

Gannon University Graduate Catalog Ruskin, Florida Campus 2019 – 2020 Volume 6

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Contents

Gannon: A Closer Look 3
 Graduate Studies 4
 Academic Accreditation and Programs..... 5
 Admission to Gannon University..... 7
 Financial Facts 8
 Degree Requirements..... 12
 Academic Policies and Procedures 13
 The Academic Year 18
 Student Life and Support Services..... 25
 Morosky College of Health Professions and Sciences 28
 Trustees, Administration, Faculty, Staff..... 66
 Index 70

Advocate for Campus Accessibility

Lisa Laird is the Director of the Office of Disability Services and 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 the office promptly upon admission to the University:

Office of Disability Services Gannon University
 109 University Square
 Erie, PA 16541 (814) 871-5522

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 Robin Williams, Executive Director of Human Resources, Student Services Building, 109 University Square, Erie, PA 16541- 0001; 814-871-5615; williams171@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 University: A Closer Look

University 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.

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. In 2015, the university once again made history by opening doors to their first expansion campus in Ruskin, Florida. The Ruskin, FL campus hosts graduate health professional programs.

Today, Gannon University is a co-educational institution with 1,300 graduate students among a total student body of 4,400 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.

Gannon Tradition

We pride ourselves on the professional accomplishments of our 10,214 master's and 415 doctoral degree alumni, included among them are presidents of over 70 organizations and 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 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, FL Campus

The Florida site is an innovative response to the increasing demand for high-quality graduate education in disciplines that serve the rapidly expanding health care sector of the Florida economy. The additional site increases the opportunity for Gannon University students, prospective students and faculty to help meet the need for health professionals in a state where the population of both older persons and school-age persons is growing. The west coast of Florida had the optimal balance of growing population of college-age students, a growing need for health care professionals combined with a limited number of graduate health care professional programs and an extremely welcoming community.

The site was also chosen for its congruence with Gannon University's Mission and Catholic Identity. The University found open and eager partners within the Ruskin community, the Catholic Diocese of St. Petersburg and at potential sites for clinical and field placements.

Our high quality graduate programs can be offered effectively at the new site and can contribute to growth, both in Ruskin and on the flagship Erie campus. Indeed, the integration of additional sites and the synergies they will generate are vital to the continued momentum and success of Gannon University.

Facilities and Equipment

Two buildings, totaling more than 100,000 square feet of space, comprise the Ruskin campus. Both buildings provide a contemporary space for learning, including classrooms, laboratory spaces, study and research spaces, and student gathering areas for collaborative exchange. Specialized features of these areas include a laboratory designed with a kitchen and bathroom set-up for practicing activities of daily living, a laboratory space equipped with diagnostic equipment consistent with a medical practice, a laboratory space designated for learning and practicing application of treatments for musculoskeletal problems, and a dual functioning clinic/lab space for speech language pathology assessment and treatment. All classrooms provide podium driven technology, with one classroom designed and equipped for delivery of content synchronously between the Erie and Ruskin campuses. Faculty offices and conference rooms are readily accessible to the students.

Each academic program has new diagnostic, assessment and treatment equipment which is consistent with the respective profession and diverse to simulate the various settings encountered by these health professions. Students and faculty have access to a mini-café, fitness area, and wi-fi on the campus.

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's 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 support. 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 at 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 Studies 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, decision makers, and contributing leaders of their professions in a global society.

Graduate Studies 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 Studies Learning Objectives

Graduates of a Gannon University Graduate Program will demonstrate:

1. Advanced knowledge and skills appropriate to the discipline.
2. Knowledge or application of ethical standards within the discipline.
3. Professional communication proficiencies and disseminated information appropriate to the discipline.
4. Contributions, such as service, to the profession and/or community.

Academic Accreditation, Licensure and Programs

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 accredited by:

Accreditation Council for Occupational Therapy Education
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-6611 x2042, Fax (770) 476-1738

Accreditation Review Commission on Education for the Physician Assistant, Inc.
12000 Findley Road, Suite 275
Johns Creek, GA 30097
(770) 476-1224, FAX (770) 476-1738, www.arc-pa.org

Commission on Accreditation of Athletic Training Education
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184
512-733-9700, www.caate.net

Current Status of Accreditation Actions

Doctor of Physical Therapy Program: Effective November 23, 2016, the Doctor of Physical Therapy program at Gannon University, Ruskin Campus has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apata.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in the technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Physician Assistant Program: The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Provisional** status to the **Gannon University-Ruskin, FL Physician Assistant Program** sponsored by **Gannon University**. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Speech-Language Pathology Program: The Master of Science degree program in Speech-Language Pathology is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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 Commission for Independent 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.

Programs of Study at the Ruskin Campus

Doctoral Programs

Occupational Therapy

- Occupational Therapy Doctorate – OTD
- Post Professional Occupational Therapy Doctorate (online) (OTD)

Physical Therapy

- Doctor of Physical Therapy – DPT

Master's Programs

Athletic Training – Master of Athletic Training – MAT
 Physician Assistant – Master of Physician Assistant Science – MPAS
 Speech Language Pathology – Master of Science
 in Speech Language Pathology – MS in SLP
 Sport and Exercise Science – Master of Science – MS in SES

Please visit www.gannon.edu/grad for additional graduate academic offerings at the Erie campus.

Graduate Student Designations

Each graduate student's status will be determined based upon the specifics of the application decision and the student's individual circumstance.

Degree Status

Students who submit a complete application portfolio and meet the program admission requirements qualify for degree status.

Provisional Status for Degree Seeking Students

There are two general circumstances which lead to this designation:

A. Provisional/Academic

If a student does not meet an admissions criterion (i.e., GPA, test scores, etc.) but shows potential in other areas, the student may be admitted with provisional/academic status. Continued enrollment is contingent upon demonstration of sufficient ability to do graduate work. Generally, to receive degree status, students must achieve a minimum cumulative average of 3.00 in 9-12 credits of graduate work. This is determined by the Program Director.

B. Provisional/Administrative

This status applies to an applicant showing great promise but who has a missing component of information, such as a letter of recommendation or test score. This status allows students an initial semester to complete the admissions portfolio. In general, provisional students may not register for more than one semester however, specific programs may have different limits.

In either case, the responsibility is on the student to petition the Program Director by letter for a change to degree status as soon as the deficit has been alleviated. Generally, credits earned as a provisional student are fully applicable to graduate degrees and certificates.

Non-Degree Status

This designation is reserved for students who are not pursuing a degree at Gannon. There are a variety of common reasons for this status, including students who are pursuing a course or two for professional development, certificate students, students from other graduate schools who are planning to transfer course work back to their own institutions, or students who are attending workshops and institutes which offer graduate credit. In some cases, with the permission of a graduate program director, credits earned as a non-degree student may be applied toward a degree or certificate program at Gannon.

With the exception of students in graduate certificate programs, the non-degree student is limited to nine credits of graduate course work under this status. Only with special permission of the program director and respective Academic Dean may a non-degree student enroll for more than nine credits.

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. Please note that the Ruskin, FL campus is actively seeking approval to recruit and enroll students from countries outside of the United States.

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
(814) 871-7474
800-GANNON-U

Admissions representatives assist prospective students with questions regarding program admission requirements or the decision process.

Programs may require students to apply through a Centralized Application Service (CAS) – i.e. ATCAS, CASPA, CSDCAS, OTCAS and PTCAS. Each academic program's national organization hosts an application service for institutions to utilize. Gannon University currently utilizes the CAS system for the Athletic Training, Physician Assistant, Occupational Therapy and Physical Therapy programs. All external university applicants are required to complete an application and submit all materials through their program's CAS system.

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.

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

Tuition and fees for 2019-2020 are subject to change.

Occupational Therapy

Tuition and fees based on current year tuition rate for 2019-2020 AY

| | |
|--------------------------------------|----------|
| Part-time tuition per semester | \$9,795 |
| Full-time tuition per semester | \$17,595 |
| Total annual tuition cost..... | \$44,985 |

Estimated other annual costs

| | |
|-------------------------------------|---------|
| Books | \$1,034 |
| University Fee..... | \$1,020 |
| Lab Fee (total for curriculum)..... | \$40 |

Estimated Total Annual Cost\$47,079

Estimated Total Program Cost

(7 full time semesters, 1 part time semester)\$135,054

Post Professional Occupational Therapy

Tuition and fees based on current year tuition rate for 2019-2020 AY

| | |
|--------------------------------|-------------------|
| Credit..... | \$750 |
| Total annual tuition cost..... | \$12,000 – 13,500 |

Estimated other annual cost

| | |
|-------------|---------|
| Books | \$1,034 |
|-------------|---------|

Estimated Total Annual Cost\$13,034 – 14,534

Estimated Total Program Cost (34 credits)\$27,568

Physical Therapy

Tuition and fees based on current year tuition rate for 2019-2020 AY

| | |
|--|---------------------|
| Part-time tuition per semester | \$9,795 |
| Full-time tuition per semester | \$17,595 |
| Total annual tuition cost | |
| (2 full-time and 1 part-time; 3 full-time) | \$44,985 – \$52,785 |

Estimated other annual cost

| | |
|-------------------------------------|---------|
| Books | \$600 |
| University Fee..... | \$1,020 |
| Lab Fee (total for curriculum)..... | \$300 |

Estimated Total Annual Cost\$46,705 – \$54,505

Estimated Total Program Cost

(7 full time semesters, 2 part time semesters).....\$147,915

Physician Assistant Science

Tuition and fees based on current year tuition rate for 2019-2020 AY

| | |
|--------------------------------------|----------|
| Full-time tuition per semester | \$17,595 |
| Total annual tuition cost..... | \$52,785 |

Estimated other costs – Year 1

| | |
|--|-----------------|
| Books | \$1,034 |
| University Fee..... | \$1,020 |
| Lab Fee..... | \$830 |
| Course Fee | \$1,000 |
| Estimated Total Annual Cost Year 1..... | \$56,669 |

Estimated other costs – Year 2

| | |
|--|-----------------|
| Books | \$1,034 |
| University Fee..... | \$1,020 |
| Course Fees..... | \$7,550 |
| Estimated Total Annual Cost Year 2..... | \$62,389 |

Estimated Total Program Cost

(6 full time semesters).....\$119,058*

* Physician Assistant Science – Estimated Additional Expenses

In addition to tuition and fees, students should expect the following additional costs. These expenses are deemed integral to the students' professional development, such as medical equipment and white lab coats. Please note these are estimated expenses.

- Students will need to have a laptop for use in the classroom and to access Blackboard: \$800-\$1,200.
- Typical costs for all the equipment range from \$600-\$900, depending on the quality of the equipment.
- Hospitals and other facilities require students undergo criminal record history checks and child abuse clearances; approximately \$10 each.
- Students are also required to have transportation/car and professional clothing.
- Travel, parking, and living expenses throughout the clinical year, up to \$1500-2,500/ month depending upon site placements.
- The current cost of the Physician Assistant National Certification Examination (PANCE), which is completed after graduation, is approximately \$500.
- Students may also voluntarily choose to join PA professional organizations, including the FAPA and AAPA. Student membership in these professional organizations provides many advantages including educational conferences, networking, and scholarship opportunities. Membership in organizations varies. Student membership in AAPA is approximately \$75/year; FAPA \$60/2 years.
- Health Screen Requirements (cost variable).
- Professional liability insurance for students is provided at no additional cost.

Athletic Training

Tuition and fees based on current year tuition rate for 2019-2020 AY
 Credit.....\$650
 Total annual tuition cost.....\$17,550 – \$18,850

Estimated other costs

Books\$1,000
 University Fee.....\$1,020
 Lab fee first year\$230

Estimated Total Annual Cost\$19,800 – 20,870

Estimated Total Program Cost (six semesters; 54 credits).....\$40,670*

*** Associated Costs with the Athletic Training Program (Student’s Responsibility)**

- Clinical Education Uniform (Black or khaki pants/shorts, closed toe shoes)
- Transportation (to and from), food, and housing for Clinical Education Sites
- Parking Permit at clinical sites (if required)
- National Athletic Trainers Association Student Membership (\$80/year)
- Physical, Immunizations, and any other medical costs
- CPR/AED certification (~\$32)
- Individual Professional Liability Insurance (~\$40 year)
- Certified Background/Online program document storage/ Background Check/Finger Printing (Year 1: \$118 Year 2: \$31)
- Board of Certification (BOC) Examination (Last semester in MAT, \$35 application fee, \$300 exam)

Sport and Exercise Science

Tuition and fees based on current year tuition rate for 2019-2020 AY
 Credit.....\$650
 Total annual tuition cost (full time enrollment)\$23,400

Estimated other costs

Books\$1,034
 University Fee.....\$1,020
 Lab Fee.....\$150

Estimated Total Annual Cost\$25,604

Estimated Total Program Cost (36 credits)\$25,604

Speech Language Pathology

Tuition and fees based on tuition rate for 2020-2021 AY
 Credit.....\$1100
 Annual tuition cost.....\$31,900 – 37,400

Estimated other costs

Books\$1,000
 University Fee.....\$1,020
 Lab fee (per year).....\$150

Estimated Total Annual Cost\$34,070 – \$39,570

Estimated Total Program Cost (62 credits)\$73,640

Description of Fees

University fee is \$340/semester.
 Graduation fee is \$150.
 Lab fees are specific to each program.
 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.

Graduation Fee

The University charges a fee to defray the costs of the diploma, hood, gown, and the commencement event.

Lab Fee

The University charges each student participating in labs a fee based on lab course registration. The fees 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 2019 – \$979.50

Fall 2019 – \$1759.50

Spring 2020 – \$1759.50

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 Ruskin, FL DPT Award with the exception of semesters where the assistantship is not offered.

Summer 2019 – \$1759.50

Fall 2019 – \$1759.50

Spring 2020 – \$1759.50

Gannon Refund Policy

Nonrefundable fees

For the Admission and Registration process, nonrefundable fees will not exceed \$150 for Ruskin Campus students. The \$150 deposit guarantees the student space in the academic program and will be credited toward the student's tuition for the first semester. The Physician Assistant (PA) program requires a \$500 deposit. If a student in the PA program cancels their space, \$350 will be refunded and \$150 will be nonrefundable. For all programs requiring a \$150 deposit, 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.

Refundable tuition

A percentage of tuition charged will be refunded based on a prorated calculation of weeks enrolled prior to withdrawal. The refund is based on the number of hours completed by the number of hours left. Example: Student attends 12% then they get an 88% refund. Student attends 33%, then they get a 67% refund. This is stipulated by Florida Rule 6E-1.0032(6) (i). The applicable percentage will be applied to total refundable tuition and fees. This Pro Rata refund applies to cancellation after attendance has begun up to and including 40% of completion of the program. Cancellation after completing 41% of the program will result in no refund.

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.

Gannon University will return any monies owed to the student via check. This check will be mailed to the student's address on file with the university.

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, Cashier's Check, or Money Order
- Cash payments under \$1,000
- E-check and Credit Card Payment (on-line only)*
- Loans (on behalf of the financial aid process)

* 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 FAFSA 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 state funded grants such as the 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 paperwork to obtain reimbursement.

It is the student's responsibility to make payment of the semester balance to Gannon. 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 in 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.fasfa.ed.gov. The FDSL MPN is available at: www.studentloans.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.

Graduate Assistantships

Graduate assistantship positions may be available to a limited number of enrolled students in specific academic programs. This information is available from each program, including when applications are accepted and the details of the hiring process. These positions are 10 hours per week.

Degree Requirements

Graduate 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-baccalaureate degree program that 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 Post-Professional Occupational Therapy Doctorate (ppOTD) is a post-baccalaureate degree program which requires the successful completion of 36 credits of graduate coursework. The Doctor of Physical Therapy (DPT) is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 112 credits. The Masters of Physician Assistant Science is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 91 credits of theory and didactic coursework. The Master of Athletic Training (MAT) is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 54 credits. The Master of Science in Sport and Exercise Science (MSES) is a post-baccalaureate degree program that requires the successful completion (cumulative GPA of 3.0) of 36 credits. The Master of Science in Speech Language Pathology requires successful completion of 62 credits (cumulative GPA of 3.0) following required prerequisite coursework in communication and sciences. 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 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 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 or 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 \$150.00.

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.

Academic Policies and Procedures

Academic Integrity Policy

Code of Academic Integrity

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. Each student will receive the Code of Academic Integrity publication of Gannon University during Freshman Orientation or entrance into the University. Upon review of the publication, the students will be invited to sign a pledge to uphold the Academic Integrity of their work and the work of their peers.

Forms of Academic Dishonesty

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
3. Whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

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.) prepared totally or in part by another.
5. Taking a test for someone else or permitting someone else to take a test for you.

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.

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):

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test or any information about the test.
4. 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.
5. 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.
6. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
7. Hiding and/or mutilating library/classroom books and/or equipment.

Academic Dishonesty Procedure

1. If an instructor suspects that a student has violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student involved as well as the department chair responsible for the course in question. At no time during the investigation or appeal process are students permitted to withdraw from the course. Within 10 calendar days of the discovery of the alleged violation the instructor will notify the student of the allegation and invite the student to meet to review the matter and to explain the alleged violation. If the student chooses to meet with the instructor to contest the allegation, this meeting shall be scheduled within 7 calendar days of the notification.
2. If the student is cleared of the allegation, the matter will be dropped. If not, then the instructor will inform the Dean's Office of the violation. (The Dean's Office to be notified is the one responsible for the course.) This Office shall then inform the instructor of the student's number of previous violations of the academic integrity policy, if any. In consultation with the department chair the instructor will then impose a sanction upon the student. A letter detailing the sanction will be sent to the student from the instructor and copied to the three College Deans. The letter shall be sent within 10 calendar days from the date the Dean was notified. The student should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor.
3. The student may appeal the instructor's decision to the Dean of the College in which the course resides. Appeals must be made within 7 calendar days of the date of the instructor's decision. Students are expected to continue to attend class during the appeal process.
4. A hearing will be scheduled within 10 calendar days of the Dean receiving the student's appeal. The hearing will include the Dean, the instructor, and the student. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense. The student may have one guest present during the hearing, but the guest is not allowed to speak during the hearing unless permitted by the Dean.

The Dean will issue a finding based upon the evidence presented. If the Dean determines that insufficient evidence has been presented, the matter will be dropped. If the Dean finds the student in violation of the Code of Academic Integrity, he/she may support the academic sanction originally imposed by the instructor. The Dean also has the power to issue administrative sanctions [i.e., separation from the University]). In considering the penalty to be imposed, the Dean shall take into account the evidence of the appeal proceeding as well as any documented previous infraction(s). A letter detailing the sanction will be sent to the student from the Dean and copied to the other two College Deans.

5. Following the Dean's decision, the student has 7 calendar days to make a final appeal to the Vice President of Academic Affairs with respect to the fairness of the proceedings and/or the

appropriateness of the sanction. The Provost will issue a decision within 7 calendar days of the appeal. Students are expected to continue attending class during the appeal process. A final letter will be sent to the student from the Vice President of Academic Affairs and copied to the three College Deans.

(Note: At the Dean's or Vice President of Academic Affairs' discretion, exceptions to the calendar day requirements can be made for unusual circumstances such as Christmas or summer breaks).

6. Once all appeals are exhausted and a final decision has been made the Dean's office responsible for the course will report the finding of academic dishonesty to each of the other Academic Deans.

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. A grade of "zero" for the assignment involved (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's first offense. However, the instructor has the right to impose a more severe penalty based on the circumstances of the offense.
2. Failure of the course (as imposed by the instructor in consultation with the department chair). This penalty will generally be applied in the case of a student's second documented offense. However, the instructor has the right to impose a lesser penalty based on the circumstances of the offense.
3. Subject to review and approval of the Dean responsible for the course, separation from the University. This penalty will generally be applied in the case of a student's third documented offense. However, the Dean has the latitude to apply a lesser penalty depending on the circumstances of the offense.

Review and Expunging of Records

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

Policy on 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.

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, and 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 failing to regain good standing.

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

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.

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.

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 violation of other policies in the student handbook.
3. It is the intent of 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 Vice President of Academic Affairs.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
 - a. The 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs. The panel shall be composed of the 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 Vice President for Academic Affairs, or her/his designee, shall have a vote only in event of a tie.
- 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.
 - The panel members shall have access to the written appeals and each person involved in the grievance.
 - The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
 - 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 Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.
 - The decision of the grievance appeal panel is final.

The Academic Year

Gannon University operates on a 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. Some academic programs are active during the summer semester as well.

2019-2020 Academic Calendar

Fall Semester – 2019

August

| | | |
|----------|----------|---|
| 14 | Wed | Last Day to confirm enrollment with the Cashier's Office for fall without a late fee. |
| 16 | Fri | First-Year Student Move-In Day |
| 18 | Sun | Upperclassman Move-In Day |
| 21 | Wed | First day of the semester. |
| 21-28 | 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 28. |
| 27 | 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. |
| 29-Sep 1 | Thur-Sun | 80% tuition refund for dropped courses. 0% fee refund. |

September

| | | |
|------|---------|--|
| 2 | Mon | Labor Day – no classes. 60% tuition refund for dropped courses. |
| 2-8 | Mon-Sun | 60% tuition refund for dropped courses. 0% fee refund. |
| 3 | Tue | Last day dropped courses are removed from transcript. |
| 9-13 | Mon-Fri | 40% tuition refund for dropped courses. 0% fee refund. No tuition refund after September 13. |
| 17 | Tue | Freshmen grades are due in the Registrar's Office by 4:00pm. |

October

| | | |
|------|---------|---|
| 8 | Tues | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |
| 9-13 | Wed-Sun | Fall break – no classes. |
| 13 | Sun | Residence halls open at 8:00am. Dining hall opens at 4:30pm. |
| 14 | Mon | Classes resume. Mid-semester grades due in the Registrar's Office by 4:00pm. |
| 28 | 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

| | | |
|----------|---------|---|
| 12 | Tue | Advising day – no classes from 8:00am to 4:30pm. Evening classes 4:30pm or later will be held. |
| 13 | Wed | Registration for next semester starts. |
| 26 | Tue | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |
| 27-Dec 1 | Wed-Sun | Thanksgiving vacation – no classes. |

December

| | | |
|------|---------|---|
| 1 | Sun | Residence halls open at 8:00am. Dining hall opens at 4:30pm. |
| 2 | Mon | Classes resume. |
| 8 | Sun | Commencement ceremony. |
| 9-13 | Mon-Fri | Final exam week. |
| 13 | Fri | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |
| 15 | Sun | Final grades are due in the Registrar's Office by 4:00pm. |

Spring Semester – 2020**January**

| | | |
|----------|---------|---|
| 6 | Mon | Last day to confirm enrollment with the Cashier's Office for Spring without a late fee. |
| 13 | Mon | First day of the semester. |
| 13-17 | 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 17. |
| 16 | Thurs | 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. |
| 17 | Fri | Last day to add/drop courses without advisor's written approval. Last day to add courses without instructor's written approval. |
| 18-26 | Sat-Sun | 80% tuition refund for dropped courses. 0% fee refund. |
| 20 | Mon | Martin Luther King Day – no classes. |
| 24 | Fri | Last day dropped courses are removed from transcript. |
| 27-Feb 2 | Mon-Sun | 60% tuition refund for dropped courses. 0% fee refund. |

February

| | | |
|-----|---------|--|
| 3-7 | Mon-Fri | 40% tuition refund for dropped courses. 0% fee refund. No tuition refund after February 7. |
| 10 | Mon | Freshmen grades are due in the Registrar's Office by 4:00pm. |
| 28 | Fri | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |

March

| | | |
|-----|---------|---|
| 1-8 | Sun-Sun | Spring break – no classes. |
| 8 | Sun | Residence halls open at 8:00am. Dining hall opens at 4:30pm. |
| 9 | Mon | Classes resume. |
| 9 | Mon | Mid-semester grades due in the Registrar's Office by 4:00pm. |
| 23 | 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. |

April

| | | |
|------|---------|---|
| 1 | Wed | Advising day – no classes from 8:00am to 4:30pm. Evening classes 4:30pm or later will be held. |
| 2 | Thu | Registration for next semester starts. |
| 8 | Wed | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |
| 9-14 | Thu-Tue | Easter vacation – no classes. |
| 14 | Tue | Residence halls open at 8:00am. Dining hall opens at 4:30pm. |
| 15 | Wed | Classes resume. |

May

| | | |
|-----|---------|---|
| 4-8 | Mon-Fri | Final exam week. |
| 8 | Fri | Residence halls close at 9:00pm. Dining hall closes at 1:45pm. |
| 9 | Sat | Commencement ceremony. |
| 14 | 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, most graduate programs require enrollment in at least 9 credit hours. Most students are part-time, if they are enrolled for less than 9 credits. However, some graduate programs statuses vary based program duration and total credit amounts.

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 Course 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 Doctorate courses
 GGDPT – Doctor of Physical Therapy courses
 GGMAT – Master of Athletic Training courses
 GGPHAS – Master of Physician Assistant Science courses
 GGSLP – Master of Speech Language Pathology courses
 GSPRT – Master of Sport and Exercise Science courses

Course Levels

| | |
|---------|---|
| 000-099 | Credit earned may not be included in the total credits required for 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 on-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. A 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 that 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

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 |

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 graduate student may graduate with a GPA below 3.0. There is no pass/fail election.

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.

For program specific grade requirements, please see your coordinating program student handbook.

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.

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.

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.

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. Please note that the Ruskin, FL campus is actively seeking approval to recruit and enroll students from countries outside of the United States.

Students are not charged university tuition and fees during their leave of absence.

Medical Leave

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

- Meet with their respective Program Director/Chair or advisor.
- Submit medical documentation that substantiates/verifies need for the leave.
- Complete the medical leave form.
- 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.

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

Gannon shall maintain a file for each student and that file shall be available to the Commission upon request at each location and be translated into English and conform to the general requirements of Rule 6E-2.004, F.A.C., and 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.
- 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 records associated directly with evaluation of fieldwork and/or clinical experiences are kept secured in a locked file cabinet within the department at a location most appropriate for that discipline.

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

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.

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, faculty member's chair/program director 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

Student Life and Support Services

Academic Computing

Gannon University seeks to provide state of the art computing, networking, and instructional technology to its students, faculty and staff. The campus currently offers:

- Wireless access to Gannon's network and the internet in all campus buildings;
- Close to 100% of classrooms equipped with instructional technology;
- An online learning management system to provide an enhanced classroom environment;
- Virtual application to specific lab applications so you can access them on your personal computer or mobile device from anywhere in the world;
- Each student is provided 600 print pages a semester to print from printers throughout campus;
- MS Office 365 (full versions of Word, Excel, One Note, PowerPoint, etc) is available to students at no charge;
- Labs and classrooms with equipment geared to specific discipline requirements;
- Access to view your tuition bill, grades, schedule, and transcript as well as view available courses and schedule online. You can also print your academic evaluation, register, or drop classes online.

Enrollment Services

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 Ruskin enrollment services team 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 the Ruskin, FL campus. 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. Discounted and free shipping is offered to the Ruskin campus students, faculty and staff.

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 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 24 hours per day 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 Office of Disability Support Services in the Student Success Center at (814) 871-7454 (<http://www.gannon.edu/Academic-Offerings/Student-Success-Center/>). 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 includes 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 200,000 book volumes and more than 5,000 audiovisual items. Special collections include the University Archives. The library provides online access to over 45 databases, 50,000 periodicals and 175,000 ebooks. The library's website provides access to the online catalog, online indexes and databases, electronic books 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) transforms students through a week of service, immersion, and mutual cultural exchange. • **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. • **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 & Research 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 & Research Center consultants have a strong commitment to service and regard language as fundamental to the holistic development of the Gannon University student.

The Writing & Research Center and the STEM Center 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.

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:

1. Use of alcohol.
2. Paddling in any form.
3. Creation of excessive fatigue.
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.
8. Morally degrading or humiliating games or activities.
9. Late work sessions which interfere with academic preparations.
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.

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.

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

Dean: Sarah Ewing, B.S., Ph.D.

The Morosky College of Health Professions and Sciences is composed of the School of Health Professions and the School of 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

To deliver exceptional academic programs that prepare students to become knowledgeable, innovative, and socially responsible professionals within their careers and communities.

VISION

To address the health and scientific needs of a global society through education, scholarship, and service.

GOALS

- Continue to deliver and develop exceptional educational programs that complement MCHPS strengths and meet market and community needs.
- Cultivate and increase collaboration between current and new academic programs and initiatives within the college, between colleges, and with external partners.
- Support current and new initiatives that address the health and scientific needs of a global society.
- Continue to foster a culture of engagement and professional and personal development.

Occupational Therapy

Occupational Therapy Doctorate (OTD) Degree

Program Director: Thomas Laster, OTD

INTRODUCTION

The Occupational Therapy Doctorate 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 is 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 Doctorate 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 Doctorate 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 Doctorate 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). Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

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 is accredited 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. Graduates of the program 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, all 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 sit for the NBCOT certification examination or attain state licensure.

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.

Clinical Experiences (Fieldwork I, Fieldwork II, and Doctorate Specialty Internship) Fieldwork I: Earlier clinical experiences, which include 40 hour weekly or week-long 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 14-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, and advocacy, education, or theory development.

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 "C" will be accepted
- Overall undergraduate QPA of 3.0 or better (4.0 scale)
- All prerequisite courses must be completed within ten 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
- Developmental psychology throughout the lifespan or equivalent
- Anatomy and Physiology I and II with lab (total of 8 credits)
- Physics (one semester survey or two semester full sequence)
- Statistics

* Additional requirements for all students

- 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: www.otcas.org
- 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.
- 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 comprised of the OTD program faculty.

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

| | | |
|-----------|-------------------------------|----------|
| DOCCT 811 | Foundations of OT* | 3 |
| DOCCT 815 | Occ Science and Analysis* | 3 |
| DOCCT 818 | Theoretical Foundation of OT* | 3 |
| | | Total: 9 |

First Year – Fall

| | | |
|-----------|---|-----------|
| DOCCT 821 | Analysis of Human Movement | 4 |
| DOCCT 823 | OT Medical Sciences | 3 |
| DOCCT 825 | Clinical Neuroscience | 4 |
| DOCCT 827 | OT Intervention: Psychosocial Dysfunction I | 4 |
| | | Total: 15 |

First Year – Spring

| | | |
|-----------|--|-----------|
| DOCCT 831 | Neurorehab Techniques | 4 |
| DOCCT 833 | OT Intervention: Psychosocial Dysfunction II | 5 |
| DOCCT 835 | The Research Process | 6 |
| | | Total: 15 |

Second Year – Fall

| | | |
|-----------|--|-----------|
| DOCCT 841 | OT Intervention: Physical Disabilities I | 4 |
| DOCCT 843 | OT Intervention: Peds and Dev Disabilities I | 5 |
| DOCCT 844 | Community Based Intervention | 3 |
| DOCCT 845 | Research Seminar | 3 |
| DOCCT 847 | Capstone I | 1 |
| | | Total: 16 |

Second Year – Spring

| | | |
|-----------|---|-----------|
| DOCCT 851 | OT Intervention: Physical Disabilities II | 5 |
| DOCCT 853 | OT Intervention: Peds and Dev Disabilities II | 4 |
| DOCCT 855 | OT Intervention: Gerontology | 3 |
| DOCCT 857 | Clinical Reasoning Seminar | 3 |
| DOCCT 859 | Directed Independent Study I | 1 |
| DOCCT 877 | Capstone II | 1 |
| | | 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 and 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 and 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

4 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 and 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 841/851 Occupational Therapy Intervention:
Physical Disabilities I and 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 OT Intervention: 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 I / DOCCT 879 Directed Independent Study II

1 Credit / 3 Credits

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 and 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.

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. Offered: Online

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 of 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 14 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 and 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.

Post Professional Occupational Therapy Doctorate (OTD) Degree

Program Director: Michele Karnes, Ed.D., M.S., OTR

INTRODUCTION

The post-professional OTD curriculum is designed to prepare practicing occupational therapists to become advanced practitioners capable of serving as evidence-based leaders. The capstone component is an integral part of the program. It is designed to develop occupational therapists with advanced knowledge/skills in one of the following eight areas: clinical practice, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

With a keen understanding of the responsibilities of the practicing occupational therapist that holds a master's degree, this mission is accomplished by offering a two-year, part-time online program. It combines web-based instruction with a one-time campus visit to present the Capstone to faculty and students. Our program is unique in that post-professional OTD students have an opportunity to interact with both MSOT students at the Erie, PA campus and entry-level OTD students at the Ruskin, FL campus.

MISSION

The mission of the post-professional **Occupational Therapy Doctorate (OTD)** program is to enable occupational therapists in any practice area to develop roles and skills beyond that of the therapist-clinician. Our program supports their development toward practitioner-scholars who can translate knowledge, including cross-disciplinary theories and research, into practice, and who are capable of serving as change agents in new and expanded arenas within the field of occupational therapy.

APPLICATION PROCESS

The Office of Graduate Admissions and the Occupational Therapy Doctorate Department receives and reviews applications for the post-professional OTD program on a monthly basis. The electronic application can be located at www.apply.gannon.edu. After completion of the application, candidates are required to submit supplemental materials to the Office of Graduate Admissions. This includes, but is not limited to, the following information: academic transcripts, OT licensure, AOTA national and state membership, curriculum vitae/resume, and references.

ADMISSION REQUIREMENTS

Acceptance requirements into the Post-Professional Occupational Therapy Doctorate program will be based on the following:

- Completed master's degree
- Bachelor's or Master's degree in Occupational Therapy
- Minimum graduate GPA of 3.0 on a 4.0 scale
- OT license (in state of practice)
- AOTA and state OT organization membership

Application Procedures for the Post-Professional Occupational Therapy Doctorate Program:

- Submit online graduate application (apply.gannon.edu) and materials:
- Official transcript from all prior institutions
- One letter of recommendation
- Copy of OT license
- Curriculum vitae or professional resume
- Personal statement of professional and educational goals

STUDENT SUCCESS ONLINE

Gannon's Online Engagement Coordinator facilitates our online new student orientations, implements strategies to ensure that online students are active in their online courses, and provides general online student support through a variety of high-touch methods to engage students and support student retention efforts.

Gannon online students can reach out to our Office of Distance Education with general questions about online learning or how to remotely access Gannon's comprehensive student services.

CURRICULUM

The Post-Professional Occupational Therapy Doctorate is a doctoral degree which is awarded upon the successful completion of the following 34 credits:

| | |
|--|----------|
| Summer I – Total credits | 6 |
| DOCCT 900 Applied Research in Clinical Practice | 3 |
| DOCCT 903 Advanced Occupations | 3 |
| Fall I – Total credits | 5 |
| DOCCT 905 Capstone 1 | 2 |
| DOCCT 844 Community Based Interventions | 3 |
| Spring I – Total credits | 5 |
| DOCCT 906 Capstone 2 | 2 |
| DOCCT 873 Emerging Models of Practice | 3 |
| Summer II – Total credits | 6 |
| DOCCT 910 Advanced Leadership and Ethics | 3 |
| DOCCT 912 Reasoning and Evidenced-Based Practice | 3 |

| | |
|---|----------|
| Fall II – Total credits | 6 |
| DOCCT 916 Analysis of Policy and Change in OT | 3 |
| DOCCT 918 Teaching in Practice and Community | 3 |

| | |
|---|----------|
| Spring II – Total credits | 6 |
| DOCCT 907 Capstone Project | 3 |
| DOCCT 871 Entrepreneurial Management Practice in OT | 3 |

TOTAL CREDITS: 34

COURSE DESCRIPTIONS

DOCCT 844 Community Based Interventions

3 credits

This course provides therapeutic intervention via programming development, with concentration on community-based practice and populations. There is a special emphasis on the needs of the elderly, health/wellness programs, the homeless, and the child and youth populations, home care programming and interventions, and community partner identification, development, and relationship cultivation. Through the program development process, the student will learn, understand, and implement community programs for identified facilities and populations.

DOCCT 871 Entrepreneurial Management Practice in OT

3 credits

Administrative and organizational theory applied to occupational therapy service delivery. Content includes personnel relationships and supervision, systems analysis, program planning, budgeting, space and facilities planning, communication, and programs for staff and student development. The course also includes marketing, the professional association, national certification, state regulations, productivity, quality assurance, and an overview of ethics and legal issues. All management and organizational topics are viewed within the perspective of the dynamics of the health care industry.

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 900 Applied Research in Clinical Practice

3 credits

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies from lowest to highest levels

of evidence in terms of purpose of study, question formulation, methodological features and significance of findings for application in practice.

DOCCT 903 Advanced Occupations

3 credits

This is a course in the study of occupation performance analysis. Through various learning activities, students develop and communicate mechanisms to infuse a lifelong learning model to professional practice. This course will also examine the role of occupation in enhancing the health of populations through health promotion, health education and prevention of illness.

DOCCT 905 Capstone 1

2 credits

Capstone I is designed as a self-directed and professional exploration and development course of study. It is the stage that focuses the ppOTD student on where they are now; where they want to go, and how they will get there. During Capstone I the ppOTD student is laying the foundation for what comes next. A series of journals, annotations, and learning how to formulate objectives rounds out the beginning capstone course.

DOCCT 906 Capstone 2

2 credits

Capstone 2 is an extension of Capstone 1. The goal is to develop skill sets in a particular area (beyond that of a generalist level) as part of the process of formulating the objectives and completing the culminating Capstone project.

DOCCT 910 Advanced Leadership and Ethics

3 credits

This course will examine leadership roles, practices and ethical responsibilities as they relate to diverse organizational settings. Evolving leadership theories and styles will be explored as well as ethical dilemmas. Students will identify strategies for improving personal and professional responsive leadership efforts after analyzing their own leadership strengths. Self-reflection, self-discovery, integrity, credibility as well as other leadership concepts and themes will influence this course.

DOCCT 912 Reasoning and Evidenced-Based Practice

3 credits

This is a course for occupational therapists designed to develop essential skills for conducting evidence-based practice. It will focus in detail on appraising the internal, external, and statistical validity of evidence related to intervention effectiveness and predicting client outcomes. The course proceeds to examine evidence gathered using a variety of quantitative methods including group designs and meta-analytic approaches. Readings are selected from a variety of peer-reviewed journals related to health and disability to introduce students to the interdisciplinary literature that may provide valuable evidence for occupational therapy practice.

DOCCT 916 Analysis of Policy and Change in OT

3 credits

This course provides students with an introduction to health care change and examination of policies related to occupational therapy in the United States. Students will review the history of disability policy, and examine social, medical and political models and their influence on the delivery of health care and occupational therapy practice. An understanding of political process related to health care and major players in policy development will be explored along with the use of advocacy on micro and macro levels. Critical analysis of the use and impact of clinical outcome measures in occupational therapy and their effect on policy making will be covered.

DOCCT 918 Teaching in Practice and Community

3 credits

This course will examine the foundations of adult learning as well as their application in educating the public and addressing health literacy. This course identifies the advanced practitioner's role in various practice settings and the impact of ethical, political, legal, socio-cultural, and economic factors affecting programmatic goals. This course will explore personal teaching and learning styles and Boyer's Scholarship of Teaching.

DOCCT 907 Capstone Project

3 credits

During this course students complete a final project 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.

Physical Therapy

Doctor of Physical Therapy (DPT) Degree

Program 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, Florida embraces the current APTA vision statement, "Physical therapists will transform society by optimizing movement to improve the human experience."

The DPT program at Ruskin professes to:

- Provide physical therapy graduate education of the highest quality to develop generalist practitioners, while emphasizing faith, leadership, inclusiveness and social responsibility.
- Prepare global citizens engaged in the community, who are service oriented and meeting the needs of society.
- Engage in faculty community-based scholarship with the movement system at the core of all avenues of inquiry.

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. Graduates will demonstrate a commitment to professional growth and development.
7. The program and University will support faculty in their goal to engage in scholarship.
8. Faculty will engage in scholarship of discovery, integration, application, teaching, and engagement.
9. Faculty will produce and publish interprofessional scholarly work.
10. The program will support faculty in their goal to engage in service locally, nationally and abroad.
11. Faculty will model professionalism through involvement in the University, the profession and associated organizations.

ADMISSION REQUIREMENTS

- Prospective students will apply using the PTCAS – Physical Therapy Centralized Application System. PTCAS provides a full-service web-based application and admissions process for prospective physical therapy program applicants. Internal Gannon University students apply through the Office of Graduate Admissions.
- 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).
- 100 observation hours, multiple PT settings recommended.
- 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 |

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

** 200 level behavioral/social science course

*** Anatomy/Physiology (AP) 1 and 2 with Labs, from a Baccalaureate degree granting school, may be accepted in lieu of one semester of Human Anatomy with Lab and one semester of Human Physiology with Lab, with Program Director approval. Gross Human 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 ten 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 and Exercise Physiology 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.

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 Doctor of Physical Therapy degree after the completion of 112 credits of study. The International Classification of Functioning, Disability, and Health (ICF) is a classification system focusing on human functioning that is used as a conceptual framework to link all elements of the curriculum. 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. Evidence-based practice is explicitly taught and integrated in all clinical decision making during classroom activities and during clinical experiences.

Threaded throughout the three years are formalized service-learning experiences where students discover the perils of community service and social responsibility. 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 Director 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.

CURRICULUM REQUIREMENTS

The DPT degree program requires one hundred and twelve (112) 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.

Class of 2020 Curriculum Plan

First Year – Summer

| | | |
|-----------|---|----|
| GGDPT 800 | Gross Human Anatomy | 5 |
| GGDPT 810 | Health Care System and Policy I | 2 |
| GGDPT 815 | Essentials of Physical Therapy Practice | 2 |
| GGDPT 806 | Movement Physiology | 2 |
| | Total: | 11 |

First Year – Fall

| | | |
|-----------|--------------------------------------|----|
| GGDPT 814 | Evidence Based Practice I | 2 |
| GGDPT 801 | Clinical Medicine and Pharmacology I | 4 |
| GGDPT 818 | Foundations in Human Movement | 5 |
| GGDPT 819 | Foundations in Human Movement Lab | 1 |
| GGDPT 803 | Neuroscience | 4 |
| | Total: | 16 |

First Year – Spring

| | | |
|-----------|--|---|
| GGDPT 821 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities | 3 |
| GGDPT 823 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab | 1 |
| GGDPT 828 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities | 3 |
| GGDPT 829 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab | 2 |
| GGDPT 825 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine | 2 |
| GGDPT 827 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine Lab | 2 |

| | | |
|-----------|----------------------------------|-----------|
| GGDPT 804 | Motor Learning and Motor Control | 3 |
| GGDPT 816 | Community Health Initiative I | 1 |
| | | Total: 17 |

Second Year – Summer

| | | |
|-----------|-----------------------|----------|
| GGDPT 832 | Clinical Experience I | 6 |
| | | Total: 6 |

Second Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 847 | Clinical Synthesis I | 1 |
| GGDPT 830 | Health Care System and Policy II | 2 |
| GGDPT 844 | Evidence Based Practice II – Analysis | 2 |
| GGDPT 805 | Growth and Development Across the Lifespan | 4 |
| GGDPT 802 | Clinical Medicine and Pharmacology II | 5 |
| GGDPT 826 | Community Health Initiative II | 1 |
| | | Total: 15 |

Second Year – Spring

| | | |
|-----------|---|-----------|
| GGDPT 820 | Examination, Evaluation and Intervention for Cardiovascular and Pulmonary Dysfunction | 4 |
| GGDPT 843 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction | 1 |
| GGDPT 845 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab | 3 |
| GGDPT 853 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction | 5 |
| GGDPT 855 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab | 2 |
| GGDPT 850 | Health Care System and Policy III | 2 |
| GGDPT 856 | Community Health Initiative III | 1 |
| | | Total: 18 |

Third Year – Summer

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

Third Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 870 | Health Care System and Policy V | 2 |
| GGDPT 867 | Clinical Synthesis II | 1 |
| GGDPT 866 | Community Health Initiative V | 1 |
| GGDPT 873 | Examination, Evaluation and Intervention for Integumentary and Multi-System Movement Dysfunction | 4 |
| GGDPT 875 | Advanced Manual and Therapeutic Techniques | 2 |
| GGDPT 880 | Exploring Interprofessional Competencies for Health Care | 1 |
| | | Total: 11 |

Third year – Spring

| | | |
|-----------|-------------------------|-----------|
| GGDPT 872 | Clinical Experience III | 4 |
| GGDPT 882 | Clinical Experience IV | 5 |
| GGDPT 887 | Clinical Synthesis III | 2 |
| | | Total: 11 |

PROGRAM TOTAL CREDITS: 112**Class of 2021 Curriculum Plan****First Year – Summer**

| | | |
|-----------|---|-----------|
| GGDPT 800 | Gross Human Anatomy | 5 |
| GGDPT 810 | Health Care System and Policy I | 2 |
| GGDPT 815 | Essentials of Physical Therapy Practice | 2 |
| GGDPT 806 | Movement Physiology | 2 |
| | | Total: 11 |

First Year – Fall

| | | |
|-----------|--------------------------------------|-----------|
| GGDPT 814 | Evidence Based Practice I | 2 |
| GGDPT 816 | Community Health Initiative I | 1 |
| GGDPT 801 | Clinical Medicine and Pharmacology I | 4 |
| GGDPT 818 | Foundations in Human Movement | 5 |
| GGDPT 819 | Foundations in Human Movement Lab | 1 |
| GGDPT 803 | Neuroscience | 4 |
| | | Total: 17 |

First Year – Spring

| | | |
|-----------|---|-----------|
| GGDPT 821 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities | 3 |
| GGDPT 823 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab | 1 |
| GGDPT 828 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities | 3 |
| GGDPT 829 | Examination, Evaluation and Interventions for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab | 2 |
| GGDPT 825 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine | 2 |
| GGDPT 827 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine Lab | 2 |
| GGDPT 804 | Motor Learning and Motor Control | 3 |
| GGDPT 826 | Community Health Initiative II | 1 |
| | | Total: 17 |

Second Year – Summer

| | | |
|-----------|----------------------------------|----------|
| GGDPT 830 | Health Care System and Policy II | 2 |
| GGDPT 832 | Clinical Experience I | 6 |
| | | Total: 8 |

Second Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 847 | Clinical Synthesis I | 1 |
| GGDPT 850 | Health Care System and Policy III | 2 |
| GGDPT 844 | Evidence Based Practice II – Analysis | 2 |
| GGDPT 805 | Growth and Development Across the Lifespan | 4 |
| GGDPT 802 | Clinical Medicine and Pharmacology II | 5 |
| GGDPT 856 | Community Health Initiative III | 1 |
| | | Total: 15 |

Second Year – Spring

| | | |
|-----------|---|-----------|
| GGDPT 820 | Examination, Evaluation and Intervention for Cardiovascular and Pulmonary Dysfunction | 4 |
| GGDPT 843 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction | 1 |
| GGDPT 845 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab | 3 |
| GGDPT 853 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction | 5 |
| GGDPT 855 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab | 2 |
| GGDPT 860 | Health Care System and Policy IV | 1 |
| | | Total: 16 |

Third Year – Summer

| | | |
|-----------|--------------------------------|----------|
| GGDPT 862 | Clinical Experience II | 5 |
| GGDPT 866 | Community Health Initiative IV | 1 |
| | | Total: 6 |

Third Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 870 | Health Care System and Policy V | 2 |
| GGDPT 867 | Clinical Synthesis II | 1 |
| GGDPT 866 | Community Health Initiative V | 1 |
| GGDPT 873 | Examination, Evaluation and Intervention for Integumentary and Multi-System Movement Dysfunction | 4 |
| GGDPT 875 | Advanced Manual and Therapeutic Techniques | 2 |
| GGDPT 880 | Exploring Interprofessional Competencies for Health Care | 1 |
| | | Total: 11 |

Third year – Spring

| | | |
|-----------|-------------------------|-----------|
| GGDPT 872 | Clinical Experience III | 4 |
| GGDPT 882 | Clinical Experience IV | 5 |
| GGDPT 887 | Clinical Synthesis III | 2 |
| | | Total: 11 |

PROGRAM TOTAL CREDITS: 112**Class of 2022 Curriculum Plan****First Year – Summer**

| | | |
|-----------|---|-----------|
| GGDPT 800 | Gross Human Anatomy | 5 |
| GGDPT 810 | Health Care System and Policy I | 2 |
| GGDPT 815 | Essentials of Physical Therapy Practice | 2 |
| GGDPT 806 | Movement Physiology | 2 |
| | | Total: 11 |

First Year – Fall

| | | |
|-----------|--------------------------------------|-----------|
| GGDPT 814 | Evidence Based Practice I | 2 |
| GGDPT 816 | Community Health Initiative I | 1 |
| GGDPT 801 | Clinical Medicine and Pharmacology I | 4 |
| GGDPT 818 | Foundations in Human Movement | 5 |
| GGDPT 819 | Foundations in Human Movement Lab | 1 |
| GGDPT 803 | Neuroscience | 4 |
| | | Total: 17 |

First Year – Spring

| | | |
|-----------|--|-----------|
| GGDPT 821 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities | 3 |
| GGDPT 823 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab | 1 |
| GGDPT 828 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities | 3 |
| GGDPT 829 | Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab | 2 |
| GGDPT 825 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine | 2 |
| GGDPT 827 | Examination, Evaluation and Intervention for Musculoskeletal Movement of the Spine Lab | 2 |
| GGDPT 804 | Motor Learning and Motor Control | 3 |
| GGDPT 826 | Community Health Initiative II | 1 |
| GGDPT 830 | Health Care System and Policy II | 2 |
| | | Total: 19 |

Second Year – Summer

| | | |
|-----------|-----------------------|----------|
| GGDPT 832 | Clinical Experience I | 6 |
| | | Total: 6 |

Second Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 847 | Clinical Synthesis I | 1 |
| GGDPT 850 | Health Care System and Policy III | 2 |
| GGDPT 844 | Evidence Based Practice II – Analysis | 2 |
| GGDPT 805 | Growth and Development Across the Lifespan | 4 |
| GGDPT 802 | Clinical Medicine and Pharmacology II | 5 |
| GGDPT 856 | Community Health Initiative III | 1 |
| | | Total: 15 |

Second Year – Spring

| | | |
|-----------|---|-----------|
| GGDPT 820 | Examination, Evaluation and Intervention for Cardiovascular and Pulmonary Dysfunction | 4 |
| GGDPT 843 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction | 1 |
| GGDPT 845 | Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab | 3 |
| GGDPT 853 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction | 5 |
| GGDPT 855 | Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab | 2 |
| GGDPT 860 | Health Care System and Policy IV | 1 |
| | | Total: 16 |

Third Year – Summer

| | | |
|-----------|--------------------------------|----------|
| GGDPT 862 | Clinical Experience II | 5 |
| GGDPT 866 | Community Health Initiative IV | 1 |
| | | Total: 6 |

Third Year – Fall

| | | |
|-----------|--|-----------|
| GGDPT 870 | Health Care System and Policy V | 2 |
| GGDPT 867 | Clinical Synthesis II | 1 |
| GGDPT 866 | Community Health Initiative V | 1 |
| GGDPT 873 | Examination, Evaluation and Intervention for Integumentary and Multi-System Movement Dysfunction | 4 |
| GGDPT 875 | Advanced Manual and Therapeutic Techniques | 2 |
| GGDPT 880 | Exploring Interprofessional Competencies for Health Care | 1 |
| | | Total: 11 |

Third year – Spring

| | | |
|-----------|-------------------------|-----------|
| GGDPT 872 | Clinical Experience III | 4 |
| GGDPT 882 | Clinical Experience IV | 5 |
| GGDPT 887 | Clinical Synthesis III | 2 |
| | | Total: 11 |

PROGRAM TOTAL CREDITS: 112

3+3 DPT PROGRAM

For those students enrolled in the accelerated 3 + 3 DPT program at the Erie campus, 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.

Effective November 23, 2016, the Doctor of Physical Therapy program at Gannon University, Ruskin Campus has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apata.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in the technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

All members of Gannon community and all persons outside of Gannon community who want to provide feedback and/or complaints in regards to the Gannon University DPT program in Ruskin can contact the Commission on Accreditation in Physical Therapy Education (CAPTE) website that provides a tab for complaints at <http://www.capteonline.org/home.aspx>.

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

5 credits (Lecture = 2; Lab = 3)

Gross Human Anatomy consists of lecture and laboratory. Lectures are designed to concentrate on the neuromuscular, musculoskeletal and cardiovascular systems, integrating functional and clinical correlations. Laboratory sessions primarily involve the study of bones, models and palpation. In addition, pertinent information on microscopic and histological anatomy will be presented. Students work in lab groups to improve interpersonal, oral and non-verbal skills.

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 (Lecture = 2; Lab = 1)

This 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 all cases inferences will be made to clinical practice. Students in small groups will learn a novel motor task with different practice schedules and different amounts of external feedback.

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 806 Movement Physiology

2 credits

Movement physiology is designed to present the medical, clinical and practical applications of movement and nutrition to human physiology.

GGDPT 810 Health Care System and Policy I

2 credits

Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate first year physical therapy students' awareness of their role as a physical therapist related to reimbursement, ethics, advocacy, and team-based patient care. The student will develop an understanding of the configuration of the US health care system and the delivery of physical therapy services, including the types of financing for these services.

GGDPT 814 Evidence-Based Practice I

2 credits

This course teaches students how to ask a focused clinical question; search for the best available evidence to answer the question; begin to understand how to critically appraise the evidence; and understand how the application of evidence supports clinical decision-making. Students will develop their knowledge of research terms, concepts, designs and the most frequently used statistical analyses in the physical therapy literature. Students will learn how to critically appraise evidence related to diagnostic testing, clinical measures, prognosis, treatment efficacy and effectiveness, and systematic reviews with and without meta-analysis.

GGDPT 815 Essentials of Physical Therapy Practice

2 credits (Lecture = 1; Lab = 1)

The essential concepts of the physical therapy patient/client management model are introduced, set within the context of the Guide to Physical Therapist Practice. The five elements of patient/client management are defined with an emphasis on data that may be generated from a patient/client history. The International Classification of Functioning, Disability and Health (ICF) will be discussed. Applications of fundamental physical therapy interventions are initiated including standard and universal precautions, patient/client positioning, draping, transfers, ambulation with assistive devices, wheelchair management, and negotiation of architectural barriers. Instruction in documentation for the physical therapist will be discussed. Students begin learning patient data collection including obtaining a patient/client history and functional ability levels and learn the importance of writing S.O.A.P. notes for the medical record. Initiation of Electronic Medical Records (EMR) through instruction in Web PT will be performed.

GGDPT 816 Community Health Initiatives I

1 credit

The purpose of this course sequence is for students to understand their social responsibility and potential professional roles in their communities and society through development and application of educational and individual advocacy skills related to wellness, prevention and the health of society. Community-based experiential learning (service learning) is used to facilitate this outcome and provide opportunities for students to develop their professional core values. Discussion, reflective writing, and directed readings are used to link social responsibility with professional roles in the community. In the first course of the Community Health Initiatives sequence, students engage in community activities supportive of the Erie community and society. Students explore the scope of local community service agencies that promote improving the health of the community and its constituents. Experiential community engaged pedagogy and professionalism core values are introduced. History of wellness, prevention and health promotion, Healthy People objectives including health disparities, Physical Activity Guidelines and Dietary Guidelines for Americans are studied as a foundation for this course sequence.

GGDPT 818 Foundations in Human Movement**GGDPT 819 Foundations in Human Movement Lab**

6 credits (Lecture = 5; Lab = 1)

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 820 Examination, Evaluation, and Intervention for Cardiovascular and Pulmonary Dysfunction

4 credits (Lecture = 3; Lab = 1)

Examination, evaluation, and interventions of patients with cardiovascular and pulmonary diseases and/or dysfunction. The course will be organized according to the American Physical Therapy Associations' Guide to Physical Therapist Practice Physical Therapist Patient & Client Management Framework. There will be an emphasis on the interaction between the cardiac, circulatory, and pulmonary systems with the movement system.

GGDPT 821 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities**GGDPT 823 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Lower Extremities Lab**

4 credits (Lecture = 3; Lab = 1)

The GGDPT 821 and 823 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 lower 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 and Intervention for Musculoskeletal Movement Dysfunction of the Spine

GGDPT 827 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Spine Lab 4 credits (Lecture = 2; Lab = 2)

The GGDPT 825 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. 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, and laboratory experiences. Experiences related to psychological, social, cultural, and economic aspects of impairment and disability are included. The course offers learning experiences that integrate case-based learning organized around the musculoskeletal system with an orientation toward evidence-based diagnosis and treatment of the spine, health maintenance, promotion and prevention of disease and disability related to the spine.

GGDPT 826 Community Health Initiatives II

1 credit

In the second course of this sequence, students take a more active role in work with community partners. Basic concepts of educational theory and development of behavioral objectives related to teaching and learning are introduced and applied to work with community partners. Further application of teaching and learning are extended related to preparation for student lead in-services during clinical experiences. Cultural competency and differences within individuals and among cultural groups are introduced. Communication, health promotion and wellness, and professional roles and values are reinforced as students engage with new community partners.

GGDPT 828 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities

GGDPT 829 Examination, Evaluation and Intervention for Musculoskeletal Movement Dysfunction of the Upper Extremities Lab

5 credits (Lecture = 3; Lab = 2)

The GGDPT 828 and 829 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 upper 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 830 Health Care System and Policy II

2 credits

Physical therapy practice related to insurance regulations for documentation, billing and reimbursement varies in each setting. This course will facilitate a deeper awareness of the physical therapists' role in the outpatient setting. The student will expand their understanding of the legal, ethical and compliance standards for patient care in the outpatient physical therapy practice setting, their responsibilities related to supervision of physical therapist assistants, and the process related to emergency preparedness in patient care. Professional issues relevant to the outpatient setting will be explored as well.

GGDPT 832 Clinical Experience I

6 credits

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

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

GGDPT 845 Examination, Evaluation and Intervention for Pediatric Neuromuscular Movement Dysfunction Lab

4 credits (Lecture = 1; Lab = 3)

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 become proficient in determining the strength of research papers by appraising the methodology and statistical analysis in physical therapy literature. Case studies will be used to challenge students to quickly obtain appropriate literature and to generate appropriate clinical decisions. Students will use both primary resources and synthesized evidence to debate the strength of the evidence and the clinical decision making for select clinical cases throughout the course.

GGDPT 847 Clinical Synthesis I

1 credit

This course is designed to facilitate in the physical therapy student, the ability to synthesize clinical data with the research evidence supporting the examination and treatment of people with musculoskeletal disorders. The student will be required to analyze the literature regarding a selected case, facilitate a discussion of these examination findings and treatment selection in a group setting with colleagues, and critique and reflect upon the previous examination and treatment of the case.

GGDPT 850 Health Care System and Policy III

2 credits

Physical therapists work within the healthcare system, and have responsibilities and reimbursement impacted by health policy. This course will facilitate second year physical therapy students' awareness of their role as a physical therapist related to reimbursement, ethics, advocacy, and team-based patient care. The student will develop an understanding of the configuration of the US health care system and the delivery of physical therapy services, including the types of financing for these services.

GGDPT 853 Examination, Evaluation, and Intervention for Adult Neuromuscular Movement Dysfunction**GGDPT 855 Examination, Evaluation and Intervention for Adult Neuromuscular Movement Dysfunction Lab**

7 credits (Lecture = 5; Lab = 2)

An integrated and evidence-based approach to the study of relevant physiologic, anatomic, pathologic, medical and therapeutic concepts related to adult neuromuscular rehabilitation. The course provides an opportunity to apply the ICF model as a conceptual model and systematically addresses each element of the patient/client management model when addressing physical therapy for the adult with neuromuscular movement dysfunction. 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. Major lab sections of this course will be held at Sarasota Memorial Hospital Rehabilitation Institute incorporating direct patient care opportunities through the use of experienced clinicians and a chance to experience the latest in rehabilitation equipment and technology.

GGDPT 856 Community Health Initiatives III

1 credit

In the third course of this sequence, students collaborate with community partners and peers to complete two distinct service-learning projects. Development of professional skills, attitudes and values is fostered through community and peer engagement. Students develop, deliver, and evaluate at least one community educational presentation that addresses community-identified needs. Students deepen their understanding of difference in health care practices among individuals and culture groups.

GGDPT 860 Health Care System and 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 ability to synthesize clinical data with the research evidence supporting the examination and treatment of people with either neuromuscular or cardiopulmonary disorders. Within the structure of the course, the student is required to 1) analyze the literature regarding a self-selected patient case, 2) facilitate a discussion of these findings in a small group setting with colleagues, 3) synthesize the group's findings with evidence-based practice in an expert panel classroom presentation, and 4) critique and reflect upon the examination and treatment selections of the patient cases.

GGDPT 870 Health Care System and Policy V

2 credits

This course builds on the foundation of Health Care System and 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 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 and Multi-System Movement Dysfunction and Lab

4 credits (Lecture = 3; Lab = 1)

Four major topic areas will be addressed: (1) concepts related to 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 disease/dysfunction, failure and transplantation of all major organs, and (4) concepts related to preventive strategies, intervention and referral in obstetric, gynecological, and male/female pelvic health and incontinence-related issues. The course includes the physical therapy assessment process, physical therapeutic techniques and procedures, and patient care treatment progression, from a collaborative management paradigm. The course offers lectures, problem-based case discussions, evidence-based seminars and lab experiences in wound care and prosthetic management 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 (Lab = 2)

This course will provide students with the opportunity to apply and analyze therapeutic exercise techniques in order to formulate and progress exercise programs for diverse patient and client populations. Students will be encouraged to discuss and build upon their knowledge of therapeutic techniques 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. The course will also advance previous learning of peripheral and spinal joint and soft tissue mobilization for examination, evaluation and intervention. Selected contemporary ancillary techniques will be introduced to the students.

GGDPT 880 Exploring Interprofessional Competencies for Health Care

1 credit

This course will explore the literature that is at the foundation of Interprofessional Collaborative Practice Competencies. Health care teams from different patient-centered clinics in Florida will be asked to share case studies that involve multiple health care professionals that include a physical therapist. Students will be asked to discuss the case studies, assess and debate issues related to values and ethics, roles and responsibilities, interprofessional communication and the level of teamwork.

GGDPT 882 Clinical Experience IV

5 credits

This is a ten-week, full-time clinical experience provided primarily throughout the United States. The experience is designed 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 GDPT 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 runs concurrently with Clinical Experience IV and provides an opportunity for students to describe, analyze and debate evidence used for decisions during many different types of clinical experience. Student's will practice disseminating and defending their clinical decisions throughout the course.

Athletic Training

Master of Athletic Training (MAT) Degree

Program Director: Susan Wehring, EdD, LAT, ATC

INTRODUCTION

The Gannon University Master of Athletic Training (MAT) program is a 54 credit curriculum designed to prepare students to become certified Athletic Trainers through the Board of Certification (BOC). The MAT degree includes the didactic and clinical education experiences necessary to prepare individuals for a career as a licensed health care professional. The program includes the following course content: patient care, examination, diagnosis, and intervention; prevention, health promotion and wellness; and health care administration. All program content embodies patient-centered care, interprofessional practice and education, evidence-based practice, quality improvement, health care informatics, and professionalism.

MISSION

The mission of Gannon University Athletic Training Program is to provide comprehensive didactic, evidence-based, and clinical education to prepare students for a career in athletic training. The Masters of Athletic Training Program will provide outstanding classroom and clinical instruction in the prevention, recognition, evaluation, treatment and rehabilitation of physically active individuals. The student has the opportunity to develop competency and proficiency in performing skills incorporating analytical problem-solving abilities to assist with the practice of athletic training.

OUTCOMES

1. The program will provide quality education that produces graduates with the ability to independently practice in a variety of settings.
2. The program will establish, adopt, and disseminate content of 'best practice' within the profession of Athletic Training.
3. Students and graduates will demonstrate the ability to practice with cultural competence.
4. Students and graduates will demonstrate interdisciplinary collaboration within the current health care environment.
5. Students and graduates will demonstrate proficiency within the domains of athletic training, encompassing the knowledge, skills and abilities necessary to become a credentialed health care provider.
6. Students and graduates will be prepared to practice as reflective thinkers, ethical decision makers and responsible contributors to the profession and society.

CERTIFICATION/LICENSURE

To achieve national certification and state licensure as an Athletic Trainer, students must first graduate from a CAATE accredited professional program. Upon successful program completion, students are eligible to take the national Board of Certification (BOC) examination. After becoming board certified, Athletic Trainers are eligible to apply for state licensure.

ACCREDITATION

The Gannon University Master of Athletic Training program in Ruskin, FL is currently seeking accreditation by the Commission on Accreditation of Athletic Training Programs (CAATE). An on-site visit was completed in January 2019.

ADMISSION REQUIREMENTS

- Prospective students will apply using the ATCAS – Athletic Training Centralized Application System. ATCAS provides a full-service web-based application and admissions process for prospective athletic training program applicants.
- Baccalaureate degree from an accredited college or university.
- Prerequisite Course Requirements for entry into the Master of Athletic Training degree program:

| | |
|--------------------|------------|
| – Biology | 1 semester |
| – Chemistry | 1 semester |
| – Physics | 1 semester |
| – Psychology | 1 semester |
| – Human Anatomy | 1 semester |
| – Human Physiology | 1 semester |
- Cumulative grade point average of a 2.75 on a 4.0 scale.
- Three letters of recommendation.
- Personal essay.
- Students whose native language is not English and who intend to begin their degree immediately must demonstrate English language proficiency with the following documentation: a minimum TOEFL iBT of 79.
- Completed Technical Standards form.

ACADEMIC PROGRESSION

Students enrolled in the professional master's program will be required to meet the following criteria in order to matriculate to graduation from the program.

- Maintain a cumulative GPA of 3.0; students who fall below these criteria will be granted one semester of probationary status in which they will be required to raise their grade point average above the minimum standard, or they will be separated from the program.
- Please review the MAT Student Handbook for information regarding professional and ethical behavior.

CURRICULUM REQUIREMENTS

MASTER OF ATHLETIC TRAINING (54 CREDITS TOTAL)

Summer I – 11 credits

| | | |
|-----------|--|---|
| GGMAT 500 | Clinical Anatomy in Athletic Training | 3 |
| GGMAT 501 | Found of Athletic Training Practice | 4 |
| GGMAT 504 | Clinical Applications of Care and Prevention in AT | 3 |
| GGMAT 513 | Clinical Experience in Athletic Training I | 1 |

Fall I – 9 credits

| | | |
|-----------|--|---|
| GGMAT 522 | Clinical Evaluation I: Lower Extremity | 3 |
| GGMAT 532 | Therapeutic Intervention I | 3 |
| GGMAT 514 | Clinical Experience in AT II | 3 |

Spring I – 9 credits

| | | |
|-----------|---|---|
| GGMAT 552 | Clinical Evaluation II: Upper Extremity | 3 |
| GGMAT 562 | Therapeutic Intervention II | 3 |
| GGMAT 542 | Clinical Experience in AT III | 3 |

Summer II – 7 credits

| | | |
|------------|--|---|
| GGSPRT 510 | Advanced Strength and Conditioning | 3 |
| GGMAT 605 | Clinical Evaluations III: Head, Neck and Spine | 3 |
| GGMAT 613 | Clinical Experience in AT IV | 1 |

Fall II – 11 credits

| | | |
|-----------|---|---|
| GGMAT 610 | Clinical Evaluation IV: General Medical Skills | 3 |
| GGMAT 620 | Clinical Experience in AT V | 3 |
| GGMAT 658 | Administrative Application in Athletic Training | 3 |

Spring II – 9 credits

| | | |
|-----------|------------------------------|---|
| GGMAT 640 | Clinical Experience in AT VI | 9 |
|-----------|------------------------------|---|

COURSE DESCRIPTIONS

GGMAT 500 Clinical Anatomy in Athletic Training

3 credits

This course is designed to give students the foundation and clinical application of human anatomy, physiological movements, pathomechanics, and biomechanical concepts related to athletic injuries and illnesses. Prerequisite: enrolled in MAT Program

GGMAT 501 Foundations of Athletic Training Practice

4 credits

This course is designed to give athletic training students an overview of essential functions, duties and professional responsibility of an athletic trainer. Students will gain knowledge in the areas of general prevention principles and strategies, concepts related to prophylactic and protective equipment, planning for emergency procedures, introduction to musculoskeletal injuries and health care administration. Prerequisite: Enrolled in MAT Program.

GGMAT 504 Clinical Applications of Care/Prevention in AT

3 credits

This course will develop the essential skill application needed for the prevention, assessment, and treatment of acute and emergent illnesses and injuries within the profession of athletic training. Emergency procedures, therapeutic taping, bracing, splinting techniques, and referral decisions will also be evaluated in this course. Prerequisite: Enrolled in MAT Program.

GGMAT 513 Clinical Experience in Athletic Training I

1 credit

This course consists of a full-immersion 3 week athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing practical hands-on experience for the students. Prerequisite: Enrolled in MAT Program.

GGMAT 514 Clinical Experience in Athletic Training II

3 credits

This course consists of a semester-long clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing a practical hands-on experience for the students. Prerequisite: GGSPRT513.

GGMAT 522 Clinical Evaluation I: Lower Extremity

3 credits

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the lower extremity. Through didactic and hands-on learning the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making will be based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. Prerequisites: GGMAT 500.

GGMAT 532 Therapeutic Intervention I

3 credits

This course introduces the basic physiological responses of the human body to injury, application of therapeutic modalities, and therapeutic exercise. Content includes techniques, indications, and contraindications of therapeutic modalities and exercise progression related to athletic injury treatment, rehabilitation and return to participation guidelines. Prerequisite: GGMAT 501.

GGMAT 542 Clinical Experience in Athletic Training III

3 credits

This course consists of a semester-long clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing a practical hands-on experience for students. Prerequisite: GGMAT 514.

GGMAT 552 Clinical Evaluation II: Upper Extremity

3 credits

This course addresses evaluation techniques and assessment of musculoskeletal injuries to the upper extremities. Through a didactic and hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision making is based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. Prerequisite: GGMAT 522.

GGMAT 562 Therapeutic Intervention II

3 credits

This course focuses on advanced concepts and application of therapeutic modalities and therapeutic exercise. Content includes manual techniques, development, and application of complete rehabilitation programs for non- and post-surgical athletic injuries. Prerequisite: GGMAT 532.

GGMAT 605 Clinical Evaluation III: Head, Neck and Spine

3 credits

This course addresses evaluation and assessment techniques of musculoskeletal injuries to the head, neck and spine. Through a didactic and hands-on approach the student will integrate knowledge of anatomical structures, physiological principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Decision-making is based on recognition, evaluation, and immediate care of orthopedic injuries caused by physical activity or exercise. Prerequisite: GGMAT 552.

GGSPRT 610 Clinical Evaluation IV: General Medical Skills

3 credits

This course addresses evaluation, recognition, assessment, and referral of general medical pathologies and illnesses presented by the athletic population. Through a didactic and hands-on approach the student will integrate knowledge of the etiology, recognition, pathological course, treatment, prognosis, plan of care of conditions pertaining to the respiratory, cardiovascular, endocrine, genitourinary, and neurological systems. Prerequisite: GGMAT 605.

GGMAT 613 Clinical Experience in Athletic Training IV

1 credit

This course consists of a full-immersion 3 week athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing practical hands-on experience for the students. Prerequisite: GGMAT 542.

GGMAT 620 Clinical Experience in Athletic Training V

3 credits

This course consists of a semester long clinical athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing practical hands-on experience for students. Prerequisite: GGMAT 613.

GGMAT 640 Clinical Experience in Athletic Training VI

9 credits

This course consists of a full-immersion semester long athletic training experience under the supervision and guidance of a program-approved healthcare provider in a professional setting providing a practical hand-on experience for the students. Prerequisite: GGMAT 620.

GGMAT 658 Administrative Application in Athletic Training

3 credits

Examination and application of administrative aspects in Athletic Training. Course content includes: program organization, management, employment, budget, facility design, risk management, medical records, insurance, legal, and practice regulations. Prerequisite: GGMAT 605.

GGSPRT 510 Advanced Strength and Conditioning

3 credits

The objective of this course is to provide graduate students with theoretical and practical knowledge of the physiological, biomechanical, administrative aspects of designing and supervising strength and conditioning programs for various populations.

Exercise Science

Master of Science in Sport and Exercise Science

Program Director: Tania Flink, Ph.D.

INTRODUCTION

Students in our Master of Science in Sport and Exercise Science program receive advanced training in human performance consisting of knowledge, skills and abilities in biochemistry, nutrition, psychology, physiology, and sport and clinical exercise physiology. Additionally, students have the opportunity to choose either a thesis or a non-thesis option. In the thesis option, students complete 30 credits of coursework as well as 6 credits of research-based scientific study that will prepare them for mid-level employment in the field and/or entrance into doctoral programs should they choose to continue their education beyond the master level. In the non-thesis option, students complete 30 credits of coursework followed by 6 credits of an academic-year-long internship. The MSES program will offer internship opportunities in local hospitals, rehabilitation facilities, and other health and wellness environments to provide students with a variety of clinical experiences.

MISSION STATEMENT OF DEPARTMENT OF SPORT AND EXERCISE SCIENCE PROGRAMS

Our mission in the department of Sport and Exercise Science program is to instill in our students the knowledge, skills and abilities that make them leaders in the promotion of safe, active and healthy lifestyle behaviors. Through professional preparation of graduate students in exercise, sport and associated fields, our exceptional faculty strive for distinction in our respective fields at the local, regional, and national level. We pursue this goal through active engagement in novel and applied research activities that involve graduate students, through assisting students in making connections between theoretical concepts and real-life applications, through fostering a positive, engaging, and interactive learning environment, through the active promotion of advanced-level educational opportunities and through active participation in local and regional community health initiatives. It is with these initiatives in mind that we design our curriculum, advise our student body and guide our departmental activities.

STUDENT LEARNING OUTCOMES

The curriculum for the Master of Science degree is designed around providing the student with an advanced, well-balanced, and applied educational experience. Upon graduating with a Master's of Science degree in Sport and Exercise Science with a concentration in Clinical Exercise Physiology from Gannon University, the student will:

- Demonstrate advanced knowledge of the neurophysiology of human performance and clinical populations.
- Demonstrate advanced knowledge of the physiology of human function and performance.
- Demonstrate advanced knowledge of the psychology of human performance.
- Apply and demonstrate advanced knowledge of the relationship between nutrition and human performance.
- Utilize and demonstrate advanced knowledge on testing the physical capabilities of the body and prescribing activity to improve those parameters.
- Demonstrate leadership and expertise in the field of advanced human performance.

ADMISSION REQUIREMENTS

Candidates will be considered for enrollment if they possess the following minimum qualification:

- Undergraduate degree (or expected degree completion prior to enrollment) in exercise science, kinesiology, human performance, sports medicine or related field.
- Minimum overall and prerequisite GPA of 2.75.
- 3 letters of recommendation.

ADMISSIONS PROCESS

Candidates will be considered on a rolling basis for the summer cohort of the calendar year for which they are applying. On special occasion, students may be considered for fall or spring entry. Students will be required to submit an official transcript along with the standard graduate school application as well as 3 letters of recommendation. The Graduate Record Exam (GRE) is not required. Students will be notified of admissions decisions after review by the department admissions committee.

PREREQUISITE COURSEWORK

Prerequisites for internal candidates are below. Students must achieve a grade of C or better in each.

Two biology courses (with labs)

One chemistry course (with lab)

Statistics

SPRT 130 Sport Nutrition or suitable replacement

SPRT 240 Sport Psychology

SPRT 250 Exercise Psychology

SPRT 310 Research Methods

SPRT 360/361 Kinesiology with Lab

SPRT 390/391 Exercise Physiology with Lab

SPRT 400/401 Exercise Testing and Prescription

External candidates should possess the following prerequisite coursework, achieving a grade of C or better in each.

Nutrition (1 course)
 Exercise Physiology (1 course with lab preferred)
 Human Anatomy and Physiology (2 courses)
 Psychology (2 courses)
 Kinesiology / Biomechanics / Functional Anatomy or similar (1 course)
 Exercise Testing and Prescription (1 course with Lab)
 Research Methods and/or Statistics (1 course)

DEGREE COMPLETION OPTION: THESIS

Students choosing the thesis option will complete 30 credits of coursework as well as 6 credits of research-based, faculty supervised, scientific study that will culminate in the preparation and defense of the master's thesis, a requirement for graduation. This option prepares the student not only for mid-level employment in the field but also entrance into doctoral programs should they choose to continue their education beyond the Master's level. Students will use the first summer session to review current research in the field and to develop a research question of their own. The fall and spring will consist of development, preparation and defense of the Master's thesis. While this is certainly an aggressive time frame, provisions are in place that will allow students to extend their graduate program until the thesis project is completed.

DEGREE COMPLETION OPTION: INTERNSHIP

In the non-thesis option, students will complete 30 credit hours of coursework as well as 6 credits of an academic-year-long internship, many with one of the University's athletic teams. Under the supervision of both members of the faculty as well as the coaching staff of their respective team, the student intern will serve in the capacity of strength and conditioning coach on their respective teams. Students will assist in the design, implementation, maintenance and assessment of the team's conditioning activities. Note: It is required that students have at least attempted, and preferably successfully completed certification requirements through either the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist) or the American College of Sports Medicine (Health and Fitness Specialist) prior to starting their internship experience. Both of these certification exams are available in a computer-based format that allows for immediate results. Both also require a fee that will be the responsibility of the student upon registration.

CURRICULUM REQUIREMENTS

(36 TOTAL CREDITS)

Full Time Enrollment

Summer – 12 credits

| | | |
|-----------|---|---|
| GSPRT 510 | Advanced Strength and Conditioning | 3 |
| GSPRT 520 | Advanced Laboratory Techniques | 3 |
| GSPRT 522 | Ex Testing/Prescription Special Pop | 3 |
| GSPRT 530 | Research Methods and Statistics in Human Performance | 3 |

Fall – 12 credits

| | | |
|-----------|------------------------------------|---|
| GSPRT 540 | Principles of Behavior Change* | 3 |
| GSPRT 550 | Advanced Sport Nutrition* | 3 |
| GSPRT 562 | Cardiopulmonary Physiology | 3 |
| GSPRT 600 | Thesis I or GSPRT 602 Internship I | 3 |

Spring – 12 credits

| | | |
|-----------|--|---|
| GSPRT 572 | Exercise Biochemistry* | 3 |
| GSPRT 581 | Neuromuscular Physiology | 3 |
| GSPRT 582 | Advanced Clinical Exercise Physiology* | 3 |
| GSPRT 601 | Thesis II or GSPRT 603 Internship II | 3 |

Part-time Enrollment

Summer Year 1 – 6 credits

| | | |
|-----------|------------------------------------|---|
| GSPRT 510 | Advanced Strength and Conditioning | 3 |
| GSPRT 520 | Advanced Laboratory Techniques | 3 |

Fall Year 1 – 6 credits

| | | |
|-----------|--------------------------------|---|
| GSPRT 540 | Principles of Behavior Change* | 3 |
| GSPRT 550 | Advanced Sport Nutrition* | 3 |

Spring Year 1 – 6 credits

| | | |
|-----------|--|---|
| GSPRT 572 | Exercise Biochemistry* | 3 |
| GSPRT 582 | Advanced Clinical Exercise Physiology* | 3 |

Summer Year 2 – 6 credits

| | | |
|-----------|---|---|
| GSPRT 522 | Ex Testing/Prescription Special Pop | 3 |
| GSPRT 530 | Research Methods and Statistics in Human Performance | 3 |

Fall Year 2 – 6 credits

| | | |
|-----------|-----------------------------------|---|
| GSPRT 562 | Cardiopulmonary Physiology | 3 |
| GSPRT 600 | Thesis I or GSPRT602 Internship I | 3 |

Spring Year 2 – 6 credits

| | | |
|-----------|-------------------------------------|---|
| GSPRT 580 | Applied Sport Biomechanics | 3 |
| GSPRT 601 | Thesis II or GSPRT603 Internship II | 3 |

* Online Courses

COURSE DESCRIPTIONS

GSPRT 510 Advanced Strength and Conditioning

3 credits

The objective of this course is to provide majors with theoretical and practical knowledge of the physiological, biomechanical, administrative aspects of designing and supervising strength and conditioning programs for various population.

GSPRT 520 Advanced Laboratory Techniques

3 credits

This course is designed to give the student working knowledge of the procedures of various testing techniques used in both the laboratory as well as in field settings. The student will be expected to demonstrate expertise in various laboratory testing techniques as a requisite for course completion.

GSPRT 522 Exercise Testing and Prescription in Special Populations

3 credits

This course will provide students who are interested in working within a Clinical Exercise Physiology setting with the necessary skills to test and prescribe exercise for diseased populations. Skills learned will include ECG testing and interpretations, spirometry, as well as strength and aerobic fitness assessments. This course will also prepare students with the information needed to sit for the ACSM Clinical Exercise Physiology Certification Exam.

GSPRT 530 Research Methods and Statistics in Human Performance

3 credits

This course is designed to introduce the student to methodological and statistical techniques specific to human performance and related fields. Students will be exposed to the research process and also various statistical techniques used to assess the efficacy of exercise interventions and conditioning programs. Student will also become familiar with various types of research and the benefits and drawbacks of each.

GSPRT 540 Principles of Behavior Change

3 credits

The purpose of this course is to help the student gain a greater understanding of psychological and emotional factors that influence athletic and nonathletic performance. Furthermore, the student will learn psychological theories and mechanisms for how psychological skills training can positively influence performance.

GSPRT 550 Advanced Sport Nutrition

3 credits

This course is designed to further develop an understanding of the influence of nutrition for acute and chronic biological and physiological adaptations to physical activity and sport. Emphasis will be placed on adaptations in macronutrients and micronutrients metabolism to fuel energy systems, popular performance enhancing and weight loss supplements, and current research trends that address various sports and populations.

GSPRT 562 Cardiopulmonary Physiology

3 credits

This course is a study of the physical principles as they apply to cardio-pulmonary physiology, anatomy of the lungs and heart, the mechanics of ventilation and pulmonary circulation, airway resistance, hemodynamics, lung compliance, and the non-uniform distribution of ventilation and perfusion. Gas laws and prediction equations to explain physiological changes will be studied and applied to the cardiopulmonary system. Oxygen transport and carbon dioxide transport are also covered in detail. Additional topics include laboratory studies, electrocardiographs, pulmonary function studies, invasive and non-invasive blood gas monitoring, and sleep studies.

GSPRT 572 Exercise Biochemistry

3 credits

This course is designed to provide students with a comprehensive exposure to the effects of exercise on cellular metabolism and cell structure and function. The course begins with a refresher of biochemical concepts that the student was introduced to in previous coursework including metabolism, protein, carbohydrates and lipids, nucleic acids and gene expression. The course will then delve into such topics as neural control of movement and muscular contraction and the integration of exercise metabolism specifically related to the macronutrients. Finally, students will receive training on how to assess the biochemical processes of people who exercise.

GSPRT 581 Neuromuscular Physiology

3 credits

The purpose of this course is to introduce graduate students to the study of neuromuscular physiology from an applied perspective. For this course, key topics in both cellular and systems physiology related to muscle and nerve function are presented, in addition to basic neuromuscular methodology in the laboratory. These concepts are then related to mechanisms of adaptation and exercise, force control, and control of functional movements in health adults and with aging.

GSPRT 582 Advanced Clinical Exercise Physiology

3 credits

This course is designed to provide students with an understanding of the current knowledge and trends in rehabilitation of populations with cardiac, pulmonary and metabolic disorders through assessment and specific exercise programming. This will further include a thorough explanation of the pathogenesis of these disorders. The course will also expose the student to the interpretation of electrocardiograms both at rest and during submaximal and maximal exercise bouts.

GSPRT 600 Master's Thesis I

3 credits

For this course, the student will complete the first four chapters of his or her master's thesis. The chapters include the introduction, literature review, statement of the problem and hypothesis, and proposed methods. This course will be completed prior to data collection on his or her master's thesis and prior to GSPRT 601.

GSPRT 601 Master's Thesis II

3 credits

For this course, the student will complete the final two chapters of his or her master's thesis. The chapters include the results and discussion sections. This course prepares the student for the final thesis defense prior to obtaining the master's degree.

GSPRT 602 Master's Internship I

3 credits

For this course, the student will engage in a practical internship as assigned by the director or instructor of the Sport and Exercise Science Master of Science degree program. The majority of these assignments will be with one of the athletic teams at the university. This internship will last the duration of the fall semester.

GSPRT 603 Master's Internship II

3 credits

This course is a continuation of GSPRT602: Master's Internship I. The student will engage in a practical internship as assigned by the director or instructor of the Sport and Exercise Science, Master of Science degree program. The majority of these assignments will be with one of the athletic teams at the university. This internship will last the duration of the spring semester.

Physician Assistant Science

Master of Physician Assistant Science Degree

*Department Chair: Michele M. Kauffman, JD, MPAS,
PA-C, DFAAPA*

INTRODUCTION

Physician assistants (PAs) are medical providers who are nationally certified and state licensed to practice medicine as a member of a team with other healthcare professionals. Their specific tasks vary widely due to differences among state laws and hospital policies.

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 at the Ruskin Campus offers a Master of Physician Assistant Science degree available through 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. Clinical sites are offered primarily in Florida, as well as some locations farther afield. Students are responsible for their own housing and transportation to and from clinical sites.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation -Provisional** status to the **Gannon University-Ruskin, FL Physician Assistant Program** sponsored by **Gannon University**. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program will not commence in the event that provisional accreditation is not received.

OUTCOMES

Upon completion of the Physician Assistant 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 (including a 3.0 sciences and prerequisite GPA) and prerequisites must have been completed within the last ten 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 applicants are required to complete an on-line Computer-Based Assessment for Sampling Personal Characteristics (CASPer). Please go to www.takeCASPer.com to sign up for the American Professional Health Sciences test (CSP10101) and reserve a test.
- 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 December 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.

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 Programs 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 that requires successful completion of 91 credits.

PREREQUISITES

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

| | |
|----------------------------------|-------------|
| General Chemistry (or above) | 8 credits |
| Human Anatomy | 3 credits |
| Human Anatomy Lab | 1 credit |
| Human Physiology | 3 credits |
| Human Physiology Lab | 1 credit |
| Genetics (200 level or above) | 3 credits |
| Medical Terminology | 1-3 credits |
| Statistics | 3 credits |
| Microbiology (Medical preferred) | 3 credits |
| Microbiology Lab | 1 credit |
| Psychology | 3 credits |

Prerequisites will not be accepted if they have been completed over 10 years prior to enrollment. Advanced standing is not granted in the program. No credits are awarded for experiential learning.

Recommended Courses

(not required for matriculation into the program):

Cadaver Anatomy Lab
 Biochemistry
 Organic Chemistry
 Introduction to Pharmacology

PROGRAM CURRICULUM

Fall Semester

| | | |
|------------|--------------------------------------|-----------|
| GGPHAS 610 | Intro to Physician Assistant | 2 |
| GGPHAS 611 | Anatomy and Physical Diagnosis I | 3 |
| GGPHAS 612 | Anatomy and Physical Diagnosis Lab I | 1 |
| GGPHAS 621 | Physiology and Lab Diagnosis I | 2 |
| GGPHAS 623 | Pathophysiology and Clin Medicine I | 4 |
| GGPHAS 625 | Pharmacotherapeutics I | 3 |
| GGPHAS 631 | Behavioral Medicine | 3 |
| | | Total: 18 |

Spring Semester

| | | |
|------------|---------------------------------------|-----------|
| GGPHAS 613 | Anatomy and Physical Diagnosis II | 3 |
| GGPHAS 614 | Anatomy and Physical Diagnosis Lab II | 1 |
| GGPHAS 622 | Physiology and Lab Diagnosis II | 2 |
| GGPHAS 624 | Pathophysiology and Clin Medicine II | 4 |
| GGPHAS 626 | Pharmacotherapeutics II | 2 |
| GGPHAS 632 | Problem-Based Medicine | 1 |
| GGPHAS 633 | Electrocardiogram Lab | 1 |
| GGPHAS 634 | Pediatrics/Obstetrics/Gynecology | 4 |
| | | Total: 18 |

Summer Semester

| | | |
|------------|-------------------------------------|-----------|
| GGPHAS 615 | Physical Diagnosis III Lab | 1 |
| GGPHAS 645 | Surgery/ Emergency Medicine | 3 |
| GGPHAS 646 | Bus Practice and Cur Issues for PAs | 2 |
| GGPHAS 647 | Pre-Rotation Lecture Lab | 1 |
| GGPHAS 714 | General Surgery Rotation | 5 |
| | | Total: 12 |

Fall Semester

| | | |
|------------|-----------------------------|-----------|
| GGPHAS 716 | Clinical Research | 4 |
| GGPHAS 717 | Internal Medicine Rotation | 5 |
| GGPHAS 718 | Pediatric Medicine Rotation | 5 |
| | | Total: 14 |

Spring Semester

| | | |
|------------|-----------------------------|-----------|
| GGPHAS 719 | Women's Health Rotation | 5 |
| GGPHAS 720 | Behavioral Health Rotation | 5 |
| GGPHAS 721 | Emergency Medicine Rotation | 5 |
| | | Total: 15 |

Summer Semester

| | | |
|------------|------------------------------------|-----------|
| GGPHAS 722 | Family Medicine Rotation | 5 |
| GGPHAS 723 | Elective Rotation | 5 |
| GGPHAS 731 | Research/Project Guidance | 2 |
| GGPHAS 734 | Clinical and Professional Capstone | 2 |
| | | Total: 14 |

TOTAL CREDITS: 91**COURSE DESCRIPTIONS****GGPHAS 610 Introduction to the Physician Assistant Profession**

2 credits

This course will introduce the student to the Physician Assistant Profession and explore the literature that is at the foundation of Interprofessional Collaborative Practice Competencies. Case studies that involve multiple health care professionals that include a physician assistant will be utilized. Students will be asked to discuss the case studies, assess and debate issues related to values and ethics, roles and responsibilities, interprofessional communication and the level of teamwork. Additional topics include intellectual honesty, professional conduct, interpretation of medical literature, medical databases, the history of the PA Profession and review of program policies and practices.

GGPHAS 611 Anatomy and Physical Diagnosis I

3 credits

Competencies for the PA, anatomy and techniques of interviewing skills and history-taking, discussion and demonstration of normal physical findings of all organ systems and alteration of physical signs in disease states are introduced to the student.

GGPHAS 612 Anatomy and Physical Diagnosis Lab I

1 credit

Complementing Anatomy and Physical Diagnosis I, students will learn the anatomy for each system in the body. Students will learn how to obtain a complete patient history and physical exam in a lab setting. Students will observe and then practice various history-taking and physical diagnosis skills.

GGPHAS 613 Anatomy and Physical Diagnosis II

3 credits

Prerequisite: GGPHAS 611

A continuation of Anatomy and Physical Diagnosis I. Anatomy and techniques of interviewing skills and history-taking, discussion and demonstration of normal physical findings of all organ systems and alteration of physical signs in disease states are introduced to the student.

GGPHAS 614 Anatomy and Physical Diagnosis Lab II

1 credit

Prerequisite: GGPHAS 612

A continuation of Anatomy and Physical Diagnosis Lab I, students will learn the anatomy for each system in the body. Students will learn how to obtain a complete patient history and physical exam in a lab setting. Students will observe and then practice various history-taking and physical diagnosis skills.

GGPHAS 615 Physical Diagnosis Lab III

1 credit

Prerequisites: GGPHAS 612 and GGPHAS 614

The course is designed to complement Anatomy and PD I and II and Pathophysiology and Clinical Medicine I and II. The course enables the student to receive direct patient contact under supervision and guidance. Primarily involved with hospitalized patients, students continue to implement classroom knowledge by performing histories and physical examinations on patients, learning how to utilize the systemic approach to the interpretation of various signs and symptoms, and ultimately designing a differential diagnosis and plan. Students will also develop oral presentation skills.

GGPHAS 621 Physiology and Lab Diagnosis I

2 credits

This course is designed to provide a basic understanding of the physiology, pathophysiology, genetics and the molecular mechanisms of health 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 and serology, medical microbiology, virology, clinical chemistry, urine studies, pertinent genetic testing and pulmonary function testing. Lectures correlate with Anatomy and Physical Diagnosis I and II, Pathophysiology and Clinical Medicine I and II and Pharmacotherapeutics I and II in a systems-oriented approach to the disease process.

GGPHAS 622 Physiology and Lab Diagnosis II

2 credits

Prerequisite: GGPHAS 621

A continuation of GGPHAS621, this course is designed to provide a basic understanding of physiology, pathophysiology, genetics and the molecular mechanisms of health and disease and clinical diagnostics methods involved in the evaluation of common disease processes discussed in Pathophysiology and Clinical Medicine II and Pharmacotherapeutics II. Topics continue from **Physiology and Lab Diagnosis I**.

GGPHAS 623 Pathophysiology and Clinical Medicine I

4 credits

Physiology, pathophysiology, medical microbiology, genetics and molecular mechanisms, symptoms, signs and abnormal body

function are taught in a problem-oriented manner, including history and physical diagnosis, diagnostic testing, differential diagnosis, therapeutic interventions, patient education, rehabilitation and referral. The lectures complement the knowledge acquired in Anatomy and Physical Diagnosis, and is correlated with the Pharmacotherapeutics and Physiology and Lab Diagnosis courses.

GGPHAS 624 Pathophysiology and Clinical Medicine II

4 credits

Prerequisite: GGPHAS 623

A continuation of GGPHAS 623

GGPHAS 625 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 Pathophysiology and Clinical Medicine such that medications are reviewed in close proximity to lectures on pathophysiology in order to enhance the learning experience for students.

GGPHAS 626 Pharmacotherapeutics II

2 credits

Prerequisite: GGPHAS 625

A continuation of GGPHAS 625

GGPHAS 631 Behavioral Medicine

3 credit

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.

GGPHAS 632 Problem Based Medicine

1 credit

Prerequisite: GGPHAS 623

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.

GGPHAS 633 Electrocardiogram Lab

1 credit

Prerequisite: GGPHAS 623

This lab will discuss the pathophysiology behind conditions seen on electrocardiograms (ECGs) in order to facilitate understanding rather than memorization. A clinical focus for the interpretation of ECG's will be utilized, enhancing the understanding of complex conditions while providing a logical, practical application. Diagnosis and treatment of ECG's will be emphasized.

GGPHAS 634 Obstetrics/Gynecology and Pediatrics Lecture Series

4 credits

Prerequisite: GGPHAS 623

Obstetrics/Gynecology and Pediatrics Lecture Series will discuss common disease processes in a problem-oriented manner to enable the student to incorporate knowledge of physiology, pathophysiology, genetics and molecular mechanisms, pathogenesis, clinical findings, appropriate laboratory and diagnostic testing, and treatment plan for each disease process.

GGPHAS 645 Surgery/ Emergency Medicine

3 credits

Prerequisites: Successful completion of GGPHAS 622-634

Physiology, pathophysiology, genetics, symptoms, signs and abnormal body function are taught in a problem-oriented manner, including history and physical diagnosis, diagnostic testing, differential diagnosis, therapeutic interventions, patient education, rehabilitation and referral as it relates to surgical and emergent conditions.

GGPHAS 646 Business Practices and Current Issues for Physician Assistants

2 credits

This course is designed to introduce the Physician Assistant student to practice management in the clinical setting. Emphasis will be placed on understanding health insurance i.e.: Medicare, Medicaid, HMO and Traditional insurance coverage. Evaluation of cost containment, quality of health care and prevention will be discussed. Discussion will address health care disparities and diversity.

Diagnosis and procedure coding will be introduced for proper reimbursement purposes. Professional conduct, ethics and legal issues regarding office policies, interactions with patients and office staff will be addressed. Current issues relevant to practice will also be introduced.

GPHAS 647 Pre-Rotation Lecture Lab

1 credit

Prerequisites: Successful completion of GGPHAS 622-634

The Laboratory experiences will afford students hands-on opportunities to practice clinical skills such as IVs, injections, NG tubes, phlebotomy, urinary catheterization, casting, knot tying, and suturing using task trainers. Clinical experiences include CPR/ ACLS; and clinical care scenarios.

GGPHAS 714 General Surgery Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five 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.

GGPHAS 716 Clinical Research

4 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

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.

GGPHAS 717 Internal Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five week clinical experience is designed to familiarize the student with all aspects of Internal Medicine 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.

GGPHAS 718 Pediatrics Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five week clinical experience is designed to familiarize the student with all aspects of Pediatrics in ambulatory and inpatient 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.

GGPHAS 719 Women's Health Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five week clinical experience is designed to familiarize the student with all aspects of Women's Health in ambulatory and inpatient 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.

GGPHAS 721 Emergency Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five 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.

GGPHAS 720 Behavioral Health Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five week clinical experience is designed to familiarize the student with all aspects of Behavioral Health in ambulatory and inpatient 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 experience will focus on common behavioral health disorders.

GGPHAS 722 Family Medicine Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

This five 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.

GGPHAS 723 Elective Rotation

5 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 645-47

This five 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.

GGPHAS 731 Research/Project Guidance

2 credits

Prerequisites: Enrollment in or successful completion of GGPHAS 615, 645-47

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.

GGPHAS 734 Clinical and Professional Capstone

2 credits

Prerequisites: Successful completion of GGPHAS 615, 645-647

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 of 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 case study and evidence-based medicine.

Speech-Language Pathology

Master of Science in Speech-Language Pathology

Program Director: Albert Villanueva-Reyes, CCC-SLP, Ed.D.

INTRODUCTION

Speech Language Pathologists are medical professionals that prevent, assess, diagnose, and treat speech, language, social communication, cognitive communication, and swallowing disorders in children and adults. The Master of Science degree in Speech Language Pathology (SLP) at Gannon University is established as a post-baccalaureate program that involves a theoretical and practical professional curriculum consisting of advanced courses, research, and clinical experiences relevant to the discipline and required to earn the master's degree. This curriculum was carefully aligned with the licensure requirements for the American Speech-Language and Hearing Association (ASHA) and the Florida Board of Speech-Language Pathology and Audiology.

Students with an earned baccalaureate degree in communication sciences and disorders who have completed all courses, or their equivalents with a C or higher and a GPA of 3.0 or higher in these courses prior to matriculation may be eligible for direct entry into the professional phase of the program. The Program Director will review all coursework to determine eligibility for direct admission to the professional curriculum during the admission process.

The program is designed to meet the standards set by the American Speech-Language-Hearing Association accrediting body, which will allow the program to be a candidate for accreditation. Successful accreditation will allow students to sit for the licensure exam to become practicing speech language pathologists.

MISSION

The mission of the Master's in Speech-Language Pathology Program at Gannon University is to foster the development of highly skilled, compassionate speech-language professionals who are dedicated to lifelong learning, leadership, and person-centered service. The program prepares graduates in providing holistic, evidence-based speech, language and hearing healthcare and educational opportunities for an ever evolving, culturally diverse society.

ACCREDITATION STATUS

The Master of Science degree program in Speech-Language Pathology is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

OUTCOMES

The outcomes of the Speech-Language Pathology program at Gannon University are to:

1. Advance the students' knowledge and skills to diagnose, provide evidence-based treatment, and serve as an advocate in the scope of practice of speech-language pathology.
2. Apply knowledge of ethical standards and best practice in providing services for speech, language, and hearing disorders.
3. Effectively disseminate information in verbal and written form and commensurate with the target audience.
4. Identify and address the diverse and changing needs of the community with leadership and service.

The program will provide:

5. Content and clinical experience to prepare students to qualify for and be successful in achieving national certification and state licensure, and participation in state and national professional organizations.

ADMISSION REQUIREMENTS

- A baccalaureate degree from a regionally-accredited college or university with an overall GPA of 3.0 or higher.
- Successful completion of essential general science prerequisites or their equivalents listed below with an earned grade of C or higher in each course and a pre-requisite GPA of 3.0 or higher:
 - Biological Sciences (3cr) (i.e. introductory biology, anatomy and physiology, human biology)
 - Physical Sciences (3cr) (i.e. physics, chemistry)
 - Statistics (3cr)
 - Social/Behavioral Sciences (6cr) (i.e. psychology, sociology, social work, anthropology)
- A completed Gannon University application.
- Submission of a writing sample on a given topic/theme.
- Interview with member(s) of selection process.
- Two letters of recommendation from academic sources.
- Official transcripts from all colleges and universities attended.
- Thirty hours of observation in a Speech Language Pathology practice; this requirement must be met before entering the professional phase of the program.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM

Introductory Coursework

Fall

| | | |
|-----------|---|----|
| GGSLP 502 | Anatomy and Physiology of Communication | 3 |
| GGSLP 505 | Phonetics | 3 |
| GGSLP 508 | Normal Speech and Language Development | 3 |
| GGSLP 512 | Speech and Hearing Science | 3 |
| | Total: | 12 |

Spring

| | | |
|-----------|--|----|
| GGSLP 515 | Introduction to Audiology | 3 |
| GGSLP 518 | Communication Disorders in Children and Adults | 3 |
| GGSLP 521 | Counseling Individuals and Families with Communication Disorders | 3 |
| GGSLP 524 | Psychology of Communication | 3 |
| | Total: | 12 |

Professional Phase

Fall – Year One

| | | |
|-----------|---------------------------------------|----|
| GGSLP 602 | Clinical Methods Lab I | 1 |
| GGSLP 605 | Speech Sound Disorders | 2 |
| GGSLP 607 | Speech Sound Disorders Lab | 1 |
| GGSLP 608 | Speech Language Disorders in Children | 2 |
| GGSLP 612 | School-Age Language Disorders | 2 |
| GGSLP 613 | School-Age Language Disorders Lab | 1 |
| GGSLP 611 | Communication in Special Education | 2 |
| GGSLP 618 | Clinic I | 1 |
| | Total: | 12 |

Spring – Year One

| | | |
|-----------|--|----|
| GGSLP 630 | Principles of Research and Evidence Based Practice | 2 |
| GGSLP 615 | Neuroscience for Speech-Language Pathology | 3 |
| GGSLP 624 | Fluency Disorders | 2 |
| GGSLP 623 | Motor Speech Disorders | 2 |
| GGSLP 626 | Motor Speech Disorders Lab | 1 |
| GGSLP 627 | Voice and Velopharyngeal Disorders | 3 |
| GGSLP 628 | Clinic II | 1 |
| | Total: | 14 |

Summer – Year One

| | | |
|-----------|---|---|
| GGSLP 638 | Clinic III | 2 |
| GGSLP 621 | Adult Cognitive-Communicative Disorders | 2 |
| GGSLP 622 | Adult Cognitive-Communicative Disorders Lab | 1 |
| GGSLP 625 | Clinical Methods Lab II | 1 |
| GGSLP 632 | Disorders in Special Populations | 2 |
| | Total: | 8 |

Fall – Year Two

| | | |
|-----------|--------------------------|-----------|
| GGSLP 733 | Aural Rehabilitation | 2 |
| GGSLP 736 | Swallowing Disorders | 2 |
| GGSLP 737 | Swallowing Disorders Lab | 1 |
| GGSLP 739 | Hearing Disorders | 3 |
| GGSLP 748 | Clinic IV | 4 |
| | | Total: 12 |

Spring – Year Two

| | | |
|-----------|--|-----------|
| GGSLP 743 | Augmentative and Alternative Communication | 3 |
| GGSLP 746 | Professional Issues | 3 |
| GGSLP 758 | Clinic V | 4 |
| | | Total: 11 |

Summer – Year Two

| | | |
|-----------|-----------|----------|
| GGSLP 768 | Clinic VI | 4 |
| GGSLP 780 | Capstone | 2 |
| | | Total: 6 |

PROGRAM TOTAL CREDITS: 62

COURSE DESCRIPTIONS

GGSLP 502 Anatomy and Physiology of Communication

3 credits

The purpose of this course is to familiarize students with the anatomy (structures) and physiology (processes) associated with speech, language, hearing, chewing, and swallowing. Topics covered include terminology, taxonomy, embryology, quiet and speech breathing, phonation, skull anatomy and dentition, mastication and deglutition, facial, oral, and velopharyngeal anatomy and physiology, neurons, brain, and spinal cord.

GGSLP 505 Phonetics

3 credits

In this course, students learn the International Phonetic Alphabet, dialectical differences, place, manner, and voicing for speech production in American English, speech rates across the lifespan, and listening and classifying normal speakers.

GGSLP 508 Normal Speech and Language Development

3 credits

This course will introduce students to the fundamentals of language acquisition theories, building blocks of language, brain and language, genetic and environmental factors that impact speech and speech development, developmental timelines for receptive and expressive communication, and phonological awareness and literacy.

GGSLP 512 Speech and Hearing Science

3 credits

Basic science principles such as the evolution of speech production, acoustics of vowels and consonants, hearing science, speech perception, synthetic speech, neuroscience of communication, and speech analysis are covered in this course.

GGSLP 515 Introduction to Audiology

3 credits

In this course, students are introduced to the scope of practice, anatomy and physiology of peripheral and central auditory system, hearing science, air and bone conduction, audiometers and test environments, pure tone and speech audiometry, inter-aural attenuation and masking, auditory disorders, acoustic immittance, occupational hearing conservation, and impact of hearing loss on learning and quality of life.

GGSLP 518 Communication Disorders in Children and Adults

3 credits

Students will learn genetics, etiologies and prevalence of communication and swallowing disorders, impact and consequences of untreated disorders, and treatment approaches in this course.

GGSLP 521 Counseling Individuals and Families with Communication Disorders

3 credits

This course includes a didactic review of human responses to loss and counseling techniques. Unique challenges to various communication disorders are covered to provide students with underlying content needed to prepare for counseling behaviors in practice.

GGSLP 524 Psychology of Communication

3 credits

In this course, students will learn functions of language and communication. Students will learn how we communicate and the consequences of communication difficulty, dialects of English, the relationship between language and thought, culture, and society, and the relationship between language and the brain and mind, and the difference between listening and hearing.

GGSLP 602 Clinical Methods Lab I

1 credit

This course is designed to orient the student to the clinical setting. They will learn about screening, diagnostic testing, and treating patient with communication disorders. Students will become familiar with the University clinic and clinical handbooks. Students will learn about targeting behaviors, write goals and lesson plan or plans of care, prepare SOAP notes and progress reports, maintain performance data, and learn about patient admission and discharge criteria.

GGSLP 605 Speech Sound Disorders

GGSLP 607 Speech Sound Disorders Lab

2credits/1 credit

This course is designed to prepare students to assess and treat articulation and phonological disorders, minimal pairs, cycles approach, and apraxia of speech. The lab will encompass the test protocols, diagnosis, and application of evidenced-based interventions for speech sound disorders.

GGSLP 608 Speech Language Disorders in Children

2 credits

Aspects of speech language disorders in children will be introduced in this course. Students will learn to assess pre-linguistic, emerging, and developing language, identify and assess complex medical concerns, recognize co-morbidities, and discuss family systems and counseling options for patients.

GGSLP 611 Communication in Special Education

2 credits

This course will provide students with an overview of the special education process and the diagnosed categories of disabilities that qualify students for services. Students will learn the foundational components of state and federal laws that impact the delivery of speech therapy in public school programs. The students learn to develop appropriate individualized plans that provide the intervention, remediation, and classroom management applications for students with disabilities. Students will also learn the collaborative process with an ETR/IEP team.

GGSLP 612 School-Age Language Disorders**GGSLP 613 School-Age Language Disorders Lab**

2 credits/1 credit

In this course, students will learn about developing language, language for learning, and advanced language, models of child language disorders, case history, what to assess, how to assess, cultural and linguistic differences, diagnostic impressions, IEP development, and the impact on academic, age level reading and writing needs. The lab will involve the direct application of diagnostic tools and protocol in the school setting, collaborative case studies, and understanding of the evidence-based interventions for school-age language disorders.

GGSLP 615 Neuroscience for Speech Language Pathology

3 credits

This course is an intensive analysis and study of neuroanatomy and neurology for speech language pathology. It will cover the anatomy and neurological function of the central and peripheral nervous systems, embryology of the nervous system, completion of a neurological exam, taxonomy, anatomy of the diencephalon, basal ganglia, and ventricles, and neurology of speech, language, hearing, and cognition.

GGSLP 618 Clinic I

1 credit

This course provides students with their first clinical experience with children and adults with communication disorders. The clinical experience will be supervised by program faculty in the University clinic of local sites.

GGSLP 621 Adult Cognitive-Communicative Disorders**GGSLP 622 Adult Cognitive-Communicative Disorders Lab**

2 credits/1 credit

In this course, students learn about the evaluation and management of adult cognitive-communication disorders including concussion, TBI, CVA, aphasia, Parkinson's disease, and dementia. The lab will involve the use of diagnostic tools and protocols, application of evidence based interventions, and management of adult cognitive-linguistic disorders.

GGSLP 623 Motor Speech Disorders**GGSLP 626 Motor Speech Disorders Lab**

2 credits/1 credit

This course is designed to provide a comprehensive overview of acquired and developmental motor speech disorders in child and adult populations. The students will learn to differentiate the characteristics of disorders such as apraxia and dysarthria of speech from cognitive-linguistic, neurological non-organic disorders such as apraxia. The lab will involve critical thinking skills a student will be introduced to the clinical applications to differentially diagnose neuro-motor speech disorders, learn to provide interventions, and understand the management of motor speech disorders in children and adults.

GGSLP 624 Fluency Disorders

2 credits

This course introduces fluency and fluency disorder terminology, classification, psychosocial impact, nature of stuttering, assessment and treatment across the lifespan.

GGSLP 625 Clinical Methods Lab II

1 credit

This course is designed to advance the student's clinical skills for greater independence taking patient history, selection of diagnostic tools, critical thinking for differential diagnosis of speech disorders in children and adults, writing comprehensive evaluations, and presenting case studies to peers to enhance verbal skills for all settings served by speech language pathologists.

GGSLP 627 Voice and Velopharyngeal Disorders

3 credits

This course builds upon foundational courses and introduces students to cleft lip and palate, assessing and treating velopharyngeal function and speech resonance, feeding concerns, anatomy and physiology of phonation, structural, neurologic, and psychogenic voice disorders, voice assessment, voice treatment, laryngectomy, tracheostomy, and singing.

GGSLP 628 Clinic II

1 credit

This course is the second in a series of early clinical experiences with children and adults with communication disorders. The clinical experience will be supervised by program faculty in the University clinic or local sites. Students will be able to observe and assist with diagnostic evaluations, evidence-based interventions, communication of therapy directives, and patient-client relationships.

GGSLP 630 Principles of Research and Evidence Based Practice

2 credits

This course is the foundation for the research thread throughout the curriculum and will prepare the student for the synthesis and application of research within the scope of practice of speech language pathology. This course will cover the topics of the scientific method, types of research, idea generation and innovation, identifying and locating relevant resources, how to read scientific literature, research ethics, statistics, formatting references, and literature review.

GGSLP 632 Disorders in Special Populations

2 credits

This course is designed for graduate level clinicians to gain knowledge in the medical, neurological, anatomical, and cognitive disorders of patients with specialized communication needs including patients with craniofacial anomalies, genetic syndromes, autism, central auditory processing, and current issues facing speech language pathologists.

GGSLP 638 Clinic III

2 credits

This course is the third in a series of early clinical experiences with children and adults with communication disorders. The clinical experience will be supervised by program faculty in the University clinic or local clinical sites. Students will begin the application of knowledge under the supervision of faculty with the administration of diagnostic evaluations, planning therapy interventions, applying evidence-based interventions, and documentation of assessments and interventions.

GGSLP 733 Aural Rehabilitation

2 credits

This course covers the topics related to aural rehabilitation including the impact of childhood hearing loss on families, family counseling, hearing aids and ear molds, cochlear implants, classroom acoustics, assistive listening devices, communication options, education of children with hearing loss, developing listening, literacy, and speaking skills, adults with hearing loss, speechreading, communication strategies training, and co-morbidities.

GGSLP 736 Swallowing Disorders**GGSLP 737 Swallowing Disorders Lab**

2 credits/1 credit

This course builds on prior courses with a focus on swallowing disorders. The course begins with examination of the upper aero-digestive tract developmental anatomy and physiology and neurogenic and structural dysphagia, and continues on to instrumental and bedside evaluation, treatment strategies, ethical issues, and classification of swallowing disorders. The lab will provide students with an overview of the diagnostic protocols, medical assessments, bedside evaluations, radiological evaluations, and evidence-based interventions for adult and child populations with swallowing disorders.

GGSLP 739 Hearing Disorders

3 credits

This course is designed to focus on hearing disorders and will cover the topics of incidence and impact of conductive and sensorineural hearing loss, screening hearing impairment and disability, screening middle ears, comprehensive aural rehabilitation, screening and treating auditory processing disorder, interpreting audiograms, genetic and non-genetic etiologies, counseling and healthy coping strategies, and classroom acoustics/amplification.

GGSLP 743 Augmentative and Alternative Communication

3 credits

This course is designed to expose students to augmentative and alternative forms of communication used to support or treat patients with communication disorders. The types of communication covered in this course include messages, symbols, rate enhancement, low-tech devices, high-tech devices, programming devices, training users and communication partners, toting and mounting communication devices, and report writing.

GGSLP 746 Professional Issues

3 credits

This course is designed to build the student's professional competency, preparation for certification/licensure, and future employment. Topics covered within the course include professional ethics, certification/licensure requirements, accreditation process, clinical fellowship, continuing education, telepractice, billing and coding, advocacy, marketing, private practice, doctoral education, scope of practice, and best practices to seek employment.

GGSLP 748 Clinic IV

4 credits

This course is the fourth in a series of clinical experiences with children and adults with communication and/or swallowing disorders. This course is a more intensive and progressive experience supervised by clinical educators at the University clinic or off site. Students will manage a small client caseload from evaluation to therapy interventions demonstrating proper clinic protocol and maintenance of records.

GGSLP 758 Clinic V

4 credits

This course is the fifth in a series of clinical experiences with children and adults with communication and/or swallowing disorders. This is more intensive and progressive experience supervised by clinical educators at the University clinic or off site. Students will manage a small client caseload from evaluation to therapy interventions demonstrating proper clinic protocol and maintenance of records.

GGSLP 768 Clinic VI

4 credits

The final clinical experience with children and adults with communication and/or swallowing disorders. This experience is a more intensive and progressive experience supervised by clinical educators off site. This externship placement will give the student practitioner greater independence administering diagnostic assessments, providing direct therapy, maintaining all documentation, and fulfilling the duties of the SLP in the off-site setting.

GGSLP 780 Capstone

2 credits

This course is designed to serve as the final culminating experience within the curriculum. The student will integrate their didactic, clinical, research, and other experiential learning into a final portfolio and presentation.

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Index

| | |
|--|--------|
| A | |
| Academic Accreditation..... | 5 |
| Academic Action for Graduate Studies..... | 15 |
| Academic Integrity Policy | 13-15 |
| Academic Programs..... | 6 |
| Academic Year | 18 |
| Accessibility Statement..... | 2 |
| Administration | 68 |
| Admissions Policies..... | 7 |
| Advising..... | 21 |
| Appeal Procedures | 27 |
| Auditing | 20 |
| B | |
| Board of Trustees | 66, 67 |
| Book Store | 25 |
| C | |
| Center of Social Concerns | 26 |
| Class Attendance..... | 20 |
| Company Reimbursement..... | 11 |
| Counseling Services..... | 25 |
| Course Levels..... | 20 |
| Course Numbering..... | 20 |
| D | |
| Degree Requirements..... | 12 |
| Disciplinary Procedures for Non-Academic Issues..... | 26, 27 |
| Doctor Of Physical Therapy (DPT) | 37-47 |
| E | |
| Enrollment Services..... | 25 |
| F | |
| Facilities and Equipment..... | 3 |
| Faculty and Staff..... | 68, 69 |
| Federal Refund Policy..... | 10 |
| Financial Aid..... | 11 |
| Financial Awards..... | 10 |
| Full-Time Status..... | 20 |
| G | |
| Gannon History..... | 3 |
| Gannon Tradition | 3 |
| Grades | 21 |
| Grading System..... | 21 |
| Graduate Learning Objectives | 4 |
| Graduate Mission Statement..... | 4 |
| Graduate Study..... | 4 |
| Graduate Vision Statement..... | 4 |
| Graduation..... | 12 |
| I | |
| Indebtedness Policy | 11 |
| Information Technology Services | 25 |
| Institutional Refund Policy | 10 |
| Instructional Accommodations | 25 |
| Interruption of Study..... | 21, 22 |
| L | |
| Library..... | 25, 26 |
| M | |
| Master of Athletic Training (MAT)..... | 48-50 |
| Master of Physician Assistant Science..... | 54-60 |
| Master of Science in Speech Language Pathology | 60-65 |
| Master of Sport and Exercise Science | 51-54 |
| Medical Leave..... | 22 |
| Mission and Ministry | 26 |
| Mission Statement..... | 3 |
| Morosky College of Health Professions and Sciences | 28 |
| O | |
| Occupational Therapy Doctorate (OTD) | 29-36 |
| On-Line Delivery | 20 |
| P | |
| Past Due Accounts | 11 |
| Payment..... | 10 |
| Policy of Equal Opportunity | 2 |
| Principles of Good Practice | 4 |
| R | |
| Repeat Courses..... | 21 |
| S | |
| Statute of Limitation | 22 |
| Student Complaints..... | 23, 24 |
| Student Grievance Policy..... | 15, 16 |
| Student Records | 22 |
| Student Success Center | 26 |
| T | |
| Transcript Policy | 23 |
| Tuition and Fees..... | 8, 9 |
| U | |
| Unit of Academic Credit..... | 21 |
| University Policy on Hazing..... | 27, 28 |