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BUSINESS ADMINISTRATION (MBA)

Director: Dr. Marianne Rexer

Associate Director: Karen Alessi

Graduate Admissions: Kristin Donati

CREATIVE WRITING

David Hicks, Ph. D., Program Director
Bonnie Culver, Ph.D. and J. Michael Lennon, Ph. D., Program Co-Founders

Master of Arts in Creative Writing (low residency and weekender version)
Master of Fine Arts in Creative Writing (low residency)

Accreditation

In October, 2004, the Pennsylvania Department of Education and the Middle States Association of Schools and Universities approved the Wilkes proposal for the M.A. program. The University graduated its first class in June 2006. In September 2010, the Pennsylvania Department of Education approved the addition of the Master of Fine Arts to the graduate creative writing degree offerings at Wilkes University.

Admission

Students will be accepted into the Master of Arts in Creative Writing based almost entirely upon the required writing samples - the application essay and creative writing sample. Students applying to this program should hold a bachelor's degree from an accredited college or university. However, since the M.A. is a degree in creative writing and not an English degree, students without a bachelor's may apply. Such applicants must provide a very strong writing sample and writing history. No GREs are required. Applicants must submit the following for consideration:

- Completed Application.
- \$45 non-refundable application fee.
- Official transcript of all college work, undergraduate and graduate.
- Two letters of recommendation, (optional, required only for students applying for graduate assistantships).
- Creative writing sample... A 15-25 page writing sample from any genre or genres of published/unpublished work that best demonstrates your creative ability.
- Essay response...A 5-10 page response to the following three questions:
 - a. Where are you in time and how did you get there?
 - b. What are you going to do in the program?
 - c. What will you do with your program accomplishments following graduation?
- Resume, including creative citations.

Students may enter the program in either the January or June residency. Project terms begin following each residency and continue until the next residency (approximately 6 months). Students selecting the weekender version of the MA will meet 4 weekends over the 6 month term instead of attending the 8 day residency in June and January.

Students interested in the Master of Fine Arts must first complete the Master of Arts in Creative Writing. Students in the existing M.A. may apply for admission into the M.F.A. no earlier than the last term of the M.A.

To be accepted into the M.F.A., students must have a 3.5 in every M.A. course, write a letter of interest to the Program Director as an application, and be approved by the full CW faculty to continue into the M.F.A. Once in the program, students must maintain the 3.5 GPA AND have a 3.5 or better in every course to remain in the program.

Transfer Credits

The Master of Arts in Creative Writing addresses the life, craft, and business aspects of becoming and remaining a professional creative writer. Because much of the curriculum design is tailored to the individual student and his/her thesis project and because the program offers no electives, the M.A. in most tracks does not accept transfer credits from another institution. However the publishing M.A. and documentary film tracks will transfer up to nine credit hours from applicants who hold a Master of Fine Arts in creative writing, film, or theatre from another institution. Wilkes M.A. alums can take an additional 18 credit hours to earn a second degree in any track.

Degree Requirements

(30 credit hour minimum)

The Master of Arts in Creative Writing is a 30-credit, low-residency program in seven tracks, each of which will appear on the M.A. diploma: fiction / poetry / screenwriting / playwriting / creative nonfiction/publishing / documentary film.

The Master of Fine Arts in Creative Writing (48 credit hour minimum) (low residency M.F.A.)

Students complete the required 30 credit hour minimum and the Master of Arts in Creative Writing plus 18 additional credit hours to earn the Master of Fine Arts degree.

Certificate Option (15 credit hours)

The certificate in Creative Writing is a special offering for perspective students or students who do not wish to complete a full degree. It consists of a minimum of 9 credit hours from the following courses: [[CW-501]], [[CW-502]], [[CW-503]], [[CW-504]], [[CW-505]], and [[CW-506]]. These courses are each 3 credits and have been modified slightly from the existing M.A. courses to fit into the 13 week fall, spring, or summer semesters that undergraduate programs follow. All of

Creative Writing

these courses are offered complete online at a reduced tuition rate from the graduate program. These courses will be labelled "C" courses. Upon completion of the certificate program, students may use the portfolios in these courses as part of their application materials for the M.A. degree. If accepted into the M.A., these courses will automatically be accepted by the program director; however, students must meet all the same requirements as all other applicants in terms of demonstrated talent, ability, and dedication.

This option is highly recommended for undergraduates who wish to fast track their graduate studies. Using this option, students will be able to complete the M.A. in a single year. Please see the program director for further information

All graduate creative writing programs include two components, Residencies and Project Semesters — which are outlined below. Specific credit requirements for the degree and certificate follow this discussion.

1. **Residencies** are eight-day-long on-campus courses that are usually-team taught and include required and faculty lectures, readings, performances, class discussions, and panel discussions as well as student readings. This is a time to plan project work and meet with instructors and the program director. The following courses are residencies: [[CW-501R]], [[CW-510R]], [[CW-516R]], and the capstone, [[CW-525R]]. Minimum required: 4, including capstone. The M.F.A. requires one additional residency - [[CW-616R]]. Residencies are held the first full week of January and the third week of June each year.
2. **Weekender option:** Students may opt to complete the 4 M.A. residencies by attending 4 weekends between the regular residencies. These students complete the same coursework as the residency students, but take it while taking the online courses in the project term.
3. **Project terms** are writing and reading project work times, beginning with foundation courses in two genre areas and ending with the final project master thesis semester. The following courses are project courses: [[CW-502]], [[CW-503]], [[CW-504]], [[CW-505]], [[CW-506]], [[CW-512]], [[CW-514]], and [[CW-520]]. Minimum foundations courses: 2; Minimum project terms: 3; Courses delivered online. The Master of Fine Arts requires the following additional online courses - [[CW-612]], [[CW-614]], and [[CW-620]].

EDUCATION

Dr. Rhonda Rabbitt, Dean, School of Education
Dr. Karim Medico Letwinsky, Chair of Doctoral Level Programs / Associate Professor of Education
Dr. Jin "Joy" Mao, Associate Professor of Education
Dr. Lori Cooper, Assistant Professor of Education
Dr. Ty Frederickson, Assistant Professor of Education
Dr. Victoria Jones, Assistant Professor of Education
Dr. Blake Mackesy, Assistant Professor of Education
Dr. Paul Reinert, Assistant Professor of Education
Dr. Charles Smargiassi, Chair of Master Level Programs / Assistant Professor of Education
Dr. Grace Surdovel, Faculty of Practice
Dr. Stephanie Wasmanski, Assistant Professor of Education
Dr. Jane Blanken-Webb, Assistant Professor of Education

Academic Integrity Policy

(Portions of this policy adapted from Seton Hall University's Plagiarism/Academic Integrity Policy:
<https://www.shu.edu/professional-psychology-family-therapy/plagiarism-academic-integrity-policy.cfm>)

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is to be addressed as outlined in the procedure below. A quality education requires that students are as aware of their ethical responsibilities as they are their program content.

Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Instructors and staff will utilize anti-plagiarism tools as a means to enforce compliance with this policy.

Students are required to acknowledge receipt of this policy as a part of their admissions process. Reference to the policy is made in the syllabus of each class and it is available for review on the University website.

This policy is intended to provide clear expectations for the conduct of students and to provide a clear process for the handling of any infractions. The examples are provided to create a context for the determination of the level of infraction and certainly are not all inclusive.

Academic Integrity Violations

Cheating – The use of information or materials that are written, verbal, electronic or viewed from another student's work without the prior knowledge or authorization of the instructor. Cheating can also be alleged if there are conversations (verbal or electronic) during the administration of a test or if an effort is made to solicit exam information from another student.

Fabrication – Misrepresentation of research data or creation of research data that does not exist. Fabrication can also take the form of falsifying information such as the submission time or date of assignments, reasons for tardiness of assignments or reporting false information regarding another student.

Unauthorized access to or obstruction of intellectual property – Theft of course materials from an instructor or theft of another student's work would constitute unauthorized access. Intentionally denying access to resource materials or referenced materials to interfere with the academic progress of others would constitute obstruction of intellectual property.

Facilitation of academic dishonesty – Allowing another student to use one's work without the authorization of the instructor. Providing information regarding exams or assisting a student in obtaining unauthorized materials is also considered fabrication.

Plagiarism – The submission of work without the proper use of citation or quotation marks. The use of the words or ideas from others presented as one's own for a portion or all of one's work. This includes, but is not limited to, material from books, journals, the internet or other students or individuals. Paraphrasing that is too close to the original work and incomplete citations are also considered plagiarism.

This list is meant to be a framework to disseminate the expectation for academic integrity. The list and the examples are not exhaustive. Violations of this policy are classified by the severity of the infraction. Below are the recommended sanctions assigned to each level. The sanctions listed are used as a guide for enforcement of the policy. Those charged with levying the sanctions are not restricted to the sanctions listed.

Low Level - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infractions involve a small part of the total course work, or occur on a minor assignment. The following are some examples:

- Working with another student on an assignment without instructor authorization.
- Failure to footnote or give proper acknowledgment in an extremely limited section of an assignment.

Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

- Required attendance in a non-credit workshop or seminar on ethics or related subjects.
- An assigned paper or research project on a relevant topic.

Education

- A make-up assignment at the same level of difficulty.
- A make-up assignment at a more difficult level than the original assignment.
- No credit given for the original assignment.

Records of students who commit low level offenses will be maintained in the Department Chairperson's/Director's Office until graduation. One year after the student graduates, all documentation, paper/electronic, of low level offenses will be destroyed.

Medium Level – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work. The following are some examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of academic probation. The student will receive zero points on the work and will fail the course.

The student will be allowed to reregister for the course after a designated period of time.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. A letter from the Dean of the School of Education will be sent to the student and a copy will remain in the student's educational record. Records of students who commit medium level offenses will be maintained in the Department Chairperson's/Director's Office until graduation. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.

High Level Offense – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation, or is preceded by one or more violations at low and medium levels. Examples include:

- Copying on examinations.
- Acting to facilitate copying during an exam.
- Using prohibited materials, e.g., books, notes, or calculators during an examination without permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Presenting the work of another as one's own.
- Using a purchased term paper or other materials.
- Removing posted or reserved material, or preventing other students from having access to it.
- Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
- Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high level offenses or for repeated violations of low or medium offenses is a minimum of one year Academic Ineligibility from the University and a failing grade for the course. The notation of Academic Ineligibility will be placed on the student's transcript and will remain for the designated period, at minimum. The student may request reinstatement and may retake the course after the designated time period. The designation of Academic Ineligibility will remain on the student's transcript until there is action by the student to have it successfully removed. In certain instances, students may be placed on Permanent Academic Suspension.

Severe Level Offenses – These offenses represent the most serious breaches of intellectual honesty. Examples of serious level offenses include:

- All academic integrity infractions committed after a previous medium or high level academic integrity violation.
- Infractions of academic integrity resembling criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript). (Actions that may be construed as criminal activity will be handled by the appropriate legal authority as directed by the University's protocol.)
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of the code of conduct for Professional Educators issued by PDE (22 Pa. Code §§235.1 - 235.11)
- http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_123531_870687_0_0_18/code%20of%20conduct.pdf

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is immediate and Permanent Academic Suspension from the University. A notation of the permanent suspension will be placed on a student's transcript and will remain permanently.

Please note: For Academic Integrity policy violations in those programs requiring certification, a substantiated violation at the medium level or higher will result in "no" response on the PDE submission question requiring affirmation of "Good Moral Character" and a notation referencing the violation of this policy.

Procedure for Enforcement

The student will be made aware of the Academic Integrity policy at the time of initial application and throughout their educational experience. As a part of the application process, applicants will receive a copy of the policy and will be required to complete and submit a form that acknowledges that they have received and read the policy. Applications will not be processed without this documentation. The policy will be referenced in the syllabus of each course and is posted on the University website for easy reference.

The Program Coordinators and Full-Time Faculty are in the best position to ascertain the full impact of the actions of the student and are the catalysts to begin the process of inquiry regarding the allegations of a violation, regardless of the source of the allegation.

For the Doctoral Level programs, the Full Time Faculty member will replace the Program Coordinator in the procedures outlined below.

When an instructor is made aware of a violation of the Academic Integrity Policy at the Low Level, the instructor, under the direction of the Program Coordinator, will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator for review. The Program Coordinator and Instructor will determine the sanction. The sanction will be communicated to the student by the instructor. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. One year after the student graduates, all documentation, paper/electronic, of low level offenses will be destroyed.

When an instructor is made aware of a violation of the Academic Integrity Policy at the Medium Level, following consultation with the Program Coordinator, the student will be notified and the case and all supporting documentation will be forwarded to the Program Coordinator and the Department Chairperson/Director. The instructor will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator and the Department Chairperson/Director for review. The Department Chairperson/Director, the Program Coordinator and the Instructor will determine the sanction. The sanction will be communicated to the student by the instructor. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. If part of the sanction is Academic Probation, this designation will be placed on the student's transcript for the designated period. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.

When an instructor becomes aware of a violation of the Academic Integrity Policy at the High or Severe Level, the instructor will immediately inform the Program Coordinator, the Department Chairperson/Director and the Dean of the School of Education. The instructor will complete an Academic Integrity Violation Charge Form. This will initiate a Formal Review Process. Supporting documentation will be reviewed and a letter to the student will be compiled and sent, via certified mail, to the student with information regarding the allegation, supporting documentation and notice that a Faculty Panel will be convened to review the evidence.

The student will be allowed to submit feedback within a designated timeframe. The student may request to be present for the panel review and may choose a member of the campus community to be present as an internal advisor. The Dean will convene a Faculty Panel and set a meeting date for review of the evidence. The recommendation of the panel will be submitted to the Dean of the School of Education. The Dean will review all of the documentation and the recommendation from the Faculty Panel. The determination of the Dean is final.

For all level offenses, the student has the right to appeal the decision. If a student feels that the charge or sanction related to the academic integrity policy violation is unacceptable and/or unreasonable, the student may submit the complaint, in writing, to the Department Chairperson/Director within two weeks of receiving notification of the determination. If a student does not receive a response from the Department Chairperson/Director within two weeks from the date of originally filing the complaint or is not satisfied with the result of that determination, the student may then submit the complaint to the Dean of the School of Education for review. If a student does not receive a response from the Dean of the School of Education within two weeks from the date of submitting the complaint to the Dean or is not satisfied with the result of that determination, the student may then submit the complaint to the appropriate Vice President or Provost. The determination of the Vice President or Provost is final.

Students may continue to participate in the course until the case has been resolved. If a student chooses to withdraw from the course, the process will continue through to resolution with the recommended documentation included in the student record. A grade of I (incomplete) should be assigned pending resolution. All information and identities of involved parties are confidential.

Administering this policy is the responsibility of everyone in the Wilkes School of Education community. Students, instructors, program coordinators, department chairpersons and the Dean all have an investment in providing an environment that promotes scholarship, honesty and integrity. This responsibility is taken seriously and this policy will be enforced uniformly.

Mission

The mission of the Graduate Education Programs at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Program seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

Purpose

Graduate study in Education is offered primarily to enable teachers to enhance their preparation to become educational leaders. Each program is designed to broaden knowledge in the foundations of education as well as focus on a specific area of advanced training.

The master's degree program in Education is offered with majors in 21st Century Teaching and Learning, Art and Science of Teaching, Early Childhood Literacy, Educational Development and Strategies, Educational Leadership, Effective Teaching, Instructional Media, Instructional Technology, International School Leadership, International Teaching and Learning, Middle Level Education Programs, Middle Level Education with Initial Pennsylvania Grade 4-8 Certification, Online Teaching, Reading Specialist, School Business Leadership, Special Education, and Teaching English to Speakers of Other Languages. All programs lead to a Master of Science in Education degree.

Wilkes University offers six graduate programs that lead to an additional certification through the Pennsylvania Department of Education (PDE). The Master of Science Degree in Education with a major in Educational Leadership qualifies an individual for K-12 Principal Certification. The Master of Science Degree in Education with a major in Instructional Technology combined with the IT internship qualifies an individual for Pennsylvania K-12 Instructional Technology Specialist Certification. The Master of Science Degree in Education with a major in Middle Level Education with internship qualifies teachers to apply for

Education

Pennsylvania's grades 4 to 8 certificate in a particular content area. The Master of Science Degree in Education with a major in Middle Level Education with Initial Pennsylvania Certification qualifies an individual to apply for Pennsylvania teaching certification in grades 4 to 8 in a particular content area. The Master of Science Degree in Education with a major in Reading with Pennsylvania Reading Specialist Certification qualifies an individual with a PA instructional certificate for Pennsylvania Reading Specialist Certification. The Master of Science Degree in Education with a major in Special Education Certification qualifies an individual with a PA instructional certificate for additional certification in Special Education. Teachers may obtain the Pennsylvania ESL Program Specialist Certification by completing the designated four courses in the Teaching English as a Second Language Program. All program requirements for the University as well as for PDE must be met in order for the graduate to be eligible for certification.

An additional program, although not a master's degree, is the Letter of Endorsement. These are available in five areas: Pennsylvania Autism, Discovery Education EDGE, Pennsylvania Gifted, Pennsylvania Online Instruction, and Pennsylvania STEM. These 12-credit programs lead to a Letter of Endorsement that teachers can use to validate that they have advanced knowledge and skill in the area as indicated by the title of the endorsement.

Admission

For admission to graduate study in education, the applicant must have a baccalaureate degree with an appropriate major from an institution that is accredited by one of the six regional accrediting bodies recognized by the U.S. Department of Education, or the equivalent in the case of international students. In addition, several programs require a Pennsylvania teaching certificate. Although no minimum undergraduate grade point average is required for admission, unless otherwise stated, it is expected that candidates shall have maintained good or above-average performance during their undergraduate years and shall exhibit evidence of intellectual and temperamental fitness for graduate study.

All Master of Science in Education degree-seeking applicants must complete the following process to be considered for admission to the graduate program in education:

1. Submit a Wilkes University Graduate Application for Admission,
2. Pay the required one-time, non-refundable application fee,
3. Submit two letters of recommendation,
4. Submit a copy of your teaching certificate, if applicable. See the note on exceptions below for more details.
5. Submit official transcripts from all of the undergraduate universities attended while obtaining the bachelor's degree, including teacher certification and, any master's degrees earned.

Upon receipt of all required documents, the Program Coordinator will review files for acceptance. Accepted students are assigned an advisor to work with as they progress through the program. Students deficient in any academic aspect of the admissions requirements may be granted conditional admission. Such students may be permitted to take up to six credits of graduate courses on a conditional basis and at completion of those credits their application will be reconsidered for regular admission status.

Exceptions to the above process

All programs except Instructional Technology, Effective Teaching, Instructional Media, Middle Level Initial Certification, Online Teaching (master's only option), School Business Leadership, Teaching English to Speakers of Other Languages (non-cert option), and Discovery Education EDGE require a state-approved instructional certificate unless approved by the program coordinator. Applicants to the Educational Leadership principal certification program must follow the admissions process outlined in that section of this bulletin. Note: Applicants to the 21st Century Teaching and Learning, Early Childhood Literacy, and Art and Science of Teaching programs must be currently teaching or have access to a classroom in order to enter the program.

Non-Degree to Degree Seeking Students

Non-degree students who want to change to degree-seeking status must complete a new application for admission indicating their desired program, but do not need to re-pay the application fee. Students should then follow the remaining steps outlined above for submission of all appropriate documents to complete the change of status. A change in status is required at least one year prior to the intended date of graduation. Students must complete all courses required for the degree as outlined in the current Graduate Bulletin at the time of the status change.

Program of Study

Students are encouraged to consult with their advisor to plan their program of study. At the time of acceptance students are sent a Program Plan with which to document their progress through the program. It is highly recommended that students keep track of the courses they take on the Program Plan and contact their advisor with any questions they may have. It is the responsibility of the student to be sure they are taking the correct courses for their major. Students should follow the requirements outlined on the Program Plan or in the Graduate Bulletin to be sure they will meet the requirements for graduation. Students wishing to transfer credits into their program should follow the procedure outlined in the "Transfer Credits" section, listed below.

Students are expected to maintain a GPA acceptable for graduate level work and progress. A graduate student who accumulates two grades below 3.0 in his or her graduate courses will be placed on probation. A student earning a third grade below 3.0 will be dismissed from the graduate program. Grades below a 3.0 are not acceptable for meeting degree requirements, so any student earning a grade less than 3.0 will need to repeat that course in order to achieve an acceptable grade for graduation.

NOTE: It is the graduate student's responsibility to register for Graduation (GRD-000-B) the same semester they enroll in the final course required for their degree. Students must be fully admitted to their degree program in order to register for GRD-000-B. Students not fully accepted into the degree must contact the Student Service Center to obtain information on missing admissions documents. The student is strongly encouraged to contact their advisor at the time of

registration for a preliminary audit to be sure all requirements will be met. The deadline for registering for graduation is 90 days prior to the next processing date for degree completion. Graduation is processed at the end of each term, however ceremonies are only held in May and September.

Transfer Credits

Students accepted into a master's degree program may transfer a maximum of six graduate credits from an approved and regionally accredited U.S. college or university as long as they meet all of the requirements identified in the University-wide Transfer Credits section of this document and the specific criteria below. This transfer credit limit is per student not per program. This means that students may only transfer a total of six credits into Wilkes at the master's level regardless of the number of master's degrees they choose to complete. The Department Chair will make the final determination regarding transfer credits and whether they will count as elective credits or qualify to replace required courses. Students must complete the Request for Transfer Credit form to initiate the transfer process for courses taken prior to entering Wilkes University. In addition, students must be admitted to the degree program in order for transfer credits to be posted to their Wilkes transcript.

In order for courses to count as electives, they must meet the academic intent of the student's master's program or be aligned to their respective professional assignment. External courses requested to transfer as required courses in the student's program must align with the content of the Wilkes course. Each transfer request is handled on a case-by-case basis and the student will be asked to produce a course syllabus and/or a letter justifying his/her request.

Students desiring to take courses from another college or university while enrolled in the Wilkes program must submit the Request to Transfer Credit form prior to registering for such courses. Failure to submit the proper paperwork may result in the inability to transfer those credits.

The required form is available on the Graduate Education web site: www.wilkes.edu/GradEd under 'Transfer Credit Info.' An official transcript must be received before any approved transfer credits can be posted to your Wilkes transcript. For more information, see Transfer Credits in the General Information section at the beginning of this Graduate Bulletin.

Second Master's Degree

A person who has an earned master's degree from Wilkes University, or is in the final semester of a master's from Wilkes, may apply to be enrolled in a second master's degree if the major, program or option is different. Up to 12 credits only of previous course work used to satisfy the requirements for the first degree (typically basic requirements from Areas I and II) may be applied to the second. This only applies to programs that have common courses. If no common courses exist between the two programs, students must take all of the courses in the second degree. All other admission and program requirements must be fulfilled. Students are encouraged to speak to the program coordinator of the new second program for advisement of courses that must be taken. A student who opts for a second master's degree must submit a written request to the department along with a new Wilkes graduate application form. There is no need to repay any application fees.

Learning Outcomes

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Degree Requirements

All candidates for the Master of Science in Education degree must complete a program of at least thirty (30) credits. The length of the courses in each degree program may vary. See the table for information on duration of courses by program. Individual program descriptions are also provided with the specific course credit requirements for each graduate education program.

Program	Number of Weeks in Part of Term
Autism Endorsement Program (PA Endorsement)	12 weeks

Education

Educational Development and Strategies	12 weeks for Wilkes courses; PLS courses offered in multiple formats
Educational Leadership, Ed.D.	12 weeks; 6 week format available in summer
Educational Leadership w/ PA K-12 Principal Certification	12 weeks
Educational M.S. with PA Special Education Certification	12 weeks
Effective Teaching	12 weeks for Wilkes courses; 7 weeks for PLS courses
Gifted Letter of Endorsement (PA Endorsement)	12 weeks
Instructional Media	7 weeks
Online Teaching M.S. with PA Online Instruction Endorsement	7 weeks
Instructional Technology with PA Instructional Technology Specialist Certification	7 weeks
International School Leadership	12 weeks for Wilkes courses; 7 weeks for PLS courses
International Teaching and Learning	12 weeks
Literacy Specialist	12 weeks
Middle Level Education Program (30 credits, 36 credits, & Initial PA Certification)	12 weeks
Literacy Specialist with Reading Specialist Certification	12 weeks
School Business Leadership	12 weeks
STEM Letter of Endorsement (PA Endorsement)	7 weeks
Superintendent's Letter of Eligibility	12 weeks; 6 week format available in summer
Teaching English to Speakers of Other Languages M.S. with PA ESL Program Specialist Certification	12 weeks

ENGINEERING

ELECTRICAL ENGINEERING AND PHYSICS

Chair: Robert Taylor, Faculty of Practice

- [Master of Science in Electrical Engineering \(M.S.E.E.\)](#)
- [Master of Science in Engineering Management](#)

MECHANICAL ENGINEERING

Chair: Henry Castejon, Ph.D.

- [Master of Science in Mechanical Engineering \(M.S.M.E.\)](#)
- [Master of Science in Engineering Management](#)

BIOENGINEERING

Abas Sabouni, Ph.D., Program Co-director & Advisor – Biomedical Track

William Terzaghi, Ph.D., Program Co-director & Advisor - Synthetic Biology Track

- [Master of Science in Bioengineering](#)

ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

Chairperson: Marleen Troy, Ph.D.

Environmental Engineering and Earth Sciences graduate courses may be taken by special students or may be applied toward graduate degrees offered by other departments. Students planning to apply these credits toward degree programs should secure the approval of their academic advisor prior to inclusion in their course of study.

MATHEMATICS

Chairperson: Dr. Barbara A. Bracken

The courses of study are intended for:

1. Those with an undergraduate degree from a traditional mathematics program. For the degree in mathematics, a student who has met admission requirements can take up to half of the required 30 credits in computer science.
2. Current or prospective teachers of mathematics who wish to enhance their training in either educational methodology or in mathematics/computer science itself.
3. Those who plan to continue their studies beyond the master's level in e mathematics.

Admission

To be considered for admission, the applicant must submit the following:

1. A completed graduate application for admission with payment of appropriate application fee
2. Two letters of recommendation from previous academic faculty and/or from current or previous supervisors, if employed.
3. A complete set of official undergraduate transcripts from all academic institutions previously attended.

Master of Science in Mathematics

Applicants are expected to have had undergraduate courses in each of the following three areas: linear algebra/matrix theory, advanced calculus or real variables, and abstract algebra. Students deficient in one or more of these areas may still be admitted into the program, but are required to make up all deficiencies early in their graduate studies.

Master of Science in Education

Admission requirements for the Department of Education are described under the header "Secondary Education" earlier in this bulletin.

NURSING

Deborah A. Zbegner, Ph.D., CRNP, WHNP-BC; Dean of Nursing; Associate Professor
570-408-4086
deborah.zbegner@wilkes.edu

Kathleen Hirthler, D.N.P., CRNP, FNP-BC; Chair, Graduate Nursing Program; Associate Professor
570-408-5027
kathleen.hirthler

The Passan School of Nursing Faculty reserves the right to revise the Graduate Nursing Program requirements and policies as deemed necessary at any time to prepare students for new and emerging roles in nursing.

Policies of the Passan School of Nursing Graduate Nursing Program may be more stringent than other University graduate programs. *The Passan School of Nursing Graduate Program Student Handbook* details these policies and is available at [Nursing Graduate Student Handbook](#).

State Requirements for Online/Distance education

Authorization requirements for distance education vary by state. Wilkes University is currently in the process of pursuing individual state authorizations and approvals, as necessary, for its online course delivery. Wilkes is not required to have state authorization in all 50 states and may choose not to enroll students from states where we are not authorized. Any questions related to the university's approval to offer graduate education programs in a specific state should be forwarded to our Graduate Admissions team. Please note: Since distance education requirements vary by state, distance education students who change their residency to a state in which Wilkes University is not approved to operate may be unable to remain enrolled at Wilkes University or may have their academic progression delayed until proper approvals may be obtained.

Further details can be obtained at <https://www.wilkes.edu/about-wilkes/accreditation-and-rankings/state-authorization-and-registration.aspx>

FEES*

Additional fees exist for software products employed in graduate nursing programs, which promote student achievement of course outcomes in the distance education environment.

**Fees are subject to change.*

Category	Course(s) Required	Approximate Fee
Shadow Health	NSG 500	\$89.00; one-time fee
CastleBranch	All clinical, research, and practicum courses for RN to M.S.N., M.S.N., Post Graduate/APRN Certificate, D.N.P. program students; Ph.D. program students, if deemed necessary based upon dissertation focus	Varies by state of residence; range \$100.00-\$200.00; one-time fee Students may be required to pay a CastleBranch Bridge fee based upon requirements of the health care agency.
Proctor Now	NSG 500, 530, 533, 552, 550, and most NP theory courses	\$15.00/test
Typhon	Nurse practitioner clinical courses	\$90.00; one-time fee
Residency	NSG 500 and clinical courses for NP students based upon location of precepted clinical settings; and Ph.D. program residency (NSG 615)	Students are responsible for all expenses related to the residency.
SPSS	NSG 601 and Ph.D. program courses	Price varies based upon source of package chosen; minimum \$50.00
Professional Liability Insurance for Students in Clinical/Practicum Courses	Clinical, research, and practicum courses when completion of clinical hours and/or research are a course requirement	The fee is collected by the university for each clinical, research, or practicum course; \$25.00/clinical, research, or practicum course
D.N.P. Project/Ph.D. Dissertation Binding	NSG 608b and NSG 631	\$45.00 on time fee when enrolled in NSG 608b and NSG 631.

PHARMACY

Dean: Dr. Scott Stolte, Pharm.D

Assistant Deans: Dr. Jennifer Malinowski, Dr. Julie Olenak

Chairperson, Department of Pharmacy Practice: Dr. Judith DeLuca

Chairperson, Department of Pharmaceutical Sciences: Dr. Marie Roke-Thomas

Director of Assessment: Dr. Meagan Mielczarek

Director of Experiential Programs: Ms. Shelli Holt-Macey

Faculty

Professors: DeLuca, Olenak, Stolte, Witczak

Associate Professors: Bolesta, Bommareddy, J. Ference, K. Ference, Franko, Jacobs, Malinowski, Manning, McManus, Roke-Thomas, Trombetta, VanWert

Assistant Professors: Gruver, Hong, Kheloussi, Kieck, Lewis, Mielczarek, Nguyen, Pezzino, Shah, Warunek

Instructors: Conlogue, Holt-Macey, Powers

Professor Emeritus: Kibbe

Dean Emeritus: Graham

The School of Pharmacy offers a program of professional study leading to the Doctor of Pharmacy (Pharm.D.) degree. The purpose of the program is to prepare graduates for a successful, lifelong career providing contemporary, patient-centered care in a variety of healthcare settings.

The U.S. healthcare system continues to undergo rapid change. The role of pharmacists and medication therapy in the healthcare system is evolving. We strive to prepare graduates who have the knowledge and skills to engage in innovative practice today and the desire for lifelong learning that will prepare them for what comes in the future.

We instill a strong foundation of knowledge in the basic sciences (e.g., pharmaceuticals, pharmacology, medicinal chemistry, anatomy and physiology), clinical sciences (e.g., therapeutics, pharmacokinetics, pathophysiology), and social sciences (e.g., psychology, sociology, economics, health, policy, management) while honing the skills that are needed to provide optimal care for patients (e.g., physical assessment, patient counseling, clinical decision-making).

Our vision is to develop meaningful interprofessional education (IPE) activities where all students participate in both experiential and didactic settings. Through IPE, students understand the roles and responsibilities of health care professionals that are essential to patient care, gain first-hand experience in interdisciplinary collaboration, and develop their own individual professional identity as part of a larger team. These competencies are designed so that graduating students are trained to work as a team in optimizing patient health and outcomes. The goal of the IPE curriculum is to provide students with a set of skills and attitudes necessary to practice in an interprofessional environment.

While knowledge and skills are essential, we also ensure that our students develop as responsible citizens with highly professional demeanors who advocate, serve, care, and lead.

Our Mission

Our mission is to develop pharmacists who will provide high quality health care and to make meaningful contributions to the science and practice of pharmacy.

Our Vision

We will be recognized as an exceptional pharmacy program through innovative education, contemporary practice, and valuable scientific contributions.

Our Values

Teamwork, Professionalism, Lifelong Learning, Cultural Competency, Personalized Attention, Community Engagement

Accreditation

Wilkes University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603-3410; 312-664-3575; FAX 312-228-2631; www.acpe-accredit.org.

Professional Program

The Professional Program is four years and leads to the Doctor of Pharmacy (Pharm.D.) degree after successful completion of a pre-professional program typically completed in two years. Graduates of the program are eligible for state examination to become licensed pharmacists. The four years of education consist of three years of mostly in-class (i.e., lecture, laboratory, discussion group) and one full year of experiential education.

Professional Standards

Students enrolled in the program of the School of Pharmacy are expected to endorse professional standards by subscribing to the Oath of the Pharmacist. Students are also expected to abide by the American Pharmacists Association's Code of Ethics of the Profession.

Technical Standards

Students applying to and enrolling in the School of Pharmacy are expected to read, acknowledge, and understand the Technical Standards. These Technical Standards describe non-academic abilities that are required for admission to, continuation in, and graduation from the School of Pharmacy to obtain a Pharm.D. degree.

A candidate must have abilities and skills in the following five areas: 1) observational skills; 2) communication skills; 3) motor skills; 4) intellectual, conceptual, integrative, and quantitative skills; and 5) behavioral and social skills. Detailed descriptions of the Technical Standards are provided in the School of Pharmacy Application or by contacting the School of Pharmacy Dean's office.

The School of Pharmacy is committed to helping students with disabilities complete the course of study leading to the Doctor of Pharmacy degree by reasonable means or accommodations. Candidates with documented disabilities, in accordance with Wilkes University policy, and as defined by section 504 of 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1993, who may seek accommodations in order to meet the technical standards are encouraged to contact University College to discuss what reasonable accommodations, if any, the School of Pharmacy could make in order for the candidate to meet the standards.

The technical standards set forth by the School of Pharmacy are available at: <https://www.wilkes.edu/academics/colleges/nesbitt-school-of-pharmacy/program-information/pre-pharmacy-guaranteed-seat-program/technical-standards.aspx>

Progression Requirements

All students in the Professional Program of the School of Pharmacy are required to meet minimum standards for progression. Academic progression requirements include a minimum semester and cumulative pharmacy GPA of 2.0. In addition, no student shall be allowed more than 3 course grades less than 2.0 grades in required professional courses both inside and outside of the school. Any course with a grade of 0.0 must be repeated. At the end of each semester the progress of each student in the Professional Program will be reviewed. Students failing to meet minimal academic standards at the end of any semester must petition the Student Review Subcommittee through the Assistant Dean of Student Affairs to progress further in the School. More inclusive policies, including, but not limited to, Technical Standards, acceptable classroom and experiential site behavior, alcohol and substance abuse, and other issues impacting the image of the professional program and the student, adopted within these guidelines are distributed annually to all students in the Nesbitt School of Pharmacy Student Handbook. Advanced Pharmacy Practice Experiences (APPE) progression is described in the APPE Course Manual.

The Nesbitt School of Pharmacy (NSoP) does not replace grades for courses in which a 2.0 or higher passing grade has been earned. If the first time taking a course results in a passing grade of 2.0 or higher, this grade will be used to calculate prerequisite and overall GPA for all purposes in the NSoP. This policy applies to the pre-professional and professional programs.

Experiential Curriculum Component

Experiential learning is a critical component of the curriculum at Wilkes. Before being placed in an experiential setting, all students are required to:

- possess an active Pennsylvania Pharmacy Intern License;
- possess professional liability insurance,
- have documentation of immunizations,
- pass a physical examination,
- be certified in Basic Cardiac Life Support (healthcare provider) and Basic First Aid,
- have a criminal background check complete and clear, per site requirements, by an approved provider; and
- complete and clear other site-specific requirements, such as FBI fingerprint check, PA child abuse background check, drug screen etc.

These criteria are fully described throughout the curriculum, including deadlines and ramifications of non-compliance.

The Introductory Pharmacy Practice Experience (IPPE) consists of a number of different experiences. During the summer following successful completion of the P-1 year, students will complete a 2-week (80 hours) Introductory Pharmacy Practice Experience (IPPE I). The second professional year (the P-2 year) includes 40 hours of IPPE II during the fall and/or spring semester. In addition, students will complete a 2-week (80 hours) IPPE III during the summer after the P-2 year. In the third professional year (P-3) of the professional program, the curriculum includes a two-semester course in service learning (longitudinal care), and 24 hours of IPPE IV (Clinical Telepharmacy). IPPE V is a self-directed IPPE and consists of 20 hours of independent pharmacy-related, service-oriented learning earned during the P1 through P3 years. IPPE's occur at practice sites and in the community in locations not on campus.

The Advanced Pharmacy Practice Experience (APPE) occurs during the fourth professional year (the P-4 year) of the professional program. Each student will be assigned to 7 rotations (5-6 weeks each) comprising a total of 1440 hours, some of which may be at some distance from the Wilkes-Barre area. As much as possible, The School of Pharmacy will assist in locating safe, affordable housing for APPEs. Since patient care is a continuous activity, some experiences may be conducted outside of regular school/business hours. Note also that APPE start and end dates do not adhere to the regular university calendar. The student is responsible for paying all transportation, site requirement, and housing costs for all experiential components of the curriculum, except where noted.

Graduation, Degree and Licensure Requirements

It is the student's responsibility to meet all graduation requirements, and it is expected that all students accepted into the Pharm.D. Program will meet regularly and frequently with their advisors to ensure timely progress toward their Doctor of Pharmacy degree. Graduation is dependent on successful completion of all

required and elective course requirements in the School of Pharmacy (see Progression Requirements) AND completion of all General Education Requirements mandated by Wilkes University.

A student entering the Professional Program with a bachelor's degree from a four-year accredited college or university is exempted from the University's General Education Requirements, but is not exempted from the prerequisite entry requirements prescribed by the School of Pharmacy for entry into the Professional Program.

Students applying with degrees or courses from foreign colleges or universities will be evaluated to ensure significant portions of the General Education Requirements are satisfied. Prerequisite course requirements must still be met.

All non-degreed students entering the Professional Programs are encouraged to complete the General Education Requirements prior to beginning the Professional Curriculum. As mentioned, a student may be deficient in two General Education requirements and be granted admission into the program. Student will receive consultation and documentation from their advisor that these courses must be completed prior to graduation. Students with more than two deficient General Education courses may appeal to the Student Affairs Committee of the School of Pharmacy for consideration. This requirement is in place since there is no room within the professional curriculum, including summers, to complete the courses. As a matter of record, non-degreed students who have successfully completed the second professional year (P-2) in the School of Pharmacy AND completed all General Education Requirements will be awarded a Bachelor of Science in Science degree. The pass-through B.S. degree does not meet eligibility requirements for licensure as a pharmacist; it is only intended to acknowledge the academic achievement of students completing four years of university-level education.

Pharmacy licensure is governed by state law. All states require graduation from an accredited School or College of Pharmacy. Additional requirements for licensure should be requested from the state in which licensure is sought. It is the student's responsibility to fulfill all requirements for the state in which they seek licensure. Students must contact that State Board of Pharmacy for all appropriate paperwork. For further information, please contact the Dean's Office in the School of Pharmacy.

The School of Pharmacy reserves the right to revise the Pharmacy Curriculum at any time in order to prepare students for future practice roles, meet new accreditation requirements and to incorporate innovations in instruction.

SPECIAL PROGRAMS

Special Programs

- [Army Military Science](#)
- [MBA 4 + 1](#)
- [PharmD/MBA](#)
- [Pre-Law Studies](#)
- [Other Special Programs](#)