# Degrees and Programs

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Wilkes University Graduate Bulletin 2018-2019
BUSINESS ADMINISTRATION

Director: Jennifer Edmonds, Ph.D.
Assistant Director: Karen Alessi
Graduate Admissions: Kristin Donati
BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration program is part of the Jay S. Sidhu School of Business and Leadership, which combines a strong core business education with the development of skills for authentic leadership and ethical business practices. The Sidhu School’s Master of Business Administration degree program expands business knowledge, management skills, and leadership capabilities of early and mid-career professionals from many disciplines, functions, and jobs in order to enhance their success at work, adding value both for the student and for the organizations with which the student is associated. The MBA Program serves individuals in professional, functional, administrative, and managerial roles who seek to improve their level of performance and their prospects for advancement, by providing a strong foundation in general management through the development and integration of knowledge and skills in functional areas essential to effective management and leadership of a business. Students are encouraged to focus the program of study in a way that is relevant and adds value to the roles they carry out at work and roles into which they may be promoted, and to initiate a systematic process of development as effective leaders as they continue to progress through their careers. In addition, the MBA Program seeks to contribute to the success of the businesses and organizations in which MBA candidates work, by enhancing key skills essential for organizational performance and adding to the quality of the pool of managers and leaders in these organizations.

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the undergraduate and the graduate Business Administration programs as well as the undergraduate programs in Accounting, Business Administration Entrepreneurship, Finance Management and marketing. ACBSP accreditation affirms the excellence of these programs to graduate and professional schools as well as potential employers, and thereby serves as a major competitive advantage for students completing business programs at Wilkes. The Jay S. Sidhu School of Business and Leadership is also a member of the Association to Advance Collegiate Schools of Business (AACSB).

MBA students are encouraged to participate in the broader life of the Wilkes University community. An active MBA Student Association provides programming of interest to its members, and gives them a voice with the administration of the Sidhu School and the University at large. The Sidhu School also sponsors an active chapter of Delta Mu Delta, an honorary business society that recognizes the highest levels of academic achievement by undergraduate and graduate students. Annual awards recognize outstanding academic achievements among MBA candidates.

Vision

Sidhu School graduates will be prepared with the knowledge, skills, experiences, and passion to lead diverse organizations in the face of dynamic challenges and a rapidly changing global environment.

Mission

The Sidhu School transforms students through an empowering education in a mentoring environment that develops personal, professional, and leadership skills through scholarship, experiential learning, and community engagement.

Distinctive Objectives Of the MBA Program

The curriculum leading to the Master of Business Administration degree at Wilkes emphasizes a general, broad-based approach to graduate business education. Students acquire the quantitative and judgmental skills necessary for a manager to succeed. The core objectives of the MBA include:

- Communication. to enhance the skills necessary to effectively transfer information applicable to any discipline through presentations, team projects, and interactions with peers.
- Decision-making. to enable individuals to create and evaluate alternative courses of action as a procedure for making decisions and teach them the mental processes of problem identification and resolution techniques needed to perform critical thinking, enabling them to make important decisions.
- Ethics and social responsibility. to provide students with a set of principles that govern actions of moral conduct in order that they might operate ethically in today’s business environment and instill in students the concept of acting responsibly in order to benefit and serve society.
- Leadership. to develop in students the potential to influence others in order to accomplish organizational goals by exposing them to theories of organizational leadership and development, and fostering that growth with projects throughout the course of their studies.
- Professionalism. to develop professional managers, with emphasis on the organization, operation, and control of an enterprise, including international and diverse perspectives.
- Team performance. to provide meaningful opportunities to cultivate teamwork throughout the course of studies through various projects.

The program provides management education at the master’s level for students with varied undergraduate backgrounds: business and economics, engineering and science, and others.

Master of Business Administration courses are offered on weekday evenings and in a year-round weekend format. Weekend courses are offered on Saturday and Sunday every third or fourth weekend, five times per trimester.

Admission Requirements

Applications are invited from individuals who have earned undergraduate or graduate degrees in any discipline or field of study. To be considered for admission, the applicant must submit the following to the Graduate Admissions Office:

1. A completed graduate application for admission with payment of appropriate application fee;
2. A complete set of official undergraduate transcripts as evidence of an earned baccalaureate degree from an accredited institution of higher education.
3. The contract information or email addresses of two recommenders who can comment on the applicant’s academic and professional qualifications. The recommenders will be asked to submit a letter of recommendation.
4. A resume showing the applicant’s education and work experience.
5. A personal statement answering the following questions:
   • Describe your short-term and long-term career goals.
   • Why do you choose to pursue an MBA at Wilkes University?
   • What makes you a strong candidate for the Wilkes MBA program?

To be accepted on a regular basis, applicants must have earned a cumulative GPA of at least 3.0 in their undergraduate degree program. An applicant who has earned a cumulative GPA of less than 3.0 in his or her undergraduate degree program will be required to interview with the MBA program director or the director’s designate.
Provisional acceptance
A prospective student may be provisionally accepted in they have applied to the program and meet admissions requirements, but the university is waiting on additional application materials, like official college transcripts.

Conditional acceptance
A prospective student with a GPA of less than 3.0 may be accepted into the program on a conditional basis. The conditionally accepted student must maintain no less than a 3.0 in the first two courses (6 graduate credits) of the MBA program. Failure to maintain the minimum 3.0 may result in dismissal of the conditionally accepted student.

Distinct Objectives Of The MBA Program

- **Business Ethics**: To provide students with a set of principles that govern actions of moral conduct in order that they might operate ethically in today’s business environment.
- **Communication**: To enhance the skills necessary to effectively transfer information applicable to any discipline through presentations, team projects, and interactions with peers.
- **Decision-Making**: To teach students the mental processes of problem identification and resolution techniques needed to perform critical thinking, enabling them to make important decisions.
- **Diversity**: To teach students how to interact with people of various cultures and backgrounds by immersing students in a diverse climate in order to better prepare them for today’s global business environment.
- **Leadership**: To develop in students the potential to influence others in order to accomplish organizational goals by exposing them to theories of organizational leadership and development, and fostering that growth with projects throughout the course of their studies.
- **Professionalism**: To showcase professionalism by placing students in a variety of interactive settings that require adherence to rules of conduct and proper practices.
- **Social Responsibility**: To instill in students the concept of acting responsibly in order to benefit and serve society.
- **Team Performance**: To provide meaningful opportunities to cultivate teamwork throughout the course of studies through various projects, and measuring their success.

Degree Requirements

The total number of 500 level course credits required for the MBA is 36-39. The MBA degree is earned by completion of six distinct tiers – the Foundation, Business Essentials, Decision Making, Leadership & Ethics, the Electives, and the Capstone. These are summarized below.

**Foundation** (0-3 credits): This tier is comprised of three one credit Foundation courses, which are required as prerequisites to most courses in the MBA Program:
- MBA 501 - Foundations of Statistics,
- MBA 504 - Foundations of Finance,
- MBA 506 – Foundations of Accounting

**Business Essentials** (9 credits): This tier is comprised of the following three required courses, which together provide students with the essentials for all of the functional areas of business administration:
- MBA 512 - Managerial Statistics
- MBA 520 - Marketing Management
- MBA 550 – Organizational Behavior

**Decision Making** (9 credits): This tier is comprised of three required courses to assist with the decision-making process:
- MBA 532 Managerial Economics
- MBA 540 Financial Management
- MBA 560 Financial and Managerial Accounting

**Leadership & Ethics** (6 credits): This tier is comprised of two required courses to give a better understanding of leadership and ethics
- LDR 500 Leadership Perspectives & Practices
- MBA 580 Social, Legal, and Ethical Concepts

**The Electives** (9 credits) - Students can choose nine credits of elective courses to complement their business administration program. Students can pursue one of the following tracks:
- Global Business
- Management
- Leadership

The Management track is comprised of the following elective courses:
- MBA 513. Global Operations Management
- MBA 526. Global eBusiness
- MBA 536. International Business
- MBA 537. Global Business Experience

The Global Business track is comprised of the following elective courses:
- MBA 516. Supply Chain Management
- MBA 546. Topics in Finance
- MBA 566. Topics in Accounting
- MBA 577. Topics in Healthcare Management
- MBA 595/596. Independent Research
- MBA 592. Advanced Projects in Business
- MBA 598. Topics

The Leadership track is comprised of the following elective courses:
- LDR 555. Leading Organizational Change
- LDR 556. Leadership Practice: Vision, Awareness and System (1-cr)
- LDR 557. Leadership Practice: Relationships, Crisis, and Conflicts (1-cr)
- LDR 558. Leadership Practice: Group Dynamics (1-cr)
- LDR 560. Building Leading Capacity
- LDR 580. Leadership and Ethics
- LDR 591. Applied Leadership Reflection and Planning* (1-cr)

*Students must complete LDR 591.

Students can also pursue a general MBA, and complete any of the elective course offerings above, or one of the following - these courses do not align with any of the above tracks.
- MBA 516. Supply Chain Management
- MBA 546. Topics in Finance
- MBA 566. Topics in Accounting
- MBA 577. Topics in Healthcare Management
- MBA 595/596. Independent Research
- MBA 592. Advanced Projects in Business
- MBA 598. Topics

**Strategy/Capstone** (3 credits): Each MBA student must successfully complete the following -course capstone requirement:
- MBA 591 - Strategic Management and Policy, a general capstone course covering all functional areas and all distinct objectives
Summer 2018
- May 12 and 13
- June 2 and 3
- June 23 and 24
- July 21 and 22
- August 4 and 5
- August 11 and 17

Fall 2018
- September 8 and 9
- September 29 and 30
- October 20 and 21
- November 3 and 4
- December 1 and 2
- December 8 and 9

Spring 2019
- January 19 and 20
- February 16 and 17
- March 16 and 17
- April 6 and 7
- April 27 and 28
- May 4 and 5
CREATIVE WRITING

Bonnie Culver, Ph. D., Program Co-Founder, Program Director
J. Michael Lennon, Ph. D., Program Co-Founder
Bill Schneider, Associate Director

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.

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. (48 credit hour minimum)

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 )
A certificate in one genre is also available. Students complete the first 15 credits of the Masters program. This option is suited for:

- students who do not wish to pursue the master of arts, but wish to explore writing;
- students who do not possess a bachelor's degree, but demonstrate talent in writing;
- students who are conditionally admitted to the program.
After completing nine credits hours, students in the certificate program may apply for enrollment in the Masters program. The credits in the certificate program automatically transfer into the Masters program.

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.
MA IN CREATIVE WRITING

Thesis Requirements

To satisfy the Masters of Arts in Creative Writing thesis requirement:

Students, graduating with a Master of Arts in Creative Writing, will produce and present a full-length text and support materials that demonstrate the mastery of requisite standards, processes, and procedures for bringing that project into its appropriate public venue. The diploma will also specify which area of study the student pursued and include the following options: Poetry, fiction, screenwriting, playwriting, creative nonfiction, documentary film, and publishing.

The Writer's Life

Acknowledging and understanding the spiritual, psychological, physical, discipline, habits, and support mechanisms required for continued sustenance for the writing life.

At the completion of this program, students will be able to:

1. Articulate the strengths and weaknesses of and discriminate between
   the archetypal models of writerly lives as they build a writing life plan
   of their own design.
2. Articulate the strengths and address the weaknesses of the work of
   their peers, as well as their own work and their writing process

Craft and Technique

Demonstrating the mastery of one's major area of study through the practice of writing in various forms including the demonstrable and the proven ability to critique one's own work and that of others honestly and vigorously.

Most creative writing programs spend most or all of their assigned time in workshops and in one-on-one critiques that emphasize this area of study. The Wilkes program also spends a great deal of time on studying how a text "works," whether it be a classic model, students' work, or a peer's draft. This study asks students to dissect texts and break them down into their basic elements. To become a better writer, students must learn how to objectively analyze and critique a wide range of texts in their areas of study.

At the completion of this program, students will be able to:

1. Describe the breadth and depth of knowledge of the historical context
   and tradition of the range of forms, conventions, and styles within
   their selected major and minor areas.
2. Demonstrate competency in the technology of their major genre
   area.

Art Delivery Method

Studying the multiple and appropriate pathways in which one's creative work becomes public, including knowing the research methods, business practices, and genre-specific conventions that writers need to obtain notice of and appreciation for their work.

This program strand addresses the business, economic, and genre-specific opportunities for your work. Faculty panels from each genre will introduce this idea to students in the first residency. As students move through the program, the faculty and their mentors will work with students to understand both the business practices and the appropriate pathway for their work.

At the completion of this program, students will be able to:

1. Understand the legal and ethical standards and the practical issues
   of their profession, and demonstrate that knowledge through the
   residencies and portfolio work of the program.
2. Speak and write to people in professional venues of their area in a
   confident manner.

Capstone Requirements

The Master of Arts in Creative Writing Capstone is where students have a chance to demonstrate their full mastery of their major area that meet all of the student learning outcomes listed above. All Master of Arts creative projects, no matter which track, will be given an evaluation by an outside reader who is an industry expert, someone who is an editor, agent, publisher, producer, or director. A unique quality of the Wilkes M.A. is how that work comes together in the final capstone. All capstones, no matter which area the graduate selects, must have both a written and spoken component and must also meet specified graduation criteria. The order for the final thesis and some samples are included in other lessons in this section of CW 520. ALL THESSES MUST BE PRESENTED IN STANDARD INDUSTRY-SPECIFIC FORMATS PER GENRE.

The following are the area specific requirements for the Master of Arts in Creative Writing capstone:

Poetry

During the final residency (CW 525R) poets will present a formal reading from their finished poetry chapbook or poetry collection. The formal reading will be limited to ten minutes followed by a Q & A from faculty, mentors, and other students. Some or all work must be recited.)

THESIS/Support materials will include:

• THESIS (24-50 pages, chapbook; 50+ pages,, collection)
• A query letter (1-2 pages)
• Writing Self-Analysis Essay, including Writing Life Plan
• Artist's statement (1 page.)
• Final annotated bibliography of all readings leading to the thesis project, from CW 512-520.

Fiction

During the final residency (CW 525), fiction writers will present a formal reading from their manuscript, which will be either a novel or short story collection. The formal reading will be limited to ten minutes followed by a Q & A from faculty, mentors, and other students.

THESIS/Support materials will include:

• THESIS- (Novella, novel, or short story collection- 120 page minimum)
• A query letter (1-2 pages)
• Writing Self-Analysis Essay, including Writing Life Plan
• Jacket blurb (bio) (1 page.)
• Final annotated bibliography of all readings leading to the thesis project, from CW 512-520.

Plays

Playwrights will work through the pre-residency with an assigned director to cast and to prepare the play for a formal staged reading that will be held during the CW 525 capstone or off-campus at a designated theatre. Experienced actors, appropriate to the work, will be utilized. Playwrights will be prepared to answer questions about their work and processes, following the staged reading.

THESIS/Support materials will include:
MA in Creative Writing

• THESIS-(Full-length play, collected one-acts, or performance piece 80+ pages)
• A query letter (1-2 pages.)
• Playwright’s bio (1 page.)
• Writing Self-Analysis Essay, including Writing Life Plan
• Play synopsis (1-2 pages.)
• Final annotated bibliography of all readings leading to the thesis project, from CW 512-520.

Screenplays

Screenwriters will work with their writer mentors in the pre-residency to prepare their script for a table reading during their final residency (CW 525R). Readers will include actors, cohort members, and other available readers. Screenwriters must be prepared to present a "pitch" to a film producer, agent, or director before the reading and to answer process questions, following the table reading.

THESIS/Support materials will include:

• THESIS-(Full-length screenplay, collected feature shorts, 80+ pages.)
• The “pitch”
• A query letter (1-2 pages.)
• Writing Self-Analysis Essay, including Writing Life Plan
• Screenplay treatment (2-4 pages.)
• Final annotated bibliography of all readings leading to the thesis project, from CW 512-520.

Creative Nonfiction

During the final residency (CW 525R), creative nonfiction writers will present a formal reading from their completed full-length manuscript, which will be either a memoir or essay collection. The formal reading will be limited to ten minutes, followed a Q & A from faculty, mentors, and other students.

THESIS/Support materials will include:

• THESIS-(Full-length manuscript or collection of short works)
• A query letter (1-2 pages.)
• Writing Self-Analysis Essay, including Writing Life Plan
• Back flap copy (bio) (1 page.)
• Final annotated bibliography of all readings leading to the thesis project, from CW 512-520.

Publishing

During the final residency (CW 525R), students in the publishing track will present their new e-zine, small press, journal as if they are actually launching this new company. These students will make a formal presentation to a panel of publishers, editors, and agents. Additionally, they will create materials that will be included in a M.A. book fair.

THESIS/Support materials will include:

• The first novel, journal, e-copy (minimum) to be launched by the student’s new company
• The portfolio of work leading to the student’s decisions:
  • Interviews, logs, transcriptions
  • Marketing materials for launch
  • Self-analysis essay, including the Writing Life Plan
• Final annotated bibliography of all readings, interviews leading to the thesis project, from CW 512-520.

Documentary Film

During the final residency (CW 525R), students in the documentary film track will present their new documentary film as if they are actually launching this film at a festival. Additionally, they will create materials that will be included in a M.A. film festival.

• Short documentary film (30 minutes maximum) DVD copy
• The portfolio of work leading to the student’s decisions:
  • Interviews, logs, transcriptions
  • Marketing materials for launch
  • Self-analysis essay, including the Writing Life Plan
  • Final annotated bibliography of all readings, interviews leading to the thesis project, from CW 512-520

Degree Requirements | 30 credits (minimum)

First Residency

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First Project Semester: Students select any two of the following foundation courses. Each of these courses will be delivered online by faculty from each genre in the Project semesters.

Students who expect to enter the publishing track may select from any of the five foundations courses; students entering the documentary film track should register for CW 504—screenwriting and one other area of study.

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<th>Course</th>
<th>Description</th>
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<td>Writing Poetry</td>
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<tr>
<td>CW 504</td>
<td>Writing Screenplays</td>
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<td>CW 505</td>
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<tr>
<td>CW 506</td>
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Total Credits: 6

Second Residency

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 510R</td>
<td>Planning the Writing Life</td>
<td>3</td>
</tr>
</tbody>
</table>

In this residency students will select which track they are pursuing and be assigned a writer or editor or filmmaker mentor

Second Project Semester: Students will be registered in the courses listed below by area of study in both CW 512, 514:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 512F</td>
<td>Genre and Context in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>CW 512P</td>
<td>Genre and Context in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>CW 512S</td>
<td>Genre and Context in Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>CW 512L</td>
<td>Genre and Context in Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>
### MA in Creative Writing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 512N</td>
<td>Genre and Context in Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>CW 512U</td>
<td>Genre and Context in Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CW 512D</td>
<td>Genre and Context in Making Documentary Films</td>
<td>3</td>
</tr>
<tr>
<td>CW 514F</td>
<td>Genre and Context in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>CW 514P</td>
<td>Genre and Context in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>CW 514S</td>
<td>Genre and Context in Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>CW 514L</td>
<td>Genre and Context in Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>CW 514N</td>
<td>Genre and Context in Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>CW 514U</td>
<td>Genre and Context in Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CW 514D</td>
<td>Genre and Context in Making Documentary Films</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 6**

### Fourth Residency

**Master of Arts in Creative Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 525R</td>
<td>Masters Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

All students present capstone projects by area of study

<table>
<thead>
<tr>
<th></th>
<th>Total Credits for Master of Arts</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 525R</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 30**

Optional CW 530. Continuous registration (one - six credits) optional course used to complete capstone coursework.

### Third Residency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 516R</td>
<td>Final Project/Thesis Plan Residency Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 3**

**Third Project Semester: FINAL WRITING TERM—STUDENTS SELECT COURSE BY AREA OF STUDY (6 credit courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW 520 F</td>
<td>Final Project / Fiction Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CW 520 P</td>
<td>Final Project / Poetry Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CW 520 S</td>
<td>Final Project / Screenwriting Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CW 520 L</td>
<td>Final Project / Playwriting Thesis</td>
<td>6</td>
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<td>6</td>
</tr>
<tr>
<td>CW 520 U</td>
<td>Final Project / Publishing Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CW 520 D</td>
<td>Final Project / Documentary Film Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CW 520 D</td>
<td>Final Project / Documentary Film Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 6**
MFA in Creative Writing

To satisfy the Masters of Fine Arts in Creative Writing degree requirements:

Students, graduating with a Master of Fine Arts in Creative Writing, will revise their Master of Arts thesis to produce a publishable manuscript or begin a new project, building upon the strengths of the M.A. thesis. Additionally, they will produce and present a literary analysis paper, complete a term-long internship in teaching or publishing, and submit a final portfolio that chronicles their work in the entire program, all of which demonstrate their understanding and utilization of their literary tradition and the best practices of teaching pedagogy or the publishing industry.

The Analysis Paper

At the completion of this program, students will be able to:

1. Demonstrate an understanding of the literary tradition and where their own work lives within that literary spectrum.

2. Describe the breadth and depth of knowledge of the historical context and tradition of the range of forms, conventions, and styles within their selected major area.

The Teaching/Publishing Internship

Utilizing the multiple and appropriate teaching methodologies in beginning, workshopping, critiquing, and sustaining the creative work of others, including knowing the diverse strategies, best practices, and genre-specific exercises that lead to the creation of student work.

At the completion of this program, students will be able to:

1. Demonstrate competency in the best practices of teaching creative writing or in the business of supporting writers and their work in the publishing industry.

2. Develop a variety of artists-in-residency or publishing venues.

The Final MFA Portfolio

Demonstrating the understanding of the best practices of effective teaching and sustaining creative work, in various ways, including the demonstrable and the proven ability to critique and facilitate the creative work of others honestly and vigorously while continuing to produce one's own creative work.

At the completion of this program, students will be able to:

1. Understand the legal and ethical standards and the practical issues of the teaching or publishing profession, and demonstrate that knowledge in the residencies and portfolio work of the program.

2. Demonstrate competency in the best practices of creative writing pedagogy or the business practices of the publishing industry.

3. Demonstrate advanced writing competency in their own creative work;

4. Demonstrate an advanced knowledge of contemporary literature in their area of study in an oral and written presentation of their analysis of assigned texts.

Residency #1

Students will begin the M.F.A. coursework during the Master of Arts Capstone residency (CW 525R). Students begin that work by attending additional modules taught by literature PhD faculty and meetings with all faculty during that residency. Students will receive a formal reading list from the faculty and develop their analysis plan in those formal meetings and discussions with faculty.

Project Term #1 - CW 612. Literary Analysis

Six Credits

Reading, analyzing, and preparing an extensive graduate paper that demonstrates the students' understanding of the history, tradition, various forms, and diverse styles of contemporary literature in one area of study-fiction, creative nonfiction, film, drama, or poetry. Reading list will be provided by the faculty and students' essays' approach must be approved by faculty mentor and the Program Director.

Final paper presentation is made at the subsequent residency. Hard copy of paper is 25 to 65 pages.

CW 614. Revision Term

Three credits

Students will have the opportunity to continue to work with a faculty mentor to revise their creative thesis and prepare it for publication/production OR begin a new project, built upon the strengths of the Master of Arts thesis.

Residency #2 - CW 616R. Writing in Education/Publishing

Three credits/Residency Course

Students will be required to make a formal paper presentation during this residency to complete CW 612. Students will complete work generated by team-taught modules to prepare them for either a teaching or publishing internship. They will meet with peers, mentoring faculty and create and deliver mini-lesson plans for proposed courses or a study plan in publishing. Such work must be drawn upon the best practices of the pedagogy of teaching creative writing or working in publishing in a variety of settings. Students will continue to sharpen their own oral and writing skills as they build an acceptable syllabi, course materials/internship goals for an internship and sample lessons/work plan by week's end. By week's end, students will have an internship experience and internship supervisor assigned to them.

Project Term #2 - CW 620. Writing in Education/Publishing Internships

Six Credits

Students will be required to teach creative writing in one or several various educational venues from a series of artists-in-the schools residencies to for-credit adjunct/full-time course work OR complete an internship with a magazine, small press, or literary agency. Students will document their work through student portfolios and will be supervised by a faculty mentor. In whatever experience students select, they must demonstrate student contact hours of no less than 40 hours per term for teaching and 20 hours.
per week for publishing internships. Students will present a final analysis of their teaching or publishing experience in writing and orally at term's end.

**CW 630. Continuous Registration**

One to Six Credits

This course allows students to continually register where needed for further revision in preparation of their final project. Students must continually register until revisions are complete or they complete the required capstone.
Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

infractions involve a small part of the total course work, or occur on a minor assignment. The following are some examples:

**Low Level** - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These enforcement of the policy. Those charged with levying the sanctions are not restricted to the sanctions listed.

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 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 unauthorized access. Intentionally denying access to resource materials or referenced materials to interfere with the academic progress of others would such as the submission time or date of assignments, reasons for tardiness of assignments or reporting false information regarding another student.

**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 exams or assisting a student in obtaining unauthorized materials is also considered fabrication.

**Facilitation of academic dishonesty** – Allowing another student to use one's work without the authorization of the instructor. Providing information regarding 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.

**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**. Working with another student on an assignment without instructor authorization.

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.

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 examples provided to create a context for the determination of the level of infraction and certainly are not all inclusive.

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 as 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.

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**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.

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**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)

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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**. Working with another student on an assignment without instructor authorization.

**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.
- A make-up assignment at the same level of difficulty.
Education

- 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.

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)

All academic integrity infractions committed after a previous medium or high level academic integrity violation.

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
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 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 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-OOO-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-OOO-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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Weeks in Part of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Teaching and Learning</td>
<td>9 weeks or 14 weeks</td>
</tr>
<tr>
<td>Art and Science of Teaching</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Autism Endorsement Program (PA Endorsement)</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Program</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Discovery Education EDGE</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Early Childhood Literacy</td>
<td>9 weeks or 14 weeks</td>
</tr>
<tr>
<td>Educational Development and Strategies</td>
<td>12 weeks for Wilkes courses; PLS courses offered in multiple formats</td>
</tr>
<tr>
<td>Educational Leadership, Ed.D.</td>
<td>12 weeks; 6 week format available in summer</td>
</tr>
<tr>
<td>Educational Leadership w/ PA K-12 Principal Certification</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Educational M.S. with PA Special Education Certification</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>12 weeks for Wilkes courses; 7 weeks for PLS courses</td>
</tr>
<tr>
<td>Gifted Letter of Endorsement (PA Endorsement)</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Online Teaching M.S. with PA Online Instruction Endorsement</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Instructional Technology with PA Instructional Technology Specialist Certification</td>
<td>12 weeks</td>
</tr>
<tr>
<td>International School Leadership</td>
<td>12 weeks for Wilkes courses; 7 weeks for PLS courses</td>
</tr>
<tr>
<td>International Teaching and Learning</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Literacy Specialist</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Middle Level Education Program (30 credits, 36 credits, &amp; Initial PA Certification)</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Reading M.S. with Reading Specialist Certification</td>
<td>9 weeks or 14 weeks</td>
</tr>
<tr>
<td>School Business Leadership</td>
<td>12 weeks</td>
</tr>
<tr>
<td>STEM Letter of Endorsement (PA Endorsement)</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Superintendent's Letter of Eligibility</td>
<td>12 weeks; 6 week format available in summer</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages M.S. with PA ESL Program Specialist Certification</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>
AUTISM ENDORSEMENT PROGRAM

Autism Endorsement Program

Pennsylvania Autism Letter of Endorsement Program

Ms. Vicki Jones, Program Coordinator

The Autism Letter of Endorsement is a 12-credit fully online graduate program designed to provide professionals with advanced training in the areas of Autism Spectrum Disorders and Pervasive Developmental Disorders. The program has received approval from the Pennsylvania Department of Education. Therefore, satisfactory completion of the 12-credit letter of endorsement program, including all course and field experience requirements, will enable candidates to apply to the PDE to add the letter of endorsement on their existing Pennsylvania certificates. The four courses may also be taken as electives by other educational and clinical professionals who wish to gain additional knowledge in the areas addressed in each course.

The requirements for this 12-credit endorsement are:

• AUT 501 Autism Diagnosis and Treatment (3 credits; 20 hours field experience)
• AUT 502 Applied Behavioral Analysis and Autism (3 credits; 20 hours field experience)
• AUT 503 Autism Scope and Sequence (3 credits; 20 hours field experience)
• AUT 504 Advanced Autism Instruction and Intervention (3 credits; 20 hours field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
EDUCATION LEADERSHIP

Doctor of Education (Ed.D.)

Dr. Karim Medico Letwinsky, Chair, Assistant Professor of Education, School of Education
Mrs. Pamela Koslosky, Administrative Assistant

Mission

The mission of the Doctor of Education, Education Leadership Program is to empower leaders with the knowledge, skills, and abilities to effect change in educational systems through the synthesis of theory, scholarship, and practice.

Vision

The vision of the Doctor of Education, Education Leadership Program is to develop authentic, ethical, courageous, and innovative leaders who transform educational culture and practice.

Programs

Wilkes University’s Doctor of Education (Ed.D.) in Educational Leadership is a 60-credit post-master’s low residency program offered in a blended online format with annual residencies. The completion of required doctoral-level coursework culminates in the development of a dissertation proposal. The final dissertation and its defense are the capstone requirements for the Ed.D. in Educational Leadership. The objectives of the doctoral program in Educational Leadership are to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large. The outcomes of this program: (1) The knowledge-base to serve as educational leaders in their respective fields. (2) The skills to apply research to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education. (3) Comprehensive training in the areas of administration or technology, to include skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies. (4) Dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures. (5) Opportunities to develop self and others through informed, ethical, and reflective decision-making.

Degree Requirements

All candidates for the Doctoral Degree in Educational Leadership must complete a program of at least sixty (60) credits.

Doctoral Core Courses Required of All Ed.D. Students

Leadership: 9 credits
ED 610 Ethics for Educational Leaders
ED 612 Leadership, Diversity, & Societal Change
ED 614 Organizational and Leadership Theory

Research: 12 credits
ED 681 Introduction to Educational Research
ED 682 Quantitative Methods for Educational Research I
ED 683 Qualitative Methods in Educational Research I
ED 685 Quantitative Methods for Educational Research II OR ED 686 Qualitative Methods in Educational Research II

Dissertation: 9 credits
ED 697 Dissertation Proposal Seminar (3 credits)
ED 698 Dissertation Proposal (3 credits)
ED 699 Dissertation (3 credits)

Ed.D. Students select one 30-credit hour area of study:

K-12 Administration 30 credits (leading to Pennsylvania superintendent certification)

Required courses: 30 credits
ED 623 Educational Technology Leadership (36-hour field experience)
ED 625 Professional Development & Supervision (36-hour field experience)
ED 627 Advanced Issues in Educational Law
ED 628 Human Resource Development & Labor Negotiations
ED 629 Strategic Thinking and Planning
ED 650 Curriculum, Instruction, & Assessment (36-hour field experience)
ED 652 Special Education Administration (36-hour field experience)
ED 654 School Finance & Facilities Administration (36-hour field experience)
ED 658 Advanced Studies in School District Leadership (90 hour internship)
ED 659 Superintendent Internship (90 hour internship)

Educational Leadership 30 credits

Required courses: 15 credits
ED 615 Professional Seminar in Educational Leadership
ED 626 Politics and Policy for Educational Leaders
ED 629 Strategic Thinking and Planning
ED 632 Cognition and Learning
ED 643 Trends and Innovations in Instructional Technology

Concentrations: 15 credits—Students select one of three available concentrations:

Curriculum and Instruction

Recommended for students who wish to become a faculty member in higher education or work in the area of curriculum design and development.

- ED 670 Curriculum Theory
- ED 672 Curriculum Design and Instructional Models
- ED 673 Controversies in Curriculum, Instruction, and Assessment
- Two 3-credit electives from available doctoral level courses, which can include: ED 679 Internship in Curriculum and Instruction (90 hours)

Educational Technology

Recommended for students who wish to become a faculty member in higher education or work in the field of educational technology in public or private institutions.

- ED 635 Integrating Technology for Diverse Learners
- ED 646 Assistive Technology
- ED 645 Technology Supported Assessment
- Two 3-credit electives from available doctoral level courses, which can include: ED 639 Internship in Instructional Technology (90 hours)

Educational Leadership Studies

Recommended for students who currently work in or would like to work in higher education or in the field of educational leadership as a faculty member or as a member of the professional or administrative staff.

- ED 620 Educational Institutions and Systems
- Four 3-credit electives from available doctoral courses, which can include a 90 hour internship tailored to meet student's career goals

Superintendent’s Letter of Eligibility

Students enroll in the superintendent certification-only program through the Doctor of Education program in K-12 Administration. This PDE-approved
program consists of 30-credits, which includes: eight 3-credit courses offered in a blended format (with field work totaling 180 hours) and 6-credits of a 180-hour internship at the superintendent's level. Students may elect to apply for admission to Wilkes University's Doctor of Education (Ed.D.) during or at the conclusion of the program. The successful completion of this 30-credit certificate program satisfies the K-12 Administrative specialization requirements for the Ed.D. Thirty additional credits, which include research and dissertation coursework, are required to earn the Ed.D. in Educational Leadership.

K-13 Administration courses for Superintendent Certification (30 credits)

Pennsylvania Department of Education required field and internship hours are noted after course titles. NOTE: ED 658 and 659 must be taken last in the program.

- ED 623 Educational Technology Leadership (field hours)
- ED 625 Professional Development and Supervision (field hours)
- ED 627 Advanced Issues in Educational Law
- ED 628 Human Resource Development and Labor Negotiations
- ED 629 Strategic Planning and Thinking
- ED 650 Curriculum, Instruction and Assessment (field hours)
- ED 652 Special Education Administration (field hours)
- ED 654 School Finance and Facilities Administration
- ED 658 Advanced Studies in School District Leadership (90-hour internship)
- ED 659 Superintendent Internship (90-hour internship)

Students may elect to apply for admission to Wilkes University's Doctor of Education (Ed.D.) during or at the conclusion of the program. The successful completion of this 30-credit certificate program satisfies the K-12 Administrative specialization requirements for the Ed.D.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.

Doctoral Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
<td>Failure. No credit earned</td>
</tr>
</tbody>
</table>

More specific information about the doctoral programs, their requirements and admission procedures can be found on-line at https://www.wilkes.edu/doctorofeducation.
EDUCATIONAL DEVELOPMENT AND STRATEGIES

Educational Development and Strategies

Ms. Renee Sipple, Program Coordinator

The Master of Science degree in Education with a major in Educational Development and Strategies is designed to meet the needs of practicing teachers by combining effective teaching practices with theory and research. Students will grow their knowledge base as well as gain practical skills and techniques that are directly applicable to their classroom.

Program Learning Outcomes:
1. Students will be able to implement strategies to guide instruction for learning to achieve established learning goals.
2. Students will be able to apply differentiated instruction techniques and strategies to create learner centered classrooms and lessons for diverse populations.
3. Students will be able to discuss current, validated research underlying the theory, principles, and practices of the course content and apply them to his/her own instructional setting and content area.
4. Students will be able to model and directly teach communication skills that build rapport with the community of learners.

Program Requirements:
The requirements for this 30-credit degree are:

Area I: Foundations of Education (6 credits required)
- ED 519 Issues, Law, and Trends in Education (3 credits) - required

And one of the following:
- ED 510 Psychological Foundations (3 credits)
- ED 511 Philosophical Foundations (3 credits)
- ED 512 Social Foundations (3 credits)
- ED 513 Comparative Foundations (3 credits)
- ED 515 Cognition (3 credits)
- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

Area II: Professional Skills (9 credits required)
- ED 520 Using Assessment to Guide Instruction (3 credits)
- ED 522 Curriculum and Instruction (3 credits)
- ED 585 Integrating Technology into the Curriculum (3 credits)

Area V: Major Courses PLS 3rd Learning (12 credits required)
- Select from courses numbered ED 541-561, ED 5020, ED 5024 and ED 5401-5407

Elective Courses (3 credits required)

PLS 3rd Learning (Area V) courses cannot be used for elective credits in this degree program, including those listed as 558 Topics courses.
The Master of Science in Education with a major in Educational Development and Strategies International program is designed to meet the needs of practicing teachers, abroad, by combining effective teaching practices with theory and research. In this program, teachers will learn new skills that can be immediately implemented in their classroom. The Educational Development and Strategies International master's degree is offered in hybrid format, blending online and face-to-face learning.

Program Learning Outcomes:

1. Students will be able to implement strategies to guide instruction for learning to achieve established learning goals.
2. Students will be able to apply differentiated instruction techniques and strategies to create learner centered classrooms and lessons for diverse populations.
3. Students will be able to discuss current, validated research underlying the theory, principles, and practices of the course content and apply them to his/her own instructional setting and content area.
4. Students will be able to model and directly teach communication skills that build rapport with the community of learners.

The requirements for this 30-credit degree are:

**Wilkes Core Courses (Five required: one in hybrid format during initial onsite component; remaining four in online format):**

- ED 508 Intercultural Communication (3 credits)
- ED 510 Psychological Foundations of Education (3 credits)
- ED 513 Comparative Foundations of Education (3 credits)
- ED 525 Introduction to Educational Research (3 credits)
- ED 530 Utilizing Emerging Technologies to Improve Learning (3 credits)

**PLS 3rd Learning courses (Five total: one in hybrid format during initial onsite component; four electives in online format):**

- ED 548 Purposeful Learning Through Multiple Intelligences (3 credits)
- ED 552 Teaching Through Learning Channels (3 credits)
- ED 554 Successful Teaching for Acceptance of Responsibility (3 credits)
- ED 555 Classroom Management: Orchestrating a Community of Learners (3 credits)
- ED 557 Differentiated Instruction for Today's Classroom (3 credits)
- ED 561 Reading Across the Curriculum (3 credits)
- ED 5002 Instructional Design for Online Educators (3 credits)
- ED 5003 Facilitating Online Learning Communities (3 credits)
- ED 5004 Action Research in the E-Learning Environment (3 credits)
- ED 5010 Using Online Resources to Bring Primary Sources to the Classroom (3 credits)
- ED 5021 Blended and Synchronous Learning Design (3 credits)
- ED 5022 Simulations and Gaming Technologies for the Classroom (3 credits)
- ED 5023 Building Online Collaborative Environments (3 credits)
- ED 5024 Educating the Net-Generation (3 credits)
- ED 5402 Cultural Competence: A Transformative Journey (3 credits)
- ED 5405 Teaching the English Language Learner (3 credits)

The program consists of 30-credits (10 graduate courses). Each student will take 5 core classes through Wilkes and choose 5 PLS 3rd Learning courses that best meet their individual needs.

Wilkes University Graduate Bulletin 2018-2019
EDUCATIONAL LEADERSHIP (EDLS)

Educational Leadership with PA K-12 Principal Certification

Dr. Charles Smargiassi Chair/Assistant Professor of Education Program Director

The Master of Science in Education with a major in Educational Leadership with K-12 principal certification (EDLS) is an advanced program of study consisting of 36 credits. A 27-credit certification only option exists for students in possession of an earned master’s degree. All students applying for admission to the Educational Leadership program, degree or certification only, must follow the special admissions process as described on the program webpage.

The MS in Educational Leadership (EDLS) is primarily available in an online format. The EDLS program orients students to field work and research requirements, the responsibilities of the principalship, and the first course that form the base of the EDLS experience—ED 517 The Principal as Educational Leader. Students may not take courses listed as EDLS certification courses prior to completing ED 517.

Program Learning Outcomes:

1. The student will demonstrate an understanding of the knowledge and skills to think and plan strategically. Creating an organizational vision around personalized student success.
2. The student will demonstrate an understanding of the creation of a culture of teaching and learning with an emphasis on learning.
3. The student will demonstrate the ability to operate in a fair and equitable manner with personal and professional dignity.

Program of Study

A candidate for the EDLS degree, which includes PA Department of Education K-12 Principal Certification, must complete the following courses for certification:

ED 517 The Principal as Educational Leader (3 credits; prerequisite course for all certification courses—30 field hours)
ED 523 Administrative Leadership in Curriculum and Instruction (3 credits; 30 field hours)
ED 571 Special Education Programming and Administration (3 credits; 30 field hours)
ED 573 Evaluation of Educational Programs (3 credits; 30 field hours)
ED 575 School Law for Principals (3 credits)
ED 576 School Management and Communications (3 credits; 30 field hours)
ED 578 Staff Development and Supervision (3 credits; 30 field hours)
ED 592 A and ED 592 B: Administrative Internship and Applied Research Project (3 credits each; taken last—90 intern hours per course; Part A and B must be taken consecutively.)

To fulfill degree requirements, students admitted as of 2014 must also complete:

ED 508 Intercultural Communication (3 credits)
ED 525 Introduction to Educational Research (3 credits)
ED 587 Technology Leadership (3 credits)

These courses can be completed at any point in the program prior to graduation.

A 'Certification Only' option is available for the Educational Leadership program and requires the same admissions process as the degree-seeking option. A previous Master's degree, either from Wilkes or another university, is required for admission as a 'Certification Only' student. Certification only students complete only the 27 credits required for certification through the PDE for K-12 Principal.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
EFFECTIVE TEACHING

Effective Teaching

The program teaches advanced skills needed to engage students and improve classroom practice for new or veteran teachers, with or without certification who are working in international schools. Coursework is aligned with the Danielson and Marzano teacher frameworks in order to provide curriculum that is in line with these widely adopted models for effective teaching. Students enrolling in the Effective Teaching program must be currently employed in an international school setting.

Program Learning Outcomes:

1. Develop the knowledge and skills to promote the engagement of diverse learners.
2. Demonstrate professional growth as effective and responsive teachers.
3. Gain skills in instructional design and the fundamentals of instruction in online learning environments.
4. Students will use research to synthesize theory and practice by applying cumulative program knowledge in an authentic way and consistent with 21st century best practice.

The program requires 30 credits. Courses are aligned with InTASC teaching standards adapted for national and international educators.

Foundations of Education

Required courses:

- ED 525 Introduction to Educational Research (3 credits)
- ED 539 Advanced Studies in Teaching & Learning (capstone – 3 credits)

Choose one:

21st Century Teaching Practice

Required courses:

- ED 5026 Engaging 21st Century Learners to Promote Student Interaction (PLS) (6 credits)
- ED 5027 Effective and Responsive Teaching and Assessment (PLS) (6 credits)
- ED 5028 Building a Professional Network (PLS) (3 credits)

Choose 6 credits:

- ED 5029 Essential Classroom Strategies (PLS) (6 credits)
- ED 5030 Instructional Design for Online Educators™ (PLS) (3 credits)
- ED 5031 Facilitating Online Learning Communities™ (PLS) (3 credits)
INSTRUCTIONAL MEDIA
Instructional Media with Pennsylvania STEM Letter of Endorsement Option

The Master of Science in Education with a major in Instructional Media is a fully online program that is offered in collaboration with Discovery Education. This 30-credit program prepares teachers to engage today's students in learning through the use of cutting-edge instructional media resources from video to Web 2.0 to virtual fieldtrips. It will train educators to become specialists who can effectively blend academic rigor and research with the latest technology in digital media, capitalizing on their "Net Gen" students' strengths. Participants in the program will have access to the #1 non-fiction media brand in the world, Discovery Education, which transforms K-12 and Higher-Ed classrooms with the highest-quality content that empowers educators to measure and improve student achievement. Applicants to this program should follow the admission guidelines outlined earlier in this section.

While a state approved teaching certificate is not required for admission to this program, it is strongly encouraged that students have experience in an educational environment. Experience using technology is also recommended.

Program Learning Outcomes:

1. The student will demonstrate leadership skills as they apply the concepts of globalization and creativity to the design of effective technology integration in the classroom.
2. The student will develop skills to create authentic and differentiated learning experiences in the classroom through the implementation of technology and digital resources.
3. The student will demonstrate effective skills in digital media production, editing, and sharing that are consistent with appropriate utilization and fair use guidelines.
4. The student will demonstrate the ability to develop effective assessments for student work that incorporates digital media and various technology resources.

The requirements for this 30 credit degree are:

Foundations and pedagogy courses (21 credits)

EDIM 500 Foundations for Future-Ready Students (3 credits)
EDIM 501 Cognition and Technology: Aligning Brain-based Research and Technology Integration (3 credits)
EDIM 502 Project-based Learning (3 credits)*
EDIM 503 Differentiation Supported by Technology (3 credits)
EDIM 504 Digital Storytelling (3 credits)
EDIM 507 Globalization and Advocacy (3 credits)
EDIM 508 Digital Media in the Classroom (3 credits)
ED 521 Using Technology for Assessment (3 credits)

Elective courses (choose 9 credits)

EDIM 510 Web 2.0 Impacting Learning Environments (3 credits)
EDIM 511 Portable Video Production and Application (3 credits)
EDIM 515 BYOD: Mobile Devices for Teaching and Learning - Previously titled BYOD: Mobile Learning in Education (3 credits)
EDIM 516 Sustaining Digital Literacy (3 credits)

EDIM 517 Practices and Implementation of STEM Education (3 credits; 10 hours of field experience)*
EDIM 518 Creating a STEM Culture Through Application (3 credits; 10 hours of field experience)*
ED 5083 Common Core Standards in Practice (3 credits)

*Courses marked with an asterisk are required for the Pennsylvania Department of Education STEM Letter of Endorsement. Students seeking the STEM Endorsement must possess a PA Level I or Level II teaching certificate.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
INSTRUCTIONAL TECHNOLOGY

Instructional Technology with Pennsylvania Instructional Technology Specialist Certification Option

The Master of Science in Education with a major in Instructional Technology is designed primarily for teaching professionals. Core education courses are combined with courses in educational technology to prepare educators to assume positions of leadership in their school or district in the area of technology. In addition to the master's degree, the program offers Pennsylvania Department of Education certification as an Instructional Technology Specialist.

Program Learning Outcomes:

1. The student will demonstrate an understanding of the fundamental concepts of technology infrastructure including the selection, installation, maintenance and responsible, ethical and safe use of current and emerging hardware and software applications for school administration and instruction.
2. The student will demonstrate practical and efficient ways to integrate technology resources into instructional designs that will systematically create educational experiences that will help K-16 students achieve specified sets of learning outcomes.
3. The student will demonstrate the ability to manage technology within a school district including creating an environment that fosters interest and growth in all aspects of technology by establishing and maintaining rapport with all staff and students through the planning, preparation and delivery of technology related in-service programs that foster the use of technology to meet current academic standards.

Program of Study

ED 530 Utilizing Emerging Technologies to Improve Learning (3 credits)
ED 577 Principles of Information Security (3 credits; Prereq: ED 588)
ED 579 Media Design (3 credits)
ED 583 Courseware Design and Construction (3 credits)
ED 587 Technology Leadership (3 credits)
ED 588 Operating Systems and Networking (3 credits)
ED 5080: Technology for Assessment and Adaptation (3 credits)
ED 5081: Technology to Support All Learners (3 credits)
ED 5082: Technology to Support Curriculum & Instruction (3 credits)
ESL 509: Computer Assisted Language Learning (3 credits)

Required for Certification

ED 591 Internship (3 credits)

For Pennsylvania Department of Education certification as a K-12 Instructional Technology Specialist, 33 credits are required.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
INTERNATIONAL SCHOOL LEADERSHIP

International School Leadership

The Master of Science in Education with a major in International School Leadership is for educators in international schools who want to assume leadership positions in those schools. It is designed in partnership with the Association for the Advancement of International Education (AAIE) and PLS 3rd Learning. The program develops the leadership, instructional, and management skills needed to be an international school leader. The degree includes 12 courses (36 credit hours) all offered online. Students will be paired with a program mentor who is an experienced education professional who has worked extensively in international schools.

The requirements for this 36-credit degree are:

PLS 3rd Learning/ AAIE Courses (24 credits)
- EDIL 5001 Vision and Mission to Guide International Schools (3 credits)
- EDIL 5002 Leading for Staff and Student Learning in International Schools (3 credits)
- EDIL 5003 Governance in International Schools (3 credits)
- EDIL 5004 International School Management and Leadership (3 credits)
- EDIL 5005 Building and Sustaining a Healthy International School Culture (3 credits)
- EDIL 5006 Ethical Leadership in International Schools (3 credits)
- EDIL 5007 Situational Awareness and Diplomacy in International Schools (3 credits)
- EDIL 5008 Continuous Professional Growth for International School Leaders (3 credits)

Wilkes Required: 6 credits
- ED 508 Intercultural Communication (3 credits)
- ED 525 Introduction to Educational Research (3 credits)

Wilkes Electives: 6 credits (Choose two courses)
- ED 510 Psychological Foundations of Education (3 credits)
- ED 513 Comparative Foundations of Education (3 credits)
- ED 515 Cognition (3 credits)
- ED 585 Integrating Technology into the Curriculum (3 credits)
- ED 587 Technology Leadership (3 credits)

Courses offered through the PLS 3rd Learning course management system are designated by the EDIL acronym, while courses offered through the Wilkes course management system are designated by the ED acronym.
INTERNATIONAL TEACHING AND LEARNING

International Teaching and Learning

Dr. Karim Medico Letwinsky, Chair/Assistant Professor of Education, Program Director

The Master of Science in Education with a major in International Teaching and Learning provides comprehensive graduate-level education in the study of teaching and learning to international educators and/or international school community members holding bachelor’s degrees from accredited post-secondary institutions. It is designed so that previous education coursework or practice is not required. The program focuses on the various foundations of education, as well as introducing cultural agility and educational technology.

Program Learning Outcomes:

1. The student will understand the components -- theoretical, cultural, psychological, and/or historical in nature -- necessary to create classroom learning environments, which are conducive to effective learning and committed to the cultivation of lifelong learners.
2. The student will demonstrate understanding of research-based learning theory and practices to motivate and instruct students in content areas that are consistent with 21st century learning principles.
3. The student will develop and employ communication skills to facilitate understanding, build relationships, and foster a community of learners with collaborative relationships, a culture of integrity, and ethical practices inclusive of both educators and educational stakeholders.
4. The student will demonstrate understanding for the need and value of lifelong learning, ongoing critical reflection, and informed action to promote continuous personal and professional growth.

This program is cohort-based and site-based. It combines an on-site low-residency model with online coursework. Degree completion requires 30 credits.

The requirements for this 30-credit degree are:

Required Courses (15 credits)

- ED 508 Intercultural Communication (3 credits)
- ED 520 Using Assessment to Guide Instruction (3 credits)
- ED 522 Curriculum and Instruction (3 credits)
- ED 525 Introduction to Educational Research (3 credits)
- ED 539 Advanced Studies in Teaching and Learning (3 credits; Capstone)

Area I: Foundations of Education (6-9 credits)

- ED 510 Psychological Foundations of Education (3 credits)
- ED 511 Philosophical Foundations of Education (3 credits)
- ED 512 Social Foundations of Education (3 credits)
- ED 513 Comparative Foundations of Education (3 credits)
- ED 515 Cognition (3 credits)

Area II: Educational Technology (6-9 credits)

- ED 530 Utilizing Emerging Technologies to Improve Instruction (3 credits)
LETTER OF ENDORSEMENT: GIFTED
Pennsylvania Gifted Letter of Endorsement Program
Ms. Vicki Jones, Program Coordinator

This PDE-approved program provides the skills needed to meet the academic, social and emotional needs of students who are gifted and talented. Courses align with guidelines provided by the Council for Exceptional Children, the National Association for Gifted Children, and the Pennsylvania Department of Education. The Gifted Letter of Endorsement program is completely online with 30 hours of embedded field experiences required. Satisfactory completion of the 12-credit letter of endorsement program, including all course and field experience requirements, will enable candidates to apply to the PDE for an endorsement on their existing Pennsylvania certifications. The four courses may also be taken as electives by other educational and clinical professionals who wish to gain additional knowledge in the areas addressed in each course.

The requirements for this 12-credit endorsement are:

Courses

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices
- EDSP 501 Special Education Methodology I (with 10 hours of field experience)
- EDSP 508 Foundations of Gifted Education (with 10 hours of field experience)
- EDSP 509 Gifted Curriculum, Assessment and Instruction (with 10 hours of field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
LETTER OF ENDORSEMENT: ONLINE INSTRUCTION

Pennsylvania Online Instruction Letter of Endorsement

The Online Instruction Letter of Endorsement is a 12-credit program designed to teach best practices in instructional design, effective online communication, and assessment, promoting social and ethical responsibility in online and blended classrooms.

The Online Instruction Letter of Endorsement is approved by the Pennsylvania Department of Education. The endorsement consists of 12 credits culminating including 20 hours of field experience. Candidates must hold a valid Pennsylvania Instructional I or II teaching certificate.

The requirements for this 12-credit endorsement are:

• ED 521 Using Technology for Assessment (3 credits) (Wilkes)
• ED 5030 Instructional Design for Online Educators™ (3 credits) (PLS 3rd Learning)
• ED 5031 Facilitating Online Learning Communities™ (3 credits) (PLS 3rd Learning)
• ED 5032 Online Teaching for Pennsylvania Educators (3 credits; 20 hours field experience) (Wilkes; prerequisite- [ED-521], [ED-5030], [ED-5031])
LETTER OF ENDORSEMENT: STEM

Pennsylvania STEM Letter of Endorsement

This 12-credit letter of endorsement program provides the tools teachers need to plan, design and incorporate STEM strategies into everyday learning. Upon successful completion, Pennsylvania educators can apply to add the STEM endorsement to their teaching certificate.

The STEM Letter of Endorsement is approved by the Pennsylvania Department of Education. The endorsement consists of 12 credits and includes 20 of field experience. Candidates must hold a valid Pennsylvania Instructional I or II teaching certificate.

Program Learning Outcomes:

1. The student will use project-based learning and inquiry-based learning to link content standards to career, community and real-world experiences.
2. The student will demonstrate a transdisciplinary approach to teaching and learning that integrates STEM across the curriculum.
3. The student will create authentic assessments that reinforce student-centered learning and provide appropriate differentiation to accommodate all students.
4. The student will utilize collaboration, leadership, and advocacy to promote a shift in culture and dispositions related to STEM education.

The requirements for this 12-credit endorsement are:

- EDIM 502: Project-based Learning
- EDIM 513: Inquiry-based Learning
- EDIM 517: Practices and Implementation of STEM Education (10 hours of field experience)
- EDIM 518: Creating a STEM Culture Through Application (10 hours of field experience)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
LITERACY SPECIALIST

Literacy Specialist

Ms. Vicki Jones, Program Coordinator

By combining theory and application, candidates will learn how to assess, diagnose and teach students how to be active and effective 21st century listeners, speakers, readers, and writers. In addition, candidates who complete the program will have the most current research-based tools necessary to facilitate literacy initiatives within their own school districts.

The coursework includes two foundational literacy acquisition and development courses, a course focused on literacy and brain research, two courses on best practices in assessment and remediation, two courses on literature supporting 21st century students (including multicultural text and digital literacy), an advanced literacy and learning in the content areas course, a leadership course focused upon literacy leadership, and a literacy education practicum course. Students who successfully complete the course sequence and who hold a valid Pennsylvania Level I or II teaching certificate will be prepared to complete the Praxis exam and apply for the PDE reading specialist certification, pending PDE approval of the program.

The Literacy Program Learning Outcomes are as follows:

1. Candidates demonstrate the knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, listening, viewing, and the integral role of the reading/literacy specialist in schools.
2. Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy. Design and implement small-group and individual evidence-based literacy instruction for students with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating the instructional practices.
3. Candidates will lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting, and using data results for instructional decision making for classrooms and schools.
4. Candidates demonstrate knowledge of relevant research, relevant theories, pedagogies, essential concepts of diversity and equity, demonstrate and provide opportunities for understanding all forms of diversity as essential to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.
7. Candidates complete a supervised, integrated, extended practicum/clinical experiences: one focused on intervention with student and the other on coaching; practicum experiences are on-going with at least one in school-based setting; and supervision includes observation and ongoing feedback by qualified supervisors.

(International Literacy Association, 2017)

M.S. in Education for the Literacy Specialist:

- LIT 501 - Foundations of Literacy Acquisition and Development (Reading and Writing)
- LIT 502 - Advanced Linguistics: Language Foundations for Teachers of Reading, Writing, and Spelling
- LIT 503 - Applying Brain Research to Literacy Development and Instruction
- LIT 504 - Best Practices in the Assessment and Remediation of Struggling Readers and Writers-Part I
- LIT 505 - Best Practices in the Assessment and Remediation of Struggling Readers and Writers-Part II
- LIT 506 - Literacy Development and Literature for Adolescents
- LIT 507 - Introduction to the World of Literature for Children and Adolescents
- LIT 508 - Literacy and Learning in the Content Areas
- LIT 509 - Best Practices in Contemporary Literacy Leadership
- LIT 510 - Literacy Education Practicum
MIDDLE LEVEL EDUCATION

Middle Level Education
Ms. Vicki Jones, Program Coordinator

The Master of Science in Education with a major in Middle Level Education (EDML) is a 30-credit program with a choice of concentration in Middle Level Mathematics, Science, English/Language Arts, or Social Studies. The degree only option meets the needs of teachers who wish to add the Grade 4-8 certification through the Pennsylvania Department of Education’s “test only” option, or who do not wish to seek certification.

Prospective students must hold Pennsylvania Level I or Level II instruction certification. The curriculum for the degree and certification program includes adolescent development, cognition and learning, subject matter pedagogy, and assessment in the program of study.

Students will select one of four concentrations at the time of application:

- Middle Level Mathematics
- Middle Level Science
- Middle Level Social Studies
- Middle Level English/Language Arts

Program Learning Outcomes:
1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

30-Credit EDML Master of Science in Education plus certification Program

Core Education

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)
- EDML 5001 Teaching Adolescent Learners at the Middle Level (3 credits)
- EDML 5007 Development of the Adolescent Learner at the Middle Level (3 credits)

Electives (6 credits required)
Choose two of the following outside of the concentration area:

- EDML 5002 Mathematics in Middle Level Education (3 credits)
- EDML 5003 Science in Middle Level Education (3 credits)
- EDML 5004 Literacy & Language in Middle Level Education (3 credits)
- EDML 5005 Social Studies in Middle Level Education (3 credits)
- ED 520 Using Assessment to Guide Instruction (3 credits)
- ED 522 Curriculum & Instruction (3 credits)
- ED 524 Action Research for Educational Change (3 credits)
- ED 525 Introduction to Educational Research (3 credits)

Academic Subject Concentration - Select one concentration (15 credits required)

Middle Level Mathematics Concentration

- EDML 5010 Number Theory in Middle Level Education (3 credits)
- EDML 5011 Measurement Concepts in Middle Level Education (3 credits)
- EDML 5012 Data Analysis, Probability, and Statistics in Middle Level Education (3 credits)
- EDML 5013 Algebraic Concepts in Middle Level Education (3 credits)
- EDML 5014 Geometry Essentials in Middle Level Education (3 credits)

Middle Level Science Concentration

- EDML 5020 Scientific Inquiry and Literacy in Middle Level Science (3 credits)
- EDML 5022 Life Sciences in Middle Level Education (3 credits)
- EDML 5023 Physical Science in Middle Level Education (3 credits)
- EDML 5024 Earth and Space Sciences in Middle Level Education (3 credits)
- EDML 5025 Chemical Science in Middle Level Education (3 credits)

Middle Level English/Language Arts Concentration

- EDML 5030 Adolescent Literature (3 credits)
- EDML 5031 Literary Forms and Media Literacy in Middle Level Education (3 credits)
- EDML 5032 Reading Strategies in Middle Level Education (3 credits)
- EDML 5033 Teaching and Evaluating Writing I in Middle Level Education (3 credits)
- EDML 5034 Teaching and Evaluating Writing II in Middle Level Education (3 credits)

Middle Level Social Studies Concentration

- EDML 5040 US History in Middle Level Education (3 credits)
- EDML 5041 Geography in Middle Level Education (3 credits)
- EDML 5042 Government and Civics in Middle Level Education (3 credits)
- EDML 5043 World History in Middle Level Education (3 credits)
- EDML 5044 Fundamentals of Economics in Middle Level Education (3 credits)
MIDDLE LEVEL EDUCATION WITH CERTIFICATION

Middle Level Education Programs with Pennsylvania Grades 4 to 8 Certification

Ms. Vicki Jones, Program Coordinator

The Master of Science in Education with a major in Middle Level Education (EDML) is a 36-credit program with a choice of concentration in Middle Level Mathematics, Science, English/Language Arts, or Social Studies. The degree prepares teachers to better meet the needs of adolescent learners and prepares teachers to apply for Pennsylvania’s grades 4-8 certificate in a particular content area.

Prospective students must hold Pennsylvania Level I or Level II instruction certification. The curriculum for the degree and certification program includes adolescent development, cognition and learning, subject matter pedagogy, and assessment in the program of study.

Students will select one of four concentrations at the time of application:

- Middle Level Mathematics
- Middle Level Science
- Middle Level Social Studies
- Middle Level English/Language Arts

Program Learning Outcomes:

1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

36-Credit EDML Master of Science in Education plus certification Program

Core Education

- ED 569 Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)

Core Knowledge Courses (9 credits required – Choose three of the following outside your concentration area):

- EDML 5002 Mathematics in Middle Level Education (3 credits)
- EDML 5003 Science in Middle Level Education (3 credits)
- EDML 5004 Literacy & Language in Middle Level Education (3 credits)
- EDML 5005 Social Studies in Middle Level Education (3 credits)

Professional Practice Courses (9 credits required)

- EDML 5001 Teaching Adolescent Learners at the Middle Level (3 credits)
- EDML 5007 Development of the Adolescent Learner at the Middle Level (3 credits)
- EDML 5009 Internship in Middle Level Education (Taken in final semester; special permission required) (3 credits)

Students select from one of four concentrations:

Middle Level Mathematics Concentration

- EDML 5010 Number Theory in Middle Level Education (3 credits)
- EDML 5011 Measurement Concepts in Middle Level Education (3 credits)
- EDML 5012 Data Analysis, Probability, and Statistics in Middle Level Education (3 credits)
- EDML 5013 Algebraic Concepts in Middle Level Education (3 credits)
- EDML 5014 Geometry Essentials in Middle Level Education (3 credits)

Middle Level Science Concentration

- EDML 5020 Scientific Inquiry and Literacy in Middle Level Science (3 credits)
- EDML 5022 Life Sciences in Middle Level Education (3 credits)
- EDML 5023 Physical Science in Middle Level Education (3 credits)
- EDML 5024 Earth and Space Sciences in Middle Level Education (3 credits)
- EDML 5025 Chemical Science in Middle Level Education (3 credits)

Middle Level English/Language Arts Concentration

- EDML 5030 Adolescent Literature (3 credits)
- EDML 5031 Literary Forms and Media Literacy in Middle Level Education (3 credits)
- EDML 5032 Reading Strategies in Middle Level Education (3 credits)
- EDML 5033 Teaching and Evaluating Writing I in Middle Level Education (3 credits)
- EDML 5034 Teaching and Evaluating Writing II in Middle Level Education (3 credits)

Middle Level Social Studies Concentration

- EDML 5040 US History in Middle Level Education (3 credits)
- EDML 5041 Geography in Middle Level Education (3 credits)
- EDML 5042 Government and Civics in Middle Level Education (3 credits)
- EDML 5043 World History in Middle Level Education (3 credits)
- EDML 5044 Fundamentals of Economics in Middle Level Education (3 credits)

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
MIDDLE LEVEL EDUCATION
WITH INITIAL PA GRADES
4 TO 8 TEACHING
CERTIFICATION

Middle Level Education
with Initial PA Grades 4 to 8
Teaching Certification

Ms. Vicki Jones, Program Coordinator

The Master of Science degree in Education with a major in Middle Level Education is a 39-credit* program designed for adults who wish to teach in Pennsylvania at the middle level -- grades 4 to 8. Upon successful completion of the program, students will be eligible to apply for Pennsylvania teaching certification. Candidates will also earn an advanced degree to excel in teaching adolescent learners. The program includes observation and student teaching hours. All courses are three credits unless otherwise noted. Additional coursework may be required, per transcript review.

Admissions Requirements

The program is ideal for students with bachelor’s degrees in mathematics, the sciences, English or communications, or the social sciences. Wilkes will also consider students who hold a bachelor’s degree in other disciplines, but have at least 18 credits in one of these core areas.

In addition, applicants must submit:

• Online application at www.wilkes.edu/applyonline
• Official undergraduate and graduate transcripts
• Two recommendation forms
• Current and valid clearances, all indicating "no record"

Program Learning Outcomes:

1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

Required Courses (39 credits)*

General Education Requirements (15 credits)
ED 520 Using Assessment to Guide Instruction (3 credits)
ESL 506 Teaching the Four Skills: Reading, Writing, Listening & Speaking** (3 credits; 15 field hours)
EDSP 501 Special Education Methodology I** (3 credits; 20 field hours)
EDSP 503 Behavior Management** (3 credits; 20 field hours)
EDAM 5033 Developing Reading/Writing Across Content (3 credits)

Middle Level Professional Practice Requirements (15 credits)
EDML 5000 Foundations of the Education Professional** (3 credits; 30 field hours)
EDML 5001 Teaching Adolescent Learners at the Middle Level** (3 credits; 15 field hours)
EDML 5007 Development of the Adolescent Learner at the Middle Level** (3 credits; 15 field hours)
EDML 5008 Student Teaching internship in Middle Level Education** (6 credits; final semester; permission required)

Middle Level Core Knowledge Requirements (9 credits)
Select three courses not in your concentration area
EDML 5002 Mathematics in Middle Level Education (3 credits)
EDML 5003 Science in Middle Level Education (3 credits)
EDML 5004 Literacy & Language Arts in Middle Level Education (3 credits)
EDML 5005 Social Studies in Middle Level Education (3 credits)

* Additional coursework may be required based on transcript review prior to admission.

**Observation and Student Teaching Requirements
Field experiences and student teaching are mandatory, hands-on learning components to teacher certification. These experiences take place in a school near your home. The program culminates in a full-time, semester long student teaching assignment.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
ONLINE TEACHING

Online Teaching with Pennsylvania Online Instruction Letter of Endorsement Option

The Master of Science in Education with a major in Online Teaching will develop skills in instructional design, course facilitation, effective assessment practices, and creation of collaborative learning communities in the online environment. In addition to the master's degree, the program offers an embedded option for the Pennsylvania Department of Education Online Instruction Endorsement.

Program Learning Outcomes:

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

The requirements for this 30-credit degree are:

- ED 521* Using Technology for Assessment (3 credits; Wilkes)*
- ED 530 Utilizing Emerging Technologies to Improve Learning (3 credits; Wilkes)
- ED 5030* Instructional Design for Online Educators™ (3 credits; PLS 3rd Learning; Previously titled ED 5002 Instructional Design for Online Educators™)*
- ED 5031* Facilitating Online Learning Communities™ (3 credits; PLS 3rd Learning; Previously titled ED 5003 Facilitating Online Learning Communities™)*
- ED 5032* Online Teaching for Pennsylvania Educators (3 credits; Wilkes; 20 hours field experience)*
- ED 5033 Social & Ethical Issues in Online Learning (3 credits; Wilkes; Previously titled ED 5001 Social & Ethical Issues in Distance Learning)
- ED 5034 Action Research in the E-Learning Environment™ (3 credits; PLS 3rd Learning; Previously titled ED 5004 Action Research in the E-Learning Environment™)
- ED 5035 Blended and Synchronous Learning Environments™ (3 credits; PLS 3rd Learning; Previously titled ED 5021 Blended and Synchronous Learning Environments™)
- ED 5036 Building Online Collaborative Environments™ (3 credits; PLS 3rd Learning; Previously titled ED 5023 Building Online Collaborative Environments™)
- ED 5037 Developing Online Programs (3 credits; Wilkes)
- ED 5038 Teaching and Learning in the Online Environment (3 credits; Wilkes; to be taken last by all students in degree program)

Courses marked with an asterisk are required for the Pennsylvania Department of Education Online Instruction Endorsement.

Students seeking the Online Instruction Endorsement must possess a PA Level I or Level II teaching certificate.
SCHOOL BUSINESS LEADERSHIP

School Business Leadership

Dr. Charles Smargiassi, Chair/Assistant Professor of Education Program Coordinator

The Master of Science degree in Education with a major in School Business Leadership is a 30-credit fully online program offered in collaboration with the Pennsylvania Association of School Business Officials (PASBO) to design advanced courses for the practicing school business professional or anyone interested in entering the field. Applicants must have a minimum of a bachelor's degree from an accredited college or university in an appropriate field. A teaching certificate is not required.

Program Learning Outcomes:

1. The student will demonstrate conceptual and practical knowledge of public school financial, facilities, food service, information technology, human resources, and transportation operations.
2. The student will demonstrate the ability to apply principles of stewardship, efficiency, and fiscal responsibility to revenue and expenditure processes.
3. The student will demonstrate the ability to analyze information and circumstances, formulate data-driven decisions, and communicate them effectively.

The requirements for this 30-credit degree are:

- SBL 501 Public Relations and School Communications (3 credits)
- SBL 502 School Facility Management (3 credits)
- SBL 503 Financial Operations of School Districts (3 credits)
- SBL 504 Financial Planning & Management for School Business (3 credits)
- SBL 505 Human Resources in Education (3 credits)
- SBL 506 Materials Management in Schools (3 credits)
- SBL 507 Information Technology in Education (3 credits)
- SBL 508 Student Transportation (3 credits)
- SBL 509 Food Service in Education (3 credits)
- SBL 510 Leadership for School Business (3 credits; Capstone)
SECONDARY EDUCATION

Requirements

Wilkes offers Master's degree programs in Secondary Education in various content areas including Biology, Chemistry, English, History, and Mathematics. Applicants must possess teacher certification in the content area for which they are applying. The secondary education programs are not designed to prepare students for certification. A candidate for the Master of Science in Education degree whose program is in one of the secondary school teaching subjects must complete 18 credits in the appropriate content area and 12 Education graduate course credits consisting of six credits in Area I Foundations of Education and six credits in Area II Professional Skills to include ED 520 Using Assessment to Guide Instruction and ED 522 Curriculum and Instruction). Information about specific courses in the Secondary Education master's degree programs can be found in the Biology, Chemistry, English, History or Mathematics sections of this bulletin. Students are encouraged to contact the department chair of the specific content area to inquire about course availability. The education courses of the Secondary Education programs may be taken at off-campus locations in any semester, but the content area courses can only be taken on the Wilkes campus, typically during fall and spring semesters only.
**SPECIAL EDUCATION**

**Pennsylvania Special Education Certification Option**

Ms. Vicki Jones, Program Coordinator

The Master of Science in Education with a Special Education Certification option provides students with an in-depth understanding of teaching students with exceptionalities across multiple settings and service models. The program requires students to complete field hours within school settings serving students with exceptionalities across all IDEA disability categories. Students have the choice of completing the full degree with certification or simply the certification program track. The Master of Science program with Special Education Certification is designed to prepare individuals for PA Certification in Special Education.

To be eligible for admission into the Master of Science program with Special Education certification option, applicants must possess a previously earned Pennsylvania instructional certificate in one of the areas below and present a copy of the certificate during the admissions process. Candidates who enter the program will declare either the PK-8 or 7-12 grade band option. The previous N-12 certification is no longer granted by the state as of August 31, 2013. The criteria for certification and admission to each grade band option are regulated by the Pennsylvania Department of Education (PDE) as follows:

**Special Education PreK-8 Option:** Candidates with previous PA certificates in early childhood N-3, elementary K-6 or PreK-4, middle school 4-8, K-12 and certified K-12 reading specialists are eligible for this option.

**Special Education 7-12 Option:** Candidates with previous PA certificates in secondary education 7-12 (content areas), K-12 and certified K-12 reading specialists are eligible for this option.

**Credits Required for Program Completion:**

*All students will apply to the ‘degree seeking’ program, but will notify the program coordinator if ONLY seeking certification.*

**Certification Only: 30 Credits**

*Courses designated with * are the required courses for state certification*

**Master’s Degree with Certification: 39 Credits**

*If seeking the Master’s Degree with Certification EDAM 5066, ESL 504, and ED 569 have to be taken through Wilkes and/or transferred into your program as approved graduate course(s) from another accredited college/university*

**Program Delivery:**

Special Education Core Course offerings are set on a rotational schedule, contact the program coordinator for a specific offering schedule of the courses. The Special Education Core Courses (EDSP 501 – 505) are only available at the Wilkes campus in Wilkes-Barre, PA. These courses are all face-to-face courses held on 6 different Saturdays or Sundays during the traditional semester. The only exception is EDSP 501 which is only offered in a fully online format. All other courses within the program are available in an online format or at selected site locations during each semester, if students are interested in face-to-face offerings for some degree courses. Students will need to check the schedule each semester for courses offered in their area.

**Completion of this graduate program:**

* Offers graduates specialization to work with students in the field of Special Education
* Distinguishes graduates from colleagues in the field of education
* Adds a Special Education PreK-8 OR 7-12 Certification to a student’s existing PA State Certification

**Program Learning Outcomes:**

1. Students will develop the knowledge, skills, and scholarship relevant to highly qualified special education teachers.
2. Students will be able to identify fundamental characteristics of learners with cognitive, behavioral, emotional, social, physical, and health disabilities.
3. Students will be able to create and analyze learning expectations based on available data and multifaceted evaluations of student(s) with special needs.
4. Students will be able to evaluate and apply research and evidence based instructional methods and strategies with students during field based experiences.

**Program Requirements:**

*Courses designated with * are required for state certification*

**PREREQUISITE COURSES: 9 Credits:** Prerequisite courses or their equivalents may be completed at the undergraduate (for those only seeking certification) or graduate level, online or face-to-face. Candidates may receive credit for the certification competencies completed through previous program coursework. Prerequisite courses can be completed at any time prior to applying to the state for special education certification.

*EDAM 5066: Accommodations and Adaptations in Literacy for Diverse Learners (3 credits)*
*ESL 504: Intercultural Communication for Language Teachers (3 credits)*
*ED 569: Teaching Diverse Learners Using Inclusive Classroom Practices (3 credits)*

**CORE COURSES: 12 Credits**

*ED 510: Psychological Foundations (3 credits)*
*ED 519 Issues, Laws & Trends in Ed (3 credits)*
*ED 522: Curriculum and Instruction (3 credits)*
*ED 585: Integrating Technology into the Curriculum (3 credits)*

**SPECIAL EDUCATION COURSES: 15 credits**

(Act 34, 151, and 114 clearances are required for field experiences)

*EDSP 501: Sp Ed Meth I w/Field Exp. (3 credits; 20 hrs.)*
*EDSP 502: Sp Ed Meth II w/Field Exp. (3 credits; 20 hrs.)*
*EDSP 503: Behavior Mgt w/Field Exp. (3 credits; 20 hrs.)*
*EDSP 504: Assessment in Sp Ed (3 credits)*
*EDSP 505: Effective Practices in Sp Ed (3 credits)*

**SPECIAL ED INTERNSHIP: 3 Credits**

*EDSP 506 Internship in Sp Ed (3 credits; 100 hrs.)*

Must be taken as the final EDSP course or in conjunction with the final EDSP course. Advisor must give permission to register for the internship.

**Additional Information:**

There is no set order for how students have to take these courses, but it is important to note that EDSP 506: Internship cannot be scheduled until the student successfully completes EDSP 501 through EDSP 505 and contacts their advisor to be registered for this course. The Special Education Core Courses (EDSP 501 – 505) are only available at the Wilkes campus in Wilkes-Barre, PA. These courses are all face-to-face courses held on 6 different Saturdays or Sundays during the traditional
semester. The only exception is EDSP 501 which is only offered in a fully online format.

NOTE: Student enrollments will dictate whether courses are offered each semester. If the minimum enrollment is not met in a course, the course will be withdrawn from the schedule.

The state will require candidates to take the new Special Education Certification tests called the PECT (Pennsylvania Educator Certification Tests) available at: http://www.pa.nesinc.com. There are two PECT modules for each grade band. Candidates will select the appropriate grade band modules; either PK-8 or 7-12.

**New Wilkes University Requirement(s) Regarding Completion of both Special Education Certification Grade Bands**

Wilkes graduate students completing the Special Education PK-8 program may choose to pursue Special Education 7-12 certification by completing the following:

1. Obtain certification in a Grade 7-12 Content Area by passing the certifying exam and applying for certification through PDE TIMS.
2. Once the 7-12 content area certification is approved by PDE, the student will request registration into the Special Education 7-12 internship course through the Program Coordinator. *The hours for this internship course will be determined by the PDE requirements at the time of registration.
3. Once the internship is successfully completed, the student will apply through PDE TIMS for certification and will need to pass the designated certifying exam for Special Education 7-12.

Wilkes graduate students completing the Special Education 7-12 program first, may choose to pursue Special Education PK-8 certification through the same process by substituting the appropriate grade band content area certification.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Teaching English to Speakers of Other Languages with Pennsylvania ESL Specialist Letter of Endorsement Option

Dr. Kimberly Niezgoda, Program Coordinator

The Master of Science in Education with a major in Teaching English to speakers of Other Languages will qualify individuals to instruct populations whose first language is not English.

M.S. Program Student Learning Outcomes:

- SLO1: Students will demonstrate understanding of the principles of first and second language acquisition, the differences between first and second language acquisition, and the methodologies of second language teaching by writing a comprehensive personal educational philosophy and by creating and designing instructional materials for English Learners (ELs).

- SLO2: Students will describe and apply the principles of phonology (the sound system of English), grammar (the morphology and syntax of English) and semantics, pragmatics and discourse (language meaning and language use in context) to the creation of English as a Second Language lesson plans.

- SLO3: Students will be able to ascertain what L2 learners know and are prepared to do, and demonstrate appropriate (a) interpretation and (b) use of data to support L2 students.

- SLO4: Students will demonstrate an understanding of the influence of current second language trends on learning processes through assessments of (1) reading, (2) writing, (3) listening, and (4) speaking.

- SLO5: Students will demonstrate the skills necessary to aid in ESL program assessment and development.

- SLO6: Students will develop the skills necessary to address the educational needs of ELs in their learning process.

- SLO7: Students will demonstrate leadership skills necessary to educate colleagues and administrators in best practices for effectively teaching and working with EL students.

Program Requirements:

The requirements for this 30-credit degree are:

- ESL 501* Approaches to Teaching Second Languages (3 credits; prerequisite course)
- ESL 503* Second Language Assessment (prerequisite course) (3 credits; 15 hours field experience)
  - ESL 501 and 503 are prerequisite courses. They may be taken together or separately in either order, but must be completed prior to enrolling in other ESL courses.
- ESL 502* Language Concepts for Second Language Learning and Teaching (3 credits)
- ESL 506* Teaching the Four Skills: Reading, Writing, Listening and Speaking (3 credits; 15 hours field experience)
- ESL 508* Second Language Program Development (3 credits; 30 hours Field Experience)
- ESL 504 Intercultural Communication for Language Teachers (3 credits)
  - ESL 505 Second Language Acquisition (3 credits)
  - ESL 507 Sociolinguistics and Second Language Acquisition (3 credits)
  - ESL 509 Computer-Assisted Language Learning (3 credits)
  - ESL 512 ESL Teaching and Evaluation Theory (3 credits)

(* Required for ESL Specialist Letter of Endorsement)

Certificate Only option (Non degree seeking)
Pennsylvania teachers with an instructional certificate may obtain the ESL Program Specialist designation by completing the first five courses of the master's program, and 60 hours of field experience. Field experiences are structured by the course instructor and allow full time working teachers to easily meet the necessary requirements. All field experiences take place live. ESL Program Specialist certification is not a stand-alone instructional certificate in Pennsylvania, therefore you must have a Bachelor's degree in Education and be a fully certified teacher in the State of PA to obtain this certification. Upon successful completion of the first five courses, whether or not you continue to pursue the master's degree, you may request the specialist designation from the PDE by applying through the TIMS system. PA ESL Program Specialist Courses - after completing these courses, students possessing Instructional Level 1 or 2 certification may apply for ESL Program specialist certification through the TIMS website.

PA certification and endorsement candidates will be recommended for certification upon successful completion of the required certification coursework, fieldwork, and internship. Candidates must self-register and pass the certification test, if required. Some certifications require verification of experience. In those cases, the candidate will need to have input from their school district verifying that they have satisfactory met professional school experience required. Application for certification and Endorsement is made by the candidate through the PDE Teacher Information Management System (TIMS) found on the PDE portal.
ENGINEERING

ELECTRICIAL ENGINEERING AND PHYSICS

Interim Chair: John Hepp, Ph.D.

- 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

Gregory Harms, Ph.D., Program Co-director & Advisor – Biomedical Track
William Terzaghi, Ph.D., Program Co-director & Advisor - Synthetic Biology Track

- Master of Science in Bioengineering
MASTER OF SCIENCE IN BIOENGINEERING

Master of Science in Bioengineering

Point of Contact: Prahlad Murthy, Ph.D.

Program Features

Wilkes University’s Master of Science degree in Bioengineering combines engineering concepts and analysis with biology, medicine, health, and computer science to teach students the fundamentals of developing new medical devices, treatments and materials. The 36-credit program offers students the opportunity to select from one of two available majors, Biomedical Engineering or Synthetic Biology. Biomedical Engineers develop artificial limbs, joints, tissues and organs as well as design diagnostic equipment, monitoring devices and drug delivery systems. Synthetic Biologists create organisms, which either produce useful biochemicals for therapeutic applications, or perform unique functions, such as creating useful biochemicals for therapeutic and industrial applications or detecting or detoxifying biohazardous chemicals.

Students will have the opportunity to work with faculty who are leaders in their fields, including specialists in the latest medical device designs, imaging systems, bioengineering and metabolic technologies.

Admissions Requirements

The Wilkes program is designed for those with a bachelor’s degree in engineering or biology seeking training in bioengineering and also for those seeking to strengthen credentials for medical or other professional schools. Individuals with undergraduate degrees in other science disciplines may also be considered. Applicants must submit an online application, official undergraduate transcripts, and 2 letters of reference from science or engineering faculty.

International applicants must also submit a statement of financial guarantee and a WES evaluation of their undergraduate transcript.

All applicants must submit an official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score, in addition to the previously-listed admissions requirements if the language of instruction of the applicant’s undergraduate degree was not English. In some cases, proof of the applicant’s language of undergraduate instruction may be requested and required.

Program Requirements

Students enrolling in the Bioengineering program will be assigned an advisor in the chosen track at the time of admission. Students are strongly encouraged to contact their advisor to discuss program prerequisites, course selections, research opportunities, and other programmatic questions.

The program has a common set of core courses for both majors. All students must take the 6 credits of core bioengineering courses, BEGR 409 Introduction to Bioengineering and BEGR 411 Integrated Product Development, at the start of the program. Students then enroll in 6 courses (18 credits) designated for their chosen major and 6 credits of electives. Students will complete their program with 6 credits of thesis work or can request in special cases and with the directors’ approval to do a 3 credit project and take one additional elective course, for a total of 36 program credits.

Core courses- 6 credits
Major courses - 18 credits
Electives - 6 credits
Thesis/Project - 6 credits
36 total program credits

Provided below is a sample program plan for each major. Plans are based on full-time enrollment, which is 9 credits per semester for graduate students. Students electing to enroll part-time should discuss course scheduling with their advisor to ensure timely completion of all program requirements. In addition, students should select elective credits in consultation with their advisors, particularly if specialization knowledge is desired.

Biomedical Major Program Plan

First Semester (Fall)
BEGR 401: Applied Engineering Analysis
BEGR 409: Introduction to Bioengineering
BEGR 411: Integrated Product Development

Second Semester (Spring)
BEGR 421: Biofluidics and Microfluidics
BEGR 415: 3-D Modeling of Human Anatomy and Physiology
BEGR 488: Biomedical Devices and Design

Third Semester (Fall)
BEGR 451: Mechatronics/Bioinstrumentation
BEGR 474: Imaging in Biomedicine
BEGR 599: Thesis/Project (3 Credits)

Fourth Semester (Spring)
BEGR 599: Thesis/Project (3 Credits)
Elective
Elective

Suggested electives for Biomedical majors include:

- BEGR 452: Nanotechnology
- BEGR 477: Cellular Biophysics
- BEGR 408: BioMEMs
- BEGR 498: Biomechanics – Muscular-Skeleton Mechanics

Students may also elect to take courses from the Synthetic Biology track, in consultation with their advisor, for their elective credits.

Synthetic Biology Program Plan
First Semester (Fall)
BEGR 409: Introduction to Bioengineering
BEGR 411: Integrated Product Development
BEGR 430: Introduction to Bioinformatics Applications

Second Semester (Spring)
BEGR 424: Molecular Biology
BEGR 465: Biochemistry
BEGR 477: Cellular Biophysics

Third Semester (Fall)
BEGR 501: Practicum in Synthetic Biology I
BEGR 599: Thesis/Project (3 Credits)
Elective

Fourth Semester (Spring)
BEGR 502: Practicum in Synthetic Biology II
BEGR 599: Thesis/Project (3 Credits)
Elective

Possible electives for Synthetic Biology majors include:

- BEGR 426: Immunology and Immunochemistry
- BEGR 427: Medical Microbiology
- BEGR 429: Virology
- BEGR 474: Imaging in Biomedicine

Students may also elect to take courses from the Biomedical track, in consultation with their advisor, for their elective credits.

Degree Requirements
All candidates for the Master of Science in Bioengineering degree must complete a program of thirty-six (36) credits.
MASTER OF SCIENCE IN ELECTRICAL ENGINEERING (M.S.E.E.)

Master of Science in Electrical Engineering (M.S.E.E.)

Point of Contact: Prahalad Murthy, Ph.D.

Courses are available days and evenings.

Admission Requirements

Applications are invited from individuals who possess a B.S. degree in Electrical Engineering from an accredited institution. Applicants not meeting the requirements may be provisionally admitted and will be required to take sufficient undergraduate courses to make up deficiencies.

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

1. Submit to the Graduate Admissions Office a completed graduate application for admission with payment of appropriate application fee
2. Submit two letters of recommendation from previous academic faculty and/or from current or previous supervisors, if employed.
3. Demonstrate satisfactory performance as an undergraduate by providing a complete set of official undergraduate transcripts.
4. International students: Refer to page 10 for additional admissions requirements.

Degree Requirements

Thirty (30) credit hours are required for the M.S.E.E. degree. These include the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>EE 403, EE 405, [EE-414], and [EE-460]</td>
</tr>
<tr>
<td>18</td>
<td>Students should choose either the thesis or the non-thesis option. In either case at least two courses (for 6 credits) must be chosen from the following: [EE-442], [EE-445], [EE-465], and [EE-471]. Other courses may be chosen from graduate level courses in EE/CS and an approved course from the Business Administration program.</td>
</tr>
</tbody>
</table>

Non-thesis option: 3 credits of [EE-590] are required. Students should submit a well-documented report to the department.

Thesis option: Six credits of thesis ([EE-590]]) are required. The thesis shall be defended in an open forum. Three faculty members constitute a Thesis Committee with the Thesis Advisor as Chair.

Students who opt to complete a thesis may select from posted research topics or proposed areas of interest of the faculty and submit a proposal of their thesis to the Department. Final decision of topic and advisor will be taken by the Department in accordance with Department guidelines. Ordinarily, these topics will touch on one or more of the following areas: Communication, Navigational Systems; Computers, Digital Systems; Software Engineering. Some of the highly specialized and state-of-the-art laboratories available for students include Communications, Thick-Film Processing, Microelectronics, Microwaves, Antennas, Machines and Controls, Digital Design.

Both full and part-time students are limited to a maximum of three thesis credits in any single semester.

The minimum acceptable grade point average is 3.0. (See Grade Regulations.)

Advanced standing or transfer credit is limited to six (6) graduate credits. Petitions should be submitted to the Engineering and Physics Division and should document minimum competency defined as relevant graduate course work at an accredited institution with an earned minimum grade of 3.0 (0-to-4 scale) or equivalent expertise.

Financial Aid

A limited number of assistantships are available for full-time students. Applicants should possess superior academic qualifications and provide good scores in the GRE (General and Engineering).
MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

Master of Science in Engineering Management

Point of Contact: Prahlad Murthy, Ph.D.

The Master of Science in Engineering Management is a 36 credit-hour program that integrates 9 credit hours of required MBA program content with 27 hours of graduate engineering and elective content. The program is committed to the successful development of the upward-bound technical talent in industry. Entering students enjoy a curricular breadth and flexibility unique to Wilkes University because of leadership development strengths in the Sidhu School of Business.

The program emphases include decision processes, systems modeling, uncertainty analysis and risk assessment. Graduates will learn to effectively address and communicate the growing complexities of organizational performance and decision processes as they prepare for leadership roles in technical staff and technology management such as project planning and execution, production flow, logistics, demand forecasting, and quality improvement. The program also prepares students for further academic endeavors that may lead to post-graduate or doctoral studies in Engineering Management, Industrial Engineering or other related disciplines.

Admission Requirements

An ABET-accredited baccalaureate Engineering degree is preferred but not required. Applicants with other four-year degree preparations (e.g. BS or BA) may meet entrance requirements once the necessary foundation content is satisfied. Entry standards include the following:

1. Experience
   Post-baccalaureate industrial/professional work experience preferred.

2. Application:
   Submitted with payment of appropriate application fee. (International students: Refer to the International Students section of this bulletin for additional admission requirements).

3. Academic Preparation-Official Transcripts are Required:
   
   • Demonstrated ability with computer programming and/or numerical analysis techniques
   • Professional Recommendations
     Applicants must submit two letters of professional recommendation.

Degree Requirements

The Masters of Science Degree in Engineering Management requires a minimum of thirty-six (36) credit hours consisting of twenty-seven (27) credits in CORE courses and nine (9) elective credit hours.

Required Courses

EGM 510, EGM 515, EGM 516, EGM 520, EGM 525, EGM 530, MBA 501, MBA 505 and MBA 552.

Elective Options: Students have three options for distributing the remaining 9 hours of graduate elective credit:

2. Industry project option: 3 hrs project (EGM 580 & 581) plus 6 hrs approved elective coursework (EGM/EE/CSE/MBA).
3. 9 hours approved coursework distributed as follows: EGM/EE - 3 hrs; EGM/EE/CSE/MBA - 6 hrs.

Applicants not holding an ABET-accredited undergraduate or graduate engineering degree must demonstrate or accrue the following preparation prior to enrolling in EGM courses:

• Mathematics: 12 hours (calculus, differential equations and statistics, or approved equivalent)
• Engineering economy or equivalent; 3 hours
• Science (chemistry and/or physics): 12 hours of approved coursework
• Engineering: 12 hours of approved coursework
MASTER OF SCIENCE IN MECHANICAL ENGINEERING (M.S.M.E.)

Point of Contact: Yong Zhu, Ph.D.

Admission Requirements

Applications are invited from individuals who possess a B.S. degree in Mechanical Engineering or close fields from an accredited institution. Applicants not meeting the requirements may be provisionally admitted and will be required to take sufficient undergraduate courses to make up deficiencies.

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

• Submit to the Graduate Admissions Office a completed graduate application for admission with payment of appropriate application fee
• Submit two letters of recommendation from previous academic faculty and/or from current or previous supervisors, if employed.
• Demonstrate satisfactory performance as an undergraduate by providing a complete set of official undergraduate transcripts.
• International students: Refer to page 10 for additional admissions requirements.
• To be accepted on a regular basis, candidates for the degree must have obtained a cumulative GPA of at least 3.0. Prospective students with a GPA of less than 3.0 may be conditionally accepted into the program.

Degree Requirements

The Master of Science in Mechanical Engineering program requires thirty (30) credits of graduate level course work. The program consists of 15 credits of mandatory core courses. Students have the option of a six-credit thesis or a three-credit project with an additional three-credit technical elective. Students may select 9/12 additional credits hours from the list of technical electives.

Typical Course Sequence

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Elective</td>
<td>Technical Elective</td>
</tr>
<tr>
<td></td>
<td>Fourth Semester</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>Technical Elective</td>
</tr>
<tr>
<td>Start of Project or Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Core Courses

Applied Engineering Analysis ME 401; Product Development ME 411; Transport Phenomena ME 427; Solid Mechanics ME 436; Materials Science ME 442.

Graduate students are strongly recommended to select the thesis option to complete their graduate course work. However, they may choose a three-credit hour project option.

Technical Electives

Technical electives may be selected from the technical elective graduate course list. In addition, up to one graduate level course from any Engineering or Science field is transferable.

Non-thesis option: 3 credits of ME 599 are required. Students should submit a well-documented report to the department.

Thesis option: Six credits of thesis ME 599 are required. The thesis shall be defended in an open forum. Three faculty members constitute a Thesis Committee with the Thesis Advisor as Chair.

Students who opt to complete a thesis may select from posted research topics or proposed areas of interest of the faculty and submit a proposal of their thesis to the Department. Final decision of topic and advisor will be taken by the Department in accordance with Department guidelines. Ordinarily, these topics will touch on one or more of the following areas: structural Analysis, Thermal Sciences, Finite Element Method, Solid Mechanics, Dynamics, MEMS, control Systems, Robotics, Mechatronics, energy conversion.

Both full- and part-time students are limited to a maximum of three thesis credits in any single semester.

The minimum acceptable grade point average is 3.0. (See Grade Regulations)

Advanced standing or transfer credit is limited to three (3) graduate credits. Petitions should be submitted to the Mechanical Engineering and Engineering Management Department, and should document minimum competency defined as relevant graduate course work at an accredited institution with an earned minimum grade of 3.0 (0-to-4 scale) or equivalent expertise.

Financial Aid

A limited number of assistantships are available for full-time students. Applicants should possess superior academic qualifications and provide good scores in the GRE (General and Engineering).

Academic Integrity

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgment
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.
4. Falsifying: the fabrication, misrepresentation, or alteration of citations, experimental data, laboratory data, or data derived from other empirical methods.
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.
SUSTAINABILITY MANAGEMENT, GRADUATE CERTIFICATE

Graduate Certificate In Sustainability Management

Program Director: Marleen Troy, Ph.D.

The online certificate in Sustainability Management is a 12-credit program that trains students in environmental sustainability standards and management practices. This program will equip students with the knowledge to take on and implement sustainability-related projects in the workplace by providing:

• a comprehensive overview of sustainability standards,
• effective assessment practices,
• the tools to design a sustainability plan and implement solutions in the workplace.

The Sustainability Management program is appropriate for students of most educational and professional backgrounds, including those working in:

• education,
• health care,
• commercial real estate,
• manufacturing,
• non-profits,
• government.

This unique learning opportunity is offered in a condensed subject-focused format, allowing students to complete the program in as little as 16 months, all while taking one class at a time. Credit is available at the graduate and undergraduate level, as well as for professional continuing education. To earn the certificate students must complete the following course series:

• SUS 501 - Introduction To Sustainability
• SUS 502 - Metrics Of Sustainability
• SUS 503 - Sustainability Implementation
• SUS 504 - Industry-Focused Sustainability

Degree Requirements

All candidates for the online certificate in Sustainability Management must complete a program of twelve (12) credits.
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 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.
MASTER OF SCIENCE IN EDUCATION

Requirements

Candidates for the degree of Master of Science in Education with a concentration in Secondary Education/Mathematics must complete thirty (30) credits of approved courses offered by the Department of Mathematics/Computer Science and the Department of Education. Of these thirty credits, eighteen (18) credits shall be in approved 400-level courses offered by the Department of Mathematics and Computer Science. Requirements for the Education component of the Master of Science degree in Education with a concentration in Secondary Education/Mathematics are listed under the Education section earlier in this bulletin.
MASTER OF SCIENCE IN MATHEMATICS

Candidates for the degree of Master of Science in Mathematics must complete thirty (30) credits of approved 400-level courses offered by the Department of Mathematics and Computer Science numbered 400 or above, with a minimum of six (6) credits completed in 500-level courses.

A thesis option is available whereby a candidate can write and defend a written thesis under the direction of a faculty advisor. At most, six of the required thirty credits may be earned through thesis work. Students electing a thesis option should consult the department chairperson for details regarding thesis-preparation guidelines.
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.


### 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course(s) Required</th>
<th>Approximate Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Health</td>
<td>NSG 500</td>
<td>$89.00; one-time fee</td>
</tr>
<tr>
<td>Castle Branch</td>
<td>All clinical and practicum courses for RN to M.S.N., M.S.N., Post Graduate/APRN Certificate, D.N.P. students; Ph. D. students, if deemed necessary based upon dissertation focus.</td>
<td>Varies by state of residence; range $100.00-$200.00; one-time fee</td>
</tr>
<tr>
<td>Proctor Now</td>
<td>NSG 500, 530, 533, 552, 555, and most NP theory courses.</td>
<td>$15.00/test</td>
</tr>
<tr>
<td>Typhon</td>
<td>Nurse practitioner clinical courses</td>
<td>$80.00; one-time fee</td>
</tr>
<tr>
<td>Residency</td>
<td>NSG 500 and clinical courses for NP students based upon location of precepted clinical settings.</td>
<td>Students are responsible for all expenses related to the residency.</td>
</tr>
<tr>
<td>SPSS</td>
<td>NSG 601</td>
<td>Price varies based upon source of package chosen; minimum $50.00</td>
</tr>
<tr>
<td>Professional Liability Insurance for Students in Clinical/Practicum Courses</td>
<td>Clinical and practicum courses when completion of clinical hours and research are a course requirement.</td>
<td>The fee is collected by the university for each clinical or practicum course; $15.00/clinical or practicum course</td>
</tr>
<tr>
<td>D.N.P. Project/Ph.D. Dissertation Binding</td>
<td></td>
<td>$40.00 on time fee when enrolled in NSG 608b and 631.</td>
</tr>
</tbody>
</table>
**DOCTOR OF PHILOSOPHY IN NURSING (Ph.D.)**

**Requirements**

**DOCTOR OF PHILOSOPHY IN NURSING (Ph.D.)**

**PROGRAM DESCRIPTION**

The Wilkes University Ph.D. in Nursing program prepares nurses to investigate and develop the science that drives nursing practice and education. The program is designed for students interested in pursuing academic and education roles, as well as research roles in healthcare settings. The program culminates in the student's defense of the dissertation, an original research study to advance knowledge in nursing science on a variety of topics. The dissertation is a requirement of the Ph.D. in nursing degree.

**Ph.D. PROGRAM LEARNING OUTCOMES**

Graduates will be able to:

1. Synthesize empirical and theoretical literature from nursing and other disciplines regarding nursing education and clinical practice.
2. Design a nursing research study that examines, refines, and advances nursing science and theory to transform nursing education and clinical practice.
3. Critically evaluate research findings as applicable to nursing science.
4. Contribute to the field of nursing science through the dissemination of research findings.

**Ph.D. ADMISSION REQUIREMENTS**

- Master's level nursing degree
- GPA of 3.3 or higher from a master's or doctoral degree granting institution which is programmatically (ACEN, NLNAC, CCNE) accredited.
- Official transcripts from a master's or doctoral degree program showing a GPA of 3.3 or higher
- Unencumbered RN license; and advanced practice registered nurse (APRN) license and national board certification, as appropriate
- Curriculum vitae
- Completed online application at www.wilkes.edu/applynow
- Letter of intent describing your professional goals, research topic and the reason for pursuing the Ph.D. degree
- Two recommendations from graduate-level nurses or faculty who can attest to your ability to be successful in a Ph.D. program

**POST MASTER’S Ph.D. CURRICULUM**

Courses are fully online except for a 3-day on campus residency ([NSG-615]) and 12 weeks in length.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[NSG-615]</td>
<td>Introductory Seminar</td>
<td>1</td>
</tr>
<tr>
<td>[NSG-616]</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-617]</td>
<td>Theory in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-618]</td>
<td>Health Care Issues and Policies</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-619]</td>
<td>Research Process</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-620]</td>
<td>Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-621]</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-622]</td>
<td>Writing for Grants and Publications</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-623]</td>
<td>Quantitative Research and Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-624]</td>
<td>Qualitative Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-625]</td>
<td>Quantitative Research and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-626]</td>
<td>Measurement and Data Collection</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-627]</td>
<td>Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-628]**</td>
<td>PhD Competency</td>
<td>1</td>
</tr>
<tr>
<td>[NSG-629]</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-630]</td>
<td>Dissertation Implementation I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-631]</td>
<td>Dissertation Implementation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 47; Students may be required to take up to 6 credits of additional coursework in preparation for the dissertation topic chosen. This decision will be determined, in collaboration with the student's dissertation chairperson. Students must complete these additional credits prior to enrollment in [NSG-628].

*([NSG-615]) (3-day weekend residency)
**([NSG-628]) (1-week comprehensive written examination)

Students who have not successfully completed data collection by the conclusion of ([NSG-630]) will be required to enroll in an additional 3 credit "extension" course. More than one of these "extension" courses may be taken if needed to complete data collection. Students will receive an incomplete for ([NSG-630]) until all course work is satisfied. Students who have not successfully defended their dissertation by the conclusion of ([NSG-631]) will be required to enroll in an additional 3 credit "extension" course. More than one of these "extension" courses may be taken if needed to complete the dissertation. Students will receive an incomplete for ([NSG-631]) until all course work is satisfied. Extension courses are Pass/Fail. Students must complete the program, including dissertation defense, within 7 years from the date of enrollment.

**Ph.D.-DNP CURRICULUM**

This pathway is for students with a Ph.D. to attain a D.N.P. degree. The D.N.P. courses are 8 weeks in length (12 weeks starting Fall 19 enrollments) except for [NSG-608a] and [NSG-608b] which are 16 weeks in length for completion of the D.N.P. Project.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[NSG-600]</td>
<td>Nursing Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

Wilkes University Graduate Bulletin 2018-2019
Doctor Of Philosophy In Nursing (Ph.D.)

- Ethical Principles for Advanced Nursing Practice: 3 credits
- Epidemiology and Environmental Health: 3 credits
- Collaboration in Health Care Delivery: 3 credits
- Diversity and Social Issues: 3 credits
- Leadership in Advanced Nursing Practice: 3 credits
- Scholarly Project (16 weeks): 3 credits
- Scholarly Project (16 weeks): 3 credits

Total Credits: 24

Elective practicum courses are available for students with less than 400 hours from their master's degree and post grad/APRN certificate programs. These courses provide students with additional time to complete the required 1000 hours for the D.N.P. degree, prior to the start of the D.N.P. project. Students may take the following elective practicum courses to gain hours:

- ([NSG-609]): D.N.P. Program Practicum I; 150 clinical hours; 2 credits
- ([NSG-610]): D.N.P. Program Practicum II; 150 clinical hours; 2 credits

DNP-Ph.D. CURRICULUM

This pathway is for students with a D.N.P. degree to attain a Ph.D. degree. Courses are fully online except for a 3-day on campus residency and a 12 weeks in length.

<table>
<thead>
<tr>
<th>Course Number*</th>
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<tbody>
<tr>
<td>[NSG-615]*</td>
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<td>1</td>
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</tr>
<tr>
<td>[NSG-628]**</td>
<td>PhD Competency</td>
<td>1</td>
</tr>
<tr>
<td>[NSG-629]</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-630]</td>
<td>Dissertation Implementation I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-631]</td>
<td>Dissertation Implementation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 41; Students may be required to take up to 6 credits of additional coursework in preparation for the dissertation topic chosen. This decision will be determined, in collaboration with the student's dissertation chairperson. Students must complete these additional credits prior to enrollment in NSG 628

*([NSG-615]) (3-day on campus, weekend residency prior to the start of the program)
**([NSG-628]) (1-week; proctored comprehensive written examination)

Students who have not successfully completed data collection by the conclusion of ([NSG-630]) will be required to enroll in an additional 3 credit "extension" course. More than one of these "extension" courses may be taken if needed to complete data collection. Students will receive an incomplete for ([NSG-630]) until all course work is satisfied. Students who have not successfully defended their dissertation by the conclusion of ([NSG-631]) will be required to enroll in an additional 3 credit "extension" course. More than one of these "extension" courses may be taken if needed to complete the dissertation. Students will receive an incomplete for ([NSG-631]) until all course work is satisfied. Extension courses are Pass/ Fail. Students must complete the program, including dissertation defense, within 7 years from the date of enrollment.

Residency

All students will be required to take this introductory course ([NSG-615]) prior to the start of the program and ([NSG-616]). This course is a 3-day weekend, on-site seminar, providing students with the opportunity to begin to build academic relationships and community, and ease the transition into doctoral level education.

Ph.D. Competency, Comprehensive Exam ([NSG-628])

All Ph.D. students are required to successfully pass the comprehensive exam ([NSG-628]) before proceeding into the Dissertation Seminar ([NSG-629]). Students are provided one week to write proctored comprehensive exams during ([NSG-628]). If a student is unsuccessful on the first attempt, they may retake the comprehensive exam one time only. If comprehensive exam is failed a second time, student will be dismissed from the program and ineligible to return.

Dissertation

Early engagement between faculty and student is key to successful dissertation development. Students will select a dissertation chair, with whom they will work closely throughout the duration of the program in an individual student-chair dyad, online environment. This facilitates ongoing dissertation development and guidance throughout the doctoral program, and aims to promote dissertation completion.
DOCTOR OF NURSING PRACTICE (D.N.P.)

Purpose
The distance education program leading to the Doctor of Nursing Practice degree (D.N.P.) at Wilkes University is linked to the mission statements of the University and the Passan School of Nursing. The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) are applied to the curriculum. The doctoral program focuses on two primary elements: applied research and clinical practice. These elements are embedded in courses throughout the program leading to the final D.N.P. Project where students integrate acquired knowledge to clinical practice in their preferred specialty area.

D.N.P. Program Outcomes
The D.N.P. Program at Wilkes University prepares students to:

1. Apply scientific inquiry and information technology to become leaders in advancing nursing practice.
2. Demonstrate application of scholarship and research for solving the nation’s complex health problems.
3. Translate evidence based research into clinical practice.
4. Integrate and disseminate knowledge for improving patient and population health outcomes.
5. Engage in health care policy.

D.N.P. Student Learning Outcomes
Students in the D.N.P. Program at Wilkes University will:

1. Synthesize nursing science to manage complex health problems and improve health outcomes in advanced nursing practice.
2. Develop knowledge and skills in healthcare organizational and systems leadership to improve evidence based practice and policy.
3. Critically analyze information technology, research methodology, quality improvement methodology to implement the best evidence based practice.
4. Design patient care technology and information systems to enhance quality of health care delivery.
5. Evaluate health care policies to improve health care policy outcomes at the local, state, and national levels.
6. Employ specialized knowledge and leadership skills when collaborating and leading other inter-professional health care teams in complex health care delivery systems.
7. Analyze health disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.
8. Demonstrate advanced levels of clinical judgment using systems thinking to implement and evaluate evidence based care.

Admission Requirements
Admission Criteria

- Master of Science in Nursing degree or post graduate/APRN certificate - advanced practice registered nurse (APRN), nurse executive/leadership, nursing informatics, clinical nurse leader, or health policy concentrations.
- GPA of 3.3 or higher from a master's or doctoral degree granting institution which is programmatically (ACEN, NLNAČ, or CCNE) accredited.
- Official transcripts from master's degree and post-graduate/APRN certificate granting institutions, as appropriate.

- RN license; and advanced practice registered nurse (APRN) license and national board certification, as appropriate
- Completed online application
- Curriculum vitae
- Validation of completed, supervised clinical practice hours during master’s and/or post-graduate/APRN certificate program. Verification must be provided by the nursing program where the clinical hours were completed.
- Two recommendations from graduate-prepared nurses or faculty who can attest to the candidate’s potential for advanced practice studies and leadership
- Evidence of completion for advanced health assessment, advanced pharmacology, and advanced pathophysiology by APRN students (Nurse Practitioners, Clinical Nurse Specialists, Nurse Anesthetists and Nurse Midwives) who do not hold current national certification.

The Curriculum
M.S. to D.N.P. Core (30 Credits)

8 week courses

[[NSG-600]] Nursing Informatics 3 credits
[[NSG-601]] Biostatistics 3 credits
[[NSG-602]] Ethical Principles for Advanced Nursing Practice 3 credits
[[NSG-603]] Application of Nursing Research 3 credits
[[NSG-604]] Epidemiology and Environmental Health 3 credits
[[NSG-605]] Collaboration in Health Care Delivery 3 credits
[[NSG-606]] Diversity and Social Issues 3 credits
[[NSG-607]] Leadership in Advanced Nursing Practice 3 credits
[[NSG-608][a]] Scholarly Project 3 credits
[[NSG-608][b]] Scholarly Project 3 credits

*NSG 608 a and b are completed over the last 2 courses (32 weeks) in the D.N.P. program.

Elective practicum courses are available for students entering the D.N.P. program with less than 400 hours from their master's degree and post grad/APRN certificate programs. These courses provide students with additional time to complete the required 1000 hours for the D.N.P. degree, prior to the start of the DNP Project.

[[NSG-609]]: DNP Program Practicum I; 150 clinical hours; 2 credits
[[NSG-610]]: DNP Program Practicum II; 150 clinical hours; 2 credits

Degree Requirements
D.N.P. students are required to complete the 30 (30) credit D.N.P. core.

D.N.P. Project
Students are required to complete a D.N.P. Project that demonstrates mastery of theoretical content through analysis and synthesis. The scholarly project in the D.N.P. program is a pilot study directed at generating new knowledge to support quality improvement through practice or policy.
change. Students should have a topic prior to entering the program and will research the topic throughout their D.N.P. coursework. The expectation is for students to commit to this topic during their coursework. Students changing topics and not prepared for the start of the D.N.P. Project ([NSG-608][a]) may be asked to take a leave of absence to prepare for their new topic. D.N.P. project oversight is provided by an assigned D.N.P. Project Chairperson. One other committee member is chosen by the student and can include graduate faculty members or community members who are serving as scholarly project mentors. Students may be required by graduate faculty to seek an editor, if their strength is not in writing.

The D.N.P. program requires completion of a total of 1000 hours of practice experience beyond the bachelor’s level of nursing education. The hours will be conducted in the D.N.P. Project courses. Students who have completed practicum hours to satisfy past curriculum requirements may be credited with hours from their master's program and/or post master's graduate/APRN certificate in nursing. Validation of those hours is required through a letter from the degree granting academic institution verifying the number of practicum hours as part of the enrollment process. Further details of clinical requirements are outlined in the graduate program student nursing handbook.
MASTER OF SCIENCE IN NURSING (M.S.N.)

Purpose

The distance education Master of Science in Nursing (M.S.N.) program at Wilkes University is designed to prepare the Nurse Practitioner, Nurse Executive, Nursing Educator, and Informatics Nurse Specialist for advancing nursing practice and quality within healthcare and academic systems. The program provides a foundation to further advancement of professional nursing education for a doctoral degree in nursing and post graduate/APRN certificate program. Graduates are eligible for national certification upon program completion of the respective concentration.

Master of Science in Nursing Program Outcomes

The Master of Science in Nursing program at Wilkes University prepares students to:

1. Engage in lifelong learning in a constantly evolving and multicultural world.
2. Demonstrate competence in the development of scientific inquiry relevant to clinical practice, administration, or education.
3. Utilize leadership strategies that foster improvement of patient and population health.
4. Advance nursing practice by translating evidence in a variety of roles and areas of practice.
5. Improve healthcare outcomes through interprofessional collaboration.
6. Participate in lifelong learning as a part of advancing nursing practice.

Master of Science in Nursing Student Learning Outcomes

Students in the Master of Science in Nursing program at Wilkes University will:

1. Synthesize advanced knowledge of nursing and related disciplines for the development of advanced nursing practice in the roles of the Nurse Practitioner, Nurse Executive, and Nurse Educator.
2. Develop expertise in the Nurse Practitioner, Nurse Executive, and Nurse Educator role to advance nursing practice.
3. Develop skills and abilities to assume leadership roles in advanced nursing practice.
4. Evaluate nursing research for its applicability to advance nursing practice.
5. Evaluate applicable knowledge and concepts in nursing to deal with the complexities of a dynamic society.

Admission Requirements

Nurse Executive, Nursing Informatics, Nursing Education Programs

- A completed online application
- Official transcripts with nursing degree completion and a cumulative GPA of 2.8 or higher on a 4.0 scale from an institution with programmatic (ACEN, NLNAC, CCNE) accreditation. Students who graduated from a non-programmatically accredited institution and meet all other admission requirements will be evaluated on a case-by-case basis. Admission is not guaranteed.

Nurse Practitioner Programs

- A completed online application
- Official transcripts with nursing degree completion and a cumulative GPA of 3.0 or higher on a 4.0 scale from an institution with programmatic (ACEN, NLNAC, CCNE) accreditation. Students who graduated from a non-programmatically accredited institution and meet all other admission requirements will be evaluated on a case-by-case basis. Admission is not guaranteed.

The Curriculum

Graduate Nursing Core (24 Credits)

(8 and 12 week classes based upon program and student enrollment date)

M.S.N. students complete the 24 credit core in addition to credits of their chosen concentration.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[NSG-500]</td>
<td>Advanced Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-501]</td>
<td>Theoretical Foundations of Nursing Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-502]</td>
<td>Advanced Nursing Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-504]</td>
<td>Advanced Role Development in Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-505]</td>
<td>Health Policy and Politics for Advancing Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-530]</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-533]</td>
<td>Advanced Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>[NSG-590]*</td>
<td>Scholarly Review</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Students in the Post Graduate/APRN Certificate Programs have an option to complete (1) credit for national certification preparation.

Concentrations
Nurse Practitioner Student learning outcomes

Students in the Nurse Practitioner program at Wilkes University will:

1. Synthesize theoretical, scientific, and clinical knowledge in providing comprehensive, evidence-based care.
2. Perform comprehensive health history and physical examination to diagnose health conditions involving critical analysis, differential diagnosis, and data interpretation.
3. Assume leadership roles in collaboration with other health professionals to achieve optimum patient health.
4. Integrate health care policy as it impacts the decision-making ability to provide quality patient care.
5. Negotiate healthcare delivery systems to promote quality health outcomes for individuals, communities, and organizational systems.
6. Coordinate care for patients with complex conditions through referrals and collaboration.
7. Participate in lifelong learning through higher education, continuing education, certification and evaluation.

Adult - Gerontology Primary Care Nurse Practitioner (16 Credits)

Total: 40 credits; 12 week courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>[NSG-550]</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-556]</td>
<td>Health Perspectives of Culturally Diverse, Rural, and Underserved Populations</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-554]</td>
<td>Nurse Practitioners in Primary Care I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-555]</td>
<td>Nurse Practitioners in Primary Care II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-506]</td>
<td>Advanced Practice in Adult-Gerontology Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-515]</td>
<td>Advanced Practice in Adult-Gerontology Clinical I</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychiatric/Mental Health Nurse Practitioner (18 Credits)

Total: 42 credits; 12 week courses

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>NSG 526</td>
<td>Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG 527</td>
<td>Psychopathology, Theories, and Advanced Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NSG 535</td>
<td>Advanced Practice in Psychiatric/Mental Health Nursing I</td>
<td>3</td>
</tr>
</tbody>
</table>

Family Nurse Practitioner (19 credits)

Total: 43 credits; 12 week courses

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>[NSG-546]</td>
<td>Family Nurse Practitioner Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-547]</td>
<td>Family Nurse Practitioner Clinical II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-548]</td>
<td>Family Nurse Practitioner Role with Children and Families</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-549]</td>
<td>Family Nurse Practitioner Clinical with Children and Families</td>
<td>1</td>
</tr>
<tr>
<td>[NSG-550]</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2</td>
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<td>[NSG-555]</td>
<td>Nurse Practitioner in Primary Care II</td>
<td>3</td>
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<tr>
<td>[NSG-556]</td>
<td>Health Perspectives of Culturally Diverse, Rural, and Underserved Populations</td>
<td>2</td>
</tr>
</tbody>
</table>

NURSE EXECUTIVE STUDENT LEARNING OUTCOMES

Students in the Nurse Executive program at Wilkes University will:

1. Examine innovations for leadership and management to meet the challenges in delivering quality health care.
2. Critically analyze the challenges and issues facing nurse executives for maintaining healthcare workforces.
3. Discuss the role of the nurse executive as a leader in advancing nursing practice.
4. Apply evidence-based practice as an organizational leader in redesigning healthcare delivery systems.

Nurse Executive (15 Credits)

Total: 39 credits; (8 week courses prior to fall 18 enrollment; 12 week courses starting fall 18 enrollment)
NURSING EDUCATION STUDENT LEARNING OUTCOMES

Students in the Nursing Education program at Wilkes University will:

1. Analyze theoretical and evidence-based research specific to nursing education.
2. Develop expertise in education assessment, teaching/learning strategies, evaluation and testing.
3. Design a curriculum that addresses a dynamic complex nursing environment.
4. Demonstrate leadership abilities through classroom and clinical teaching in a variety of community agencies.

Nursing Education (15 Credits)*
Total: 39 credits; 8 week courses prior to fall 18 enrollment; 12 week courses starting fall 18 enrollment)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NSG 540</td>
<td>Role of the Nurse Educator and Curriculum Work in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NSG 541</td>
<td>Teaching Methodologies and Strategies in Nursing Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>NSG 542</td>
<td>Testing and Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-544]</td>
<td>Classroom Practicum in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-545]</td>
<td>Clinical Practicum in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

NURSING INFORMATICS STUDENT LEARNING OUTCOMES

Students in the Nursing Informatics program at Wilkes University will:

1. Discuss the role of the informatics nurse specialist for advancing nursing practice.
2. Apply informatics nurse specialist competencies as a nursing leader on healthcare organization, interprofessional teams.
3. Integrate nursing knowledge and technology for improving patient quality of care.

Nursing Informatics (15 Credits)
Total: 39 credits; (8 week courses prior to fall 18 enrollment; 12 week courses starting fall 18 enrollment)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[NSG-565]</td>
<td>Foundations of Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-566]</td>
<td>Data Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-567]</td>
<td>Nursing Informatics Leadership in Healthcare Systems and Project Designs</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-568]</td>
<td>Nursing Informatics Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-569]</td>
<td>Nursing Informatics Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

Residency Requirements

An on-site residency is required for nurse practitioner students enrolled in NSG 500, Advanced Health Assessment, in order to demonstrate advanced physical assessment skills. In addition, nurse practitioner students in the following clinical courses may be required to complete an on-site residency, based upon the location of the clinical practice site. During residency, direct supervision and evaluation of the student will be completed by nurse practitioner clinical faculty at his/her designated clinical practice sites. Each course syllabus dictates the terms of the specific course residency.

- [NSG-506] – Advanced Practice in Adult-Gerontology Clinical I
- [NSG-515] – Advanced Practice in Adult-Gerontology Clinical II
- [NSG-535] – Advanced Practice in Psychiatric/Mental Health Nursing I
- [NSG-536] – Advanced Practice in Psychiatric/Mental Health Nursing II
- [NSG-546] – Family Nurse Practitioner Clinical I
- [NSG-547] – Family Nurse Practitioner Clinical II

Clinical Requirements

The student is responsible for arranging all clinical and practicum experiences. A preceptor from a practice setting that promotes attainment of course objectives is identified by the student. Further details of clinical requirements for each concentration area are provided to students in The Passan School of Nursing Graduate Program Student Handbook.
POST GRADUATE/APRN CERTIFICATE

Purpose
This distance education Post Graduate/APRN Certificate program is designed for registered nurses who have earned a master's or doctoral degree in Nursing and seek to expand their education in a new specialty area. Certificate programs are offered in all concentrations available in the Master of Science in Nursing degree program. Graduates of our accredited online certificate programs are eligible to sit for national certification examination upon program completion of the respective concentration. A review of official transcripts will determine a student's course of study. A certificate of program completion is awarded, not a degree.

Students admitted to the nurse practitioner program who have previously taken an Advanced Pharmacology course are advised to contact their State Board of Nursing to determine if their Pharmacology course meets the criteria set by State Board for length of time that is allowed from taking the course to the date of applying for prescriptive privileges.

Admission Requirements
• See the Master of Science in Nursing admission requirements above.

Student outcomes for each of the following concentrations can be found in the Master of Science in Nursing section of this handbook.

Students in the Post Graduate/APRN Certificate programs have an option to complete (1) billable credit of national certification preparation in [NSG-590]: Scholarly Review.

The Curriculum
CONCENTRATIONS

Adult – Gerontology Primary Care Nurse Practitioner (25 credits or less pending review of previous coursework)
All courses are 12 weeks in length.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>[NSG-500]</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-530]</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-533]</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-550]</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-553]</td>
<td>Adult Health Perspectives of Culturally Diverse, Rural, and Underserved Populations</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-554]</td>
<td>Nurse Practitioners in Primary Care I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-555]</td>
<td>Nurse Practitioners in Primary Care II</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychiatric/Mental Health Nurse Practitioner (27 credits or less pending review of previous coursework)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>[NSG-500]</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-530]</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-533]</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-526]</td>
<td>Clinical Modalities in Advanced Psychiatric/Mental Health Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-527]</td>
<td>Psychopathology, Theories, and Advanced Clinical Modalities</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-535]</td>
<td>Advanced Practice in Psychiatric/Mental Health Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-536]</td>
<td>Advanced Practice in Psychiatric/Mental Health Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-550]</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-556]</td>
<td>Health Perspectives of Culturally Diverse, Rural, and Underserved Populations</td>
<td>2</td>
</tr>
<tr>
<td>[NSG-552]</td>
<td>Psychopharmacology</td>
<td>2</td>
</tr>
</tbody>
</table>

Family Nurse Practitioner (28 credits or less pending review of previous coursework)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>[NSG-500]</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-530]</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-533]</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-546]</td>
<td>Family Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-547]</td>
<td>Family Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>[NSG-548]</td>
<td>Family Nurse Practitioner Role with Children and Families</td>
<td>2</td>
</tr>
</tbody>
</table>
### Post Graduate/APRN Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NSG-549</td>
<td>Family Nurse Practitioner Clinical with Children and Families</td>
<td>1 credit</td>
</tr>
<tr>
<td>NSG-550</td>
<td>Diagnostic Reasoning for Nurse Practitioners</td>
<td>2 credits</td>
</tr>
<tr>
<td>NSG-554</td>
<td>Nurse Practitioners in Primary Care I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-555</td>
<td>Nurse Practitioners in Primary Care II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-556</td>
<td>Health Perspective of Culturally Diverse, Rural, and Underserved Populations</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

#### Nurse Executive
*(24 credits or less pending review of previous coursework)*

**Courses are 12 weeks.**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NSG-500</td>
<td>Advanced Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-530</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-560</td>
<td>Principles of Nursing Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-561</td>
<td>The Work of Nursing Leaders in Healthcare</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-562</td>
<td>Advanced Topics in Nursing Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-563</td>
<td>Nurse Executive Practicum I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-564</td>
<td>Nurse Executive Practicum II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Nursing Education
*(24 credits or less pending review of previous coursework)*

**Courses are 12 weeks.**

<table>
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<tbody>
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<td>NSG-530</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-540</td>
<td>Role of the Nurse Educator and Curriculum Work in Nursing Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-541</td>
<td>Teaching Methodologies and</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-542</td>
<td>Teaching and Evaluation in Nursing Curriculum</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-544</td>
<td>Classroom Practicum in Nursing Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-545</td>
<td>Clinical Practicum in Nursing Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Nursing Informatics
*(24 credits or less pending review of previous coursework)*

**Courses are 12 weeks**

<table>
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<tr>
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<tbody>
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<td>NSG-500</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NSG-530</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-533</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-565</td>
<td>Foundations of Nursing Informatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-566</td>
<td>Data Management in Healthcare</td>
<td>3 credits</td>
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<td>NSG-567</td>
<td>Nursing Informatics Leadership in Healthcare Systems and Project Designs</td>
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<td>Nursing Informatics Practicum I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG-569</td>
<td>Nursing Informatics Practicum II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Residency Requirements
An on-site residency is required for nurse practitioner students enrolled in [[NSG-500]], Advanced Health Assessment, in order to demonstrate advanced physical assessment skills. In addition, nurse practitioner students in the following clinical courses may be required to complete an on-site residency, based upon the location of the clinical practice site. During residency, direct supervision and evaluation of the student will be completed by nurse practitioner clinical faculty at his/her designated clinical practice sites. Each course syllabus dictates the terms of the specific course residency.

- [[NSG-506]] – Advanced Practice in Adult-Gerontology Clinical I
- [[NSG-515]] – Advanced Practice in Adult-Gerontology Clinical II
- [[NSG-535]] – Advanced Practice in Psychiatric Mental Health Nursing I
- [[NSG-536]] – Advanced Practice in Psychiatric Mental Health Nursing II
- [[NSG-546]] - Family Nurse Practitioner Clinical I
- [[NSG-547]] - Family Nurse Practitioner Clinical II

#### Clinical Requirements
The student is responsible for arranging all clinical and practicum experiences. A preceptor from a practice setting that promotes attainment of course objectives is identified by the student. Further details of clinical requirements for each concentration area are provided to students.
Post Graduate/APRN Certificate

in Passan School of Nursing Graduate Program Student Handbook.
RN-M.S.N. PROGRAM

Purpose
This distance education RN to M.S.N. graduate nursing program is designed for the registered nurse with an associate's degree in nursing (AAN or ASN) who plans to earn a career-enhancing nursing degree to the master's level. Students enter this program as graduate students of the university. The curriculum starts with two bridge courses totaling 10 credit hours, which bring the student to the baccalaureate level of study. *A pass-through bachelor's degree in nursing is not granted as part of this program.* After completing the bridge courses, students continue in completing a concentration of their choice for the Master of Science in Nursing degree (see Master of Science in Nursing section of the handbook). Graduates are eligible for national certification upon program completion of the respective concentration. RN to M.S.N. students follow the policies of the Passan School of Nursing graduate nursing program.

Admission Requirements
See the Master of Science in Nursing admission requirements above.

Curriculum

- Successful completion of 2 bridge courses is required prior to starting the M.S.N. graduate core and concentration courses for the degree.
- [[NSG-410]] Transition to Baccalaureate Nursing for the Graduate Nursing Student 7 credits (15 week course)
- [[NSG-411]] Leadership and Management Practicum for the Graduate Nursing Student 3 credits (clinical- 45 hours) (12 week course)

Degree Requirements
The total number of credits and degree requirements for completion of the RN to M.S.N. program and conferring of the M.S.N. degree is based upon the concentration chosen (see Master of Science in Nursing section of this handbook). The range is 49-53 total credits.
PHARMACY

Dean: Dr. Scott Stolte, Pharm.D
Assistant/Associate Deans: Dr. Jennifer Malinowski, Dr. Julie Olenak
Chairperson, Department of Pharmacy Practice: Dr. Judith Kristeller
Chairperson, Department of Pharmaceutical Sciences: Dr. Zbigniew Witczak

Faculty

Professors: Kristeller, Stolte, Witczak
Associate Professors: Bolesta, Bommaroeddy, J. Ference, K. Ference, Jacobs, Longyhore, Malinowski, Manning, McManus, Olenak, Roke-Thomas, Trombetta, VanWert
Assistant Professors: Franko, Hong, Kheloussi, Lewis, McCutcheon, Nguyen, Pezzino, Shah
Instructors: 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 successful pharmacy practice in the health care environment of the twenty-first century. The U.S. health care system has been undergoing rapid, even dramatic, change. This transformation is expected by most observers to continue for some time. Those individuals and organizations responsible for the delivery of pharmaceutical care have not been and will not be sheltered from the forces of change. It becomes necessary, therefore, to provide new practitioners with the necessary knowledge base and skills required in a transformed health care system.

With the rapid transformation of health care delivery, a strong foundation in the basic sciences (e.g., pharmaceutics, pharmacology, medicinal chemistry, anatomy and physiology) remains essential while clinical knowledge (e.g., therapeutics, pharmacokinetics, and pathophysiology) and skills (e.g. physical assessment, patient counseling, clinical decision-making) become even more important. Successful practice will demand an improved understanding of the social sciences (e.g., psychology, sociology, economics, health policy, management). Most importantly, the future pharmacy practitioner must have outstanding interpersonal skills. Among these are the abilities to communicate effectively and to function in a team environment.

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, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503; 312-664-3575; FAX 312-664-4652; 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 after completing appropriate internship hours. 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.

Admission into the Professional Program (Enrollment limit: 72)

To be admitted into the Professional Program of the School of Pharmacy, a student must have either enrolled in and successfully completed the Prepharmacy Program at Wilkes University or have submitted a successful application to the School of Pharmacy. Student are required to obtain a Pennsylvania Intern License once accepted to the program and in the summer prior to the start of the first professional year.

Admission through the Application Process

Faculty reserve the right to select from among the applicants who will have the best opportunity to complete the curriculum within four years and have productive professional lives. Admission is based upon the student's academic ability as reflected in grades from pre-pharmacy courses, number of courses repeated, typical course loads, PCAT scores, total academic career, and references, as well as a successful interview. If applicable, the committee will also consider the most recent academic performance for those non-traditional students returning to college life after a hiatus. Each spring, a select group of applicants is invited for an interview, based upon a complete evaluation of all submitted application materials. Any missing documentation will compromise the application.
The number of seats in the professional program available through the application process is dependent on the number of Pre-pharmacy Guaranteed Seat students able to claim a seat. A portion of remaining seats is available on an academically competitive basis to Wilkes students with overall and prerequisite GPAs above a 2.5, and a portion of seats is available to transfer students with overall and prerequisite GPAs above a 2.5 on a competitive basis. To be classified as a Wilkes student, the student 1) must complete and be enrolled at Wilkes University for two full-time consecutive semesters before enrollment in the Professional Program, AND 2) must complete 18 credits of prerequisite courses at Wilkes University by the end of the spring semester prior to enrollment in the Professional Program. Failure to meet both criteria will result in classification as a "transfer" student.

A maximum of 8 credits for prerequisite courses may be transferred to Wilkes University while enrolled in the Pre-Pharmacy Guaranteed Seat Program. The Registrar Office will determine course equivalency for transferred courses. The remaining prerequisite courses must be completed at Wilkes University. The Organic Chemistry prerequisite requirement may be met by taking 1) Organic I with lab and Organic II with lab or 2) Essentials of Organic Chemistry with lab at Wilkes University.

Applicants should review the technical standards set forth by the School of Pharmacy, which are available at:

http://wilkes.edu/academics/colleges/nesbitt-college-of-pharmacy/program-information/pre-pharmacy-guaranteed-seat-program/technical-standards.aspx

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.

How to Apply
To obtain a School of Pharmacy application, you may call or write:
School of Pharmacy
Wilkes University
Wilkes-Barre, PA 18766
(570) 408-4280
1-800-WILKESU ext. 4280
or download an application from https://wilkes.edu/academics/colleges/nesbitt-college-of-pharmacy/program-information/pharmd-program/how-to-apply.

Please note: The School of Pharmacy application is in addition to the Wilkes University application. All applicants must complete the application and return it before January 15th for the upcoming fall semester.

Pharmacy Minimum Admission Requirements
To be considered for admission to the Professional Program of the School of Pharmacy, the applicant:

• should complete the Wilkes University General Education Course Requirements or have completed a baccalaureate degree. A maximum of two deficient General Education courses will be considered for admission into the pharmacy program. Students with more than two deficient General Education courses may appeal to the Student Affairs Committee of the School of Pharmacy for consideration.
• must successfully (2.0 or higher) complete the Pharmacy Prerequisite Courses listed below by the end of the spring term prior to fall admission;
• must obtain a minimum overall GPA of 2.50 and a minimum GPA of 2.50 in the Pharmacy Prerequisite Courses listed below (Wilkes student) by the end of the spring semester prior to admission. Preferential consideration will be given to Wilkes students with GPAs of 3.0 or higher.

Prerequisite grades less than 2.0 may be repeated with the higher grade factoring into the GPA. However, applications will be placed at a lower priority for repeated courses of less than 2.0 in prerequisite courses are recorded. In addition, repeating courses in which a grade above a 2.0 was earned will not factor into the GPA. However, exceptions to the above rules will be considered on an individual basis and only if students can provide written explanation of extenuating circumstances.

(Note: admission into the Pharmacy Program is extremely competitive. Earning the minimum academic criteria necessary to submit an application does not in any way infer or promise an interview or admission into the program.)

• must provide three completed recommendation forms;
• must successfully complete the interview process;
• must demonstrate acceptable written communication skills; and
• must submit scores on the Pharmacy College Admission Test (PCAT). Please note only PCAT scores taken prior to January, in the year a student is applying, will be accepted.

Pharmacy Prerequisites
Two semesters (8 credits) of General Chemistry with labs of General Chemistry with labs
Two semesters (8 credits) of Organic Chemistry with labs OR 4 credits of Essentials of Organic Chemistry with lab at Wilkes University
Two semesters (8 credits) of General Biology with labs
One semester (4 credits) of Calculus
One semester (3 credits) of Statistics
One semester (4 credits) of General Physics with lab
One semester (3 credits) of Microeconomics
One semester (3 credits) of Oral Communications
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.

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 a cumulative pharmacy GPA of 2.0. In addition, no student shall be allowed more than 8.0 credits of 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 further progress in the School. More inclusive policies, including but not limited to 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 to all students in the Nesbitt School of Pharmacy Student Handbook distributed annually. APPE progression is described in the APPE Course Manual.

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, 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 40 hours of IPPE IV. 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 1 six-week rotation, plus 6 five-week rotations, 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 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.

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.
ADVANCED PHARMACY
PRACTICE EXPERIENCE#
ADVANCED PHARMACY PRACTICE EXPERIENCE#
## DOCTOR OF PHARMACY

### Recommended Course Sequence

#### P-1 Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHA 301</td>
<td>Found. of Pharm. Practice I</td>
<td>2</td>
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<tr>
<td>PHA 308</td>
<td>Pharm. and Health Care Delivery</td>
<td>3</td>
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<tr>
<td>PHA 311</td>
<td>Pharmaceutics I</td>
<td>4</td>
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<tr>
<td>PHA 313</td>
<td>Pharm. Calculations</td>
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<tr>
<td>PHA 327</td>
<td>Medical Microbiology</td>
<td>3</td>
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<td>PHA 331</td>
<td>Anatomy/Physiology I</td>
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#### P-1 Spring Semester

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<tbody>
<tr>
<td>PHA 302</td>
<td>Pharmaceutical Care Lab I</td>
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<tr>
<td>PHA 304</td>
<td>Foundations of Pharm. Practice II</td>
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<tr>
<td>PHA 310</td>
<td>Clinical Research Design</td>
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<tr>
<td>PHA 312</td>
<td>Pharmaceutics II</td>
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<tr>
<td>PHA 332</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>PHA 365</td>
<td>Medical Biochemistry</td>
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#### P-1 Summer

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PHA 335</td>
<td>Intro. Pharmacy Practice Experience I (IPPE I)</td>
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#### P-2 Fall Semester

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<tbody>
<tr>
<td>PHA 401</td>
<td>Pharmacy Care Lab II</td>
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<tr>
<td>PHA 405</td>
<td>Pharmaceutical Care Systems</td>
<td>2</td>
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<tr>
<td>PHA 411</td>
<td>Biopharm/Clincal Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 421</td>
<td>Pharmacotherapeutics I</td>
<td>2</td>
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<tr>
<td>PHA 423</td>
<td>Pharmacotherapeutics II</td>
<td>2</td>
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<td>PHA 425</td>
<td>Pharmacotherapeutics III</td>
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<tr>
<td>Elective</td>
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#### P-2 Spring Semester

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<tbody>
<tr>
<td>PHA 402</td>
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<tr>
<td>PHA 410</td>
<td>Biotechnology/Immunology</td>
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<tr>
<td>PHA 412</td>
<td>Mgt. of Pharm. Operations</td>
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<tr>
<td>PHA 426</td>
<td>Pharmacotherapeutics IV</td>
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<td>PHA 428</td>
<td>Pharmacotherapeutics V</td>
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<tr>
<td>PHA 430</td>
<td>Pharmacotherapeutics VI</td>
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<td>PHA 440</td>
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#### P-2 Summer

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<tr>
<td>PHA 445</td>
<td>Intro. Pharmacy Practice Experience III (IPPE III)</td>
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#### P-3 Fall Semester

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<tr>
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<tr>
<td>PHA 501</td>
<td>Pharmacy Care Lab IV</td>
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<tr>
<td>PHA 503</td>
<td>Longitudinal Care I</td>
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<tr>
<td>PHA 505</td>
<td>Pharmacy Law</td>
<td>2</td>
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<tr>
<td>PHA 509</td>
<td>Economic Evaluation of Pharm.</td>
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<tr>
<td>PHA 521</td>
<td>Pharmacotherapeutics VII</td>
<td>2</td>
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<td>PHA 523</td>
<td>Pharmacotherapeutics VIII</td>
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<tr>
<td>PHA 525</td>
<td>Pharmacotherapeutics IX</td>
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#### P-3 Spring Semester

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<tr>
<td>PHA 502</td>
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<tr>
<td>PHA 504</td>
<td>Longitudinal Care II</td>
<td>1</td>
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<tr>
<td>PHA 526</td>
<td>Pharmacotherapeutics X</td>
<td>3</td>
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<tr>
<td>PHA 528</td>
<td>Pharmacotherapeutics XI</td>
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<tr>
<td>PHA 530</td>
<td>Pharmacotherapeutics XII</td>
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</table>
P-4 Advanced Pharmacy Practice
Experiential Year

The APPE portion of the curriculum consists of 7 rotations for a total of 35 credit hours in various settings. Rotation #1 is 6 weeks in duration. Rotations #2-7 are 5 weeks in duration.

There are four required APPE rotations. In addition there are three elective APPE rotations. Information will be provided during the P-3 year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Rotation</th>
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<tbody>
<tr>
<td>PHA 510</td>
<td>General Medicine</td>
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<tr>
<td>PHA 511</td>
<td>Ambulatory Care</td>
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<td>PHA 512</td>
<td>Community Practice</td>
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<tr>
<td>PHA 513</td>
<td>Health System</td>
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</tbody>
</table>

In addition, there are three elective APPE rotation. Information will be provided during the P-3 year.
INTRODUCTORY PHARMACY EXPERIENCE
PHARMACOTHERAPEUTIC MODULES

(PHA 421, 423, 425, 426, 428 430, 521, 523, 525, 526, 528, and 530) - A four-semester, twelve-module sequence (three modules per semester) that integrates pharmacology, medicinal chemistry, pathophysiology, and pharmacotherapy. This team-taught, interdisciplinary course provides students with the opportunity to learn and apply concepts from these four disciplines.

PHA 421 Pharmacotherapeutics I: Principles of Pharmacology & Medicinal Chemistry
Two credits

PHA 423 Pharmacotherapeutics II: Principles of Pharmacotherapeutics
Two credits
Prerequisite: PHA 421.

PHA 425 Pharmacotherapeutics III: Self-Care and Dermatology*
Three credits

PHA 426 Pharmacotherapeutics IV: Gastrointestinal Disorders*
Two credits

PHA 428 Pharmacotherapeutics V: Infectious Diseases*
Four credits

PHA 430 Pharmacotherapeutics VI: Hematology, Joint Disorders, Surgery*
Two credits

PHA 521 Pharmacotherapeutics VII: Pulmonary Disorders*
Two credits

PHA 523 Pharmacotherapeutics VIII: Cardiovascular Disorders*
Four credits

PHA 525 Pharmacotherapeutics IX: Renal Disorders*
Two credits

PHA 526 Pharmacotherapeutics X: Endocrine Disorders & Women's Health Issues*
Three credits

PHA 528 Pharmacotherapeutics XI: Neoplastic Diseases*
Two credits

PHA 530 Pharmacotherapeutics XII: Central Nervous System Disorders*
Four credits

* PHA 423 is prerequisite to PHA 425-530.