



2016-2017

GRADUATECATALOG

Ruskin Campus

GANNON
UNIVERSITY

Believe in the possibilities.

Gannon University
Graduate Catalog
Ruskin, Florida Campus
2016 – 2017
Volume 3

Office of Graduate Admissions
Courthouse Commons 109 University Square
Erie, PA 16541-0001

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ACCESSIBILITY STATEMENT

Advocate for Campus Accessibility

Dr. Harvey Kanter is the 504/ADA coordinator for students with disabilities who require accommodation of facilities, programs, or services of the University. Students seeking information or assistance in any matter regarding accessibility or accommodations should contact him promptly upon admission to the University:

Harvey Kanter

Disability Student Services

Gannon University

109 University Square

Erie, PA 16541 (814) 871-5522 / kanter002@gannon.edu

GANNON UNIVERSITY POLICY OF EQUAL OPPORTUNITY

It is the policy of Gannon University to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits shall conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy. Furthermore, Gannon University does not discriminate on the basis of sex in its education programs and activities. Questions or inquiries regarding the University's policy should be directed to Robert J. Cline, Director of Human Resources, Student Services Building, 109 University Square, Erie, PA 16541-0001; 814-871-5615; cline001@gannon.edu.

The information in this catalog is considered to be descriptive in nature. The University reserves the right to make any changes in the contents of this catalog or in the documented course of study that it deems necessary or desirable. When changes are made they will be communicated to the appropriate students.

Gannon: A Closer Look

MISSION STATEMENT

Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness and social responsibility.



Ruskin, Florida Campus

GANNON HISTORY

Gannon University is dedicated to excellence in holistic education. In 1933, Archbishop John mark Gannon established Cathedral College, a two-year institution for men which by 1941 had evolved into a four-year college, the Gannon School of Arts and Sciences. The name Gannon College was adopted in 1944, and Gannon achieved university status in 1979. Then, in 1989, the delivery of higher education was further enhanced as Villa Maria College, founded in 1925, became part of the University community.

Today, Gannon University is a co-educational institution with 1,000 graduate students among a total student body of 4,008 enrolled full and part-time in a variety of graduate, undergraduate and associate degree programs.

Key to Gannon's mission is the personal and professional development of its students. A range of campus organizations and activities enhance academic interests, as well as foster leadership, volunteerism, and community service. The University community provides numerous opportunities for intellectual, moral, and spiritual growth.



Erie, Pennsylvania Campus

GANNON TRADITION

We pride ourselves on the resulting professional accomplishments of our 10,214 master's degree and 415 doctoral alumni, included among them are presidents of over 70 organizations, vice presidents, controllers, executive directors, officers, principals, superintendents, and upper-level managers in over 350 organizations worldwide. Many of our graduate school alumni have received the Ph.D. degree. Our location provides both support to the regional professional communities and a significant source of hands-on experience for graduate studies. Over the years, Gannon students have had many enriching opportunities to do projects, consult, complete internships, and otherwise involve themselves in the business, health care, human service, educational, and government communities at our doorstep. Additionally, representatives of these professions visit the Gannon campus regularly to supplement classroom theory via guest lectures, seminars, workshops, and adjunct teaching.

RUSKIN FACILITIES AND EQUIPMENT

Gannon University at the Ruskin, Florida campus is located at 105 Commercial Center Drive, Ruskin FL 33573. The location is situated on three plus acres of ground less than 30 minutes from Tampa Bay to the North and 25 minutes to Sarasota/Siesta Key to the south. The physical space offers lecture space, podium driven technology, Zoom technology, Wi-Fi throughout the campus, student conference centers, outdoor courtyard, and parking spaces. One classroom lab consists of electric high-low tables, large mat tables, a bed designed to mimic an acute care setting and a dynamic tilt table. The second lab consists of combination plinth/tables, large mat tables, and a vestibular training swing. The third space is an Occupations lab with a complete kitchen and bathroom set up for practicing both activities of daily living and instrumental activities of daily living. The program has the needed supplies that provide students the ability to practice and learn the specifics of each assessment and treatment area. Fast food/restaurants, hotels, and convenience stores are

located within walking/driving distance. Campus is located less than 12 miles from living areas (apartments/housing) and the Florida Gulf Coast beaches.

Equipment and tools include: assessment and evaluation tools for pediatrics/physical/psychosocial disabilities and specific equipment used in the intervention/treatment of injury/disabilities, which includes extra-large splinting pans/carts/and tools, and casting equipment. Durable medical equipment consists of crutches, walkers, canes, different types of wheelchairs, functional assistive devices and disability training technology. Other lab equipment includes: a treadmill, therapeutic bike, physical modalities, electric stimulators, biofeedback, therapeutic exercise equipment, electronic medical documentation software, anatomical models and software, stairs, curbs, parallel bars, balance equipment, diagnostic ultrasound, InBody 570, Dartfish video analysis software, a metabolic cart, ErigoPro Tilt Table with functional electrical stimulation and cyclic loading, and an assortment of orthotic and prosthetic devices.

Graduate Studies

GRADUATE STUDY AT GANNON

Gannon first offered graduate course work in 1964 and the first master's degrees were awarded in 1966. From a small beginning with fewer than 50 students enrolled in English and Education master's degree programs, graduate offerings grew dramatically in the late 60's and early 70's with the introduction of Counseling Psychology, Engineering, Public Administration, Nursing, and the tri-state area's first MBA program. Growth and development continued with the addition of a number of certificate programs in the late 70's and 80's. The Ph.D. in Organizational Learning and Leadership was first offered in 2007 and most recently the University announced the addition of the Doctor of Nursing Practice, MS in Sport and Exercise Science and Master in Athletic Training .

Perhaps the single most distinguishing characteristic of Gannon is that it is a Catholic university. This means that academic focus is placed upon the quality and dignity of human life. We treasure each individual graduate student and strive to provide the highest level of professional and academic training within a context of growth and supportiveness. Graduate students, both full and part-time, are valued members of the University community. They are encouraged to participate in the many cultural, social, recreational, and athletic activities of Gannon.

STATEMENT OF PRINCIPLES OF GOOD PRACTICE

Gannon University subscribes to the National Association for College Admission Counseling's Statement of Principles of Good Practice. Admission policy has been established to protect all students' rights, privileges and privacy, while providing well-qualified students with an opportunity to enroll at the University. Gannon University reserves the right to deny admission to applicants who have a criminal record or other indications that they could harm or impact the wellness of the Gannon Community.

GRADUATE MISSION STATEMENT

The mission of graduate education at Gannon University is to provide distinctive and rigorous programs in diverse disciplines for students who are seeking to: advance their knowledge and attain mastery in their profession; engage with the faculty in the integration of scholarship, research and professional practice; and succeed as critical thinkers and decision makers and as contributing leaders of their professions in a global society.

GRADUATE VISION STATEMENT

Graduate programs at Gannon University will be recognized for their academic excellence and their innovative pedagogies. Our programs will produce life-long learners who successfully compete in their respective careers, provide ethical leadership, and serve their communities. Graduate education will be acknowledged and supported as central to Gannon's continued growth and innovative, entrepreneurial spirit.

GRADUATE LEARNING OBJECTIVES

Graduates of a Gannon University Graduate Program will:

Master Knowledge and Skills:

1. Master the skills, methods, and knowledge appropriate to the discipline.
2. Demonstrate the skills needed to continue professional development and life-long learning appropriate to the discipline.

Think Critically

3. Access, analyze, and evaluate information.
4. Disseminate and communicate information.

Conduct and Analyze Research

5. Evaluate and utilize research methodologies appropriate to the discipline.
6. Use data driven decision-making to impact practice and/or enhance the discipline.

Manifest Leadership and Professional Responsibility

7. Demonstrate the ability to assume leadership roles appropriate to the discipline.
8. Demonstrate the ability to apply ethical standards appropriate to the discipline.



Ruskin, Florida Campus

Academic Accreditation, Licensure & Programs

ACADEMIC ACCREDITATION

Academic accreditation is based on accepted qualitative and quantitative standards of excellence for evaluating the quality of education offered at the institution. Evaluation and subsequent accreditation include such areas as the educational objectives and achievements, academic programs, admissions practices, student personnel and welfare services, institutional study, training and experience of instructional staff, financial stability, and laboratory and library resources.

Gannon University is accredited by:

The Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104
(267)-284-5000, FAX (215) 662-5501, www.msche.org
The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Academic Programs of Gannon University at Ruskin are licensed by:

Pennsylvania Department of Education 333 Market Street, Harrisburg, PA 17126-0333 (717) 787-5041 FAX (717) 783-0583

Florida Dept. of Education 325 West Gaines St., Suite 1414, Tallahassee, FL 32399-0400 (850) 245-3200, www.fldoe.org/cie

The Florida Commission for Independent Education, License No. 5229.

ACADEMIC PROGRAMS AT THE RUSKIN CAMPUS

Morosky College of Health Professions and Sciences

School of Health Professions

Occupational Therapy Occupational Therapy Doctorate

Listed below the following Gannon University programs have been approved to be offered by the state of Florida but are not currently scheduled at our Ruskin campus. Please visit www.gannon.edu/grad for offering of these degree paths at our Erie campus.

Physical Therapy Doctorate of Physical Therapy
Physician Assistant Master of Physician Assistant Science

Admission to Gannon University

ADMISSION POLICIES

While the requirements for admission to various programs differ, the general requirements and procedures are listed below. Please refer to the individual program description for specific details.

General Requirements

Applicants for graduate study must hold a bachelor's degree from an appropriately accredited college or university, and demonstrate the motivation, ability, and preparation needed to pursue graduate study successfully. A determination of this capacity will be made by the graduate program director and/or the respective Academic Dean, based upon records of undergraduate achievement, prior graduate work (if any), scores on required standardized tests (GRE, GMAT, etc.), letters of recommendation, and other information. Official transcripts and test scores must be sent directly from the appropriate institution to the Office of Graduate Admissions of Gannon University.

Process

Prospective applicants must submit a completed application for graduate study. Applicants should direct all application materials and questions regarding the process of admission to the:

Office of Graduate Admissions

109 University Square

Erie, PA. 16541

Phone (814) 871-7474 Toll Free 800-GANNON-U

An admissions representative will be happy to assist you with any questions regarding program admission requirements or the decision process.

Standardized Admission Tests

Each graduate program has its own requirements with regard to standardized admission tests. Please refer to the individual program descriptions for the appropriate tests or contact a graduate admissions representative. An applicant who already holds a graduate degree is not required to take an exam when applying to a Gannon master's degree program. The results of standardized tests should be sent directly to the above office from the test administrator.

Changing Graduate Programs

Graduate students who are enrolled in one program may seek to switch into another graduate program at Gannon. The decision to accept such transfers is at the discretion of the new program director and, for students whose cumulative grade point average is below 3.0, the respective Academic Dean. Students who change programs are required to meet with the new program director and have a new program plan developed. While all courses taken will remain on a single graduate transcript, it will be the prerogative of the new director to select courses from those previously completed to become part of the new program requirements. For purposes of the Academic Program GPA computation, the new program director will compute a grade point average on the basis of the courses, which are required for that particular program. At the time that the new program director interviews a student, a letter identifying the courses factored into the GPA is to be shared with the student, and placed in the student's graduate file.

Transfer of Credits

Transfer credits from other institutions are accepted at the discretion of program directors. Generally, a maximum of six credits from an accredited university may be accepted in transfer for courses in which a student received at least a grade of "B" (3.0). Transfer of credit both to and from the institution is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

Financial Facts

TUITION AND FEES

Occupational Therapy full-time BUDGET for 2017 AY

\$8,900	part-time tuition per semester
\$15,980	full-time tuition per semester
\$40,860	total annual cost
Estimated othercost Gannon University	
\$1,034	Books
\$825	University Fee
+	\$150 Other
\$2,009	
\$40,860	Tuition
+	\$2,009 Estimated othercost
\$42,869	Estimated Total Annual Cost

Estimated Total Program Cost	
\$123,512	Tuition
\$2,200	Fees
\$3,102	Books
+	\$400 Other
\$129,214	Total

Physical Therapy full-time BUDGET for 2017 AY

\$8,900	part-time tuition per semester
\$15,980	full-time tuition per semester
\$40,860	total annual cost
Estimated othercost Gannon University	
\$600	Books
\$825	University Fee
+	\$150 Other
\$1,575	
\$40,860	Tuition
+	\$1,575 Estimated othercost
\$42,435	Estimated Total Annual Cost

Estimated Total Program Cost	
\$128,130	Tuition
\$2,475	Fees
\$1,800	Books
+	\$450 Other
\$132,855	Total

Physician Assistant Science full-time BUDGET for 2020 AY

\$9,824	part-time tuition per semester
\$17,639	full-time tuition per semester
\$54,926	total annual cost

Estimated othercost Gannon University		
	\$1,034	Books
	\$52,917	Tuition
+	\$975	<u>Estimated othercost</u>
	\$54,926	Estimated Total Annual Cost

Estimated othercost Gannon University		
	\$1,034	Books
	\$825	University Fee
+	\$150	<u>Other</u>
	\$2,009	
	\$52,917	Tuition
+	\$2,009	<u>Estimated othercost</u>
	\$54,926	Estimated Total Annual Cost

Estimated Total Program Cost		
	\$107,157	Tuition
	\$1,650	Fees
	\$2,068	Books
+	\$300	<u>Other</u>
	\$111,175	Total

FEES DESCRIPTION

University fee is \$275/semester and Lab fee is \$50/semester .

The University fee is what is reflected in the fees description total for each program:

FOR OT: \$275 (University fee/semester) x 8 semesters of attendance= \$2,200 total fees

FOR PT: \$275 (University fee/semester) x 9 semesters of attendance= \$2,475 total fees

FOR PA: \$275 (University fee/semester) x 6 semesters of attendance= \$1,650 total fees

The other as it is represented in the graduate catalog is the Lab fee.

FOR OT: \$50 (Lab charge/semester) x 8 semesters = \$400

FOR PT: \$50 (Lab charge/semester) x 9 semesters = \$450

FOR PA: \$50 (Lab charge/semester) x 6 semesters = \$300

Published university tuition and fees are subject to change.

UNIVERSITY FEE

The University charges a small fee per semester to defray the costs associated with student activities. These might include activities in athletics, special lectures, entertainment, technology advancement, transportation and parking improvements, and enhancement of recreation and wellness. This fee is directed to a student activities budget, which is maintained across the University.

LAB FEE

The University charges each student participating in labs a \$50 fee per semester of attendance. The costs are used for replenishment of laboratory perishables, equipment purchase and upgrades, and replacement of broken materials. Each department with students that are charged this lab fee will have a separate lab account where this fee is directed.

FINANCIAL AWARDS

Occupational Therapy Doctorate Financial Award

The Occupational Therapy Doctorate (OTD) Award is a departmental award that could be made available to accepted students in the OTD program. The award is renewed annually based on the availability of funding. Students who receive graduate assistantships are not eligible to receive the OTD Award with the exception of semesters where the assistantship is not offered.

Summer 2016 - \$870.00; Fall 2016 - \$1600.00; Spring 2017 - \$1600.00

Doctorate of Physical Therapy Financial Award

The Doctorate of Physical Therapy (DPT) Award is a departmental award that could be made available to accepted students in the Ruskin, FL DPT program. The award is renewed annually based on the availability of funding. Students who receive graduate assistantships are not eligible to receive the DPT Award with the exception of semesters where the assistantship is not offered.

Summer 2017 - \$890.00; Fall 2017 - \$1600.00; Spring 2018 - \$1600.00

Information based on 2016-17 financial information

INSTITUTIONAL REFUND POLICY

Nonrefundable fees:

For the Admission and Registration process, nonrefundable fees will not exceed \$150 for Florida students. The \$150.00 deposit guarantees your space in the academic program and will be credited toward tuition your first semester. If the student cancels their space the deposit is nonrefundable.

All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.

A percentage of tuition charged will be refunded based on a prorated calculation of weeks enrolled prior to withdrawal. For simplicity Gannon applies 80% during the second week, 60% during the third week, 40% during the fourth week and no refund beyond the fourth week which is greater than the time period stipulated by Florida Rule 6E-1.0032(6)(i). The applicable percentage will be applied to total refundable tuition and fees.

Example:

Student begins enrollment in the Occupational Therapy Doctorate program on Wednesday, August 26. The student withdraws from the program 8 days later on Thursday, September 3, at 80% refund of tuition only. The student was charged \$15,560 for tuition and \$397 in fees. The student will be refunded \$12,448. The balance to Gannon University will be \$3,509.

Students who withdraw after the start of the semester shall receive a refund if applicable within 30 days of the date that the institution determines that the student has withdrawn

FEDERAL REFUND POLICY

Federal Direct Unsubsidized and Grad PLUS Loans are federal funds and are subject to the "Treatment of Federal Funds When A Student Withdraws From A Credit Hour Program". Gannon University may be required to return a portion of the federal funds to the Department of Education for students that withdraw or cease attending before 60% of the semester is over. This federal policy is outlined online at <http://www.gannon.edu/Financial-Aid/Policies-and-Legal-Information> and can also be obtained by contacting the Financial Aid Office or the Department of Education.

PAYMENT

Payment Due Dates:

Semester bills are due one week before the start of the semester.

Payment Options:

The following payment options are available for those who qualify:

- Check, cashiers check, credit card or money order
- Cash payments under \$1000.00
- Loans

E-Check and Credit Card payments can be made on GUXpress using the Student Account Center or at www.gannon.edu/epayment. There is no charge for E-Check transactions. A 2.65% service fee is assessed on credit card transactions. Cards accepted: VISA, MasterCard, Discover and American Express.

Full and half time students are eligible to apply for the student loan. Students must file the Free Application for Federal Student Aid (FAFSA) and have a FDSL Master Promissory Note on file. The FASFA form is available online at www.fasfa.ed.gov. The FDSL MPN is available online at www.studentloans.gov. Students may be eligible to borrow up to \$10,250 from the Federal Direct Unsubsidized Loan Program. Students must successfully complete nine credits in order to be eligible for the next increment. Please refer to www.studentloans.gov for repayment terms, loan limits and interest rates.

Graduate students are not eligible for PHEAA or PELL grants. If you need assistance from the Financial Aid Office regarding the procedures and requirements, you are encouraged to contact them at (814) 871-7337.

SEMESTER PAYMENT PLAN

This plan enables you to defer up to \$2,500 per semester. There is a \$30 per semester processing fee. For a balance greater than \$2,500, a down payment of the difference between the total due and \$2,500 is required.

For a balance less than \$2,500, a 25% down payment is required. In either case, a signed Semester Payment Agreement is required which is available on GUXpress on the Student Account Center or in Gannon's Cashier Office. The balance deferred plus the \$30 processing fee will be divided into three equal payments and will be due the 20th of the month.

COMPANY REIMBURSEMENT

A student who receives 100% reimbursement must make a \$100 down payment per term. A student who receives partial reimbursement must pay tuition or fees not covered by their employer. In both cases, payment must be made by the time the semester bill is due. The balance is deferred until 30 days from the last day of the semester. Any student who fails to make payment in full by this date will be liable for a \$50 late fee. Employer or grade delays will have no effect on the final payment date.

The Company Reimbursement Agreement is limited to credit courses. Application fees and late fees cannot be deferred. These fees, if applicable, are payable at the time charged. Books cannot be deferred. It is the student's responsibility to provide the employer with grades and/or other necessary paper work to obtain reimbursement.

It is the student's responsibility to make payment of the semester balance to Cannon. Students should also ensure that the conditions of reimbursement are stated clearly and completely on the reimbursement form by their employer. Application

forms for the Company Reimbursement Agreement are available on GUXpress on the Student Account Center or in the Office of Graduate Admissions. This is an agreement between the student and Gannon University.

INDEBTEDNESS POLICY

A student who is in debt to the University may not register, receive an official transcript, or receive their diploma from the Registrar until the indebtedness has been discharged.

PAST DUE ACCOUNTS

Past due accounts without satisfactory arrangements with Gannon's Cashier Office will be turned over to a collection agency. All reasonable collection costs, including attorney fees and other charges necessary for collection, will be the student's responsibility.

FINANCIAL AID

Gannon operates a full-time office with financial aid representatives who will work with you to facilitate your financial needs. These individuals have access to information relative to loans, grants, and programs at all private and government levels. Graduate students should contact Gannon's Financial Aid Office at the earliest possible time to facilitate processing.

Federal Direct Student Loans (FDSL)

Full and part-time graduate students are eligible to apply for a student loan. Students must file the Free Application for Federal Student Aid (FAFSA) and have a FDSL Master Promissory Note on file. FAFSA applications can be completed online at: www.fafsa.ed.gov. The FDSL MPN is available at: www.student/loans.gov.

Students may be eligible to borrow up to \$20,500 per academic year, depending on the number of credits for which the student is enrolled. Students must successfully complete 18 credits in order to be eligible for the next increment of \$20,500. Please note: Graduate students are not eligible for PHEAA or PELL grants.

Assistantships

The Occupational Therapy Doctorate program offers three graduate assistantship positions. The Doctorate of Physical Therapy program will be offering the equivalent of four positions annually when the program has approval to enroll students.

Accepted students within the Occupational Therapy Doctorate program will be sent a graduate assistantship application along with a description of each position after their program deposit is paid. Each position requires an average of 10-20 hours per week during the fall and spring semesters.

Interested students may apply for one of the following three positions: Lab, Neuroscience and Research. Qualified students will be scheduled for either an in-person or virtual interview by the search committee. Hired students will begin their role in the fall semester and continue till the end of the spring semester of each academic year. Each position is offered annually to each current and incoming class of students.

Student Life & Support Services

ENROLLMENT SERVICES

All enrollment services at Gannon University are available to students online. These enrollment services include course registration, student financial aid, student accounts and billing. These online services will be made available to students at the Florida campus. The on-site enrollment advisor in Florida will assist students with any enrollment services.

BOOK STORE

Gannon students are able to order books, supplies, and apparel from the Gannon book store online. When ordering textbooks on www.gannon.bkstr.com, students can purchase new or used books to be shipped to their residence or for store pickup. Books ordered online may be filled by one of over 900 Follett stores or from the Follett distribution center in Chicago. The book store web site lists all of Gannon's offerings each semester with corresponding text information.

COUNSELING SERVICES

BayCare Life Management – Student Assistance Program

The Student Assistance Program (SAP) is a valuable confidential resource for schools to assist students who may have personal problems which could affect their school, work or home lives. SAP provides early intervention and professional assessment to best meet the needs of the student.

BayCare Life Management's programs are tailored to meet the specific and unique needs of the college it serves. We are sensitive to the particular values of each institution. It is our goal to keep students in school/college and help them cope with emotional problems and other stressors which are sometimes manifested by the use of drugs and alcohol and other negative behaviors. The SAP staff helps students meet work/life challenges and achieve a positive academic experience.

After an initial assessment by a licensed therapist, the SAP professional can refer the patient on or additional services if necessary. Counseling and other related services are strictly confidential. The student can call a therapist, 24/7 at the confidential hotline 800-878-5470 or BayCareSAP@baycare.org – www.baycare.org/sap

INFORMATION TECHNOLOGY SERVICES

The mission of Gannon's Information Technology Services department is to provide the technology infrastructure and tools to enhance the productivity of students, faculty and staff. Students who have specific needs or problems related to online instruction can contact the I.T.S.

Helpdesk Monday – Friday 8:00AM – 9:00 PM at (814) 871-7501. This information is provided to the students in the new student orientation as well as published at the bottom of each Blackboard screen.

INSTRUCTIONAL ACCOMMODATIONS

Any student who requires instructional accommodations can contact the Student Services Office at (814)871-7597 (<http://www.gannon.edu/depts/nss/accommodations.html>). This office is responsible for maintaining disability related documentation, certifying eligibility for receipt of services, determining reasonable accommodations, and ensuring the provision of those services. Gannon's learning management system also include a prominent link to an accessibility statement that contains helpful information on accessibility resources.

LIBRARY

The Msgr. Wilfrid J. Nash Library provides resources, services, facilities, and instructional programs in support of the University curricula and the scholarly needs and interests of the Gannon community.

Nash Library's collections contain over 255,000 book volumes and more than 5,000 audiovisual items. Special collections include the University Archives. The library provides access to over 55,000 periodicals. The library's website provides access to the online catalog, online indexes and databases, electronic book and full-text electronic journal collections. Additionally, reference service and information literacy instruction are integral components of the library's educational mission. Interlibrary loan service is available.

Reference librarians are available to provide research assistance via phone, email, or web conferencing (by appointment).

MISSION AND MINISTRY

The Mission and Ministry Office is charged with overseeing the integration of the University's Mission into all areas of the University, to maintain and promote the University's Catholic Identity, to provide leadership for activities that pertain to pastoral care and sacramental ministry, and, finally, to provide co-curricular and curricular service opportunities.

The Mission and Ministry Office is made up of three areas: Campus Ministry, the Center for Social Concerns and the Associate Vice President for Mission and Ministry. Although each area is distinct, they collaborate together on many projects, and all are under the leadership of the Associate Vice President for Mission and Ministry, who is a Roman Catholic priest of the Diocese of Erie and a member of the President's Staff.

Center for Social Concerns

The Center for Social Concerns, inspired by Catholic Social Teaching, empowers students to make community service, education for peace and justice and civic engagement for social change an integral part of Gannon education. The Center encourages all students, faculty and staff to serve, learn, lead and act. • **Serve:** GIVE Day and Day of Caring are annual, one-time service events that draw hundreds of students, faculty and staff. Alternative Break Service Trips (ABST) transform students through a week of service, immersion and mutual cultural exchange. Weekly service opportunities are available with community partners like the Martin Luther King Center and Sr. Gus' Kid's Cafe. • **Learn:** Hunger and Homelessness Week is a national event on college campuses to raise awareness about hunger and homelessness issues. Past programming includes panel presentations and a Thanksgiving food basket project for resettled refugees. The 30 Center also regularly holds lectures and other educational programs on current social justice issues and shares Catholic Social Teaching resources with faculty. • **Lead:** Mentored student leadership opportunities are available for all Alternative Break Service Trips, Hunger and Homelessness Awareness and Catholic Relief Service Ambassadors. We also look for leaders to plan the Martin Luther King Day Observance, Diversity Dialogues and other initiatives throughout the year. • **Act:** Catholic Relief Services Ambassadors are students who sponsor on-campus education and advocacy for global issues such as food security, human trafficking and HIV/AIDS. Post-graduate service opportunities are also advertised, encouraged and celebrated through the Center, in collaboration with Campus Ministry and Service – Learning.

STUDENT SUCCESS CENTER

Gannon's Student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for distance students attending the University. All of these services are provided virtually for Ruskin, Florida graduate students.

The Writing Center in the Student Success Center is staffed by professionally trained peer consultants who reflect respect for the individual writer. Consultations promote the recognition of an elemental rhetorical situation, the ability to understand and apply corrections, and the stimulation of critical thinking. The Writing Center consultants have a strong

commitment to service and regard language as fundamental to the holistic development of the Gannon University student.

Both the Math and Writing Centers offer synchronous tutoring services available online. Tutoring is facilitated over the phone and through the Web. Appointments can be made from any Internet-connected computer or mobile device. Career Services and academic advising are also available to students from a distance.

Gannon offers career development and job-related assistance to students and alumni including help with changing a major, developing a resume, conducting a job search, tips for job interviews, assistance with graduate school applications and career advice. Services do not guarantee employment.

ORIENTATION

All new graduate students are required to participate in program orientations. These orientation sessions will:

- explain program expectations and what courses are offered
- explain the program calendar, tuition refund policies and drop procedures
- demonstrate how to remotely access online courses at Gannon
- demonstrate how to remotely access online resources at the Nash Library
- provide practice remotely accessing services at the Gannon at Erie Student Success Center
- explain how to log into the my.gannon.edu portal to access e-mail and GUXpress for grade and scheduling information.
- explain hardware and software requirement
- to be offered in both online and on-campus formats depending on program and start date.



Ruskin, Florida Campus

Degree Requirements

GRADUATION DEGREE REQUIREMENTS

The minimum required number of credits for a Master's degree is 30 credits. HOWEVER, most program degrees have requirements which are in excess of this minimum. The Occupational Therapy Doctorate (OTD) is a post-bachelor's degree program which requires the successful completion (cumulative GPA of 3.0 with a grade of C or better in all courses) of 119 credits of theory and didactic coursework. The Doctor of Physical Therapy (DPT) is a post-bachelor's degree program which requires the successful completion (cumulative GPA of 3.0) of 109 credits and the Masters of Physician Assistant Science program is a post-bachelor's master's level program which requires the successful completion of 109 credits of theory and didactic coursework. The specific course requirements must be fulfilled as stipulated in each academic program.

GRADUATION

Degrees are conferred three times per year: December, May, and August. Attendance at the May Commencement ceremony at Ruskin is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. Students who have applied for May or August graduation and who have had their application approved by their program director may participate in the May commencement ceremony and have their names listed in the program. Graduate students with more than six credit hours remaining to be completed in the summer may not be approved for August graduation nor participation in the May ceremony. Graduate students enrolled in current and future programs that have a structured curriculum that requires more than 6 hours in the summer as the final semester, such as the Physician Assistant Science Program, may participate in the May ceremony.

Prospective graduates should complete an application for graduation early in the semester (or year) of planned commencement. Submission of this form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student's file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early application will allow for both expeditious processing of the request and time to make up any deficiencies. December graduates must apply for graduation before September 15. May and August graduates must apply for graduation before February 15. Graduation fee is \$80.00.



Ruskin, Florida Campus

Academic Policies and Procedures

ACADEMIC INTEGRITY POLICY

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code. Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/ her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain integrity. The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code.

I. FORMS OF ACADEMIC DISHONESTY

A. Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete and accurate documentation, and specific footnote references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

EXAMPLES (Including but not limited to)

1. Whenever one quotes another person's actual words.
2. Whenever one paraphrases another person's idea, opinion or theory; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.
3. Downloading or purchasing material from Internet without identifying appropriate acknowledgement.

B. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive.

EXAMPLES (Including but not limited to)

1. Citing information not taken from the source indicated.
2. Listing sources in a bibliography not used in the academic exercise.
3. Inventing data or source information for research or other academic exercise.
4. Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc., etc.) prepared totally or in part by another.
5. Taking a test for someone else or permitting someone else to take a test for you.

C. Cheating

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

EXAMPLES (Including but not limited to)

1. Copying from another student's test paper and/or other assignments.
2. Actively facilitating another student's copying from one's own test paper/other assignments.
3. Using the course textbook or other materials such as a notebook not authorized for use during a test.
4. Collaborating during a test with any other person by receiving information without authority.
5. Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.
6. Reporting a clinical visit completed when it was not.

7. Falsifying reports of clinical visits, laboratory exercises, or field experiences.

D. Academic Misconduct

Academic misconduct is the tampering with grades, or taking part in obtaining or distributing any part of a test not administered.

EXAMPLES (Including but not limited to)

Stealing, buying or otherwise obtaining all or part of an unadministered test.

1. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
2. Bribing any other person to obtain an unadministered test or any information about the test.
3. Entering a building, office, file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
4. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.
5. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
6. Hiding and/or mutilating library/classroom books and/or equipment.

II. PROCEDURE

A. Informal Procedure

If an instructor suspects that a student or students may have violated Gannon University's code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 calendar days of the alleged violation. If the student is cleared of the suspicion, the matter will be dropped. If the student(s) admits to the allegation as alleged, the instructor will impose a sanction upon the student. The student(s) should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor. A written statement of the infraction will be forwarded to the student(s) academic advisor(s) by the Academic Dean. The records are maintained at the Academic Dean's office for a period of three years after the student leaves or graduates from the university.

B. Formal Procedure

1. If an instructor suspects that a student or students may have violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 days of the alleged violation. If the student(s) is/are cleared of the suspicion, the matter will be dropped. The program Chair and program policy may supercede this procedure.
2. If the student(s) and the instructor are not able to agree on the matter of guilt on the alleged violation or on the severity of the sanction imposed by the instructor, the student(s) may appeal the instructor's decision to the Dean of the College. Any appeal must be made within 10 calendar days of the instructor/student meeting. (Note: exceptions can be made for unusual circumstances [end of semester, graduation, late grade returns, etc.].) Students are expected to continue to attend class during the appeal process.
3. A hearing will be scheduled with the Academic Dean. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense.

4. The Dean will issue a finding based upon the evidence presented. If the Dean determines that not enough evidence has been presented, the matter will be dropped. If the Dean of the student(s) in violation of the Code of Academic Integrity, he/she has the power to issue a sanction. Finally, the Dean has the power to support the sanction originally imposed by the instructor. (The Dean has the power to augment the sanctions by issuing administrative sanctions [i.e. suspension or separation]) in addition to the academic sanctions imposed by the faculty member. In all deliberations, the Dean may take into account not only the evidence of the appeal proceeding but also the record of any previous infraction.
5. Following the Dean's decision, the student(s) may wish to make a final appeal to the Provost with respect to the fairness of the original proceeding and/or the appropriateness of the punitive sanction. The Provost will issue a decision within 10 calendar days of the appeal. Students are expected to continue attending class during the appeal process.

Records of completed disciplinary proceedings are destroyed if the student is acquitted. Records of the completed disciplinary proceedings are maintained in the Student Conduct Office and the Academic Dean's Office if the student is found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

Academic Dishonesty Sanctions

Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. Failure of the assignment involved (subject to decision by faculty member)
2. Failure of the course (subject to decision by faculty member)
3. Subject to review and approval of the Academic Dean, separation from the University
4. Subject to review and approval of the Academic Dean, expulsion from the University.

III. POLICY OF PROFESSIONAL INTEGRITY

All students have an obligation to maintain ethical behavior in relationship to their profession.

Professional Behavior

Those behaviors reflecting status, character, and standards of the given profession.

Ethical Behavior

Those behaviors in accordance with the accepted principles of right and wrong that govern the conduct of a profession. Any student of Gannon University who engages in unprofessional or unethical conduct is subject to disciplinary action which could include reprimand, probation, separation and expulsion from the University.

IV. Sources

Robert M. Gorell and Charlton Laird, *Modern English Handbook*, 6th Edition (Englewood Cliffs, NJ, Prentice-Hall, 1976), p. 71.

Campus Rules and Moral Community; In Place of In Loco Parentis by David A. Hoekema. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1994.

The format and definitions for the policy on Academic Integrity were adapted from the "Academic Honesty and Dishonesty" brochure produced by the College of Health Sciences, Gannon University, Erie, PA 16541.

The format and definitions for the policy on Academic Integrity were adapted from the School of Hotel Administration, Code of Academic Integrity, Cornell University.

ACADEMIC ACTION FOR GRADUATE STUDIES

Academic Probation

Academic Probation is a serious warning that the student has failed to meet the University's Graduate minimum academic standards (3.00 gpa). Students are expected to work well above the minimum, both for their individual benefit and for the good of the entire academic community. In fact, students are expected to achieve the highest quality of academic work of which they are capable. Probationary status is a conditional permission for a student to continue studying at the University until he or she regains good academic standing or is dismissed from the University for having failed to regain good standing.

There are program-specific differences in academic probation policies and procedures. Refer to academic program policies for details.

Dismissal

Students may be dismissed from Graduate Studies for academic and/or professional reasons.

1. **Academic:** All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director.
2. **Professional:** All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program.

Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate studies at Gannon is possible only with written permission of the Academic Dean.

Defining Academic Action for Graduate Studies

When a cumulative grade point average is below 3.0, the following guidelines will be used to determine the appropriate academic action:

- Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
- Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.
- Graduate students who received a regular admission and attempted 9 credits or more but fewer than 24 credits at Gannon University will be placed on academic probation. Graduate students who fail to raise their cumulative grade point average to 3.0 or above after attempting 9 additional credits will be dismissed.
- Notwithstanding the prior guidelines, graduate students who have attempted 9 credits or more at Gannon University whose cumulative grade point average is less than 2.3 will be dismissed.
- Graduate students who have attempted 24 credits or more at Gannon University will be subject to dismissal.

None of these guidelines will supersede individual program requirements that create a higher expectation.

STUDENT GRIEVANCE POLICY

Scope and Purpose

1. This policy addresses academic grievances only. An academic grievance is defined as a complaint brought by a student regarding the University's provision of education and academic (only) services affecting their role as a student. Complaints or grievances connected to assigned grades represent a special case to the grievance process. Grading reflects careful and deliberate assessment of a student's performance by a faculty member. As such, the substance of grading decisions may not be delegated to the grievance process. Nevertheless, the University recognizes that in rare cases the process of grading may be subject to error or injustice. Therefore, a student who alleges an error or injustice in the grading process would follow this policy toward resolution.
2. This policy does not apply to student complaints regarding employment or alleged violations of other policies in the student handbook.
3. It is the intent that this policy to provide an efficient process, allowing for both informal and formal resolution of grievances related to academic concerns, complaints or allegations.
4. A student must initiate a grievance as close as possible to the date of the occurrence of the incident and no later than 45 days after the end of the semester in which the alleged grievance occurred. The three summer sessions are considered as one semester.

General Guidelines

Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort should be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure. In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member's immediate supervisor. The student filing a grievance may have a third-party advisor, such as the University Ombudsperson; attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

Informal Resolution Phase

All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

Formal Resolution Phase

The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.

1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources office to determine the appropriate supervisor.

- a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.
 - b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.
 - c. Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.
2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor's resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.
 - a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).
 - b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.
 - c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.
3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.
 - a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).
 - b. The College Dean shall render a decision in writing to the parties involved within three weeks.
 - c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
 - a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
 - b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
 - c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.
 - d. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or her/his designee shall have a vote only in event of a tie.
 1. The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.
 2. The panel members shall have access to the written appeals and each person involved in the grievance.
 3. The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.

4. The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.
5. The decision of the grievance appeal panel is final.

DISCIPLINARY PROCEDURES FOR NON-ACADEMIC ISSUES

The Director of Student Living, the Student Conduct Officer, and Assistant Directors are responsible for dealing with all student disciplinary cases except academic dishonesty. These administrators are virtually available to Ruskin students.

1. An incident report is submitted by the party(ies) reporting a violation of University regulations and is kept on file in the Office of Student Living.
2. The individual involved in an incident will be sent a letter to report to a meeting. This letter will be sent via email. It is the responsibility of the student to check his/her e-mail on a daily basis. Student e-mail will be an official method of communication by the University.
3. The Director, the Student Conduct Officer, or Assistant Director meets with the student(s) involved. At this meeting students will be informed of their rights and responsibilities and invited to give a statement regarding the incident/event. A sanction is considered and/or imposed after all individuals involved in an incident have been offered the opportunity to give a statement about said incident.
4. Letters are sent via e-mail to the student(s) involved outlining any sanctions they may have received. In cases of major violations, letters are also mailed to the parent(s)/guardian(s) of the dependent student(s) informing them of the disciplinary incident/procedures.
5. In cases of major violations the student(s) have the right to appeal the judicial decision before the Committee on Student Conduct. In the case of lesser sanctions the student may appeal to the supervisor of the individual initiating the sanction. Appeals for lesser sanctions terminate at the level of the Vice President of Student Development. Appeals for Ruskin students will be done virtually.
6. If a student(s) decides to appeal either their responsibility in an incident or the severity of the sanction received, a hearing with the Committee on Student Conduct must be convened.
7. Upon conclusion of the hearing a letter is sent to both student and his or her parents/guardians (if the student is a dependent) informing them of the outcome.
8. All violations are subject to fines, service hours, campus hours, educational sanctions, assessments, etc. Fines not paid within the specified time parameters will be doubled. Service hours not completed will be doubled and students will be charged fifteen dollars per hour left incomplete. Educational sanctions not completed will be fined fifteen dollars.
9. All requests for appeals to sanctions below suspension from housing must be requested within two weeks of the date of the sanction letter. All appeals must be done in writing and not in person.

All discipline files are kept until three (3) years after a student has graduated/left the University at which time they are destroyed.

Appeal Procedures

All requests to appeal must be made through the Student Conduct Officer and/or the Director of the Office of Student Living. He/she shall, in turn, notify the Chairman of the Student Conduct Committee of the request. The Chairman and the Committee of six (6), with student and faculty representation, shall receive a statement of the charge from the Student Conduct Officer, the Director of the Office of Student Living, or an appropriate University official. The committee shall then question and listen to the accused to determine whether or not there are sufficient grounds for altering the disciplinary sanction imposed by the Student Conduct Officer, the Director of the Office of Student Living, or authorized University official. Decisions of the Committee are made by simple majority rule.

Every attempt will be made to process an appeal within fourteen calendar days of disposition of the sanction. The date for the hearing will be set by the Office of Student Living (OSL). The OSL will notify the student/organization of the hearing date. It's the student's/organization's responsibility to be available for the hearing date. The hearing date is not a negotiable entity.

On appeal, the Student Conduct Committee shall consider one of the following two issues, but not both:

- a. Review of determination of guilt
- b. Review of disciplinary sanction.

UNIVERSITY POLICY ON HAZING

Gannon University condemns the practice of hazing. The University appreciates that there are certain customs and traditions which are not harmful and are the very life blood of the member organizations. These customs should be continued and encouraged. However, activities which are harmful, or potentially harmful, have no place in student organizations. In an attempt to eliminate hazing practices and to avoid any serious hazing incidents, Gannon University has adopted this policy to govern pledging/associate member practices of student organizations. In addition to the guidelines set forth in this policy, each campus organization with a pledge or associate member program must develop internal procedures for educating members on hazing policies and for dealing with hazing problems, submitting them to the Associate Director of Student Organizations and Leadership Development for their organization's University recognition file. The Student Organizations and Leadership Development and Residence Life Offices will also be responsible for the education of all pledges/associate members regarding hazing policies. The University interprets hazing as any act (by and individual or group), whether physical, mental, emotional or psychological, which subjects another person, voluntary or involuntary, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate. This applies to on or off campus activities/groups. These actions are prohibited and include, but are not limited to, the following:

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|--|---|
| 1. Use of alcohol. | 8. Morally degrading or humiliating games or activities. |
| 2. Paddling in any form. | 9. Late work sessions which interfere with academic preparations. |
| 3. Creation of excessive fatigue. | 10. Any activity that is not consistent with fraternal, civil, ritual or policy of the University or which adversely interferes with the mission of the University. |
| 4. Physical or psychological shocks. | |
| 5. Quests, treasure hunts, road trips or scavenger hunts. | |
| 6. Wearing of clothing, which is conspicuous, or in bad taste. | |
| 7. Engaging in public stunts or buffoonery. | |

Any individual who feels that he/she has been a victim of hazing may follow one of two procedures:

1. Report the activity to the organization, which would then handle the situation according to its own internal procedures and policies.
2. Report the activity to the organization's faculty adviser, the IFC or Panhellenic President(s), Associate Director of Student Organizations and Leadership Development, the Director or Associate Director of Athletics, the Director or Assistant Director of Residence Life, or the Associate Vice President of Student Development & Engagement.

In the case of less serious infractions, the above named individual will attempt to rectify the problem with the offending organization. An adviser, chaplain, administrator or faculty member observing or receiving a report of hazing incident must report the incident to the Student Conduct Officer. The University will notify the national office of the organization with such affiliation. Every effort should be made to keep the name of the new member confidential. In the event that the situation continues or is repeated, or is considered to be of a serious nature, the Student Conduct Officer will automatically handle the matter. Hazing which involves alcohol, harassment, physical or psychological abuse, or which threatens the safety of individuals is considered to be of a serious nature and is subject to severe disciplinary action. The Student Conduct Officer shall have the responsibility to investigate the reported incidents by interviewing the parties involved and collecting written statements to determine if a hazing incident has occurred; to impose an appropriate sanction, up to and including removal of University recognition from the offending organization and expulsion for the individuals involved. The accused organization or individuals have the right to appeal any sanction imposed by the Student Conduct Officer through the Student Conduct Committee.

Any hazing suspicions should be addressed with the chapter and reported to the Associate Director of SOLD, the Director of SOLD, the Student Conduct Officer/Assistant Director of Residence Life, and/or the Associate Vice President Student Development & Engagement.

THE ACADEMIC YEAR

Gannon University operates on semester academic calendar. This plan divides the academic year into two four-month semesters. Typically, the fall semester begins late in August and ends before Christmas, and the spring semester begins in early January and ends with Commencement in early May.

2016-2017 Academic Calendar

Fall Semester - 2016

August

17	Wed	Last Day to confirm enrollment with the Cashier's Office for fall without a late fee.
24	Wed	First day of the semester.
24-31	Wed-Wed	100% tuition and fee refund for dropped courses. This includes 7 week, 9 week, and 14 week courses. No refund for 7 week or 9 week courses after August 31.
30	Tue	Last day to add/drop courses without advisor's written approval. Last day to add courses without instructor's written approval. Students who have not confirmed their enrollment by 4:30pm will have their registrations deleted. In order to re-register, the student must have written permission from the instructor and a \$100 late fee will be charged.

September

1-4	Thur-Sun	80% tuition refund for dropped courses. 0% fee refund.
5	Mon	Labor Day - no classes.
5-11	Mon-Sun	60% tuition refund for dropped courses. 0% fee refund.
6	Tue	Last day dropped courses are removed from transcript.
12-16	Mon-Fri	40% tuition refund for dropped courses. 0% fee refund. No tuition refund after September 16.

October

12-16	Wed-Sun	Fall break - no classes.
17	Mon	Classes resume.
17	Mon	Mid-semester grades due in the Registrar's Office by 4:00pm.
31	Mon	Last day to: a) withdraw from a course; b) elect pass-fail; c) revert to a letter grade for courses being taken pass-fail. Consult the Dean regarding pass-fail. If the dates of a course are different from the regular semester dates, the student can withdraw from a course before 60% of the course is complete.

November

9	Wed	Registration for next semester starts.
22	Tue	Residence halls close at 9:00pm. Dining hall closes at 1:45pm.
23-27	Wed-Sun	Thanksgiving vacation - no classes.
28	Mon	Classes resume.

December

11	Sun	Commencement ceremony.
12-16	Mon-Fri	Final exam week.
18	Sun	Final grades are due in the Registrar's Office by 4:00pm.

Courses with start dates different from the regular semester start dates may have different dates than those listed above.

January

2	Mon	Last Day to confirm enrollment with the Cashier's Office for Spring without a late fee.
9	Mon	First day of the semester.
9-13	Mon-Fri	100% tuition and fee refund for dropped courses. This includes 7 week, 9 week, and 14 week courses. No refund for 7 week or 9 week courses after January 13.

13	Fri	Last day to add/drop courses without advisor's written approval. Last day to add courses without instructor's written approval. Students who have not confirmed their enrollment by 4:30pm will have their registrations deleted. In order to re-register, the student must have written permission from the instructor and a \$100 late fee will be charged.
14-22	Sat-Sun	80% tuition refund for dropped courses. 0% fee refund.
16	Mon	Martin Luther King Day - no classes.
20	Fri	Last day dropped courses are removed from transcript.
23-29	Mon-Sun	60% tuition refund for dropped courses. 0% fee refund.
30-Feb 3	Mon-Fri	40% tuition refund for dropped courses. 0% fee refund. No tuition refund after February 3.

February

26- March 5	Sun-Sun	Spring break - no classes.
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March

6	Mon	Classes resume.
6	Mon	Mid-semester grades due in the Registrar's Office by 4:00pm.
20	Mon	Last day to: a) withdraw from a course; b) elect pass-fail; c) revert to a letter grade for courses being taken pass-fail. Consult the Dean regarding pass-fail. If the dates of a course are different from the regular semester dates, the student can withdraw from a course before 60% of the course is complete.
30	Thu	Registration for next semester starts.

April

13-18	Thu-Tue	Easter vacation - no classes.
19	Wed	Classes resume.

May

1-5	Mon-Fri	Final exam week.
6	Sat	Commencement ceremony.
11	Thu	Final grades are due in the Registrar's Office by 4:00pm.

Courses with start dates different from the regular semester start dates may have different dates than those listed above.

FULL-TIME STATUS

To be considered a full-time student, a person is required to be enrolled for 10 credit hours in the current fall or spring semester. Students are part-time if they are enrolled for less than 10 credits.

CLASS ATTENDANCE

Attendance at all classes and laboratory sessions is expected of all students and all courses are conducted with this understanding. A student's grades are based upon the general quality of work performed in each course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. Ultimately, it is the responsibility of each faculty member to set reasonable attendance policies appropriate to individual courses and to publish those policies on course syllabi. When so indicated on the course syllabus, class attendance may directly influence final grades in a course.

ON-LINE DELIVERY

Online courses at Gannon are designed using the Quality Matters rubric and are typically asynchronous allowing students to work through course content and activities as their schedule allows each week. Gannon's online course format follows weekly course modules aligned to specific weekly learning objectives. While course delivery is asynchronous, there are weekly schedules in each module with deadlines for student discussion activities, assignments and assessments. Some courses may include some synchronous

activities like student presentations and group work which utilize Adobe Connect. All online courses are facilitated using Gannon's learning management system which is Blackboard Learn (<https://gannon.blackboard.com>)

Course design philosophies at Gannon are focused on engaging, student-centered instruction that promotes significant and meaningful interactive learning to meet weekly learning objectives and course outcomes. Gannon's online courses utilize an "Ask the Instructor" discussion board that instructors check on a daily basis for student questions. Additionally, Gannon courses utilize active discussion-based activities to promote learning communities with the close participation of Gannon's faculty.

Finally, each online course includes a course design student survey to inform future iterations of the course making the online instruction stronger as the course matures. These courses are indicated as being offered online in the course description.

AUDITING

With permission of the faculty member and program director, persons holding bachelor's degrees may audit select course offerings. No graduate credit is awarded to audit students. The conditions of the audit with regard to assignments and examinations will be determined by the faculty member after discussing each situation with the audit student. Auditors must have written approval of the course instructor and are advised that they cannot retroactively upgrade to credit-seeking status after the first two weeks of the regular semester. Additionally, after the first two weeks of the semester, a credit student cannot switch to audit status. Once written instructor permission is obtained, students should contact the Registrar's Office. Records of the course will be noted on a student transcript with a grade of AU which carries neither credits nor grade points.

COURSE NUMBERING

DOCCT = Occupational Therapy courses

GGDPT = Physical Therapy courses

GPHAS = Physician Assistant Science courses

Course Levels

000-099 Credit earned may not be included in the total credits required for a degree.

100-199 Lower division, undergraduate. Designed as basic introductory courses for freshmen.

200-299 Lower division undergraduate. Designed as intermediate courses to be taken primarily in the sophomore year of a major but may be taken by upper level non-majors.

300-499 Upper division, undergraduate. Designed as junior and senior courses.

500-599 Upper division, and graduate. For graduate students primarily but including courses with some seniors.

600-799 Designed for graduate student only.

800-899 Doctorate students only.

900-999 Doctorate students only.

LEVEL 500 COURSES

The general rule is that a 500-level course may be taken by undergraduates only in their senior year, either for undergraduate credit (cross-listed as a 400-level course) or for graduate credit with permission of the program director. However, because of the nature of particular integrated programs, 500-level courses may be taken in the junior year; such programmatic exceptions must be approved by the Academic Affairs Committee of the college based upon a recommendation from the Graduate Council.

UNIT OF ACADEMIC CREDIT

Gannon University awards semester credit hours. Semester Credit Hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester. It also includes a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material or completion of educational projects.

GRADING SYSTEM

Gannon University awards semester credit hours. Semester Credit Hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester. It also includes a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material or completion of educational projects.

The work of all graduate students is evaluated and then reported in terms of the following grades:

Grade	Grade Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F (Failure)	0
I (Incomplete)	0
X (Withdrawal)	0
P (Pass)	0
AU (Audit)	0

GRADE CHANGE

A grade change can only be initiated by the faculty member who gave the grade. Students who feel there has been an error in grading, or who wish to challenge a grade, should contact their professor.

GRADE POINT AVERAGE COMPUTATION

Computation of Grade Point Average for a semester or cumulatively is accomplished by dividing total grade points earned by the total semester hours for courses where a letter grade between A+ and F is received. In some circumstances, certain courses not appropriate for a program (e.g. when a student changes programs) may be excluded from the computation of the GPA in the program. The grade of A+ carries the same GPA weight as an A, but represents academic work of extraordinary distinction.

A program may require students receiving a grade below B- in a specific course to repeat that course. A program may limit a student to two grades below B-. No student may graduate with a GPA below 3.1. There is no pass/fail election.

INCOMPLETE GRADES

Incomplete grades may be assigned at the discretion of the faculty member in cases of serious need. Students may request "I" grades, but the decision to grant this concession will be made by the faculty member.

Students who receive an "I" grade have until the conclusion of the next regular (not summer) academic semester to complete their work, submit it, and have the "I" grade changed to a regular letter grade. Incomplete grades which are not finished within this time period will be changed to the grade of F, unless an extension is petitioned and granted by the appropriate faculty member. Exceptions on extensions may be made in cases of the thesis or research project. International students that receive an "I" grade may alter their visa status. The status of their visa should be verified with the International Student Office.

ADVISING

The essence of a quality graduate experience, regardless of the program, is academic advising. Each program has its own unique system for delivering information and monitoring the progress of its graduate students; thus it is essential that each graduate student contact the director of his or her program to ask for direction. This advice is most important at the onset of the program to avoid scheduling conflicts and problems with course sequencing, and to assure that the steps required to complete the program are understood.

REPEAT COURSES

A student may elect to repeat a course. The letter “R” will be placed in front of the original grade and the original grade will not be calculated in the GPA. Students are required to submit written notice of a repeated course to the Registrar’s Office if they wish to have the repeat noted on their transcript. Forms are available in the Registrar’s Office. Graduate students may repeat only 6 credit hours of coursework under this policy unless otherwise indicated in their program.

INTERRUPTION OF STUDY

For Master’s students

It is expected that degree-seeking students will make steady and continued progress towards completion of the program. However, students occasionally must interrupt their studies to take a semester (or more) off due to personal or professional needs. Each program handles this situation differently, and the student should contact the program director as needed. Forms for documenting the leave of absence or withdrawal from the University are available in the Office of the respective Academic Dean. However, if a student has been off for two years or longer, that student must re-apply for admission to the Office of Graduate Admissions.

For Doctoral Students

Doctoral students who need to interrupt their program of study for personal or professional reasons must complete a leave of absence form and have it signed by their program director or department chair. Unless excused by an official leave of absence (which in no case may exceed one year throughout the student’s degree program), all doctoral students are required to be continuously enrolled and must pay tuition and fees in order to remain in the program. Criteria for what constitutes continuous enrollment varies by program, as specified in the program listings in this catalog. If a student fails to obtain a Leave of Absence or maintain continuous enrollment in their program of study, he or she is required to apply for readmission and must be in good financial standing with the University before readmission is granted. Under no circumstances may a student utilize a leave of absence to pursue courses in another graduate program at Gannon University.

For International Students

Regardless of the degree being sought, international students who are not continuously enrolled in their program of study must return to their home country and then reapply for admission to the Office of International Students.

MEDICAL LEAVE

Graduate students who find it necessary to take a medical leave from the University must:

- Meet with their respective Program Director/Chair or advisor
- Submit medical documentation that substantiates/verifies need for the leave
- Medical leave form must be completed
- Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
- Medical leave of absence is granted for up to two (2) semesters
- Student must submit medical clearance to return to coursework AND a written plan of action needs to be developed with input from the program director/chair prior to returning
- If a student does not return to the University within two (2) years, they will be required to reapply for admission
- Failure to comply with this policy may result in the assignment of an “F” grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
- International students must work closely with the International Student Office when contemplating a leave or withdrawal from studies

STATUTE OF LIMITATION

University policy requires that students must complete a Master's degree program within six years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

University policy requires that students must complete a doctoral degree program within seven years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

Exceptions can be granted only by the program director and the Academic Dean. The statutes of limitations are not extended due to interruption of study or medical leave.

STUDENT RECORDS

(1) Gannon shall maintain a file for each student and that file shall be available to the Commission upon request at each location and translated into English and; conforming to the general requirements of Rule 6E-2.004, F.A.C., and will contain the following:

- All documents evidencing a student's prior learning upon which the instructors and the institution base the award of any credit or credential.
- Copies of the learning agreements or learning contracts signed by the instructors and administrators who evaluated the agreements and contracts.

(2) A current academic transcript that is retained permanently for each student.

- Credits awarded for prior learning, including internal credit by challenging examination, will be so identified on the student's academic transcript.
- Records documenting evaluation, assessment and awarding of nontraditional credit for an indefinite period in electronic format. Retention guidelines are based on ACRO standards for document retention.

All records regarding student admission, enrollment, grades, and degree conferred are stored electronically in either computing system, ImageNow or Colleague. The system is password protected and accessible only by faculty and staff who have been granted permission for viewing by the program director. We never delete any of the records and the entire system is backed up on a central server should records somehow be lost.

Grades and credits for courses are recorded on students' transcripts and are permanently maintained on the central computing system Colleague, by Gannon. This includes registrations and grades for fieldwork. This system is also password protected, accessible only by authorized personnel, and also permanently present on a backup system.

All student fieldwork evaluations are kept in a lock file cabinet in the office of the Academic Fieldwork Coordinator, which is also secured by key access.

ACCESS TO STUDENT RECORDS

In accordance with the 1975 Family Educational Rights and Privacy Act, the University has established a policy concerning access to student records. The full policy is available upon request from the Registrar's Office. The following items are included here because of their general interest:

1. Probation and suspension letters, and other correspondence are sent directly to all students at their home address.
2. Access to student records is permitted only upon receipt of a written release by the student.
3. Students may have access to parental financial records submitted in support of financial aid applications.
4. With certain exceptions, each student has access to his or her personal and academic records.
5. Students may request that directory information not be released to anyone.

TRANSCRIPT POLICY

Gannon has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

- To order an official transcript(s), login to the Clearinghouse secure site
- The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.
- Order updates will be emailed to you. You can also track your order online.

Students may also request transcripts in person or mail. The student's authorization and written signature are needed to release a transcript. The student can request the transcript in person at the Registrar's Office; or download and print a transcript request application; or write a letter addressed to the Registrar's Office, 109 University Square, Erie, PA 16541; or can FAX the request to 814-871-5870.

- Include name, ID Number, Birthdate, whether graduated or not, year last attended, former names used, return address, and phone number where the student can be reached during the day.
- Please provide the name and address where you want us to send the transcript.
- There is no fee for these transcripts.

Students who need transcripts to submit unopened with applications should request that the transcript be issued to them in a sealed envelope. The transcript is stamped "Issued directly to the student," has the Registrar's stamp and the school seal. The envelope is sealed and has the Registrar's stamp. The student must submit the transcript in the unopened envelope with the application. If the envelope is opened it is no longer valid as an official transcript. Transcripts are not released for students with financial holds. Partial transcripts are not issued. Each transcript includes the complete academic record at Gannon University and work accepted from other colleges.

Official transcripts of credit earned at other institutions, which have been presented for admission or evaluation of credit and have become a part of the student's permanent record in this office, are not reissued or copies duplicated for distribution, other than internally.

Transcripts from other institutions must be official and received by Gannon University directly from the original institution(s). Copies issued to the students with the college seal will not be accepted. Transferred credit is not added to the Gannon University transcript unless it is applicable toward a degree at Gannon University.

STUDENT COMPLAINTS

For complaints related to employee, faculty members or staff, unethical or inappropriate behavior Gannon University is committed to excellence at all levels and strives to support the Gannon community in practicing the highest levels of ethical conduct. To facilitate this, the University has selected EthicsPoint Inc. to provide a simple, risk free way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of University policies. Gannon University considers employee concerns very important and desires your cooperation in resolving such issues. However, this hotline service is not a substitute for, nor does it replace, traditional existing reporting methods already in place at the University for reporting problems or complaints.

The University continues to encourage employees to report concerns or suspected violations to their supervisor, Human Resources or other campus entities, as appropriate. The EthicsPoint reporting system simply provides an additional means of reporting such issues when maintaining the reporter's anonymity is important.

Gannon University asserts that reports submitted via EthicsPoint will be handled in a timely and discreet manner. No retaliatory action will be taken against anyone for reporting or inquiring in good faith about potential breaches of Gannon University policies or seeking guidance on how to handle suspected breaches. Reports submitted through EthicsPoint will be given careful attention by University officials with the objective of correcting the situation being reported, if facts can be corroborated. The University expects that reports submitted through EthicsPoint system will be made in a good faith effort to address legitimate issues and concerns, or to otherwise provide reliable information

To Make a Report

To file a report you may use either of the following methods:

1. Call (888) 428-2305 (toll free). An EthicsPoint operator will ask you a series of questions about the matter that you are reporting.
2. Submit your concern on-line by selecting the appropriate violation category from the list below.

For complaints regarding unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint. A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a university employee, student or student organization. The student must first have attempted to resolve the issue by approaching the person(s) involved, then the appropriate department chair/program director, and then the appropriate dean, before filing a written complaint.

The student is encouraged to attempt to resolve all grievances at the lowest possible level. The student should first discuss the problem or complaint with the person whose decision or action is being contested, then with the person's chair/program director, and then dean. If the grievance cannot be resolved at that level, the student can submit a formal complaint in writing. A complaint must be based on a claimed violation of a university rule or policy that has not been resolved through ordinary processes.

Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs will ensure that the complaint receives a timely response.
- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Vice President for Student Development and Engagement. The Vice President for Student Development and Engagement will ensure that the complaint receives a timely response.

To file a complaint against Gannon University in Florida, please write a letter or send an e-mail containing the following information:

1. Name of Student (or Complainant)
2. Complainant Address
3. Phone Number
4. Name of Institution
5. Location of the Institution (City)
6. Dates of Attendance
7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

Send Letter To:

Commission for Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Toll free: 888-224-6684

Or E-mail: cieinfo@fldoe.org

Or Fax: 850-245-3238

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684

Morosky College of Health Professions and Sciences

Kristine Legters, PT, DSc, NCS, Interim Dean

The Morosky College of Health Professions and Sciences is composed of the School of Health Professions and the School of the Sciences. The curriculum offered by each program within the college is designed to prepare students upon graduation to meet professional responsibilities in their field of learning or to pursue graduate studies. The campus in Ruskin, FL expands the influence of the mission of the College and University. Students are provided the foundation and learning experiences to prepare for life-long learning in a professional career. This career will serve each individual in meeting their physical and functional needs, and fulfilling the needs for that person to optimally participate in their community.

Mission

Graduates are prepared academically and personally in a caring and value-focused environment to be leaders in their careers and communities.

Health Professions Vision

Using the high quality health profession programs that are built on a foundation of academic excellence, the vision of the health profession programs is to promote interdisciplinary team learning throughout and among curricula. We strive to be a regional asset specific to the educational preparation of health care professionals, committed to promoting the health and well-being of society.

Sciences Vision

The School of Sciences will be recognized for providing outstanding education necessary to build careers beyond the undergraduate level in employment and graduate and professional schools. The vision of the sciences and mathematics programs is to promote active, engaged learning through dynamic teaching and faculty-mentored research. Our students are prepared to become leaders in science, technology, mathematics, health care and emerging fields important to society's future.

Goals

- Continue to garner recognition for academic excellence
- Develop innovative education programs and initiatives
- Strengthen professional and community partnerships and form new ones
- Promote collaboration between and among disciplines
- Capitalize on Gannon's unique location/proximity to Lake Erie.
- Develop and implement simulation learning throughout and among the health professions curricula
- Facilitate active engagement of faculty and students in research, service and in their community.



Erie, Pennsylvania Campus

Occupational Therapy

Occupational Therapy Doctorate (OTD) Degree

Program Director: John Connelly, Ed.D., OT/L

INTRODUCTION

The Occupational Therapy Doctoral program offers opportunities for in-depth study of, and clinical experiences with, clients of all ages who have limited capacity to perform to their expectations in their everyday lives or are at risk of developing a limiting condition. The goal of occupational therapy is to assist individuals to achieve their maximum level of independent living and quality of life through remediation of, adaptation to, or prevention of physical, cognitive, perceptual or mental health functional limitations. Occupational therapy utilizes the consultative process in addition to direct intervention and works with populations and systems as well as individuals.

MISSION

The Occupational Therapy Doctoral Program engages students in the teaching/learning process to enable them to demonstrate excellence in entry-level and advanced skills (above the generalist level) in assessment-evaluation and the intervention process. The program encompasses the individual, the community (specific populations) and is understood through proficiency in outcomes measurement, program evaluation, and analysis and synthesis of evidenced based outcomes data. The overall process is grounded in the diagnosis and application of occupation and performance, and the use of reasoning and creative problem solving.

GOALS OF THE PROGRAM

The goals of the Occupational Therapy Doctoral program reflect the missions of the university, college, and program. In essence, these are to educate self-directed students who, upon graduation, will become quality professionals, contribute to the body of knowledge of the profession and provide leadership for the profession and society. This will be accomplished through incorporation of the liberal studies component of the student's bachelor's degree into graduate, professional education in Occupational Therapy. Accordingly, the goals of the program are:

- Develop quality occupational therapists whose practice is guided by occupational science and clinical reasoning;
- Create life-long learners who will contribute to the body of knowledge of the profession;
- Foster student attitudes and professional behaviors consistent with the missions of the university, college and program;
- Assist the student to develop the skills necessary to provide leadership roles in the profession and society;
- Provide students with the skills and problem-solving abilities to adapt and respond proactively to a changing health care system and society;
- Provide professional resources, services, leadership and scholarship to the profession and community;
- Foster an academic community in which its members participate actively in the development of self and society.
- Provide Opportunities that prepare the student to be a self-directed life-long learner and encourage evidenced-based professional practice, independent inquiry, critical thinking, clinical reasoning, self-reflection, and self-assessment.
- Provide an opportunity to identify and develop an area of advanced practice that is developed and refined in the experiential component or "residency" and the culminating project.

PROGRAMS OF STUDY

The Occupational Therapy Doctoral program of study in Ruskin, Florida begins in the summer semester of the entering year with three required and foundational OT courses. The first year summer courses are online and include DOCCT 811, DOCCT 815 and DOCCT 818. Full-time, on-campus graduate course work starts in the fall semester and continues for 3+ years, with the summer between the first and second years off. The summer, fall, and spring semesters of the third year are spent in the class or in full-time clinical internships, followed by a capstone semester in the final summer (see curriculum).

Upon completion of the program an Occupational Therapy Doctorate degree is awarded and graduates are eligible to sit for the

national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT; www.nbcot.org). Individuals with certain types of criminal records (felonies) may be barred from practicing occupational therapy at the national or state level. Individuals with criminal records should contact NBCOT (<http://www.nbcot.org>) and the occupational therapy licensing board of the state where they would like to practice prior to applying for admission to any OT program. Both of these organizations will do early evaluations of the criminal record as a means of determining if the student would be allowed to practice occupational therapy.

ACCREDITATION

The entry-level occupational therapy doctoral degree program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to be able to take the NBCOT certification examination or attain state licensure. Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

Licensed by the Florida Commission for Independent Education, License No. 5229. Gannon University's occupational therapy doctoral degree program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), www.aotaonline.org. As a result of this action, the institution may admit students into the Occupational Therapy Doctoral Program according to the approved timeline (June 2015) and may proceed to the Initial Review step of the accreditation process. The initial review involves an onsite visit by the accreditation committee at which time full accreditation status is provided.

Clinical Experiences (Fieldwork I, Fieldwork II, & Doctorate Specialty Internship) Fieldwork I: Earlier clinical experiences, which include 40 hour weekly or weeklong experiences in the clinic, are provided locally or within a reasonable proximity to the student's permanent residence. Each of three Fieldwork I experiences are a component of professional level course requirements for Psychosocial OT, Pediatric OT, and Physical Disability OT courses in the curriculum. Fieldwork II: Clinical placements for the two 12-week full-time, clinical field work experiences are available throughout the U.S.A. The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. Doctorate Specialty Internship: The Doctoral experiential component is a 16 week, integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Doctorate Requirements

Students are guided in an independent study, develop a Doctorate Specialty Internship, and complete a culminating project. The objectives for each of the areas are determined collaboratively between Mentors (of their choice) and Faculty, each designed to enrich a student's depth of study in a specific area.

ADMISSION REQUIREMENTS

The program is designed as a full-time course of study. Students are not able to transfer into the program, and transfer credits will not be accepted.

- Students in the final year of completion of a bachelor's degree may apply to the program or students who have completed a bachelor's degree. Baccalaureate degree must be from an accredited college or university.
- Cumulative prerequisite course Quality Point Average (QPA) of 3.0 or better (4.0 scale). No grade below a "C" will be accepted
- Overall undergraduate QPA of 3.0 or better (4.0 scale)
- All prerequisite courses must be completed within five years preceding entrance into the graduate program. Prerequisites must be completed by May 15 of the year the student enrolls. Additionally, the student's degree must be conferred with a final official transcript by May 15 of the year that they enroll.
- GRE's are not required.

Prerequisite Course Requirements for entry into the OTD program include the following:

- Intro to Psychology
- Psychopathology or Abnormal Psychology
- Intro to Sociology or a course in diversity
- Anatomy & Physiology I & II with lab (total of 8 credits)
- Developmental psychology throughout the lifespan or equivalent
- Physics (one semester survey or two semester full sequence)
- Statistics

***Additional requirements for all students**

- Beginning in July 2016, prospective students will apply using the OTCAS – Occupational Therapy Centralized Application System. OTCAS provides a full-service web-based application and admissions process for prospective occupational therapy program applicants. To learn more, please visit: <https://otcas.liaisoncas.com/applicant-ux/#/login>
- Prior to matriculation in the program, students must complete their bachelor's degree and a minimum of 40 hours of volunteer experience in an OT setting; two different sites are preferred. Documentation must be submitted from the clinical volunteer site. Students will also collect information for a student journal during their volunteer work.
- Deadline for applications is January 15; applications received after this deadline will be reviewed if space is available in the program.
- Interested students must complete the "Student Self-Report Transcript Evaluation" in accordance with the OTD program and Graduate Admissions office.
- Students must have demonstrated efficiency in using tools common to distance education. This might include a learning platform, special courses, or job experience. Attachments to the application providing evidence of proficiency will be requested and reviewed.
- Qualified candidates may also be interviewed by the Admissions committee

CURRICULUM

The Occupational Therapy Doctorate is a doctoral degree, which will be awarded upon the successful completion of the following 119 credits:

First Year – Summer			First Year – Fall		
DOCCT 811	Foundations of OT *	3	DOCCT 821	Analysis of Human Movement	4
DOCCT 815	Occ Science & Analysis *	3	DOCCT 823	OT Medical Sciences	3
DOCCT 818	Theoretical Foundations of OT *	3	DOCCT 825	Clinical Neuroscience	4
			DOCCT 827	OT Interven: Psychosocial Dysfunction I	4
	Total:	9		Total:	15
First Year – Spring					
DOCCT 831	Neurorehab Techniques	4			
DOCCT 833	OT Interven: Psychosocial Dys II	5			
DOCCT 835	The Research Process	6			
	Total:	15			
Second Year – Fall			Second Year – Spring		
DOCCT 841	OT Intervention: Physical Disabilities I	4	DOCCT 851	OT Intervention: Physical Disabilities II	5
DOCCT 843	OT Intervention: Peds & Dev Disabilities I	5	DOCCT 853	OT Intervention: Peds & Dev Disabilities II	4
DOCCT 844	Community Based Intervention	3	DOCCT 855	OT Intervention: Gerontology	3
DOCCT 845	Research Seminar	3	DOCCT 857	Clinical Reasoning Seminar I	3
DOCCT 847	Capstone I	1	DOCCT 859	Directed Independent Study I	1
			DOCCT 877	Capstone II	1
	Total:	16		Total:	17

**Third Year –
Summer/Fall**

DOCCT 861	Field Work Experience I (A)	8
DOCCT 863	Field Work Experience II (B)	8
	Total:	16

Third Year – Spring

DOCCT 871	Entrepreneur Mgmt Practice in OT	3
DOCCT 873	Emerging Models of Practice	3
DOCCT 875	Adv. Intervention: Theory & Techniques	3
DOCCT 876	Professional Issues Seminar	3
DOCCT 858	Professional Competency	1
DOCCT 879	Directed Independent Study II	3
	Total:	16

**Third Year – Final
Summer**

DOCCT 881	Doctoral Specialty Internship	12
DOCCT 883	Capstone Project	3
	Total:	15

Program total credits: 119

*Online Courses

COURSE DESCRIPTIONS

DOCCT 811 Foundations of Occupational Therapy

3 credits

Development of Occupational Therapy as a profession; concepts of occupational role acquisition and role dysfunction; use of human occupation as therapeutic intervention; exploration of domains of practice of OT; scopes of practice of health professionals; health and wellness; health care delivery systems; disability; professional behavior. Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In- depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning. Offered: Online

DOCCT 815 Occupational Science & Analysis

3 credits

Analysis of occupation as a life organizer. Development of observational skills, problem solving approaches, the teaching-learning process, therapeutic use of self, and activity analysis. Laboratory will provide experience in and analysis of selected tasks of work, self-care and play/leisure. Offered: Online

DOCCT 818 Theoretical Foundations of Occupational Therapy

3 credits

Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In- depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning. Offered: Online

DOCCT 821 Analysis of Human Movement

4 credits

Prerequisite: DOCCT 811

Analysis of motor, sensory and motor learning components of human movement and their applications in activities of work, self-care and play/leisure. Influence on neurological, biomechanical, human and non-human environments on human performance. Laboratory will provide experience in analysis of activity and selected clinical assessment tools.

DOCCT 823 Occupational Therapy Medical Sciences

3 credits

Signs, symptoms, medical management and pharmacological management of general medical, neurological, orthopedic and psychiatric conditions relevant to occupational therapy intervention.

DOCCT 825 Clinical Neuroscience

3 credits

Prerequisite: Permission of Instructor

An in-depth study of the structure and function of the central nervous system relative to human behavior. Peripheral structures involved in sensorimotor function will be included. Clinical conditions and case studies, including their influence on occupational performance components and areas, will be utilized.

DOCCT 827/833 Occupational Therapy Intervention: Psychosocial Dysfunction I & II

4/5 credits

Prerequisites: DOCCT 827 for 833

An integrated theory and practice course examining Occupational Therapy models for psychosocial treatment approaches based on the current research body of knowledge. Development of interpersonal skills, group leadership skills, and therapeutic use of self. Areas explored will include techniques for prevention, understanding group process dynamics, remediation of role dysfunction within various cultures. The courses are composed of three sections; lecture, laboratory exercises, and a clinical fieldwork experience.

DOCCT 831 Neurorehabilitation Techniques

4 credits

Prerequisite: DOCCT 825

Analysis of various theoretical approaches to the treatment of central nervous system dysfunction throughout the life span. Topics will include neurodevelopmental, sensorimotor, kinesiological, and sensory integrative approaches to motor dysfunction. Laboratory will provide guided experiences in techniques, application to human occupations, clinical reasoning, case analysis and selected clinical experiences. Current research regarding the efficacy of the various theoretical approaches will be explored.

DOCCT 835 The Research Process

6 credits

Using a comprehensive approach, this course is designed to stimulate student interest in the research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles and methods of scientific research to become discerning consumers of research.

DOCCT 837 Qualitative Research (Elective)

3 credits

Prerequisite: Permission of Instructor

Using a comprehensive approach, this course is designed to stimulate student interest in the qualitative research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles, and methods of scientific qualitative research to become discerning consumers of research.

DOCCT 841/851 Occupational Therapy Intervention: Physical Disabilities I & II

4/5 credits

Prerequisites: DOCCT 831, 833, 823. Prerequisite for DOCCT 851 is DOCCT 841.

Analysis and adaptation of the human and non-human environments is response to role dysfunction; architectural barriers, orthotics, prosthetics, wheelchair prescription and management, adaptive equipment and assistive technology. Specific adult physical disabilities including orthopedic; neurological and general medical conditions; prevention, assessment, and treatment intervention; psychosocial aspects of physical dysfunction; and application of clinical reasoning through case studies included. Level I fieldwork in an adult Physical Disabilities setting is included. Sessions will consist of lecture and lab hours weekly. One credit is assigned to the fieldwork experience in DOCCT 851. Offered: Online

DOCCT 843/853 Occupational Therapy Intervention: Pediatrics and Development Disabilities I and II

5/4 credits

Prerequisite: DOCCT 831; Corequisite: DOCCT 841 for DOCCT 843; Prerequisite to DOCCT 853 is DOCCT 843

Atypical development resulting in problems in role performance in children is emphasized. Role acquisition, competence, adaptation, and dysfunction from birth through adolescence in the areas of sensory, motor, perceptual, cognitive, and play will be addressed. Providing OT in a variety of settings and models, including educational, early intervention, and medical rehab is included. Analyzing appropriate use of specific assessment and treatment techniques from a range of theoretical frames of reference with guided practice through laboratory experiences along with clinical reasoning through case studies will be included. Use of assistive technology, adaptive seating, Level I fieldwork in a pediatric setting.

DOCCT 844 Community-Based Intervention

3 credits

Prerequisite: DOCCT 833; Corequisite: DOCCT 841, 843 Therapeutic intervention with concentration on community-based practice and populations; special emphasis on the needs of the elderly; health/wellness programs; community centers; homeless populations; and special considerations in home health.

DOCCT 845 Research Seminar

3 credits

Prerequisite: DOCCT 835 or DOCCT 837

This course involves the systematic writing of the research proposal and application of the research process and methodologies as they apply to the field of occupational therapy. Focus is on the methods of research design, with critical analysis of its components including collection, analysis, and interpretation of data. Synthesizing the relationships of the problem, methodology, hypothesis, and data analysis will be pivotal in the course. This course will culminate in the production of an approved proposal, which will be the basis of the student's completed thesis.

DOCCT 847 Capstone I

1 Credit

Prerequisites: DOCCT 818, DOCCT 833, DOCCT 835

Capstone I is intended to be the first step of the capstone process, and is designed as a self-directed and professional exploration and development course of study. It is the course that allows the student to work with a faculty member and a mentor to focus the OTD student on laying the foundation for completion of their doctoral specialty internship and their capstone project. By reading journal articles and other primary literature, learning how to annotate references, and forming research objectives, students will set the stage for preparation for the next course in the capstone series, which will culminate in completion of a Doctoral Specialty Internship (DSI) and capstone project.

DOCCT 855 Intervention Techniques for Gerontology

3 credits

Prerequisites: DOCCT 833, DOCCT 841

This course will explore various evidence-based strategies for improving health and functional independence of older adults. Students will be introduced to the various age related changes that occur in the cardiovascular, pulmonary, musculoskeletal, neuromuscular, and information processing systems. Course content will be delivered primarily through lecture, discussions, and article reviews. Case studies and interactive clinical activities will allow students the opportunity to design and implement an occupational therapy screening, evaluation, plan of care, and treatment for individuals with a variety of diagnoses commonly encountered in the aging populations.

DOCCT 857 Clinical Reasoning Seminar

3 credits

Prerequisite: DOCCT 833, 841, 843

Analysis of research of therapeutic intervention as an interpretative process. Application of procedural, interactive, conditional a narrative reasoning to therapeutic intervention through selected case analysis across disabilities and the life span.

DOCCT 858 Professional Competency

1 Credit

Prerequisites: DOCCT 861/863

This course is organized to meet the ACOTE Doctoral Level Educational Standard B.11.0. This mandates that students "pass a competency requirement prior to commencement of the doctoral experiential component". In this course, the OTD students have the opportunity to demonstrate the required professional competency. The course begins with introducing students to the Gannon Board Prep process, National Board of Certification for Occupational Therapy

DOCCT 859 Directed Independent Study 1 Credit / DOCCT 879 Directed Independent Study 3 Credit

This course (Two Parts) offers the opportunity for doctor of occupational therapy students to become involved in a course of study under the direction and guidance of a faculty member in lieu of a portion of the professional rotation requirements of the OTD program. Students may choose to 1) pursue, in depth, an area covered more generally in the curriculum; 2) explore a topic not normally covered in the curriculum; 3) provide occupational therapy services to diverse and underserved populations; or 4) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area or practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. Prerequisites: DOCCT 845 Approval of Independent Study Faculty.

DOCCT 861/863 Fieldwork Experience I & II

8/8 credits

Prerequisite: Satisfactory completion of all prior course requirements, permission of faculty

This course involves six months full-time clinical experience in two different occupational therapy settings and supervised practice of therapeutic assessment and intervention techniques. Students will gain experience in a wide variety of clinical conditions and age ranges.

DOCCT 871 Entrepreneurial Management Practices in Occupational Therapy

3 credits

Supervision and management theory and techniques with research review and application; role delineation; COTA and OTR collaborative intervention; quality assurance; program development; financial management; management methods in current healthcare systems and alternative work settings including funding resources; and developing independent small businesses in alternative settings.

Offered: Online

DOCCT 873 Emerging Models of Practice

3 credits

This course will examine emerging models of practice in the field. These will vary, based upon current Occupational Therapy theory, practice and service delivery models. In-depth exploration and understanding of current healthcare policies; social, demographic, and political issues driving the healthcare system; influences in delivery of services in OT. Informatics will be utilized as primary sources. Participants will examine new methods and settings in which to provide OT intervention and apply these in a local agency or organization. Participants will also evaluate the effectiveness of these services and modify them as needed.

DOCCT 875 Advanced Intervention: Theory and Techniques

3 credits

Prerequisite: DOCCT 861, DOCCT 863

Emphasis is on advanced therapeutic intervention techniques and theories across age ranges. Analysis and adaptation of the human and non-human environments in response to role dysfunction; advanced modalities, refined handling techniques, advanced hand treatment, assistive technology application, and complementary and alternative therapies. Review of current research in all areas of practice. Clinical reasoning processes are facilitated through the use of case studies. Offered: Online

DOCCT 876 Professional Issues Seminar

3 credits

Prerequisite or Corequisite: DOCCT 863

Critical analysis of current professional issues will be examined in this course. Topics will include, but not be limited to: healthcare delivery systems, professional boundaries, regulatory agencies, specialization, validation of theory; analysis of current social, political, cultural and economic change; continuing professional development; contributions to the profession and society.

DOCCT 877 Capstone II

1 Credit

Pre-requisites: DOCCT 833, DOCCT 835, DOCCT 841, DOCCT 843, DOCCT 844

Capstone II builds on the knowledge learned and materials created in the Capstone I course. In this stage of the capstone series, the student confirms a topic for the Doctoral Specialty Internship (DSI) and capstone project and also chooses a mentor, which may be the same or a different individual who mentored the student through the Capstone I course. With a specific project and mentor chosen, the student will be able to revisit and solidify the objectives for the DSI, confirm, and finalize the capstone project objectives.

DOCCT 881 Doctoral Specialty Internship (DSI)

12 credits

Prerequisites: DOCCT 861/863, DOCCT 858

The Doctoral Specialty Internship (DSI) is the capstone experience for students pursuing their clinical doctorate in occupational therapy (OTD). It is a 16 week (12 credits - at least 640 hours) course that is part of an individualized experience specific to the pursuits and learning trajectory of the OTD student. From the inception of the curriculum, a self-directed learning process prepares the student to explore and identify specific interests related to the field of Occupational Therapy (See Capstone I DOCCT-847 & Capstone II DOCCT-877 for details of the capstone process that prepares the student for the DSI experiential learning process). The student prepares the 16 week DSI in cooperation with a mentor and the Program Director/Chair of the OTD program. The DSI course allows the student to complete the objectives designed in earlier capstone courses under guidance from the mentor.

DOCCT 883 Capstone Project

3 credits

Prerequisites: DOCCT 861/863, DOCCT 858, DOCCT 881

During this course students complete a final project (while they are working on the Doctoral Specialty Internship) that demonstrates the synthesis of occupational therapy theory, evidence-based practice principles and advanced knowledge in a practice area. Students demonstrate skills of self-direction, self-sufficiency, independence and professionalism expected of therapists prepared at the doctoral level. The final component of the course requires the student to complete a professional written report and oral presentation. **DOCCT**

890 Special Topics

1-3 credits

Prerequisite: Permission of Instructor

A course designed to provide in-depth study of a specific topic; objectives are determined on a course by course basis relative to the expertise of the faculty, needs of the students or relevance to a changing professional environment.

DOCCT 891 Independent Study (Elective)

1-3 credits, Fall, Spring, Summer

An independent study whose objectives are determined collaboratively between student and instructor; designed to enrich a student's depth of study in a specific area.



Ruskin, Florida Campus

The following Gannon University programs have been approved to be offered by the state of Florida but are not currently scheduled at our Ruskin campus. Please visit www.gannon.edu/grad for offering of these degree paths at our Erie Campus.

The DPT program has hired Richard W. Johnson, EdD, PT as the Program Director. The curriculum and course descriptions described below are currently under review and awaiting approval.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Gannon University is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on June 1, 2016. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional course until Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Physical Therapy

Doctor of Physical Therapy (DPT) Degree

Director: Richard W. Johnson, PT, EdD

INTRODUCTION

Physical Therapy is a health care profession that primarily focuses on the preservation, development, and restoration of optimal function. Physical therapists provide evaluative, rehabilitative, and preventive health care services designed to alleviate pain; prevent the onset and progression of impairment, functional limitation, disability resulting from injury, disease, or other causes; and restore, maintain and promote overall fitness, health and optimal quality of life. Physical therapists work with individuals of all ages who demonstrate movement dysfunction, or the potential for such dysfunction, of the neurological, musculoskeletal, integumentary, and cardiopulmonary systems.

Physical therapists practice in a hospital setting, or provide services in out-of-hospital settings through home health agencies, in nursing homes, in industrial settings, through public health agencies, in private physical therapy clinics, in public schools and in a variety of other nontraditional settings.

VISION

Gannon University's Doctor of Physical Therapy Program will be a leader in educating autonomous physical therapists who participate in integrative and collaborative practice to facilitate high quality health and educational outcomes. We will be practitioners of choice in the community, recognized as experts in movement, function and health. As leaders we will embrace our social responsibility, promote humanistic care, and contribute to the profession's body of knowledge.

MISSION

The Gannon University Physical Therapy Program at Ruskin embraces the current APTA vision statement "Physical therapists will transform society by optimizing movement to improve the human experience."

The Ruskin DPT program professes to:

- Provide physical therapy graduate education of the highest quality to develop generalist practitioners, while emphasizing faith, leadership, inclusiveness and social responsibility.
- Engage in service to the University, the community and the profession.
- Engage in faculty community-based scholarship with the movement system at the core of all avenues of inquiry.
- Provide a worldview for students and faculty through engagement in global health care initiatives.

PHILOSOPHY

- Physical therapists are integral members of the health care team who are recognized and respected for their education, experience, and expertise in movement, function and health. The Doctor of Physical Therapy Program at Gannon University is guided by the following tenets: The essence of physical therapy practice is patient/client-centered management for body functions, activity and participation related to movement, function and health.
- Professional physical therapist education should prepare individuals to be autonomous practitioners capable of providing direct access.
- Active, integrative and experiential learning methods promote student self-reliance, increase self-assessment skills and develop a pattern of independent learning that will promote lifelong learning and continuing professional development.
- Evidence-based practice (EBP) is the framework for physical therapy practitioners' clinical decision making. EBP skills are cultivated through development of self-directed learning, utilizing a variety of resources that are enhanced by technology.
- The health care environment is continually evolving. Physical therapist practice encompasses roles in primary, secondary, and tertiary care, as well as prevention, health promotion and wellness.
- Practitioners are educators who use their knowledge, creativity, communication and interpersonal skills to promote the health of individuals and communities.
- Professionalism is an integral part of physical therapy education and practice.

GOALS

1. The program will provide a rich educational environment that produces graduates that can meet or exceed the demands of the current health care environment.
2. Students and graduates will be reflective practitioners who utilize critical inquiry, the patient/client management model and evidence-based practice to make independent clinical decisions.
3. Students and graduates will provide services in the community that promote the health and quality of life of the community.
4. Students and graduates will advocate for individual patient/client needs as well as for the profession.
5. Students and graduates will demonstrate respect for the diversity of individuals, cultures and the community.
6. The program and University will support faculty in their goal to engage in scholarship.
7. Faculty will engage in scholarship of discovery, integration, application, teaching and engagement.
8. Faculty will collaborate within and across disciplines to produce evidence that impacts health care.
9. The program will support faculty and students in their goal to engage in service locally, in the nationally and abroad.
10. Faculty will model professionalism through involvement in the University, the profession and associated organizations.

ADMISSION REQUIREMENTS

- Baccalaureate degree from an accredited college or university.
- Cumulative prerequisite course quality point average (QPA) of 3.0 or better (4.0 scale). Grades below a C are not acceptable.
- Overall undergraduate QPA of 3.0 or better (4.0 scale)
- Applicant demonstrates the ethical, personal and professional qualities to fulfill the role of the physical therapist as determined by review of the applicant's references and the interview process.
- TOEFL – Minimum score of 550 for all applicants from non-English speaking countries.
- Meet essential functions: physical, emotional, intellectual, and communication standards.
- Prerequisite Course Requirements for entry into the Graduate Physical Therapy Program include the following:

Biology*	2 semesters
Chemistry	2 semesters
Physics with Lab	2 semesters
Psychology**	1 semester
Statistics	1 semester
Human Anatomy with Lab***	1 semester
Human Physiology with Lab	1 semester
Exercise Physiology (lab recommended)	1 semester

* (200 or 300 level Human Anatomy and Physiology courses do not meet this prerequisite)

** (200 level behavioral/social science course)

*** (Human Gross Anatomy recommended; course should be at 200 or 300 level at four year degree granting institution)

Important Note Regarding Prerequisites:

Prerequisites must be completed within five years preceding entrance into the graduate program.

Recommended Courses:

Social Sciences – at least two additional semesters in social sciences (i.e., Sociology, Social Psychology)

Kinesiology with lab

Communication:

Practice as a health care professional requires the ability to communicate both in written and oral form. The physical therapy program stresses communication and expects enrolled students to demonstrate graduate level competence in written as well as oral communication.

Application review begins on November 1; application deadline is January 15.

Qualified applicants will be called for an informational session.

ESSENTIAL FUNCTIONS OF THE STUDENT PHYSICAL THERAPIST

Essential functions are the activities that a student physical therapist must be able to perform in partial fulfillment of the requirements for successful completion of the professional curriculum. Every student must be able to perform these essential functions, with or without reasonable accommodations, while practicing safely, ethically, and in a legal manner. Reasonable accommodations are based on individual need, program essential requirements, public safety, and no undue hardship on the University or clinical sites.

If a student is unable to perform these essential functions, it is the student's responsibility to:

1. Reveal a need for reasonable accommodations prior to entering the professional curriculum.
2. Obtain diagnostic data to substantiate a claim of need for reasonable accommodations.
3. Provide the diagnostic data to the institution prior to entering the professional curriculum.

The ability to perform essential functions is expected of students in the classroom, labs, simulated clinical settings, and while on clinical education assignments. The Doctor of Physical Therapy Program's essential functions are described below by: 1) category and 2) examples. The examples are for clarity and do not represent an exhaustive list of all possible activities.

CATEGORY and EXAMPLE

Behavior – ability to act in a professional manner

- Practice safely, ethically, legally
- Demonstrate responsibility for lifelong professional growth and development

Critical thinking – ability to make clinical judgments

- Identify cause/effect relationships
- Develop patient outcomes/goals/interventions
- Respond to emergencies
- Apply standard precautions
- Apply teaching and learning theories in clinical practice
- Participate in scientific inquiry

Communication – ability to verbalize and write

- Explain treatment interventions
- Initiate health teaching
- Document and interpret physical therapist actions and patient responses

Coping – ability to perform in stressful environments or under deadlines

- Maintain professional demeanor in all situations
- Accept constructive feedback
- Prioritize multiple commitments
- Recognize problems and apply stress management techniques

Hearing – auditory ability sufficient to monitor and assess health needs

- Monitor alarms and emergency signals
- Respond to a timer

Interpersonal – ability to interact with groups from a variety of backgrounds

- Establish rapport with patients, clients, and colleagues
- Recognize psychosocial impact of dysfunction/disability
- Demonstrate respect for the needs of the patient and family
- Demonstrate respect for diversity

Motor Skill – gross and fine motor abilities sufficient to provide safe and effective physical therapy

- Calibrate and operate equipment
- Maneuver in patients' rooms and treatment spaces
- Guard patients and perform facilitation techniques during gait training
- Perform physical therapy assessment and treatment activities such as ROM, MMT, debridement, or use of physical agents

Tactile – ability to use touch to monitor and assess health needs

- Palpate
- Apply resistance during examinations or interventions

Visual – visual ability sufficient to monitor and assess health needs

- Observe patients' responses
- Monitor vital signs
- Read medical records
- Observe integumentary integrity

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Gannon offers an entry level Physical Therapy degree after the completion of 109 credits of study. Evidence-based practice (EBP) is the framework for physical therapy practitioners' clinical decision making. Both clinical science and research content are framed within an EBP format, utilizing current scientific research in conjunction with clinical experience for a specific patient/client problem within the physical therapists' scope of practice.

The study of normal structure and function is followed by specific case-based patient/ client problems and pathologies organized around body systems. Elements of the patient/client management model including examination, evaluation, physical therapy differential diagnosis, prognosis, intervention, and outcomes are integrated into each of the clinical science courses. Concepts between and within each course are cumulative, and continued enrollment depends upon mastery and use of previous concepts. Practical clinical experiences are integrated into the academic program at the completion of major areas of study. The academic coordinator of clinical education assigns students to clinical sites, based on student needs and learning goals. In addition to sites in the Florida areas, the program offers clinical experiences at sites throughout the United States and Canada.



Ruskin, Florida Campus

CURRICULUM REQUIREMENTS

The DPT degree program requires one hundred nine (109) credit hours beyond the baccalaureate degree and must be completed as a full time program. The curriculum below is the major didactic courses, although lab material may be a large component of the content as indicated in the course descriptions.

First Year – Summer			First Year – Fall		
GGDPT 800	Gross Human Anatomy	4	GGDPT 801	Clinical Medicine and Pharmacology I	4
GGDPT 810	Health Care System & Policy I	2	GGDPT 803	Neuroscience	4
GGDPT 815	Essentials of PT Practice	2	GGDPT 814	Evidence-Based Practice I: Stats Research Design	2
			GGDPT 816	Community Health Initiative I	1
			GGDPT 818	Foundations of Human Movement	6
	Total:	8		Total:	17
First Year – Spring					
GGDPT 804	Motor Learning and Motor Control	3			
GGDPT 822	Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities	9			
GGDPT 825	Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine	4			
GGDPT 826	Community Health Initiative II	1			
	Total:	17			
Second Year – Summer			Second Year – Fall		
GGDPT 830	Health Care System & Policy II	2	GGDPT 802	Clinical Medicine and Pharmacology II	5
GGDPT 832	Clinical Experience I	5	GGDPT 805	Growth and Development Across the Lifespan	4
GGDPT 844	Evidence- Based Practice II – Analysis	2	GGDPT 847	Clinical Synthesis I	1
			GGDPT 850	Health Care System & Policy III	2
			GGDPT 856	Community Health Initiative III	1
	Total:	9		Total:	13
Second Year – Spring					
GGDPT 820	Examination, Evaluation & Intervention for Cardiovascular & Pulmonary Dysfunction	4			
GGDPT 843	Examination, Evaluation & Intervention for	4			

GGDPT 853	Pediatric Neuromuscular Movement Dysfunction Examination, Evaluation & Intervention for Adult Neuromuscular Movement Dysfunction	7
Total:		15

Third Year – Summer

GGDPT 860	Health Care System & Policy IV	1
GGDPT 862	Clinical Experience II	5
GGDPT 866	Community Health Initiative IV	1
Total:		7

Third Year – Fall

GGDPT 867	Clinical Synthesis II	1
GGDPT 870	Health Care System & Policy V	2
GGDPT 872	Clinical Experience III	4
GGDPT 873	Examination, Evaluation & Intervention for Integumentary & Multi-System Movement Dysfunction	4
GGDPT 875	Advanced Manual and Therapeutic Techniques	2
Total:		13

Third Year – Spring

GGDPT 880	Exploring Interprofessional Competencies for Health Care	1
GGDPT 882	Clinical Experience IV	6
GGDPT 886	Community Health Initiative V	1
GGDPT 887	Clinical Synthesis III	2
Total:		10
Program Total Credits:		109

3 + 3 DPT PROGRAM

For those students enrolled in the accelerated 3 + 3 DPT program they must successfully complete the first year graduate courses for completion of the intended undergraduate degree. Failure to successfully complete the graduate coursework may result in additional undergraduate coursework to fulfill the undergraduate degree requirements.

LICENSURE

To achieve licensure as a physical therapist, program graduates must successfully complete and pass a comprehensive licensure examination administered by each state.

To practice as a physical therapist in the United States, many states require a clean criminal record, with no misdemeanors or felonies. Individuals with criminal records should contact the physical therapy licensing board of the state where they would like to practice prior to applying for admission to a DPT program so that they may fully inform themselves of any restrictions that may apply to them.

ACCREDITATION

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary

for eligibility to sit for the licensure examination, which is required in all states. Gannon University is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on June 1, 2016. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

CLINICAL EXPERIENCES

Students participate in four full-time clinical experiences [forty (40) total weeks] spaced throughout the curriculum. The clinical education component is designed to allow students the opportunity to practice and refine their assessment process, skills and techniques immediately following the presentation of the didactic material.

Many of the clinical sites that the DPT Program uses for clinical placements require a clean criminal record or the student may not be assigned to that site. Once admitted to a DPT program, a DPT student with a criminal record may be limited in clinical site assignments. Several clinical sites also require drug testing prior to starting the clinical experience. A clean drug test may be required for the student to participate in the learning experience.

The Director of Clinical Education formally tracks the clinical site placements of each student, makes site selections, and advises each student to gain the most diverse exposure possible.

COURSE DESCRIPTIONS

GGDPT 800 Gross Human Anatomy

4 credits

An examination of the structure of the human body considered from both systems and regional approaches. Subject matter is organized in 3 modules. Module I includes the thorax and abdomen, Module II includes Head and Neck, and Module III includes the limbs. Within these modules the musculoskeletal, respiratory, nervous, cardiovascular, digestive, and urogenital systems will be identified in detail and discussed. Laboratory sessions entail examination of plastic models, dissections, exercises in living anatomy, computer "dissection", x-ray, CT and MRI images.

GGDPT 801 Clinical Medicine and Pharmacology I

4 credits

This course provides a foundation in medicine and differential diagnosis. Select systemic diseases will be explored, focusing on epidemiology, pathology, histology, etiology, as well as primary and secondary clinical characteristics. Medical and surgical management will be discussed and integrated to formulate appropriate intervention indications, precautions and contraindications. Principles of pharmacology, medical imaging and laboratory diagnostic testing will be integrated to facilitate safe and effective patient management planning and clinical decision-making using the ICF and the Patient/Client Management model. Students will practice application of clinical medicine using selected case studies.

GGDPT 802 Clinical Medicine and Pharmacology II

5 credits

This course continues to build a foundation in medicine and differential diagnosis. Students are expected to utilize the concepts of evidence-based practice, ICF and the Patient/Client Management model as frameworks for clinical decision-making. In-depth exploration of frequently encountered health conditions and injuries across the life span will be the continuing format. Epidemiology, pathophysiology, etiology, clinical characteristics with subsequent medical and surgical management of each health condition/injury will be presented. Students are required to apply knowledge of pharmacology, diagnostic radiology and laboratory testing into safe and effective patient management through clinical case study exercises. Focus will be on the formulation of appropriate rehabilitation intervention indications, precautions and contraindications.

GGDPT 803 Neuroscience

4 credits

Neuroscience presents an integrated approach to the general principles of organization and function of the autonomic, peripheral and central nervous system. These principles will be presented in a systems approach to Neuroscience. The anatomy of a system will be followed with its physiology, pathophysiology and clinical relevance to the physical therapist. The development of perception, memory and its transformation to a motor act are linked to the discussion of movement control. Clinical examples of normal and abnormal processing and movement control are threaded throughout the course.

GGDPT 804 Motor Learning and Motor Control

3 credits

This hybrid course establishes a context for the major explanatory concepts applied to the issues of coordination and skill and learning. Students will read original research papers as well as current literature pertaining to motor learning, motor programs and dynamic pattern theory. In addition, students will analyze papers examining loss of function related to disease or injury. A semester long project will be used to integrate the major concepts.

GGDPT 805 Growth and Development Across the Lifespan

4 credits

This course presents an integrated approach to normal human growth and development throughout the life-span. Developmental norms and sequences are examined with emphasis on biophysical (motor and sensory), cognitive, language, and psychosocial tasks. Social/cultural/environmental influences are also discussed. The coursework covers developmental issues during prenatal, infant, child, adolescent, adult, and older adult time periods.

GGDPT 810 Health Care System and Policy I

2 credits

This course begins the student's process of socialization into the physical therapy profession. It introduces students to the scope of physical therapy practice within the continuum of the current health care environment and system. An understanding of global health care perspectives is contrasted with modern western medicine. Principles of professional behavior and portfolio development are introduced. Concepts of respectful professional and patient/client relationships are emphasized including culturally sensitive, verbal and non-verbal communications, ethics, legal and liability issues, and conflict management.

GGDPT 814 Research Applications: Evidence-Based Practice I

2 credits

The purpose of the Research Applications: Evidence-Based Practice course series is to first teach students how to judiciously search and analyze professional literature to answer clinical questions with an emphasis of how evidence can be incorporated into daily decisions about the care of individual patients and populations. Through a group process, students will complete a research project including: project and Institutional Review Board proposals, data collection, defense of project, and presentation in a public forum.

The Research Applications: Evidence-Based Practice I teaches students how to develop answerable, searchable clinical questions utilizing the PICO (Patient, Intervention, Comparison Outcome) model that supports application of evidence-based practice in clinical decision-making. It begins with development of skills to locate potentially useful information that will provide evidence to answer a clinical or research question by searching the literature through strategies that access both print and electronic media. Students will study the nuts and bolts of research terms, concepts, designs and the most frequently used statistics in physical therapy. Different electronic databases will be identified and utilized. Using the Quality Appraisal (QA) format students will learn critical review and evaluate articles on diagnostic testing, prognosis, treatment efficacy and effectiveness, and systematic review with and without meta-analysis.

GGDPT 815 Essentials of Physical Therapy Practice

2 credits

The essential concepts of the physical therapy patient/client management model are introduced, set within the context of the Guide to Physical Therapy Practice, and the disablement model. The five elements of patient/client management are defined with an emphasis on data that may be generated from a patient/client history. Documentation in the patient/client record is introduced. There is an emphasis on health promotion, wellness, prevention of disease/disability, and nutritional considerations. Students will learn the basic principles of exercise testing, assessment of normal and abnormal vital signs, and exercise responses. Application of fundamental physical therapy interventions are initiated including exercise prescription, standard precautions, patient/client transfers, gait training with assistive devices, and functional mobility screening. Introduction to medical screening and review of body

systems will prepare the students in examination and evaluation for patients with musculoskeletal dysfunction.

GGDPT 816 Community Health Initiatives I

1 credit

The purpose of this course sequence is for students to understand their expanding and potential professional role in the community; and to develop skills and application of educational activities, health promotion, prevention and wellness through experiential community-based learning (service learning). In the first course of this sequence, students will engage in community activities supportive of the Erie community and society. Students will begin to study the scope of local community services agencies that promote improving the health of the community and its constituents. Concepts of health promotion, wellness, and service learning will be introduced. Oral discussion, reflective writing, and student directed readings are used to link social responsibility with professional role in the community.

GGDPT 820 Examination, Evaluation, & Intervention for Cardiovascular & Pulmonary Dysfunction

4 credits

This course provides an integrated approach to the study of normal movement and movement dysfunction of cardiovascular and pulmonary systems related to the practice patterns of physical therapy, including relevant physiologic, anatomic, pathologic, differential diagnoses, pharmacology, imaging (radiological, CT scan, MRI), medical and therapeutic concepts associated with these systems. The context of the course fosters evidence-based practice and is set within the framework of the patient/client management - examination, evaluation, diagnosis, prognosis, and interventions that lead to optimal outcomes. Interventions include applicable documentation, communication, reimbursement, coordination of services, patient/client related instruction, and procedural intervention such as therapeutic exercise, manual therapies, functional training, physical agents and modalities. Understanding the implications of psychosocial, cultural, economic, and vocational aspects of impairment and disability are incorporated into case discussions. The course offers lecture, problem-oriented case discussion and laboratory learning experiences building from simple to complex patient/client problems that facilitate development of student competencies linked to cardiovascular/pulmonary physical therapy preferred practice patterns.

GGDPT 818 Foundations in Human Movement

GGDPT 819 Foundations in Human Movement Lab

6 credits

This course is an in-depth analysis of normal and pathological human motion that provides a framework for much of the basic and applied foundation and clinical content areas of the physical therapy curriculum. A major emphasis is placed on normal anatomical structure and function. Incorporated within the course is a study of the pathological mechanisms affecting human movements. Basic theories of biomechanics and kinesiology are presented, along with application of these principles to biologic tissues, providing students with the necessary principles to analyze the forces generated by muscles and the forces applied to joints during gait and other activities. Fundamental patient evaluation procedures of palpation, joint motion, strength assessment, gait, posture assessment movement/task analysis, and sensory and reflex testing are also presented. Laboratory experiences are designed to enhance, integrate and apply lecture concepts.

GGDPT 822 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities

GGDPT 824 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Extremities Lab

9 credits

The GDDPT 822 & 824 course sequence is an integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to musculoskeletal aspects of physical therapy practice of the extremities. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, reimbursable documentation and patient care program development from a collaborative management approach. The course offers classroom, laboratory and clinical field experiences building from simple to complex problems to assist the student in developing necessary competencies in musculoskeletal physical therapy. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences using the problem oriented case study approach, organized around the musculoskeletal system, with an orientation toward health maintenance, promotion and prevention of disease and disability.

GGDPT 825 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine

GGDPT 827 Examination, Evaluation & Intervention for Musculoskeletal Movement Dysfunction of the Spine Lab

4 credits

The GDDPT 825 & 827 course sequence is an integrated approach to the study of relevant physiologic, anatomic, pathologic,

medical and therapeutic concepts related to musculoskeletal aspects of physical therapy practice in the spine. This course will follow the same format and build on concepts and skills taught in GGDPT 822& 824. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, reimbursable documentation and patient care program development from a collaborative management approach. The course offers classroom, laboratory and clinical field experiences. techniques and procedures, reimbursable documentation and patient care program development from a collaborative management approach. The course offers classroom, laboratory and clinical field experiences. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences using the problem oriented case study approach, organized around the musculoskeletal system, with an orientation toward health maintenance, promotion and prevention of disease and disability.

GGDPT 826 Community Health Initiatives II

1 credit

In the second course of this sequence, activities include providing volunteer services to community agencies and participation in the development and delivery of a community educational activity. Basic concepts of educational theory related to teaching and learning are introduced. Readings, oral discussion, and reflective writing are used to link social responsibility with professional role.

GGDPT 830 Health Care System and Policy II

2 credits

The purpose of this course is to educate students about the delivery of health care services. Issues related to access to health care, economics of health care, reimbursement issues, and financing therapy services are discussed including how these factors affect access to physical therapy and therapists. It specifically prepares students to implement the Guide to Physical Therapy Practice (GPTP) interventions of communication, coordination, documentation, patient/client related instructions, discharge planning; and criteria for termination of physical therapy services. The role of the physical therapist in the acute and post-acute health care system is explored. The student will develop an understanding and respect for the practice domains of other health care professionals and be able to identify which services may or may not be directed to others.

GGDPT 832 Clinical Experience I (10 weeks)

5 credits

This is a ten-week, full-time clinical experience provided primarily throughout the United States. The experience is structured to provide the student with the opportunity to develop competency in the management of patients with musculoskeletal dysfunction.

GGDPT 843 Examination, Evaluation, & Intervention for Pediatric Neuromuscular Movement Dysfunction

4 credits

An integrated approach to the study of all relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to pediatric neurological physical therapy practice. The course includes the physical therapy evaluation process, physical therapeutic techniques and procedures, and patient care program development from a collaborative management paradigm. The course offers learning experiences using direct patient care opportunities in the laboratory using children from various community resources. The course offers learning experiences presented using the problem/case study approach, organized around the body system, with an orientation toward health maintenance and promotion and prevention of disease and disability.

GGDPT 844 Evidence Based Practice II

2 credits

Students will advance their evidenced-based practice skill by selecting databases of synthesized evidence rather than primary resources. Quality Appraisal of various types of outcomes, self-report outcomes, and qualitative research paradigms are introduced and applied. Utilizing the synthesized evidence databases, students will individually develop an annotated bibliography related to evidence-based practice topics that are faculty developed and lead. Students will use both primary resources and synthesized evidence to debate clinical decision making for select clinical cases.

GGDPT 847 Clinical Synthesis I

1 credit

This course is designed to facilitate in the physical therapy student the synthesis of clinical data with the research evidence supporting the examination and treatment of the selected diagnoses. Within the structure of the course, the student is required to analyze the literature regarding the selected case, facilitate a discussion of these findings in a group setting with colleagues, and critique and reflect upon their previous examination and treatment of the case.

GGDPT 850 Health Care System and Policy III

2 credits

This course is a continuation of the Health Care System & Policy series. The student will explore current issues and trends in health care at all levels (local, state, national) and their effects upon the delivery of physical therapy services. Topics include methods of health care delivery, regulations governing health care delivery, professional organizations role and function, and methods by which change may be effected in these areas. The student will explore the role of the physical therapist as a consultant and advocate. Students will further develop their portfolios, and will identify opportunities for career development within the field of physical therapy.

GGDPT 853 Examination, Evaluation, & Intervention for Adult Neuromuscular Movement Dysfunction

7 credits

An integrated approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to adult cerebrovascular, traumatic and degenerative neurological physical therapy practice. The course includes the physical therapy examination and evaluation process, physical therapeutic techniques and procedures, and patient/client care program development from a collaborative management paradigm. The course offers learning experiences using direct observation and supervised interaction in the laboratory and clinic with adult volunteers with various neurological disabilities, to develop the necessary competencies of physical therapy practice in these areas. Also incorporated are direct patient care opportunities in the clinical setting through the use of experienced clinicians working with the students in a clinical mentoring program. The course offers learning experiences which include the use of a problem-based/case study approach, organized around the body system, with an orientation toward health maintenance and promotion and prevention of disease and disability.

GGDPT 856 Community Health Initiatives III

1 credit

The purpose of this course is to develop the student's skills as an educator in an application of health promotion, prevention and wellness, and for students to understand their expanding and potential professional role in the community through experiential community-based learning (service learning). In the third course of this sequence activities will include developing a health promotion educational presentation that is based on community education needs identified by community organizations. Students will develop, deliver, peer, and self-evaluate at least one of their community educational presentations using at least two different formats. Readings, oral discussion, and reflective writing are used to link social responsibility with professional role.

GGDPT 860 Health Care System & Policy IV

1 credit

Introduction to the theories and application of management activities including personnel relations, budgeting, planning, organizing, and operating a physical therapy program in a variety of health care settings. The course includes independent study and experiential learning activities.

GGDPT 862 Clinical Experience II

5 credits

Ten week full-time clinical experience provided primarily throughout the United States. The experiences are structured to provide the student with the opportunity to develop competence in the management of patients with neurologic, orthopedic and cardiac dysfunction.

GGDPT 866 Community Health Initiatives IV

1 credit

The purpose of the fourth course in this sequence is to develop a special project proposal in collaboration with a student selected community organization. The project will meet the needs or objectives identified by the organization, which contributes to their mission. The student will demonstrate their role as an educator, consultant, and/or advocate through completion of this project. The project can take any form mutually agreed upon by course coordinator, faculty mentor and student, providing it meets required proposal guidelines. Examples of an organization's needs include but are not limited to: educational presentations, marketing plans, consultation, advocacy, or assistance with an organization's sponsored events. Written project proposal should demonstrate social responsibility and link community partner's need/objective with appropriate DPT program educational outcomes.

GGDPT 867 Clinical Synthesis II

1 credit

This course is designed to facilitate in the physical therapy student the synthesis of clinical data with the research evidence supporting

the examination, and treatment of the selected diagnoses. Within the structure of the course, the student is required to analyze the literature regarding the selected case, facilitate a discussion of these findings in a small group setting with colleagues, and critique and reflect upon their previous examination and treatment of the case.

GGDPT 870 Health Care System & Policy V

2 credits

This course builds on the foundation of Health Care System & Policy IV and continues the program development process and application of management theories. Students will complete program development and provide a presentation to the health care community of their ideas. The course continues use of independent study and experiential learning activities.

GGDPT 872 Clinical Experience III

4 credits

This is an eight-week, full-time clinical experience

experience is structured to provide the student with the opportunity to develop competency in the management of patients with acute or chronic dysfunction.

GGDPT 873 Examination, Evaluation, and Intervention for Integumentary & Multi-System Movement Dysfunction and Lab

4 credits

An integrated approach to the study of all relevant physiological, anatomic, pathological, medical and therapeutic concepts related to patients with multi-system problems. Four major topic areas will be addressed: (1) concepts related to neoplastic, infectious, and metabolic problems; (2) concepts related to patients with vascular, integumentary, hematologic and immune dysfunction along with upper and lower extremity prosthetic assessment and management; (3) concepts related to organ failure and transplantation, and (4) concepts related to preventive strategies, intervention and referral for OB-GYN related issues. The course includes the physical therapy assessment process, physical therapeutic techniques and procedures, and patient care program development from a collaborative management paradigm. The course offers classroom, tutorial, laboratory, and clinical field work experiences building from simple to complex to assist the student in developing the necessary competencies of physical therapy practice in these areas. Experiences related to psychological, social, cultural, economic and vocational aspects of impairment and disability are included. The course offers learning experiences presented using the problem/case study approach, with an orientation toward health maintenance and the prevention of disease and disability.

GGDPT 875 Advanced Manual and Therapeutic Techniques

2 credits

This course will provide students with the opportunity to apply and analyze therapeutic exercise techniques in order to formulate exercise programs for diverse patient and client populations. Students will be encouraged to discuss and build upon their knowledge of therapeutic techniques and attained from previous coursework and clinical education experiences. Advanced techniques in trunk stabilization, plyometrics, sport-specific functional training, will be demonstrated and practiced in lab. Students will evaluate, set goals, develop therapeutic exercise programs and measure outcomes for diverse patient populations. Issues regarding frequency, intensity and duration of treatment will be discussed throughout the course.

GGDPT 882 Clinical Experience IV

6 credits

This is a twelve-week, full-time clinical experience provided primarily throughout the United States. The experience is structured to provide the student with the opportunity to develop advanced skills in the management of patients in an interest area or to practice in a unique setting. This experience will also emphasize the administrative, consultative and diagnostic role of the autonomous physical therapist.

GGDPT 886 Community Health Initiative V

1 credit

In this capstone course of the Community Health Initiative course sequence, the student completes their special community project as per their proposal developed in GDDPT 866: Community Health Initiatives 4. Students will demonstrate their role as an educator, consultant, and/or advocate. Students will be provided an opportunity to share their project outcomes with other student physical therapists and community members through an oral and/or visual presentation. Written reflection of community project should link community partner's need/objective with specific and appropriate Commission on Accreditation for Physical Therapist

Education evaluative criteria.

GGDPT 887 Clinical Synthesis III

2 credits

This course is designed to facilitate in the physical therapy student the synthesis of clinical data with the research evidence supporting the examination and treatment of the selected diagnoses. Within the structure of the course, the student is required to analyze the literature, facilitate a discussion of these findings in a group setting with colleagues, and critique and reflect upon their previous examination and treatment of the patient case.

Physician Assistant Science

Master of Physician Assistant Science Degree

Department Chair: Staff

INTRODUCTION

Physician Assistants are skilled, dependent health practitioners who are academically and clinically prepared to provide patient care services under the supervision of a physician. Their specific tasks vary widely due to differences among state laws, hospital policies and utilization preferences of supervising physicians.

Generally, PAs are qualified to obtain patient histories, perform comprehensive physical examinations, order and interpret diagnostic laboratory tests, prepare a diagnosis, implement a treatment plan for common illnesses, deliver patient education and counseling, perform certain surgical procedures, and provide emergency care. PAs may assist in surgery and deliver pre-operative and post-operative care. Physician Assistants may deliver patient care in any setting in which the physician works.

The Physician Assistant Science Department offers a Master of Physician Assistant Science degree available through either a five-year undergraduate admission program or a post baccalaureate curriculum. The curriculum is predominantly clinical during the final year of the program. Adjunct regional medical faculty, in conjunction with various health care institutions, introduces the students to professional physician assistant training. Students are responsible for their own housing and transportation to and from clinical sites.

The PA program curriculum of the Cannon University Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc.

OUTCOMES/OBJECTIVES

Upon completion of the Physician Assistant Science Program the student will be able to:

- Perform a complete and accurate history and physical examination; identify abnormal findings and develop an appropriate differential diagnosis
 - Develop a plan of evaluation in support of the differential diagnosis, including specialized diagnostic imaging, and pathologic modalities
 - Develop a treatment plan consisting of surgical and medical interventions including non-pharmacological modalities such as physical therapy, counseling and patient education through analysis of clinical and laboratory data
 - Accurately relate the clinical data to the other members of the health care team, forming a collaborative effort to assure maximal patient benefit through a multiple disciplinary approach
 - Show proficiency in performing clinical skills
 - Identify characteristics of professional and ethical conduct for the Physician Assistant Profession
 - Synthesize theory and research in order to provide advanced care to patients
-

ADMISSION REQUIREMENTS

- Applicants must possess a baccalaureate degree.
- A minimum GPA of 3.0 is required from previous professional education and prerequisites must have been completed within the last five years.
- As part of the application process, applicants must submit recommendation forms from three evaluators and complete a personal interview.
- In addition, applicants must submit the following: official transcripts, curriculum vitae and 30 hours of documented volunteer/paid medical experience or 30 hours of shadowing a Physician Assistant.

- All international students must take the Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE) exams. A minimum TOEFL score of 600 (paper test) or 250 (computer-based test) and a minimum TSE score of 50 are required for application.
- The application deadline is January 15. Applications received after the deadline will be reviewed on a space availability basis.

TECHNICAL STANDARDS

A candidate for admission to the PA Program must have the use of certain sensory and motor functions to permit them to carry out the activities described in the sections that follow. Graduation from the program signifies that the individual is prepared for entry into clinical practice or into postgraduate training programs. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of diagnostic and therapeutic care. The candidate and student must be able consistently, quickly, and accurately to integrate all information received by whatever sense(s) are employed. Also, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the PA Program ordinarily must have the following abilities and skills as explained below: observation; communication; motor; intellectual, conceptual, integrative, and quantitative; and behavioral and social. Where technological assistance is available in the program, it may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform the following tasks in a reasonably independent manner:

I. Observation: Candidates and students ordinarily must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at a distance and close at hand.

II. Communication: Candidates and students ordinarily must be able to communicate with patients and colleagues. They should be able to hear, but if technological compensation is available, it may be permitted for some handicaps in this area. Candidates and students must be able to read, write, and speak English.

III. Motor: Candidates and students ordinarily should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants is cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

IV. Intellectual, Conceptual, Integrative, and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical intellectual skill demanded of a physician assistant, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

V. Behavioral and Social Abilities: Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities to be assessed during the admissions and educational processes.

The PA Department is committed to providing reasonable accommodations to students with an identifiable disability as defined by the Americans with Disability Act. In doing so, however, the PA Department must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physician assistants.

Students in the program must be of sufficient health to meet the criteria of our clinical affiliates.

The PA Department reserves the right to reassess the student's ability to meet the technical standards at any time during the student's training and act accordingly.

Drug screening and background checks required before clinical work.

EMPLOYMENT POLICY

Employment during the PA Program is not recommended. Demanding courses and time constraints are to be expected. Employment during the clinical phase of the PA Program is strongly discouraged. Students will spend an average of 40 hours a week on clinical site, plus complete reading assignments in order to prepare for end of rotation exams. Students may need to relocate every six weeks, precluding steady employment. Students who choose to work may jeopardize performance and continuation in the program.

MASTER OF PHYSICIAN ASSISTANT SCIENCE CURRICULUM

The Master of Physician Assistant Science is a post baccalaureate program which requires successful completion of 109 credits.

PREREQUISITES

Following are prerequisites for the Post-Baccalaureate Option and must be completed prior to enrolling:

Major Level Biology	8 Credits
Chemistry	8 Credits
Psychology	3 Credits
Statistics	3 Credits
Medical Terminology (or demonstrated competency)	3 Credits

Prerequisite and undergraduate courses will not be accepted if they have been completed over 5 years prior to enrollment. Advanced standing is not granted in the graduate phase of the program. No credits are awarded for experiential learning.

Undergraduate Courses

BIOL 365	Human Anatomy	3
BIOL 366	Human Anatomy Lab	1
BIOL 368	Human Physiology	3
BIOL 369	Human Physiology Lab	1
BIOL 378	Medical Microbiology	3
BIOL 379	Medical Microbiology Lab	1
BIOL 232	Human Genetics	3
PHAS 363	The Research Process	3
Total 18		

Fall Semester

GPHAS 511	Physical Diagnosis I	5
GPHAS 513	Physical Diag Lab II	1
GPHAS 514	Medical Lecture Series I	3
GPHAS 524	Pharmacotherapeutics I	3
GPHAS 531	Clinical Science I	3
GRADS 541	Intro to Radiology	3
Total 18		

Spring Semester

GPHAS 508	Behavioral Medicine	1
GPHAS 515	Medical Lecture Series II	6
GPHAS 516	Physical Diag Lab III	1
GPHAS 525	Pharmacotherapeutics II	2
GPHAS 532	Clinical Science II	2
GPHAS 538	PEDS/OB/GYN Lec Series	4
GPHAS 545	Problem Based Medicine	2
Total 18		

Summer Semester

GPHAS 601	Pre-Rot Lec	4
GPHAS 600	Pre-Rot Lec Lab	1
GPHAS 602	Bus Prac and Cur Iss for Pas	2
GPHAS 614	General Surgery Rotation	5
Total 12		

Fall Semester

GPHAS 616	Clinical Research	4
GPHAS 617	Family Medicine Rotation I	5
GPHAS 618	Family Medicine Rotation II	5
Total 14		

Spring Semester

GPHAS 619	Family Medicine Rotation III	5
GPHAS 621	Emergency Medicine Rotation	5
GPHAS 622	Family Medicine Rotation IV	5
Total 15		

Summer Semester

GPHAS 623	Elective Rotation I	5
GPHAS 624	Elective Rotation II	5
GPHAS 631	Research/ Project Guidance	2
GPHAS 634	Clinical & Professional Capstone	2
Total 14		

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is in receipt of our Program Applicant Information Form to offer a Physician Assistant program in Ruskin, Florida. Provisional application status is pending.

COURSE DESCRIPTIONS

GPHAS 508 Behavioral Medicine

1 credit

Prerequisite: GPHAS 514

This course is designed to introduce the students to the major mental health conditions including adolescent and childhood disorders. Special attention will be given to disease characteristics, etiologies and applicable behavioral and pharmacological treatments.

GPHAS 511 Physical Diagnosis I

5 credits

The techniques of history-taking, discussion and demonstration of normal physical findings with various organ systems and alteration of physical signs in disease states are introduced to the student. The relationship of physical signs to altered physiology is emphasized.

GPHAS 513 Physical Diagnosis Lab II

1 credit

Designed to complement the physical diagnosis lectures, this course enables students to develop skills in performing histories and physical examinations on fellow students.

GPHAS 514 Medical Lecture Series I

3 credits

Symptoms, signs and abnormal body function are taught in a problem-oriented manner, including a logical method, relevant diagnostic maneuvers, possible therapeutic intervention and patient education. The lectures complement the knowledge acquired in Physical Diagnosis, and is correlated with the Pharmacology and Laboratory Diagnosis courses.

GPHAS 515 Medical Lecture Series II

6 credits

Prerequisite: GPHAS 514

A continuation of GPHAS 514

GPHAS 516 Physical Diagnosis Lab III

1 credit

Prerequisites: GPHAS 511; and GPHAS 513

In addition to performing histories and physical examination on hospitalized or nursing home patients, the student is exposed to a wide variety of frequently encountered medical problems and begins to develop a basic understanding of pathophysiology. In addition the student will develop a methodology for approaching any medical complaint.

GPHAS 524 Pharmacotherapeutics I

3 credits

This course is designed to provide both basic information regarding the pharmacology of many commonly used medications coupled with a practical and systematic approach to the selection of appropriate drug therapy for patients. Two major areas of focus are a review of the principles of therapeutics (e.g., pharmacokinetics and pharmacodynamics) and a review of recommended drug therapy for common medical disorders (e.g., hypertension, peptic ulcer disease). Students will be instructed on a process through which they will think pharmacotherapeutically – that is, to identify a disease, review the drugs available to treat that disease, select treatment based upon goals of therapy and specific patient parameters and how to adjust therapy if required. Also, all lectures are coordinated with Medical Lecture Series such that medications are reviewed in close proximity to lectures on pathophysiology in order to enhance the learning experience for students.

GPHAS 525 Pharmacotherapeutics II

2 credits

Prerequisite: GPHAS 524

A continuation of GPHAS 524

GPHAS 531 Clinical Science I

3 credits

This course is designed to provide a basic understanding of the pathophysiology and clinical diagnostic methods involved in the evaluation of common disease processes. Emphasis is placed on understanding molecular structure and function as it applies to application and interpretation of clinical testing for diagnostic/ therapeutic purposes. Topics include hematology, immunology & serology, medical microbiology, virology, clinical chemistry, urine studies and pertinent genetic testing. Lectures correlate with Physical Diagnosis I & II, Medical Lecture Series I, Pharmacotherapeutics I and Radiology in a systems oriented approach to the disease processes.

GPHAS 532 Clinical Science II

2 credits

Prerequisite: GPHAS 531

A continuation of GPHAS 531, this course is designed to provide a basic understanding of the pathophysiology and clinical diagnostic methods involved in the evaluation of common disease processes discussed in Medical Lecture Series II and Pharmacotherapeutics II. Topics continue from Clinical Science I and include parasitology, arterial blood gas interpretation, electrocardiography interpretation and fluid, electrolyte & acid-base balance.

GPHAS 538 Pediatrics/Obstetrics/Gynecology Lecture Series

4 credits

Prerequisite: GPHAS 514

This course will discuss common disease process in Obstetrics/ Gynecology and Pediatrics in a problem oriented manner to enable the student to incorporate knowledge of pathogenesis, clinical findings, appropriate laboratory and diagnostic testing and create a treatment plan for each disease process.

GRADS 541 Introduction to Radiology

3 credits

This course is designed to introduce the Physician Assistant student to radiology, computerized tomography (CT), and magnetic resonance imaging (MRI). The focus of the class will include technical, anatomical and pathologic considerations.

GPHAS 545 Problem Based Medicine

2 credits

Prerequisite: GPHAS 514

This course offers the student an introduction to evidence based medicine. Emphasis will be placed on clinical problem solving through a case study approach. The student will be instructed to incorporate knowledge of pathogenesis, clinical findings, laboratory and other diagnostics to develop a differential diagnosis. This approach is designed to initiate critical thinking about medical problems and incorporation of treatment plans.

GPHAS 590 Special Topics

3 credits

This is an elective course which will cover topics of special interest.

GPHAS 600 Pre-Rotation Lecture Lab

1 credit

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This laboratory section is designed to complement and integrate the Pre-Rotation Lecture Series course in the Physician Assistant Science Program. The Laboratory experiences will supplement many of the lectures and afford students hands-on opportunities to practice clinical skills such as IVs, injections, NG tubes, Phlebotomy, Catheterization, Casting, Knot tying, and Suturing using task trainers. Clinical experiences include CPR/ACLS, computer-based medical training and clinical care scenarios utilizing high-fidelity mannequins in the Patient Simulation Center.

GPHAS 601 Pre-Rotation Lectures and Skills

4 credits

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This capstone course is designed to complement and integrate the Liberal Studies academic experience and didactics of the preprofessional phase of the Physician Assistant Science Program. Students are expected to demonstrate their capacity to utilize concepts and methodologies presented in previous Liberal Studies courses as we explore the issues related to medical ethics. Issues explored will include but not be limited to the patient and health care provider relationship, human experimentation, reproductive and dying technology. Topics in the areas of Emergency Medicine, Orthopedics, and Surgery will be discussed utilizing the foundation of information previously presented in the didactic pre-professional phase.

GPHAS 602 Business Practices and Current Issues for Physician Assistants

2 credits

Prerequisites: Successful completion of PHAS 408-445 or GPHAS 508-545

This course is designed to introduce the Physician Assistant student to practice management in the clinical setting. Emphasis is placed on understanding health insurance coverage, cost containment and the quality of health care. Diagnosis and procedure coding will be introduced and legal issues related to the clinical setting are addressed.

GPHAS 614 General Surgery Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to allow the student exposure to a wide variety of acute surgical problems. Under supervision, the student is expected to participate in preoperative and postoperative patient care. This experience will include taking histories, performing physical examinations, and assisting in the emergency department and operating room.

GPHAS 616 Clinical Research

4 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This is a four week rotation in which students participate in medical research under the direction of a preceptor or develop a community health project. This project may involve reviewing charts, interviewing patients, reviewing existing data, collecting data and/or participating in ongoing clinical trials or educating the public. Students are required to complete a project outline and will begin to compose a research or project paper of publishable quality. The students will begin to develop a power point presentation in order to illustrate their research or project.

GPHAS 617 Family Medicine Rotation I

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize aspects of Internal Medicine and the unique characteristics of the care of the geriatric patient.

GPHAS 618 Family Medicine Rotation II

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize normal variations of growth and development of children from infancy to adolescence, as well as, exposure to acute and chronic illnesses of childhood.

GPHAS 619 Family Medicine Rotation III

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize routine gynecologic care and common complaints as well as prenatal care of the female patient. This experience will also focus on common behavioral health disorders encountered in primary care.

GPHAS 621 Emergency Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to stress the evaluation and management of both medical and surgical problems of the ambulatory patient in an acute care situation. Students gain experience in the initial evaluation of patients in the emergency setting, perform problem specific examinations, practice minor surgery skills, and participate in the management of orthopedic problems.

GPHAS 622 Family Medicine Rotation IV

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to familiarize the student with all aspects of Family Practice in ambulatory, inpatient and long-term care settings. The student, through the collection and acquisition of historical, physical and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize the evaluation and treatment of conditions common at the primary care level and the appropriate health maintenance measures for different age groups from infancy to geriatrics.

GPHAS 623 Elective Rotation I

5 credits

Prerequisites: Enrollment in or successful completion of

GPHAS 600, GPHAS 601, GPHAS 602 This six week clinical experience is designed to acquaint the student with the role of the physician assistant in practice. Students train under the supervision of a physician or mid-level provider in an office/or hospital setting. Through this clinical rotation the student will gain an in-depth exposure to a wide-spectrum of acute and chronic patient problems. This experience can occur in a clinical area that has already been experienced by the student or a specialty area of the student's choosing.

GPHAS 624 Elective Rotation II

5 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

This six week clinical experience is designed to acquaint the student with the role of the physician assistant in practice. Students train under the supervision of a physician or mid-level provider in an office/or hospital setting. Through this clinical rotation the student will gain an in-depth exposure to a wide-spectrum of acute and chronic patient problems. This experience can occur in a clinical area that has already been experienced by the student or a specialty area of the student's choosing.

GPHAS 631 Research/Project Guidance

2 credits

Prerequisites: Enrollment in or successful completion of GPHAS 600, GPHAS 601, GPHAS 602

Students complete a research project (including analysis of data and reporting results) using the scientific method to answer a question in clinical practice, under the direction of a research/project advisor. Projects may use a variety of methodologies. Students will finalize a power point presentation and/or poster for presentation or display at the annual research symposium.

GPHAS 634 Clinical & Professional Capstone

2 credits

Graduation from an accredited PA program qualifies an individual to take the Physician Assistant National Certification Examination (PANCE). Successful completion of PANCE is mandatory for clinical practice as a PA. As the student works to achieve professional status as a PA, the Clinical and Professional Capstone allows for an opportunity to merge the clinical rotation experiences with textbook learning. This course will provide a comprehensive overview or requisite knowledge for the graduating PA student. Emphasis will be placed on identified organ systems and task areas. Additionally, the Clinical and Professional Capstone will focus on the application of knowledge and skills for clinical practice via patient simulation, case study and evidence-based medicine. Prerequisites: Successful completion of the senior year clinical and didactic courses.

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