequence of instruction. It is also one of the three required courses in the Autism concentration/endorsement program. Instruction and related activities will cover advanced concepts related to behavioral theory, and behavioral assessment and intervention techniques related to teaching, learning, and management of aberrant behaviors within the group-oriented context of the classroom. Of particular interest will be the application of basic principles of operant conditioning to group-oriented behavioral contingencies, the development of systems support concepts to ensure that such interventions may actually be carried out, the incorporation of solid behavioral principles in teaching practices and curriculum design, strategies to develop self-management, generalization procedures, strategies to promote independence within classroom routines, and differential schedules of reinforcement. Students will have the opportunity to review behavioral assessment techniques and applications, reinforce assessment, single-subject research design, and data analysis. Above all, this course will focus primarily on practical applications of ABA within a group/systems context. 3 credits

EDSP 502: Educational Research: Single Case
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 532: Clinical: High-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 high incidence disabilities. 3 credits

EDSP 533: Curriculum and Instruction: Low-Incidence Disabilities
This course focuses on research-based methods of instruction for students with low 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 low incidence disabilities. 1 credit

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. 3 credits

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
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 practices, and (b) effect marginalized students.

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).

EDSP 541: Autism: Instructional Assessment and Methods and Clinical
A diagnosis of an autism spectrum disorder is often associated with significant impairment in social skills, communicative abilities, daily-living tasks, as well as academic skills. Despite the challenging nature of these impairments, research has shown unequivocally that behavioral instructional approaches can be used to promote adaptive repertoires and functional skills. This course will provide candidates with an in-depth examination of evidence-based assessment and instructional methodologies for individuals with an autism spectrum disorder. Candidates will learn to critically evaluate the scientific merits of interventions. Furthermore, candidates will learn to develop and implement comprehensive assessment methods to measure progress and make data-based decisions. This course has been designed to ensure that students demonstrate required knowledge and skills as outlined by the Pennsylvania Department of Education’s competency areas related to instruction methods and assessment.

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

EDSP 622: Seminar: Disability Studies
This independent seminar provides graduate students with an outlet for critical analysis of, and special assignments related to, research and evidence-based practice in the fields of special education, disability studies, and educational diversity. Students must make an explicit link between application and current theory and research in the field of inquiry. Each student enrolled in the course will pair with a mentor in the field. Extensive and in-depth fieldwork (60 contact hours minimum) is required. This course is intended for teachers and graduate students seeking specialized clinical field experiences.

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.

EDSP 635: Leadership in Urban Education
This course explores (a) the theories, policies, issues, and analysis of the state of urban education, and (b) the behavior of leadership as change agent. Topics to be addressed include research-based national models of urban reform, local models of urban reform, educational and non-educational variables unique to urban education, examples of effective practices, standards-based practices, school measurement and accountability, and building leadership capacity. The course will also require students to develop a working, research-based proposal of urban education reform either working within an existing school or proposing a new school.

EDSP 640: Basic Principles of Behavior
This course provides an introduction to the basic principles of behavior, according to both operant and respondent conditioning paradigms. The learner will be provided with an examination of the guiding principles of Applied Behavior Analysis, as described by Baer, Wolf, and Risley (1968), and developed through a body of research spanning half a century. Specifically, the learner will identify the basic dimensions of human behavior, the environmental factors involved in operant conditioning, and the tools and techniques developed to measure, record, and analyze resulting data. An underlying context for this course’s content will be the application of discussed concepts to treatment for individuals with developmental disabilities, including autism. Additionally, the learner will identify historical developments that were significant to the establishment of a scientific and empirical approach to human behavior.

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

EDSP 660: Advanced Seminar: Applied Behavior Analysis
The Advanced Seminar in Applied Behavior Analysis will examine the multiple facets of behavioral research and practice issues. In addition, students will critically evaluate published educational current research in the field of autism, developmental disabilities, and educational practices, while attending to research design, methods employed, and experimental control. Faculty will present recently published, current, and ongoing research and contemporary topics through a series of seminars and workshops.
EDSP 672: Intensive Practicum Applied Behavior Analysis
This 750-contact hour Intensive Practicum is designed to further establish and ultimately solidify links between theory, research, and practical application within the field of applied behavior analysis. More specifically, this Practicum provides graduate students the opportunity to (a) conduct assessments of skills and interfering behaviors; (b) develop function-based intervention protocols; (c) implement behaviorally-driven interventions across environments; (d) collect and evaluate treatment data for the purpose of making decisions; and (e) establish leadership, dialog, and critical evaluation in the field of behavior analysis by training others in the implementation of behavioral interventions.

Applied Behavior Analysis Concentration Only

1-4 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 dis-quiet,” 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/practice/application. The Thesis is the culmination of 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; 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 credits

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

3 credits

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

3 credits
Kelly Amenta  
B.S. Duquesne University  
M.P.A.S. Duquesne University

Ms. Kelly Amenta is an Assistant Professor of the Department of Physician Assistant Studies. She earned her Bachelor of Science degree in biology and master’s degree in Physician Assistant Studies from Duquesne University. She has worked clinically as a Physician Assistant since 2003 in a variety of specialties including orthopedic surgery, emergency medicine, and cardiothoracic surgery. She continues to practice endocrinology at Metabolic Disease Associates. Kelly began her experience in Physician Assistant education in 2017.

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

Dr. Belfiore is the director of the Special Education graduate program. His areas of expertise include severe disabilities, urban education, applied behavior analysis, functional analysis and single subject research. He has published over 50 original research papers in such publications as the Journal of Behavioral Education and the Journal of Applied Behavior Analysis. He is the author of Recognizing Choices in Community Setting by People with Significant Disabilities.

Amy Burniston  
B.S. Pennsylvania State University  
M.S. Mercyhurst University  
Ed.D. Liberty University (ABD)

Amy Burniston is the director and chair of the Secondary Education Graduate Program. Ms. Burniston joined Mercyhurst University in 2013 as an instructor of biology and has since transitioned to dual appointments in both the Department of Biology and the Department of Education. Ms. Burniston is currently working with students to research the effects of small mammal predators (coyote and red fox) on tick populations (and spread of Lyme disease in our area) and is completing her doctoral dissertation on the use of explicit constructivist pedagogical approaches to teach undergraduate students the nature of science. Other research interests include the hybridization of the Eastern coyote and the decrease of red fox populations, authentic science education, case-based instruction, and online learning as related to collaborative instruction.

Luis I. Cabo-Perez  
M.S. University of Oviedo

Mr. Cabo received his M.S. degree in Natural and Biological Resources with an additional specialization in zoology. He worked professionally and as a researcher in the Departments of Geology and Biology of the University of Oviedo on more than 15 archaeological projects involving human and animal remains, and took part as a research fellow in six long-term research projects, including some of the most important Neanderthal sites in Europe. Since 1999 he has served as Director of Paleo environmental Studies of the Archaeological Plan for the Navaia River Basin, Asturias, Spain.

Madison Collins  
B.S. Gannon University  
M.P.A.S. Gannon University

Madison Collins is an Assistant Professor and Clinical Coordinator in the Department of Physician Assistant Studies. She graduated from Gannon University with a master’s degree in Physician Assistant Studies in 2013. Madison’s clinical background includes experience in Orthopedics and gastroenterology. She continues to practice at Digestive Diseases of Northwestern PA at Saint Vincent Hospital. She is a member of Pi Alpha Honor Society and she also reviews PANCE review questions for ExamMaster.

Orlandrew E. Danzell  
B.A. Cameron University  
M.A. Kansas State University  
Ph.D. Kansas State University

Dr. Orlandrew E. Danzell is an Assistant Professor in the Department of Intelligence Studies. Dr. Danzell teaches both graduate and undergraduate courses within the Department of Intelligence Studies. He received a Ph.D. in Security Studies from Kansas State University in May 2011. He earned an M.A. in Political Science from Kansas State University in 2007 and B.A.’s in History and Political Science from Cameron University in 2003 (Summa Cum Laude). Dr. Danzell’s research focuses on international/domestic terrorism, military interventions, and national security. His research uses both quantitative and qualitative methods to develop and test new theoretical insights on these themes. Dr. Danzell’s scholarly work has appeared in journals such as Journal of Conflict Resolution and Defense Security Analysis. He has several other projects under review. He is currently working on research related to radicalization and evolution of lone wolf terrorism.

Dennis C. Dirkmaat  
B.A. University of Pittsburgh  
Ph.D. University of Pittsburgh, 1989; D-ABFA 1996

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

Megan Dougan  
B.S. Gannon University  
M.P.A.S. Gannon University

Ms. Megan Dougan is an Assistant Professor and Clinical Director of the Department of Physician Assistant Studies. She earned a Bachelor of Science degree in health sciences and a master’s degree in Physician Assistant Studies, both from Gannon University. Megan has worked clinically as a Physician Assistant since 2007 practicing in endocrinology at Metabolic Disease Associates in Erie, PA.

Robin Duke  
B.S. Slippery Rock University  
M.P.A.S. Duquesne University

Ms. Robin Duke is an Assistant Professor and Associate Director/Academic Director of the Department of Physician Assistant Studies. She earned her Bachelor of Science degree in Biology from Slippery Rock University and earned a master’s degree in Physician Assistant from Duquesne University. Robin has worked clinically as a physician assistant since 1995 in primary care and emergency medicine. She most recently has worked in emergency medicine with Meadville Medical Center since 2006 and continues her clinical practice there. Robin has previous academic experience as a clinical coordinator and longtime clinical preceptor of Physician assistant students.

Marcie Fitzgerald  
B.S. Gannon University  
M.P.A.S. University of Nebraska Medical Center

Ms. Marcie Fitzgerald is an Assistant Professor and Clinical Faculty member of the Department of Physician Assistant Studies. She graduated from Gannon University’s Physician Assistant program in 1998, and she earned her master’s from the University of Nebraska in 2001. She has worked clinically as a PA in various surgical sub-specialties before beginning her career in PA education as an adjunct faculty member at Chatham University. Since 2005, Marcie has worked clinically as a Physician Assistant for Shriners Hospital in Erie. She is a Distinguished Fellow of the American Academy of Physician Assistants.

Tina Fryling  
B.A. Mercyhurst University  
M.S. Mercyhurst University  
J.D. University of Dayton

Attorney Fryling is an associate professor of criminal justice and holds a Juris Doctorate from the University of Dayton, where she was also Law Review Research Editor. She was formerly a law clerk for the Erie County Court of Common Pleas and maintained a private law practice. Attorney Fryling teaches courses in ethics, constitutional law, criminal procedure, and women and crime. She has conducted research and presented papers on legal issues of privatization in criminal justice.
Maria Garase  
B.A. Edinboro University  
M.S. Mercyhurst University  
Ph.D. Indiana University of Pennsylvania  
Dr. Garase is director of the graduate program in Criminal Justice Administration. Her primary research and teaching interests include women and crime, ethics and justice, research methods, program evaluation, and criminological theory. She is the author of a book, Road Rage, and various journal articles. She is on the board of directors for the Erie County Crime Victim Center, a committee member for Harborscreek Youth Services policy and planning committee, and a member of the Erie County Trauancy Taskforce. She worked as a counselor specialist for delinquent females in Pittsburgh, PA.

Heather Garvin  
B.A. and B.S. University of Florida  
M.S. Mercyhurst University  
Ph.D. Johns Hopkins University  
Dr. Garvin joined Mercyhurst University as an Assistant Professor of Anthropology in 2012. She received a dual degree in Anthropology (B.A.) and Zoology (B.S.) from the University of Florida, followed by a Master’s of Science degree in Forensic and Biological Anthropology at Mercyhurst College. She completed her doctorate at Johns Hopkins, where she worked as a research assistant under Dr. Christopher Gruff. Dr. Garvin was on the international team of scientists that discovered a new species of human being in South Africa in 2015. Her teaching and research interests include forensic anthropology, sexual dimorphism, human variation, functional and evolutionary morphology, human anatomy, and geometric morphometrics.

Paul Holley  
B.S. Roberts Wesleyan College  
M.D. Marshall University  
Dr. Paul S. Holley is the Medical Director in the Department of Physician Assistant Studies. Dr. Holley earned a Bachelor of Science in Biology with a minor in Chemistry from Roberts Wesleyan College; he earned a Doctor of Medicine degree from Marshall University. Dr. Holley completed his family practice residency at the Medical Center of Beaver in Beaver, PA. Since 1996, Dr. Holley has been a practitioner of family medicine. He currently practices in Bennus Point, N.Y., where he has employed Physician Assistants in his practice for many years.

Sarah K. Howorth  
B.A. Hobart and William Smith Colleges  
M.S. University of Phoenix  
Ph.D. State University of New York at Buffalo  
Dr. Sarah Howorth is an assistant professor of special education. She earned her Ph.D. in Special Education and Digital Leadership in 2015, and is in the process of completing her professional certification in Applied Behavior Analysis. Dr. Howorth has taught students in both general and special education settings in kindergarten through 8th grade in Michigan, Pennsylvania, New York, and at Shanghai International School. Her research interests are virtual simulation as a learning tool in teacher education, reading comprehension and social skills strategies for students with autism spectrum disorder, 21st century tools for instruction, and applied behavior analysis. She has recently published the pilot of her dissertation in the British Journal of Special Education, and has presented research at dozens of local, state, national, and international conferences. Dr. Howorth was also selected as one of only 17 national early career faculty to participate in the CEC Division of Research’s Beginning Career Workshop.

Holly Jodon  
B.S. Gannon University  
M.P.A.S. University of Nebraska Medical Center  
Ms. Holly Jodon is an Associate Professor and the Department Chair/ Program Director of the Department of Physician Assistant Studies. Holly earned a Bachelor of Science in Physician Assistant Studies from Gannon University and a Master of Physician Assistant Studies, specializing in Endocrinology, from the University of Nebraska Medical Center. Holly has practiced clinically in internal/pulmonary medicine, family practice, emergency medicine, surgery, and since 1998, adult & pediatric endocrinology at Metabolic Disease Associates. She began her experience in physician assistant education in 2000, as a faculty member in the Gannon University PA Program. Holly is active within the profession at both the national and state level. She is a Distinguished Fellow of the American Academy of Physician Assistants and past president of the American Society of Endocrine Physician Assistants.

Susan Johnson  
B.S. SUNY Fredonia  
M.S. Ed. St. Bonaventure University  
Ph.D. Gannon University (ABD)  
Professor Susan D. Johnson is the chair of the Department of Education at Mercyhurst University. She specializes in the treatment of Autism Spectrum Disorders and emotional and behavioral disorders of children and youth. Her scholarly interests include instructional design and development of pedagogical best practices for students with severe disabilities, in addition to, investigating innovative methods for preparing pre-service teachers. Professor Johnson’s primary teaching areas are in low incidences disabilities, Autism Spectrum Disorders and behavior theories and practices. Previous to teaching at Mercyhurst, Professor Johnson spent 15 years working as a public school and private agency speech/language therapist and special education teacher. She has been at Mercyhurst since 2010.

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

Spyridon Kodellas  
B.A. and M.A. University of Athens  
Fullbright Scholar  
Ph.D. University of Cincinnati  
Dr. Spyridon Kodellas was born and raised in Arcadia, Greece. He moved to Athens and earned a bachelor’s degree with honors in Communication and Media Studies and a master’s degree in Political Communication and New Technologies from the National and Kapodistrian University of Athens. During his undergraduate years, he began his career as a professional journalist working for online and traditional newspapers and magazines. In 2006 he moved to the United States and in 2012, he completed his Ph.D. in Criminal Justice as a Fulbright Scholar and Gabbard Research Associate Fellow at the School of Criminal Justice of the University of Cincinnati. Subsequently, he went back to Greece and spent two years teaching and doing research at the National and Kapodistrian University of Athens. He came back to the States in 2014 and started teaching as a visiting professor at the University of South Florida Sarasota-Manatee. In 2015 he moved to Mercyhurst.

Stephan Ousley  
B.A. University of Maryland  
M.S. University of Tennessee  
Ph.D. University of Tennessee  
Dr. Ousley is an Associate Professor of Anthropology specializing in physical anthropology. Prior to joining the Mercyhurst faculty, Dr. Ousley served as the Director of the Repatriation Osteology Laboratory in the Repatriation Office of the National Museum of Natural History at the Smithsonian Institution. He is best known for co-authoring FORDISC, a computer program that aids in the identification of unknown human remains using various statistical methods. Dr. Ousley’s research interests focus on statistical approaches to biological anthropology, human growth and development and human variation.

John Parente  
B.S. SUNY at Fredonia  
M.S. Buffalo State College  
D.Ed. Pennsylvania State University  
Dr. Parente is an Assistant Professor of Sport Business Management in the Walker College of Business. In addition, he leads the Sports Leadership Concentration within the Organizational Leadership Master’s Program. Dr. Parente has worked nearly twenty years in higher education with positions in residence life, student activities, facilities management, recreation, and assessment. The main constant in his personal and professional life has been coaching with over 25 years of experience at the youth, interscholastic, and intercollegiate levels. He holds an Advanced National Diploma from National Soccer Coaches Association of America.
Graduate Faculty

Dr. Parente's student centered beliefs guide his research interests which focus on the recruiting process from the athlete and parental perspective, intercollegiate athletics, and the over 3.5 billion dollar fantasy sport industry. In addition, he has written and presented on gender equity issues in the sports world.

Charles Redmond
B.A. Temple University
Ph.D. Lehigh University
Dr. Chad Redmond joined the Mercyhurst University faculty in 1993. His interests are in probability theory and ranking systems, and he has published articles and results in the Annals of Applied Probability, the Journal of Stochastic Processes and Their Applications, Mathematics Magazine, the College Mathematics Journal, and Mathematics Teacher. Some of his mathematical artwork was recently exhibited at the joint mathematics meetings. Dr. Redmond now devotes all of his time to teaching data science courses. He has previously taught courses in python, processing, html and CSS, JavaScript and jqery, php and MySQL, computer animation, web GIs, Alice, and computational art.

Kevin Sullivan
B.A. Gannon University
M.A. University of Dayton
Ph.D. Marquette University
Dr. Sullivan is an associate professor of philosophy whose areas of special interest include professional ethics (with special emphasis on law, medicine and bioethics), the ethics of organizations and institutions, and moral psychology.

Kristan J. Wheaton
B.B.A. University of Notre Dame
M.A. Florida State University
J.D. University of South Carolina
Kristan J. Wheaton (Kris) is an associate professor of intelligence studies at Mercyhurst University in Erie, Pennsylvania. He is a retired Foreign Area Officer with the US Army who specializes in national security matters, analytic methods, intelligence communications and game-based learning. He has served as a defense and legal attaché to various US embassies and missions in Europe. He has also served in various intelligence or intelligence related billets including the S-2 to the 559th Artillery Group in Vicenza, Italy, Attaché to the Office of the Legal Counselor in The Hague; and Chief of European Analysis at the Directorate of Intelligence, EUCOM, in Stuttgart. He is the recipient of the CIA Seal Medallion and the State Department's Superior Honor Award and is a member of the South Carolina Bar.

Elizabeth Wise
B.S. George Washington University
D.O. LECOM
Dr. Elizabeth Wise is part time faculty in the DPAS. Dr. Wise earned her B.S. in biology from George Washington University, she then earned her Doctorate of Osteopathic Medicine from LECOM and completed a residency in obstetrics and gynecology at the State University of New York at Buffalo Medical and Dental Consortium. She is board certified in obstetrics and gynecology and obesity medicine, and has been practicing locally while participating in health care student education since 2002. She also serves as the Medical Director of the Women’s Care Center of Erie County.

Anne Zaphiris
B.A. Edinboro University of Pennsylvania
M.A. Kent State University
Ph.D. SUNY at Buffalo
Dr. Zaphiris is an associate professor in the Organizational Leadership graduate program and serves as Director of the Sustainability Studies concentration. Her research interests include analyzing corporate and media messages, organizational values, and corporate social responsibility initiatives. The Fresh Face Forward communication campaign (freshfaceforward.org) evolved out of her interest in the role of communication in social change and environmental issues. She served with the Marine Corps Intelligence Activity, the Joint Staff's Intelligence Branch (J2) and Navy-Marine Intelligence Training Command besides numerous infantry commands.
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Ask for the specific department extension (the last four digits of the phone number). Additional information is available at: graduate.mercyhurst.edu.

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