Apply online at www.ycp.edu/masters

Master of Business Administration
717.815.1491

Master of Education
717.815.6406

Master of Science in Nursing
717.815.1462

Doctor of Nursing Practice
717.815.1462
York College of Pennsylvania is a community of learners and learning, characterized by a strong emphasis on excellence in professional preparation.

York’s graduate programs exemplify the College’s overall commitment to professionalism, focusing on business, education, and healthcare. Our goal in graduate education is to facilitate the continuing and further growth of professionals in their fields and to prepare them for roles of increasing responsibility and scope. In addition, graduate programs highlight the broader societal context of particular fields and guide students to a mature appreciation of the full range of factors that environ one’s profession.

I hope your experience at York College is a fulfilling one. We of the faculty and staff are ready to help you attain your goals and plan for a successful future.

Sincerely,
George W. Waldner, President
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Overview

Located in southcentral Pennsylvania, York College offers more than 50 baccalaureate majors in professional programs, the sciences and humanities to its 4,600 undergraduate students. A doctoral program in nursing practice was instituted in 2011, while master's degree programs in business, nursing and education had been added in preceding decades. A center of affordable academic excellence, York is dedicated to the intellectual, professional and social growth of its students. The College helps them develop a concrete plan to attain academic growth and career success; encourages them to try in the “real world” what they learn in the classroom; and prepares them to be professionals in whatever career they pursue.

Heritage

York College of Pennsylvania traces its institutional lineage to the York County Academy, which received its charter from the General Assembly of Pennsylvania on September 20, 1787, for the purpose of offering courses of instruction in “the learned and foreign languages, English, mathematics, and other useful branches of literature.” The Reverends John Andrews and John Campbell of St. John's Episcopal Church played leading roles in the Academy’s establishment and the early years of its operation. For well over a century the York County Academy functioned as a center of classical studies and the fine arts, educating thousands of persons who became leaders in local and national affairs as well as in the professions of education, medicine, and law.

In 1929, the Academy merged with the York Collegiate Institute, a nondenominational sister institution that had been founded in 1873 by Samuel Small, a prominent businessman and philanthropist. In 1941, the trustees accepted the recommendation of the Institute’s president, Dr. Lester F. Johnson, that the charter be amended to provide for a two-year program at the junior college level. The new institution adopted the name York Junior College and appointed Dr. Johnson as its first president. In the 1950s, the Junior College outgrew its physical facilities in the center of downtown York, and its academic capabilities advanced beyond the boundaries of a two-year program. Through the generosity of the trustees and other community leaders, a 57-acre site for a new campus was acquired and fund raising began to construct an entirely new and larger complex of campus buildings. In October of 1965, the new campus was dedicated, with words of commendation from then-Governor Scranton that the splendid new buildings testified to “private support and self-help at the local level.” The new facilities, along with yet another successful capital campaign, also made feasible the extension of the curriculum to a full bachelor’s degree program in 1968, leading once again to a change in the institution’s name, this time to York College of Pennsylvania.

In the last 42 years the College has continued its advancement as a center for learning, scholarship, public service, and cultural affairs. Curricular resources have grown notably, providing increasingly diverse and sophisticated educational offerings that compare favorably with those of many universities. Campus acreage and facilities have expanded dramatically. Total enrollment now exceeds 5,000, with students coming from a widening geographic sphere. Yet, the full-time undergraduate enrollment of about 4,600 students, the emphasis on teaching excellence, and the increasingly high proportion of students residing on campus permit the preservation of the personal collegiate atmosphere that has characterized the York educational experience for more than two hundred years.

Faculty

York College is a student-centered, teaching institution. Accordingly, most of a faculty member's time should be allocated to class preparation and instruction, the evaluation of student work, and academic advising. The College encourages the scholarly development of faculty members, providing support for research and the preparation of publications. Every faculty member has the responsibility to advocate to students, colleagues, and the public the importance of intellectual curiosity and accomplishment. All full-time faculty members should be doctorally qualified or hold the relevant terminal degree in their fields. Faculty members are also encouraged to engage in activities that serve the needs of the community. The College employs as adjunct (part-time) faculty members persons who possess the master's degree or equivalent academic credentials and who demonstrate the teaching skills required for full-time faculty members. The College provides opportunities for adjunct instructors to develop further as teachers and encourages their participation in appropriate departmental activities and the campus community.

Community Relations

The College endeavors to foster positive interaction with the surrounding community, while addressing York County’s higher education needs. The College provides physical facilities, educational and training programs, consulting services, as well as cultural and social activities to the community. Volunteer community service by faculty members, students, administrators, and staff is promoted throughout the campus. The College participates actively in neighborhood improvement organizations and initiatives that are focused on areas contiguous to the campus.
Accredited by:
The Commission on Higher Education, Middle States Association of Colleges and Schools
3624 Market Street, Philadelphia, PA 19104 215-662-5606
Commission on Collegiate Nursing Education
National Recreation and Park Association/American Association for Physical Activity and Recreation
Commission on Accreditation of Allied Health Education Programs
Accreditation Council for Business Schools and Programs
Accreditation Board for Engineering and Technology Council
Council on Accreditation of Nurse Anesthesia Educational Programs
National Association of Schools of Music

Approved by:
The Pennsylvania Department of Education
The Pennsylvania State Board of Nursing
Department of Education for Training Veterans
Pennsylvania Board of Licensure for Nursing Home Administrators (NHA)

Membership in:
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American College Public Relations Association
American Health Care Association
Association of American Colleges
Association of Independent Colleges and Universities of Pennsylvania
College and University Public Relations Association of Pennsylvania
College Entrance Examination Board
Council for the Advancement and Support of Education
Council of Independent Colleges
Field Institute for Technology in Nursing Education
Middle Atlantic Association of Schools of Business
Marine Science Consortium
National Association of Independent Colleges and Universities
National Association of College Admissions Counselors
National Commission on Accrediting, Inc.
National League for Nursing
National Recreation and Parks Association
Northeast Association of Pre-Law Advisors
Pennsylvania Association of Administration of Justice Education
Pennsylvania Association of College Admissions Counselors
Pennsylvania Association of Graduate Schools
Pennsylvania Health Care Association
Pennsylvania Recreation and Park Society
National Association of Student Personnel Administrators
Potomac Chesapeake Association of College Admissions Counselors
The address for all of the persons listed above is:
York College of Pennsylvania, York, Pennsylvania 17403-3651
717-846-7788       www.ycp.edu

Visitors: York College welcomes visitors. Office hours during the academic year (September through Spring Commencement in May) are 8:30 a.m.-5:00 p.m. weekdays. During the summer, most offices close at 11:30 a.m. on Friday.

Rules: Students are governed by the rules, regulations and provisions included in this publication as well as the General College Catalog. The College reserves the right to withdraw or modify any course. The General Catalog of York College presents essential information on institutional purposes, programs, faculty, extracurricular activities, facilities, and costs. It is designed to assist prospective students in deciding whether York is the right place for them to pursue their educational goals and to provide a ready reference for enrolled students.

Although this catalog was prepared on the basis of the best information available at the time of publication, the College reserves the right to change any provisions, regulations or requirements set forth within, without notice or obligation.

York College of Pennsylvania does not discriminate because of race, color, religious creed, ancestry, national origin, gender, disabilities or age in employment procedures or in recruitment and acceptance of students.

York College will not discriminate against any qualified student with a disability or handicap in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The College will reasonably accommodate the needs of students with a handicap or disability provided such accommodation does not constitute a fundamental alteration of the school's program of education or otherwise constitute an undue burden. York College is dedicated to serving the needs of its students regardless of handicap or disability by providing a quality learning experience that will prepare graduates for productive roles in society.

Students requesting support or accommodations should meet with the Disability Support Services coordinator to provide documentation regarding the nature of their disability and to plan an appropriate strategy for completing their academic requirements.
FALL SEMESTER 2011

August 26  Fall Orientation for new students begins
August 29  Evening classes begin including 1st cohort classes
August 30  Day classes begin including 1st cohort classes
Late Registration Fee Applies
September 5  Labor Day - No Classes
September 7  Last day to drop or add classes for the semester including 1st cohort classes and special studies
September 13  Last day to elect Pass/Fail option in stated courses including 1st cohort classes
September 15  Last day to apply for Winter Graduation
September 19-21  Warning grades issued to students for 1st cohort classes
September 23  Last day to withdraw from 1st cohort classes
September 30  Fall Fest (Family and Homecoming Weekend)

October 2
October 8-14  Warning Grades issued to students for full semester classes
October 14  Fall Break begins 5:00 p.m.
October 19  Classes resume 8:00 a.m.
October 20-24  Final examinations for 1st cohort classes
October 24  Last day of 1st cohort classes
October 25  First day of 2nd cohort classes
October 27  Last day to drop or add classes and to elect Pass/Fail for 2nd cohort classes
October 28  Last day to withdraw from classes or from the college for the semester
November 9-11  Warning grades issued to students for 2nd cohort classes
November 15  Last day to withdraw from 2nd cohort classes
November 22  Thanksgiving Vacation begins 10:00 p.m.
November 28  Classes resume 8:00 a.m.
December 13  Last day of full semester and 2nd cohort day classes for the semester
December 14  Reading Day - No classes
December 15-20  Final Examinations for full semester and 2nd cohort classes
December 21  Winter Commencement 10:30 a.m.

Incomplete course grade change deadline: for the Fall semester - February 21, 2012.

SPRING SEMESTER 2012

January 17  New Student Orientation
January 18  Day and Evening Classes begin including 1st cohort classes
January 25  Late Registration Fee Applies
January 25  Last day to drop or add classes for the semester including 1st cohort classes and special studies
January 31  Last day to elect Pass/Fail option in stated courses including 1st cohort classes
February 6  Last day to apply for Spring Graduation
February 6 - 8  Warning grades issued to students for 1st cohort classes
February 10  Last day to withdraw from 1st cohort classes
February 25  Winter Vacation begins 2:00 p.m.
March 5  Classes resume 8:00 a.m.
March 5 - 10  Warning Grades issued to students for full semester classes
March 9 - 13  Final Examinations for 1st cohort classes
March 13  Last day of 1st cohort classes
March 14  First day of 2nd cohort classes
March 16  Last day to drop or add classes and to elect Pass/Fail for 2nd cohort classes
March 23  Last day to withdraw from full semester classes or from the college for the semester
March 30 - April 3  Warning grades issued to students for 2nd cohort classes
April 3  Last day to withdraw from 2nd cohort classes
April 4  Spring Vacation begins 10:00 p.m.
April 10  Classes resume 8:00 a.m.
May 3  Last day of full semester and 2nd cohort classes for the semester
May 4  Reading Day - No classes
May 5 - 10  Final Examinations for full semester and 2nd cohort classes
May 12  Spring Commencement 10:30 a.m.

Incomplete course grade change deadline: for the Spring semester - July 12, 2012
Admissions Policy

It is the policy of York College of Pennsylvania to grant admission to qualified applicants in accord with the College’s nondiscrimination policy. An applicant who fulfills admission requirements is given every possible consideration given the capacity limits of our classroom facilities.

York College endeavors to admit students whose records indicate that they possess the qualities needed to achieve academic success in the program they intend to pursue. York seeks students who are strongly motivated to excel in a master’s program and who are prepared to accept and fulfill such responsibilities.

Applicants for admission must present academic records and standardized test scores (when required) which the College believes demonstrate achievement and ability commensurate with curricular expectations. Additional admission requirements specific to each graduate program area are outlined in this publication’s section for that program.

Acceptance

Applicants are notified as soon as all credentials have been received and evaluated. Applicants are encouraged to pay the registration deposit as soon as possible.

Admission of International Students

York College welcomes applications from international students. In addition to fulfilling requirements stated under Admissions Procedures, international students must submit satisfactory scores from the Test of English as a Foreign Language (applicants whose native language is English are exempt). A statement must be submitted which is certified by a U.S. Embassy or bank indicating that sufficient funds exist and will be released from the country to cover all educational and living expenses while attending York College. This information is required prior to issuance of an I-20 AB Form by the designated school official. International students must apply for admission and have all credentials forwarded by April 1 for the fall semester and by October 1 for the spring semester. All international students must submit certified documentation as to the U.S. equivalent of their foreign academic credentials for both the individual courses as well as the equivalent U.S. undergraduate degree.

Attendance

Most educators feel that attendance at all meetings of scheduled classes is a worthwhile activity. Class attendance policy at York College of Pennsylvania is at the discretion of the instructor. The class will be informed in writing within the syllabus whether attendance is used as a criterion in evaluating student performance.

The student is responsible for all work of the course unless specifically exempted by the instructor. It is recognized that some absences may be necessary or unavoidable. The student should inform the instructor of the reason for the absence and make up any work that is missed. The responsibility for initiating action to make up work missed in the classroom rests with the student.

Course Scheduling

A schedule of classes for each semester is available online at www.ycp.edu/registrar along with a timetable for scheduling. New students must register for their initial semester in person at the Registrar’s Office, at the Evening Resource Center in Campbell Hall or by mail/fax. Returning students may register online.

Students who schedule classes after the first day of classes will be assessed a late registration fee. Students who schedule classes and pay their tuition bills prior to the Business Office payment deadline will be officially registered for the semester and placed on the instructors’ class rosters.

Dropping or Adding a Course

A student may drop and/or add a course anytime during the first week of classes each fall and spring semester. See Summer Brochure for various summer session drop/add dates.
Checking with the academic advisor about a course schedule change is advisable as is checking with the Registrar’s Office about the course availability. Returning students may drop and add courses online using the York College website. The procedure for adding or dropping a course for first semester students is to obtain and complete a Records and Registrar’s Office Change form to officially drop and/or add the appropriate courses in the Registrar’s Office or the Evening Resource Center.

**Tuition and Fees**

Tuition and fees are payable prior to the beginning of each session according to the published due dates. No student may enter class until payment or arrangements for payment have been made. No reduction in tuition or fees is made for late registration. Grades or transcripts will not be released until all financial obligations have been met.

**Tuition Refund Policy**

Tuition deposits are nonrefundable as administrative fees. Withdrawals prior to the first day of the semester will receive a 100% refund of tuition and fees as charged. The deposit will be held. To review the complete Refund Policy, go on line to www.ycp.edu/busoffice.

**Time Limit.**

Students have seven calendar years to complete the requirements for the master’s degree. For students enrolled in the MBA program, this seven-year period commences upon enrollment in the first 510-level or above course. In the Education and Nursing programs, this seven-year period commences upon enrollment in the first 500-level course. Students who do not complete program requirements within the established time limit must request an extension of time (up to one year) from the respective department.

**Transfer Credit Policies**

Credits earned by a degree candidate student at another accredited graduate institution may be accepted by transfer in partial fulfillment of the graduate degree requirements. The following conditions for the transfer of these credits apply:

1. Official graduate transcripts from another institution must be submitted at the time of application. Transfer credits will be evaluated by the master’s program of which the student is admitted. Only courses where a grade of "B" or better is earned will be eligible for transfer.

2. Students may transfer no more than:
   • 9 credits of the 510-level or above courses into the Master of Business Administration program;
   • 9 credits of the 500-level or above courses into the Master of Education program which have been taken within the past ten years
   • 6 credits of the 500-level or above courses into Master of Science in Nursing program.

3. Transfer credits honored from other accredited institutions will typically be only those courses which are considered comparable to the core courses contained in the York College of Pennsylvania master’s programs.

4. Current York College graduate students who desire to take courses at another institution must secure prior approval. Off-Campus Study Approval forms are available from the program office and the Registrar’s Office.

5. Transfer credits will be added to the York College transcript after a student has successfully completed twelve core-level credits in a master’s program at York College. The transfer credits will carry no grades or quality points; thus, these credits will not be used in calculating the student’s grade point average.

**Withdrawing From A Course**

The last date to withdraw from a course is the ninth Friday of the fall or spring academic semester in order to avoid a grade penalty. See summer brochure for various summer session withdrawal dates. To withdraw from a course, students must complete a Records and Registrar’s Office Change form in the Records Office or Evening Resource Center.
located in Campbell Hall. Failure to attend class, telephoning, or merely giving notice to the course instructor is not considered an official course withdrawal. No extensions are granted beyond the withdrawal deadline. Students who do not officially withdraw are still responsible for payment of tuition and fees.

**Academic Advising And Student Responsibility**

Academic Advising is an essential process in the college setting. Upon entering York College, every matriculated student is assigned a faculty academic advisor who, through experience, professional background, and example, is qualified to assist the student in planning the coursework for the program of study, in developing strategies for academic success, and in providing guidance and information in preparation for the student's career and life goals.

Academic advisors are available during their regularly scheduled office hours when the College is in session in the fall and spring semesters or by appointment at other times. In addition, other academic support services are offered through the individual Graduate Program Offices, Registrar, Records Office, Evening Resource Center, and Career Development Center.

While academic advising assists students in their academic planning, it is ultimately the student's responsibility to meet the academic requirements for graduation. Each student is expected to meet regularly with his or her advisor to discuss the development and implementation of a plan of short and long-term academic goals. The final responsibility in meeting graduation requirements, however, rests with the student.

**Academic Integrity**

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own.

When a faculty member believes a student has committed an act of academic dishonesty, the faculty member must inform the student in writing and then has ten business days from that written notification to the student to report the incident to the Dean of Academic Affairs and the Department Chair.

Documentation related to instances of academic dishonesty will be kept on file in the student's permanent record. If the academic dishonesty is the student's first offense, the faculty member will have the discretion to decide on a suitable sanction up to a grade of 0 for the course. Students are not permitted to withdraw from a course in which they have been accused of academic dishonesty.

Students who believe they have been unjustly charged or sanctioned (in cases involving a first offense) must discuss the situation with the faculty member and have 10 business days thereafter to submit an appeal to Student Welfare Committee through the Dean of Academic Affairs. If an appeal is filed, the Student Welfare Committee will then conduct a hearing to review the charge and/or sanction. In cases of a first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and decide on the sanction, which can involve academic suspension or dismissal from the College, if the faculty member believes the offense to be of an extremely egregious nature.

If the Dean of Academic Affairs determines that the academic dishonesty is the student's second offense, the Dean will provide written notification to the student, the faculty member, and the Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction, which will involve academic suspension or dismissal from the College. Students who believe the Student Welfare Committee has unjustly sanctioned them may submit a written appeal to the Dean of Academic Affairs within 72 hours of receiving notification of the Student Welfare Committee's sanction.
Grades

Grades are assigned at the end of each academic session. The grades and their descriptions are as follows:

4 (Excellent): This grade denotes accomplishment that is truly distinctive and decidedly outstanding. It represents a high degree of attainment and is a grade that demands evidence of originality, independent work, an open and discriminating mind, and completeness and accuracy of knowledge, as well as an effective use of the knowledge.

3.5 (Very Good): This grade denotes mastery of the subject matter. It represents very good achievement in many aspects of the work, such as initiative, serious and determined industry, the ability to organize work, and the ability to comprehend and retain subject matter and to apply it to new problems.

3 (Good): This grade denotes considerable understanding of the subject matter. It represents a strong grasp and clear understanding of the subject matter and the ability to comprehend and retain course content.

2.5 (Above Average): This grade denotes above average understanding of the subject matter. It represents a good grasp of the subject matter and the ability to comprehend and retain course content.

2 (Average): This grade denotes average understanding of the subject matter. It represents the grade that may be expected of a student of normal ability who gives the work a reasonable amount of time and effort.

0 (Failure): This grade denotes inadequate understanding of the subject matter. It signifies an absence of meaningful engagement with the subject matter and that the student is not capable of doing or understanding the work or has made little of no effort to do so.

INC (Incomplete): The student may request permission from the instructor to receive an incomplete prior to the final examination and must present extraordinary reasons for the petition. The instructor should indicate on the Attendance/Final Grade Record the required work the student must do to complete the course. Any grades of "I" not removed within two calendar months after the end of the semester will automatically be changed to "0" in the Records Office. Grades of incomplete should only be provided to students who have completed a substantial portion of all course requirements.

W (Withdrawal): Students are permitted to withdraw from courses without penalty up to the ninth Friday of the fall or spring semester. Corresponding deadlines are set for all other semesters (e.g., summer sessions). Withdrawal after that time shall result in a grade of "0."

AU (Audit): This grade indicates that a student is registered for a course but receives no credit.

All grades, except "AU," will be applicable to all Graduate students. The grade of "AU" is applicable only to a student who is pursuing courses on a nondegree, audit basis.

Grade Point Average

The cumulative grade point average will be calculated by multiplying the credits of each graduate course in which a grade, other than "AU" and "W," was given times the grade received in that course; this will result in the quality points for that graduate course. The total quality points of all graduate courses in which grades, other than "AU" or "W" were given will be divided by the total credits of those courses; this will yield the student's cumulative graduate grade point average.

A student's cumulative grade point average is reviewed by the graduate program director at the completion of twelve credits of 510-level and above graduate courses and at the completion of each spring semester thereafter. If a student's cumulative grade point average for credits earned in these courses is less than 3.0 at any of these annual reviews, the student may be required to limit his or her course enrollment. (Such students will be notified in writing as to the restrictions.) Courses in which the student received less than a grade of "3" need to be repeated in the earliest semester that the course is scheduled. Full-time students (those enrolled in nine or more credits), must show improvement in their GPA within one semester. Part-time students must show improvement within their completion of their
next nine credits (three courses). Failure to bring the GPA up to the 3.0 level within these parameters will cause the student to be suspended from the program. Suspended students have the right to appeal through the graduate program committee. To be awarded a master's degree, a student must have attained at least a 3.0 cumulative graduate GPA.

Graduation
To apply for graduation, students MUST complete the formal application form available at the Records Office, lower level, Administration Building, at the Evening Resource Center in Campbell Hall, and in any of the master's degree program offices. This application is required of ALL STUDENTS whether or not the student wishes to participate in commencement ceremonies. Application deadlines are as follows:
- February 5 for May graduation
- September 15 for December graduation, and
- July 15 for August graduation
After the deadline, a late charge will be assessed, and significant delays will occur in processing. The graduation fee must be paid to the Business Office prior to submitting the completed application to the Records Office. The form and fee may also be submitted to the Evening Resource Center or returned to the Records Office by mail. The graduation application must be returned to the Records Office in triplicate. Graduation regalia is handled through the College Bookstore.
To participate in May commencement, a student must complete the final degree requirements in the spring session. Students completing graduation requirements during summer sessions have several options to choose from. The options are listed on the graduation application.

Awarding of an Additional Concentration
A student holding a Master’s degree from York College of Pennsylvania may not receive a second Mater’s degree in the same discipline from the College, but may elect to pursue courses leading toward a second master’s-level concentration provided the following conditions are met.

1. The student must submit an additional application for admission to the appropriate Master’s program coordinator for the Department of Business, Education or Nursing and formally matriculate in the new concentration.
2. The candidate must meet the Department Requirements as published in the York College of Pennsylvania Graduate Studies Catalog. The department will review the student’s records and indicate any additional courses that will be required to complete the requirements in the additional discipline.
3. The student must complete the Graduate Level Application for Additional Concentration available in the Records Office at the beginning of the semester in which the concentration will be completed. There is no fee for the application. The student’s additional concentration will be posted on the transcript at the same time as degree notes are posted. An additional diploma WILL NOT be issued.
4. The student may choose to participate in the appropriate commencement ceremony. the student’s name and concentration will be included in the commencement program along with the full list of candidates for degrees.

Grade Reports
At the conclusion of each academic session in which the student was officially enrolled in one or more courses of the graduate program or had graduate credits transferred into the program, a grade report will be mailed to the student by the College’s Records Office. The grade report will list the student’s personal data, recently completed courses with grades and credits for these courses; and the student’s cumulative graduate grade point average.

Student Records
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:
The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the Director of Records written requests that identify the record(s) they wish to inspect. The Director of Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

For Financially Dependent Students Only

Parental Notification On Student Records And College Matters

Parental rights of access to educational records depend on the student’s financial status, either dependent or independent. If the adult student is financially independent, parents have no right of access without the student’s consent. If, however, the student is a financial dependent, a parent/guardian’s request for educational records is honored by York College. It is the student’s responsibility to clarify and document his/her financial status and acknowledge acceptance of the College’s disclosure policy upon admission and to update such information via the Records Office.

Parents or legal guardians of financially dependent students will be notified by the Academic Services office/college officials when their son or daughter has been issued two or more warning grades at midterm. Professors are not required to issue warning grades, and some do not. A copy of the final grades will be sent to the designated parent(s)/guardian(s) in addition to the report sent to the student. Parents or legal guardians of financially dependent students will be notified by the Student Affairs Office/college officials when their son or daughter has been responsible for a violation of the college’s student code of conduct. Students and parents are encouraged to discuss these disciplinary matters to assist in the attainment of behavioral improvement. Directory information is distributed without prior consent of the student. Directory information is defined as a student’s name, address, email address, telephone number, date of birth, major field of study, dates of attendance, class year, and degree and awards received.

However, students who do not wish such information released or made public may inform the Admissions Office, if a new student, or the Records Office, if a returning student, in writing by September 1 for the fall semester or January 15 for the spring semester. The right to file a complaint with the U.S. Department of Education concerning alleged failures by York College of Pennsylvania to comply with the requirements of FERPA. The name and address
of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Student Health Medical Records
You must have a completed health history, immunization record and a physical examination by a medical provider to complete your admission to York College of Pennsylvania. This is required prior to enrollment in your first course. Please use the York College Student Health and Medical Record Form available at http://www.ycp.edu/offices-and-services/health-services/forms/ and return the completed form to:
Health Center
York College of Pennsylvania
York, PA 17403-3651
Questions should be referred to 717-849-1615.

Antidiscrimination/Ethnic Intimidation Policy
All students are encouraged to participate in College activities without regard to sex, race, color, creed, national origin, religion, sexual orientation, handicap, social affiliation, or age. York College does not tolerate and takes a firm position against all forms of discrimination as noted. Any student who feels he or she is a victim of discrimination or ethnic intimidation, or such harassment, may initiate a complaint through the student grievance procedure and legal channels. Contact: Student Affairs, Administration Building, (717) 815-1460.

Disclosure Of Campus Security Policy And Crime Statistics
All institutions of postsecondary education, both public and private, that participate in federal student aid programs must publish and disseminate an annual campus security report as well as make timely warnings. In compliance with federal law, York College of Pennsylvania makes this information available online at www.ycp.edu/security/844.htm or in a printed document available at the Campus Safety and Security Office, located in Manor Hall Northeast.

Sexual Harassment Policy
York College is an equal opportunity employer and institution of higher education. We support legislation that protects College personnel against unlawful discrimination of any kind, including sexual harassment, and affirm the commitment of York College to ensure an environment for all employees and students which is fair, human, and respectful. Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and is illegal, sex-based discrimination under Title IX of the Education Amendments act of 1972. It is against the policies of York College of Pennsylvania for any person (faculty, administrator, staff member, or student), male or female, to engage in sexual harassment of another person (faculty, administrator, staff member, or student). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. This conduct constitutes sexual harassment in the following circumstances:
1. When it is made either explicitly or implicitly a condition of an employee’s employment, or a student’s academic assessment, or progress or participation in college activities.
2. When submission to or a rejection of such conduct is made the basis for employment decisions or decisions affecting academic assessment, progress or status, or participation in other college activities.
3. When such conduct creates an intimidating, hostile, or offensive working or learning environment. Sexual harassment does not refer to behavior of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others, that lowers morale and, therefore, interferes with our institutional effectiveness. Sexual harassment may take different forms. One specific form
is the demand for sexual favors. Other forms of harassment include the following:

- Verbal – Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats.
- Nonverbal – Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures.
- Physical – Unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse, assault. The determination of whether conduct constitutes sexual harassment depends on the totality of the circumstances, the nature of the conduct or advances, and the context in which they occur. The policy of the College is not intended to regulate or interfere with normal personal relationships, but to remedy serious or persistent sexual conduct which is unwelcome.

Sexual harassment may be overt or subtle, but whatever form it takes, sexual harassment is insulting and demeaning and cannot be tolerated at York College. All personnel (faculty, administrators, staff members, or students) will be expected to comply with this policy and take appropriate measures to ensure that sexual harassment does not occur. Appropriate disciplinary action (up to and including termination or expulsion, as relevant) will be taken against anyone who violates this policy against sexual harassment, in accord with relevant York College disciplinary procedures for that person’s cohort group (faculty, administrators, staff members, or students).

Anyone subjected to acts of sexual harassment should immediately complain to his or her supervisor or at the individual’s option to the following officers:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>Administrators</td>
<td>President</td>
</tr>
<tr>
<td>Staff</td>
<td>Director of Personnel</td>
</tr>
<tr>
<td>Students</td>
<td>Dean of Student Affairs</td>
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</tbody>
</table>

Complaints will be fairly and promptly investigated and discipline, if appropriate, will be pursued through normal channels that apply to each cohort group.

**Student Conduct and Procedural Standards**

The College reserves the right to impose sanctions, up to and including expulsion from the College, if the student has engaged in activity in violation of the institutional regulations and objectives of the College. York College of Pennsylvania stands against the violation of the law and is responsible to cooperate and communicate as appropriate with law enforcement agencies in their duties. Students are expected to be aware of local, state, and federal laws, and understand their responsibilities as members of this educational community. Student victims will be assisted through proper advising on legal rights/options, counseling, and access/referral to existing victim support services. For assistance and consultation, students can contact the appropriate office, Department of Campus Safety, Counseling Services, Housing Services, or Student Affairs.

**Campus Safety**

**Parking and Traffic Enforcement**

The Department of Campus Safety at York College of Pennsylvania is responsible for enforcing parking and traffic regulations on all College property. These regulations were established to provide York College with a safe and organized community in which to live and learn and are in effect at all times throughout the year. In addition to College policies, all traffic and parking regulations regulated by the Commonwealth of Pennsylvania apply and are enforced on campus. The Department of Campus Safety maintains office hours between 8 a.m. and 5 p.m., Monday through Friday.

**Vehicles**

Parking at York College is by permit only. All students (full and part-time, daytime and evening, undergraduate and graduate) must register their vehicles with the Department of
Campus Safety and obtain and display a 2011-2012 parking permit hangtag. This allows parking in any area not designated for faculty, staff, visitors or resident parking unless otherwise noted. All parking permits must be renewed at the beginning of each fall semester. All parking permit hangtags must be displayed from the rearview mirror. Students operating motorcycles must obtain a decal and are subject to the same college regulations as any other motor vehicle. It is not permissible for one person to obtain a permit for another. Traffic and Parking regulations and a campus parking map are distributed with all parking permits and are also available online at www.ycp.edu/security. The fine for unregistered vehicles is $50.00, which includes a $20.00 fee to identify vehicles through the State Motor Vehicles Department.

When parking on campus, vehicles must be parked between white-lined spaces. Areas on campus without white lines, which include lawn areas, roadways, painted curbs, sidewalks and walkways, and painted no-parking zones are not legal parking areas. Vehicles parked illegally will be issued a parking citation. Stolen, lost, or damaged permits can be replaced for a fee. If original permit is presented for replacement, there is no charge. There are no partial refunds for parking permits. It is the responsibility of the registrant to report lost or stolen permits. Motorcycles must adhere to the same College regulations as any other motor vehicle.

The York College campus has roadways designated for travel to reduce traffic congestion and prevent collisions. All vehicles driven on the YCP campus are subject to the rules and regulations of the campus as well as PA state traffic laws and are to obey all traffic control devices. The speed limit on campus is 15 mph. No person shall operate a vehicle at a greater speed than is reasonable and practical under existing conditions. All students are to drive with caution and adhere to this speed limit.

Drivers are required to obey all traffic signs, signals, devices, and instructions from authorized persons directing traffic. Pedestrians have the right-of-way at all times. Anyone operating a motor vehicle contrary to these designations or in a negligent manner will be issued a traffic citation from the Department of Campus Safety. Any offense can result in a judicial hearing if the circumstances of the case warrant. The Department of Campus Safety has the discretion to revoke the privilege of operating a motor vehicle on campus.

Park at Your Own Risk

The College is not responsible for vehicles or personal possessions left in vehicles while parked on campus; however, any theft that does take place should be reported to the Department of Campus Safety immediately.

Emergency Call Boxes

Emergency call boxes are located in various locations on campus. Emergency call boxes are easily identifiable by a blue light located at the top of the call box pole. These call boxes can be utilized 24 hours a day to call the Department of Campus Safety cellular phone.

Campus Escorts

You can request a walking escort by contacting the Department of Campus Safety by phone or call box. Dial ext. 1314 if calling from an on-campus phone or dial 717-815-1314 if calling from off campus. The College also operates a shuttle that transports students between the Main and West campuses 7:30 a.m. to 1:30 a.m. Monday through Wednesday and 7:30 a.m. to 2:30 a.m. on Friday, Saturday and Sunday. The shuttle picks up and drops off at Wolf Hall, Tyler Run complex, the foot bridge, Spring Garden Apartments, the Richland Hall parking lot, Grantley Hall, and the Grumbacher Sport and Fitness Center.

Facilities Use

York College welcomes visitors to campus. For the safety and respect of others we ask that visitors abide by the following guidelines:

- York College athletic and intramural fields are for exclusive use by YCP students, faculty, staff, and alumni; trespassers will be asked to leave.
- The College gymnasiums are for exclusive use by authorized York College students,
faculty, staff, spouses, and alumni. A College ID card must be presented for participation.
• The walking path near Tyler Run Creek and the College's quarter-mile track are available for fitness enthusiasts.
• Pets must be leashed, and owners are responsible for cleaning up after their pets.
• Prolonged loitering by groups is prohibited.
• Motorized vehicles, such as mopeds and motorcycles, are prohibited on fields and walkways.
• Visitors are prohibited from skateboarding, inline skating, and similar activities anywhere on campus.

Student Identification/Flex Card
It is important for every student to obtain an ID card at York College. The York Flex card will open up many opportunities for you to use the Library, Information Technology, the Grumbacher Sport and Fitness Center, dining facilities, residence and academic facility access (where applicable) and attend various lectures, concerts, movies, and special activities sponsored by the College.

All new students may obtain a free ID card their first semester of attendance through the Department of Campus Safety. All new students requiring an ID card must present a photo ID, such as a driver’s license, and a copy of their student schedule/bill bearing their name, address and student ID number.

Returning student ID cards are automatically validated within the administrative computer system and do not require replacing. The fee for a replacement (lost, stolen, or broken) ID card begins at $10. A second replacement ID card will cost $20 and three or more replacements will cost $30 thereafter. The fee, payable in cash or check, is due at the time the card is printed. Payment with a credit card may be processed at the Business Office in the Miller Administration office. You must present your receipt and a photo ID, such as a driver’s license to the Department of Campus Safety for collection of the new ID card.

YORK COLLEGE 2011 FALL SEMESTER INFORMATION FOR NEW STUDENTS

STUDENT ID CARD/FLEX CARD/MEAL PLAN/LIBRARY CARD
Student ID cards (which also serve as library cards, flex cards, meal plan cards, residence access (where applicable), etc., may be obtained according to the following schedule (times are subject to change):

Wolf Hall – DeMeester Theater:
• Friday, August 26, 2011 from 9:00 a.m. to 6:00 p.m.
• Saturday, August 27, 2011 from 9:00 a.m. to 4:00 p.m.

West Campus Community Center (1st floor lobby)
• Sunday, August 28, 2011 from 9:00 a.m. to 4:00 p.m.

Student Union – William Walker Room
• Monday, August 29, 2011 from 9:00 a.m. to 6:00 p.m.
• Tuesday, August 30, 2011 from 9:00 a.m. to 6:00 p.m.

Beginning on Wednesday, August 31st, students will need to report to the Department of Campus Safety, located in Manor Northeast, in order to obtain an ID card during normal business hours. All new students requiring an ID card must present a photo ID, such as a driver’s license, and a copy of their student schedule/bill bearing their name, address and student ID number.

Returning student ID cards are automatically validated within the administrative computer system and do not require replacing. The fee for a replacement (lost, stolen, or broken) ID card begins at $10. A second replacement ID card will cost $20 and three or more replacements will cost $30 thereafter. The fee, payable in cash or check, is due at the time the card is printed. Payment with a credit card may be made at the Business
office; you must present your receipt and a photo ID, such as a driver’s license to the Department of Campus Safety for collection of the new ID card.

PARKING PERMITS
Parking at York College is by permit only. All students must register their vehicles and obtain and display a 2011-2012 parking permit hangtag. All commuter students (daytime and evening, full-time and part-time, undergraduate and graduate) must obtain a blue permit, upperclass residents (60 or more credits) of the main campus an orange permit, underclass residents of the main campus and west campus residents a red permit and college house residents a purple permit. The fee for a commuter permit is $25.00 and all resident permits cost $50.00. Permits may be paid for with cash or check only. Credit card purchases may be made at the Business office; present receipt with permit application to obtain permit. Student vehicle registration will be held according to the following schedule (times are subject to change):

**Wolf Hall – DeMeester Theater**
- Friday, August 26, 2011 from 9:00 a.m. to 6:00 p.m.
- Saturday, August 27, 2011 from 9:00 a.m. to 4:00 p.m.

**West Campus Community Center (1st floor lobby)**
- Sunday, August 28, 2011 from 9:00 a.m. to 4:00 p.m.

**Student Union – William Walker Room**
- Monday, August 29, 2011 from 9:00 a.m. to 6:00 p.m.
- Tuesday, August 30, 2011 from 9:00 a.m. to 6:00 p.m.

Beginning on Wednesday, August 31st, students will need to report to the Department of Campus Safety, located in Manor Northeast, in order to obtain a parking permit during normal business hours. Commuter permits are also available for purchase in the Evening Resource Center (CH200), from 5:30-8 p.m., Monday through Thursday, while classes are in session.

Designated parking is strictly enforced between the hours of 7:00 a.m. and 5:00 p.m. However, after 5:00 p.m., students may utilize faculty and staff parking with a valid parking permit. It is the student’s responsibility to ensure that the permit is properly displayed on their rearview mirror while on campus and that campus regulations regarding traffic and parking are complied with. All parking permits must be renewed at the beginning of each fall semester. The fine for parking an unregistered vehicle on campus is $50.00, which includes a $20.00 fee to identify vehicles through the State Motor Vehicles Department. Permit hangtags from previous years should be removed from vehicles and returned to Campus Safety or destroyed.

More information about driving and parking at York College may be found online at www.ycp.edu/security or on the college portal at https://my.ycp.edu/web/campus-safety/.

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**GRADUATE TUITION AND FEES 2011-2012**

**FOR FINANCIAL AID INFORMATION PERTAINING TO GRADUATE STUDENTS, PLEASE VISIT AMERICAN EDUCACIÓN SERVICES**

**TUITION AND FEES**

Tuition and fees are payable prior to the beginning of each academic session. No student may enter class until payment or arrangements for payment have been made. No reduction in tuition or fees is made for late registration. If a student does not meet the financial obligations prior to the end of the academic session, the student will not be permitted to attend nor complete any course. Grades earned on work completed in any course when financial obligations exist will not be released until the financial obligations are met.

**Master’s Programs Tuition** (per credit hour) $670.
**Doctorate Program Tuition** (per credit hour) $785.
**Fees**

For students enrolling in 8 or fewer credits the following fees will be charged:
- General Fee .......................................................... $340
- Late Registration Fee ........................................... $20**

For students enrolling in 9 or more credits the following fees will be charged:
- General Fee .......................................................... $712
- Student Senate Fee ............................................. $68
- Late Registration Fee ........................................... $35**

For the Doctor of Nursing Practice program the following fees will be charged:
- Doctoral Fee .......................................................... $712

**Late Registration Fee: An applicant who has been admitted to a graduate program, but has not registered during the regularly scheduled registration period may enroll late during the first week of an academic session. The late fee will be charged.**

**OTHER FEES**

**GRADUATE STUDIES APPLICATION FEE: $50**
Applications submitted online; $60, paper applications. This nonrefundable fee must accompany the Application for Graduate Studies.

**CONTINUOUS ENROLLMENT FEE: $50**
Upon acceptance into a masters program, a student must maintain enrollment in each semester, excluding summer sessions. A student must enroll in one or more courses or register under Continuous Enrollment. Failure to maintain Continuous Enrollment Status by either one of the two methods will automatically discontinue the students enrollment in the graduate program. In order to be readmitted, a student must reapply. The continuous enrollment fee is payable through the period of late registration for York College during the regular semester.

**GRADUATE DEGREE FEE: $60 (Late Graduate Degree Fee $85)**
The Graduate Degree Fee must accompany the Application to Graduate, available in the Records Office, the Evening Resource Center in Campbell Hall, and by telephoning the Department for your Graduate Studies Program. Application deadlines are: September 15 for December graduation, February 5 for May graduation and July 15 for August graduation. The late graduation application fee will be charged for applications received after the above deadlines.

Seven-Year Limit Students will have seven (7) calendar years to complete their graduate degree.

**WITHDRAWAL AND REFUND POLICY**
Failure to attend class, merely giving notice to instructors, or telephoning, will not be considered as an official withdrawal and will result in receiving a failing grade for the course. Students who do not officially withdraw are still responsible for payment of tuition and fees. A Records and Registrar’s Office change form must be obtained and returned to the Registrar’s Office or to the Evening Resource Center. Refunds of tuition and fees will be prorated on a daily basis according to the number of days in the semester. Refunds will not be processed past 60% completion of the semester.

**NOTE:** The calculation will be based on the total number of calendar days in the semester regardless of the actual class start date.

**GRADUATE FINANCIAL ASSISTANCE**
Graduate students are eligible to participate in the Federal Stafford Loan (Stafford) program. You must be a degree candidate. Federal regulations specify that federal financial aid recipients must be US citizens, US nationals or eligible non-citizens. Need will determine how much of the loan is accruing interest while you are in school (unsubsidized portion), and how much of the loan is not accruing interest while you are in school (subsidized).
A Free Application for Federal Student Aid (FAFSA) must be filed annually to establish eligibility for the Stafford Loan. More information is available by visiting http://www.fafsa.ed.gov.

EMPLOYER REIMBURSEMENT
Many employers reimburse educational expenses of their employees. Contact the Human Resources Office where you are employed for more information.

SCHOLARSHIPS
Two scholarship funds are available to MBA students who have been accepted as degree candidates:

The Susquehanna-Pfaltzgraff Foundation Scholarship Fund
This scholarship sponsors the George C. Hyde, Jr., Honorary Award, in honor of Mr. Hyde who was the first 4.0 average MBA graduate of York College. The partial tuition scholarship is available to current or prospective students in need of financial assistance. Need is established through results of the Free Application for Federal Student Aid (FAFSA) and the York College Graduate School Financial Aid form. Both forms must be submitted by March 15 for the fall semester and October 15 for the spring semester. Forms are available in the Financial Aid Office in the Miller Administration Building.

The George D. Everhart Memorial Scholarship
This scholarship is available to a current or prospective student who is a resident of York County and a graduate of an accredited college. Preference is given to one pursuing an MBA as a full-time student who shows promise for success in a business profession. Undergraduate academic excellence is a prime consideration; financial need is not a criterion.

The recipient must maintain a cumulative grade point average of 3.0 to have the award continued for the succeeding terms. To apply, the student should secure an application form from the MBA Office (BA-203) and submit the completed application to the MBA Director by April 15 for fall applications and November 15 for spring applications.

Withdrawals and Refund Policy
Failure to attend class, merely giving notice to instructors, or telephoning, will not be considered as an official withdrawal and will result in receiving a failing grade for the course. Students who do not officially withdraw are still responsible for payment of tuition and fees. A Records and Registrar’s Office change form must be obtained and returned to the Registrar’s Office or the Evening Resource Center. Refunds of tuition and fees will be prorated on a daily basis according to the number of days in the semester. Refunds will not be processed past 60% completion of the semester. NOTE: The calculation will be based on the total number of calendar days in the semester regardless of the actual class start date.
The Master of Business Administration (MBA) program at York College is oriented toward working professionals, and therefore, all courses are offered during evening hours, Monday through Thursday. A limited selection of courses is also available on Saturdays. Core courses are offered during both fall and spring semesters as well as during two summer sessions. Courses are taught in small sections, usually by full-time faculty. Many of the faculty have business experience and are actively involved in consulting. In addition, since most of the students are employed in professional or managerial positions, they bring a wealth of business experience to share with their peers. The program was established in 1977 and has held national accreditation with the Accreditation Council for Business Schools and Programs since 1998.
Mission Statement

By integrating academic theory with real-world relevance, the MBA Program at York College is committed to preparing students for advancement in both the private and public sectors of the global economy, delivering innovative business education convenient for working professionals. Our faculty is devoted to providing learning opportunities for students that develops the specialized knowledge and skills necessary to become effective, socially responsible business and community leaders. We strive to inspire curiosity, develop strategic thinking, and help build ethical and creative business leaders. The MBA Program embraces an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

Objectives and Goals

The MBA program’s objectives are viewed as a graduate-level extension of the institution’s goals:

• To provide an opportunity for students to pursue a graduate-level business administration degree.
• To meet the needs of students who seek an integrated program for development as a professional manager and leader.
• To assist students in developing the managerial responsibilities of policy formulation, problem solving, decision making, and leadership.
• To provide an opportunity for exceptional undergraduate students to begin graduate study in their senior year.
• To provide opportunities for students to build a solid base for continuous self-development as a practicing manager in their field of specialization.
• To further the student’s professional network through meaningful interaction with professors, student colleagues and captains of industry.

The Master of Business Administration (MBA) program at York College serves the needs of working professionals, by offering all courses during evening hours, Monday through Thursday and Saturday. The program was established in 1977 and has held national accreditation with the Accreditation Council for Business Schools and Programs since 1998.

Types Of Admission

All students entering the MBA program will be required to demonstrate competency in statistics. Individuals will be required to take MBA505 Survey of Statistics or receive a satisfactory grade (70%) on the Statistic Proficiency Examination. Those not taking the exam, or not receiving at least the minimum score, will be required to take the MBA505 Survey of Statistics course prior to taking MBA523 Statistical Decision Analysis. You must make an appointment at least one week in advance of the desired test date by calling 717-815-1491.

Upon admission to the MBA program, new students must attend the MBA Orientation. The session will provide information pertinent to your success as a graduate student. Those admitted in the summer term should attend the fall orientation. Information regarding the next orientation date is mailed to new students upon their acceptance into the MBA program.

Admission classifications in the MBA program are as follows:

A. Regular Degree Candidate

Students who have satisfactorily met all business foundation requirements and have submitted satisfactory test results for the Graduate Management Admissions Test are eligible for regular admission as matriculated degree candidates. To be accepted as a degree candidate, applicants must:

1. Have earned a 2.0 or higher in undergraduate coursework that fulfills foundational business knowledge. This coursework includes:
   Financial Accounting
   Managerial Accounting
Macro Economics
Micro Economics
Principles of Management
Principles of Marketing
Business Law
Business Ethics
International Business
Business Statistics I & II

Exceptions may be made for York College business alumni of the last 3 years who earned a 3.4 or higher GPA.

2. Achieve 1000 admission points based on the following formula: 200 times the cumulative undergraduate grade point average (UGPA) plus the GMAT score taken within the last 5 years: \((200 \times \text{UGPA}) + \text{GMAT} = 1000\) points. The UGPA is the average (on a 0.00 - 4.00 scale) of those courses completed by the applicant to earn their first baccalaureate degree. For applicants who have taken the GMAT more than once, the highest GMAT score attained by the applicant is used in the admission formula. Applicants who have already earned a graduate degree do not have to fulfill this requirement.

Students who apply for Regular Degree status but lack adequate foundational preparation may be admitted conditionally in order to complete this prerequisite coursework.

**Conditional Admission**

Conditional status is required in situations where students do not have foundational coursework that is prerequisite to beginning graduate level study in business. These students may have not yet taken the GMAT. Conditionally-admitted students must complete foundation courses and take the GMAT. Students must earn a grade of 2.0 or higher in any foundation requirements. Upon completing this coursework, results of the GMAT must be available so that a student’s admission status can be reviewed.

A conditional student may convert to regular degree candidate status by successfully completing all foundation requirements and taking the GMAT and subsequently achieving 1000 admission points based on the following formula:

\[
\frac{(100 \times \text{cumulative undergraduate grade point average}) + (100 \times \text{cumulative graduate grade point average}) + \text{GMAT}}{\text{}} = 1000
\]

GMAT scores are retrieved electronically by the MBA Office. Conditional students must notify the MBA Office with the date of their test once completed.

**Non-Degree Student**

A non-degree student is one who is not pursuing the MBA degree and taking only those graduate-level courses that meet his/her professional development or personal needs. Individuals enrolled in a master’s program elsewhere who wish to take a course to be transferred to another college or university should also apply for non-degree admission status.

**Application Procedures**

Application for admission to the MBA program may be made for the fall, spring, or summer sessions. To be considered for admission, applicants must forward or have forwarded the following documents to the MBA Office by July 15 for fall semester admission; November 15 for spring semester admission; or April 15 for the summer session.

1. A Graduate Studies Application should be completed and submitted online, accompanied by the required nonrefundable application fee.
2. Official transcripts of all completed undergraduate and, if applicable, graduate studies. Undergraduate transcripts must verify that the applicant has been awarded a baccalaureate degree.

3. For applicants applying for Regular Admission: An official transcript of scores on the Graduate Management Admission Test (GMAT) taken no more than five years prior to the proposed admission date.
   NOTE: GMAT scores are not required with application for the following:
   • applicants for conditional admission,
   • non-degree students,
   • an alumnus of York College with a cumulative undergraduate grade point average (GPA) of 3.4 or higher,
   • any individual who currently holds an advanced academic degree from an accredited institution, and
   • current York College undergraduates applying to the MBA Dual Degree program.
   Information about the GMAT can be obtained by visiting www.mba.com. Applicants who have already taken the Graduate Record Examination (GRE) may submit their official score report for consideration. If such scores are below the 60th percentile, the applicant may be required to take the GMAT.

4. Other materials that may be deemed necessary by the MBA Committee. Requests for additional materials are typically limited to applicants who seek acceptance of transfer credits or completion of one or more courses as a conditional student.

Please note that you must have a completed health history, immunization record, and a physical examination by a medical provider to complete your admission to York College of Pennsylvania. This is required prior to enrollment in your first course. Please use the York College Student Health and Medical Record Form available via the York College website and return the completed form to: Health Center, York College of Pennsylvania, York, PA 17403-3651. Questions regarding this documentation should be referred to the Health Center directly at 717-849-1615.

Dual Degree Student
The MBA program at York College admits highly motivated undergraduates to the MBA Dual Degree program. Upon admission complete the requirements for their bachelor’s degree and enroll in up to 3 MBA courses (9 credits) during their senior year. These credits may count toward both the undergraduate and graduate degree requirements. Tuition for these courses is billed at the undergraduate rate.

Admission Procedures for the Dual Degree Program
Undergraduate students may apply for admission when they have satisfactorily completed at least 75 credits with a cumulative GPA of 3.4 or higher. Normally, this is the spring of the junior year. This would allow the student to begin their graduate work in the fall of the senior year (or the summer prior to the senior year). Students who are completing a major outside of business may be admitted under conditional status to complete up to 9 credits of MBA Foundation Courses (MBA501-505) required to become a matriculated MBA student.

Transfer students may apply for admission to the Dual Degree program when they have accumulated 75 total credits and have successfully completed 15 credits at York College. Students who have already earned one baccalaureate degree but may be pursuing a second degree or second major are not eligible for the Dual Degree program.

Students interested in applying to the MBA Dual Degree Program, should complete and submit the online Graduate Studies Application accompanied by the required nonrefundable application fee.

Application of Graduate Courses to the Undergraduate Curriculum
Upon admission to the Dual Degree program, students meet with an MBA Advisor, who will help them design a program of study that meets their needs. The student’s
undergraduate advisor will work with the MBA Director to determine how the graduate courses fit into the student's undergraduate program.

**Academic Requirements**

Once accepted into the Dual Degree program, students are required to maintain a 3.0 average in all courses (both graduate and undergraduate) taken while in the Dual Degree program. Students who do not earn at least a 3.0 GPA while enrolled as an MBA Dual Degree student, will be withdrawn from the Dual Degree program. Undergraduate students withdrawn from the program may apply to the MBA program after receiving the baccalaureate degree. They must meet all admission requirements.

**Tuition for Dual Degree Program**

Undergraduate students enrolled in the Dual Degree program are eligible to take up to 9 graduate credits (three courses) as part of the undergraduate curriculum which will be included as part of the undergraduate tuition. Once the student has completed 3 graduate courses or earns the baccalaureate degree, all subsequent MBA courses are billed at the graduate tuition rate.

**MBA Program Of Study**

Candidates for the MBA degree must complete 39 credit hours, divided into core courses (30 hours) and elective courses (9 hours). In addition, up to 15 credit hours of foundation courses may need to be taken depending on a student’s undergraduate course work. Those candidates with undergraduate coursework in business administration may be permitted to waive some or all of the required foundation courses, as described below. Part-time students normally take from 3 to 4 years to earn the degrees.

Some or all of the foundation courses (except MBA505) may be waived if the student has completed similar undergraduate courses at York College or other accredited institutions with a grade of "C" or better within five years of the date of application. A course may also be waived by challenging the course through credit by examination or by earning a 50th percentile or higher score in the CLEP examination. (Information about the CLEP examination can be secured by contacting the Registrar’s Office or visiting the Registrar’s area of the York College website, www.ycp.edu.)

MBA505 may be waived upon satisfactory completion of the Statistics Proficiency Exam. This course is also waived for York College current business majors or alumni earning a business degree within 3 years of their application to the MBA Program.

**Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA501</td>
<td>Survey of Accounting</td>
</tr>
<tr>
<td>MBA502</td>
<td>Survey of Economics</td>
</tr>
<tr>
<td>MBA503</td>
<td>Survey of Marketing &amp; Management</td>
</tr>
<tr>
<td>MBA504</td>
<td>Legal, Ethical, and Global Environment of Business</td>
</tr>
<tr>
<td>MBA505</td>
<td>Survey of Statistics*</td>
</tr>
</tbody>
</table>

**Core Courses**

Up to 9 of the above 30 required core credit hours may be waived depending upon a student’s undergraduate degree. A minimum of 33 credit hours is required to complete the MBA degree. Students may have to complete additional elective courses to reach the 33 credit minimum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA523</td>
<td>Statistical Decision Analysis</td>
</tr>
<tr>
<td>MBA525</td>
<td>Economic Modeling &amp; Analysis</td>
</tr>
<tr>
<td>MBA527</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>MBA531</td>
<td>Strategic Marketing</td>
</tr>
<tr>
<td>MBA537</td>
<td>Strategic Information Management</td>
</tr>
</tbody>
</table>
MBA539 Organizational Theory and Behavior
MBA545 Operations Research and Application
MBA572 Financial Management
MBA576 Business & Government
MBA593 Business Strategy

**Concentration Elective Courses (9 credits)**

At least 3 additional graduate level courses, from the listing of concentration areas, must be taken to complete the degree requirements. If all three courses are taken in one concentration area, then that student’s degree will be designated as having completed that concentration.

**Accounting**
MBA524 Federal Taxation Implications on Business
MBA542 Accounting Theory
MBA552 Accounting Information Systems
MBA562 Financial Statement Analysis
MBA538 Controllership Issues

**Continuous Improvement**
MBA577 Project Management
MBA586 Continuous Improvement and Lean Systems Development
MBA591 Six Sigma and Quality Management

**Finance**
MBA562 Financial Statement Analysis
MBA582 Investments
MBA592 Financial Planning
MBA594 International Finance

**General Business**

Students choose any three courses that fit their personal, academic, and career goals from the other concentration electives.

**Management**
MBA554 Human Resource Management
MBA556 Executive Leadership
MBA566 International Business
MBA577 Project Management
MBA586 Continuous Improvement and Lean Systems Development
MBA591 Six Sigma and Quality Management

Note: Students completing the Management concentration may complete no more than 2 of the following courses: MBA577, MBA586, and MBA591. Students completing MBA577, 586 and 591 will earn the Continuous Improvement concentration, not the Management concentration.

**Marketing**
MBA553 Vertical Marketing Channel Decisions
MBA558 Buyer Behavior
MBA568 Promotional Strategy Management
MBA573 Strategic Brand Management
MBA578 Marketing Information and Research
MBA588 Internet Marketing Strategy
Foundation Course Descriptions

MBA501 Graduate Survey of Accounting
An accelerated basic course surveying the principles and procedures of accounting. Satisfies the accounting prerequisite for enrollment in the MBA program. Credits are not applicable toward MBA degree. Open to all MBA students. (3 credits)

MBA502 Graduate Survey of Economics
An accelerated basic course surveying economic theory. Satisfies the economic prerequisite for enrollment in the MBA program. Credits are not applicable toward MBA degree. Open to all MBA students. (3 credits)

MBA503 Survey of Marketing and Management
An analysis of the managerial functions of planning, organizing, leading, and controlling and an analysis of various marketing activities and strategies. Additional topics include ethics, social responsibility, globalization, consumer behavior, organizational behavior, decision making, pricing strategies, distribution, and promotion. The course is designed to encourage a diagnostic management style and an appreciation for the dynamic nature of today's marketing challenges and opportunities. Credits are not applicable toward MBA degree. Open to all MBA students. (3 credits)

MBA504 Legal, Ethical, and Global Environment of Business
This course prepares the business professional to consider legal consequences in planning and implementing strategies. It recognizes that law and ethics are an integral part of business and business decisions. This course focuses on the legal, ethical, judicial, regulatory, and competitive nature of business organizations in a global environment. This course uses a combination of statutory review, case analysis, and commentary. Credits are not applicable toward MBA degree. Open to all MBA students. (3 credits)

MBA 505 Survey of Statistics
This course would provide a statistical base for students entering the MBA program. Subjects to be covered would include, but not be limited to, descriptive statistics, probability and probability distributions, analysis of variances, chi square tests, nonparametric statistics, index numbers and aggregate price indexes, forecasting and time series analysis. All students admitted into the MBA program would be required to complete this course or show their proficiency by testing out of the course. Open to all MBA students. (3 credits) *MBA505 may be waived upon satisfactory completion of the Statistics Proficiency Exam. Contact the MBA Office to schedule the examination.

Core Course Descriptions

MBA523 Statistical Decision Analysis
The course consists of a study of critical thinking and problem solving with emphasis on the quantitative methods available for different types of data. The primary purpose of this course is to promote the development of critical thinking skills and a focus on the statistical and research methods necessary for informed and profitable business activity. Criteria for evaluating reasoning will be presented included purpose, question, information, concepts, assumptions, inferences, point of view, and implications. The course will include several written and visual critiques performed by students as well as a data analysis project specifically related to business decision making. Prerequisite: MBA505 (3 credits)
MBA525 Economic Modeling and Analysis
A practical introduction to the important economic principles behind the operation of modern business. The course is meant to bridge the gap between economic theory and the application of economic analysis, particularly at the microeconomic level. Among the topics stressed are demand and supply analysis, production functions, market structures, and forecasting. These principles are applied to both domestic and multinational organizations. Prerequisite: MBA502 and MBA505 (3 credits)

MBA527 Managerial Accounting
Concepts, techniques, and uses of accounting in managerial decision making and problem solving. Includes objectives and limitations of an accounting system and interrelationships between that system and other administrative functions, interpretation of accounting reports, and direct costing and contribution approach in terms of both responsibility and decision accounting. Prerequisite: MBA501 (3 credits)

MBA531 Strategic Marketing
Strategies and approaches to decision making in the aggregate marketing system. Includes analytical marketing tools used in policy-making areas of organization, research, product, promotion, pricing, distribution, forecasting, and management of sales force. Prerequisite: MBA503 (3 credits)

MBA537 Strategic Information Management
An introduction to the primary tools and methods utilized by Management Information Systems (MIS) and the role they play in overall business management. Strategic Information Systems (IS) and the interaction between the MIS Department and other business functions will be examined through the use of case studies, hands-on laboratory experience, and the development of course projects. Other areas of discussion include global or international IS, ethics in IS, and Decision Support Systems (DSS). Basic computer literacy is assumed. (3 credits)

MBA539 Organizational Theory and Behavior
This course offers an integrated approach to the design and study of organizations. It includes a study of various approaches and concepts concerned with organization structure, authority and power structures, organization climate, and managerial philosophy. The course is also designed to improve understanding of individual and group dynamics, conflict management, and organizational change. Course participants will be engaged in a wide variety of experiential exercises and cases designed to enhance understanding of theoretical concepts. Prerequisites: MBA503 (3 credits)

MBA545 Operations Research and Application
Integrated study of the conversion process by which the enterprise transforms raw materials into finished goods or services. Provides the ability to describe and understand, measure and analyze, and develop plans for changing the operating process. The subject is approached from an interdisciplinary perspective and is useful to managers in all phases of business. Classroom efforts are focused on emerging technologies utilized in achieving world-class status and on the international aspects of operating a multinational corporation and competing in a world market. Prerequisites: MBA523 (3 credits)

MBA572 Financial Management
Analytical approach to the management of financial resources and the selection of financing alternatives. Includes working capital, capital budget management, and the analysis of alternative investments and short- to long-range sources of financing. Prerequisites: MBA501, MBA502, and MBA505 (3 credits)
MBA576 Business and Government
This course examines the political, social, economic, and philosophical foundations of the business government relationship in both theory and practice. Of main concern will be government agencies and how they affect the conduct of both private and public business sectors. Topics will include the history, functions, and areas of authority of government agencies, major court decisions, and the regulatory process. Also examined in this course are contemporary issues such as change, diversity, the role of special interests, ethics, and social responsibility. (3 credits)

MBA593 Business Strategy
From the broad perspective of general management, this course develops an understanding of the formulation and implementation of strategies and policies within the current global environment. Special emphasis is placed on how firms are establishing successful global strategies. This is a capstone course that will require the integration of material from other courses. As such, the course should be taken in the student’s final semester or in the last 12 credits of the student’s MBA program. Prerequisite: 18 credits of 510-level or above coursework including MBA 527, 539, 545, and 572. (3 credits)

MBA598/MBA599 Directed Study
Research in fields of special interest of supervised study covering areas not specifically included in the curriculum. Completed under the direction of a faculty member with prior consent of the MBA Committee.

Concentration Course Descriptions

Accounting Concentration

MBA524 Federal Taxation Implications on Business
This course will provide an overview of federal tax statutes that impact individuals and corporations. The focus of the course will be on applying federal tax laws to organizational decision making and will incorporate Internal Revenue Code sections, Treasury regulations, and research in online legal databases and current journal publications. Although tax return preparation will not be emphasized, students will gain a broad exposure to the tax implications of business decisions regarding inventory management, human resource management, fixed asset management, strategic dividend policies, and other key decisions made by mid- and high-level executives. Prerequisite: MBA501 (3 credits).

MBA538 Controllership Issues
This course will provide a comprehensive overview of the roles and responsibilities of controllers in today's corporate environment. Students will learn the controller's role in facilitating investor relationships, internal control, profit planning, cost control, external financial reporting, and best practices in long range and short-term planning. The course will address internal managerial reporting, external financial reporting, and governmental tax reporting as well as the relationship between the function of the controller and other corporate executive functions. Prerequisite: MBA527. (3 credits)

MBA542 Accounting Theory
This course identifies and discusses the elements that frame accounting theory and relates these elements to significant problem areas of accounting. Current literature and pronouncements are examined with respect to these elements. Prerequisite: MBA501 (3 credits)
MBA552 Accounting Information Systems
This course investigates and analyzes the role of accounting information systems (AIS) within companies’ operating environments. Emphasis is placed upon internal controls, current technology (including databases), application of AIS, and AIS auditing techniques. Prerequisites: MBA501 and MBA527 (3 credits)

MBA562 Financial Statement Analysis
An intensive study of financial statement analysis, with emphasis on description and explanation of the demand and supply forces underlying the provision of financial statement data, properties of the numbers derived from financial statements, key aspects of decisions that use financial statement information, and features of the environment in which these decisions are made. Prerequisites: MBA501 and MBA527 (3 credits)

Continuous Improvement Concentration

MBA577 Project Management
The course will focus on the implications of successful project management on quality, efficiency, and performance of organizations. Students in this course will learn how to manage a broad range of activities within an organization based on the PMBOK (www.pmi.org) in order to meet the requirements of a particular project. The process of managing a project — initiating, planning, executing, monitoring and controlling, and closing — will be discussed, studied, and practiced in this course. Topics will include: integration, scope, time, cost, quality, human resources, communications, risk management, and procurement. Prerequisite: MBA505 (3 credits)

MBA586 Continuous Improvement and Lean Systems Development
A successful Lean effort has a significant impact on an organization’s performance. This course discusses how lean methodologies can improve organizational efficiency and effectiveness. The focus of the course is on the application of lean tools in service and manufacturing settings. Students will manage a continuous improvement project as part of the course requirement. Topics include: 5S, point of use storage (POUS), standardized work, single minute exchange of die (SMED), Kaizen, value stream mapping, level loading, and Kanban. The class may include plant tours. Prerequisite: MBA505 (3 credits)

MBA 591 Six Sigma and Quality Management
The course is an introduction to Six Sigma and Quality Management. The emphasis of the course is on the application of Six Sigma. In particular, students will complete a Six Sigma project as part of the course requirement. The course requirements include those of a standard Six Sigma Black Belt program. Topics covered in the course include: history of quality management, problem solving techniques, voice of the customer, design for Six Sigma, statistical techniques, and project management. The class may include plant tours. Prerequisite: MBA 523 (3 credits)

Finance Concentration

MBA562 Financial Statement Analysis
An intensive study of financial statement analysis, with emphasis on description and explanation of the demand and supply forces underlying the provision of financial statement data, properties of the numbers derived from financial statements, key aspects of decisions that use financial statement information, and features of the environment in which these decisions are made. Prerequisites: MBA501 and MBA527 (3 credits)
MBA582 Investments
This course examines securities markets, the different classes of securities, and the importance of portfolio management. Various assets are discussed, including bonds, options, futures contracts, and foreign currencies, but the course emphasis is on common stocks and the stock market. A major goal of the course is to show students methods for obtaining optimal portfolio allocation. Prerequisite: MBA 572 (3 credits)

MBA592 Financial Planning
This course is a study of the five areas of financial planning. Students will examine the fundamentals of investments planning, insurance planning, retirement planning, estate planning, and income tax planning. Important topics include mutual fund and real estate investments; home, life, and auto insurance contracts; pension plans; wills and trusts; and retirement management. Each topic includes an emphasis on risk management. A major goal of the course is for students to develop their own personal financial plan. Prerequisite: MBA572 (3 credits)

MBA594 International Finance
This course examines the global component of financial studies, with particular emphasis on identifying, measuring, and managing foreign exchange exposure. Topics include financing the international firm, making foreign investment decisions, understanding the international monetary system. Special emphasis will be given to global derivatives and their uses as hedging instruments for the international firm. Prerequisite: MBA572 (3 credits)

Management Concentration

MBA554 Human Resource Management
This course is designed to facilitate an understanding of how human resource systems are developed and maintained within organizations. Special emphasis is placed on understanding the legal environment (both legislative and judicial) of the employment relationship in areas such as equal employment opportunity, compensation, and safety. Specific systems covered in-depth include: recruitment, selection, training, performance appraisal, compensation and benefits, discipline, and employee health. Throughout the course, specific attention will be given to the importance of ethics, employee rights, and social responsibility in human resource decisions. Prerequisite: MBA503 (3 credits)

MBA556 Executive Leadership
This course is designed to review and analyze the major traditional and nontraditional theories that have developed in the field of management. This course will also examine current challenges and problems that managers face and how theories can be applied in improving effectiveness, efficiency, and general performance. Topics such as leadership, change, downsizing, re-engineering, diversity, technology and innovation, and teamwork will be discussed. Case analysis, experiential exercises, and readings will supplement the course work. Prerequisite: MBA503 (3 credits)

MBA566 International Business
An overview of how the global business environment impacts decision making and planning within the multi-national firm. Topics include: economic reasons for global trade, environmental factors that impact decision making (economic, cultural, political, legal), foreign market penetration strategies, and international considerations in a variety of business areas (finance, organizational design, staffing, marketing, strategic planning). Prerequisites: MBA502 and MBA503 (3 credits)
MBA577 Project Management  
See course description under Continuous Improvement Concentration.

MBA586 Continuous Improvement and Lean Systems Development  
See course description under Continuous Improvement Concentration.

MBA 591 Six Sigma and Quality Management  
See course description under Continuous Improvement Concentration.

Marketing Concentration

MBA553 Vertical Marketing Channel Decisions and Optimization  
The student will study the origins of channel strategy from Plato's Republic to its evolution to today's realities of Internet exchange and a global marketplace. Students will design and evaluate vertical marketing channel systems to meet the needs of the market. Students will explore the role of channel members in the delivery of product, information, logistics, and revenue flow. Students will also develop an understanding and appreciation for the role channel strategy plays in achieving a competitive advantage. Prerequisite: MBA531 (3 credits)

MBA558 Buyer Behavior  
The student taking this course will examine customer behavior from the standpoint of the marketing manager. The course covers consumer learning, consumer perception, and consumer motivation and how they shape and influence the marketing process. This course gives special attention to models of buyer behavior and their use in the making of strategic and tactical marketing decisions. Prerequisite: MBA503 (3 credits)

MBA568 Promotional Strategy Management  
The student taking this course will examine promotional strategy from the standpoint of the marketing manager. The course covers the absolute and synergistic impacts of combinations of advertising, publicity, personal selling, and sales promotion. Special attention is given to the concerns of budgeting, planning, targeting, implementing, and evaluating promotional strategies under conditions of uncertainty. Prerequisite: MBA503 (3 credits)

MBA573 Strategic Brand Management  
This course is designed to give students the skills needed to create and assess brand image and product positioning. Students will learn how to make branding decisions for business-to-business and consumer marketing strategies. This course will offer a perspective on the creation of brand equity and the management of brands through the product life cycle. The course will explore the process of measuring and interpreting brand performance and to establish the value of a brand strategy. Prerequisite: MBA531 (3 credits)

MBA578 Marketing Information and Research  
The student taking this course will examine marketing research from the standpoint of the marketing manager. The course covers techniques for soliciting, compiling, evaluating, and interpreting the information necessary to make marketing decisions. This course gives special attention to problems in data collection, questionnaire construction, and experimental design. Prerequisite: MBA503 (3 credits)

MBA588 Internet Marketing Strategy  
The student taking this course will gain an understanding of the wide ranging potential of the Internet as a marketing tool. Topics covered will include using the Internet to gather data and to build business-to-business relationships, and selling networks as an electronic payment system, as a retailing outlet, and as a method of delivery of the product. Special
attention will be paid to the limits to and potential of the technology, Internet security, and international, legal, ethical, and tax issues in using the Internet for marketing activity. This course focuses on the strategic and tactical use of the Internet as a marketing tool; it is not a programming course. Prerequisite: MBA503 (3 credits)

Program Specific Policies and Procedures

MBA Orientation
All newly admitted students (regular, conditional and dual degree) must attend an MBA New Student Orientation. Students admitted for the summer or fall semester should attend the program held in August each year. Those admitted for the spring term should attend the January orientation. Information about the orientation accompanies official notice of your acceptance as an MBA student at York College.

Student Health Records
Students admitted to the MBA Program must complete and submit a health history, immunization record and a physical examination by a medical provider prior to enrollment in the first course (not at the time of application). Please use the York College Student Health and Medical Record Form and return the completed form to:

Health Center
441 Country Club Road
York College of Pennsylvania
York PA 17403-3651

Questions related to this requirement should be referred to the Health Center at 717-849-1615.

Continuous Enrollment Policy for MBA Students
Upon acceptance into the graduate program, the student must maintain enrollment in each semester, excluding summer sessions, by either:

1. enrolling in one or more graduate courses; or,
2. registering for a Continuous Enrollment and paying the fee.

Failure to maintain Continuous Enrollment status by either one of the two methods will automatically discontinue the student’s enrollment in the master’s program. A student may maintain the Continuous Enrollment status by paying the Continuous Enrollment fee for no more than two consecutive semesters, excluding summer sessions. The student must then enroll in one or more graduate courses for credit or the student will be discontinued from the MBA program. A student who does not maintain Continuous Enrollment status or who is discontinued must reapply for admission to the graduate program when reactivation is desired. The program of study required to earn the degree will change to the requirements prevailing at the time of readmission.

Students who are enrolled in a course off campus in the fall or spring semester must also register for Continuous Enrollment (MBA500) in that semester.

Course Load
A full-time student is one enrolled in 9 or more MBA credits during a fall or spring semester. In determining appropriate course load per academic session, the working student should consider that each MBA course entails, on average, approximately three hours of out-of-class study for each hour of in-class time. The following are general guidelines:

<table>
<thead>
<tr>
<th>Hours Employed Per Week</th>
<th>Suggested Credits Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>9-12</td>
</tr>
<tr>
<td>21-40</td>
<td>6-9</td>
</tr>
<tr>
<td>Over 40</td>
<td>3-6</td>
</tr>
</tbody>
</table>
The normal full-time load is 9 credits per semester. A student wishing to enroll in more than 9 credits needs permission from his or her graduate advisor.

**Courses Taken at Other Institutions**
Transfer courses/credits: The MBA Program will consider up to nine (9) credits earned by a degree candidate student at another accredited graduate institution in partial fulfillment of the graduate degree requirements at the time of admission.

**Off Campus Study**
Students enrolled in the MBA Program are expected to complete the coursework to fulfill their degree requirements through coursework completed at York College. This coursework is outlined in the Graduate Studies Catalog and further defined in a student’s Program of Study.

Off campus study requests will be considered when:
- Students who desire to pursue graduate coursework in topics not offered in the York College MBA Program or who cannot identify a graduate faculty member available to oversee a Directed Study. These courses can be utilized to fulfill up to nine (9) credits of electives required to complete the MBA degree.
- Special circumstances (i.e. job transfers, medical) that prevent a student from completing their degree requirements at York College.

Students desiring to pursue coursework at another institution must (1) have met regular admission status, (2) be in good academic standing, and (3) have secured written approval from the MBA Director prior to beginning the work in order for the credits to transfer into York College.

Off campus study request forms are available in the MBA Office, the Registrar’s Office and the Evening Resource Center in Campbell Hall. In order to receive transfer credit from courses completed at other institutions, a student must receive a grade of “B” (3.0) or better. Credit hours for these courses are transferred, but grades and quality points will not transfer.

Students who are approved for Off-Campus Study must enroll in MBA500 Continuous Enrollment during any fall or spring semester to retain their admission status.

Please refer questions to the MBA Office, (717) 815-1491.

**Change of MBA Concentration**
A student who decides to change his or her concentration may do so by contacting the MBA Office in writing. When a change of concentration is made, the student must follow the degree requirements in the program of study at the time he or she has declared the new concentration.

**Department of Business Administration Faculty**
Gerald Patnode, Chair, Assistant Professor, Marketing & Strategy
B.S., Old Dominion University
M.S., Temple University
M.B.A., Maryland University
Ed.D., Fielding Graduate University

David S. Greisler, Assistant Professor, Management
Chloé Eichelberger Chair for Business Education
Director, MBA Program
B.A., The Johns Hopkins University
M.H.S.A., The George Washington University
M.P.A., D.P.A., University of Southern California

Sean Andre, Assistant Professor, Accounting
B.B.A., M.Acc., Ph.D.
University of Wisconsin – Madison
Jay Azriel, Assistant Professor, Entrepreneurship & Strategy  
B.B.A., Oglethorpe University  
M.B.A., The American University  
Ph.D., State University of New York at Albany  

Mark E. Blake, Assistant Professor, Marketing  
B.A., Pennsylvania State University  
M.B.A., Shippensburg State University  

William R. Eddins Jr., Associate Professor, Information Systems  
B.A., University of the South  
M.P.A., M.I.S., Auburn University  
Ph.D., University of Maryland, Baltimore County  

James M. Forjan, Associate Professor, Finance  
B.S., M.S., Pennsylvania State University  
Ph.D., University of North Texas  

R. Eric Hostler, MBA Director, Assistant Professor, Information Systems  
B.S., M.B.A., York College of Pennsylvania  
Ph.D., University of Maryland, Baltimore County  

Marco Lam, Assistant Professor, Management  
B.E., Hogeschool van Utrect  
M.Acc., Western Carolina University  
M.A., Ph.D., The University of Alabama  

Frederick D. Leinheiser, Assistant Professor, Accounting  
B.S., St. Joseph’s College  
M.B.A., Shippensburg State University C.P.A.  

Thomas D. Lepson, Associate Professor, Marketing  
B.S., University of Baltimore  
M.B.A., American University  
Ph.D., Union Graduate School  

Christopher M. Meisenhelter, Assistant Professor, Management  
B.S., York College of Pennsylvania  
M.B.A., M.S., University of Baltimore C.P.I.M.  

Mary C. Meisenhelter, Professor, Management and Organization  
B.S., York College of Pennsylvania  
M.S., M.B.A., University of Baltimore  
Ph.D., George Washington University  

Benjamin V. Neve, Assistant Professor, Decision Sciences  
B.S., Southern Utah University  
M.S., University of Alabama  
Ph.D., University of Alabama  

Richard B. Osborn, Assistant Professor, Marketing  
B.S., M.B.A., York College of Pennsylvania  

Mark O’Donnell, Assistant Professor, Management  
B.S., M.B.A., York College of Pennsylvania  
Ph.D., State University of New York - Albany  

Nathan Palmer, Assistant Professor, Decision Sciences  
B.A. Southern Utah University  
M.S., Ph.D., University of Alabama  

Aaron Pennington, Assistant Professor, Accounting  
B.B.A., M.S., University of Georgia  
J.D., University of Tennesseee  

Nicole L. Cornell Sadowski, Assistant Professor, Economics and Finance  
B.S., M.B.A. University of Scranton  
Ph.D., University of Oklahoma
Kenneth Slaysman, Assistant Professor, Economics
B.A., University of Maryland
Ph.D., The Pennsylvania State University

Lewis F. Small, Assistant Professor, Marketing
B.A., Ursinus College
M.B.A., University of Pittsburgh

Becky L. Smith
Assistant Professor, Management and Accounting
B.S., Longwood College
M.S., California State University
Ph.D., United States International University

Gurney E. Strouse
Associate Professor, Information Systems
B.S., York College of Pennsylvania
M.S., University of Baltimore
Ph.D., University of Maryland, Baltimore County

Andrew Sumutka
Assistant Professor, Management
B.S., Rutgers University
M.S., Purdue University
M.S.I.M., (M.B.A.), Purdue University
Ph.D., Purdue University

Jefrey Woodall
Assistant Professor, Marketing
B.S., Southern New Hampshire University
M.B.A., York College of Pennsylvania
B.B.A., Argosy University
The Master of Education (M.Ed.) program at York College of Pennsylvania is a professional preparation program designed to build the leadership capacity of regional public and private schools. A result of years of discussion and planning, the M.Ed. program was developed in collaboration with school district personnel and regional advisory groups. After a thorough analysis of local needs, two areas of specialization were identified: Reading Specialist and Educational Leadership.

The M.Ed. program at York College prepares graduates to assume leadership roles in public and private schools. Candidates in the M.Ed. program may specialize in Educational Leadership, leading to Pennsylvania Department of Education Certification as a K-12 Principal, or in K-12 Reading Specialist, leading to certification as a K-12 Reading Specialist.

In addition to the M.Ed. program, professional development courses are available as a means by which educators can enhance and extend their skills and knowledge in a variety of areas. These courses are wide-ranging and designed to meet an array of personal and professional needs. Refer to the Pennsylvania Department of Education Web page at www.teaching.state.pa.us for additional information on meeting the latest certification requirements of the Commonwealth of Pennsylvania.

Professionals wishing to enroll in professional development courses will register through the Master of Education program as a non-degree student. Both the M.Ed. and professional development programs are oriented toward working professionals. All courses are offered in the evening hours, Monday through Thursday during the regular academic year, and in both day and evening format each summer. Core courses are taught throughout the academic year. Courses are taught by a faculty of full-time and adjunct professors in classes where enrollment has been managed to allow for constructive individual attention. The members of our full-time faculty have held positions in public and/or private education and continue to be engaged in ongoing consulting with other educators. Most of our adjunct professors are currently working in their chosen fields and, therefore, are a valuable resource to the program. By design, the York College M.Ed. model creates continuous opportunities for collaboration and mentoring. Course and field experiences are authentic and directly applicable to the realities of education today.
Philosophy

The Department of Education faculty believes that the challenge to prepare and sustain the finest teachers, administrators, supervisors, and specialists for the changing field of education continues to be a major concern. In our society, educators play an increasingly central role in the social and intellectual development of the child and in the removal of a wide range of barriers to learning. We, therefore, believe that all educators serve as intellectual and affective models to students. Each member of the Department of Education is committed to preparing the best educators possible.

As we move into the 21st century, the need for knowledge will continue to expand rapidly and broaden in its diversification. While it is essential that students acquire the basic skills and information necessary to become effective educators, it is our belief that learning additional skills applicable to living in an increasingly technological and global society are of paramount importance in the education process. Further, we believe that both graduate and undergraduate education should be authentic. Our course work incorporates case studies and other realistic scenarios that explore practical issues in teaching, learning and administration.

We also recognize the need to establish an effective balance between preparing our students for individual self-promotion and preparation to accept a role of responsible citizenship within the larger community. Economic and cultural forces within our society will continue to increase the strain on the dynamic tension that exists between these two objectives. It is our philosophy that we must prepare our students to function independently and cooperatively within the bounds of ethical practices, and with an acceptance of what is in the interest of the public as a whole.

Our graduates will be immersed in the view that as educators we serve as stewards of public trust and resources. It is acknowledged that education agencies will continue to compete with numerous other organizations for limited financial resources and support. In order to compete effectively, it is imperative that only those educators who demonstrate effective communication and teaching skills, a comprehensive understanding of learning principles and community values, and meaningful knowledge of technology, be invited to work in and assume leadership roles in tomorrow’s schools.

The York College of Pennsylvania Department of Education accepts that the purposes and practices of education will continue to be questioned by professional educators and the public at large. While this process has considerable value, it is the collective view of this faculty that the educational profession itself must seek to upgrade the performance and esteem of all educators. To this end, the Department of Education is committed to continually reflect upon the quality of its program and work to affect changes deemed necessary to improve undergraduate, graduate, and professional development programs.

Mission Statement

It is the mission of the Master of Education program to provide specialized knowledge, enhanced professional expertise, and growth in selected educational fields; to enable educators to meet the standards for effective research-based “best practice;” and to develop reflective practitioners who are committed to quality classroom instruction, the relevant use of technology, and ongoing personal and professional development.

Application Procedures

Application for admission to the M.Ed. program may be made for fall, spring, or summer sessions. To be considered for admission, applicants must forward all application materials to the M.Ed. program office no later than July 15 for fall admission, November 15 for spring admission, or April 15 for summer admission. Applicants are admitted on a rolling basis.
Admission Requirements

- A completed Graduate Studies application, which can be found at www.ycp.edu, accompanied by the required non-refundable application fee and a statement of applicant’s professional and academic goals
- An official undergraduate and, if applicable, graduate transcript(s) (demonstrating acceptable academic performance)
- A Praxis, GRE, or MAT score (within the past 10 years*)
- 2 completed recommendation forms with attached letter of reference
- Letter from current supervisor verifying two years of satisfactory teaching experience (regardless of location of teaching experience)
- Memorandum of Understanding between applicant’s School District and YCP (Educational Leadership/Principal Certification candidates only)
- Current professional resume
- Copy of Pennsylvania Teaching Certificate
- Completed Health Medical Record Packet**
- An interview with the graduate admissions committee

Professional Development – Act 48/Non-Degree

- A completed Graduate Studies application accompanied by required non-refundable application fee
- Letter from current employer confirming employment as a professional in a school setting
- Copy of Pennsylvania Teaching Certificate

Additional materials may be required in order for the admissions committee to evaluate a degree candidate's credentials. Request for additional materials is typically limited to applicants who seek acceptance of transfer credits or whose application materials fail to demonstrate efficacy. All applicants to the York College of Pennsylvania Masters of Education program will be subject to approval by the Master of Education Program Office; admission of all candidates to the program will be at the discretion of the Education Department.

* Testing requirement waived for York College alumni who graduated within the last 10 years with a GPA of 3.2 or higher.

** A completed health history, immunization record, and a physical examination by a medical provider is required prior to enrollment. Please use the York College Student Health and Medical Record Form (http://www.ycp.edu/offices-and-services/health-services/forms/) and return the completed form to the Health Center. Questions concerning the form should be referred to the Health Center at 717-849-1615.

Types of Admission

There are three types of admission classifications in the M.Ed. program: degree candidate, conditional student, and non-degree student.

Degree Candidate

Applicants who have satisfactorily met all entrance requirements will be admitted as fully matriculated degree candidates. A fully matriculated student is one who has:
1) completed the Graduate Studies Application,
2) provided all required admission documents as listed,
3) interviewed with the graduate admissions committee,
4) signed and returned the Acceptance Agreement form,
5) received a letter of acceptance,
6) registered to begin courses, and
7) remained in compliance with all academic policies governing the M.Ed. program.
Conditional Student

Conditional student status is conferred on those students who have applied to the M.Ed. program, have not met the admission requirements but are admitted on a provisional basis. In order for students admitted on a conditional basis to convert to degree candidate status, students must meet all admission requirements of a degree candidate, must have completed no more than nine graduate credit hours and hold a 3.0 cumulative graduate GPA at the time they re-apply for regular admission.

Non-Degree Student

A non-degree student is one who is not pursuing an M.Ed. degree and/or Pennsylvania certification and taking only those graduate level courses that meet his/her professional development or personal needs and/or students who wish to take a course to be transferred to another college or university.

Program of Study

The Master of Education program prepares educators for positions of administrative/instructional leadership in the public or private school setting. Currently, the Department of Education of York College of Pennsylvania offers a Master of Education degree with specialization in Educational Leadership or Reading. York College of Pennsylvania also offers a course-work sequence leading to certification as a K-12 Principal or K-12 Reading Specialist.

Candidates for the Master of Education degree must complete four core courses as well as the program of study developed for their area of specialization.

During the interview, graduate students are provided with all pertinent program requirements and submission deadlines. This information is also contained in the graduate student handbook, and upcoming events are noted in the biannual newsletter. It is the responsibility of the graduate student to know all pertinent program requirements and submission deadlines. Students will be assigned a program advisor who should be consulted on a regular basis.

Candidates in the Reading Specialist program must complete two semesters (six credits) of practicum experience. All reading specialization courses must be completed prior to the first semester of reading practicum. Reading practica are completed during the spring and summer semesters following completion of specialization coursework. Updated clearances (within one year of summer practicum) are required for summer practicum experience completed in local districts. Guidelines for reading practicum will be provided by a program advisor.

Candidates in the Educational Leadership program must complete a one-semester (three-credit) administrative internship. A two-semester (two credits each semester) option is also available. In as much as the internship is a capstone experience for the program, the candidate must complete all course requirements prior to beginning the internship. Each semester of the administrative internship will be graded and must include activities in the elementary, middle, and high school levels. An Administrative Internship Manual may be obtained from the coordinator of the Educational Leadership program.
Specialization Courses

Master of Education Degree – Reading Specialist/K-12 Reading Specialist Certification

The Reading Degree and K-12 Reading Specialist Certification program requires 12 credit hours of core courses and the following 24 credit hours of reading specialization courses.

Core Courses

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MED501</td>
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Specialization Courses

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<tr>
<th>Course</th>
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<tr>
<td>MED510 Foundations of Reading Instruction</td>
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<tr>
<td>MED511 Children and Adolescent Literature</td>
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<tr>
<td>MED512 Advanced Reading in the Content Area</td>
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<tr>
<td>MED513 Development and Administration of School Reading Programs</td>
<td>3</td>
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<tr>
<td>MED520 Advanced Psychology of Reading</td>
<td>3</td>
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<td>MED524 The Reading Specialist as Literacy Coach</td>
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<tr>
<td>MED526 Clinical Practicum in Reading: Diagnosis &amp; Assessment</td>
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<tr>
<td>MED527 Clinical Practicum in Reading: Correction &amp; Remediation</td>
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Total Credits: 36

The K-12 Reading Specialist Certification only option requires MED502 Advanced Educational Psychology, a three-credit core course, and the above 24 credit hours of reading specialization courses. This is for certification only and does not earn the candidate a degree.

Master of Education Degree – Educational Leadership/K-12 Principal Certification

The Educational Leadership Degree and K-12 Principal Certification program requires 12 credit hours of core courses, the following 18 credit hours of specialization courses, and an administrative internship.

Core Courses

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<td>MED501</td>
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Specialization Courses

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<th>Course</th>
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<tr>
<td>MED550 Legal and Ethical Issues in Education for Administrators</td>
<td>3</td>
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<tr>
<td>MED560 The Principalship</td>
<td>3</td>
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<tr>
<td>MED561 Introduction to Organizational Leadership</td>
<td>3</td>
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<tr>
<td>MED562 Supervision of Instruction</td>
<td>3</td>
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<tr>
<td>MED565 School Financial Management</td>
<td>3</td>
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<tr>
<td>MED572 Supervision of Educational Personnel</td>
<td>3</td>
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<tr>
<td>MED594 Administrative Internship</td>
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Optional

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>MED595-596 Administrative Internship I &amp; II*</td>
<td>2 credits each</td>
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("*Students can choose to take a two-semester internship instead of MED594"

The K-12 Principal Certification only requires MED502 Advanced Educational Psychology, a three-credit core course, the above 18 credit hours of specialization courses, and an administrative internship. This is for certification only and does not earn the candidate a degree.
Course Descriptions

Core Courses

MED501 Introduction to Educational Research
This course will facilitate the development of knowledge and skills to read, design, and interpret research, especially as that research relates to educational issues. Students will, through actual qualitative and quantitative research activities, identify and develop sound research questions, select appropriate research techniques, develop solid research design, and engage in analysis of data. Students will, as a result of this course, be informed professional consumers and practitioners of research and will be able to utilize quantitative and qualitative research for effective educational improvement. (3 credits)

MED502 Advanced Educational Psychology
This course provides an overview of the key principles from theory and research related to the psychology of educational practice. Research and educational applications will be explored in the domains of behaviorism, cognitive development, and social cognition. The influence of individual differences on the effectiveness of instruction will be investigated. Further, the unique learning needs of a broad range of children with exceptionalities will be considered. (3 credits)

MED503 Curriculum Trends and Issues
Students will analyze significant trends and issues impacting curricular decisions, trace their historical development, and examine likely future trends. Issues to be examined include conflicts between and among educational philosophies, learning theory, content, inclusion practices, and purpose of the written curriculum. Further public expectations, legislative decisions, and policymaking will be examined to better understand the many facets of a school’s curriculum process. (3 credits)

MED504 Group Processes in Education
This course will advance participant understanding of the various concepts of group processes, including communications within groups, leadership, decision making, conflict, change, school culture, power and team development. Theory and practice are combined in this course through the use of reflection tools and participation in simulated group processes. The development and maintenance of effective school cultures will be emphasized. (3 credits)

Specialization Course Descriptions - Reading Specialist

MED510 Foundations of Reading Instruction
This course is designed to examine the nature of language, acquisition of language, and ways in which language develops. The pedagogy of reading instruction, particularly the nature of the reading process, skill development, and various instructional strategies will be emphasized. Students will examine historical practices as well as current models of reading instruction. (3 credits)

MED511 Children and Adolescent Literature
This course is an advanced survey of children’s and adolescent literature. Included will be the examination of the genres of literature, the literary elements that combine to create a good book, and how literature can be used in any classroom. Students will learn advanced strategies for teaching literature as a teaching medium – one that enhances and expands the lesson or instructional concept. The course will also emphasize the strategies and techniques teachers use to promote literature within and throughout every subject area. (3 credits)
MED512 Advanced Reading in the Content Areas
This course is designed for reading specialists and elementary teachers. It examines the relationship between reading skills and student achievement in content area subjects and the processes that foster independent learners. Research-based teaching techniques and procedures geared to developing critical thinking skills are emphasized. (3 credits)

MED513 Development and Administration of School Reading Programs
This course defines the various reading specializations along with the duties and responsibilities of reading specialists. Students will examine current theories and practices on the development and administration of school reading programs, especially those suitable for specific school situations. Additionally, the course will enable students to monitor and assess the effectiveness of a school or district reading program in line with current standards and/or regulations. (3 credits)

MED520 Advanced Psychology of Reading
This course examines the psychological principles involved in the perception and recognition of words and word groups, theories of lexical access, visual perception of print, integration of sensory systems, neural mechanism for integrating language and print, and the cognitive dimensions of the reading act. Psychological basis for theories regarding preferred methods of teaching reading will be examined. (3 credits)

MED524 The Reading Specialist as Literacy Coach
This course defines the emerging role of the literacy coach and explores the duties and responsibilities of a coach. Students will examine current theories and practices of effective literacy coaching and data-driven instruction. Additionally, the course will enable students to apply their knowledge of instructional leadership and best literacy practices with effective coaching techniques to expand teachers’ instructional expertise and ultimately impact student achievement. (3 credits)

MED526 Clinical Practicum in Reading: Diagnosis and Assessment (Spring or Summer)
This course is designed to give practice in the use of formal and informal assessments in appraising a child’s skill in reading and related areas. The utilization of a reading profile or case study that serves as the basis for instructional practices is emphasized. Clinical and field experiences are part of this course. (3 credits)

MED527 Clinical Practicum in Reading: Correction and Remediation (Summer Only)
In this course, teachers work in teams designing corrective and remedial instructional plans for students with mild to severe reading disabilities, according to their emotional, cultural, and educational learning needs. It involves supervised practice in the use of sociological, psychological, and pedagogical instructional procedures including: keeping student portfolios, collaborating with related support school personnel, conferring with parents, using community resources, and conducting classroom action research. (3 credits)

Specialization Course Descriptions - Educational Leadership

MED550 Legal and Ethical Issues in Education for Administrators
This course will guide the aspiring principal through the morass of legal and ethical issues that need to be considered in the day to day leadership of the school. Students will engage in an analysis, synthesis, and application of judicial interpretations of the various constitutions, statutes, rules, and regulations relating to education. Those legal considerations affecting the rights of educators, students, and parents will be investigated. Through the active application of case law, and following the tenants of ethical leadership, students will acquire the skills necessary to promote the success of students while working within a framework of appropriate laws, policies, and regulations. (3 credits)
MED560 The Principalship
Students will consider the key issues of the school organization, pupil promotion, program of studies, selection and supervision of teaching staff, oversight of pupil personnel, contract management, time allocation, plant and equipment management, and public relations. Theoretical and "best practice" models will be explored. Students will participate in a number of school-based administration activities through a supervised school-based practicum. Major problems of the organization and administration of schools will be examined. (3 credits)

MED561 Introduction to Organizational Leadership
A variety of theories and models of organization and administration with specific applicability to schools will be explored. The school organization will be analyzed through the symbolic, structural human resource and political conceptual frames. Leadership styles, systems theory, and various administrative practices will be addressed. Theoretical and conceptual constructs will be applied through the use of authentic and case study applications. (3 credits)

MED562 Supervision of Instruction
This course extends the principal's knowledge and skill in applying clinical techniques to instructional supervision. An overview of personnel practices and the evaluation of school personnel will be investigated. Systems for analyzing teaching performance are explored, and methods to engage teachers in their own professional reflective practice and renewal for improvement will be developed. Clinical supervision and mentoring models will be emphasized. Techniques and processes for analyzing student assessment and performance outcomes against state standards will be developed. (3 credits)

MED565 School Financial Management
This course provides an overview of planning and fiscal management models and tools appropriate for public school management. Specifically, it is designed to help future administrators understand the legal and philosophical issues associated with school finance and business operations. Federal, state, and local school financing; school budgets; and business methods of accounting will be addressed. Students will engage in simulated financial planning and management activities, as well as participate in a school financial planning/management process. (3 credits)

MED572 Supervision of Educational Personnel
This course examines an adult development model and highlights opportunities to enhance the professional skills of all school employees. Adult learning theories and models will be explored as they relate to current best practice regarding the supervision, development, and improvement of teachers and other school personnel. Models for curriculum improvement will be examined. (3 credits)

MED594 Administrative Internship
This supervised pre-professional internship is the culminating experience in the Educational Leadership program. It provides candidates with field-based opportunities to apply the knowledge, dispositions, and competencies acquired through the program's course work. The internship is aligned to both the PA Inspired Leadership (PIL) standards and the Interstate Leaders Licensure Consortium (ISLLC) standards. The internship is required for all Educational Leadership candidates. (3 credits)

MED595 Administrative Internship I
MED596 Administrative Internship II
This optional internship format is designed for the aspiring principal whose professional and/or family responsibilities make completing a one-semester internship experience very difficult. This supervised pre-professional internship is the culminating experience in the Educational Leadership program. It provides candidates with field-based opportunities to
apply the knowledge, dispositions, and competencies acquired through the program’s coursework. The internship is aligned to both the PA Inspired Leadership (PIL) standards and the Interstate Leaders Licensure Consortium (ISLLC) standards. The internship is required for all Educational Leadership candidates. (2 credits each semester)

Program Specific Policies and Procedures

Continuous Enrollment Policy - Master of Education
Students must be enrolled in either coursework or continuous enrollment two out of three semesters of a given academic year. The academic school year is defined as fall-spring-summer. A student may enroll in continuous enrollment for up to two consecutive semesters. Under certain circumstances, as approved by the director, this may be waived or extended. Failure to maintain continuous enrollment will terminate the student's enrollment in the master's program.

Grading, Degree Progress, and Dismissal
• Upon completion of required coursework and as partial fulfillment of the requirements for the Master of Education Degree, candidates will choose a capstone experience, either a comprehensive examination or a thesis. A degree candidate will notify the M.Ed. program office of his/her desire to take the comprehensive examination at least one semester before the semester in which they plan to graduate. Degree candidates electing to complete a thesis must signal their intent at least a year prior to the semester in which they plan to graduate.
• Candidates for the Master of Education degree are required to maintain a minimum of a 3.0 grade point average to remain in good standing, to be eligible to graduate, and to be recommended for PDE certification.
• Each student's cumulative graduate grade point average is reviewed upon completion of 12 of the 500-level graduate credits and at the completion of each spring semester thereafter. If a student’s cumulative grade point average is less than 3.0 at any of these reviews, the student will then be placed on academic probation and must achieve a 3.0 cumulative grade point average during the next nine credits or three graduate level courses.
• Courses in which a student receives a grade less than a 3.0 must be retaken in the earliest semester that the course is offered. A particular course may be retaken one time. The student is permitted to repeat no more than two courses total. If a course is retaken, both grades will be recorded on the transcript but only the most recent grade is used in calculating the GPA. Failure to bring the GPA up to the 3.0 level within these parameters will result in the student being suspended from the M.Ed. program. Suspended students have a right to appeal through the Department of Education.
• All students are expected to follow all York College of Pennsylvania policies in regards to academic honesty. Further, all students enrolled in the Department of Education Graduate Education Program are expected to demonstrate the highest standards of ethics and professional behavior. Violation of either the York College Academic Integrity or the Pennsylvania Code of Professional Practice and Conduct for Educators (22Pa.Code §235.1-235.11.) will result in dismissal from the M.Ed. program.
Department of Education Faculty

Philip B. Monteith, Director, Master of Education Program
Coordinator, Educational Leadership Program
Associate Professor, Education
A.B., Mount Saint Mary’s College
M.Ed., Western Maryland College
Ed.D., Peabody College of Vanderbilt University

Stacey N. Dammann, Chair, Education Department
Coordinator, Reading Specialist Program
Associate Professor, Education
B.A., M.Ed., Ed.D., Johns Hopkins University

Katherine A. Beauchat, Assistant Professor, Education
B.S., Frostburg State University
M.Ed., Loyola College of Maryland
Ed.D., University of Delaware

Deborah L. Watkins, Associate Professor, Education
B.A., University of Hartford
M.Ed., Western Maryland College
Ph.D., University of Maryland
Master of Education Adjunct Faculty

Wendy Grentz, Lecturer
B.S., York College of Pennsylvania
M.Ed., Millersville University

Emilie Lonardi, Lecturer
B.S., West Chester State College
M.S., Indiana University
Ph.D., Pennsylvania State University

Richard Mauro, Lecturer
B.S., Indiana University of Pennsylvania
M.S., Ph.D., University of Pittsburgh

BethAnn Pratte, Lecturer
B.S., Millersville University
M.S., Pennsylvania State University
Ed.D., Immaculata University

Cynthia Renehan, Lecturer
B.S., Millersville University
M.S., Western Maryland College
Ed.D., Temple University

Michael Snell, Lecturer
B.S., Kutztown University
M.Ed., Ed.D., Temple University

Gerald Soltis, Lecturer
B.S., Kent State University
M.Ed., Western Maryland College
Ed. D., Temple University

Leslie Trimmer, Lecturer
B.S., York College of Pennsylvania
M.Ed., Pennsylvania State University
Ed.D., Immaculata University
MASTER OF SCIENCE IN NURSING

The Master of Science degree program in nursing prepares graduates for advanced practice in the role of adult nurse practitioner (ANP), adult clinical nurse specialist (CNS), certified registered nurse anesthetist (CRNA), and nurse educator (NE). The program builds on undergraduate education and is intense and dynamic. Its aim is to develop advanced knowledge and expertise based on critique and application of theory and research. The ANP and CRNA tracks are prescriptive regarding the progression of coursework within their respective curricula. The post-baccalaureate master’s degree program offers the opportunity for advanced preparation in the four areas stated above. In addition, the master’s program offers the option for registered nurses who do not have the baccalaureate degree with a major in nursing to complete the baccalaureate and master’s degree within the RN to MS program.
Accreditation
The graduate program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The program is also approved by the Pennsylvania State Board of Nursing and the Pennsylvania Department of Education. The CRNA track is approved by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Program Outcomes
The program outcomes of the Master of Science degree in nursing program are to prepare graduates who will be able to:
1. Practice in a leadership role in advanced nursing practice (ANP, CNS, or CRNA) and/or nursing education (NE) in response to the needs and demands of society and the changing health care environment.
2. Role model ethical, legal, and professional standards for advanced nursing practice and nursing education.
3. Integrate advanced knowledge of nursing and related disciplines in the roles of ANP, CNS, or CRNA.
4. Evaluate and apply evidence-based practice (EBP) research to clinical, educational, or administrative settings, thus improving patient care, health care systems, and nursing education.
5. Assume responsibility for self-directed, life-long learning and for promoting the professional development of nursing staff and/or students.
6. Design strategies to promote health and collaborative relationships with members of the health care team.
7. Act as a resource for other nurses in the areas of clinical practice, outcomes and evaluation, professional standards, evidence-based practice, and other health care issues.
8. Preparation of graduates to pass national certification examination for ANP, CNS, CRNA, or NE.
9. Prepare for entry into doctoral program.

Admission for ANP, CNS, or NE
Students who wish to enroll in the Master of Science degree in nursing program must apply for admission and submit required supporting materials to the Master of Science degree in nursing program. The program admits students for fall, spring, and summer though the CRNA track admits only in the fall. The deadlines for the respective semesters are: 1) Spring semester enrollment is November 15; 2) Summer semester enrollment is March 15; and 3) Fall semester enrollment is July 15. When the required documents have been received by the Master of Science degree in nursing program, an interview will be scheduled by the program director. Following the interview, all documents will be reviewed by the Department of Nursing’s graduate program committee. This committee will make the decision regarding acceptance or rejection into the program. Applicants will be notified of the decision. Applicants who are admitted are assigned an advisor who will work with the student to develop an individualized plan of study.

Requirements for Admission for ANP, CNS or NE
Applicants must submit evidence of the following criteria for admission:
• Completion of a baccalaureate degree program with an NLNAC- or CCNE-accredited major in nursing from a regionally accredited institution or the equivalent as determined by the Department of Nursing faculty; RN-MS applicants must have completed an NLNAC-accredited diploma or associate degree program.
• Grade point average of 3.0 (on a 4.0 scale) or higher. (Students not meeting this grade point average requirement may take six credits of graduate program course work as a non-matriculated student.)
• Transcripts from all previously attended institutions of higher education.
• Current RN licensure in Pennsylvania.
• One year of relevant practice experience.
• Two satisfactory letters of recommendation, preferably from professional nurses with graduate degrees, regarding applicant’s practice and potential for success in graduate work.
• Successful completion of the following courses: a statistics course that covered descriptive and inferential statistics, a physical assessment course, and a nursing research course.
• A personal statement indicating goals for graduate nursing education.
• Current resume.
• Interview with graduate program faculty after submission of admission materials.

Admission Requirements Specific to the RN-MS Student
Admission to the RN-MS track is contingent upon the following:
• Graduates from NLNAC-accredited associate degree or diploma nursing programs are eligible for direct articulation.
• Applicants must meet requirements for acceptance into the baccalaureate program.

Admission for CRNA
Students who wish to enroll in the Master of Science in Nursing, CRNA track must apply for admission and submit required supporting materials to the director of the CRNA Program. This track admits students for the fall semester. The application process includes review of all documents, plus a series of personal interviews during the preceding spring semester. All supporting documents must be submitted by November 1 for admission the following fall. The director, assistant director, chairperson of the Department of Nursing, director of the Graduate Programs in Nursing, and other program clinical faculty members participate in the admission process. This committee will make the decision regarding acceptance or rejection to the program and notify applicants of the decision within 24 hours of the last interview.

Requirements for Admission for CRNA
• Completion of a baccalaureate degree program with an NLNAC- or CCNE-accredited major in nursing from a regionally accredited institution or the equivalent as determined by the Department of Nursing faculty; RN-MS applicants must have completed an NLNAC-accredited diploma or associate degree program.
• Grade point average of 3.0 (on a 4.0 scale) or higher. (Students not meeting this grade point average requirement may be admitted on the recommendation of the faculty.)
• Transcripts from all previously attended institutions of higher education.
• Current RN licensure in Pennsylvania.
• Three completed recommendation forms: One of the three recommendations for the CRNA program must be from a nurse anesthetist. In order to insure this recommendation is a true reflection on the abilities of the student, the following are required:
  • Each applicant will keep a log of his or her visits to the operating room. It should contain (at a minimum) the hours they were there, with whom they spent time, and what they saw. If the applicant is invited to interview, this log will be sent to the admissions committee for their review and evaluation. The minimum time for this is eight hours.
  • Students are required to have a recommendation from a nurse anesthetist. This is an individual:
    • With whom they have established, over time (60-90 days minimum), a professional relationship, and
    • Who is familiar with student’s abilities and potential: while this MAY be the person whom they shadow in the operating room, that is not a requirement.
• Statement of academic goals may not exceed one typewritten (word processed) 8.5” by 11” page, in at least a size 12 font.
• GRE scores are required in the verbal, quantitative, and analytical writing sections. The GRE Company will send you a score report. Be sure, also that your official scores are sent to:

York College of Pennsylvania  
Department of Nursing  
CRNA Track  
441 Country Club Road  
York, PA  17403-3651

• PLEASE NOTE: IT MAY TAKE A MONTH OR TWO TO RECEIVE YOUR SCORES; BE SURE TO TAKE THE GRE AT YOUR EARLIEST CONVENIENCE.
• Evidence of the successful completion of the following undergraduate courses:
  • Statistics course that covered descriptive and inferential statistics, (this may be included as part of a nursing research course),
  • Physical assessment course,
  • Nursing research course.
• Evidence of at least one year’s experience as a registered nurse in an acute care area, such as intensive care.
• Copy of current BLS, ACLS, and PALS cards.

Types of Admission

There are two types of student classifications in the Master of Science degree in nursing program for the Adult Nurse Practitioner (ANP), Clinical Nurse Specialist (CNS), and Nurse Educator (NE) tracks: degree candidate and non-matriculated student. The Certified Registered Nurse Anesthetist (CRNA) track accepts only degree candidates, though prospective applicants may wish to take courses as non-matriculated students (see below). Admission as a non-matriculated student has no effect on admission into the CRNA track.

Degree Candidate (matriculated)
Students who have satisfactorily met all entrance requirements and desire to pursue a Master of Science degree in nursing will be admitted as matriculated degree candidates.

Non-Matriculated
An application does not need to be completed under the following conditions:
• Transferring a course to another institution.
• Taking a graduate course unrelated to the pursuit of a degree.
• Demonstrating ability to succeed in graduate level education.

The prospective non-matriculated student should meet with the program director regarding which courses should be taken. A maximum of six credits or two courses may be taken as a non-matriculated student. Students should submit the following:
• Written requests to the director of graduate programs in nursing
• BSN transcript
• Current resume
• Current RN license

To facilitate registration for a course, a written letter of agreement from the director of graduate programs in nursing to the registrar accepting the student as non-matriculated and granting permission to take selected courses are required for each semester that courses are taken.
International Students
If you are considering York College of Pennsylvania’s Graduate Programs in Nursing, please contact 717-815-1462 or email msnursing@ycp.edu for current criteria required for international graduate students.

Application Procedures
Application for admission to the Master of Science degree in nursing program may be made for the fall, spring, or summer sessions for the ANP, CNS, and NE tracks. For the CRNA track, applications are reviewed once per year and a complete application must be submitted by November 1 of the year preceding the desired entry date (e.g., November 1, 2011, for a class starting in Fall Semester 2012). To be considered for admission for the ANP, CNS, and NE tracks, applicants must have forwarded the following documents to the Graduate Programs in Nursing department by July 15 for fall semester admission; or November 15 for spring semester admission; or March 15 for the summer session:
1. A completed Graduate Studies Application accompanied by the required nonrefundable application fee.
2. Official transcripts of all completed undergraduate and, if applicable, graduate studies. These transcripts must verify that the applicant has been awarded a baccalaureate degree in the nursing major; or for the RN-MS student, the transcripts must verify that the applicant has been awarded an associate degree in the nursing major or a diploma in nursing.
3. Copy of Pennsylvania RN licensure.
4. Two letters of recommendation.
5. Current resume.
6. Current personal professional liability insurance for advanced practice needs to be $2,000,000/$6,000,000. College supplies $1,000,000/$3,000,000 for a nominal fee. Student is responsible for the additional amount.
7. All nursing students are required to have drug screening upon admission to the clinical portion of the nursing program.

The CRNA track application requires the following additional documents:
8. One additional letter of recommendation (three total).
9. Official reports from the Graduate Record Examination (GRE).
10. A curriculum vitae of the candidate’s professional history and accomplishments.
11. Personal professional liability insurance will be purchased after admission prior to clinical anesthesia education. Policies are available through the American Association of Nurse Anesthetists (AANA) for approximately $250 per year.
12. A written log documenting time spent with a CRNA (minimum 8 hours).

Program Specific Academic Requirements And Policies
Continuous Enrollment Policy
Upon acceptance into the graduate program in the ANP, CNS, or NE tracks, the student must maintain enrollment in each semester, excluding summer sessions, by either 1) enrolling in one or more graduate courses or 2) paying a Continuous Enrollment Fee. Failure to maintain Continuous Enrollment status by either one of the two methods will automatically discontinue the student’s enrollment in the master’s program. A student may maintain the Continuous Enrollment status by paying the Continuous Enrollment Fee for no more than two consecutive semesters, excluding summer sessions. The student must then enroll in one or more graduate courses for credit or the student will be discontinued from the master’s degree program. A student who does not maintain Continuous Enrollment status or who has discontinued course work must reapply for admission to the graduate program when reactivation is desired. Students may be granted leaves of absences for special circumstances at the discretion of the graduate committee. The CRNA track is only offered
as a full-time program, and students will be continuously enrolled as full-time graduate students for eight consecutive semesters.

**Grading, Progress, and Dismissal**

- Candidates for graduate degrees in nursing are required to earn at least a B (3.0) in every course in order to progress through the curriculum and graduate. Courses in which the student earns less than a B (3.0) must be repeated. The student is allowed to repeat a course one time only. A student with a grade less than a B (3.0) in any course must repeat that course in the next semester that it is offered in order to maintain status as a graduate student. A grade of B (3.0) must be earned in order to progress. A second grade of less than a B (3.0) results in automatic dismissal from the program. As courses may only be offered once per year, this may effectively add one year to the program of study. If a course is repeated, both grades will appear on the transcript, but only the highest grade will be used in calculating the grade point average.

- Professors may give a course grade of incomplete ("INC") if circumstances justify an extension of time required to complete course requirements. A student with an "INC" grade in any course that is a prerequisite to another course will not be allowed to enroll in the subsequent course until the "INC" in the prerequisite course has been removed and replaced by a B (3.0) or better. As courses may only be offered once per year, this may effectively add one year to the program of study. The "INC" must be resolved within 60 days or the "INC" automatically turns to a failure (0.0) according to college policy.

- Failure of a clinical portion of a course results in dismissal from the program.

- Students in the CRNA track receiving less than a B (3.0) will not be eligible to progress in the next semesters’ courses until the grade is remediated. As courses may only be offered once per year, this may effectively add one year to the program of study.

- Conduct consistent with the ethical and professional standards of the discipline is required. Violation of these standards is ground for dismissal.

**Master of Science Degree in Nursing Program of Study**

The curriculum is delivered on a part-time basis for the ANP, CNS, and NE tracks. There are four curriculum sequences for the ANP, CNS, and NE tracks: the adult clinical nurse specialist role with an administration focus, the adult clinical nurse specialist role with an education focus, adult nurse practitioner, and the nurse educator role. The curriculum is designed so that students are free to schedule courses as they are able to take them with some exceptions. For the CNS and NE tracks, students must take Seminar I and Seminar II during the last two semesters. During these two courses students will apply knowledge and skills accrued during earlier studies. An administration or education course may be taken with Seminar I and Seminar II. The three ANP clinical courses -- Diagnosis and Management of Clinical Problems in Adults I, Diagnosis and Management of Clinical Problems of Adults II, and Adult Nurse Practitioner Seminar -- are taken during the last three semesters in the order listed. It is also strongly recommended that Advanced Pathophysiology, Assessment, and Pharmacology courses be taken during the three semesters immediately prior to the first ANP clinical course.

The CRNA track is only offered as a full-time program. The curriculum is designed in a highly structured fashion designed to meet or exceed the accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs. It should be noted that some of the core courses in the ANP, CNS, and NE tracks are replaced by anesthesia specific courses in the CRNA track. A complete schematic of the CRNA track course structure may be found on pages 56 and 57. The total number of credits required to earn the Master of Science degree in nursing: Students pursuing the adult clinical nurse specialist role will complete 41 credits and will be eligible to write the examination to become credentialed by the American Nurse Credentialing Center as an adult clinical nurse specialist.
Students pursuing the educator role will complete 41 credits and will be eligible to write the National League for Nursing examination for Nurse Educators. The Adult Nurse Practitioner track consists of 44 credits preparing the graduates for Adult Nurse Practitioner Certification examination from the American Nurses Credentialing Center (ANCC). Students will complete core courses, specialty courses, and electives depending on the role they choose. Students pursuing the nurse anesthetist role will complete 94 credits in preparation for the AANA National Board for Certification and Recertification of Nurse Anesthetists (NBCRNA) national certifying examination (NCE).

Orientation to Graduate Study in Nursing at York College
Upon registration for the first course in the graduate program, students must attend an orientation provided by Department of Nursing faculty. Topics will include review of the graduate program policies and procedures, library orientation including access of nursing literature, an orientation to information resources, safety and security, APA format, and other academic information. In addition, emphasis will be placed on students focusing on their individual professional goals and how the program can be of assistance to them as they progress through the curriculum.

Core Courses Required for ANP, CNS, and NE Students (24 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR502</td>
<td>Health Care Policy, Organization, and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NUR503/504</td>
<td>Health Promotion and Disease Prevention</td>
<td>4</td>
</tr>
<tr>
<td>NUR505</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR512/513</td>
<td>Theoretical Basis for Professional Role Development (56 hours clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NUR508</td>
<td>Application of Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td>NUR509/510</td>
<td>Advanced Assessment and Diagnosis (56 hours clinical)</td>
<td>3</td>
</tr>
<tr>
<td>NUR511</td>
<td>Legal and Ethical Issues of Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Adult Clinical Nurse Specialist Role
In addition to the Core requirements, students who select the adult clinical nurse specialist role will complete 11 credits of specialty courses and 6 credits of elective courses depending on their focus:

Specialty courses (11 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR520</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR550/551</td>
<td>Seminar I (168 hours clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NUR552/553</td>
<td>Seminar II (168 hours clinical)</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective courses (6 credits)

**Administration Focus:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR565</td>
<td>Managed Care: Assessing and Managing the Health of a Population</td>
<td>3</td>
</tr>
<tr>
<td>NUR585</td>
<td>Health System Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education Focus (two of the following three courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR531</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR530</td>
<td>Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR532</td>
<td>Measurement and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>
## Adult Nurse Practitioner Role

In addition to the Core requirements, students who select the adult nurse practitioner role will complete Advanced Pharmacology and 17 credits of Adult Nurse Practitioner courses:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR520 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR522/523 Diagnosis and management of Clinical Problems, Adult I (180 hours clinical)</td>
<td>6</td>
</tr>
<tr>
<td>NUR524/525 Diagnosis and Management of Clinical Problems, Adult II (180 hours clinical)</td>
<td>6</td>
</tr>
<tr>
<td>NUR554/555 Adult Nurse Practitioner Seminar, Clinical III (240 hours clinical)</td>
<td>5</td>
</tr>
</tbody>
</table>

## Nurse Educator Role

Students who select the nurse educator role will complete 17 credits in education courses:

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR531 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR532 Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NUR530 Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR550/551 Seminar I (168 hours clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NUR552/553 Seminar II (168 hours clinical)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Core Courses Required for CRNA Students (17 credits):

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR502 Health Care Policy, Organization and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NUR512/513 Theoretical Basis for Professional Role Development (56 hours clinical)</td>
<td>4</td>
</tr>
<tr>
<td>NUR508 Application of Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td>NUR509/510 Advanced Assessment and Diagnosis (56 hours clinical)</td>
<td>3</td>
</tr>
<tr>
<td>NUR511 Legal and Ethical Issues in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

## Anesthesia Courses (77 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR610 Anatomy and Physiology for Nurse Anesthetists 1*</td>
<td>3</td>
</tr>
<tr>
<td>NUR611 Chemistry and Physics in Anesthesia</td>
<td>3</td>
</tr>
<tr>
<td>NUR612 Introduction to Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td>NUR620 Anatomy and Physiology for Nurse Anesthetists 2*</td>
<td>3</td>
</tr>
<tr>
<td>NUR621 Pharmacology for Anesthesia Agents</td>
<td>3</td>
</tr>
<tr>
<td>NUR622 Technology and Techniques in Anesthesia Practice*</td>
<td>3</td>
</tr>
<tr>
<td>NUR623 Principles of Anesthesia 1*</td>
<td>4</td>
</tr>
<tr>
<td>NUR630 Pharmacology of Adjunct Agents*</td>
<td>3</td>
</tr>
<tr>
<td>NUR631 Principles of Anesthesia 2*</td>
<td>3</td>
</tr>
<tr>
<td>NUR632 Clinical Practicum in Anesthesia Nursing 1 (3 days/wk.)</td>
<td>6</td>
</tr>
<tr>
<td>NUR633 Clinical Correlation Conference, Level 1 (seminar)</td>
<td>1</td>
</tr>
<tr>
<td>NUR641 Principles of Anesthesia 3*</td>
<td>3</td>
</tr>
<tr>
<td>NUR642 Clinical Practicum 2 in Anesthesia Nursing 2 (3 days/wk.)</td>
<td>6</td>
</tr>
<tr>
<td>NUR640 Clinical Correlation Conference, Jr. Level 2 (seminar)</td>
<td>1</td>
</tr>
<tr>
<td>NUR643 Anesthesia for Patients with Co-existing Diseases</td>
<td>3</td>
</tr>
<tr>
<td>NUR650 Clinical Practicum in Anesthesia Nursing 3 (4 days/wk.)</td>
<td>8</td>
</tr>
<tr>
<td>NUR660 Clinical Practicum in Anesthesia Nursing 4 (5 days/wk, inc. call)</td>
<td>1</td>
</tr>
<tr>
<td>NUR661 Clinical Correlation Conference Seminar, Sr Level 1</td>
<td>1</td>
</tr>
</tbody>
</table>

* 1 Independent Study Portfolio and Capstone
NUR671 Clinical Practicum in Anesthesia Nursing 5 (5 days/wk., inc. call) 10
NUR670 Clinical Correlation Conference, Sr. Level 2 (seminar) 1
NUR698 Independent Study 1
* Simulation Laboratory Component

Requirements for Courses with Practicum in Clinical Nursing or Educational Settings
Students must submit the following documentation to the graduate program director prior to registering for the first course requiring practice in a clinical nursing or educational setting:
• Completed health form current within two years, immunizations as required (including current PPD).
• Health insurance coverage.
• Completion of statement regarding understanding of CDC recommendations relative to HIV and HBV transmission.
• Current personal professional liability insurance for advanced practice needs to be $2,000,000/$6,000,000. College supplies $1,000,000/$3,000,000 for a nominal fee. Student is responsible for the additional amount.
• Basic life support (BLS) certification (ACLS required for ED and ICU placement).***
• RN license for the state where the practicum will be completed.
• Recent relevant clinical experience.****
• Criminal Record background check (current within one year of clinical/educational practice).
• Out of state students need an FBI check.
• Pennsylvania Child Abuse History Clearance (current within one year of clinical/educational practice).
• Computer competency.
• Preparation for travel to clinical/educational sites.
• Personal clinical/educational contract with learning objectives submitted prior to the clinical/educational rotation to: a) clinical faculty b) preceptor c) student file.
• Information concerning Pennsylvania's Medical Care Availability and Reduction of Error Act.
• Health Insurance Portability and Accountability Act Information.
• Education concerning blood borne pathogens, universal precautions, hazardous substances, report and having exposures evaluated and treated.

Suggested Course Sequences for ANP, CNS, CRNA and NE Tracks
The following sequences are suggested for student completion of the curriculum in three years.

Adult Clinical Nurse Specialist (Administrative Focus)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>NUR511 Legal and Ethical Issues in Health Care (offered fall and summer)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR505 Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>NUR502 Health Care Policy, Organization and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR509/510 Advanced Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>NUR511 Legal and Ethical (offered fall and summer) (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR520 Pharmacology (or Summer 2)</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>NUR512/513 Theoretical Basis for Professional Role Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR508 Application of Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td>Spring Year 2</td>
<td>NUR503/504 Health Promotion and Disease Prevention for Diverse Populations</td>
<td>4</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td>NUR520 Pharmacology (or Summer 1) (3)</td>
<td>3</td>
</tr>
</tbody>
</table>
### Master of Science in Nursing

#### Adult Clinical Nurse Specialist (Administrative Focus) Credits: 41

**Semester** | **Courses**                                                                 | **Credits** |
---|---|---|
Fall Year 1 | NUR511 Legal and Ethical Issues in Health Care (offered fall and summer) | 3 |
|                        | NUR505 Advanced Physiology and Pathophysiology                   | 3 |
Spring Year 1 | NUR502 Health Care Policy, Organization and Finance                 | 3 |
|                        | NUR509/510 Advanced Assessment and Diagnosis                        | 3 |
Summer Year 1 | NUR511 Legal and Ethical (offered fall and summer)                  | 3 |
|                        | NUR520 Pharmacology (or Summer 2)                                  | 3 |
Fall Year 2 | NUR512/513 Theoretical Basis for Professional Role Development      | 4 |
|                        | NUR508 Application of Nursing Research                             | 4 |
Spring Year 2 | NUR503/504 Health Promotion and Disease Prevention for Diverse Populations | 4 |
|                        | NUR531 Education Elective-Curriculum Development                   | 3 |
Fall Year 3 | NUR550/551 Seminar I                                                | 4 |
|                        | NUR552/553 Seminar II                                               | 4 |

### Adult Clinical Nurse Specialist (Education Focus) Credits: 41

**Semester** | **Courses**                                                                 | **Credits** |
---|---|---|
Fall Year 1 | NUR511 Legal and Ethical Issues in Health Care (offered fall and summer) | 3 |
|                        | NUR505 Advanced Physiology and Pathophysiology                   | 3 |
Spring Year 1 | NUR502 Health Care Policy, Organization and Finance                 | 3 |
|                        | NUR509/510 Advanced Assessment and Diagnosis                        | 3 |
Summer Year 1 | NUR511 Legal and Ethical (offered fall and summer)                  | 3 |
|                        | NUR520 Pharmacology (or Summer 2)                                  | 3 |
Fall Year 2 | NUR512/513 Theoretical Basis for Professional Role Development      | 4 |
|                        | NUR508 Application of Nursing Research                             | 4 |
Spring Year 2 | NUR503/504 Health Promotion and Disease Prevention for Diverse Populations | 4 |
|                        | NUR531 Education Elective-Curriculum Development                   | 3 |
Fall Year 3 | NUR550/551 Seminar I                                                | 4 |
|                        | NUR552/553 Seminar II                                               | 4 |

### Nurse Educator Credits: 41

**Semester** | **Courses**                                                                 | **Credits** |
---|---|---|
Fall Year 1 | NUR511 Legal and Ethical Issues in Health Care (offered fall and summer) | 3 |
|                        | NUR505 Advanced Physiology and Pathophysiology                   | 3 |
Spring Year 1 | NUR502 Health Care Policy, Organization and Finance                 | 3 |
|                        | NUR509/510 Advanced Assessment and Diagnosis                        | 3 |
Summer Year 1 | NUR511 Legal and Ethical (offered fall and summer)                  | 3 |
|                        | NUR512/513 Theoretical Basis for Professional Role Development      | 4 |
|                        | NUR508 Application of Nursing Research                             | 4 |
Spring Year 2 | NUR503/504 Health Promotion and Disease Prevention for Diverse Populations | 4 |
|                        | NUR532 Measurement and Evaluation                                  | 3 |
Summer Year 2 | NUR531 Education Elective-Curriculum Development                   | 3 |
Fall Year 3 | NUR550/551 Seminar I                                                | 4 |
|                        | NUR552/553 Seminar II                                               | 4 |

**Total Nurse Educator Credits: 41**
### Adult Nurse Practitioner

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>NUR508 Application of Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR512/513 Theoretical Basis for Professional Role Development</td>
<td>4</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>NUR502 Health Care Policy, Organization and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR503/504 Health Promotion and Disease Prevention for Diverse Populations</td>
<td>4</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>NUR511 Legal and Ethical Issues in Health Care (offered fall and summer)</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>NUR505 Advanced Physiology and Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR511 Legal and Ethical Issues in Health Care (offered fall and summer)</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 2</td>
<td>NUR509/510 Advanced Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td>NUR520 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 3</td>
<td>NUR522/523 Diagnosis and Management of Clinical Problems in Adults I</td>
<td>6</td>
</tr>
<tr>
<td>Spring Year 3</td>
<td>NUR524/525 Diagnosis and Management of Clinical Problems in Adults II</td>
<td>6</td>
</tr>
<tr>
<td>Summer Year 3</td>
<td>NUR554/555 Adult Nurse Practitioner Seminar, Clinical III</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Adult Nurse Practitioner Credits: 44**

### Certified Nurse Anesthetist

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>NUR512/513 Theoretical Basis for Professional Role Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR508 Application of Nursing Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR610 Anatomy and Physiology for Nurse Anesthetists 1</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>NUR502 Health Care Policy, Organization and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR509/510 Advanced Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR611 Chemistry and Physics in Anesthesia</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR612 Introduction to Anesthesia</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUR620 Anatomy and Physiology for Nurse Anesthetists 2</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>NUR511 Legal and Ethical Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR621 Pharmacology of Anesthetic Agents</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR622 Technology and Techniques in Anesthesia Practice</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR623 Principles of Anesthesia 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR630 Pharmacology of Adjunct Agents in Anesthesia</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>NUR631 Principles of Anesthesia 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR632 Clinical Practicum in Anesthesia 1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NUR633 Clinical Correlation Conference, Junior Level 1</td>
<td>1</td>
</tr>
<tr>
<td>Spring Year 2</td>
<td>NUR640 Clinical Correlation Conference, Junior Level 2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUR641 Principles of Anesthesia 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR642 Clinical Practicum in Anesthesia 2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NUR643 Anesthesia and Co-Existing Diseases</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td>NUR650 Clinical Practicum in Anesthesia 3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NUR661 Clinical Correlation Conference</td>
<td>1</td>
</tr>
<tr>
<td>Senior Level 1</td>
<td>NUR698 Independent Study: Capstone and Portfolio Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Fall Year 3</td>
<td>NUR660 Clinical Practicum in Anesthesia 4</td>
<td>10</td>
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<tr>
<td></td>
<td>NUR670 Clinical Correlation Conference, Senior Level 2</td>
<td>1</td>
</tr>
<tr>
<td>Spring Year 3</td>
<td>NUR671 Clinical Practicum in Anesthesia 5</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Certified Nurse Anesthetist Credits: 94**
Post Masters Certificate

A Post Masters Certificate can be earned in the Adult Nurse Practitioner, Clinical Nurse Specialist (with either an administration or education focus), or Nurse Educator tracks. The qualifications for participation include graduation from a CCNE-accredited master’s nursing program and/or a program with comparable courses.

The courses for the post-master’s CNS track include:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR512/513</td>
<td>4</td>
</tr>
<tr>
<td>Theoretical Basis for Professional Role Development (56 hours clinical)</td>
<td></td>
</tr>
<tr>
<td>NUR550/551</td>
<td>4</td>
</tr>
<tr>
<td>Seminar I (168 hours clinical)</td>
<td></td>
</tr>
<tr>
<td>NUR552/553</td>
<td>4</td>
</tr>
<tr>
<td>Seminar II (168 hours clinical)</td>
<td></td>
</tr>
</tbody>
</table>

And

Educator Focus: 6 credits of education courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR530</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Strategies in Nursing Education</td>
<td></td>
</tr>
<tr>
<td>NUR531</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Development in Nursing Education</td>
<td></td>
</tr>
<tr>
<td>NUR532</td>
<td>3</td>
</tr>
<tr>
<td>Measurement and Evaluation in Nursing Education</td>
<td></td>
</tr>
</tbody>
</table>

Or

Administrative Focus: 6 credits of administration courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR565</td>
<td>3</td>
</tr>
<tr>
<td>Managed Care: Assessing and Managing the Health of a Population</td>
<td></td>
</tr>
<tr>
<td>NUR585</td>
<td>3</td>
</tr>
<tr>
<td>Health System Development</td>
<td></td>
</tr>
</tbody>
</table>

Total Post-Master’s Certificate for CNS Credits: 18

The courses for the post-master’s ANP track include:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR522/523</td>
<td>6</td>
</tr>
<tr>
<td>Diagnosis and Management of Clinical Problems, Adult I (180 hours clinical)</td>
<td></td>
</tr>
<tr>
<td>NUR524/525</td>
<td>6</td>
</tr>
<tr>
<td>Diagnosis and Management of Clinical Problems, Adult II (180 hours clinical)</td>
<td></td>
</tr>
<tr>
<td>NUR554/555</td>
<td>5</td>
</tr>
<tr>
<td>Adult Nurse Practitioner Seminar Clinical III (240 hours clinical)</td>
<td></td>
</tr>
</tbody>
</table>

Special Requirements for the Post Master’s ANP Program

Post Masters students must complete 40 hours of clinical experience with a Nurse Practitioner, prior to enrolling in the first clinical course in the fall (NUR522/523). Students who have not met this requirement will register for one (1) credit of independent study during the summer semester. The purpose of this experience is to practice history taking and physical exam skills. Students who completed the 40 hours of clinical experience in a previous course may be required to perform a complete physical exam demonstration in the summer prior to enrollment in the course.

The Pennsylvania State Board of Nursing requires a 45 hour pharmacology course in order to apply for prescriptive privileges after graduation from a Nurse Practitioner program. The course will not be accepted by the Board if it was completed greater than five years prior to application for privileges. A post master’s student who plans to seek privileges in the State of Pennsylvania after graduation, and whose Advanced Pharmacology course will be older than five years by the time of graduation, will be required to re-take a course that is approved by the ANP program director. If privileges will be sought in a state that does not have this requirement, the student will be required to take a continuing education pharmacology refresher course. These requirements must be met prior to enrollment in NUR522/523.

The Post-Master’s Certificate for ANP is a total of 17 credits.
The courses for the Nurse Educator track include:

- NUR512/513 Theoretical Basis for Professional Role Development 4
  (56 hours clinical)
- NUR530 Teaching Strategies in Nursing Education 3
- NUR531 Curriculum Development in Nursing Education 3
- NUR532 Measurement and Evaluation in Nursing Education 3

The Post-Master's Certificate for NE is a total of 13 credits.

RN-MS Curriculum Plan

The RN-MS track of study is designed for registered nurses who do not have a baccalaureate degree in nursing but possess the academic background, desire, and ability to pursue preparation at the master's level. The curriculum combines elements of the BS program for RNs with the master's program and streamlines progression toward the master's degree. RN-MS students enter the MS program as undergraduate seniors, having earned at least 126 credits including all baccalaureate-level work. Forty-one additional credits are required for a Master of Science degree. Upon completion or transfer of the undergraduate common core/ADR (area distribution requirements) courses (34 credits), electives (12 credits), undergraduate support courses (28 credits), nursing transition courses (35 credits), required YCP nursing courses (14 credits), and the bachelor's/master's overlap courses (4 credits) as shown in the Outline of Course Work for RN-MS program, students will be awarded the baccalaureate degree with a major in nursing while they are taking MS coursework. A total of 126 credits are required for the BS degree. If students enter the RN to MS track with a bachelor degree in a field other than nursing from a school other than YCP, they must complete the required YCP nursing courses (14 credits) and the bachelor's/master's overlap course (4 credits) and receive the BS with a major in nursing when they have completed a total of 30 YCP credits while they are taking MS coursework.

Outline of Course Work for RN-MS Track

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate common core/ADR courses/Electives</td>
<td>46</td>
</tr>
<tr>
<td>Undergraduate support courses</td>
<td>28</td>
</tr>
<tr>
<td>Nursing transition courses</td>
<td>35</td>
</tr>
<tr>
<td>YCP nursing courses</td>
<td>14</td>
</tr>
<tr>
<td>(NUR320, NUR332, NUR456, NUR331, NUR321)</td>
<td></td>
</tr>
<tr>
<td>Bachelor's/master's overlap course</td>
<td>4*</td>
</tr>
<tr>
<td><em>(includes 4 credits master's core course)</em></td>
<td></td>
</tr>
<tr>
<td>*BS with a major in nursing awarded</td>
<td></td>
</tr>
<tr>
<td>NUR512/513 Theoretical Foundations for Professional Role Development substitutes for NUR321 and NUR421</td>
<td></td>
</tr>
<tr>
<td>Master's core courses (24 minus 4 for NUR512/513)</td>
<td>20</td>
</tr>
<tr>
<td>Master’s specialty courses (clinical specialist or educator)</td>
<td>17</td>
</tr>
<tr>
<td>Master’s specialty courses (adult nurse practitioner)</td>
<td>20</td>
</tr>
<tr>
<td>Advanced Pharmacology for CNS and ANP</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required for NE and CNS:** 164

**Total Credits Required for ANP:** 167
Course Descriptions

NUR502 Health Care Policy, Organization, and Finance
In this course, students analyze health care policy trends in terms of 1) the financial and social factors that influence them, and 2) their effects on consumers of care and the organizations and individuals who provide care. Students also familiarize themselves with the manner in which health care policy is formulated by spending time with legislators, legislative bodies, lobbyists or representatives of professional or consumer organizations. (3 credits)

NUR503/NUR504 Health Promotion and Disease Prevention for Diverse Populations
In this course, students identify and explore individual, cultural, social, political, environmental, and epidemiological factors that influence health and health care in selected diverse populations. In the clinical component of the course, students engage in two primary activities: participating in and reflecting on cultural encounters with representatives of diverse populations, and planning and/or providing culturally competent nursing care (designed to maintain or improve health) to selected individuals and groups. All clinical activities will be carried out in consultation with advanced practice nurses. (4 credits, 3 classroom hours/week, 4 clinical hours/week; total 56 clinical hours/semester)

NUR505 Advanced Physiology and Pathophysiology
This course builds on previously learned principles of physiology as well as basic and clinical research as it relates to the presentation of disease processes. This course examines advanced physiology and pathophysiology at the cellular level as it relates to alterations in function and disease processes. Principles of genetics and immunology are also investigated as well as differences in etiology, epidemiology, and pathophysiology as they relate to gender and age. This course integrates disease prevention and assessment of risk factors as well as principles of health promotion (3 credits)

NUR508 Application of Nursing Research
This course prepares the advanced practice nursing student for clinical, management, or education leadership roles in health care through translation of the best evidence into nursing practice. Students will develop the skills and knowledge needed to review and synthesize the strength of evidence and recommend practice changes if appropriate. Specific content includes: a review of the research process (including theoretical framework, design, statistical analysis, research design hierarchy, measurement, and research ethics), research critique, rating and synthesizing the strength of evidence, decision-making for practice, research, and research translation opportunities. (4 credits)

NUR509/NUR510 Advanced Assessment and Diagnosis
This course builds upon undergraduate physical assessment content. Physiologic and pathophysiologic principles are required to enable the student to develop and utilize advanced skills in obtaining a comprehensive health history and physical examination. Students will explore psychosocial variations of the individual, the family, and the community of origin. Diagnostic reasoning skills and differential diagnostic processes are emphasized as complex and multisystem problems are identified. (3 credits, 2 classroom hours, 1 laboratory hour; total 56 clinical hours/semester of which are 40 hours in clinical setting, 16 hours in simulated lab)

NUR511 Legal and Ethical Issues in Health Care
This course examines principles, values, and beliefs that form the framework of nursing practice. Moral concepts foundational to nursing practice are discussed as they relate to patient care situations in a changing health care environment. Students are encouraged to explore their own values and to analyze how their own practices have been shaped by these
values. In a similar manner, systems of health care and the underpinning values influencing current health care are examined. Legal issues as they relate to ethical concepts are incorporated in the discussion. (3 credits)

**NUR512/513 Theoretical Basis for Professional Role Development**
This course provides an overview of the theoretical and conceptual models of nursing which specifically relate to the advanced practice roles. Theory will be presented as a way to provide the advance practice nurse with the framework and goals for assessment, diagnosis, and intervention. In addition, this course will facilitate transition into an advanced practice role. It will explore conceptualizations, role development and competencies of advanced practice. Historical, social, and political forces that impact advanced practice will be a focus of study. The requirements for and regulations of advanced roles such as dealing with role ambiguity and changing role boundaries are identified. Participation in the profession and exertion of leadership in the profession and the health care system are examined. Laboratory experiences are planned with nurses working in advanced practice roles during which students will examine activities and competencies of advanced practice nurses, role ambiguity, and role boundaries. (4 credits, 3 classroom hours/week, 4 clinical hours/week; total 56 clinical hours/semester)

**NUR520 Pharmacology**
Pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions of broad categories of therapeutic agents are studied relative to specific populations of patients. Patient variables that should be assessed for each drug and nursing actions needed to achieve the maximum therapeutic effects and to minimize adverse effects are identified. (3 credits)

**NUR522/523 Diagnosis and Management of Clinical Problems in Adults I**
This is the first of three clinical courses, preparing the nurse practitioner student for primary care of adolescents and adults. Students will begin to use the comprehensive data collection skills learned in previous courses to incorporate strategies for health promotion, disease prevention, and management of acute episodic, and chronic diseases in diverse primary care settings. Students will apply current evidence-based practice guidelines and begin to develop clinical decision-making skills through experiences in primary care settings. Psychosocial, ethical, legal, economic, cultural, and political issues will also be emphasized. (6 credits, 3 classroom hours/week, 12 clinical hours/week; total 180 clinical hours)

**NUR524/525 Diagnosis and Management of Clinical Problems in Adults II**
This is the second of three clinical courses, preparing the nurse practitioner student for primary care of adolescents and adults. Students will become proficient in data collection skills used to incorporate strategies for health promotion, disease prevention, and management of acute, episodic, and chronic diseases in diverse primary care settings. Students will sharpen their clinical decision-making skills and apply current evidence-based findings and practice guidelines to undifferentiated patient presentations through experience in primary care settings. Psychosocial, ethical, legal, economic, cultural, and political issues will also be emphasized. (6 credits, 3 classroom hours/week, 12 clinical hours/week; total 180 clinical hours)

**NUR530 Teaching Strategies in Nursing Education**
This course prepares advanced practice nurses for agency-based and academic teaching. Concepts related to teaching, learning and the evaluation of learning are addressed and students are provided with a comprehensive framework for planning, implementing and evaluating teaching strategies and associated learning activities in their target setting. Specific topics addressed in this course include the nurse educator role in various settings, controversies and issues related to teaching, learning and evaluation, strategies for
accommodating differences among learners, culturally competent teaching and the selection, preparation and use of media and modes appropriate to teaching in nursing. (3 credits)

**NUR531 Curriculum Development in Nursing Education**
This course introduces the graduate student to the process and elements of curriculum development needed for the role of educator in an academic or advanced practice setting. It examines factors related to content and organization of curricula. Students will design and evaluate a curriculum appropriate for use in either setting. Curriculum frameworks, objectives, and course content essential to health care education will be explored. Legal and ethical issues affecting curriculum development will be discussed. An overview of curriculum philosophies will be presented. (3 credits)

**NUR532 Measurement and Evaluation in Nursing Education**
This course provides an analysis of theories or measurement and evaluation as they relate to nursing education in schools of nursing and health care agencies. Measurement and evaluation techniques appropriate for classroom and clinical nursing are studied; their strengths and limitations are assessed. Total program evaluation and ethical, legal and social issues are analyzed. (3 credits)

**NUR550/NUR551 Seminar I**
The graduate student begins to implement the role of the clinical nurse specialist (CNS) or the role of the nurse educator. Graduate students work with an experienced preceptor in a health care or education setting. Clinical nurse specialist competencies across the three spheres of influence (Patient/Client, Nurses and Nursing Practice, Organization/System) provide a framework for CNS clinical practice and classroom topics. The graduate student in the nurse educator track will be provided the opportunity to apply knowledge from the theoretical courses in teaching and learning theory. The NLN Educator Competencies provides a framework for the nurse educator classroom topics and practicum. The nurse educator practicum experiences may be in academic nursing education, staff development, or client education. (4 credits, 1 classroom hour/week, 12 clinical hours/week; total 168 hours/semester clinical)

**NUR552/NUR553 Seminar II**
The graduate student continues to implement the role of the clinical nurse specialist (CNS) or the role of the nurse educator. Graduate students work with an experienced preceptor in a health care or education setting. Clinical nurse specialist competencies across the three spheres of influence (Patient/Client, Nurses and Nursing Practice, Organization/System) provide a framework for clinical practice and classroom topics. The graduate student in the nurse educator track will be provided the opportunity to apply knowledge from the theoretical courses in teaching and learning theory. Practicum experiences may be in academic nursing education, staff development, or client education. (4 credits, 1 classroom hour/week, 12 clinical hours/week; total 168 hours/clinical semester)

**NUR554/555 Adult Nurse Practitioner Seminar, Clinical III**
This is the final of three courses preparing the nurse practitioner student for primary care of adults and adolescents. The students will further refine their competency in assessment, diagnosis, and disease management. Issues related to the transition into the advanced practice role as beginning nurse practitioners will be addressed. Students will begin to make autonomous clinical decisions and learn to function as a beginning nurse practitioner through their experiences in both inpatient and outpatient settings. (5 credits, 1 classroom hour/week, 16 hours/week; total 240 hours/clinical semester)
NUR565 Managed Care: Assessing and Managing the Health of a Population
This course is an examination of the evolution of the United States health care system toward balance among quality, cost, and access. Focusing on the trend toward assessing and managing the health of a population, the course will probe political, operational, and technical aspects of managed care. (3 credits)

NUR585 Health System Development
This course is intended to orient the health care practitioner to salient issues in health care system development given current trends in market maturation. The course considers issues at the system, organization, group, and individual levels. (3 credits)

NUR610 Anatomy and Physiology for Nurse Anesthetists 1
This course provides an in depth study of cell structure and function, fluids and electrolytes (including blood), skeletal muscle, and all aspects of the nervous system. All areas of instruction will be focused on the relationship of these systems to the practice of anesthesia nursing. (3 credits)

NUR611 Chemistry and Physics in Anesthesia
The key concepts related to organic chemistry, biochemistry, and physics as they relate to anesthesia are presented. These include gas laws, biochemistry of electrolytes and fluids, reviews of organic chemistry and calculation of medications and solutions, among other relevant topics. (3 credits)

NUR612 Introduction to Anesthesia
This course introduces the entry level nurse anesthesia student into the diverse and complex world of anesthesia. Included are an examination of the process of anesthesia, the roles filled by the CRNA, and the stakeholders involved in the professional associations of anesthetists. (1 credit)

NUR620 Anatomy and Physiology for Certified Registered Nurse Anesthetists 2
This course provides an in-depth study of the vascular tree, smooth muscle, the cardiac system, the respiratory system, the hepatic system, the immune system, and endocrine system. Pre-requisites: Successful completion of NUR610. (3 credits)

NUR621 Pharmacology of Anesthetic Agents
This course explores the pharmacology of agents used to induce, maintain, and reverse general anesthesia, as well as those used for regional anesthesia and sedation. The pharmacokinetics and pharmacodynamics of each agent will be reviewed, with special focus on the intracellular mechanisms mediated via drug receptors. (3 credits)

NUR622 Technology and Techniques in Anesthesia Practice
A lab-intensive course dealing with the technologies CRNAs use daily in anesthesia practice. Included will be user maintenance and trouble-shooting of the anesthesia machine, and the practice of psychomotor skills involved in advanced invasive monitoring. All classes will be held in the human patient simulation laboratory. (4 credits)

NUR623 Principles of Anesthesia 1
The introduction to the clinical practice of anesthesia. The course will teach the preoperative evaluation of a patient, interpretation of laboratory and diagnostic tests, positioning the patient for anesthesia and surgery, the basics of induction, maintenance and emergence from general anesthesia. (3 credits)
NUR630 Pharmacology of Adjunct Agents in Anesthesia
This course explores the pharmacology of agents used to control the autonomic changes often experienced by patients undergoing anesthesia. Further, the course will look at the phenomenon of postoperative nausea and vomiting (PONV) and its treatment. Finally, the course will review common medications used by patients preoperatively and their effect on and interaction with anesthesia agents. The pharmacokinetics and pharmacodynamics of each agent will be reviewed, with special focus on the intracellular mechanisms mediated via drug receptors. (3 credits)

NUR631 Principles of Anesthesia 2
The course will focus on anesthesia for the following types of cases: non-vascular general surgical procedures, gynecologic procedures, orthopedic and podiatric procedures, HEENT procedures (nonintracranial), ophthalmic procedures, laparoscopic procedures and anesthesia for short-stay or outpatient procedures, and anesthesia at remote sites. (3 credits)

NUR632 Clinical Practicum in Anesthesia 1
Entry practice in nurse anesthesia. The student will be supervised in the administration of anesthesia to surgical patients. (6 credits, 3 clinical days/week)

NUR633 Clinical Correlation Conference, Junior Level 1
Students attend a clinical correlation conference seminar each week. Journal club articles, case studies, and morbidity and mortality reports. (1 credit)

NUR640 Clinical Correlation Conference, Junior Level 2
Students attend a more advanced clinical correlation conference seminar each week. Journal club articles, case studies in advanced anesthesia issues and techniques, and morbidity and mortality reports. (1 credit)

NUR641 Principles of Anesthesia 3
Focus on anesthesia for the following types of cases: anesthesia for patients having cardiothoracic, neurosurgical, and obstetric procedures; anesthesia for the traumatically injured patient, anesthesia for pediatric patients. (3 credits)

NUR642 Clinical Practicum in Anesthesia 2
Novice practice in nurse anesthesia. The student will be supervised in the administration of anesthesia to more complex surgical patients. (6 credits, 3 clinical days/week.)

NUR643 Anesthesia and Co-Existing Diseases
This course focuses on the CRNA’s role in health promotion for patients encountered by the anesthetist. Anesthesia and its relationship to commonly occurring diseases are reviewed. The disease processes focused on most closely include hypertension, cardiovascular disorders, diabetes and endocrine disorders, cardiac and neurological dysfunctions, anesthesia for patients with musculoskeletal disorders (e.g., ALS, myasthenia gravis, MS, etc.), and anesthesia for geriatric patients. (3 credits)

NUR650 Clinical Practicum in Anesthesia 3
Intermediate practice in nurse anesthesia (part 1). The student will be supervised in the administration of anesthesia to more complex surgical patients including specialized rotations. (8 credits, 4 clinical days/week).
NUR660 Clinical Practicum in Anesthesia 4
Intermediate practice in nurse anesthesia (part 2). The student will be supervised in the administration of anesthesia to more complex surgical patients including specialized rotations. The student will begin specialty rotations, including on-call rotations in pediatrics and obstetrics. (10 credits, 5 clinical days, or equivalent, a week.)

NUR661 Clinical Correlation Conference, Senior Level 1
Students attend a highly advanced clinical correlation conference seminar each week. Journal club articles, case studies, and morbidity and mortality reports. Students in this course will also help lead junior conferences. (1 credit)

NUR670 Clinical Correlation Conference, Senior Level 2
All students will take the AANA self-evaluation examination during the course. Students will attend clinical correlation conference seminars with a focus on preparation for the National Certifying Examination. (1 credit)

NUR671 Clinical Practicum in Anesthesia 5
Advanced practice in nurse anesthesia. The student will be supervised in the administration of anesthesia to surgical patients. The student will take specialty rotations in open heart and complex neurosurgical procedures. (10 credits, 5 clinical days, or equivalent, a week.)

NUR698 Independent Study: Capstone and Portfolio Presentation
A formal presentation of the Capstone project and an informal review of the portfolio with the student’s advisor. (1 credit)
Doctor of Nursing Practice

Overview
The Doctor of Nursing Practice (DNP) Program prepares nurse leaders to apply advanced practice skills at the highest level of clinical practice. Students will acquire the skills to influence change that will improve health outcomes in populations specific to their advanced specialty preparation. The development of evidenced-based interventions, quality improvement methodologies, and health policy changes to enhance health care delivery at the system-wide practice level will be emphasized. The program culminates with practice immersion experiences in which the student develops, implements, and evaluates a practice change initiative within the clinical setting.

Program Outcomes
The DNP program outcomes are to prepare the advanced practice nurse who will:
1. Integrate science from nursing and other disciplines with advanced nursing practice to identify, develop, and evaluate practice change initiatives that lead to improved health outcomes in targeted populations.
2. Develop the knowledge and skills to influence health organizations and complex systems to adopt quality improvement strategies that address patient safety and health disparities in diverse populations.
3. Incorporate knowledge of evidence-based practice into advanced clinical decision-making by providing leadership in the practice setting through evaluation of practice and translation of research in practice.
4. Analyze, select, and evaluate appropriate information and patient care technologies that influence quality of care improvement in the practice setting.
5. Apply knowledge of health policy-making, evaluation, and implementation to influence health providers, policy-makers, and health consumers.
6. Develop skill in inter- and intra-professional communication and leadership in health care settings.
7. Synthesize and manage individual and aggregate-level data to improve the health status and outcomes of populations.
8. Demonstrate advanced clinical decision-making and clinical leadership skills to provide culturally sensitive, comprehensive care to patient groups within an advanced practice specialty role.

Admission
Applications will be accepted once/year. The deadline for application submission is March 1 each year for admission in the fall. Admission to the program will be competitive, as class size will be limited to a small cohort of students each year. Non-matriculated status will not apply for doctoral courses, and applicants will only be accepted as degree-seeking students. Qualified applicants will be interviewed by a group of faculty members. Candidates will also be required to answer a question in the form of a short written essay on the day of the interview. Admission decisions will be made promptly following the scheduled interview day.

Requirements for Admission
Applicants must submit evidence of the following criteria for admission:
• Cumulative grade point average (GPA) of 3.5 or higher from an NLNAC- or CCNE-accredited master’s of nursing program from a regionally accredited institution or the equivalent as determined by the Department of Nursing faculty
• Official transcripts from all previously attended institutions of higher education
• Completion of a master’s-level health policy course; if not completed prior to admission, this course must be completed during the first year of the program
• Two letters of recommendation, preferably from professional nurses with graduate degrees, addressing applicant’s practice
• Interview with DNP admission committee after submission of all application materials
• Submission of a professional portfolio that includes:
  • Statement of purpose for seeking the DNP degree
  • Current curriculum vitae or resume
  • Copy of certification in an advanced practice specialty (if applicable)
  • Copy of RN license, and advanced practice nurse license (if applicable), from the
    state of intended practice
  • Description and total number of supervised clinical hours completed in master’s
    curriculum from master’s program director
• Proposal identifying an evidence-based practice project.
  • This should consist of an area of practice needing improvement, and an idea for a
    nursing practice change initiative. Examples include a policy change, implementation
    of an evidence-based practice guideline, or a health systems change that leads to
    improvement of health outcomes for a targeted population. The proposal should be
    3-5 pages in length, with appropriate citations, using APA format. Consideration should
    be given to the resources that would be needed to complete the project, including
    possible clinical sites and clinical mentors.

International Students
If you are considering York College of Pennsylvania’s Graduate Programs in Nursing,
please contact 717-815-1462 or email dnp@ycp.edu for current criteria required for
international graduate students.

Academic Policies
Students will be expected to enroll in the program for five consecutive semesters, including
one summer, as a member of a cohort group. However, if there are extenuating life
circumstances that interfere with the student’s ability to maintain continuous enrollment, the
student may petition for a leave of absence. Leaves of absence will be granted on a one-
year basis. Students needing a leave of absence will be encouraged to continue the program
with the next cohort group. The maximum period of candidacy will be 7 years.

Please refer to page 51 for the policies on Grading, Progress, and Dismissal outlined in
the Master of Science in Nursing section. These policies will also apply to DNP students.

Executive Format
Each semester, courses will be held either during intensive week-long classes for 5
consecutive days prior to the start of the regular semester, or in day-long classes, twice per
month through the semester.

Clinical Residency
The Clinical Residency course (NUR750), offered during the third semester of the program
is intended to provide an opportunity for the DNP student to enhance clinical skills that may
be needed in order to complete the proposed scholarly project. Objectives for the residency
will be developed in collaboration with the faculty member. The American Association of
Colleges of Nursing (AACN) recommends that all DNP graduates complete a minimum of
1,000 clinical hours. Student’s admission portfolios will be reviewed to determine the total
number of clinical hours and credits needed in the clinical residency course in order to
achieve the 1,000 post-baccalaureate hours recommended by the AACN. This will
determine the number of credits required in the course.
Program of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to admission or during first year</td>
<td>NUR502 Health Policy, Organization and Finance (or equivalent)</td>
<td>3</td>
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<tr>
<td>Fall Year 1</td>
<td>NUR735 Management for Quality Improvement in Health Care Systems</td>
<td>3</td>
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<td>NUR705 Informatics and Technology for Improving Outcomes in Advanced Nursing Practice</td>
<td>3</td>
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<tr>
<td>Spring Year 1</td>
<td>NUR710 Evidence-based Practice I: Methods</td>
<td>4</td>
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<td>NUR715 Population-based Health Outcomes Management</td>
<td>3</td>
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<tr>
<td>Summer Year 1</td>
<td>NUR720 Evidence-based Practice II: Translation</td>
<td>4</td>
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<td>NUR725 Organizational Behavior and Systems Change: Theory and Practice</td>
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<td></td>
<td>NUR730 Doctor of Nursing Practice Clinical Residency</td>
<td>2-6</td>
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<tr>
<td>Fall Year 2</td>
<td>NUR700 Applied Statistics</td>
<td>3</td>
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<td>NUR740 Doctor of Nursing Practice Scholarly Project: Implementation</td>
<td>5</td>
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<tr>
<td>Spring Year 2</td>
<td>NUR745 Doctor of Nursing Practice Scholarly Project: Evaluation and Dissemination</td>
<td>5</td>
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Total Credits: 35-39

Final Scholarly Project

The DNP scholarly project represents the culminating practice experience in which the student develops, implements, and evaluates a practice change in the clinical setting. Planning for the project begins during the second semester of the program. During the third semester, students will design clinical experiences that will enhance their ability to successfully implement the project. The project will be implemented in the practice setting during the fourth semester. In the final (fifth) semester of the program, students will evaluate patient outcomes to determine the effectiveness of their practice change, and develop plans to sustain the change after completion of the program. Oral and written dissemination of the project will also occur during the final semester.

Course Descriptions

NUR700 Applied Statistics
This course provides students with an opportunity to expand on basic applied statistics and gain expertise in statistical management of large data sets. Quantitative methods used for collation, display and analysis of data will be emphasized. The applied statistical focus is on evaluation of clinical issues, and issues relevant to nursing and health systems. Students will gain an understanding of when and how a statistical procedure should be performed. The course will include a review of basic concepts necessary to the interpretation and application of statistics such as types of distributions, concepts of significance testing, and discussion of basic descriptive statistics. However, it is intended to provide a broad framework for understanding and applying commonly used advanced and multivariate statistical data analysis techniques in health care research. (3 credits)

NUR710 Evidence-based Practice I: Methods
This course focuses on the requisite skills for applying evidence into nursing practice. The conceptualization, definition, theoretical rationale, and models of evidence-based practice will be evaluated. Students will identify a high priority health problem in their area of clinical expertise and review the literature supporting the need for a practice change initiative. The
identification of targeted health improvement outcomes in a patient population will guide the student in developing goals for the Scholarly Project. Students will perform a critical review and synthesis of knowledge in their own area of concentration, and will identify key concepts and relationships for their practice change that will become the foundation for their Scholarly Project. (4 credits)

**NUR715 Population-based Health Outcomes Management**
This course introduces concepts and methods of epidemiology, demography, health services research, disease prevention, and epigenetics/genomics as a basis for population-based practice in advanced nursing. Students learn applied techniques for population-based practice that include development and evaluation of program goals for clinical practice using planning and evaluation models. An emphasis is placed on collaborative interdisciplinary strategies to promote health, reduce risk factors, improve health outcomes, and improve quality of care in health care systems. Students will integrate concepts of population-based health outcomes management into their final scholarly project. (3 credits)

**NUR720 Evidence-based Practice II: Translation**
This course builds on a foundation of knowledge about EBP for the experienced advanced practice nurse. The integration and application of knowledge will be translated into practice. Evaluation strategies, methods of measurement, and analysis are applied to assess proposed improvements in practice and clinical care outcomes. Theories of change, financial, ethical, and social implications are considered in translating evidence into practice. Formation of the DNP Project Committee will provide students with the clinical and scholarly mentorship needed to assist in development of the DNP Project Proposal. (4 credits)

**Clinical Leadership Core**

**NUR705 Informatics and Technology for Improving Outcomes in Advanced Nursing Practice**
This course will explore the host of information technology resources that may be employed in a variety of health care settings to improve patient care and healthcare systems. The role of information systems technology in evidenced-based practice, ethical implications for patient care, the role of the advanced practice nurse as a technology leader, and the use of technology for clinical decision-making will be examined. The DNP student will acquire the skills to manage individual and aggregate level information using advanced health information technology systems to generate evidence for practice, and to monitor health outcomes in their specialized area of practice. The role of technology in planning and evaluating new programs and interventions that improve patient outcomes will be emphasized. (3 credits)

**NUR725 Organizational Behavior and Systems Change: Theory and Practice**
The successful implementation of a practice change in an organizational setting is a function of technical/clinical expertise in tandem with organizational insight. This course challenges the student to build a strong theoretical foundation in the areas of organizational behavior (logic/rationality, culture, power, politics, group dynamics, motivation, influence) and systems change (status quo assessment, leaping out, planning back, unfreezing, altering, refreezing, evaluating). Designed as a praxis endeavor, the student will apply theory in practice through a blending of case studies, written work, presentations and exams. Students will apply theories of organizational behavior and organizational assessment, to develop leadership in organizational change in order to facilitate a practice change. (3 credits)

**NUR735 Management for Quality Improvement in Heath Care Systems**
This course will provide the opportunity for the student to integrate knowledge of organizational change, health policy, and outcomes management with an understanding of health care finance, economics, and quality improvement strategies to improve health care delivery in their area of expertise. Opportunities for leadership and inter-professional
collaboration will be explored. Students will evaluate the economic feasibility of their practice change initiative and consider the impact of their change on the quality of care delivery in their practice setting. This course prepares students for implementation of the practice change initiative. (3 credits)

Clinical Practice Core

NUR730 DNP Clinical Residency
This course provides an opportunity to enhance clinical practice skills to prepare students for implementation of a scholarly project within a clinical setting. Students will select clinical experiences to enhance knowledge and clinical decision-making in a particular area of concentration, while integrating evidenced-based practice and health outcomes management concepts. The number of clinical hours will be determined prior to the start of the course, and students may complete the course over more than one semester. (2-6 credits)

NUR740 Doctor of Nursing Practice Scholarly Project: Implementation
The purpose of this course is to provide the DNP student with scholarly feedback required to develop a successful proposal that will lead to implementation of the project during the following semester. Students will incorporate skills learned in the clinical scholarship and clinical leadership courses to develop a proposal that leads to implementation and evaluation of the practice change initiative. The project proposal will be presented to the DNP Committee for approval. Students will not progress to scholarly project implementation until the proposal is approved. (5 credits)

NUR745 Doctor of Nursing Practice Scholarly Project: Evaluation and Dissemination
This course provides the opportunity for students to demonstrate achievement of DNP competencies via a culminating practice immersion experience in which they will implement a final project in the practice setting. Students will integrate advanced clinical scholarship skills with understanding of organizational behavior, systems change theory, policy-making, and informatics, to execute an innovative, evidenced-based intervention, practice guideline, new program, or health policy change. The goal of the project will be implementation of a practice innovation intended to improve health outcomes for a targeted patient population. The student will further refine and complete documentation of the DNP Scholarly Project. This course includes a minimum of 120 hours of clinical hours. Completion of requirements for this course signifies completion of all requirements for the Doctor of Nursing Practice degree. (5 credits)
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D.N.P., Case Western Reserve
C.N.S., Post Masters, Widener University
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