School of Graduate Studies
Catalog
2017-2018
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The School of Graduate Studies catalog presents essential information about the college—its mission, character, heritage, and objectives; admissions requirements and procedures; costs and financial aid programs; academic programs and degree requirements; some of its rules and policies; as well as its community setting. It also contains descriptions of the Graduate Studies’ courses of instruction, academic requirements, registration procedures and other information used by students and academic advisors for plans of study. The course offerings, requirements and policies of the School of Graduate Studies are under continual examination. This catalog is not a contract; it merely presents the offerings, requirements and policies in effect at the time of publication and does not guarantee they will not change.
Welcome to Messiah College. We are delighted that you have chosen our distinct educational community to advance your studies and career. The School of Graduate Studies offers innovative graduate-level degrees and certificates that meaningfully integrate academic excellence and Christian faith. Our graduate programs are led by outstanding Christian educators who are practicing professionals, scholars, researchers, authors and sought-after experts in their fields. Messiah’s graduate faculty is student-centered and our professors enjoy serving as mentors as they help students engage in deep learning, scholarly activities and the pursuit of meaningful vocations. Designed with the working professional in mind, our graduate programs allow you to pursue advanced study while balancing the responsibilities of your career, family and personal life.

At Messiah College, you will experience the academic distinction of a nationally ranked Christian college that will challenge and transform you to see yourself, your world, your future and your possibilities in exciting new ways. I wish you all the best as you pursue your graduate education.

Kind regards,

Kim S. Phipps
President

Identity and Mission
Three statements best describe the identity and mission of Messiah College:

- Messiah College is a Christian college of the liberal and applied arts and sciences.
- The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church.
- Our mission is to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

Statement on Liberal Learning and Christian Scholarship
Messiah College educates for mature Christian citizenship. This means that:

- we expect our faculty to teach as Christian scholars in pursuit of faithfulness to both God and academic disciplines;
- we embrace liberal learning, believing that all truth is God’s truth—revealed by God to be understood and applied by each of us;
- we expose our students to multiple views and perspectives to enable them to respond with maturity to the complexities of the contemporary world;
- we approach intellectual questions in a spirit of humility recognizing that each individual’s knowledge, understanding, and wisdom are finite; and
- we seek to learn in order to better serve God and others.

Statement on Nondiscrimination
Messiah College does not discriminate on the basis of gender, race, color, age, disability, or national or ethnic origin in the administration of its educational policies, scholarship and loan programs, and athletic or other College-administered programs.

Statement on Change
The provisions and requirements stated in the Messiah College Catalog are not to be considered as an irrevocable contract between the student and Messiah College. The College reserves the right to change any of the provisions or requirements at any time within the student’s term of residence. No such change, however, will be applied retroactively so as to extend the time normally required for completion of the student’s program. The College reserves the right to cancel any announced program, major, or course, as well as change the course instructor or change the time it will be offered. The College’s obligation to continue to offer any programs or majors in conjunction with another institution is expressly contingent on the institution’s continued participation.
COLLEGE-WIDE ACCREDITATION and MEMBERSHIPS

Since 1963, Messiah College has been accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. Telephone: 267-284-5000.

Accreditors Recognized by U.S. Secretary of Education: The Academy of Nutrition and Dietetics, Accreditation Commission for Education in Nutrition and Dietetics (ACEND); Commission on Collegiate Nursing Education (CCNE); Council for Accreditation of Counseling and Related Educational Programs (CACREP); National Association of Schools of Art and Design (NASAD), Commission on Accreditation; National Association of Schools of Music (NASM), Commission on Accreditation; National Association of Schools of Theatre (NAST), Commission on Accreditation.

Accreditors Recognized by the Counsel for Higher Education Accreditation: PA Department of Education (Teaching Certification Programs); The Bachelor of Science in Engineering (BSE) degree is accredited by the Engineering Accreditation Commission of ABET http://www.abet.org; Accreditation Council for Business Schools and Program (ACBSP); Council on Social Work Education (CSWE).

Other Accreditors and Approvals: American Chemical Society Committee on Professional Training Approval; Commission on Accreditation of Athletic Training Education (CAATE); National Council on Family Relations’ (NCFR) Certified Family Life Educator Approval.

As an active participant in current developments in higher education, the College also holds educational memberships in many organizations, including the Association of American Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the Council of Independent Colleges, the Christian College Consortium, the Council for Christian Colleges and Universities, the National Association of Independent Colleges and Universities, and the Council for Advancement and Support of Education.

COLLEGE PROFILE

Identity & History

Founded in 1909 by the Brethren in Christ Church in Harrisburg, Pennsylvania, to “educate men and women for home and foreign mission or evangelistic work,” Messiah Bible School and Missionary Training Home originally had 7 faculty and staff members and 12 students. By the end of the first school year, enrollment had risen to 37 students, and construction was under way for Old Main, the first building on the College’s current Grantham Campus.

In 1924, the school’s name was changed to Messiah Bible College. This change accurately reflected the institution’s broadening curriculum and the junior college status it achieved in 1922. By 1951, the College was approved to confer baccalaureate degrees and was renamed Messiah College. Accreditation from the Middle States Association of Colleges and Secondary Schools was achieved in 1963. Until 1972, Messiah College was owned and operated by the Brethren in Christ Church. Today, the College and Church share in a covenantal relationship, through which each of these two communities works to further the ministry of the other. Legal control is assumed by a self-perpetuating Board of Trustees.

Our teaching faculty, the most valuable resource at Messiah College, numbers approximately 192 full-time men and women, plus about 149 part-time members. Coming from a multitude of backgrounds, they represent nearly 150 graduate schools in several countries and many denominational affiliations. The total campus employment is about 890 employees.

Graduate programming at Messiah College acknowledges the institution’s identity as a “Christian College of the liberal and applied arts and sciences” and its mission of “educating men and women for lives of service, leadership, and reconciliation.” By expanding on Messiah’s mission, graduate programming allows the College to expand its distinct Christian and values-based educational objectives in innovative ways in new contexts. Messiah College now offers more than 80 undergraduate academic majors, as well as eight graduate programs which encompass various concentrations, tracks, certifications, and certificates. With a focus on applied programs designed to meet the needs of practitioners in for-profit and not-for-profit sectors, programs are designed to help students advance in their careers.

Messiah has a very robust culture of scholarship given the fact that it has been and remains a predominantly “teaching institution.” Messiah encourages and supports scholarship with a robust internal scholarship program that includes released time from teaching opportunities. This culture of scholarship positioned Messiah well for graduate programming.

Following the lead of alumnus Ernest E. Boyer, Messiah has a broad understanding of scholarship that moves beyond the scholarship of discovery and incorporates and values the scholarship of integration and application. The types of graduate programs Messiah offers have an applied focus that lends itself well to Messiah’s involvement in the scholarship of application and integration. In particular, the good and extensive work Messiah has put into conceptualizing and implementing the
scholarship of application in the form of community-based research with an emphasis on service learning is very relevant to the types of scholarship we expect from graduate faculty and students. In addition, Messiah acknowledges that creative activity as exemplified in the visual arts, theatre, and music is a form of scholarship.

Foundational Values
The College motto “Christ Preeminent” points to Jesus Christ as both the ground for personal salvation and the pattern for life and service. Since its founding, Messiah College has affirmed a set of values derived from the Anabaptist, Pietist, and Wesleyan traditions. The following five ideals summarize how Messiah College defines its distinctive Christian character:

Unity of Faith, Learning, and Life. This principle affirms the wholeness of persons and the unity of every dimension of life as revealed in the incarnation of Jesus Christ. It also emphasizes that all truth is God’s truth and thus avoids the creation of false dichotomies in thinking and in living. Messiah College affirms a united Christian worldview and lifestyle that joins revelation with rational inquiry and that integrates believing with doing. Accordingly, Christian “calling” and vocation is broadly understood. All of our gifts, talents, and interests are to be nurtured as acts of praise towards God while serving humanity and all creation.

Importance of the Person. Every person is to be respected and valued, regardless of gender, race, nationality, status, or position, because each person is created in the image of God. Freedom and responsibility are primary characteristics of being human, and we must take care to protect each other’s freedom while encouraging responsible living. As free agents, individuals make choices that determine the contours of their lives, and they bear responsibility for those choices. Individuals are accountable for their manner of response to God’s grace. Similarly, every person must be responsible in their pursuit of truth, and yet be free to develop their own understandings as they integrate their formal studies with their broader experience and faith.

Significance of Community. Our understanding of the Church as the body of Christ and our recognition of humanity’s interdependence cause us to value community. In community, we voluntarily share our lives with each other, we care for each other, we rejoice and suffer together, we worship together, and we offer counsel to each other. While every community develops rules, in Christian communities such rules should always be humane, recognizing the impact they have on the lives of those affected, and should help us appreciate each other’s gifts and talents. In any community there will be tensions that require mutual give and take, but a Christian spirit of care and support provides the security needed to accept one’s own weaknesses and those of others. The ultimate goal of every Christian community should be to help us live more faithfully as disciples of Christ.

Disciplined and Creative Living. The mature Christian life is characterized by a delicate mix of discipline and creativity. We are called to a life of devotion and obedience to the Gospel. Such discipleship demands of us self-control and sacrifice and requires us to examine all our wants and desires in the light of God’s holiness. The Gospel also calls us to celebrate the goodness of creation and to live our lives in active engagement with this ever-changing world in which God has placed us. In order to fulfill these tasks, we must be both creative interpreters of the world around us and creative actors in that world. Creativity and discipline are complementary characteristics of the mature, joyful Christian life.

Service and Reconciliation. Central to the Gospel is the work of reconciling individuals with God, with each other, and with all of creation. God has called us to be active agents in this work, as we are empowered by the Holy Spirit and bear the fruit of the Spirit within us: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. Prepared in this way, we are compelled to share the redeeming Gospel of Jesus with those around us; to build bridges of understanding and peace across the dividing lines of race, class, age, gender, religion, and ethnicity; to demonstrate the love of God in service to others; to open our hearts to the poor and needy; and to work for justice wherever injustice prevails.

Mission & Educational Objectives
Mission
Advancing the mission of Messiah College, the School of Graduate Studies educates students for a lifetime of intellectual exploration, ethical leadership and exceptional professional practice within a complex world.

Graduate Learning Outcomes
Messiah College is dedicated to helping students blend faith with learning in service to the world. Messiah College advocates a bold and disciplined exploration of the world and expects its students to both embrace and participate in that endeavor. At the same time, Messiah seeks to instill in its students a sense of intellectual humility, recognizing that even the most learned persons have limited insight and therefore need the insights of others.

The paradigm under which Messiah College’s educational programs are designed is that of liberal education. By raising the right questions, exposing students to multiple perspectives, and encouraging critical thinking, Messiah College seeks to enable its students to respond with maturity to the world’s complexities. In addition to nurturing these intellectual skills, the College encourages its students to apply their knowledge to the needs of the world – as servants, as leaders, as agents of reconciliation.

Messiah College has a historic relationship with the Brethren in Christ Church. Now expressed in a covenant agreement, this heritage informs the College’s programs and activities. The distinctives of this heritage, which is rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian faith, include emphases on justice-seeking, peacemaking, reconciliation, evangelism, and service. Accordingly, the College encourages and prepares students to act as servants who extend the gifts of grace and peace to a broken world.

While we realize that learning is a lifelong endeavor, Messiah College expects students completing graduate degrees have made progress toward the fulfillment of the following educational outcomes.

1. Exhibit mastery of specialized knowledge
2. Perform scholarly activities informed by best practices and professional standards
3. Demonstrate mastery of competencies required in their field of study
4. Articulate how Christian faith and principles inform their vocation
5. Apply ethical principles relevant to their profession
6. Demonstrate intercultural competence

Principles for the School of Graduate Studies Curriculum

Guiding Educational Assumptions and the Graduate Programming

Graduate programs are not simply a product of the College-Wide Graduate Educational Objectives. There are a number of ways in which the educational content, stipulated by the College-Wide Graduate Educational Objectives, can be configured and delivered. “Guiding Educational Assumptions” - assumptions related to learning and pedagogical theory - determine the form or shape of educational programming. Graduate programming will be formed and delivered within the following four assumptions.

1. **The Importance of Experiential/Contextual Learning**
   Graduate programs provide opportunity for direct contact or encounters with the phenomena or subject matter being studied, through facilitated and sequenced experiences, occurring in authentic, real-life settings, and requiring the participant to respond with a balance of action, reflection, and application. Each program is encouraged to integrate service-learning within the curriculum; and augment theoretical reflection with professional experience through practica, Internships, and/or collaborative research.

2. **The Importance of Understanding Multicultural Diversity and Racial Reconciliation**
   Graduate programs are designed in a way to help students engage in issues related to racism, racial reconciliation, and multicultural diversity for the purpose of nurturing persons and shaping social structures that embody a spirit of hospitality, justice, and reconciliation. Within the graduate curriculum, both thematic content and pedagogical strategies (e.g. reading, assignments, field trips, guest speakers, etc.) introduce students to a variety of diverse racial, ethnic, cultural, and global perspectives.

3. **The Importance of Developing Connections between Christian Faith and Learning**
   Graduate programs are designed in a way that helps students connect the Christian faith to their discipline of study and professional practice.

4. **The Importance of Active Student Involvement in the Learning Process**
   Graduate programs require students to assume some intellectual responsibility for their own learning. Programming is directive enough to shape and give form to the educational experience of students, but students are given opportunities to shape their education within the curricular and under the direction of qualified advisors/mentors. Within each program, students have the opportunity to make curricular choices.

**Christian Tradition**

Messiah College was founded by educators with strong denominational concerns; but the College has never been narrowly sectarian. We welcome students without regard to denominational affiliation. The College follows the historic Christian tradition and has adopted the Apostles’ Creed as an expression of the essential core of Christian commitments at the College.

**Apostles’ Creed**

I believe in God the Father almighty, Creator of heaven and earth. I believe in Jesus Christ, God’s only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead. On the third day he rose again, ascended into heaven, and is seated at the right hand of the Father. He will come again to judge the living and the dead. I believe in the Holy Spirit, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. Amen.

In campus worship services the College also frequently uses a confession which expresses the faith orientation of the College in a nonsectarian manner, highlighting the specific emphases of the Anabaptist, Pietistic, and Wesleyan traditions of the Christian faith.

**Confession of Faith**

We believe in the triune God—Father, Son, and Holy Spirit—who created and sustains the universe, and who desires to redeem us and all creation.

God creates each of us in the very image of God to live in loving relationships: free, responsible, and accountable to God and each other for our decisions and our actions.

God speaks to us in many different ways, times, and places but is uniquely revealed to all the world in Jesus of Nazareth, who was fully human and fully divine.

God forgives our sins, renews our hearts and minds, and calls us to join in the work of reconciliation by grace through faith in the life, teachings, death, and resurrection of Jesus Christ.

God bestows on us the Holy Spirit who leads us to repentance, instructs us in righteousness, and empowers us to live joyfully as disciples of Christ, as servants of others, and as caretakers of the created order.

God calls us to unite in the Church as a visible community of believers which celebrates God’s grace in its worship and bears witness to the truth of the Gospel through its being, doing, and speaking.

God gives us the Bible as the inspired, trustworthy, and authoritative Scripture to reveal God’s ways and purposes, to nourish our minds and souls, and to instruct us in how we ought to think and to live.

God instructs us to pursue the kingdom of peace, righteousness, and justice which ultimately will prevail with the return of Christ and assures us that those judged faithful will share resurrected life with God and all the saints forever.

We praise the one God—our Creator, Redeemer, and Sustainer—who has called us to personal faith and new life in Christ and to so order our lives that they may demonstrate the truth of our confession. Amen.
Graduate Student Code of Conduct

Messiah College is a community of believer-scholars who share a common mission to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society. Messiah College has developed the following graduate student code of conduct and expectations in order to maintain an atmosphere conducive to learning and academic excellence. Prohibited conduct includes the following:

1. Behavior that violates Messiah College standards on personal integrity. This includes acts of dishonesty (such as cheating, plagiarism, or other forms of academic dishonesty) misrepresentation (such as lying or materially misrepresenting information to a College official), fraud or forgery.
2. Behavior that disrupts or materially interferes with the basic rights of others and the educational functions of Messiah College. (This includes any form of discrimination or harassment. Please refer to Interpersonal Violence Policy definitions below for more information.).
3. Harassment. Policies, behaviors, attitudes and practices related to personal characteristics of an individual or group that have the purpose or effect of creating an intimidating, offensive, isolating and/or degrading environment for that individual or group. This includes (but is not limited to) the use of images, language or actions that foster, condition or tolerate discrimination based on skin color, race, culture, religion, disability, gender, personal choices and/or national/ethnic origin.
4. The use of tobacco or alcoholic beverages on College property or while attending college-sponsored events. Graduate students will not possess or use drugs illegally.
5. Theft or attempted theft of property and/or possession of stolen property (including academic work and intellectual property).
6. Vandalism of any kind.
7. Possession, use, or distribution of firearms, ammunition, explosives or other weapons on College property. Weapons include, but are not limited to, BB guns, paintball guns, CO2 guns, air soft guns, pellet guns, water balloon launchers, bows and arrows, crossbows, knives (except those used for food preparation), clubs, whips, spears, swords, martial arts weapons, machetes, etc. This includes weapons carried in one's car (a license to carry the weapon does not supersede the College policy).
8. Failing to comply with the directives of a Messiah College official; including refusal to identify oneself and/or refusing to present Messiah College identification to Messiah College staff.
9. Violation of operational rules governing various offices, departments and facilities of Messiah College. This includes, but is not limited to, Department of Safety, Dining Services, Information Technology Services, the Murray Library, etc.

This Code of Conduct also includes policies addressing a range of inappropriate gender-based behavior for which the common element is nonconsensual sexual contact or violence, often including the use of coercion, force or threat of force to overpower another individual, or pursue contact against his or her will. The act of leveraging one’s power over another individual is in itself an act of violence, regardless of the behavior used. Messiah College policies prohibit all forms of power-based violence.

Messiah College takes its responsibilities under the federal regulations for reporting, investigating, and responding to incidents of interpersonal violence as mandated by Title IX (1972), VAWA (1994) and the Clery Act (1990) seriously.

Behaviors prohibited under the Interpersonal Violence Policy include, but are not limited to:

1. Interpersonal Violence (Center for Disease Control and Prevention Definition). The intentional use of physical force or power, threatened or actual, against another person or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation. Includes dating and domestic violence.
2. Sexual Assault (Federal Clery Act Definition). An offense that meets the definition of rape, fondling, incest, or statutory rape...a sex offense is "any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent."
3. Sexual Misconduct. This refers to sexual acts using force, threat or intimidation or advantage gained by the offended student's mental or physical incapacity or impairment of which the offending student was aware or should have been aware. It also includes sexual assault and harassment. In addition, the use or distribution of pornography is prohibited.
4. Stalking (Federal Clery Act Definition): Engaging in a course of conduct directed at a specific person (in person, online or using any means of contact) that would cause a reasonable person to—
   a. Fear for the person’s safety or the safety of others; or
   b. Suffer substantial emotional distress.

Violations of the Graduate Student Code of Conduct should be reported as follows:
- All incidents of general concern and conduct violations should be reported directly to:
  Rob Pepper, Assistant, Provost/Dean of the School of Graduate Studies.
  RPepper@messiah.edu, 717-796-1800 ext. 7278.
- Any concerns regarding interpersonal violence may be directed to the Title IX Coordinator:
  Amanda Coffey, VP of Human Resources & Compliance.
  ACoffey@messiah.edu, 717-796-1800 ext. 3320.

Appropriate procedure and intervention, including possible disciplinary hearings if necessary, address violations of the Code of Conduct. Disciplinary procedures are designed to educate
students, ensure community responsibility, promote restoration and treat students justly.

**VIOLATIONS of the GRADUATE STUDENT CODE of CONDUCT**

Violations of the Graduate Student Code of Conduct impede the ability of the College to provide an atmosphere that is conducive to learning and fulfilling its mission. Accountability to community standards is an educational endeavor intended to foster students’ personal growth. As responsible citizens of our community, students are expected to uphold College guidelines and standards. Our standards are in place to support the mission of the College; when standards are violated; appropriate intervention takes place to maintain focus on educational objectives. We aspire to a redemptive, relational model in our discipline procedures while recognizing that the particular context of each matter should also be reflected in our intervention. We follow a redemptive model found in Matthew 18:12–17, a process that begins with confrontation in a personal relationship. In some cases, the process may involve a disciplinary hearing. Disciplinary procedures are designed to educate students, to promote restoration and community responsibility, and to treat students justly. Disciplinary procedures which follow do not include academic violations. Academic violations are typically handled by respective academic departments. All non-academic related violations of the Graduate Student Code of Conduct should be reported to the Assistant Provost/Dean of the School of Graduate Studies. Academic violations should follow the Academic Integrity guidelines.

**College Disciplinary Jurisdiction:** The College may exercise disciplinary jurisdiction over student conduct which occurs on or off College premises (including online College communities such as academic forums or communication) and which adversely affects the College community and/or the pursuit of College objectives. The conduct may involve a violation of local, state, or federal law or violation of Graduate Student Code of Conduct. A student may file complaints through local law enforcement and/or College process.

**Violation of Law and College Discipline:** College disciplinary proceedings may be instituted against a student charged with a violation of law which is also a violation of College standards without regard to pending civil litigation or criminal arrest and prosecution. College disciplinary proceedings may be carried out prior to, simultaneously with, or following any off-campus civil or criminal proceedings.

**Investigation:** Upon receiving information that a student has allegedly violated the Code of Conduct, the Assistant Provost/Dean of School of Graduate Studies or designee will investigate the alleged violation. The Dean or designee will dismiss the allegation as unfounded or summon the student for a meeting in an effort to better pursue the violation or report. Other College officials may be consulted as necessary.

**Messiah College Summons:** Any student may be summoned (via email, letter, etc.) for purposes of the investigation and/or to discuss the allegations. This written request will specify a place or means for the meeting and a time with a reasonable expectation of timeliness for the meeting to occur. If a student fails to appear or respond without good cause, as determined by the Dean, the student’s enrollment status may be altered or cancelled until the student complies with the summons, or the College may proceed with a disciplinary hearing. Failure to read mail or email is not considered good cause for the failure to respond to a summons. (See Messiah College Policy on Communications). At this meeting the student is also provided with the Student Conduct Procedures as outlined here.

**Disposition:** The student must choose one of two decision-making approaches: (1) an administrative decision made by the Dean of School of Graduate Studies (or designee) or (2) a formal hearing by the Graduate Council Community Standards Subcommittee. This option may not be available depending on the nature of the policy violation; severity may inform the process without student permission.

**PROCEDURES for FORMAL HEARING**

In any case where the accused student disputes the facts upon which the charges are based and elects the formal hearing as the decision-making approach or refuses to execute a written waiver of a hearing, such charges will be heard and determined by the Graduate Council Community Standards Sub-Committee. The Sub-Committee shall be comprised of at least three individuals, one of whom will chair the hearing. This subcommittee will not be responsible for hearing, investigating, or making determinations in an incident of sexual harassment, assault, and stalking and/or interpersonal violence. Those cases in particular will be heard by a College Grievance Review Board trained in trauma-informed response and equipped to review such reports.

A student who elects to pursue a disciplinary hearing who is accused of a disciplinary violation shall receive a written notice specifying the alleged violation(s) as well as the date, time, and place of the hearing. This notice will be given at least two (2) business days in advance of the hearing. If a student who has received appropriate notice fails to appear before a sub-committee, evidence in support of the violation may be presented and considered even if the student is not present.

**Student Rights:** The responding student (respondent) may examine relevant incident reports as well as other pertinent evidence. Students who have been the victim of a violation of the College Code of Conduct have the right to submit their complaint to a College official as well as a statement of personal impact to the hearing officer/body. Both students have the right to be kept informed of the status of the proceedings, to have the presence of a non-attorney support person during a hearing and all interviews.

**Hearing Procedures:**

1. The hearing shall be conducted in private. The Chair of the Sub-Committee will admit relevant witnesses. Confidentiality and privacy will be maintained subject to legal requirements to disclose final hearing outcomes.
2. There shall be a single verbatim record of all proceedings before a hearing board. Deliberations shall not be recorded. The record shall be the property of the College.
3. In hearings involving more than one respondent, the hearing officer or chair of the hearing body may permit the hearings to be conducted either separately or jointly.
4. The evidence against the respondent shall be presented by a person designated by the Dean of the School of Graduate Studies.
5. The respondent shall have the right to appear in person at the hearing, to be fully informed of and to challenge the charge(s) and
evidence, to address witness statements, to present relevant witnesses and evidence on his or her behalf, and to remain silent. The respondent also has the right to support services such as counseling and health services, and the option of a support person of their choice.
6. The victim shall have the right to be accompanied by a support person of their choice. The support person may attend the hearing but may not speak or otherwise participate. Because these are College disciplinary procedures and not legal proceedings, attorneys may not serve as support people in this role. The victim also has the right to support services such as counseling and health services, possible accommodations in location, parking, and/or classes if possible and applicable for personal safety.
7. The hearing officer or members of the hearing body may question the respondent, the victim, and/or witnesses.
8. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in civil or criminal court, are not used in College disciplinary hearings.
9. All procedural issues (e.g., testimony or evidence to be admitted or excluded, questioning of witnesses, conduct of the hearing, etc.) shall be subject to the final decision of the Chair of the subcommittee.
10. The hearing may be adjourned by the Chair at any time. The hearing may be rescheduled for consideration of further evidence or to allow more adequate time for deliberation.
11. Lying by the respondent or evidence produced at a hearing that the respondent may have violated another College rule or standard may be treated as a separate disciplinary violation.
12. After hearing all evidence and witnesses, the hearing officer or body shall determine whether the respondent is responsible for each disciplinary violation with which he or she is charged. The determination shall be made on the basis of the preponderance of the credible evidence (defined as whether it is more likely than not that the respondent is responsible for the violation).

Decision: Within seven working days of the conclusion of the hearing, the respondent will be provided with the written decision of the Graduate Council Community Standards Sub-Committee. The decision will include a statement of outcomes including findings of fact and any sanctions imposed, as well as the applicable appeal procedure. In compliance with federal law, the victim will be provided with a limited notice of outcome (containing the name of the student found responsible, the violation committed, and the sanction imposed) only in the case of a crime of violence or nonforcible sex offense.
Both students have an opportunity to appeal the decision; one or more of the following appeal criteria must be cited in order for the appeal to be considered:
1. A procedural error or irregularity materially affected the decision of the hearing officer/body
2. Previously unavailable evidence is produced
3. The outcomes issued are too severe or too lenient in relation to the violation

APPEAL PROCESS FOR ADMINISTRATIVE DECISIONS
Students who choose the administrative disposition have the right to appeal sanctions. A student wishing to appeal must submit a written appeal to the Provost within five business days of the date of the decision. The Provost will convene the Graduate Council Community Standards Sub-Committee which will hear the appeal. In all cases, the decision of the Graduate Council Community Standards Sub-Committee appeal will be final.

APPEAL PROCESS FOR FORMAL HEARINGS
Students who choose the formal disciplinary hearing may appeal both their determination of responsibility and the sanctions issued. A student wishing to appeal must submit a written appeal to the Provost within five business days of the date of the decision. The Provost will hear appeals of all cases originally heard by the Graduate Council Community Standards Sub-Committee.

The Provost has the option to decide the case solely upon written material provided by the student, or may review the record of the disciplinary hearing, examine evidence, and interview witnesses. The Provost may uphold or reduce the original sanctions imposed but may not increase the sanctions. Upon production of previously unavailable evidence which may materially affect the decision of the hearing officer or body, the Provost may remand the case for a full or partial rehearing. A written decision will be rendered within seven working days of the conclusion of the review process. In all cases, the decision of the Provost will be final.

AUTHORITY OF THE DEAN OF THE SCHOOL OF GRADUATE STUDIES
In extraordinary circumstances, the Assistant Provost/Dean of School of Graduate Studies may initiate immediate disciplinary action without referring a student to a disciplinary hearing. Examples of such situations include potentially inflammatory or dangerous circumstances and situations where student or victim privacy rights are of particular concern. The Assistant Provost/Dean of the School of Graduate Studies will take such action in consultation with the Provost and additional appropriate College officials.

SANCTIONS
Messiah College student conduct philosophy is grounded in the principles of education, personal growth and faith formation – all of which are central to the mission of the College. Discerning and applying appropriate sanctions helps to hold students accountable to our community standards while promoting their individual growth and learning. With the desire to be transparent about what sanctions students typically receive for Code of Conduct violations, the list below represents a general framework. The following variables will be considered to determine the range of sanctions and whether or not additional sanctions may be applied: a student’s truthfulness throughout the student conduct process, a student’s prior disciplinary history, and the impact of the violation on the community. While students are expected to encourage each other in their adherence to the Code of Conduct, a student who is present but not participating in the misconduct will normally not be held to the same level of sanctions as the participant. Sanctions may be applied in both administrative and formal hearing processes. The following list of possible sanctions is not exhaustive but it serves as a general guide in the student conduct process.

Possible Sanctions:
1. Developmental/Educational Assignments: Sanctions may include, but are not limited to a personal essay or written reflection that addresses the issues relevant to one’s discipline case. In some cases students may be required to pursue a mentoring relationship.
2. Letter of Reprimand or Warning: Written documentation of inappropriate behaviors or attitudes
with a temporary record kept in the student’s file. Additional violations may lead to increased sanctions.
4. Fines: A monetary fee imposed to deter and prevent activity detrimental to the community.
5. Restitution: A monetary fee imposed to compensate for loss, damage, or injury. This may take the form of appropriate service, monetary, or material replacement.
6. Disciplinary Probation: A season of strong accountability indicating that the student is not in good standing with the College. Students on Disciplinary Probation may face increased sanctions including having their enrollment suspended should they be found responsible for any future Code of Conduct violations. Students may have to speak to their probationary status when going through the application process for professional licensure, etc. Notification of Disciplinary Probation is made to appropriate College officials. College-based financial aid may be reviewed, and students in college leadership positions will be required to step down from their positions of leadership. Students who have applied to study abroad programs, cross-cultural courses, practicums, field work, etc. may be subject to further review by appropriate College personnel. Programs may have additional sanctions related to Disciplinary Probation
7. Withholding Degree: The College may withhold awarding a degree otherwise earned until completion of the process set forth in the student disciplinary procedures, including the completion of sanctions imposed.
8. Suspension: Involuntary separation of the student from the College for a specified period of time. A permanent record is kept in College disciplinary files. Academic advisors and Program Directors are normally notified. For short-term suspensions which permit the student to complete the semester, no refunds are issued for days missed. As determined by the Graduate Council Community Standards Sub-Committee, exams or assignments which are due in this period of time will be considered “0’s” and no credit will be given. Although absence from class is not excused, individual professors may take the initiative to permit students to make up work missed. For suspensions where the student is not permitted to complete the semester, any refunds are issued in accordance with the withdrawal policy.
9. Expulsion: Permanent separation of the student from the College. A permanent record will be kept in College disciplinary and academic files.

**DISCIPLINARY WITHDRAWAL**

Students may seek permission for disciplinary withdrawal from the College after involvement in a serious violation of College rules and standards before official disciplinary action is taken. A permanent record may be kept in College disciplinary files. Academic advisors and Program Directors are normally notified of the reason for withdrawal. Refunds are issued on a prorated basis and the administrative withdrawal fee is not charged. Conditions for readmission may include a personal interview, counseling, evidence of satisfactory academic work, and citizenship at another educational institution, evidence of satisfactory employment, or other conditions.

**AMNESTY**

Students, regardless of age, will be granted immunity from college disciplinary proceedings for the violation of community conduct standards if the College becomes aware of the breech in community behavior standards because the individual was seeking medical assistance for someone else. The person seeking assistance must reasonably believe he or she is the first to call for assistance, must use his/her own name with authorities, and must stay with the individual needing medical assistance until help arrives.

Amnesty includes, but is not limited to, drug and/or alcohol possession and/or consumption, consensual sexual conduct and/or inappropriate use of institutional property.

Amnesty is never granted for instances of abuse, violence, assault or egregious behavior to another person.

Students will be immune from student disciplinary proceedings for conduct violations if she/he can establish the following:

1. The only way College officials became aware of the person's violation is because the person placed a 911 call, contacting police or other emergency services, in good faith based on a reasonable belief that another person was in need of immediate medical attention to prevent death, serious injury or trauma.
2. The student reasonably believed she/he was the first person to make a 911 call, or call police or emergency services, and report that a person needed immediate medical attention to prevent death, serious injury or trauma.
3. The student provided his/her own name to the 911 operator or equivalent safety, police, or emergency officer.
4. The student remained with the person needing medical assistance until emergency health care providers arrived and the need for his/her presence had ended.

Students meeting the above criteria may be asked for a statement from College officials or the police, but will not be subject to a disciplinary response.

**RETALIATION**

Retaliation against someone who files a complaint or who participates in the investigation of a complaint is strictly prohibited by College policy and by law. Retaliation can occur in many forms. The following list illustrates some (not all) examples of behavior that would be considered retaliation:

1. Asking a complainant why he/she complained. Likewise, asking a witness why he/she was willing to make a statement.
2. Asking a complainant to rescind his/her statement. Having friends ask the complainant to rescind his/her statement.
3. Threatening the complainant or witness in any manner.
4. Cyber-bullying the complainant or using social media to criticize, harass, demean or aggravate the complainant/witness.
5. Excluding the complainant from team meetings or other such events to which the complainant is a rightful participant.
Respondents need to be careful to avoid behaviors that could be experienced as retaliation. If you are unclear as to how to proceed in a particular situation, you are always welcome to seek counsel from the College, through an academic contact, Human Resources and Compliance, or the Dean of the School of Graduate Studies.

**INTERIM SUSPENSION**
In certain circumstances, the Assistant Provost/Dean of the School of Graduate Studies or designee may impose an interim suspension prior to a hearing before a disciplinary officer or body. Interim suspension may be imposed: a) to ensure the safety and well-being of members of the College community or preservation of College property; b) to ensure the student’s own physical or emotional safety or well-being; or c) if the student poses a definite threat of disruption of or interference with the normal operations of the College. Please Note: Students who have been suspended, withdrawn, or expelled for disciplinary reasons are not permitted on campus (this includes online coursework) without prior approval of the Assistant Provost/Dean of the School of Graduate Studies.

**STUDENT RECORDS**
Student records involving interpersonal violence and sexual misconduct policy violations, suspension or expulsion from the College will be part of a student’s permanent academic record and will be retained in the Office of the Assistant Provost/Dean of the School of Graduate Studies. Records of any other violations or sanctions will be expunged from a student’s confidential record three years after last date of attendance.

**CONFIDENTIALITY AND PRIVACY**
Different employees on campus have different abilities to maintain a victim’s confidentiality. All employees are expected to keep reports and personal information private—that is, to be respectful and discreet. If a formal report of policy violation and/or personal violation is necessary, all employees are expected to report only to campus officials that need to know information in order to follow due process. Employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Department of Safety, the Title IX Coordinator or a Deputy Coordinator.

A report to employees constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

**CONFIDENTIAL RESOURCES**
Some employees are required to maintain near complete confidentiality, and talking to them is sometimes called a “privileged communication.” If any person desires confidential support, he/she may speak with any of the following:

- Professional staff in the Counseling Center, located in the Engle Health Center (ext. 5357)
- The College Pastor in the College Ministries Office (ext. 6520)
- A nurse in the Engle Health Center (ext. 6035)

Staff in the Engle Health Center are required to pass along non-personally identifiable statistical information to the Department of Safety. The only information that will be released is that an incident was reported, the type of incident and the general location of the incident (i.e., “on campus” or “off campus”; no address will be given). Statistics given to Safety will be made available through publication in the Annual Security and Fire Safety Report. No personally identifiable information on victims will be contained and/or released within any published record without the victim’s consent.

The College does not publish the name of crime victims or other identifiable information regarding victims in the Daily Crime and Fire Log or in the annual crime statistics that are disclosed in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Furthermore, if a Campus Safety Alert or Timely Warning Notice is issued on the basis of a report of interpersonal violence, harassment, sexual assault and/or stalking, the name of the victim and other personally identifiable information about the victim will be withheld. This information could include the specific location where an incident is reported to have occurred when reporting the location could inadvertently identify the victim.

Members of the Engle Counseling/Health Services staff and pastoral counselors are confidential resources and do not report incidents unless the student specifically requests them to do so. The only details shared are to capture general details about the incident (date, time, location, and brief description of incident type) which is for inclusion of the college’s Annual Security and Fire Safety report. If you include personally identifiable information in an anonymous report, it will be used in an investigation.

**OFF-CAMPUS COUNSELORS and ADVOCATES**
Off-campus counselors and advocates will also generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form.

Health care professionals may maintain levels of confidentiality unless law enforcement is contacted simultaneously or insurance companies must be billed for services rendered outside a sexual assault examination.

Law enforcement will not maintain confidentiality.

The following is contact information for local off-campus resources:
<table>
<thead>
<tr>
<th>OFF CAMPUS</th>
<th>Employees</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling:</strong> Employee Assistance Program (EAP)**</td>
<td>Work Life Matters - confidential support designed especially to assist employees and families with issues affecting their lives. 1-800-386-7055 <a href="http://www.ibhworklife.com">www.ibhworklife.com</a></td>
<td>Messiah College Engle Health/Counseling Ctr. Phone: 717-691-6035 - (Can make recommendations for local confidential counseling and psychiatric services in the local area)</td>
</tr>
<tr>
<td><strong>Medical</strong></td>
<td>Harrisburg Hospital 717-221-6250 Carlisle Regional Medical Ctr. 717-249-1212 Holy Spirit Hospital 717-763-2100 *All have trained professional staff who specifically handle sexual assaults</td>
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</tr>
<tr>
<td><strong>Cumberland County Rape Crisis Services</strong></td>
<td>Office 1-888-727-2877 HOTLINE 717-258-4324 or 717-258-1143</td>
<td>Office 1-888-727-2877 HOTLINE 717-258-4324 or 717-258-1143</td>
</tr>
<tr>
<td><strong>YWCA Rape Crisis Domestic Violence Services in Harrisburg</strong></td>
<td>Open 24 Hours/7 Days Week 1-800-654-1211 717-238-7273</td>
<td>Open 24 Hours/7 Days Week 1-800-654-1211 717-238-7273</td>
</tr>
<tr>
<td><strong>YWCA of York Victim Assistance</strong></td>
<td>1-800-422-3204 717-854-3131</td>
<td>1-800-422-3204 717-854-3131</td>
</tr>
<tr>
<td><strong>Victim Advocacy</strong></td>
<td>Victim Services of Cumberland County Phone: 717-761-5599</td>
<td>Victim Services of Cumberland County Phone: 717-761-5599</td>
</tr>
<tr>
<td><strong>Domestic Violence Services</strong></td>
<td>Services of Cumberland &amp; Perry Counties Hotline: 1-800-852-2102</td>
<td>Services of Cumberland &amp; Perry Counties Hotline: 1-800-852-2102</td>
</tr>
<tr>
<td><strong>Legal Assistance</strong></td>
<td>Cumberland County District Attorney's Office Phone: 717-240-6220</td>
<td>Cumberland County District Attorney's Office Phone: 717-240-6220</td>
</tr>
<tr>
<td><strong>Visa and Immigration Assistance</strong></td>
<td>30 N. 41&quot; Street; Philadelphia, PA 19104 Phone: 1-800-375-5283</td>
<td>30 N. 41&quot; Street; Philadelphia, PA 19104 Phone: 1-800-375-5283</td>
</tr>
<tr>
<td><strong>Upper Allen Police Carroll Twp Police</strong></td>
<td>Cumberland County Emergency Center: 911 York County 717-766-0249</td>
<td>Cumberland County Emergency Center: 911 York County 717-766-0249</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRAMS

Academic Programs

Business & Leadership
- MA in Strategic Leadership (30 credits)
- MBA with concentrations (36 credits)
  - Dietetics
  - Digital Marketing
  - Management
  - Organizational and Strategic Communication
  - Social Entrepreneurship
  - Strategic Leadership

Conducting
- MM in Conducting with tracks (30 credits)
  - Wind Conducting
  - Orchestral Conducting
  - Choral Conducting

Counseling
- MA in Counseling with tracks (60 credits)
  - Clinical Mental Health
  - School Counseling
  - Marriage, Couple & Family Counseling

Dietetics
- Dietetic Internship Certificate (19 credits)

Education
- MEd with tracks (30-39 credits)
  - Curriculum and Instruction
  - Curriculum and Instruction with Online Teaching
  - Online Teaching
  - Special Education
  - Special Education with Online Teaching
  - Special Education (Grades 7-12) with PDE certification
  - Special Education (Grades Pre-K–8) with PDE certification
  - Teaching English to Speakers of Other Languages (TESOL)
  - Teaching English to Speakers of Other Languages (TESOL) with Online Teaching
  - Teaching English to Speakers of Other Languages: PDE ESL Program Specialist Certification

Higher Education
- MA in Higher Education with concentrations (36 credits)
  - Academic Support
  - College Athletics Leadership
  - Individualized
  - Strategic Leadership
  - Student Affairs

Nursing
- MS in Nursing with concentrations (39 credits)
  - Nurse Educator: BSN to MSN
  - Nurse Educator: RN to MSN
  - Doctor of Nursing Practice with concentration (86 credits)
  - Family Nurse Practitioner

Occupational Therapy
- Master of Occupational Therapy (80 credits)

Physical Therapy *(beginning Fall 2018)*
- Doctor of Physical Therapy (110 credits)

PostMaster’s Certificates of Advanced Graduate Studies (CAGS)
- Counseling (12 credits)
- Conducting (12 credits)
- Nursing Education (15 credits)

Post-Baccalaureate Certificates of Graduate Studies
- Autism Spectrum Disorders (12 credits)
- Bilingual Education and TESOL (15 credits)
- Dietetic Internship (19 credits)
- Digital Marketing (15 credits)
- Management (15 credits)
- Online Instruction (12 credits)
- Online ESOL Instruction (12 credits)
- Online Special Education Instruction (12 credits)
- Organizational and Strategic Communication (15 credits)
- Social Entrepreneurship (15 credits)
- Special Education (24 credits)
- Strategic Leadership (15 credits)
- Teaching English to Speakers of Other Languages (12-16 credits)
- Teaching English to Speakers of Other Languages with Online Teaching (18 credits)

Pennsylvania Department of Education (PDE) Teaching Certifications
- Special Education, Certification in Grades Pre-K–8 (24 credits)
- Special Education, Certification in Grades 7-12, (24 credits)
- English as a Second Language Program Specialist, Certification in Grades K-12 (16 credits)
- Autism Spectrum Disorders PDE Endorsement in Grades K-12 (12 credits)
Academic Definitions

Master of Arts
The M.A. degree is conferred for successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor’s degree. It is awarded for advanced study of the theory and practical application of business and management.

Master of Business Administration
The MBA degree is conferred for successful completion of a program in business generally requiring two or three years of full-time college-level study beyond the bachelor’s degree. It is awarded for the advanced study of the theory and practical application of business and management.

Master of Education
The M.Ed. degree is conferred for successful completion of a program in education generally requiring two or three years of full-time college-level study beyond the bachelor’s degree. It is awarded for the advanced study of the theory and practical application of business and management.

Master of Music
The M.M. degree is conferred for successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor’s degree. It is awarded for entry-level occupational therapy practice based on the integration of theoretical knowledge and skill-based competencies in occupational therapy.

Master of Occupational Therapy
The MOT degree is conferred for successful completion of a program in Occupational Therapy generally requiring 25 months of full-time college-level study beyond the bachelor’s degree. It is awarded for entry-level occupational therapy practice based on the integration of theoretical knowledge and skill-based competencies in occupational therapy.

Master of Science
The M.S. degree is conferred for successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor’s degree. It is awarded for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research.

Doctorate
The doctorate degree is the highest award a student can earn for graduate study, requiring advanced work beyond the master’s level; conferred upon completion of a program providing knowledge and skills for recognition, credential or license for professional practice; or upon the preparation and successful defense of a dissertation based on original research; or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

Post-Master’s Certificate of Advanced Graduate Studies (CAGS)
This certificate is designed for students who have a master’s degree but would like to earn additional credits for a specialty area or certification and/or licensure requirements. The specific course work is tailored to meet the needs of the certificate student, but the course work must include a minimum of 12 credits.

Post-Baccalaureate Certificate of Graduate Studies
This certificate is designed for students who have a bachelor’s degree but would like to earn graduate level credits within a specialty area or discipline. The group of courses required to earn this certificate is specifically prescribed and includes a minimum of 12 credits.

Concurrent Degrees
Concurrent degrees occur when a student is enrolled in two graduate degrees of the same level at the same time, which are not arranged by the College as a dual degree program.

Subsequent Degree
A subsequent degree is awarded when a student completes an additional graduate degree of the same level at Messiah College after completing the first graduate degree.

Dual Degree
Dual degrees are formal programs of study created by the College where students complete two different existing graduate degrees of the same level at the same time.

Program Core
A prescribed set of specialized courses recommended by a program and approved by the Community of Educators as a valid representation of the area of study. These courses are completed by all students in a particular graduate program. A core may be complemented with a track/concentration.

Track/Concentration
A prescribed set of courses in a sub-discipline of a program or closely related discipline consisting of a minimum of 9 credits and a maximum of 45 credits. Students may complete requirements for more than one track.

Directed Study
Directed study is available to graduate students who need to complete a catalogued course at a time other than when it is offered. Each study must be completed under the supervision of a qualified faculty member who will communicate regularly with the student during the study. Directed studies will only be approved for situations that present extenuating circumstances. Students are expected to make every effort to enroll in required courses at their regularly-scheduled times.

Independent Study
Independent study is available to graduate students who wish to explore a particular area of study outside of the current graduate curriculum. Projects must be carefully designed and directed toward a specific goal under the direction of a qualified faculty member who communicates regularly with the student during the study.

Credit Hour
A credit hour is a unit of academic work consisting of a minimum of 14 contact hours of classroom instruction, or its equivalent, over the period of the learning session. In addition to the hours of classroom instruction (or its equivalent), the student is
expected to invest two to three hours for each contact hour of instruction.

**Semester (term)**
A semester or term is a session within the academic year in which courses are offered. Consisting of 17 weeks in length in the fall, 17-18 weeks in the spring, and 14 weeks in the summer, each semester may contain various part-of-term. Students may register for more than one course in a semester.

**Part-of-Term**
A part-of-term is a condensed term contained within a semester and provides the flexibility for accelerated courses to be offered. Typical models include 6-week, 8-week or intensive part-of-term. All part-of-term are confined within the published beginning and ending dates of the semester. Students may register for more than one course in a part-of-term.

**Intensives**
Intensive courses are named for their concentrated meeting time and immersive learning experience within a short period of time. Typical models provide students the opportunity to attend class in a face-to-face environment eight hours a day for five days. In addition to the work taking place during the week, course readings and work are assigned prior to and following the face-to-face experience.

**Prerequisite Course**
A prerequisite is a course which must be completed prior to another course(s) due to the fundamental content or knowledge required through the progression of study. Prerequisite requirements are included in course descriptions and may be enforced through course registration.

**Co-requisite Course**
A co-requisite is a course which must be taken in the same part-of-term as another course. Typically a lecture and lab/clinical combination, registration for co-requisite courses must be performed in the same registration transaction. Co-requisite requirements are included in course descriptions and may be enforced through course registration.

**Concurrent Course**
A concurrent course is a modification of a prerequisite requirement, where it can be taken in an earlier part-of-term or in the same part-of-term as the course in which registration is attempted.

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**Methods of Course Delivery**

**Traditional**
Students meet at a physical location during scheduled meeting times for the duration of the course.

**Synchronous**
Use of a learning management system and other technologies to deliver real-time online lectures and discussions for students at remote locations.

**Asynchronous**
Use of a learning management system and other technologies to deliver recorded online lectures and materials for students at remote locations at any time.

**Hybrid**
A combination of face-to-face meetings and synchronous and/or asynchronous class sessions.

**Online**
Students access all course materials online through the learning management system: there are no requirements for face-to-face sessions. Online courses will include synchronous and/or asynchronous methods of delivery.

**Student Enrollment Status**

**Full-Time Status**
Graduate students who carry an academic load of 6 or more credit hours in a semester are considered full-time students and may be eligible for financial aid as full-time students.

**Three-Quarter Status**
Graduate students who carry an academic load of at least 4 credits but less than 6 credits are considered three-quarter-time students. They are eligible for any financial aid open to three-quarter time students.

**Half-Time Status**
Graduate students who carry an academic load of 3 credit hours in a semester are considered half-time students and may be eligible for any financial aid open to half-time students.

**Less than Half-Time Status**
Graduate students who carry an academic load less than 3 credit hours in a semester are considered less than half-time students and may be eligible for financial aid that is less than half-time students.
ADMISSIONS and ENROLLMENT

Admission to the School of Graduate Studies

To be considered for admission to a graduate program at Messiah College, applicants must complete the admission application and meet all of the stated requirements for the general application as well as the specific requirements for the chosen program. With the exception of the Master of Occupational Therapy and the Dietetic Internship, admission decisions are processed on a rolling or continuous basis. No applicant will be considered until his/her application file is complete. Acceptance is limited to the semester indicated on the student’s application.

Admission Requirements

- **Degree-Seeking Students.** The minimum requirements for all students seeking admission into graduate programs for the purpose of earning a degree include the following:
  - Bachelor’s or Master’s degree from an institution that is regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. For non-regionally accredited institutions please review the section labelled Regional Accreditation Policy
  - Completed application and the application fee (The application fee is waived for students who have graduated from Messiah College).
  - Official transcripts indicating the degree earned. (School of Graduate Studies will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing all other transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program director.
  - Cumulative GPA of 3.00 or above (minimum may be higher for some programs)
  - Personal Statement of Purpose
  - Two recommendations
  - Résumé or curriculum vita
  - Some programs may require an interview.
  - Some programs may have additional requirements.

- **Non-Degree Seeking Students.** The minimum requirements for all students seeking admission to take graduate courses for the purpose of a Certificate of Graduate Studies, Certificate of Advanced Graduate Studies (CAGS), personal enrichment, Act 48 credit, or other purposes not leading to a degree include the following:
  - Bachelor’s or Master’s degree from an institution that is regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. For non-regionally accredited institutions please review the section labelled Regional Accreditation Policy
  - Completed application and the application fee (The application fee is waived for students who have graduated from Messiah College.)
  - Official transcripts indicating the degree earned. (School of Graduate Studies will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing all other transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program director.
  - Some programs may have additional requirements.

NOTE: A minimum 3.00 GPA is not required for non-degree seeking students. Any student changing from non-degree seeking to degree seeking must fulfill the admission requirements for degree seeking students prior to proceeding beyond the 15 credit limit for non-degree seeking students.

- **International Students.** Messiah College School of Graduate Studies considers applications submitted by permanent residents/green card holders and non-U.S. citizens/international students for the majority of programs. Permanent residents as well as non-U.S. citizens/international students must submit a copy of their passport/citizen ID card and/or green card as a part of their application.

A majority of Messiah College graduate programs are delivered primarily or entirely online. Those programs which are conducted entirely online can be completed from the student’s home country. Due to governmental regulations, international students who wish to study full time in the United States must be aware that it is not possible to obtain an F-1 student visa for our online degree programs, with one notable exception: if the program being pursued requires an on-campus intensive as part of the curriculum, Messiah College may be able to issue you the required paperwork for you to obtain a visa for the intensive portion of the coursework only. International students are encouraged to contact the Director of Graduate Enrollment for more information.

International students must submit all transcripts (those from both U.S. and non-U.S. institutions) as part of their application. Messiah College requires a course-by-course evaluation of international transcripts and the transcript must be converted to the American grade point average system. Transcripts in a language other than English must also include an official English translation.

Messiah College highly recommends that all international transcripts be evaluated by World Education Services, Inc. Translation and evaluation fees must be paid directly to WES. Messiah College requires the WES Basic course-by-course evaluation. There is no need to send a copy of the official international
transcript to Messiah College; WES should send the evaluation directly to Messiah College (gradprograms@messiah.edu).

All international applicants must demonstrate proficiency in the English language. International students demonstrate proficiency by submitting official test scores from TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). Messiah’s official minimum score for the TOEFL is an 80 ibt or 550 pbt. The official minimum score for the IELTS is a 6.5.

Test scores must be from the last two years or more recent. Photocopies of score reports will not be accepted. TOEFL scores should be sent directly to Messiah College (code 2411) from ETS. IELTS scores should be mailed to Messiah College School of Graduate Studies. International applications are not considered complete until Messiah College School of Graduate Studies receives official TOEFL or IELTS scores. An offer of admission cannot be made nor can a visa document be issued if an application is incomplete.

The TOEFL/IELTS requirement may be waived for the following:

1. Native citizens of the United States, the United Kingdom, Ireland, Australia, New Zealand or Canada (except Quebec).
2. Students who have studied full-time for at least two academic years within the last five years in the United States, the United Kingdom, Ireland, Australia, or New Zealand, or with English language instruction in Canada. Transcripts are required that demonstrate that this requirement has been met.
3. Students who have earned an undergraduate or graduate degree in the United States, the United Kingdom, Ireland, Australia, or New Zealand, or Canada (except Quebec). Note: Students who are citizens of India, the Philippines, Hong Kong, Singapore or British Commonwealth countries are NOT exempt from the TOEFL requirement.

Regional Accreditation Policy
While Messiah College requires graduate students to hold an undergraduate degree from a U.S. regionally accredited institution, applications for admission from students who have earned an undergraduate degree from a U.S. institution that is not regionally accredited will be evaluated for admission on a case by case basis. During this review process, applicants may be required to provide additional information, such as:

• Documents that include the undergraduate institution’s history, faculty credentials, relationship to state or national educational agencies and accreditation status from all current, proposed and previous accrediting agencies recognized by the Council for Higher Education Accreditation (CHEA)
• A list of regionally accredited institutions that have accepted students for graduate studies from their institution (as provided from an institutional representative)

• Syllabi and/or course descriptions that demonstrate the student’s academic preparation
• GRE, GMAT or other standardized tests
• Other information as requested by the Program Director

Upon favorable review, students may be granted admission. Provision of any/all information above does not guarantee admission.

Admissions and Enrollment Definitions

Degree Seeking Admitted Students
Applicants who have met all requirements for admission and are moving toward candidacy for a master’s degree with full graduate status as described in the official letter of acceptance are considered to be degree seeking students.

Provisionally Admitted Students
Applicants who have submitted all graduate program application materials except official transcripts or letter(s) of reference may be provisionally admitted to Messiah College. Those with provisional status have one semester to submit all of the required admissions materials. The student will not be eligible to register for a second semester until the provisional designation is removed. Any request for an exception to this registration block must be submitted to the Director.

Conditionally Admitted Students
Applicants whose application does not meet the criteria for degree-seeking or non-degree seeking status, but who appear to have the capability to successfully complete graduate courses may be admitted to Messiah College on a conditional admittance status. A conditionally admitted applicant must satisfy the conditions of his/her admittance in order to continue in the program. The specific conditions and length of time permitted to meet the stated conditions shall be detailed in a letter from the Director or Admissions Committee of the student’s chosen program.

Non-Degree Seeking Admitted Students
Applicants who meet all requirements for admission to a specific graduate program, but who do not intend to pursue an advanced degree at Messiah College may enroll as a non-degree seeking student. (Note: Not all programs admit non-degree seeking students). This classification includes students who may be taking graduate courses for transfer credits, personal enrichment, professional development credits, Act 48, continuing education or licensing requirements, etc. Students may take up to 15 credits as a non-degree-seeking student. Any student changing from non-degree seeking to degree seeking must fulfill the admission requirements for degree seeking students prior to proceeding beyond the 15 credit limit for non-degree seeking students.

Deferred Admission Policy
Application for admission to the School of Graduate Studies at Messiah College is limited to the semester indicated on the student’s application. If a student’s plans change, she/he may defer acceptance for up to two semesters from the initial semester of acceptance. If a student defers, there is no guarantee that all coursework will be available upon their enrollment. Therefore, it is recommended that accepted students who are considering deferring enrollment consult with their Program Director prior to declaring their intentions. Note: Students accepted into the
Dietetic Internship Program may not defer their admission. See Program Director for more information.

Re-Enrollment Policy
Students who have withdrawn from the College (not enrolled in at least one course at Messiah College during the past semester – fall, spring or summer) must file an Application for Re-Enrollment with the Graduate Enrollment Office at least twenty (20) days prior to the beginning of the semester for which re-enrollment is being sought. Students who are granted a leave of absence will be considered withdrawn if they do not enroll in at least one course at Messiah College during the semester following their leave of absence.

Students applying for re-enrollment who have earned graduate credits at another institution since their most recent enrollment at Messiah College, and who want those courses to be considered as transfer credits and/or for enrollment decisions, must submit official transcripts from each institution attended before a re-enrollment decision can be made.

To be eligible for re-enrollment, applicants must be in good standing with the College and the academic program must have the capacity to accept additional students. Additional conditions of re-enrollment may be imposed by the specific graduate program for which the applicant seeks re-enrollment.

Re-Admission Policy
Students who have not been enrolled in graduate courses at Messiah College for two years or more and wish to return must re-apply for admission to the graduate program by completing the full application.

TUITION & FEES
Schedule of Semester Fees and Refund Policy

Tuition (2017-2018 academic year)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietetic Internship</td>
<td>$15,960 for program</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>$790/credit</td>
</tr>
<tr>
<td>Master of Arts in Counseling</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Arts in Higher Education</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Arts in Strategic Leadership</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Music in Conducting</td>
<td>$645/credit</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>$850</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>$645/credit</td>
</tr>
<tr>
<td>RNMSN</td>
<td>$645/credit</td>
</tr>
</tbody>
</table>

- The tuition rate for CAGS, graduate certificates, certification and non-degree course work is $645 per credit hour for 2017-2018 (effective July 1, 2017).
- Tuition is reviewed and subject to adjustment each year.
- Please note that books and fees are not included in the tuition cost.

Additional Costs & Fees (2017-2018 academic year)

Technology fee
For all graduate students: there is a $30 technology fee per course.

Program-specific fees
For students in the dietetic internship program:
- Additional costs may be incurred throughout the program. For further information about potential costs and fees related to the dietetic internship, including required materials, technology and clearances, click here.

For students in the M.A. in counseling program:
- Additional costs may be incurred throughout the program. To see a list of potential costs and fees related to the counseling program, including required materials/technology and clearances, click here.

For students in the M.M. in conducting program:
- A $150 fee for each of the following conductors symposium summer intensive courses: MUSI 501, MUSI 502, MUSI 503, MUSI 601, MUSI 602, and MUSI 603.
- A $50 fee for each of the following summer intensive courses: MUSI 511, MUSI 512, MUSI 513, MUSI 521, MUED 501, MUED 502, MUED 503, MUED 504 and MUED 505.

For student in the occupational therapy program:
- Additional costs may be incurred throughout the program. To see a list of potential costs and fees related to the occupational therapy program, including required materials/technology and clearances, click here.

Pre-registration deposit
A non-refundable pre-registration deposit of $200 is required for all new, first-time graduate students or re-enrolled graduate students. The deposit, which confirms acceptance into the program, will be applied as a prepayment of the first semester’s tuition and fees.
Once accepted in the program, students will be able to submit their deposit online via credit card or mail the payment by check. Checks should be made payable to "Messiah College" and mailed to:

Messiah College School of Graduate Studies
Suite 3060
One College Avenue, Mechanicsburg PA 17055

Electronic Billing (eBill)
Each semester, students will be contacted via their Messiah College email account to access their bill. Students may check the status of their account at any time using MC Square (Messiah’s campus portal). Semester bills include charges for courses taken during the entire semester (early and late terms). In addition, all fees will be detailed on the bill. Tuition and fees must be paid in full prior to the start of each academic session. Students are not permitted to register for subsequent courses until payment has been received. Grades and transcripts will not be released until all financial obligations have been fulfilled. Bills are typically emailed to students the following months:

- Fall semester - July
- Spring semester - November
- Summer semester - May

Payment options
 Messiah College payment options include the following:

- Echeck/ACH: Online payment is made by entering bank routing and account number to deduct the payment from a bank account (no fee and very secure).
- Credit Card: Online payment is made using Visa, MasterCard, American Express, or Discover (2.75% processing charge is added).
- Paper Check: A check can be mailed, or an in person payment made at the Falcon Exchange located on the first floor of Eisenhower Campus Center.

Additional Payment Options
Loans
Two federal loans are available to graduate students. Private loans are also available. More information can be found here.

Deferred Payment Plan
Graduate students who are eligible for employer reimbursement can defer payment of their reimbursed charges until the end of the semester. The Deferred Tuition Payment Agreement must be completed by the student and employer. This is an agreement between the student and Messiah College. Federal regulations require students to notify the college of any reimbursement they will receive. These funds are considered when calculating financial aid eligibility for federal loans.

Monthly Payment Option
Messiah College offers a monthly payment plan through a third party administrator, Tuition Management Systems (TMS). This plan allows for three equal payments for a single semester balance. Payments are made directly to TMS by the 20th of each month as follows:

- Fall semester - Three month payment plan (August, September, October). Deadline to sign up is September 20.
- Spring semester - Three month payment plan (December, January, February). Deadline to sign up is January 20.
- Summer semester - Three month payment plan (April, May, June). Deadline to sign up is May 20.

Graduate students often must enroll in TMS before their semester bill is released. Please visit the Cost and Tuition webpage or call Student Financial Services at 717-691-6004 for assistance in determining the amount of your charges. There is a $35 enrollment fee each semester a student enters a contract with TMS. To enroll, please call a TMS Representative at 1-800-722-4867 or log onto their website at messiahgrad.afford.com.

TMS forwards payments to Messiah College on a weekly basis, at which point the funds are applied directly to your student account. Students can contact TMS and adjust the contract amount whenever necessary, i.e. if the contract estimate does not match the actual invoice charges.

Registration and Transcript Hold Policy
- Diplomas and transcripts will not be released for students who have balances of $25.00 or more.
- Registration is blocked for students who have balances of $100.00 or more.

Graduate Tuition and Fee Refund Policy/Return of Title IV Funds
Any student who withdraws from a course will be assessed a drop registration fee by the Registrar’s Office. Tuition refunds will be calculated in accordance with Messiah College’s Graduate Refund Policy and based upon the number of calendar days a student has completed upon the official date of withdrawal. There will be no tuition refunds after the student has completed at least one third of the course.

Dropping or withdrawing from a course may reduce at student’s financial aid eligibility. Students should contact Student Financial Services to find out if their aid will be affected by their decision.

Messiah College Graduate Refund Policy
Refunds for students who withdraw voluntarily or involuntarily are determined, with one exception*, according to the percentage of the semester/part of term completed when a student withdraws from a course. The following chart details the percentages of completion used to calculate the percentage of refunds and offers examples of the most common graduate course delivery models. If the delivery model of a graduate course is not listed below, the refund for such a course will be calculated using the percentage of the semester/part of term that is completed when a student notifies the registrar’s office of the withdrawal.

* If a student withdraws from an intensive course by noon on the second day of the class, the student will be entitled to a 100% refund (provided the student’s other financial obligations to Messiah College have been met in full). If a student withdraws from an intensive course at any time after noon on the second day of class, the student will not be entitled to receive a refund.
Refund Examples

<table>
<thead>
<tr>
<th>Percent Refund</th>
<th>Approximate Percentage of Course Completed</th>
<th>6 Week Course</th>
<th>8 Week Course</th>
<th>14 Week Course</th>
<th>17 Week Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Up to 7%</td>
<td>Day 1-3</td>
<td>Day 1-4</td>
<td>Day 1-7</td>
<td>Day 1-8</td>
</tr>
<tr>
<td>75%</td>
<td>13%</td>
<td>Day 4-5</td>
<td>Day 5-8</td>
<td>Day 8-13</td>
<td>Day 9-15</td>
</tr>
<tr>
<td>60%</td>
<td>20%</td>
<td>Day 6-8</td>
<td>Day 9-11</td>
<td>Day 14-20</td>
<td>Day 16-24</td>
</tr>
<tr>
<td>50%</td>
<td>27%</td>
<td>Day 9-11</td>
<td>Day 12-15</td>
<td>Day 21-26</td>
<td>Day 25-32</td>
</tr>
<tr>
<td>25%</td>
<td>33%</td>
<td>Day 12-14</td>
<td>Day 16-19</td>
<td>Day 27-32</td>
<td>Day 33-39</td>
</tr>
<tr>
<td>0%</td>
<td>Over 33%</td>
<td>After Day 14</td>
<td>After Day 19</td>
<td>After Day 32</td>
<td>After Day 39</td>
</tr>
</tbody>
</table>

The procedure for a refund is as follows:

1. A drop occurs prior to the start of the term in which a student is registered for the class and may be completed by the student in self-service Banner. A withdrawal occurs once the term begins. All requests for withdrawals must be emailed to the registrar’s office. The date of the email determines the refund date and amount. Notifying an instructor does not constitute an official request to drop or withdraw from a course.

2. For any course that is one week in length or less the student has until noon of the second day of class to withdraw from the course with a full refund. After noon of the second day, the tuition is non-refundable except for the reasons of 1) illness documented by a physician or 2) employment reasons as documented by an employer, or 3) death of an immediate family member.

3. Lab, music, private music lesson, and all other course-related fees, as applicable, will not be refunded after completion of 6.7% of the part-of-term.

4. Refunds and adjusted bills will be sent to the student’s home address following withdrawal from the college. Updated billing statements will be available online for students dropping or withdrawing from courses only. Students will be notified if their change in enrollment has required an adjustment to their financial aid award.

5. In accordance with federal regulations, when federal financial aid refunds are involved, the amounts are allocated in the following order: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grants, other Title IV aid programs.

6. The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1956 (as amended) and includes the following programs: Unsubsidized Federal Direct Stafford Loans, subsidized Federal Direct Stafford Loans, Federal Perkins loans, Federal Direct PLUS loans, Federal Pell Grants, Federal SEOG.

7. Institutional and student responsibilities in regard to the return of the Title IV funds:

   a. Messiah College’s responsibilities
      i. Providing each student with the information given in the policy
      ii. Identifying students who are affected by the policy and completing the Return of Title IV Funds calculation for those students

   iii. Returning any Title IV funds that are due to the Title IV programs

   b. Student’s responsibilities
      i. Returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of the Title IV Funds calculation

8. Other financial aid will be refunded in proportion to and along the same schedule as tuition.

9. Messiah College is not required to pay a credit balance that is less than $1.00. Credit balances greater than or equal to $1.00 are automatically refunded to the student upon the student’s graduation or separation from the College.

This policy has been instituted to establish an official withdrawal date, provide a fair and equitable policy for determining refunds for withdrawing students, provide student counseling regarding withdrawal implications, and provide a waiting period at no expense to the student.

Maryland Resident Refund Policy
Maryland residents have a unique refund policy. If a Maryland resident withdraws or is terminated after completing only a portion of a course or term the following refund applies and supersedes the standard Messiah College Graduate refund policy.

<table>
<thead>
<tr>
<th>Proportion of total course, program, or term completed as of the date of withdrawal or termination</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>90% Refund</td>
</tr>
<tr>
<td>10% up to but not including 20%</td>
<td>80% Refund</td>
</tr>
<tr>
<td>20% up to but not including 30%</td>
<td>60% Refund</td>
</tr>
<tr>
<td>30% up to but not including 40%</td>
<td>40% Refund</td>
</tr>
<tr>
<td>40% up to but not including 60%</td>
<td>20% Refund</td>
</tr>
<tr>
<td>More than 60%</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

All refunds to Maryland residents shall be based on the date of withdrawal or termination and will be paid within 60 days from the date of withdrawal or termination.

Return of Federal Student Loans
The return of Federal Student loans has a different rate than the College’s refund policy:

Return of Title IV Funds applies to a Federal loan recipient who withdraws from or leaves school before completing the payment period or period of enrollment.

- At Messiah College the period of enrollment is a semester.
- Messiah College will determine the percentage of aid earned by the student by calculating the percentage of the period that the student completed.
- For credit-hour programs that means the Days Attended/ Days in period * percentage completed.
- Any unearned funds must be returned. The percentage of the loan that a student is allowed to keep may differ from the percentage of tuition remaining on their account per the College’s refund policy. This would result in a balance due to the College.
However, since some graduate programs at Messiah College have two parts of term in each semester, there may be situations where a student withdraws from the early part of the term but still plans to attend classes in the latter part of the term.

- In this case the student is not considered to have withdrawn from the program if the student gives the institution written confirmation that he or she will attend a class in the part of term that begins later in the same payment period or period of enrollment. The situation will change if the student does not attend the class in the latter session.

- This written confirmation must occur at the time that would have been considered a withdrawal. Therefore, if a graduate student withdraws from a class or classes part of the way through the early part of the term and gives Messiah College written confirmation (at the time of withdrawal) that they are enrolled in and planning to attend a class or classes in the latter part of the same semester, there is no need to return Federal Direct Loans. However, if the student does not follow-through and attend the later session, the situation would be considered a withdrawal.

FINANCIAL AID

Financial Assistance

Messiah College wants to assist students in making their graduate and continuing education attainable and help students understand the financial aid opportunities available. Types of aid available to graduate students include student loans, student employment, federal TEACH Grant, private scholarships, veterans' benefits, and employer assistance. Although Messiah College does not offer most forms of institutional gift aid for graduate studies, students may be eligible for one of our graduate programs discounts.

- The Student Financial Services Office is open Monday through Friday, 8:00a.m. to 5:00p.m.
- The Financial Aid Office is open Monday through Friday 8:30 a.m. to 4:30 p.m.

Both offices are prepared for consultation with planning to finance a student’s degree.

Financial Aid Procedures

Applying for Financial Aid

Step 1: FAFSA

File the Free Application for Federal Student Aid (FAFSA) online if you are planning to use Federal Student Loans to help fund your education. Students will need to create an FSA ID which is made up of a username and password. The FSA ID is used to complete and submit a FAFSA online; it is the fastest way to sign your application and have it processed. Select the FSA ID button at the top of the FAFSA home page.

Step 2: Additional Aid

Notify Messiah College of any additional funding you may receive from employer reimbursement, private scholarships, or veterans' benefits. Please also review our graduate discounts to see if you are eligible to submit an application.

Step 3: Review your Financial Aid Award online

- If you filed the FAFSA, your Financial Aid award will be reviewed each semester to determine the amount of unsubsidized Federal Direct Loan eligibility you have based on the number of credits you are enrolled in for that semester. Your loan will be on your award in offered status only. Students must be registered at least half-time to be eligible for federal student loans. Messiah College defines half-time as 3-5 credits and full-time as 6 or more credits per semester for graduate students.

- When the award has been completed, you will receive notification on your Messiah College email account. It will include instructions how to access the award online through the secure Messiah College MCSquare student portal.

- Work through the tabs of your award from left to right to unlock each tab, and then on the Accept Award tab accept the full amount of your Direct Loan or reduce the amount and submit your decision. Your loan will not pay out unless you have accepted it and all requirements have been completed.

- Financial aid is scheduled to disburse 3 days after the first class in which the student is enrolled each semester. Refunds are not available until after aid has disbursed. The refund process may take up to 2 weeks.
A grant is a form of financial assistance that does not need to be repaid. Graduate students who intend to teach in a "high-need" field at Messiah College participate in the Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program which provides grants of $3,724 a year for grants first disbursed on or after 10/1/17 and before 10/1/18 to students who intend to teach in a "high-need" field at a public or private elementary or secondary school that serves students from low-income families.

Details and the application for TEACH grants can be found online. However, in order for the TEACH Grant to remain a grant and not convert to a loan, the student must serve as a full-time teacher, in the TEACH Grant-eligible program for which they receive TEACH Grant funds, for a total of at least four academic years within eight calendar years of graduation. The student must also meet the minimum GPA requirement of 3.25 in the year preceding the awarding of the grant monies. Students will need to complete counseling and an Agreement-to-Serve each academic year.

Loans
A loan is a form of financial assistance that requires repayment. Repayment of principal typically begins six months after the student is no longer attending school. Graduate students have a variety of loans available to them. Most students find that their financial obligations can be met by unsubsidized Direct Loan eligibility, but below is information about other loans as well.

Federal loans
Two federal loans available to graduate students: the unsubsidized Federal Direct Loan and the Graduate PLUS. Each loan requires an annual Free Application for Federal Student Aid (FAFSA) to be completed and you are enrolled at least half-time (at least 3 credit hours per semester). Since interest rates and fees are lower on Federal Direct (Stafford) loans, students are encouraged to take advantage of the unsubsidized Federal Direct loans before taking a Graduate PLUS loan.

1. Federal Direct Loan (Stafford Loan)
   Federal Direct loans are fixed-rate student loans for graduate students attending a college at least half-time. They are the most common and one of the lowest-cost ways to pay for school. Federal Direct Loans for graduate students are unsubsidized, which means the borrower is responsible for the interest on the loan while in college and during grace and deferment periods.

   The fixed interest rate for unsubsidized Stafford Loans for the 2017-2018 academic year is 6.0% with a 1.069% origination fee. After 10/1/17 the origination fee will be 1.066%. The annual loan limit is $20,500 per academic year. There are a variety of repayment plans available for Stafford Loans once the loan goes into repayment. The loan servicer will be able to help students plan what is best for them.

2. Graduate PLUS Loan
   The Graduate PLUS Loan is a fixed interest rate student loan guaranteed by the U.S. Government. The interest rate for the 2017-2018 academic year is 7.0% with a 4.276% origination fee. After 10/1/17 the origination fee will be 4.264%.

   The Graduate PLUS loan is a non-need based loan (cosigner is not required) similar to a private student loan with the benefit of having a fixed interest rate and federal guarantee. The Graduate PLUS loan allows students to borrow the total cost of their graduate school needs, including tuition, room and board, supplies, lab expenses, and travel, less any other aid. Graduate PLUS payments can be deferred while the student is attending school at least half-time.
student is in school, but the interest will continue to accrue and will be added to the loan balance. It is recommended that accrued interest be paid while in school as this will greatly reduce long term loan debt.

Applying for a federal loan
To apply for a Federal Direct or Graduate PLUS loan, students should apply directly through Messiah College and the William D. Ford Federal Direct Loan Program.
- Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is a confidential statement of student income and assets.
- Graduate students are considered independent, so no financial information will be required from parents.
- Be sure to indicate the attendance of graduate school at Messiah College. Messiah College’s Title IV code is 003298.
- Additional information about the Federal Student Aid program can be found at studentloans.gov and studentaid.gov.

Private student loans
The terms and conditions of private student loans vary greatly. Therefore, students should be aware of eligibility criteria and terms, as not all private loans are available to graduate students. More information about private student loans is available here.

Student Employment
There are limited opportunities for graduate students to be employed by Messiah College at its Mechanicsburg, PA campus.

Student work study positions
When funds and positions are available, work study assignments can be awarded to graduate students. To be considered for a work study position students must be:
- Degree-seeking,
- Enrolled full time,
- Available to work at the Mechanicsburg campus (hours vary with assignment).

If a student is interested in work study they should contact the Student Employment Office directly at StudentEmployment@messiah.edu for information on job eligibility, locating available jobs, obtaining a job and all other student employment items, or visit the online application portal.

Graduate assistantships in higher education
 Messiah College has several graduate assistantships for full-time degree-seeking students in the Master of Arts in higher education program. Graduate assistantships are two-year appointments and offer students the opportunity to put the theories, gained through classroom instruction, into practice through supervised experience in a variety of capacities at Messiah College. Graduate assistants serve 20 hours per week over the course of each academic year and are compensated with an annual stipend that equals tuition charged for 18 credits. Students who receive graduate assistantships also pay full tuition, that is, tuition is not waived. To be eligible for a graduate assistantship, students must be enrolled full-time (15 academic units per calendar year) in the master’s in higher education program and maintain a minimum GPA of 3.0.

Tuition Reimbursement/Employer Assistance
Assistance is offered by many employers as an incentive to their employees to obtain an advanced degree. Messiah College offers a deferred tuition payment plan to students in cooperation with their employer. The Deferred Tuition Payment Agreement permits graduate students who receive employer reimbursement to defer payment of their tuition for a period of time, not to exceed 30 days after the last day of the term. This is an agreement between the student, the employer and the College. See Payment Options under the Tuition & Fees section of this Catalog.

Veteran’s Benefits
Messiah College is happy to welcome veterans and/or their family members to our community. Veterans’ benefits may be used by those who have served in the U.S. Armed Forces, their spouses and dependents, and/or their surviving family members. Graduate students who plan to receive veterans’ benefits to help pay for educational expenses should take the appropriate steps to confirm their eligibility with the VA. Most students will be able to apply for their benefits on the GI Bill Website. Once a student has received confirmation, they must submit a copy of their Certificate of Eligibility from the VA and a completed Veterans’ Benefits Reporting Form to the Financial Aid Office.

Satisfactory Academic Progress (SAP)
All students (including international students) enrolled at Messiah College are subject to the academic standards of the College, which are printed in the Graduation Information section of the College catalog. In addition, students receiving financial aid, in order to continue to receive financial aid, must meet other requirements as described in detail in this Statement of Satisfactory Academic Progress.

The Higher Education Act of 1965, as amended (HEA), mandates institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP) for students receiving financial aid. Program Integrity Regulations, modifying these requirements, were issued October 29, 2010, with an effective date of July 1, 2011. In order to comply with these requirements, Messiah College has established the following definition or standard of Satisfactory Academic Progress for graduate students.

Full-Time and Less Than Full-Time Graduate Students
Beginning July 1, 2011, the definitions of Full-time and Less Than Full-Time status for graduate students are:

Full-Time Status
Graduate students who carry an academic load of 6 or more credit hours in a semester are considered full-time students and may be eligible for financial aid as full-time students.

Half-Time Status
Graduate students who carry an academic load of at least 3 credit hours but less than 6 credit hours in a semester are considered half-time students and may be eligible for any financial aid open to half-time students.

Less Than Half-Time Status
Graduate students who carry an academic load of 1-2 credit hours in a semester are considered less than half-time students and may be eligible for financial aid that is open to less than half-time students.
Since most financial aid programs for which graduate students are eligible require at least half-time attendance, a graduate student would need to be enrolled at or above the half-time status in order to be eligible for most financial aid programs. To be considered to be maintaining Satisfactory Academic Progress, the student must meet the following standards:

Pace
Have successfully completed an average of 67% of credit hours attempted during each semester of attendance. An Attempted Credit Hour is defined as a credit for which the student was registered after the point in a term at which the student will still be charged for the credit even if the student does not complete the credit. For graduate programs at Messiah College, this means the student was registered for the credit after the end of the 33.3% institutional refund period.

Explanation of the use of average credit hours: Use of average credit hours over the student's entire academic career allows the student to complete fewer credits in later semesters while still maintaining Satisfactory Academic Progress standing, provided the student completed enough credits during earlier semesters in order to maintain an average completion rate of 67% over the student's entire academic history.

Example of the use of average credit hours completed: Meredith attempts and completes 6 credits in each of her first two semesters of attendance (12 total/100% of attempted credits). Then, in each of her third and fourth semesters, she attempts 6 credits, but only completes 3 credits. Meredith has now attempted 24 credits and completed 18 credits after four semesters of attendance. Even though she did not complete all of the credits attempted in each of her four semesters, she is considered to have Satisfactory Academic Progress standing because she has completed 75% of the credits that she has attempted (18 total credits completed divided by 24 credits attempted equals 75% completed).

Qualitative Measure
Graduate Students: Maintain a cumulative grade point average of 3.00.

Remedies for Non-Satisfactory Academic Progress Standing: A student who does not meet this standard will need to complete the following steps in order to regain Satisfactory Academic Progress standing.

Warning Status
Warning Status occurs following the first semester after which:

• the student's semester GPA falls below 3.00, or;
• the student fails to attain a cumulative completion rate of at least 67% of credit hours attempted.

The Financial Aid Office will automatically place the student in a financial aid warning status for the next semester and inform the student of this status. No action is required on the part of the student in order to be placed in a warning status.

During the warning semester, the student must regain Satisfactory Academic Progress standing by 1) completing enough credit hours so that the student's cumulative credits completed are at least 67% of the total credits attempted, and/or 2) achieving a cumulative GPA of at least 3.0.

Probation Status
If, by the end of the warning semester, the student is not able to achieve Satisfactory Academic Progress status, the student will not be able to receive financial aid for the next period of enrollment unless the student successfully appeals.

The requirements of this Satisfactory Academic Progress policy can be appealed based on the following circumstances:

• Death of a relative
• Student injury or illness
• Other special circumstance.

The student's appeal must include:

• An explanation of why the student failed to make Satisfactory Academic Progress. In other words, explain how the circumstance prevented the student from performing up to his or her normal academic potential.
• A description of what has changed that will allow the student to achieve Satisfactory Academic Progress status after the probationary semester.

To appeal the loss of Satisfactory Academic Progress status, the student should complete the Satisfactory Academic Progress Appeal form and submit it to the Messiah College Financial Aid Office, along with any documentation supporting the appeal. In order to obtain a Satisfactory Academic Progress Appeal form, the student must contact the Financial Aid Office and discuss the grounds for appeal with a Financial Aid Administrator. The Financial Aid Administrator will then send the Satisfactory Academic Progress Appeal form to the student if the situation warrants.

Academic Plan
A part of the appeal process can be the establishment of an academic plan designed to help the student regain Satisfactory Academic Progress standing. The Satisfactory Academic Progress Appeal form includes space for this. The academic plan is worked out between the student, his or her academic advisor, and/or the Registrars' Office. The academic plan is not required at the start of the probationary semester. But, if the student fails to regain Satisfactory Academic Progress status at the end of the probationary semester, the student must be successfully following the academic plan in order to continue to receive financial aid. The academic plan must define how the student can regain Satisfactory Academic Progress status by a specific point in time.

Frequency of Progress Checks
The Financial Aid Office will check Satisfactory Academic Progress each semester. If a student fails to achieve Satisfactory Academic Progress, the student will be informed of this via letter or electronic mail from the Financial Aid Office. Included in this communication will be information on the student's status, the effect of this status on the student's financial aid eligibility, and any actions that the student must take. The notice will be sent to the student's most current address on file. It is the responsibility of the student to inform the College of a correct mailing address at all times. If sent by electronic mail, the student's Messiah College electronic mail address will be used for all such
communications. Since the break between semesters is not always long enough to allow the Satisfactory Academic Progress review to be completed before the start of the next semester, it is expected that students will be familiar with this policy and aware of their own situation as related to Satisfactory Academic Progress. Even if the next semester starts before a Satisfactory Academic Progress notice has been sent to the student, it will still be necessary to adjust the student's financial aid in accordance with the policy once the Satisfactory Academic Progress review is completed.

Repeated Courses
The student's enrollment status may include repeating any coursework previously taken in the program but may not include more than one repetition of a previously passed course, or any repetition of a previously passed course due to the student's failing other coursework. In other words, an institution may not pay a student for retaking previously passed courses if the student is required to retake those courses because the student failed a different course in a prior term. For example, if a student enrolls in four classes in the fall semester and passes three of them, the institution could require the student to retake the failed class and also require the student to retake the other three classes because of failing the one class. If the student retakes the four classes in the spring semester, the failed class would be included in the student's enrollment, but the three classes passed in the fall would not be included in determining the student's enrollment status for the spring semester, for financial aid purposes.

Miscellaneous
Any withdrawals that take place before or during the 33.3% institutional refund period will not be counted as credits attempted when determining Pace. Incomplete courses and course withdrawals after the 33.3% institutional refund period will be counted as credits attempted but not earned in Satisfactory Academic Progress calculations. Noncredit remedial courses will not be counted towards Satisfactory Academic Progress.

Transfer hours counted toward completion of the student's program will be counted as both hours attempted and hours completed, but will not be counted in the calculation of GPA.

Generally, all periods of the student's enrollment count when judging Satisfactory Academic Progress, even periods in which the student did not receive financial aid funds. However, for students who change majors, credits attempted and grades earned that do not count toward the new major will not be included in the SAP determination. Students seeking to earn additional degrees will be placed into the grade level progression based on the number of credits accepted toward the additional degree and financial aid eligibility will be based on the grade level determined in this way.

Maximum Time Frame
Under Federal regulation, the maximum time frame that a student may have to complete an undergraduate program is 150% of the published length of the educational program for a full-time student. Messiah College has chosen to make this measurement on a credit basis. Since the various graduate programs require different numbers of credits to be completed in order to obtain a degree, the calculation of maximum time frame will vary by program:

<table>
<thead>
<tr>
<th>Graduate Degree</th>
<th>Program Credits</th>
<th>Maximum Timeframe (credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP: Family Nurse Practitioner</td>
<td>86</td>
<td>129</td>
</tr>
<tr>
<td>MA Counseling: Clinical Mental Health Counseling</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>MA: Counseling: Marriage, Couple, and Family Counseling</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>MA Counseling: School Counseling</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>MA: Higher Education</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>MA: Strategic Leadership</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>MBA</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>MED: Curriculum and Instruction</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>MED: Special Education</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>MED: Special Education (Courses Leading to Special Education PA Certification)</td>
<td>39</td>
<td>59</td>
</tr>
<tr>
<td>MED: TESOL</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>MED: TESOL (Courses Leading to PA ESL Certification)</td>
<td>37</td>
<td>56</td>
</tr>
<tr>
<td>MM: Conducting</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>80</td>
<td>120</td>
</tr>
<tr>
<td>MSN: Nurse Educator</td>
<td>39</td>
<td>59</td>
</tr>
</tbody>
</table>

It is expected that all students will complete all degree requirements by the time the student has completed the number of credit hours defined above. Students who do not complete their program within this time frame can continue to attend, but they will not be able to continue to receive financial aid.
ACADEMIC POLICIES and PROCEDURES

Academic Advising

Academic Advising is an essential process in the college setting. Upon entering Messiah 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, virtual office hours or by appointment at other times. In addition, a student may communicate with his or her advisor any time by email. A reasonable response time is 2-3 business days.

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 communicate 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.

Registration

Students admitted to the College formally register for classes using the student information system and in consultation with his/her academic advisor. Prior to registration, students must ensure their accounts are up to date with Student Financial Services. The procedure is as follows:

1. Registration materials, including the schedule of classes, will be made available to current students in March (for fall term), October (for spring term) and January (for summer term).
2. Students will discuss recommended course selections for the upcoming registration with their academic advisor. The student and advisor should keep a copy or record of the courses approved for registration.
3. Subsequent to the advising meeting, the advisor releases the student and advisor should hold on registration via SelfService and the student registers for courses at the appropriate time.

Uniformity of procedure is required to handle the large volume of students and ensure fairness to all students. Advisor’s approval helps students identify courses appropriate for his/her program, interests, and abilities. Proof of payment is required to ensure students do not build large balances which they are unable to pay.

Maximum Credits per Semester. Graduate students are permitted to schedule up to 18 credits per semester (fall, spring, summer). Any student who wishes to take more than 18 credits per semester must first obtain approval from his/her academic advisor, the director of their program and the registrar’s office.

Drop/Add/Withdraw (Change in Registration)

Students can add or drop courses in their schedule using the student information system (SelfService) following the dates published on the registrar’s office website. Once a part-of-term begins, registration in a course may be permitted in mitigating circumstances with permission of the instructor, advisor and registrar’s office. Requests must be emailed to the registrar’s office at gradregistrar@messiah.edu.

A drop occurs prior to the beginning of the part-of-term in which a course is offered.

A withdrawal occurs once a part-of-term begins, and requests to withdraw must be emailed to the registrar’s office. The date of the email determines the withdrawal date and corresponding refund amount. A student’s notification to an instructor to drop or withdraw from a course does not constitute an official request or transaction. Students may withdraw from a class through completion of two-thirds of the part-of-term. After two-thirds of the part-of-term, students are not permitted to withdraw from a course except in cases documented by his/her physician or employer. Courses withdrawn on or after the first day of class and through the completion of two-thirds of the part-of-term will be indicated with a W (withdraw) on the student’s transcript and is not calculated in the grade point average.

Approval to add or withdraw from a course once a part-of-term begins results in assessment of a standard processing fee. Any approved exception for a late withdrawal may result in an additional processing fee.

Drop/add/withdraw procedures emphasize the importance of student responsibility in registration and the advisor/advisee relationship while providing flexibility and convenience to the process.

Class Attendance

Messiah College expects all students to attend scheduled classes regularly in order to maximize opportunities to profit from a professor’s expertise and from interchange with their peers, as well as to contribute to the quality of intellectual interchange in the classroom, whether traditional or virtual.

Regular attendance is expected throughout the duration of the course. For online courses, a student’s presence is evidenced by active and meaningful participation in virtual chats, discussion board assignments, synchronous and asynchronous class meetings, and any other threaded discussions/assignments required by the professor. Lack of participation may result in a student being marked absent for a class session, or failure in the course if he/she does not properly withdraw. Having a substitute participate in the registered student’s place is a violation of the College’s academic integrity policy.

Punctual and regular attendance at classes is expected except when a student is prevented from doing so by illness, death in the family, or a similar emergency. Individual course regulations about class attendance are left to the discretion of the instructor. Attendance regulations should be conveyed to students at the beginning of the semester and must be delineated in the syllabus.

Concurrent Degrees

Concurrent degrees occur when a student is enrolled in two graduate degrees of the same level at the same time, which are not arranged by the College as a dual degree program. The following criteria apply:

- Students must apply separately to both programs and admission decisions are made independently.
Dual Degree

A subsequent degree is awarded when a student completes an additional graduate degree of the same level at Messiah College after completing the first graduate degree. The following criteria apply:

- Students must apply to the succeeding degree program and admission decisions are made independent of previous admission decisions.
- Students complete all requirements for the subsequent degree.
- Students may be approved to use a course(s) from the previous Messiah graduate degree to meet requirements in the subsequent degree with the following parameters:
  - For degrees requiring 30-60 credits, a maximum of six (6) credits may be shared between the degrees.
  - For degrees requiring more than 60 credits, a maximum of nine (9) credits may be shared.
  - When one degree requires more than 60 credits, and the other requires 60 credits or less, the maximum number of credits that may be shared is six (6).
- The cumulative GPA is calculated and based on all graduate credits earned at Messiah College.
- Students are not required to earn both degrees in the same academic year.
- Completion of both degrees results in two degree citations on the academic transcript. Students are issued a diploma for each degree earned.

Subsequent Degree

A subsequent degree is awarded when a student completes an additional graduate degree of the same level at Messiah College after completing the first graduate degree. The following criteria apply:

- Students are responsible to correspond with advisors in both programs to track progress toward graduation.
- Students complete all requirements for the subsequent degree.
- Students may be approved to use the same course(s) to meet requirements in each program under the following parameters:
  - For degrees requiring 30-60 credits, a maximum of six (6) credits may be shared between the degrees.
  - For degrees requiring more than 60 credits, a maximum of nine (9) credits may be shared.
  - When one degree requires more than 60 credits, and the other requires 60 credits or less, the maximum number of credits that may be shared is six (6).
- The cumulative GPA is calculated and based on all graduate credits earned at Messiah College.
- Students are not required to earn both degrees in the same academic year.
- Completion of both degrees results in two degree citations on the academic transcript. Students are issued a diploma for each degree earned.

Dual Degree

Dual degrees are formal programs of study created by the College where students complete two different existing graduate degrees of the same level at the same time. The following criteria apply:

- Dual degrees require further study than either degree alone, but less than if the degrees are pursued separately. The total number of credits is reduced no more than 25% to establish requirements for the dual degrees.
  - Reductions may be achieved by sharing a course(s) between the two programs, course substitutions, or waivers due to complimentary content of course work.
  - Program objectives for each degree must be maintained when establishing potential reductions.
- Students apply specifically to the dual degree program, and both directors of the dual degree program make admission decisions. A student may be eligible for admission to the standard degree program if he/she is not admitted for the dual degree.
- Students are responsible to correspond with advisors in both programs to track progress toward graduation.
- Students complete all requirements as outlined by the College for the dual degree.
- The cumulative GPA is calculated and based on all graduate credits earned at Messiah College.
- The awarding of both degrees occurs simultaneously at the time all requirements are successfully completed. Students are not eligible for one degree until both degrees are finished.

Completion of both degrees results in two degree citations on the academic transcript. Students are issued a diploma for each degree earned.

Change to Program or Track/Concentration

After admission to a program or declaration of a track/concentration, students who wish to declare a different course of study must obtain permission of the program director(s) using the forms provided by the registrar’s office. A change of program or track/concentration may impact billing and financial aid eligibility. In addition, not all courses from a previous course of study may be applied to the new course of study.

Additional Track/Concentration

Students may upon approval from their program complete more than one track/concentration within their program. The following criteria apply:

- Tracks/concentrations requiring 9-12 credits may share up to three (3) credits to meet a requirement in both areas;
- Concentrations requiring more than 12 credits may share up to six (6) credits.

All tracks/concentrations are noted on the student’s academic transcript when successfully completed.

Transfer Credit Policy

Transfer credit is credit earned for coursework completed at another institution and applied to meet requirements at Messiah College. Students may transfer graduate coursework from other institutions under the following conditions:

- The coursework must have been completed at a regionally accredited institution.
- The credits are graduate level.
- A minimum grade of a “B” was earned for each transferred course.
- Credits completed before enrolling in the School of Graduate Studies must have been completed within
seven (7) years before matriculation. See individual programs for exceptions.

- Currently enrolled students who wish to take credits at another institution and transfer them to Messiah College must have written approval of the Program Director prior to starting coursework.
- The course is not listed as one required to be completed at Messiah College. See transfer credit chart below.
- The number of credits transferred does not exceed the maximum allowed in the student’s program. See transfer credit chart below.

- Only credits and courses are eligible for transfer. Grades earned at the original institution are not calculated into the student’s Messiah College grade point average.
- Transfer credits are not eligible to meet requirements for 12-credit graduate certificates. A maximum of three (3) credits may be transferred to meet requirements for graduate certificates requiring more than 12 credits.

Transfer Credit Chart by Program

<table>
<thead>
<tr>
<th>Graduate Degree</th>
<th>Program Credits</th>
<th>Allowable Number of Transfer Credits</th>
<th>Courses that must be completed at Messiah College</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP: Family Nurse Practitioner</td>
<td>86</td>
<td>18</td>
<td>NURS 601, NURS 602, NURS 620, NURS 623, NURS 632, NURS 721, NURS 722, NURS 731, NURS 732</td>
</tr>
<tr>
<td>MA Counseling: Clinical Mental Health Counseling</td>
<td>60</td>
<td>18</td>
<td>COUN 501, COUN 520, COUN 540, COUN 580, COUN 581, COUN 582</td>
</tr>
<tr>
<td>MA: Counseling: Marriage, Couple, and Family Counseling</td>
<td>60</td>
<td>18</td>
<td>COUN 501, COUN 520, COUN 540, COUN 573, COUN 587, COUN 588, COUN 589</td>
</tr>
<tr>
<td>MA Counseling: School Counseling</td>
<td>60</td>
<td>18</td>
<td>COUN 501, COUN 520, COUN 540, COUN 583, COUN 584, COUN 585</td>
</tr>
<tr>
<td>MA: Higher Education</td>
<td>36</td>
<td>9</td>
<td>HIED 511, HIED 562, HIED 563, HIED 565</td>
</tr>
<tr>
<td>MA: Strategic Leadership</td>
<td>36</td>
<td>6</td>
<td>LEAD 501, LEAD 590</td>
</tr>
<tr>
<td>MBA</td>
<td>36</td>
<td>9</td>
<td>BUSA 501, BUSA 590, COMM 550, SENT 530, SENT 540, SENT 550</td>
</tr>
<tr>
<td>MED: Curriculum and Instruction</td>
<td>30</td>
<td>6</td>
<td>EDME 503, EDME 525, EDME 534, EDME 544</td>
</tr>
<tr>
<td>MED: Curriculum and Instruction Online Teaching</td>
<td>30</td>
<td>6</td>
<td>EDME 503, EDME 525, EDME 534, EDME 544, EDME 554</td>
</tr>
<tr>
<td>MED: Online Teaching</td>
<td>33</td>
<td>6</td>
<td>EDME 503, EDME 525, EDME 534, EDME 544, EDME 554</td>
</tr>
<tr>
<td>MED: Special Education</td>
<td>30</td>
<td>6</td>
<td>EDME 530, EDME 531, EDME 541</td>
</tr>
<tr>
<td>MED: Special Education (Courses Leading to Special Education PA Certification)</td>
<td>39</td>
<td>12</td>
<td>EDME 530, EDME 531, EDME 541</td>
</tr>
<tr>
<td>MED: Special Education with Online Teaching</td>
<td>36</td>
<td>6</td>
<td>EDME 530, EDME 531, EDME 541, EDME 554</td>
</tr>
<tr>
<td>MED: TESOL</td>
<td>33</td>
<td>6</td>
<td>EDME 521, EDME 533, EDME 543</td>
</tr>
<tr>
<td>MED: TESOL (Courses Leading to PA ESL Certification)</td>
<td>37</td>
<td>9</td>
<td>EDME 521, EDME 532, EDME 533, EDME 542, EDME 543</td>
</tr>
<tr>
<td>MED: TESOL with Online Teaching</td>
<td>36</td>
<td>6</td>
<td>EDME 521, EDME 532, EDME 533, EDME 543, EDME 543, EDME 554</td>
</tr>
<tr>
<td>MM: Conducting</td>
<td>30</td>
<td>6</td>
<td>MUAP 504, MUSI 501, MUSI 502, MUSI 503, Applied Lessons</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>80</td>
<td>9</td>
<td>OCCU 530, OCCU 535, OCCU 535L, OCCU 540, OCCU 555, OCCU 551L, OCCU 562, OCCU 565, OCCU 565L, OCCU 570, OCCU 572, OCCU 573, OCCU 580, OCCU 583, OCCU 586, OCCU 600 and greater</td>
</tr>
<tr>
<td>MSN: Nurse Educator</td>
<td>39</td>
<td>9</td>
<td>NURS 530, NURS 531</td>
</tr>
</tbody>
</table>
Procedure to transfer credits

- When a student applies, he/she requests the former college to send an official transcript of work to the Graduate Admissions Office.
- The Graduate Admissions Office provides copies of the transcripts to the Program Director.
- The Program Director notifies the student and Registrar how the credits will transfer and the Registrar's Office updates the student’s record accordingly.

The Program Director has the final authority on all transfer credit decisions. Transferred credits become part of the student's program of study and it is the student's responsibility to work with his/her advisor to carefully schedule remaining coursework.

Non-Degree and Certificate Credits

A student may apply Messiah College graduate-level courses taken before formally pursuing a graduate degree, certificate or certification program. A maximum of nine (9) credits completed as a non-degree and non-certificate seeking student may be applied later to degree or certificate requirements. The courses must be completed within the last seven (7) years of matriculation into the degree or certificate program.

A student may apply courses completed for a Messiah College Certificate of Graduate Studies or Certificate of Advanced Graduate Studies to a graduate degree or another certificate. The courses must be completed within the last seven (7) years of matriculation into the degree or certificate program. Courses completed for a certificate may all be eligible for application to degree requirements, if they are completed within the last seven (7) years of matriculation to the degree program. Students do not earn a certificate upon completion of their degree, except in cases where external standards or accrediting bodies require it. A maximum of three (3) credits may be shared to meet requirements between certificates.

Grading Policy

Grading System

The grading system can be roughly divided into two major categories: letter grades and auxiliary symbols.

- Letter Grades. Letter grades carry a quality point value and are used in the computation of semester and cumulative grade point averages (GPA).
- Auxiliary Symbols. Auxiliary symbols do not carry a quality point value and are not used in the computation of semester and cumulative grade point averages (GPA).
  - W = Withdrawal. Given to any student who withdraws from a class on or after the first day of class and before the final third of the part-of-term.
  - I = Incomplete. Used only when a student cannot, for extraordinary reasons, complete a course by the end of the session of enrollment.
  - P = Pass. Used for a passing grade in a Pass/Fail only course.

Grading Matrix

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of the Standard</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>This grade is given in recognition of outstanding achievement.</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>This grade is given in recognition of excellent achievement.</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>This grade is given in recognition of achievement above that expected at the graduate level.</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>This grade indicates achievement expected of graduate students.</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>This grade indicates achievement somewhat less than expected of most graduate students.</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>This grade indicates less than expected achievement but somewhat more than minimal meeting of course requirements.</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>This grade indicates below average achievement and a minimally satisfactory meeting of requirements. This is the lowest grade for which credit can be earned toward a graduate degree.</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>This grade reveals accomplishment inferior in quality and is unsatisfactory from the standpoint of course requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>This grade indicates satisfactory achievement of course requirements in courses offered on a pass/fail only basis.</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>An &quot;I&quot; signifying &quot;incomplete&quot; is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances. This temporary grade does not influence the student's grade point average; refer to &quot;Incomplete Grades&quot; for more information.</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)

- **Semester GPA**: The GPA for each semester is calculated as such in the student’s cumulative GPA. All occurrences of repeated courses will be marked on the transcript. The credits earned for the first grade remain in the term and cumulative calculations until completion of the repeated course.

Students need to be advised of possible financial aid consequences of repeating courses for which credits have been earned. Therefore, students using federal financial aid must consult Student Financial Services for details about eligibility of aid.

**Note**: Students accepted into the Dietetic Internship Program and Occupational Therapy program are not permitted to repeat courses. See Program Director for more information.

Incomplete Grades

A grade of incomplete may be assigned if a student is unable to complete the course work for extraordinary reasons such as illness, emergency, or other reasonable cause; has completed at least two-thirds of the course; has a passing grade average; and a well-defined plan to complete the remaining course work.

Requests for an incomplete must be emailed to the course instructor before the last day of class. The terms of agreement for completing the course work must be forwarded to the registrar’s office by the instructor no later than the published deadline for grade submission. An incomplete grade must be resolved by the agreed upon date with the instructor but no later than the last day of classes in the following semester. The procedure to apply for an incomplete grade is as follows:

- The student presents a valid reason and requests his/her instructor to extend the time to complete the course. If the instructor agrees to assign the grade of incomplete, the instructor will forward the terms of the agreement for completing the course via email to the registrar’s office, copying the student and the student’s advisor. To be considered for an incomplete, the student must be passing the course and have completed at least two-thirds of the course work. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student. This date may extend to the end of the semester following the one in which the course was taken. If the work is not completed by the designated date, the incomplete will be changed to an “F” and will be calculated as such in the student’s grade point average.

- When reporting final grades, the instructor will enter a grade of “I” in SelfService. He/she will then be prompted to record an explanation for the incomplete grade. SelfService automatically sends an e-mail message of confirmation to the instructor and the registrar’s office for review.

- When a student completes the course work, the instructor submits a grade change request to the registrar’s office via SelfService.

- If a course is not completed within the extended timetable, the incomplete grade is converted to an F. Any exceptions to the timetable must be approved in advance with the instructor and the registrar’s office.

This policy keeps grade and student records up to date, provides for student emergencies, and establishes a reasonable deadline to help students avoid doing two semesters’ work at the same time. It also discourages procrastination.

Change of Grade

If, after final grades have been submitted to the registrar’s office, it is determined that an error in the computation or recording of the grade has occurred, the instructor should submit a corrected grade via the online request form. All changes of grades must include supporting rationale and must be received no later than the end of the semester following the one in which the original grade was recorded. A student’s final grade may not be raised by doing additional assignments after the course has concluded or by revising previously submitted assignments. All grade changes require the approval of the registrar’s office.

Grade Dispute Procedures

If a student disputes a final grade given in a particular course and it is determined that the grade recorded was not in error, the student may initiate the grade dispute process. The initiation of a grade dispute must occur within 7 days from the date in which the final grade is due to the Registrar’s Office for that part-of-term.

**Informal Discussion Between Student and Instructor**

If the discussion results in a grade change, a grade change request is submitted to the Registrar’s Office by the instructor. If the matter is not resolved to the student’s satisfaction, the student is referred to the Program Coordinator/Director.

**Formal Discussion Between Student, Instructor, and Program Coordinator/Director**

Within 7 calendar days of the informal discussion, the student sends a written appeal to the Program Coordinator/Director to request a formal discussion. The Program Coordinator/Director should arrange a meeting to discuss the matter with the student and instructor together within 7 calendar days. If this discussion results in a grade change, a grade change request is submitted to the Registrar’s Office by the instructor. The student should be informed in writing of the decision by the Program Coordinator/Director. If the matter is not resolved to the student’s satisfaction, the student sends a written appeal to the Assistant Provost for the School of Graduate Studies.
Student Appeal in Writing to the Assistant Provost for the School of Graduate Studies
If the decision of the Program Coordinator/Director is not to the student’s satisfaction, the student may appeal the decision in writing to the Assistant Provost for the School of Graduate Studies within 7 calendar days of the formal discussion. The Assistant Provost shall investigate carefully and render a decision in writing within 21 calendar days, which shall be final.

Cases Involving the Program Coordinator/Director
In any case where the instructor is the Program Coordinator/Director, another member of the department will serve in the role of the Program Coordinator/Director in these proceedings.

Time line
A final decision must be rendered no later than 49 days after the date which the student initiates the dispute with the faculty member who assigned the grade.

Student Enrollment
Students who are in good academic standing prior to receiving the disputed grade may continue their enrollment while the grade dispute is in process.

If the disputed grade is an F or the third C (C+ or C) earned in a course, the student may continue enrollment only in cases where additional courses are already in progress. Once a final decision is rendered by the Assistant Provost over the disputed grade, the student’s academic standing is evaluated by the registrar’s office at the next occurrence of academic standing assessment.

Transcripts
The student’s permanent record of courses taken and grades achieved comprise the academic transcript. Credits taken at all other colleges and universities are entered as transfer credits and are not computed in the student’s GPA.

Request for Transcript
Official academic transcripts are issued by the registrar’s office upon a student’s written request and must be accompanied with payment. Fees are found on the registrar’s webpage. The student’s financial account with the College must be in good standing before any transcripts are issued. To request a transcript:

- The student submits the request to the registrar’s office in writing using the form provided online, accompanied by the appropriate fees.
- The registrar’s office verifies the student’s financial account is clear, mails the transcript, and records the date the transcript was issued.
- The student is notified if the College is unable to send the transcript due to an outstanding balance on his/her financial account.

Transcripts are issued only by the registrar’s office for reasons of confidentiality and security. The financial hold is necessary to provide the College a means of collecting overdue bills.

Standards of Academic Scholarship and Academic Standing
The following academic standards apply to all degree and non-degree seeking graduate students.

Satisfactory Academic Progress - Good Academic Standing
A student must maintain a minimum cumulative grade point average (GPA) of 3.00 (as calculated at the end of a semester) to remain in good academic standing at Messiah College.

Academic Probation
Students who do not maintain a cumulative GPA of 3.00 or higher (as calculated at the end of a semester) will be placed on academic probation. In addition, students who earn two final course grades of C (C+ or C) in graduate courses taken at Messiah College (regardless of cumulative GPA) will be placed on academic probation effective at the conclusion of the semester in which the second C (C+ or C) was earned.

The registrar’s office will notify the student in writing of the probation and will provide a copy of the communication to the program director and academic advisor. Students placed on academic probation are granted one semester to earn a cumulative GPA of 3.0 to be reinstated to good academic standing. Students who fail to earn a cumulative GPA of 3.0 or earn a third C (C+ or C) may be subject to dismissal. Some programs may require GPAs higher than the standard 3.0. Program specific GPAs and any additional requirements are maintained, published, and managed by individual programs.

Dismissal for C Grades
Students who earn three final grades of C (C+ or C) will be academically dismissed from the College effective at the conclusion of the part-of-term in which the third C (C+ or C) was earned.

Dismissal for Failing Grade
Students who earn a final grade of F, including a fail in a pass/fail course, in any graduate course at Messiah College will be academically dismissed from the College effective at the conclusion of the part-of-term in which the failing grade was assigned.

Notice and Appeal for Academic Dismissal
The registrar’s office will notify the student in writing of the academic dismissal and will provide a copy of the communication to the academic advisor and program director. A student may appeal the academic dismissal within the time limit stated in the dismissal notification by filing a written petition with the registrar’s office stating the reason for the appeal. The student must also send a copy of his/her appeal to the program director of the program from which the dismissal took place. Appeals are reviewed by a sub-committee of the Graduate Council whose decision is final.

The registrar’s office will notify the student in writing of the appeal decision and will provide a copy of the communication to the academic advisor and program director. If the dismissal appeal is granted, the student will be eligible to continue one semester on academic probation. If good academic standing is not
achieved within one semester, the student will be academically dismissed from the College.

**Readmission after Academic Dismissal**
Students who are dismissed for academic reasons may not apply for readmission to Messiah College for at least two academic years from the date of the dismissal. During the two-year dismissal, students may not enroll in graduate level courses at Messiah College. In addition, students may not apply for admission to a different graduate level program at Messiah College during the two-year dismissal. When petitioning for readmission, the student must evidence fundamental change which demonstrates a strong likelihood he/she possesses the motivation and capacity to successfully complete the requirements of the chosen program. Readmission is neither automatic nor guaranteed. The program director notifies the student in writing about the College’s decision for readmission. Students who are readmitted are placed on academic probation and must comply with all of the terms set forth in the reinstatement letter.

**Notice and Appeal of Outcome from Remediation and Development Plans**
All remediation plans, development plans, or similar corrective measures, will be managed by the Program in which the student is enrolled. However, if a student takes issue with the outcome of the plan, he/she may appeal the decision of the Program within the time limit stated in the Program’s final decision letter by filing a written petition with the Assistant Provost/Dean of the School of Graduate Studies stating the reason for appeal.

The student must also send a copy of his/her appeal to the Program Director of the program that provided the decision being appealed. Appeals are reviewed by the Graduate Council or an appointed sub-committee from within the Graduate Council. The Program Director who was part of the decision being appealed will recuse him/herself from deliberations of the appeal. The decision of the Graduate Council (or its appointed sub-committee) is final. The Assistant Provost/Dean of the School of Graduate Studies will notify the student in writing of the appeal decision and will provide a copy of the communication to the Program Director.

**Readmission after Remediation or Development Plan Dismissal**
Students, who are dismissed as an outcome of a remediation plan, development plan or similar corrective measure, may not apply for readmission to Messiah College for at least two academic years from the date of the dismissal. During the two-year dismissal, students may not enroll in graduate level courses at Messiah College. In addition, students may not apply for admission to a different graduate level program at Messiah College during the two-year dismissal. When petitioning for readmission, the student must evidence fundamental change that will demonstrate a strong likelihood that he/she possesses the motivation and capacity to successfully complete the requirements of the chosen masters-level program. Readmission is neither automatic nor guaranteed. The Program Director will notify the student in writing about the school’s decision for readmission. Students who are readmitted must comply with all of the terms set forth in the reinstatement letter.

**Family Rights and Privacy Act of 1974 (FERPA) and Access to College Records**
The Family Educational Rights and Privacy Act of 1974 (FERPA) provides students who are or have been “in attendance” at Messiah College certain rights with respect to their “education records.” A student is deemed to be in attendance at the College if he/she is enrolled and is either physically present for classes or receives instruction through distance learning. Education records may be paper or electronic and are defined generally as records, files, documents, and other materials maintained by the College which contain information directly related to the student and from which the student can be personally identified.

FERPA affords students the right to:
1. Review their education records within 45 days of the College’s receipt of the request;
2. Request an amendment of the student’s education records that are believed to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA; and
3. Provide written consent to disclosure of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

The full policy and details about education records and directory information can be found on the Registrar’s website.

A student may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements by writing to Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-4605. This policy is maintained by the Messiah College Registrar and was last reviewed July 2016.

**Academic Petitions**
Students who find it necessary to request an exception to an academic policy must send a written petition to the registrar's office stating the request and rationale, in addition to any supporting documentation for the request. The registrar’s office reviews the petition and notifies the student and academic advisor of the decision. A copy of the petition and decision is retained in the student’s record.

**Withdrawal from the College**

**Leave of Absence/Stop Out**
Students who do not register for a course during a semester but plan to take a course in the subsequent semester are eligible to take a leave of absence/stop out and must notify the registrar’s office by completing the online Notification of Leave of Absence/Withdrawal form. Students are only eligible for a leave of absence/stop out one semester at a time, and may enroll in courses the semester following stop out or withdraw from the College. Students are responsible for understanding the implications of a leave of absence on financial aid and registration for future course work. Registration for the following semester will be available as scheduled. If a student does not complete this form or does not register for courses, he/she will be withdrawn from the College.
End-of-Semester Withdrawal Procedure
Students who are not planning to continue their studies at Messiah College should communicate their withdrawal from the College by completing the online Notification of Leave of Absence/Withdrawal form. If a student does not complete this form or does not register for coursework, he/she will be withdrawn by the College.

During Semester Withdrawal Procedure
Students wishing to withdraw from the College before the end of a semester (fall, spring, and summer) must notify the registrar’s office of their intention by completing the online Notification of Leave of Absence/Withdrawal form. The date the student submits the withdrawal form is the date used to determine the effective date of the withdrawal.

Student Financial Services determines the student’s bill and any required adjustments to financial aid. The student will receive a statement of balance due or refund once all calculations have been completed.

Grading Policy for Students Who Withdraw
Once a part-of-term begins, courses in which the student is registered will be graded with a “W.” Courses in future parts-of-term or semesters will be dropped from the student schedule.

Refunds at Withdrawal
See Refund Policy under the Tuition & Fees section

Institutional Review Board
Researchers who study social, behavioral, and physiological attributes of human beings are responsible for careful research design that values and respects their research participants. The role of the Institutional Review Board is to ensure protection of the rights, health, and privacy of individuals who participate in research that is conducted through Messiah College. Messiah is registered with and follows federal research guidelines from the Office of Human Research Protections (OHRP). It is concerned with minimizing risk for human subjects, adequate supervision of the research process, and informed consent. The IRB will not otherwise evaluate the research design or the importance of the research question.

For more information, resources, and contact information, go to http://www.messiah.edu/info/20241/institutional_review_board

Students should consult with their advisor prior to beginning a research thesis or project.

Graduation Requirements and Commencement
Degree Candidacy
Academic advisors provide counsel to students regarding curriculum and graduation requirements; however responsibility for completing appropriate requirements for graduation rests with the student. Students working toward a graduate degree must file an online Application for Degree with the registrar’s office at the beginning of their last full year in the Program. Applications require the approval of the Graduate Council and the Community of Educators before students are formally admitted to degree candidacy. This is the only means by which a diploma is awarded and the degree is recorded on the student’s transcript.

Requirements for all Masters’ Degrees:
- Successful completion of credit hours as defined by each program and faculty, with a minimum of 30 credit hours beyond the baccalaureate level, (Pennsylvania Department of Education, 22 Pa. Code § 31.21(b)(5)).
- A minimum cumulative grade point average (GPA) of 3.00 for all coursework listed for the degree.
- Completion of requirements as specified under the department of instruction in which that program falls.

Requirements for all Doctorate Degrees:
- Successful completion of credit hours as defined by each program and faculty, and reflect the recommendations of professional associations or National learned societies, (Pennsylvania Department of Education, 22 Pa. Code § 31.21(b)(6)).
- A minimum cumulative grade point average (GPA) of 3.00 for all work listed as requirements for the degree.
- Completion of requirements as specified under the department of instruction in which that program falls.

Awarding Diplomas/Certificates
Diplomas and Certificates are awarded to graduate students in May, August and December upon successful completion of all requirements.

Attendance at Commencement
Messiah College hosts a commencement ceremony in May for graduate students earning a degree in December, May or August of the academic year in which commencement is held. Graduate students indicate on their Application for Degree whether they will be attending the ceremony. Degree-seeking students who are within nine credits of completing academic requirements for their degree are permitted to participate in the May commencement ceremony, so long as the coursework can be completed by August 31 following commencement. These students are required to be registered for the outstanding requirements in order to be eligible to participate in the ceremony. Students who do not complete the outstanding requirements by August 31 may incur an additional fee.

Release of Diplomas/Certificates
In order for diplomas and certificates to be released, the following guidelines must be met:
- All course work, including approved transfer credit, must be completed and recorded on the student’s Messiah College transcript.
- Students must satisfy all outstanding financial balances with Messiah College.

The registrar’s office mails the diploma or certificate and a copy of the final transcript approximately 2 to 3 weeks after the semester ends provided all other criteria have been met.
Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

1. **Plagiarism.** Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

2. **Cheating.** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flash drives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students’ answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

3. **Fabrication.** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

4. **Misrepresentation of Academic Records.** Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

5. **Facilitating Academic Dishonesty.** helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

6. **Computer Offenses.** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

7. **Unfair Advantage.** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Education Regarding Academic Integrity Policy

Messiah College is responsible to clearly articulate the Academic Integrity Policy to students by publishing it in the graduate student catalog. Faculty should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

Records of Violations of Academic Integrity

As the custodian for student education records, the registrar’s office maintains records of academic integrity violations for all students in accordance with the College’s Schedule for Records Retention.

Procedures for Perceived Violations of Academic Integrity

1. If a violation of the Academic Integrity Policy is suspected, the faculty member should discuss the incident with the student(s) and determine to the faculty member’s satisfaction whether or not a violation has occurred.

2. If the faculty member determines that it is more likely than not that the student is innocent, the student should be informed of this determination in writing. No report of the incident or of the faculty/student meeting should be filed with the Assistant Provost/Dean of the School of Graduate Studies.

3. If the faculty member determines that it is more likely than not that a violation has occurred, he/she should send a formal report to the student and copy the Assistant Provost/Dean of the School of Graduate Studies and his/her Program Director. The formal report should include a complete description of the incident, including date of the violation, the nature or type of the violation, and the nature and type of evidence. The formal report should also include appropriate sanctions. The Assistant Provost/Dean of the School of Graduate Studies will send copies of the faculty member’s report to the student’s advisor(s). In the event a violation of the Academic Integrity Policy is suspected by the Director who also serves as the Assistant Provost/Dean of the School of Graduate Studies, the Provost will serve in the Assistant Provost’s role as described in the Academic Integrity violation and appeal policy.

4. The faculty member should keep originals of tests and papers that provide evidence of the violation.

5. With issues related to computer offenses or misrepresentation of academic records, the case may be referred to the Assistant Provost/Dean of the School of Graduate Studies for processing.

6. If a staff member or an administrator discovers violations of the Academic Integrity Policy, he/she should contact the Assistant Provost/Dean of the School of Graduate Studies, who will contact the student.
7. The student may appeal in writing to the graduate program in which the course is offered. A student’s intent to appeal a faculty member’s response to a violation must be communicated to the Program Director in writing within one week of the receipt of the written notification from the faculty member dealing with the incident. The faculty member filing the initial report of a violation should be recused from the program committee handling the appeal. The program committee should be comprised of faculty members from its own graduate program and include at least three individuals. In the event a program has fewer than three faculty members, directors of other graduate programs will supplement the existing group in order to reach a minimum of at least three committee members hearing a student appeal.

8. The student may appeal the decision of the graduate program in writing to the Assistant Provost/Dean of the School of Graduate Studies, whose decision will be final. In the event the graduate program processing an appeal is also a graduate program that is directed by the Assistant Provost/Dean of the School of Graduate Studies, the student may appeal the decision in writing to the Provost.

Procedures for Multiple or Egregious Violations of Academic Integrity

1. If the student has committed two or more violations of academic integrity, or if the Assistant Provost/Dean of the School of Graduate Studies determines that the violation is egregious, the Assistant Provost/Dean of the School of Graduate Studies will meet with the student who has committed the violation. Unless the violation is egregious, this meeting will take place after the appeals process ends.

2. The Assistant Provost/Dean of the School of Graduate Studies will consult with the faculty member who first determined that a violation had occurred; with that faculty member’s Program Director; and with the Director of the student’s program of study, if other than the Director of the program in which the violation occurred. The Assistant Provost/Dean of the School of Graduate Studies will determine appropriate sanctions.

3. The Assistant Provost/Dean of the School of Graduate Studies will notify the student in writing of the sanctions determined, and send copies to the student’s advisor(s), and to the Director of the student’s program of study, if other than the Director of the program in which the violation occurred.

4. The student may appeal the decision of the Assistant Provost/Dean of the School of Graduate Studies in writing to the Provost, whose decision will be final. In the event the student’s initial appeal was heard by the Provost due to the Assistant Provost/Dean of the School of Graduate Studies being recused from the process, the student may appeal the Provost’s decision in writing to the President.

Penalties for Violations of the Academic Integrity Policy

1. In all instances of violations of the Academic Integrity Policy, the faculty member will assign sanctions within the context of the course. If the violation is a second offense, or is determined to be an egregious offense, the Assistant Provost/Dean of the School of Graduate Studies will assign appropriate sanctions that go beyond the course. In the case of an egregious offense, the Assistant Provost/Dean of the School of Graduate Studies may temporarily suspend the student before and during any appeal process.

2. For a non-egregious first offense, a faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

3. The policy of the College is to act, whenever possible, in redemptive rather than merely punitive ways. We believe that simply to ignore an offense is to be neither loving nor redemptive. Consequently, if a second report of a violation of the Academic Integrity Policy is received, or if the Assistant Provost/Dean of the School of Graduate Studies determines the violation to be egregious, the range of possible responses includes suspension of the student, disciplinary probation, or other appropriate sanctions.

Time and Record-Keeping Considerations

Academic integrity violations should be processed in a timely manner.

1. Faculty should report academic integrity violations within a week of their discovery.

2. Student appeals must be filed within a week of receiving the written report of an academic integrity violation.

3. The recipient of student appeals should acknowledge receipt of the appeal within one week.

4. Timing constraints only apply when school is in session, but processing of violations may continue during breaks.

5. When violations occur at the end of the semester or term, faculty may file a grade of incomplete until the investigation and possible appeals are complete.

6. Academic Integrity Violations will continue to be processed if the student withdraws from the course in which the violation occurred.

7. Academic Integrity Violations may be reported within one semester after the course if first discovered at that time.

8. The final results of all Academic Integrity investigations, including all appeals, should be filed with the registrar’s office.
9. A record of academic integrity violations will be maintained by the registrar’s office in accordance with the College’s Schedule for Records Retention. However, undergraduate records will not count against students who return as graduate students.

10. The Assistant Provost/Dean of the School of Graduate Studies will notify the faculty member filing the report and the student’s advisor(s) of the results of all appeals. In the case of multiple or egregious violations, Assistant Provost/Dean of the School of Graduate Studies will also notify the Director of the student’s program of study, if other than the Director of the program in which the violation occurred, of the results of any appeal.

11. On-campus program areas conducting required background checks of students (for example, teacher certification, professional advisor) should submit the students’ names and ID numbers to the registrar’s office for clearance. The registrar’s office will determine that an appropriate need to know exists under FERPA guidelines.

12. If a Director and the registrar’s office have established that the Director has an on-going need to know about academic integrity violations, the registrar’s office will automatically notify the Director of any violations by students in that program of study after all appeals are resolved.

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### COLLEGE FACILITIES

#### Winding Hill Location

The Winding Hill facility is located at 401 East Winding Hill Road, just a short drive from Messiah College’s main campus, and conveniently accessible via PA Turnpike and Route 15. It currently houses the School of Graduate Studies Administration (Dean, Enrollment, & Registrar) and graduate programs for Counseling, Education, Nutrition, Occupational Therapy, and Physical Therapy. The state-of-the-art equipment and technology provide an enrichment to the programs.

#### Mechanicsburg Campus

Mechanicsburg, Pennsylvania, 12 miles southwest of the capital city, Harrisburg, provides Messiah College with a suburban setting and convenient access to the urban centers of Harrisburg, Philadelphia, Baltimore, and Washington, D.C. Since 1910, the Mechanicsburg Campus has been developed into a 400-acre site with modern, attractive facilities accommodating academic, social, religious, and athletic activities.

**Boyer Hall** is home to the Boyer Center, the School of the Humanities and the Departments of Education, Human Development and Family Science, Psychology, Social Work, and Sociology, Anthropology and Criminal Justice. Along with classrooms and faculty offices, the building houses a state-of-the-art cinema for film studies and a computerized language lab.

**Climenhaga Building** is home to the School of the Arts. The building houses a lecture hall/theatre, a small blackbox theatre, a dance studio, practice rooms, art studios, darkroom, theatre work space, and faculty offices. The building’s Aughinbaugh Art Gallery prominently displays artwork of students and well-known artists for community viewing.

**Calvin and Janet High Center for Worship and Performing Arts** includes Parmer Hall, a 900 seat performance/worship hall; High Foundation Recital Hall with a capacity seating of 150; choral and instrumental rehearsal rooms; state of the art recording studio; and practice rooms, as well as and other studios and faculty offices.

**Frey Hall** provides educational space for the Departments of Engineering; Management and Business; Mathematics, Physics, and Statistics; Computer and Information Science; as well as some Visual Arts programs. In addition to classroom space, there is a lecture hall, art studios, computer, engineering and physics labs, and faculty offices.

**Hoffman Hall** provides office space for Learning Services Technology, Information Technology, and the Procurement Department.

**Jordan Science Center** and **The Oakes Museum of Natural History** is the home of the Department of Biological Sciences and the Department of Nutrition and Dietetics. This state-of-the-art science facility provides technologically advanced science laboratories and equipment, faculty offices, and classrooms. The Museum showcases the College’s outstanding treasury of large mammal, insect, seashell, and bird collections and serves as a
Kline Hall provides space for the Departments of Nursing and Chemistry and Biochemistry programs, with general classrooms, science and nursing labs, as well as faculty offices. A state-of-the-art simulation lab is a recent addition to the Nursing facilities.

Larsen Student Union opened in the spring of 2004 and houses the Intercultural Office, student government offices, is the home to The Pulse the student media hub for students, a casual dining facility, and both indoor and outdoor space for student functions and socializing.

Old Main houses the Office of the President, the Office of the Provost and administrative offices for admissions, financial aid, human resources, operations, business and finance, development, marketing and communications, as well as the Registrar’s Office.

Eisenhower Campus Center (ECC) houses an auditorium/gymnasium which seats up to 2,200 for Chapel services, The Campus Store and Textbook Express, student mailboxes and Post Office, a 650 seat dining room, a private dining room, the Falcon (a retail restaurant), locker rooms, the Alumni Office, and administrative offices. The Career and Professional Development Center, also located in the Eisenhower Campus Center, guides students in the selection of a career and professional development, marketing and communications, as well as the Registrar’s Office.

Sollenberger Sports Center is home to the Department of Health and Human Performance and provides exceptional recreational and intercollegiate athletic facilities. This 90,000-square-foot complex houses three racquetball courts, a large arena with four basketball courts, an indoor track and fitness center, a natatorium including an eight-lane swimming pool with a separate diving well, classrooms, faculty offices, locker rooms, and wrestling room. Eisenhower Campus Center provides space for most indoor intercollegiate contests, and houses a weight room and sports medicine laboratory. Students can access the fitness center using their student ID card. Refer to the website for hours of operation: http://www.messiah.edu/info/20897/wellness/1391/fitness_center_and_pool_hours

Starry Athletic Complex includes a lighted artificial turf field for field hockey and lacrosse, a lighted soccer stadium with bleacher seating for 2,000, a newly renovated eight-lane all-weather metric track, ten tennis courts, a baseball field, a softball field, and irrigated practice fields.

STUDENT SERVICES

Academic Support Services

Textbooks
The Textbook Express at Messiah College stocks graduate school textbooks for rental and purchase. Go to www.shopmessiah.com to place an order for shipment to a home or office or to be held for pick-up at The Campus Store during regular business hours. Questions regarding textbooks may also be directed to Aleisha Wildon at awildon@messiah.edu or at (717) 796-1880, ext. 3070.

Murray Library
A key facility in the College’s educational program is the Murray Library. It contains quiet places for individual and group study; more than 250,000 books, periodicals, online databases and journals, audio/visual media, and other media, as well as access to myriad web-based electronic resources. The library building houses the media center, including audiovisual production space, a film production studio, a computer laboratory, and the archives of the College and Brethren in Christ Church. Disability Services, the Learning Center, and the Writing Center moved into recently renovated space; now educational services to support student learning are located in one facility. Membership in various consortia expedites the loan of resources from other libraries.

Reference services are available from librarians; hours and contact information are listed on the library website. All students, residential and online, have access to online databases (including full-text articles, e-books, and streaming videos) and the library catalog. Students can access the library through the Messiah website or via MCSquare with their Messiah login. Most graduate courses also have direct links to the library in Canvas. Journal articles not available online can be requested through Interlibrary Loan and will be forwarded electronically to students. Books owned by the library will be mailed to a student’s home address. Students may also present their Messiah ID card at various Pennsylvania libraries to check out books from a local library. Students outside of Pennsylvania may visit their local college to see if they offer borrowing privileges. If in the area, students in online courses are always welcome to visit Messiah’s Murray Library to do research, check out materials, or place interlibrary loan requests in person.

Editing & Writing Support
Messiah College partners with Heartful Editor to provide editing support and writing coaching to graduate students. Heartful Editor’s team of caring and supportive academic coaches and editors strives to uphold the highest ethical standards in their work with students, blending ethics and compassion to build a responsible and productive editing and coaching experience.

Heartful Editor coaches and guides graduate students on writing and the mechanics of style, specifically the guidelines outlined in the Publication Manual of the American Psychological Association (6th Edition). Their academic coaches and editors:

- Read and review all documents for grammar, spelling, punctuation, consistency in formatting, and alignment with style guidelines.
- Suggest alternative words or phrases, provide guidance on sentence structure, and advise on how to better organize ideas.
• Provide graduate students with a thorough overview of areas that need attention and improvement.
• Track all edits and changes for the client to review and accept or reject.
• Format master's theses and doctoral dissertations in alignment with Messiah College formatting standards.

To learn more about Heartful Editor or to schedule an appointment for editing or writing coaching, please visit www.heartfuleditor.com. They will respond to your request within 24 hours.

Support Services
Disability Services
Students with disabilities requiring accommodation in classes, programs, or services can arrange for accommodations through the Office of Disability Services (ODS). This office is located in the Murray Library, suite 115. The Director can be reached via email at aslody@messiah.edu or via phone at (717) 796-5382.

Students are required to self-identify, present current documentation of eligibility (generally no older than 3-4 years) and specify any needed accommodations. Following verification of eligibility, an accommodation profile is developed with the student.

Students are then provided with an accommodation letter verifying their eligibility and the accommodations for which they qualify. For campus-based courses, students may submit a copy of their accommodation letter to any instructors from whom they wish to request accommodations. They must discuss with their instructor how the accommodations will be provided. That dialogue should continue periodically throughout the course, especially if further adjustments are necessary. Failure to verify need for eligibility early in the semester may limit the student's options for completing course requirements because accommodations cannot be provided retroactively.

The college reserves the right to deny an accommodation if that accommodation fundamentally changes the nature of the course, or if it results in lowered course standards. Furthermore, the ADA allows the college to offer an alternative, less expensive accommodation when that alternative is as effective as the requested accommodation. The college is committed to helping students and instructors find workable solutions that meet student needs while preserving course integrity.

For on-line courses, the nature of the instructional process may require a different set of accommodations than those required for traditional courses. When a student with a disability needs to request an accommodation, the student must contact the Office of Disability Services to verify eligibility and to describe the perceived barrier. The student is expected to work cooperatively with the instructor and ODS to develop appropriate accommodations when possible. The College will actively work to assure that all course materials are available in a form that assures students full, equal access to content and instruction.

Students who think they may have a disability but who have not been evaluated are encouraged to meet or speak with the Director of Disability Services. At this meeting, the student may decide to undergo testing to determine whether their learning difficulties meet the definition of a disability under the Americans with Disabilities Act and its revisions. The cost associated with the assessment is the responsibility of the student. This process can also be lengthy. In some situations, the Office of Disability Services may offer temporary accommodations during the time when a student is actively pursuing evaluation for eligibility under the ADA. Temporary accommodations are available for a maximum of one semester.

Career Services
The Career and Professional Development Center offers a selection of services to support graduate students' career development. These services include: personal career coaching (in-person or virtual) regarding resume and cover letter writing, interview preparation and job search strategies; access to CPDC programs that are open to all students, including the annual Career Expo, Pizza with Professionals Series featuring employer information sessions, and Rezumania (resume review service); access to job postings through our exclusive Handshake portal; and access to CPDC guides and tutorials through our website: www.messiah.edu/info/22189/graduate_students

College Ministries & Spiritual Development
For undergraduate and graduate students alike, the work of Christian formation takes place in the curriculum as well as the co-curriculum. Messiah educators and staff serve as partners in student faith journeys and are committed to helping and challenging students to follow Christ and to respond to the biblical call to faithful service. Each academic program explores a Christian perspective of a particular aspect of God's world, and each program encourages the academic, professional, and spiritual development of every student.

Some graduate students will serve on campus, and it is not difficult for them to take advantage of resources and opportunities available on campus—worship services, guest lectures, mentoring and counseling, or a bible study for graduate students. While those things are obviously more difficult for students that access courses online or through brief intensive courses, all of these things are available to the graduate student that is willing to reach out and ask for help. We recommend that students make first contact through the Dean’s Office of the School of Graduate Studies, and they will be sure to connect them to others who are ready with support and guidance.

Falcon Exchange, Housing and Meals
Graduate Student ID Card
Your Messiah College ID card is your official means of identification while at Messiah College. It is used for identification purposes and for access to numerous facilities and services on campus. Graduate students should plan to obtain a graduate student ID card during their first visit to campus. If a student will not be on campus for a course or intensive, they should contact their Academic Department.

All ID cards are issued by the Falcon Exchange. Lost cards should be reported to the Falcon Exchange during business hours of 8am to 4pm daily. If the Falcon Exchange is closed, a temporary ID card may be obtained at the Dispatch Office on the first floor of Eisenhower Campus Center. Lost ID cards may be replaced at a cost of up to $20.00. Temporary ID cards must be returned to the Falcon Exchange or Dispatch Office within 72 hours of receipt.


Damaged or lost temporary ID cards are subject to a charge of $15.00.

Check Cashing
Personal checks may be cashed by students presenting a valid student ID at the Falcon Exchange during business hours. Checks exceeding $100 will not be cashed. Second-party checks will be processed if endorsed to the student presenting the check. A fee will be assessed for any returned check.

Falcon Dollars
The “Falcon Dollars” plan is a declining balance program that works like a debit card. Money deposited into a “Falcon Dollars” account may be used to make cash-free purchases at various campus locations such as all campus restaurants including the Union Café, The Falcon, The Café Diem, The Café at Winding Hill, and also at the Campus Store. Falcon Dollar deposits may be made throughout the semester online (through MC Square), at VTS machines located across campus, and at the Falcon Exchange. Cash withdrawals may be made at the Falcon Exchange only during the last two weeks of the semester.

Campus Meals
Messiah College’s Dining Services operates several dining venues from August to May. During the summer months, Lottie Nelson Dining Hall, an all you care to eat facility, is open daily for breakfast, lunch and dinner, The Falcon and The Café @ Winding Hill are open Monday through Friday for breakfast and lunch.

The Café @ Winding Hill is open weekdays from 7:30am to 2pm, with varying schedules during academic breaks and the summer months. The café offers freshly prepared breakfast and lunch entrees, soups, salads, sandwiches - toasted if desired, and a wide variety of convenience foods and beverages. Dine in the Café, or On the Go! Students may pay cash or credit at the door or use Falcon Dollars.

Graduate Students may also request a meal plan if they are interested. For plan options and prices, contact Dining Services at dining@messiah.edu.

Housing
On campus housing in Messiah College residence halls is available for graduate students only during summer intensive courses. (On-campus housing is not available during January intensive, Spring or Fall semesters). All of our residence halls are air conditioned and have common lounge areas. Each building has laundry facilities located within the complex or the residence hall itself. The buildings are secured with a card-swipe lock and each room has an individual key lock. Each spring, pricing rates are established for the following year.

During January intensive courses, or for students who prefer to stay off campus, there are numerous hotel/lodging options nearby, many which offer discounts to Messiah College students and their families.

Graduate students taking their coursework at the Winding Hill location are responsible for finding off-campus housing. Those planning a permanent move to the area should work directly with a real estate professional. Messiah College also has housing options in Harrisburg. For more information visit the Graduate Housing website.

Campus Safety and Parking

Emergency Text Alert System
All students are strongly encouraged to sign up for the Emergency Text Alert System. The only cost incurred will be the cost of the text message (this cost is determined by the service provider). This System alerts students if there are any emergencies on campus and provides information also available on the Messiah homepage, email, and announcements. The Text Alert is the fastest way to retrieve emergency messages.

To sign up, log into MC Square. In the “Need to Know” Channel, click on “Text Alert System.” Type in the cell phone number (here is where one can add, modify, or delete a number), and select the cell phone provider from the drop down list. Click on “Submit” to finalize the registration to receive emergency text messages.

Medical Emergencies
Any medical emergencies that arise while the graduate student is on the Grantham campus should be immediately reported to the Dispatch Office, located in Eisenhower Campus Center. The telephone number is 717-691-6005. At the Winding Hill locations, all emergencies should be reported by calling 911.

Parking

Passes for Year-Round Commuters
Graduate students who visit campus during the academic year should obtain a graduate student parking permit. In order to obtain a permit, students need to register their vehicle at the Falcon Exchange, a one-stop shop for student ID cards and cash/courier tuition account operations. Student Parking Registration Forms are accepted at the Falcon Exchange during normal business hours or via email at falconexchange@messiah.edu. The Falcon Exchange is located next to the Lottie Nelson Dining Hall on the second floor of the Eisenhower Campus Center. There is no fee to register vehicles.

Graduate students parking at the Winding Hill building must register for a parking permit and display it on their vehicle at all times. Students should park on the north side of the building.

Graduate students parking on main campus, including those traveling over from the Winding Hill building will be issued a parking permit and will be assigned to the Starry Field Parking Lot. After 5pm, graduate students parking on main campus are permitted to park in the Murray Library Lot and in front of the High Center. Vehicles must be removed by 6am.

View campus parking map.

Parking Passes for Intensive Courses
Graduate students attending a January or summer intensive course are permitted to park on campus. Students will be contacted in advance by their Academic Department or the Falcon Exchange with parking details specific to their intensive courses. Once assigned to a parking lot, graduate students should make every effort to park in their specified lot to avoid receiving a citation. Students should not park in designated Employee parking areas or in areas specifically marked for handicapped or service vehicles at any time.
Parking Passes for Students Attending Winding Hill
Graduate students attending classes at the Winding Hill location
that have applied for parking in advance will receive a parking
pass as part of their new student orientation.

Any questions concerning parking can be directed to the Falcon
Exchange at falconexchange@messiah.edu or 717-766-2511, ext.
7213.

LEARNING MANAGEMENT SYSTEM and TECHNOLOGY
REQUIREMENTS

Email Account
Every student is provided with an email account at Messiah
College. Official campus communication is sent via email,
therefore all students are expected to check their email on a
regular basis and within a reasonable time period from the date
of receipt. Under normal circumstances a “reasonable time
period” is defined as 2-3 business days. For courses that are eight
weeks long, or intensive, checking email daily is highly
recommended. Students are responsible for the information
contained in their Messiah College email account.

Learning Management System
The Learning Management System (LMS) at Messiah College is
Canvas. Courses and coursework can be delivered
asynchronously (on one’s own schedule) and/or synchronously
(live) using a variety of tools. Students can learn more about how
Canvas is used at Messiah by visiting this article
from the
Information Technology Services blog.

Technology Requirements
Students in the online program must possess basic computer skills
and have regular access to a computer. Technology
Recommendations for cell phones, computers, software, and
distance learning connectivity are included under ‘More
Information’ on the right side of the web page. These
configurations are supported by the College and are suggested to
ensure a high performance level with our LMS and synchronous
software. Some courses may require additional software and/or
hardware as it pertains to the instruction of the course. These
additional requirements will be clearly spelled out in course
syllabi.

Technical Support for Students
For current information on technical support please visit the ITS
website.

Messiah College ITS Policies
The College’s Information Technology Policies are available on
the Information Technology Service’s website, and include the
Appropriate Use of Information Technology Resources, and Data
Security Policy.
BUSINESS and LEADERSHIP

Program Director: Kristopher Cravey
Administrative Assistant: Tina Keul
Assistant Professor: K. Cravey, R. Pepper, K. Quesenberry

Mission
To educate and equip leaders for lives of influence and service.

Master of Arts in Strategic Leadership

Master of Arts in Strategic Leadership (30 credits)
COMM 530 Organizational Communication: Theory & Practice
LEAD 501 The Character of a Leader (3)
LEAD 505 Strategic Thinking, Planning & Organizational Change (3)
LEAD 515 Best Practices in Leadership (3)
LEAD 530 Leading Leaders (3)
LEAD 540 Followership, Teamwork & Group Dynamics (3)
LEAD 550 Organizational Effectiveness (3)
LEAD 560 Diversity & Leadership (3)
LEAD 580 Research Methods (3)
LEAD 590 Leadership Capstone (3)

Certificate of Graduate Studies in Strategic Leadership (15 credits)
Preferred Courses:
LEAD 501 The Character of a Leader (3)
LEAD 505 Strategic Thinking, Planning & Organizational Change (3)
LEAD 515 Best Practices in Leadership (3)
LEAD 530 Leading Leaders (3)
LEAD 540 Followership, Teamwork & Group Dynamics (3)

Master of Business Administration

Master of Business Administration (36-46 credits)
Program Core Requirements (27 credits):
ACCT 501 Managerial Accounting & Finance (3)
BUS 501 Business Strategy & Execution (3)
BUS 505 Decision-Making with Data (3)
BUS 506 Innovation & Entrepreneurship (3)
BUS 509 Management Capstone (3)
ECON 501 Global Business & Economic Development (3)
LEAD 515 Best Practices in Leadership (3)
LEAD 550 Organizational Effectiveness (3)
MRKT 515 Marketing Strategy (3)

Dietetics Concentration:
Option 1: Completion of Messiah College’s Dietetic Internship (19 credits)

Dietetics Concentration:
Option 2: Completion of an ACEND-approved, credit-bearing (minimum of 9 graduate level credits) Dietetic Internship. Verification Statement and official transcript are required. All other graduate-level transfer credit policies are applicable.

Digital Marketing Concentration (9 credits)
MRKT 530 Digital Marketing (3)
MRKT 540 Social Media Strategy (3)
MRKT 550 Marketing Analytics (3)

Management Concentration (9 credits):
3 Electives in Business and Leadership (9)

Organizational and Strategic Communication Concentration (9 credits)
COMM 530 Organizational Communication: Theory & Practice (3)
COMM 550 Global Strategic Communication (3)
MRKT 540 Social Media Strategy (3)

Social Entrepreneurship Concentration (9 credits)
SENT 530 Social Entrepreneurship: Theory & Practice (3)
SENT 540 Social Business Modeling (3)
SENT 550 Funding & Scaling the Social Enterprise (3)

Strategic Leadership Concentration (9 credits)
LEAD 505 Strategic Thinking, Planning & Organizational Change (3)
LEAD 530 Leading Leaders (3)
LEAD 540 Followership, Teamwork & Group Dynamics (3)

Certificate of Graduate Studies in Digital Marketing (15 credits)
MRKT 515 Marketing Strategy (3)
MRKT 530 Digital Marketing (3)
MRKT 540 Social Media Strategy (3)
MRKT 550 Marketing Analytics (3)
One elective course in Business and Leadership (3)

Certificate of Graduate Studies in Management (15 credits)
Preferred Courses:
BUS 501 Business Strategy & Execution (3)
BUS 505 Decision Making with Data (3)
BUS 510 Innovation & Entrepreneurship (3)
LEAD 515 Best Practices in Leadership (3)
MRKT 515 Marketing Strategy (3)

Certificate of Graduate Studies in Organizational and Strategic Communication (15 credits)
COMM 530 Organizational Communication: Theory & Practice (3)
COMM 550 Global Strategic Communication (3)
MRKT 515 Marketing Strategy (3)
MRKT 540 Social Media Strategy (3)
One elective course in Business and Leadership (3)

Certificate of Graduate Studies in Social Entrepreneurship (15 credits)
BUS 510 Innovation & Entrepreneurship (3)
SENT 530 Social Entrepreneurship: Theory & Practice (3)
SENT 540 Social Business Modeling (3)
SENT 550 Funding & Scaling the Social Enterprise (3)
One elective course in Business and Leadership (3)
Certificate of Graduate Studies in Strategic Leadership (15 credits)

Preferred Courses
LEAD 501: The Character of a Leader (3)
LEAD 505: Strategic Thinking, Planning & Organizational Change (3)
LEAD 515: Best Practices in Leadership (3)
LEAD 530: Leading Leaders (3)
LEAD 540: Followership, Teamwork & Group Dynamics (3)
CONDUCTING

Program Director: Rachel Cornacchio
Administrative Assistant: Kelly Athey

Professors: T. Dixon, W. Stowman
Associate Professor: R. Cornacchio, T. Goranson
Assistant Professors: J. Colonna, E. Forst, D. Savarino, T. Weller

Mission
The Master of Music in conducting at Messiah College is designed to provide professional educators and church musicians an opportunity to further their studies, refine their teaching skills and enhance their effectiveness as musicians, teachers and conductors.

Master of Music

Master of Music in Conducting
Program Core Requirements (6 credits)
MUMH 505 Research Methods and Materials (3)
MUTH 501 Analytical Studies for Conductors (3)

Choral Conducting Track (24 credits)
MUAP 502 Applied Choral Conducting (3)
MUAP 622 Recital: Choral (2)
MUSI 502 Choral Conductors Symposium (3)
MUSI 511 Vocal Pedagogy for the Choral Director (3)
MUSI 512 Latin and Italian Diction (3)
MUSI 513 French and German Diction (3)
MUAP 622 Written Comprehensive Exam: Choral (1)
MUMH 502 Choral Literature (3)

One of the following:
MUMH 503 Orchestral Literature (3)
MUMH 506 Topics in Music History and Literature: Choral (3)

Orchestral Conducting Track (24 credits)
MUAP 503 Applied Orchestral Conducting (3)
MUAP 623 Recital: Orchestral (2)
MUSI 503 Orchestral Conductors Symposium (3)
MUSI 503 Orchestral Conductors Symposium II (3)
MUED 503 High String Pedagogy (3)
MUED 504 Low String Pedagogy (3)
MUMH 502 Choral Literature (3)

One of the following:
MUAP 501 Woodwind Pedagogy (3)
MUAP 502 Brass Pedagogy (3)
MUAP 505 Percussion Pedagogy (3)

Wind Conducting Track (24 credits)
MUAP 501 Applied Wind Conducting (3)

Certificate of Advanced Graduate Studies (CAGS) in Conducting

Choral Conducting
Choose One of the following options: (9 credits)
Option 1:
MUAP 502 Applied Choral Conducting (3)
MUAP 602 Applied Choral Conducting II (3)
MUSI 502 Choral Conductors Symposium (3)
Option 2:
MUAP 502 Applied Choral Conducting (3)
MUSI 502 Choral Conductors Symposium (3)
MUSI 602 Choral Conductor’s Symposium II (3)

Two of the following: (6 credits)
MUSI 511 Vocal Pedagogy for the Choral Director (3)
MUSI 512 Latin and Italian Diction (3)
MUSI 513 French and German Diction (3)
MUMH 502 Choral Literature (3)
MUMH 506 Topics in Music History and Literature: Choral (3)

Orchestral Conducting
Choose one of the following options (9 credits):
Option 1:
MUAP 503 Applied Orchestral Conducting (3)
MUAP 603 Applied Orchestral Conducting II (3)
MUSI 503 Orchestral Conductors Symposium (3)
Option 2:
MUAP 503 Applied Orchestral Conducting (3)
MUSI 503 Orchestral Conductors Symposium (3)
MUSI 603 Orchestral Conductors Symposium II (3)

Two of the following: (6 credits)
MUED 501 Woodwind Pedagogy (3)
MUED 502 Brass Pedagogy (3)
MUED 505 Percussion Pedagogy (3)

Wind Conducting
Choose one of the following options (9 credits):
Option 1:
MUAP 501 Applied Wind Conducting (3)
MUAP 601 Applied Wind Conducting II (3)
MUSI 501 Wind Conductors Symposium (3)
Option 2:
MUAP 501 Applied Wind Conducting (3)
MUSI 501 Wind Conductors Symposium (3)
MUSI 601 Wind Conductor’s Symposium II (3)

Two of the following (6 credits):
MUED 501 Woodwind Pedagogy (3)
MUED 502 Brass Pedagogy (3)
MUED 503 High String Pedagogy (3)
MUED 504 Low String Pedagogy (3)
MUED 505 Percussion Pedagogy (3)
MUMH 501 Wind Literature (3)
MUMH 504 Topics in Music History and Literature: Wind (3)
**COUNSELING**

**Program Director:** Heather Barto  
**Assistant Director:** Leah Clarke  
**Administrative Assistant:** Rebecca Grodkiewicz

**Associate Professors:** H. Barto, L. Clarke  
**Assistant Professors:** M. Georgieva, S. Hoover, S. Kuniak, C. McGinnis, D. Mitchell  
**Senior Lecturers:** M. Jones, K. Moetter

**Mission**  
Our mission, as a Christ-centered program, is to educate invested and caring individuals who will serve in a variety of settings as counselors characterized by integrity, humility, skillfulness, and understanding. We desire that these professionals will be leaders who facilitate healing, growth, reconciliation and spiritual well-being for diverse peoples.

**Program Objectives**  
1. To provide students with the specific knowledge and skills required of clinical mental health counselors, school counselors, or marriage, couple and family counselors as delineated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).  
2. To prepare students to understand, evaluate and engage in scholarship related to the field of counseling.  
3. To prepare students to meet the educational requirements for state licensure as a licensed professional counselor (LPC) or as a licensed marriage and family therapist (LMFT), or for certification as an elementary and secondary school counselor.  
4. To provide the knowledge and skills that enables students to incorporate faith, religion, and spirituality into counseling, and understand how Christian faith connects with the counseling profession.  
5. To guide students toward an ethical practice of counseling that is grounded in professional and spiritual values.  
6. To help a diverse student body become self-reflective leaders who understand and address issues of discrimination, privilege and oppression impact the practice and policies of counseling in a multicultural society.

**Master of Arts in Counseling**  
The curriculum for the Master of Arts in Counseling is designed as a developmental model where students begin as novice counselors and progress to become professional counselors by advancing through the program. There is a core set of courses taken by all students (30 credits) and an additional set of courses for each specific track.

**Master of Arts in Counseling (60 credits)**  
**Program Core Requirements (30 credits)**  
COUN 501 Professional Issues and Ethics for Counselors (3)  
COUN 510 Lifespan Development (3)  
COUN 511 Multicultural Issues for Counseling Professionals (3)  
COUN 520 Counseling Theories (3)  
COUN 528 Career Counseling Across the Lifespan (3)  
COUN 532 Group Counseling (3)  
COUN 537 Spiritual Formation & Faith-Based Counseling (3)  
COUN 540 Counseling Techniques (3)  
COUN 541 Assessment Techniques for Individuals, Couples, and Families (3)  
COUN 545 Research Design and Statistics (3)  
COUN 543 Substance Abuse/Addiction in Families (3)  
COUN 550 Crisis, Trauma, and Grief Counseling (3)  
COUN 557 Research/ Clinical Project (3)  
COUN 580 Clinical Mental Health Counseling Practicum (3)  
COUN 581 Clinical Mental Health Counseling Internship I (3)  
COUN 582 Clinical Mental Health Counseling Internship II (3)

Three credits from the following:  
COUN 539 Human Sexuality (3)  
COUN 522 Autism Spectrum Disorders (3)  
COUN 514 Counseling Children and Adolescents (3)  
COUN 548 Advanced Techniques: Anger, Ostracism, Forgiveness and Reconciliation (3)  
COUN 552 Trauma Counseling: Assessment and Intervention (3)  
Completion of the National Counselor Exam, Counselor Preparation Comprehensive Exam, or Clinical Mental Health Counseling Exam

**Marriage, Couple, and Family Counseling Track (30 credits)**  
meets the standards for accreditation under the Council for Accreditation for Counseling and Related Educational Programs (CACREP) and prepares you to take the exam to become a Licensed Professional Counselor (LPC) in Pennsylvania as well as many other states.

COUN 507 Foundations of Clinical Mental Health Counseling (3)  
COUN 523 Psychopathology and Diagnosis across the Lifespan (3)  
COUN 524 Marriage, Couple, and Family Counseling (3)  
COUN 543 Substance Abuse/Addiction in Families (3)  
COUN 550 Crisis, Trauma, and Grief Counseling (3)  
COUN 570 Research/ Clinical Project (3)  
COUN 580 Clinical Mental Health Counseling Practicum (3)  
COUN 581 Clinical Mental Health Counseling Internship I (3)  
COUN 582 Clinical Mental Health Counseling Internship II (3)  
COUN 590 Foundations of Marriage, Couple, and Family Counseling (3)  
COUN 523 Psychopathology and Diagnosis across the Lifespan (3)  
COUN 530 Contemporary and Integrative Theories of Family Counseling (3)  
COUN 531 Premarital and Marital Counseling (3)  
COUN 539 Human Sexuality (3)  
COUN 543 Substance Abuse/Addiction and Families (3)  
COUN 577 Marriage, Couple and Family Counseling Skills and Practice (3)  
COUN 587 Marriage, Couple & Family Counseling Practicum (3)  
COUN 588 Marriage, Couple & Family Counseling Internship I (3)  
COUN 589 Marriage, Couple & Family Counseling Internship II (3)  
Completion of the National Counselor Exam, Counselor Preparation Comprehensive Exam, or Clinical Mental Health Counseling Exam
School Counseling Track (30 credits)

meets the regulations set forth in the Pennsylvania Code and the Council of Accreditation for Counseling and Related Educational Programs (CACREP). The program prepares you to take the Praxis II exam and become a certified school counselor in Pennsylvania as well as many other states.

COUN 508 Foundations of School Counseling (3)
COUN 525 Effective Practices of School Counselors (3)
COUN 526 Organization and Administration of School Counseling Programs (3)
COUN 551 Effective Practices for Every Learner (3)
COUN 583 School Counseling Practicum (3)
COUN 584 Elementary School Counseling Internship (3)
COUN 585 Secondary School Counseling Internship (3)
Three elective courses with advisor approval (9)
Completion of the National Counselor Exam, Counselor Preparation Comprehensive Exam, or Clinical Mental Health Counseling Exam

Certificate of Graduate Studies in Counseling (Credits vary)

The CAGS is designed for students who have earned a master's degree in an appropriate counseling-related field and who desire to take continuing education course work, often to meet the state requirements for PA licensure or certification. The particular courses (a minimum of 12 credits) for students in the CAGS program will be tailored to the specific needs of each student. Students pursuing the CAGS with field experience must take one on-campus intensive course, while a CAGS that does not include field experience can be completed entirely online.
DIETETICS

Program Director: Michelle Sanford
Administrative Assistant: Stephanie Patterson

Senior Lecturer: M. Sanford

Mission
To prepare students to become registered dietitians who serve and lead with excellence as they provide nutrition care grounded in current scientific evidence.

Dietetic Internship
Designed for students who have completed a bachelor's degree as well as the coursework required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)*, Messiah’s dietetic internship provides the necessary ACEND-accredited supervised practice experiences required to take the national registered dietitian exam (necessary to become a registered dietitian nutritionist, RDN). A full-time 35-week internship combines online learning activities with a minimum of 1,275 supervised practice hours in inpatient medical nutrition therapy, community nutrition, food service management, and a concentration in food insecurity.

*Verification of the required courses must be obtained from an ACEND-accredited didactic program in dietetics (DPD). The Messiah College Nutrition and Dietetics undergraduate major is an ACEND-accredited DPD.

Certificate of Graduate Studies in Dietetic Internship
(19 credits)
NUTR 503 Professional Development in Nutrition and Dietetics I (1)
NUTR 505 Professional Development in Nutrition and Dietetics II (1)
NUTR 511 Supervised Practice in Medical Nutrition (8)
NUTR 525 Supervised Practice in Food Service and Community Nutrition (9)
EDUCATION

Program Director: Nancy Patrick
Administrative Assistant: Allyson Patton

Professor: N. Patrick
Associate Professors: J. Dormer, M. Yacapsin

Mission
The Master of Education program at Messiah College is designed to advance the fields of TESOL, Special Education, Curriculum and Instruction, and Online Teaching and by developing leaders, practitioners, and collaborators whose growing commitment to reconciliation, justice, and the dignity of all people compels them to pursue excellence in their professional understanding and practice.

Program Learning Objectives
Graduates of the M.Ed. program with a track in Special Education, TESOL, Curriculum and Instruction, or Online Teaching will demonstrate the following capabilities:

Leadership
- Analyze, evaluate, and respond to current trends and issues in education.
- Confront structural barriers that impede student learning.
- Apply ethical principles to complex problem-solving and decision-making.
- Conduct quality research to address issues in student learning.
- Recognize the broad vision of schools and their role in shaping school culture and practice.
- Promote collective responsibility for the well-being and development of all learners.

Practice
- Locate, evaluate, and apply appropriate educational research.
- Reflect on current practice and adapt as needed.
- Apply relevant, research-based learning theories to educational contexts.
- Differentiate instruction to promote learning for all students.
- Use quality assessment data to inform instructional practices.
- Analyze, critique, and develop effective curriculum.
- Assess, modify, and develop curriculum.
- Develop and apply varied assessment and instructional strategies that are firmly grounded theory, research, and practice.

Collaboration
- Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.
- Demonstrate intercultural competence.
- Communicate effectively with a broad range of audiences.
- Recognize the sociopolitical realities of schools and work to empower all students and families.
- Prevent, manage, and resolve conflict within and between groups.

Master of Education

Master of Education (Total credits vary)
Program Core Requirements (12 credits)
EDME 502 Advanced Socio-Cultural Perspectives on Education (3)  
EDME 505 Educational Leadership (3)  
EDME 551/COUN 551 Effective Practices for Every Learner (3)  
EDME 580/HIED 580/LEAD 580 Research Methods (3)  
Comprehensive Exam

Curriculum and Instruction Track (18 credits)
This track is for individuals who may or may not hold teaching certification and who want to enhance their effectiveness as education practitioners, leaders and collaborators.

EDME 503 Advanced Instructional Design and Assessment (3)  
EDME 504 Family and Community Partnerships (3)  
EDME 525 Curriculum and Learning (3)  
Choose one of the following: (3 credits)
EDME 534 Curriculum and Instruction Thesis & Seminar (3)  
OR
EDME 544 Curriculum and Instruction Project & Seminar (3)

Two of the following (6 credits):
EDME 518 Second Language Acquisition: Theories and Context (3)  
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)  
EDME 521 TESOL Methods and Assessment with Field Experience (3)  
EDME 522/COUN 522 Autism Spectrum Disorders (3)  
EDME 526 Low Incidence Populations with Field Experience (3)  
EDME 527 Positive Behavior Support with Field Experience (3)  
EDME 528 Infants, Toddlers, and Families with Field Experience (3)  
EDME 529 High Incidence Populations with Field Experience (3)  
EDME 536 Instructional Design and Assessment for Learners with Autism Spectrum Disorders (3)  
EDME 552 Issues and Ethics in Online Teaching (3)  
EDME 554 Online Teaching and Learning with field experience (3)

Curriculum and Instruction Online Teaching Track (18 credits)
EDME 503 Advanced Instructional Design and Assessment (3)  
EDME 504 Family and community Partnerships (3)  
EDME 525 Curriculum and Learning (3)  
EDME 552 Issues in Ethics in Online Teaching (3)  
EDME 554 Online Teaching and Learning with field experience (3)  
Choose one of the following: (3 credits)
EDME 534 Curriculum and Instruction Thesis & Seminar (3)  
EDME 544 Curriculum and Instruction Project & Seminar (3)

Online Teaching Track (21 credits)
EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 525 Curriculum and Learning (3)
EDME 552 Issues in Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)
EDME 560 Online Educational Leadership and Management (3)
Choose one of the following: (3 credits)
EDME 534 Curriculum and Instruction Thesis & Seminar (3)
EDME 544 Curriculum and Instruction Project & Seminar (3)

**Special Education Track (18 credits)**

This track is for individuals who are certified in special education and are interested in enhancing their knowledge base through a concentrated area of study.

- or
- This track is also for those individuals who do not hold special education certification, but who desire to study the field of special education for the purpose of working with individuals with disabilities in settings other than public schools.

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 525 Curriculum and Learning (3)
EDME 530 Special Education Internship and Seminar (3)
Choose one of the following: (3 credits)
EDME 531 Special Education Thesis and Seminar (3)
EDME 541 Special Education Project and Seminar (3)
Choose one of the following (3 credits):
- EDME 522/COUN 522 Autism Spectrum Disorders (3)
- EDME 527 Positive Behavior Support with Field Experience (3)
- EDME 529 High Incidence Populations with Field Experience (3)

**Special Education with PDE Certification Pre-K—Grade 8 Track (27 credits)**

Designed for teachers who hold current PA instructional certification in early childhood, elementary, middle grades, K-12 or reading specialists who want to develop the specific skills and competencies necessary to support and educate students with special needs. Students who successfully complete this graduate level coursework and field hours can apply to obtain the Pennsylvania Department of Education (PDE) certification in special education (PDE, PreK-8).

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 525 Curriculum and Learning (3)
EDME 526 Low Incidence Populations with Field Experience (3)
EDME 527 Positive Behavior Support with Field Experience (3)
EDME 528 Infants, Toddlers, and Families with Field Experience (3)
EDME 529 High Incidence Populations with Field Experience (3)
EDME 530 Special Education Internship and Seminar (3)
Choose one of the following options: (3 credits)
EDME 531 Special Education Thesis and Seminar (3)
EDME 541 Special Education Project and Seminar (3)

**Special Education with PDE Certification Grades 7-12 Track (27 credits)**

Designed for teachers who hold current PA instructional certification in 7-12, or reading specialists who want to develop the specific skills and competencies necessary to support and educate students with special needs. Students who successfully complete this graduate level coursework and field hours can apply to obtain the PDE certification in special education (PDE, 7-12).

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 525 Curriculum and Learning (3)
EDME 526 Low Incidence Populations with Field Experience (3)
EDME 527 Positive Behavior Support with Field Experience (3)
EDME 529 High Incidence Populations with Field Experience (3)
EDME 530 Special Education Internship and Seminar (3)
EDME 537 Transition and Secondary Special Education (3)
Choose one of the following (3 credits)
EDME 531 Special Education Thesis and Seminar (3)
EDME 541 Special Education Project and Seminar (3)

**Special Education with Online Teaching Track (24 credits)**

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 527 Positive Behavior Support with Field Experience (3)
EDME 530 Special Education Internship (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with Field Experience (3)
Choose one of the following (3 credits)
EDME 522 Autism Spectrum Disorder (3)
EDME 529 High Incidence Populations with Field Experience (3)
Choose one of the following (3 credits)
EDME 531 Special Education Thesis and Seminar (3)
EDME 541 Special Education Project and Seminar (3)

**Teaching English to Speakers of Other Languages (TESOL) Track (21 credits)**

This track is for students who want to work in English-teaching contexts that exist outside of the American K-12 educational system, in either local or international settings.

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 525 Curriculum and Learning (3)
EDME 532 TESOL Internship and Seminar (3)
Choose One of the following options: (3 credits)
EDME 533 TESOL Thesis and Seminar (3)
OR
EDME 543 TESOL Project and Seminar (3)

**TESOL with PDE ESL Program Specialist Certification K—Grade 12 Track (25 credits)**

This track is for students who hold any current Pennsylvania teaching certificate in any content area.

EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 525 Curriculum and Learning (3)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 532 TESOL Internship and Seminar (3)
EDME 542 Equip to Meet Needs of ELLs (1)

Choose one of the following: (3 credits)
EDME 533 TESOL Thesis and Seminar (3)
EDME 543 TESOL Project and Seminar (3)

TESOL with Online Teaching Track (24 credits)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 525 Curriculum and Instruction (3)
EDME 532 TESOL Internship and Seminar (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)

Choose one of the following: (3 credits)
EDME 533 TESOL Thesis and Seminar (3)
EDME 543 TESOL Project and Seminar (3)

Certificate of Graduate Studies in Special Education with PDE Certification Pre-K—Grade 8 (24 credits)
EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 526 Low Incidence Populations with Field Experience (3)
EDME 527 Positive Behavioral Support with Field Experience (3)
EDME 528 Infants, Toddlers, and Families with Field Experience (3)
EDME 529 High Incidence Populations with Field Experience (3)
EDME 530 Special Education Internship and Seminar (3)
EDME 551/COUN 551 Effective Practices for Every Learner (3)

Certificate of Graduate Studies in Special Education with PDE Certification Grades 7-12 (24 credits)
EDME 503 Advanced Instructional Design and Assessment (3)
EDME 504 Family and Community Partnerships (3)
EDME 526 Low Incidence Populations with Field Experience (3)
EDME 527 Positive Behavioral Support with Field Experience (3)
EDME 529 High Incidence Populations with Field Experience (3)
EDME 530 Special Education Internship and Seminar (3)
EDME 537 Transition and Secondary Special Education (3)
EDME 551/COUN 551 Effective Practices for Every Learner (3)

Certificate of Graduate Studies in Autism Spectrum Disorders (12 credits)
EDME 504 Family and Community Partnerships (3)
EDME 522/COUN 522 Autism Spectrum Disorders (3)
EDME 527 Positive Behavioral Support with Field Experience (3)

EDME 536 Instructional Design and Assessment for Learners with Autism Spectrum Disorders (3)

Certificate of Graduate Studies in Autism Spectrum Disorders with PDE ASD Endorsement Grades K-12 (12 credits)
EDME 504 Family and Community Partnerships (3)
EDME 522/COUN 522 Autism Spectrum Disorders (3)
EDME 527 Positive Behavioral Support with Field Experience (3)
EDME 536 Instructional Design and Assessment for Learners with Autism Spectrum Disorders (3)

Certificate of Graduate Studies in Teaching English to Speakers of Other Languages (TESOL) (12 credits)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 532 TESOL Internship and Seminar (3)

Certificate of Graduate Studies in TESOL with PDE ESL Program Specialist Certification Grades K-12 (16 credits)
EDME 502 Advanced Socio-Cultural Perspectives in Education (3)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 532 TESOL Internship and Seminar (3)
EDME 542 Equip to Meet Needs of ELLs (1)

Certificate of Graduate Studies in Bilingual Education and TESOL (15 credits)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 532 TESOL Internship and Seminar (3)
EDME 546 Bilingual Education (3)

Certificate of Graduate Studies in Online ESOL Instruction (12 credits)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)

Certificate of Graduate Studies in Online Instruction (12 credits)
EDME 503 Advanced Instructional Design and Assessment (3)
EDME 525 Curriculum and Learning (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)
Certificate of Graduate Studies in Online Special Education Instruction (12 credits)
EDME 503 Advanced Instructional Design and Assessment (3)
EDME 527 Positive Behavior and Support with field experience (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)

Certificate of Graduate Studies in TESOL with Online Teaching (18 credits)
EDME 518 Second Language Acquisition: Theories and Context (3)
EDME 520 Applied Linguistics: Grammar and Phonology in TESOL (3)
EDME 521 TESOL Methods and Assessment with Field Experience (3)
EDME 532 TESOL Internship and Seminar (3)
EDME 552 Issues and Ethics in Online Teaching (3)
EDME 554 Online Teaching and Learning with field experience (3)
HIGHER EDUCATION

Program Director: Dorothy Weigel
Administrative Assistant: Tina Keul
Associate Professor: C. Wells
Assistant Professor: D. Weigel

Mission
The Master of Arts in higher education equips visionary higher education leaders to be agents of innovation and renewal. Toward this end, the program has four interrelated goals: 1) To equip leaders to transform various higher education contexts, including Christian and church related colleges/universities, non-religious colleges/universities, professional associations, and higher education agencies; 2) To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in higher education agencies; 3) To develop scholars who advance the field of higher education and its contribution to society, 4) To nurture leaders with a professional identity rooted in their Christian faith.

Master of Arts in Higher Education
By integrating academic excellence and Christian faith, the program nurtures higher education leaders whose professional identity is rooted in a deep sense of purpose and vocation. Students gain insight into the complex breadth of higher education but also develop expertise in a focused area of professional service within higher education. This is accomplished as students complete a core set of courses alongside a set of courses specific to their concentration. In addition to coursework, real-world experience is embedded in the program through a capstone requirement. Internships and graduate assistantships allow students to put the theories, gained through classroom instruction, into practice through supervised, real-world experience. By emphasizing the connections between theoretical principles, educational practice, and intentional reflection, the curriculum equips students with the requisite knowledge and creativity to excel in the dynamic environment of higher education.

Master of Arts in Higher Education (36 credits)
Program Core Requirements (27 credits)
HIED 511 Foundations of Higher Education (3)
HIED 512 Organizational Culture and Governance in Higher Education (3)
HIED 513 Institutional Assessment and Effectiveness (3)
HIED 514 Equity Issues in Higher Education (3)
HIED 515 Strategic Leadership in Higher Education (3)
HIED 516 Legal and Ethical Issues in Higher Education (3)
HIED 562 Internship in Higher Education (3)*
Choose two of the following: (6 credits)
COMM 530 Organizational Communication: Theory & Practice (3)
COUN 510 Lifespan Development (3)
COUN 511 Multicultural Issues for Counseling Professionals (3)
COUN 539 Human Sexuality (3)
EDME 502 Advanced Socio-Cultural Perspectives on Education (3)
EDME 522 Autism Spectrum Disorders (3)
EDME 529 High Incidence Populations w/Field Experience (3)
EDME 551/COUN 551 Effective Practices for Every Learner (3)
HIED 580/EDME 580/LEAD 580 Research Methods (3)
HIED 537 Compliance and Regulation in Intercollegiate Athletics (3)
HIED 553 Enrollment Management in Higher Education (3)
HIED 555 Spiritual Formation in Higher Education (3)
HIED 563 Internship II (3)
HIED 565 Thesis (3)
HIED 591 Independent Study (3)
LEAD 501 The Character of a Leader (3)
LEAD 530 Leading Leaders (3)
LEAD 540 Followership, Teamwork and Group Dynamics (3)
LEAD 560 Diversity and Leadership (3)

*HIED 567 Professional Seminar serves as a substitution for students who have two or more years of professional experience upon admission and who have received approval from the program director.

Academic Support Concentration (9 credits)
The academic support services concentration prepares students to understand and cultivate effective learning environments and to develop programs that meet the academic needs of a variety of student populations. In addition, students will gain a clear understanding of how effective curricular and co-curricular programs are developed and assessed. This concentration is designed for those aspiring to serve or advance in a variety of professional capacities, including academic advising, career development, and student retention in colleges and universities.

HIED 520 Academic Engagement and Learning in Higher Education (3)
HIED 525 Curriculum Development in Higher Education (3)
COUN 528 Career Counseling Across the Lifespan (3)

College Athletics Leadership Concentration (9 credits)
The college athletics leadership concentration prepares professionals to administer successful athletic programs and to serve the unique needs of student athletes. Students are well prepared for all facets of athletic administration, including events management, sports marketing and sponsorship, and compliance and regulation. This concentration is designed for those aspiring to serve or advance in such professional roles as college coach, athletic director, sports information, facilities management, and recreational sports.

HIED 530 Collegiate Sport Administration (3)
HIED 531 Events and Facilities Management in College Athletics (3)
HIED 532 Marketing and Sponsorship in Intercollegiate Athletics (3)

Individualized Concentration (9 credits)
The individualized concentration enables students to create their own area of concentration that best suits their educational and professional needs. Students pull together coursework from across content areas in order to advance their expertise in a focused area.

Choose three of the following:
COUN 528 Career Counseling Across the Lifespan (3)
HIED 520 Academic Engagement and Learning in Higher Education (3)
HIED 525 Curriculum Development in Higher Education (3)
The strategic leadership concentration is designed for those aiming to advance their career and opportunities in higher education by becoming more effective at leading people and organizations. Students will gain a comprehensive understanding of effective leadership, including the ethical and character-based elements of leadership, and also assess and advance their own abilities as leaders.

Strategic Leadership Concentration (9 credits)

- LEAD 505 Strategic Thinking, Planning, and Organizational Change (3)
- LEAD 515 Best Practices in Leadership (3)
- LEAD 550 Organizational Effectiveness (3)

The student affairs concentration is designed for those serving or aspiring to serve college students by developing co-curricular programs and influencing the educational environment to enhance student learning and development. Students will gain a full understanding of how college students grow and how to orient programs and services to advance holistic development. This concentration is designed for those serving or aspiring to serve in such professional capacities as leadership development, orientation, intercultural programs, admissions, residence life, student conduct, community service, and similar areas in higher education institutions.

Student Affairs Concentration (9 credits)

- HIED 550 Student Development in Higher Education (3)
- HIED 551 College and University Environments (3)
- HIED 552 Student Affairs Practice (3)
Mission
The Mission of the Department of Nursing at Messiah College is to prepare baccalaureate and graduate professional nurses within the context of liberal arts and sciences from a Christian worldview for beginning and advanced professional nursing roles. The educational process facilitates the knowledge, skills, and perspectives needed to promote professional nursing excellence and lifelong learning. The distinctives of a Messiah College nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, caring leadership, and reconciliation from a Christian worldview.

Master of Science in Nursing
The Master of Science in Nursing (MSN) provides advanced graduate nursing education for academic and/or clinical practice nurse educator roles. Graduates will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator examination after meeting the eligibility requirements. The MSN provides a foundation for doctoral study.

There are three points of entry to the MSN, 1) Post-BSN, 2) Post-ADN or Diploma, and 3) Post-ADN or Diploma with a non-nursing baccalaureate degree.

Post-BSN Nurse Educator (39 credits)
Designed for registered nurses who have earned a bachelor of science degree in nursing (BSN). The MSN plan of study requires completion of 39 graduate nursing credit hours.

Core Requirements (21 credits)
NURS 500 Technology in Healthcare, Education and Nursing Practice (3)
NURS 501 Statistics for Evidence-based Practice (3)
NURS 502 Nursing Research Design and Methodology (3)
NURS 503 Advanced Pathophysiology (3)
NURS 504 Advanced Pharmacology (3)
NURS 505 Advanced Physical Assessment Across the Lifespan (3)
NURS 506 Christian Philosophical and Ethical Foundations of Advanced Nursing (3)

Nurse Educator Track (18 credits)
NURS 520 Foundations and Applications of Nurse Educator Role (3)
NURS 521 Curriculum in Nursing Education (3)
NURS 522 Principles of Measurement and Evaluation (3)
NURS 530 Teaching Methods for Clinical Practice in Nursing Education (6)
NURS 531 Nurse Educator: Leadership Role Development - Capstone (3)
Optional Course
NURS 540 Clinical Specialty Practicum Experience (3)

RN-MSN Nurse Educator – Post ADN or Diploma (150 credits)
Designed for registered nurses who have earned an associate degree in nursing or a nursing diploma. A total of 150 credit hours are required to complete the RN-MSN; 120 credit hours of undergraduate requirements and 30 graduate nursing credit hours.

Area I: Specific Requirements (9 credits)
IDFY 101 or Composition 1
COMM 105 Oral Communications
IDCR 151 (W) Created and Called for Community

Area II: Liberal Knowledge (33 credits)
At least 3 credits, but no more than 12 credits from each cluster
1) Mathematical, Natural and Lab Sciences
   STAT 269 Introductory Statistics
   NURS 501 Statistics for Evidence-Based Practice
2) Social Sciences and History
3) Humanities and Arts
4) Languages and Cultures/Non-western

Area III: Christian Faith (3 credits)
At least 3 credits from either cluster
1) Knowledge of the Bible
2) Christian Beliefs

Area IV: Social Responsibility (12 credits)
Courses may be chosen from either cluster
1) Health and Physical Fitness (no more than 3 credits of activity courses from this cluster)
2) Engaging the Pluralistic World: Interdisciplinary Perspectives
   NURS 506 Christian Philosophical and Ethical Foundations of Advanced Nursing

Area V: Free Electives (15 credits)

Bridge Courses (48 credits)
NURS 205 Professional Role Development (3)
NURS 300 Registered Nurse Advanced Placement Bundle (36):
   Includes content in: CHEM 103; BIOL 185; BIOL 186;
   BIOL 189; BIOL 382; NUTR 222; PSYC 209; NURS 211;
   NURS 303; NURS 304; NURS 310; NURS 311;
   NURS 312; NURS 313; NURS 410; NURS 411;
   NURS 413; NURS 495.
NURS 305 Nursing Research I (2)
NURS 412 Community Health Nursing (4)
NURS 501 Statistics for Evidence-based Practice (3)
NURS 502 Nursing Research Design and Methodology (3)
NURS 506 Christian Philosophical and Ethical Foundations of Advanced Nursing (3)

Nurse Educator Track Requirements (30 credits)
NURS 500 Technology in Healthcare, Education and Nursing Practice (3)
NURS 503 Advanced Pathophysiology (3)
NURS 504 Advanced Pharmacology (3)
NURS 505 Advanced Physical Assessment Across the Lifespan (3)
NURS 520 Foundations and Applications of Nurse Educator Role (3)
NURS 521 Curriculum in Nursing Education (3)
NURS 522 Principles of Measurement and Evaluation (3)
NURS 530 Teaching Methods for Clinical Practice in Nursing Education (6)
NURS 531 Nurse Educator: Leadership Role Development – Capstone (3)

Optional Course
NURS 540 Clinical Specialty Practicum Experience (3)

RN-MSN Nurse Educator – Post Non-Nursing Baccalaureate Degree (total credits vary)

Designed for registered nurses who have earned an associate degree in nursing or nursing diploma and a non-nursing bachelor's degree. A minimum of 150 credit hours are required to complete the RN-MSN; consisting of 120 undergraduate credit hours transferred from a regionally accredited non-nursing bachelor's degree program, 9 credits of specified undergraduate nursing courses, one specified graduate nursing course (substituted for an undergraduate nursing requirement), and 36 graduate nursing credit hours.

Bridge Courses (total credits vary)

BA/BS degree in non-nursing discipline from an accredited College or University (120)
NURS 205 Professional Role Development (3)
NURS 300 Registered Nurse Advanced Placement Bundle (36):
  Includes content in: CHEM 103; BIOL 185; BIOL 186;
  BIOL 189; BIOL 382; NUTR 209; NURS 211;
  NURS 303; NURS 304; NURS 310; NURS 311;
  NURS 312; NURS 313; NURS 410; NURS 411;
  NURS 413; NURS 495.
NURS 305 Nursing Research I (2)
NURS 412 Community Health Nursing (4)
NURS 502 Nursing Research Design and Methodology (3)

Nurse Educator Track Requirements (36 credits)
NURS 500 Technology in Healthcare, Education and Nursing Practice (3)
NURS 501 Statistics for Evidence-based Practice (3)
NURS 503 Advanced Pathophysiology (3)
NURS 504 Advanced Pharmacology (3)
NURS 505 Advanced Physical Assessment Across the Lifespan (3)
NURS 506 Christian Philosophical and Ethical Foundations of Advanced Nursing (3)
NURS 520 Foundations and Applications of Nurse Educator Role (3)
NURS 521 Curriculum in Nursing Education (3)
NURS 522 Principles of Measurement and Evaluation (3)
NURS 530 Teaching Methods for Clinical Practice in Nursing Education (6)
NURS 531 Nurse Educator: Leadership Role Development – Capstone (3)
Optional Course
NURS 540 Clinical Specialty Practicum Experience (3)

Certificate of Advanced Graduate Studies – Nurse Educator (15 credits)
The Certificate of Advanced Graduate Studies (CAGS) in nursing education designed for registered nurses who hold an advanced degree in nursing (MSN, DNP, or Ph.D.) without a nurse educator focus. This 15-credit certificate consists of both theory and clinical experiences. Those who complete this certificate program will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator exam after meeting the eligibility requirements.

NURS 520 Foundations and Applications of Nurse Educator Role (3)
NURS 521 Curriculum in Nursing Education (3)
NURS 522 Principles of Measurement and Evaluation (3)
NURS 530 Teaching Methods for Clinical Practice in Nursing Education (6)

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) – Family Nurse Practitioner (FNP) program prepares those who have a BSN to provide leadership and service in promoting quality, holistic nursing care in an advanced role as a family nurse practitioner. The DNP-FNP program provides extensive clinical practice and role preparation in caring for patients across the lifespan from a Christian faith perspective.

Doctor of Nursing Practice – Family Nurse Practitioner (86 credits)
NURS 500 Technology in Healthcare, Education and Nursing Practice (3)
NURS 501 Statistics for Evidence-based Practice (3)
NURS 502 Nursing Research Design and Methodology (3)
NURS 503 Advanced Pathophysiology (3)
NURS 504 Advanced Pharmacology (3)
NURS 505 Advanced Physical Assessment Across the Lifespan (3)
NURS 506 Christian Philosophical and Ethical Foundations of Advanced Nursing (3)
NURS 601 Foundational Concepts of the Family Nurse Practitioner Role I (1)
NURS 602 Foundational Concepts of the Family Nurse Practitioner Role II (1)
NURS 620 Collaboration in Inter-Professional Teams (2)
NURS 621 Advanced Concepts in Health Promotion and Prevention (2)
NURS 622 Principles of Care in Advanced Family Nursing Practice (1)
NURS 623 Application of Theory to Research in EBP for Advanced Practice (3)
NURS 624 Epidemiological Principles in Family Nursing Practice (2)
NURS 630 Principles of Clinical Genetics (2)
NURS 631 Health Policy and Legal Aspects of Healthcare (2)
NURS 632 Roles of Advanced Practice Nursing in Evidence-based Practice (3)
NURS 640 Economics of Healthcare (2)
NURS 701 Advanced Family Nursing Practice of Adults I (3)
NURS 702 Advanced Family Nursing Practice of Adults I Practicum (3)
NURS 703 Advanced Family Nursing Practice of Adults II (3)
NURS 704 Advanced Family Nursing Practice of Adults II Practicum (3)
NURS 705 Advanced Physical Assessment of Children and Adolescents (2)
NURS 706 Advanced Physical Assessment of Children and Adolescents Practicum (1)
NURS 707 Advanced Family Nursing Practice of Children and Adolescents (3)
NURS 708 Advanced Family Nursing Practice of Children and Adolescents Practicum (2)
NURS 709 Advanced Family Nursing Practice for Women’s Health (3)
NURS 710 Advanced Family Nursing Practice for Women’s Health Practicum (2)
NURS 721 Advanced Family Nursing Application of Clinical Diagnostics (3)
NURS 722 Advanced Family Nursing Application of Clinical Diagnostics Practicum (3)
NURS 723 Advanced Family Nursing Practice of Older Adults (3)
NURS 724 Advanced Family Nursing Practice of Older Adults Practicum (3)
NURS 731 Advanced Nursing Practice Leadership Role Integration – Capstone (3)
NURS 732 Integration of Evidence-based Practice Across Healthcare Settings – Capstone Practicum (4)
**OCCUPATIONAL THERAPY**

Program Director: Darlene Perez-Brown  
Administrative Assistant: Stephanie Patterson

Associate Professor: D. Perez-Brown  
Assistant Professor: Kayla Riegel  
Instructor (Clinical): D. Seibert

**Mission**
The mission of the occupational therapy program is to prepare compassionate, ethical and competent occupational therapy practitioners, equipped to serve and lead as agents of change in a global society.

**Master of Occupational Therapy**
Messiah is committed to preparing exceptional occupational therapy practitioners and ethical leaders. The MOT degree offers a firm foundation of evidence-based theory and practice skills, and the curriculum is designed to the highest academic standards of the American Occupational Therapy Association (AOTA). Students engage in meaningful local community service and participate in cross-cultural experiences locally and abroad.

**Master of Occupational Therapy (80 credits)**
- OCCU 501 Foundations of Occupational Therapy (3)
- OCCU 505 Applied Anatomy (2)
- OCCU 505L Applied Anatomy Lab (1)
- OCCU 510 Evidence-Based Inquiry (2)
- OCCU 515 Therapeutic Skills (2)
- OCCU 515L Therapeutic Skills Lab (1)
- OCCU 523 Occupation and Participation Across the Lifespan (2)
- OCCU 526 Analysis of Occupation (3)
- OCCU 535 OT Process: Psychosocial Practice (2)
- OCCU 535L OT Process: Psychosocial Practice Lab (1)
- OCCU 530 Research Methods and Design I (2)
- OCCU 540 Research Methods and Design II (2)
- OCCU 545 Dynamics of Movement and Function (2)
- OCCU 545L Dynamics of Movement and Function Lab (1)
- OCCU 555 Neuroscience for OT Practice (2)
- OCCU 555L Neuroscience for OT Practice Lab (1)
- OCCU 565 OT Process: Pediatric Practice (3)
- OCCU 565L OT Process: Pediatric Practice Lab (1)
- OCCU 562 Level I Fieldwork: Pediatric Practice (1)
- OCCU 570 Research Application: Proposal Revision and Data Collection (2)
- OCCU 572 Level I Fieldwork: Community Interventions (2)
- OCCU 573 Health Promotion in OT: Community Interventions (2)
- OCCU 580 Research Outcomes and Dissemination (2)
- OCCU 583 Cultural and Global Considerations in OT (2)
- OCCU 586 Spirituality, Meaning and Health in Occupation (2)
- OCCU 602 Level I Fieldwork: Adult Practice (1)
- OCCU 605 OT Process: Adult Practice I (3)
- OCCU 605L OT Process: Adult Practice I Lab (1)
- OCCU 615 Adaptations and Assistive Technology (2)
- OCCU 615L Adaptations and Assistive Technology Lab (1)
- OCCU 622 Level II-A Fieldwork (6)
- OCCU 623 Administration & Management for Ethical Occupational Therapy Practice (3)

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COURSE OFFERINGS

ACCT 501 - Managerial Accounting and Finance (3)
This course focuses on the interpretation of financial information for making effective business decisions. Students will examine accounting and finance primarily from the perspective of the user (e.g., senior manager) of the information as opposed to the preparer (e.g., accountant). Topics of this course include financial theories for maximizing returns, financial statements, common financial analysis frameworks, ratios, financial modeling, cash flow analysis, asset management, liabilities, shareholder equity, investments, and valuations. Prerequisites: Undergraduate competency in accounting and finance.

BUSA 501 - Business Strategy and Execution (3)
This course focuses on values-led organizations, examining topics such as vision, mission, core values, strategy, planning, and management execution. In addition, this course provides opportunities for students to apply management techniques to aid in strategic planning and execution in a changing business environment, and to examine how faith informs and gives purpose to business and profits.

BUSA 505 - Decision-Making with Data (3)
This course focuses on how to effectively use business data analytics in decision-making. Students will learn various techniques for collecting, analyzing and interpreting quantitative and qualitative business data. Students will be able to apply decision-making tools to aid businesses in managing risk and effectively executing and adapting their strategy in a changing business environment. Prerequisite: Undergraduate competency in statistics.

BUSA 510 - Innovation and Entrepreneurship (3)
This course focuses on new product, service, and business model innovation with a special emphasis on entrepreneurial ventures. Topics in this course include market strategies, industry analysis, competitive forces, business model generation, customer value proposition creation, LEAN startup practices, securing financial capital, and business pitching practices.

BUSA 590 - Management Capstone (3)
This course is an independent learning experience designed to allow the student the opportunity to incorporate the material learned in the MBA program in an integrative, applied project. Students in this course complete a field project in an organization of their choice, supervised by a faculty member.

COMM 530 - Organizational Communication: Theory and Practice (3)
This course examines communication theories and best practices that influence and shape human interactions within complex, global organizations to achieve shared goals and manage change. The relationships between leadership, team dynamics, organizational structure, cross-cultural differences, and ethics in effective communication are also examined.

COMM 550 - Global Strategic Communication (3)
This course examines strategic communication principles and relationship building practices from a global perspective. Students will examine how global contextual variables of culture, political & economic systems, level of country development, media systems (reach & access), and activism affect an organization's communication practices.

COUN 501 - Professional Issues and Ethics for Counselors (3)
This course provides students with an understanding of the history and philosophy of the counseling profession, professional roles and functions, ethical and legal considerations, and professional organizations and credentialing. Current issues within the professional counseling field will provide a context for exploring ethical and professional orientation. An emphasis will be placed on multicultural and self-care issues as related to ethical decision making. Students will demonstrate knowledge of and ability to apply ACA ethical code. Students will also be introduced to the practice of essential interviewing and counseling skills, as well as various basic crisis response skills within the realm of professional counseling practice.

COUN 507 - Foundations of Clinical Mental Health Counseling (3)
This course provides students with an introduction to the field of clinical mental health counseling. Students will learn about the mental health system and the roles of counselor, consultant, and advocate within that system. Students will gain knowledge about professional issues affecting mental health counselors including licensing, ethical and legal issues, program evaluation and multicultural competence. Students will practice treatment planning and documentation within a biopsychosocial model.

COUN 508 - Foundations of School Counseling (3)
This course provides students with an understanding of the historical development of school counseling as well as the professional roles and functions of the school counselor. Students will gain knowledge about professional issues affecting school counselors as well as develop an awareness of the ethical and legal issues specific to counseling in the school setting.

COUN 509 - Foundations of Marriage, Couple and Family Counseling (3)
This course provides students with an understanding of the historical and theoretical bases for the practice of marriage, couple, and family counseling. Students will also learn about the scope of marriage, couple and family counseling. Special attention is given to family systems theory including an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.). Students are encouraged to examine their own assumptions about families and to develop increased congruence between their assumptions and the various theoretical perspectives on family development, functioning, interaction and intervention. Special attention will be given to the impact of issues such as gender, culture, and ethnicity on the family system.

COUN 510 - Lifespan Development (3)
This course provides students with an understanding of the nature and needs of individuals at all developmental stages and from a variety of racial and ethnic backgrounds. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of addictions, and strategies for facilitating optimum development over the lifespan.
COUN 511 - Multicultural Issues for Counseling Professionals (3)
This course provides students with an understanding of the cultural context of relationships, issues and trends in multicultural and diverse societies. In addition, students will learn about multicultural and pluralistic trends and treatment strategies related to such factors as culture, race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, disability, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, groups and communities.

COUN 514 - Counseling Children and Adolescents (3)
This course will explore therapeutic strategies used with children & adolescents. The focus will be on the practice of techniques used in counseling interventions with children and adolescents as well as a consideration of the presentation of common childhood and adolescent disorders. In addition to the role of practitioner, the role of consultant, advocate, and collaborator will be explored. Relevant legal and ethical issues will also be considered, such as the role of parental privilege, child/adolescent client's rights, confidentiality, and child abuse notification requirements. Prerequisite: COUN 501.

COUN 520 - Counseling Theories (3)
This course provides students with an intensive look at counseling theories to provide consistent models to conceptualize client presentation and to select appropriate counseling interventions. Students will examine the historical development of affective, behavioral and cognitive theories and will apply material to case studies. Students will also explore counseling models that are consistent with current professional practice and research to help facilitate a personal theoretical approach. Students will demonstrate essential interviewing skills, communication of empathy, and the application of a particular counseling theory in mock counseling sessions. Prerequisites: COUN 501, COUN 507, COUN 508, COUN 509.

COUN 522 - Autism Spectrum Disorders (3)
The course will focus on effective educational practices designed to meet the needs of children and early adolescents with autism spectrum disorders in the continuum of alternative educational settings. Specific emphasis will be placed on understanding the characteristics and impact of these disorders on learning, assessment for the purpose of designing instruction and monitoring progress, curriculum selection and development and implementation of evidence-based practices and strategies found to be effective in supporting students with autism spectrum disorders. Cross-listed with EDME 522. Pre-requisite: Security clearance on file with the program.

COUN 523 - Psychopathology and Diagnosis Across the Lifespan (3)
This course is an exploration of mental illness across different ages. It includes the study of the classification, etiology, and treatment of psychopathology and personality disorders which are present across the lifespan, as well as an examination of the current Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-5). Students will explore diversity issues that may influence the diagnosis and treatment process.

COUN 524 - Marriage, Couple and Family Counseling (3)
This course is designed for those focusing on the clinical mental health track and is intended to help these students develop a conceptual knowledge and effective professional skill for work with couples and families. Emphasizing systems theory, this course examines foundation theories as well as models and methods of intervention with couples and families.

COUN 525 - Effective Practices of School Counselors (3)
This course focuses on the strategies and techniques used by school counselors as they respond to the individual personal/social needs of all students. Students will learn to evaluate assessment information to identify needs, set goals, and develop services to promote the success of students. A multidisciplinary focus will be taken and family, social, and cultural contexts will be considered. Students will receive a brief overview of the Diagnostic and Statistical Manual of Mental Disorders-5 as well as an overview of crisis prevention and intervention. Prerequisite: COUN 508.

COUN 526 - Organization and Administration of School Counseling Programs (3)
This course covers the nature, development, and management of school counseling programs, including the differences between elementary and secondary school contexts. Students will learn to assess, plan, and integrate the elements of a comprehensive school counseling program that reflects the programmatic and ethical standards of the ASCA NM. A special focus will be given to the academic achievement and college and career readiness of students. Consideration will be given to the use of both formative and summative data disaggregation and analysis to ascertain the success of program elements. Pre-requisite: COUN 508.

COUN 528 - Career Counseling Across the Lifespan (3)
This course provides students with an understanding of career development theories and decision making models, career information resources, career planning, and career counseling processes. The course also addresses the special issues concerning legal and ethical standards in career counseling, multicultural issues and gender bias, the mutual impact of career and cultures, as well as an appreciation for career trends across the lifespan.

COUN 530 - Contemporary and Integrative Theories of Family Counseling (3)
This course centers on contemporary (e.g., solution-focused, narrative, constructivist, etc.) and integrative (multi-systemic, metaframeworks, etc.) theories and models of marriage, couple and family counseling. A focus will be on understanding appropriate modalities for family assessment and treatment including developing one's theoretical basis for practice and responsible use of integrative techniques. Special emphasis will be placed on evidence-based treatments and a common factors approach. (This course was previously numbered COUN 531).

COUN 531 - Premarital and Marital Counseling (3)
This course focuses on approaches that have been developed for thorough counseling with premarital and marital couples. Students will be introduced to selected counseling/therapy models which seek to identify and describe both normal (functional) and abnormal (dysfunctional) marital and coupling patterns or facilitate client goals throughout the family life cycle and with couples from diverse backgrounds. A variety of possible theoretical approaches and interventions useful in the assessment and
treatment of couples will be examined. Emphasis will be on utilizing the resources, strengths, and creative change generating capacities of the couple in moving toward a set of mutually agreed upon goals. (This course was previously numbered COUN 530).

COUN 532 - Group Counseling (3)
This course provides students with theoretical and experiential understandings of group development and dynamics. A focus will be on principles of group dynamics, developmental stage theories, group member roles and behaviors, leadership styles, theories of group counseling, types of groups and professional preparation standards for group leaders. In order to facilitate self understanding, a critical component to becoming a professional counselor, students will spend 10 hours as a member of a group during the course and will reflect upon that experience. Prerequisite: COUN 501.

COUN 537 - Spiritual Formation and Faith Based Counseling (3)
In this course, students explore personal and professional issues of faith and spirituality as they pertain to clinical competency in professional counseling. Through experiential learning, students conceptualize client development using a variety of spiritual formation models and understand how diverse orientations may relate to his or her own spiritual faith journey and identity. Students also have the opportunity to develop a counseling framework that works through the identification of universal themes and respect for alternative faith traditions with a particular emphasis on the Christian perspective.

COUN 539 - Human Sexuality (3)
This course is designed for counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) the assessment and intervention skills required to deal with sexuality issues, and d) increased awareness of one's personal perceptions, attitudes and ethical considerations related to sexuality issues. Students will consider how counseling about sexuality issues is related to the counselor's and the client's spiritual framework and belief system.

COUN 540 - Counseling Techniques (3)
This course offers the student the opportunity to continue to investigate and practice some of the foundational and advanced counseling techniques used by professional counselors. Since instruction is both didactic and experiential, the course offers the student the opportunity for supervised practice of several different types of counseling techniques which will increase the student's skill and insight. Students will begin to develop an understanding of the relationship between the particular techniques chosen by professional counselors and the problems presented by clients. Students will also begin to develop a system of conceptualization that fosters an understanding of the client as a whole and an orientation towards wellness and prevention as desired counseling goals. In addition, basic supervision models practices, and processes will be discussed during this course. Prerequisites: COUN 501; COUN507, COUN508 or COUN509; and COUN 520.

COUN 541 - Assessment Techniques for Individuals, Couples, and Families (3)
This course provides students with an understanding of intellectual, academic achievement, personality, and psychopathology tests and other appraisal methods used in the counseling field for individuals, couples, and families. Focus will be given to assessment of different dimensions of functioning—behavioral, emotional, psychological, and personality among children, adolescents, adults, couples, and family dynamics. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning for individuals, couples, and families.

COUN 543 - Substance Abuse/Addiction and Families (3)
This course provides students with an overview of the processes of substance abuse counseling. Topics include issues related to addictions, assessment and diagnosis, and treatment strategies and treatment planning. Special emphasis will be given to family dynamics related to addiction and addiction recovery.

COUN 545 - Research Design & Statistics (3)
This course provides students with an understanding of research methods such as qualitative, quantitative, single case designs, action research, and outcome based research. Fundamentals of statistics and statistical analysis, ethical and legal considerations in research, and the importance of research within the counseling profession will also be discussed. The course provides students with the skills which are necessary to evaluate the current research in the field of counseling. Prerequisite: Undergraduate statistic course recommended.

COUN 548 - Advanced Techniques: Anger, Ostracism, Forgiveness and Reconciliation (3)
This course is designed to help students learn how anger, ostracism, forgiveness, and reconciliation can be addressed with appropriate case conceptualization and research-based therapeutic interventions in counseling. Students will learn strategies and techniques for effective anger processing; communication and negotiation; and conflict resolution that can lead to forgiveness and reconciliation. Factors that relate to the context of the client's multicultural perspective will be explored as a part of this process.

COUN 550 - Crisis, Trauma, and Grief Counseling (3)
This course examines the dynamics and treatment of developmental and situational crises, trauma, and grief in a variety of settings. Students will apply crisis intervention theory and models of intervention to various problem areas, such as suicide, sexual assault, domestic violence, substance abuse, divorce, grief and loss, and disaster relief.

COUN 551 - Effective Practices for Every Learner (3)
This course will enable students to investigate the legislation and landmark litigation that govern student eligibility for special education, Section 504 of the Rehabilitation Act of 1973 service plans, gifted education and services for English Language Learners. Students will also learn about the major areas of exceptionality including the characteristics, incidence, etiology and diagnostic criteria connected with those areas of exceptionality. Educational and therapeutic services available to diverse learners with exceptionalities and without will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to
support exceptional and diverse learners in educational environments. Cross-listed with EDME 551.

COUN 552 - Trauma Counseling: Assessment and Intervention (3)
This course examines the assessment, diagnosis, and treatment of traumatic stress. It considers the impact of both acute and chronic trauma exposure among diverse individuals and families. Special attention is given to the long-term detrimental effects of trauma on human growth and development. Various evidence-based approaches to child/adolescent and adult trauma counseling are reviewed. Professional, ethical and spiritual issues related to trauma counseling will also be considered, including the potential for secondary traumatization and the necessity for counselor self-care.

COUN 570 - Evidence Based Treatment of Psychopathology (3)
This course reviews evidence-based treatments of mental and emotional disorders for clients across the lifespan. Students learn to create and execute comprehensive treatment plans using theory based case conceptualization and counseling and psychotherapy outcome research. Prerequisite: COUN 523.

COUN 573 - Marriage, Couple and Family Counseling Skills and Practice (3)
This course is designed to provide students with specific knowledge and skills to work with couples and families in counseling. Techniques, assessments, interventions, and strategies will be researched, discussed and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., stepfamily issues, divorce/remarriage, extramarital affairs, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life.

COUN 580 - Clinical Mental Health Counseling Practicum (3)
This course is a 300 hour experience under the supervision of an approved site supervisor. As part of the 300 hours, interns are required to have a minimum of 120 clock hours of direct service contact with K-12 students through individual or group counseling. Students are also required to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and are required to work with students with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA, ASCA, COUN 501, 508 and 520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 581 - Clinical Mental Health Counseling Internship I (3)
This course is a 300 clock hour experience, 120 of which are direct service hours with individuals and groups. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, at least 30 COUN credits, proof of conference attendance prior to 2nd internship, COUN 532, COUN 540, and COUN 580. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 582 - Clinical Mental Health Counseling Internship II (3)
This course is a 300 clock hour experience, 120 of which are direct service hours with individuals and groups. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, at least 30 COUN credits, proof of conference attendance prior to 2nd internship, COUN 532, COUN 540, and COUN 580. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 583 - School Counseling Practicum (3)
This is an initial field placement of 100 hours in professional settings in which students will develop counseling skills with school-aged children. Students in the course are required to have 40 hours of direct service contact with K-12 students through individual or group counseling. Students are also required to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and are required to work with students with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA; COUN 501, 508 and 520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 584 - Elementary School Counseling Internship (3)
This course is a 300 hour experience under the supervision of an approved site supervisor who is a practicing elementary school counselor. As part of the 300 hours, interns are required to have a minimum of 120 clock hours of direct service to students and are to demonstrate master's-level performance in the essential services of counseling, consulting, coordinating, and appraising; planning and implementation of classroom guidance activities; professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and such other activities defined as the responsibility of the school counselor at their elementary school placement. Students are also required to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and are required to work with students with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, at least 30 COUN credits, proof of conference attendance prior to 2nd internship, COUN 532, COUN 540, and COUN 583. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 585 - Secondary School Counseling Internship (3)
This course is a 300 hour experience under the supervision of an approved site supervisor who is a practicing secondary school counselor. As part of the 300 hours, interns are required to have a minimum of 120 clock hours of direct service to students and are to demonstrate master's-level performance in the essential services of counseling, consulting, coordinating, and appraising; planning and implementation of classroom guidance activities; professional conduct in interactions with field and college supervisors, students, teachers, administrators, and community members; and such other activities defined as the responsibility of the school counselor at their secondary school placement. Students are also required to work with students with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and are required to work with students with disabilities for 10 hours (direct or indirect). Prerequisites:
appropriate clearances, proof of malpractice insurance, student membership in ACA or ASCA, at least 30 COUN credits, proof of conference attendance prior to 2nd internship, COUN 532, COUN 540, and COUN 583. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 587 - Marriage, Couple and Family Counseling Practicum (3)
This is an initial field placement of 100 hours, 50 of which are direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT, completion of COUN 501, COUN 509, and COUN 520. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 588 - Marriage, Couple and Family Counseling Internship I (3)
This course is a 300 hour experience under the supervision of an experienced master's level family clinician. It includes 125 direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT, at least 39 COUN credits, COUN 532, COUN 540, COUN 523, and COUN 587. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 589 - Marriage, Couple and Family Counseling Internship II (3)
This course is a 300 hour experience under the supervision of an experienced master's level family clinician. It includes 125 direct service hours with couples, families, or individuals with marital or family issues. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect). Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA or AAMFT, proof of conference attendance, COUN 532 and COUN 588. (Any site supervision fees incurred are the responsibility of the student and will be assessed to the student's account).

COUN 591 - Independent Study (1 – 3)
This course provides the opportunity for students to 1) investigate and explore a particular area of study outside the graduate curriculum, or 2) complete coursework to meet state competency standards where previous academic preparation evidence deficiency. Available only to transfer students and students enrolled in the Certificate of Advanced Graduate Studies (CAOS) program. Approval of the Director of the Graduate Program in Counseling required.

ECON 501 - Global Business and Economic Development (3)
This course examines how to effectively grow a business in the global marketplace. Student will examine global business strategy, international financial markets, macroeconomics, and economic development. Prerequisite: Undergraduate competency in economics.

EDME 502 - Advanced Socio-Cultural Perspectives on Education (3)
This course provides an overview of the theoretical bases and practical implications of socio-cultural variables on education. It employs multiple social theories as analytical frameworks to provide new insights for students to be critical of the educational policies and practice and to promote pluralism of students, their communities, and teachers. It focuses on knowledge, reflection, and action (praxis) as the basis for social change. Includes the study of socio-cultural variability and diversity including English language learners in educational settings.

EDME 503 - Advanced Instructional Design and Assessment (3)
Students extend their instructional planning and assessment skills by applying a systems model of instructional design that is founded on research-based learning theories and includes alignment of learning goals with academic standards and assessments. Emphasis is placed on thinking and decision-making processes necessary for developing instruction and evaluating the achievement of learning goals in a range of learning environments and with a broad range of learners.

EDME 504 - Family and Community Partnerships (3)
This course will help students develop personal and professional characteristics to be more effective communicators and collaborators in a variety of school-related contexts. Students will view families and communities as resources to support the development of children and learn ways to tap into those resources for the benefit of all learners. A focus on empowerment and collaboration with traditionally marginalized groups including English language learners and students with disabilities.

EDME 505 - Educational Leadership (3)
Using a functional, rather than positional, approach to leadership, this course invites students to consider how teachers can and do take on leadership functions. Through case studies and descriptions of trends in school leadership, students will explore how teachers influence policy and practice in their schools. Students will develop ethical frameworks to guide their decision-making in the classroom and in the larger school and district contexts.

The course examines the characteristics of ethical leaders and the influence of core values on teaching. Drawing from TESOL and Special Education the course will survey the ethical, legal and policy issues and trends in TESOL and Special Education which merit students' awareness and understanding, as well as a springboard from which they can explore specific topics in greater depth. Attention is given to the issues involved in being an effective teacher/leader and colleague in a work environment that is often challenging and unpredictable. Students are invited to reflect on these issues in light of Christian faith and beliefs.
EDME 518 - Second Language Acquisition: Theories and Contexts (3)
This course examines the major theoretical schools of thought on second language acquisition (SLA) and the bodies of research and practice that have developed around them. Many diverse factors relevant to SLA will be addressed, such as: learner age and purpose, educational settings including virtual classrooms, ESL and EFL contexts, and shifting views in teacher and learner roles in SLA. This course will look at both the diversity and commonalities in perceptions and perspectives on second/foreign language learning and teaching around the globe, with an emphasis on developing a broad rather than narrow understanding of TESOL. The overall objective of the course is to give students a firm theoretical grounding in both SLA and TESOL, upon which future course work regarding language and methodology can be built.

EDME 520 - Applied Linguistics Grammar and Phonology in TESOL (3)
This course introduces students to the study of linguistics and investigates why it is relevant to the teaching of English as a second language. Students will be introduced to the fundamentals of the sound system in English (phonetics and phonology), the way that meaningful units in the language combine to form words (morphology), the sentence system (syntax), the elements of grammar that are relevant in the ESL classroom (pedagogical grammar), the role of language in society (sociolinguistics), and the use of language in communicative situations (discourse analysis). Throughout the course, an emphasis will be placed on authentic issues and concerns in teaching English learners in diverse contexts. Students will develop grammar teaching skills and strategies integrated into communicative language teaching methodologies, and will gain practice planning and teaching lessons which focus on elements of structure and phonology.

EDME 521 - TESOL Methods and Assessment with Field Experience (3)
This course is an introduction to the theories and current practices of TESOL methodology and assessment. Topics include instructional approaches, lesson planning, evaluation and utilization of resources and technologies for specific contexts, and classroom management. Students will develop an understanding of the purposes and types of second/foreign language assessment, and will apply this understanding in their instructional planning. Students will investigate instructional practices appropriate for the development of reading, writing, speaking and listening, including the use of resources and technologies for these specific skill areas in varied contexts, including online learning. Supervised field experience required. Prerequisite: EDME 518.

EDME 522 - Autism Spectrum Disorders (3)
The course will focus on effective educational practices designed to meet the needs of children and early adolescents with autism spectrum disorders in the continuum of alternative educational settings. Specific emphasis will be placed on understanding the characteristics and impact of these disorders on learning, assessment for the purpose of designing instruction and monitoring progress, curriculum selection and development and implementation of evidence-based practices and strategies found to be effective in supporting students with autism spectrum disorders. Cross-listed with COUN 522. Prerequisite: Security clearance on file with program.

EDME 525 - Curriculum and Learning (3)
Students examine current dimensions of curriculum development including facilitation and purpose, program design, implementation of relevant activities, and process assessment that occurs within a variety of delivery models. Students identify ways in which curriculum and instructional practices support or impede the learning of all students and develop strategies for working collaboratively with others.

EDME 526 - Low Incidence Populations with Field Experience (3)
In this course students will learn to use formal and informal assessment to guide instructional planning and decision making for the purpose of providing appropriate educational programs for learners with severe and profound disabilities, including learners from culturally and/or linguistically diverse backgrounds. Special attention will be given to instructional adaptations, accommodations and modifications within the general and functional curriculums, evidence-based instructional strategies, Universal Design for Learning, differentiated instruction, creating a positive learning environment, behavioral management techniques and team collaboration. Prerequisite: Security clearances on file with program.

EDME 527 - Positive Behavior Support with Field Experience (3)
This course is designed to engage learners in thoughtful exploration and discussion of models of human behavior, researched-based principles of behavior management and practical application of behavioral and educational strategies used to create a classroom climate that promotes positive behavior for all learners. A strong emphasis will be placed on those learners with behavioral, emotional and social disabilities.

EDME 528 - Infants, Toddlers, and Families with Field Experience (3)
This course will examine typical and atypical social, emotional, physical, cognitive, and linguistic development of infants and toddlers (birth through three-years). This course will also examine the role of the family and other caregivers, such as childcare providers, preschool teachers, and foster care parents, in the development of infants and toddlers (birth through three-years). Topics will include the development and maintenance of attachments to caregivers, the role of culture and gender in development, the role of socioeconomic status, infant and toddler mental health issues, and infants and toddlers with special needs. Early intervention and assessment techniques will be explored along with developmentally appropriate practices. For example, students will become familiar with the Individualized Family Service Plan (IFSP), the Denver Developmental Assessment, and other services that may be provided to infants and toddlers. Prerequisite: Security clearances on file with program.

EDME 529 - High Incidence Populations with Field Experience (3)
In this course students will learn to use formal and informal assessment to guide instructional planning and decision making for the purpose of providing appropriate educational programs for learners with mild and moderate disabilities, including learners from culturally and/or linguistically diverse backgrounds. Special attention will be given to instructional adaptations, accommodations and modifications within the general curriculum, evidence-based instructional strategies, Universal
Design for Learning, differentiated instruction, creating a positive learning environment, behavioral management techniques and team collaboration. Pre-requisite: Security clearances on file with program.

EDME 530 - Special Education Internship and Seminar (3)  
Students in this course will spend a minimum of 120 hours in a special education classroom setting. In this placement, students will design and deliver instruction and assessment. Students will also use data to inform instructional decisions. Concurrent seminar will provide time for reflection on professional practice, ethics, integration of faith commitment with practice, and reinforcement of program objectives. Prerequisite: At least 24 EDME credits.

Students already holding Pennsylvania Special Education teacher certification will complete the internship in one of the three domain specific areas including autism spectrum disorders, specific learning disabilities or emotional and behavior disorders.

EDME 531 - Special Education Thesis and Seminar (3)  
The thesis is a capstone experience for the Master of Education degree. Students enrolled in the thesis are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research efforts and facilitates peer review, collaborative problem solving, and integration of program objectives into the student's research questions, methods, and discussions. Prerequisites: EDME 580 and at least 24 EDME credits.

EDME 532 - Teaching English to Speakers of Other Languages (TESOL) Internship and Seminar (3)  
This course is a mentored field experience of 60 in one or more TESOL contexts. A minimum of 20 field experience hours should be actual teaching hours. The contexts selected should be appropriate for the student's TESOL career goals, and may be with any age of English learner at any level of English. Students are encouraged to seek more than one context for their field experience hours in order to experience a diversity of ages and language levels. The balance of the course, an additional 22 instructional hours, is comprised of online course work. Students develop expert level knowledge in TESOL, specializing through research and practice in selected concepts within the strands of Design for Learning, differentiated instruction, creating a positive learning environment, behavioral management techniques and team collaboration. Pre-requisite: Security clearances on file with program.

EDME 533 - TESOL Thesis and Seminar (3)  
The thesis is a capstone experience for the Master of Education degree. Students enrolled in the thesis are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research efforts and facilitates peer review, collaborative problem solving, and integration of program objectives into the student's research questions, methods, and discussions. Prerequisites: EDME 518, 520, 521.

EDME 534 - Curriculum and Instruction Thesis and Seminar (3)  
The thesis is a capstone experience for the Master of Education degree. Students enrolled in the thesis are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research efforts and facilitates peer review, collaborative problem solving, and integration of program objectives into the student's research questions, methods, and discussions. Prerequisites: EDME 580 and at least 24 EDME credits.

EDME 536 - Instructional Design and Assessment for Learners with Autism Spectrum Disorders (3)  
This course is designed to prepare educators to conduct assessment and design instruction for students with Autism Spectrum Disorders. A strong emphasis is placed upon the use of assessment to guide instructional planning utilizing evidence-based practices and decision making for the purpose of providing appropriate programs in the least restrictive environment. This course includes 20 hours of field placement within an instructional setting that provides support and instruction to children and adolescents with autism spectrum disorders. Pre-requisite: Security clearances on file with program.

EDME 537 - Transition and Secondary Special Education (3)  
This course responds to the needs expressed by school personnel, research concerning youth with disabilities, and legislative requirements to provide transition services for all youth with disabilities. The IDEA amendments of 2004 (P.L. 108-446) mandate transition services which include ongoing assessment, curriculum planning, and collaboration with a variety of stakeholders to include community agency personnel, school administration and faculty, and parents. The course provides knowledge, skills, and competencies required of secondary special school personnel to assist youth and young adults as they transition to postsecondary opportunities.

EDME 541 - Special Education Project and Seminar (3)  
The project is a capstone experience for the Master of Education degree. Students enrolled in the project are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research and project-writing efforts, engaging in collaborative problem solving, and integration of program objectives into the student's research and writing efforts. Prerequisites: EDME 580 and at least 24 EDME credits.

EDME 542 - Equipping School Personnel to Meet the Needs of English Language Learners (ELLs) (1)  
This course equips the emerging TESOL professional to address various situations and needs on school sites for meeting the needs of English learners. Students will apply their previous learning to the creation of ESL program models, the preparation of professional development seminars for general education teachers, and the creation of systems and policies for including and involving ELL families in the school community. Pre-requisites: EDME 502, 518, 520, 521; Security clearances on file with program.

EDME 543 - TESOL Project and Seminar (3)  
The project is a capstone experience for the Master of Education degree. Students enrolled in the project are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research and project-writing efforts, engaging in collaborative problem solving, and integration of program objectives into the student's research and writing efforts. Prerequisites: EDME 580 and at least 24 EDME credits.
EDME 544 - Curriculum and Instruction Project & Seminar (3)
The project is a capstone experience for the Master of Education degree. Students enrolled in the project are enrolled in a concurrent seminar, which consists of individualized mentorship by the professor. The faculty member broadly guides the student's research and project-writing efforts, engaging in collaborative problem solving, and integration of program objectives into the student's research and writing efforts. Prerequisites: EDME 580 and at least 24 EDME credits.

EDME 546 - Bilingual Education (3)
Intended for practicing teachers within a bilingual or multilingual school environment, this course provides an understanding and application of the models, contexts, theories and practices of bilingual and multilingual education. Students will read case studies of bilingual and/or multilingual schools, and research by experts, theorists and practitioners in the field of bilingual/multilingual education. The student will develop a comprehensive knowledge of bilingual/multilingual education models, practices and theories. Then, the student will apply this learning through

EDME 551 - Effective Practices for Every Learner (3)
This course will enable students to investigate the legislation and landmark litigation that govern student eligibility for special education. The course will explore the legal principles that address differentiated student needs. Educational and therapeutic services available to diverse learners with exceptionalities and without will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to support exceptional and diverse learners in educational environments. Cross-listed with COUN 551.

EDME 552 - Issues and Ethics in Online Teaching (3)
Students will focus on the legal, ethical, and professional behaviors required in online teaching. The course will include discussions on ethics and professionalism, and students will become familiar with policies and standards which currently exist in their intended teaching contexts, with the goal of not only understanding current legal and best practice parameters, but also envisioning appropriate ways forward in the emerging field of online learning.

EDME 554 - Online Teaching and Learning with Field Experience (3)
Students will learn a variety of strategies for using technology to deliver instruction in multiple contexts and settings using principles that address differentiated student needs. Students will work with peers and faculty to develop the skills that engage learners in their online community, with an emphasis on facilitating online learning through "teacher-led but learner-centered" tasks. Students will demonstrate the ability to design and facilitate learning experiences, and utilize assessment strategies for both teaching and learning purposes, in their field experience. Prerequisites: EDME 503 or 518; and 521, 525 or 527; and 552.

EDME 560 - Online Education Leadership and Management (3)
This course focuses on characteristics that contribute to quality online program delivery across multiple fields and contexts, both national and international, such as PreK-12, post-secondary, corporate, and healthcare education. Designed for instructors and administrators from all professional settings, the course focuses on the application of research and effective practice to the development and implementation of distance education policy, program oversight, innovation and program evaluation. Skills and knowledge acquired in the course contribute to effective online and in-person educational leadership. Prerequisites: EDME 503, 525, and 552.

EDME 580 - Research Methods (3)
This course describes the fundamental principles and methodologies for conducting research. A broad research overview is provided, including the formulation of research questions/hypotheses as well as quantitative, qualitative, and mixed method designs. A basic introduction to statistical analysis as well as consideration of ethical implications of research is also addressed. The course provides students with the skills needed to critically evaluate published research and to design a framework for implementing a research proposal in an area of interest. Cross-listed with HIED 580 and LEAD 580.

HIED 511 - Foundations of Higher Education (3)
This course provides an integrated overview of the philosophical, theological, cultural, and historical contexts that influence higher education institutions in the 21st century. Students will examine the relationship between higher education and society, emphasizing the development of higher education in the United States within a dynamic, global context. This course considers the purposes of higher education and related developments in diversity of institutional type, access, and curricula. An emphasis is placed on considering significant issues facing colleges and universities and preparing students to respond with imaginative and innovative solutions. Offered Summer semester only, intensive format.

HIED 512 - Organizational Culture and Governance in Higher Education (3)
This course explores leadership and governance structures in colleges and universities, emphasizing the attainment of generative capacities and innovative strategies for addressing critical issues and contributing to higher education renewal. Students examine the relationship between the university/college and the constituencies it serves, the role of outreach in the contemporary college or university, and the roles of faculty, administration, staff, and board in institutional governance and decision-making. Students will analyze actual challenges facing higher education institutions as well as generate and present potential responses.

HIED 513 - Institutional Assessment and Effectiveness (3)
This course explores the role and importance of assessment in higher education, with an emphasis on designing effective student
learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

HIED 514 - Equity Issues in Higher Education (3)
This course examines the intersection of excellence, equity and belonging in institutions of higher education. Students examine the educational needs of diverse learners as well as explore various theories and practices utilized to achieve and sustain higher education institutions that effectively serve the diverse society of which the academy is a part. Prerequisite: HIED 511.

HIED 515 - Strategic Leadership in Higher Education (3)
This course provides a working knowledge of strategic planning and resource management in higher education, with attention to the pragmatic skills and tools relevant to educational and administrative leaders. Students develop model strategic plans that demonstrate the interplay between planning and resource management (human, financial, and intellectual) in higher education. The course stresses the importance of fostering a culture of innovative, data-driven decision-making and one that considers the importance and impact of finance in higher education.

HIED 516 - Legal and Ethical Issues in Higher Education (3)
This course examines the legal principles that guide the administration of higher education. It presumes no prior knowledge of law but seeks to give students a detailed framework for understanding both legal and ethical issues in higher education. The course will prepare practitioners to understand the legal environment in which colleges and universities function and will offer an overview of the specific areas of law that directly affect key groups (administrators, faculty, staff, and students) in postsecondary institutions. Students will study historical, contemporary, and emerging legal and ethical issues in higher education; special attention will be given to student protections (including due process), torts, institutional liabilities, and access (including Title IX).

HIED 520 - Academic Engagement and Learning in Higher Education (3)
The course will consider theoretical foundations and programmatic strategies associated with college student engagement. This course emphasizes research-based theories and strategies associated with academic engagement. Students examine particular learning theories and their applicability to the educational needs of a diverse body of learners.

HIED 525 - Curriculum Development in Higher Education (3)
This course examines the historical and contemporary factors that influence curriculum development in higher education. Models for designing, implementing, delivering, and assessing undergraduate curricula will be examined. Students will gain insight into the trends, tensions, challenges, and variations in curricular emphases of colleges and universities.

HIED 530 - Collegiate Sport Administration (3)
This course involves a study of the basic understanding of administrative theory and practice as it relates to intercollegiate athletics. Topics include the history of college athletics; organizational structure and governance; the NCAA, member divisions, and conferences; athletic department administration and finances; responsibilities and management of athletic directors, coaches and their staff; and management of student-athletes including recruitment, compliance and enforcement, academic standards, and their well-being.

HIED 531 - Events and Facilities Management in College Athletics (3)
Athletic departments must plan and manage a variety of events including team practices, competitions, development and alumni activities, hosting tournaments, and outreach activities. This course will engage students in understanding the planning process and operations around event production, facilities management, staffing, scheduling, development events, and alumni relations. Capital planning will also be examined.

HIED 532 - Marketing and Sponsorship in Intercollegiate Athletics (3)
This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry, specifically intercollegiate athletics. Areas to be addressed are the uniqueness of sport marketing in comparison to traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, the overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

HIED 537 - Compliance and Regulation in Intercollegiate Athletics (3)
This course focuses on the National Collegiate Athletic Association (NCAA) legislative process and bylaws governing the operation of an athletics program. Students will develop a comprehensive understanding and appreciation of the NCAA, including its purpose and function. Topics covered include amateurism, specific bylaws (e.g. eligibility, recruitment and financial aid, playing/practice) and organizational processes for maintaining institutional compliance.

HIED 550 - Student Development in Higher Education (3)
This course provides a foundational overview of theory and practice associated with Student Affairs administrative leadership. Theoretical frameworks (e.g. psychosocial, cognitive-structural, social identity) will be discussed in terms of their foundational constructs for influencing college student learning and growth as well as for understanding their applicability in various functional areas of higher education. An emphasis will be placed on using theory to guide and improve educational practice.

HIED 551 - College and University Environments (3)
This course will introduce students to the complexity of college and university campuses and cultures. Theoretical concepts and empirical findings will be examined that help to describe college environments and explain their impact. The aim of the course is to familiarize students with today's diverse and emerging higher education settings and to explore strategies for enhancing educational environments. Students will explore higher education environments and their impact on various student populations, including underrepresented students. Students will develop a comprehensive understanding of higher education settings as well as the strategies for enhancing these environments to maximize student engagement for learning and development.
HIED 555 - Spiritual Formation in Higher Education (3)
This course provides students with a comprehensive introduction to spiritual formation in higher education. This course includes the principles of spiritual formation as well as a broad range of historical and philosophical approaches to faith and spirituality. The course considers the importance of creating mentoring environments that nurture spiritual and faith development as well as vocational commitments among college students.

HIED 562 - Internship in Higher Education (3)
The internship is a supervised field experience of 120 hours in a setting consistent with the students' professional and educational goals. The internship experience is designed to enhance students' professional capacities in higher education. Students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. Students will engage in academic and professional reflection. Prerequisites: HIED 511 and completion of 15 total HIED credits.

HIED 563 - Internship II in Higher Education (3)
The internship II is a supervised field experience of 120 hours designed to provide further experience in a setting consistent with the students' professional and educational goals. Students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. Prerequisites: HIED 562.

HIED 565 - Thesis (3)
Supervised independent research on a focused topic related to higher education. Thesis proposal must be approved by instructor and Program Director prior to registration. Prerequisite: HIED 580.

HIED 567 - Professional Seminar (3)
This course provides an opportunity for students to use the tools and knowledge acquired during the program to address a challenge or opportunity specific to the administrative area or institution in which they are employed full time. Students will identify a challenge, analyze research related to the issue, and develop actionable recommendations for responding to the issue and share those recommendations with others within their institutional context in both written form and oral presentation. Prerequisite: 15 credit hours completed.

HIED 580 - Research Methods (3)
This course describes the fundamental principles and methodologies for conducting research. A broad research overview is provided, including the formulation of research questions/hypotheses as well as qualitative, quantitative, and mixed method designs. A basic introduction to statistical analysis as well as consideration of ethical implications of research is also addressed. The course provides students with the skills needed to critically evaluate published research and to design a framework for implementing a research proposal in an area of interest. Cross-listed with EDME 580 and LEAD 580.

HIED 591 - Independent Study (3)
This course allows students to intensively examine a particular topic in the field of higher education. The focus of the independent study must reflect high academic quality, including but not limited to quality readings and intentional projects that align with clear learning objectives. Specific content and methods of evaluation will be determined in conjunction with the instructor. A proposal approved by the Director of the Higher Education Program is a necessary prerequisite to registration.

LEAD 501 - The Character of a Leader (3)
This course focuses on the cornerstone of effective leadership - personal character. Students will explore character attributes that comport with God-honoring leadership; effective models for cultivating character attributes and personal development; inhibitors to development; and the impact of character on effectively leading others and achieving organizational success.

LEAD 505 - Strategic Thinking, Planning and Organizational Change (3)
This course focuses on the leader's role in strategic thinking, planning, and organizational change. Students will examine best practices in assessing an organization's readiness for change, change management implementation, and strategies for coping with resistance to change.

LEAD 515 - Best Practices in Leadership (3)
This course focuses on the historical, academic study of leadership theory. Students will examine the ontology, axiology, and praxis of leadership by examining the various strengths, weaknesses, and contextual constraints of leadership theories and models.

LEAD 530 - Leading Leaders (3)
This course focuses on the practice of leading leaders within an organization. Students will examine effective practices for leader identification, development, empowerment, motivation, and accountability to achieve organizational results.

LEAD 540 - Followership, Teamwork and Group Dynamics (3)
This course focuses on the social and organizational aspects of being an effective follower and working within groups and teams. Students will examine group dynamics and the social psychology of teamwork, including stages of team development, conflict resolution, and trust.

LEAD 550 - Organizational Effectiveness (3)
This course focuses on theories, approaches, and techniques to evaluate, measure, and maximize an organization's effectiveness at
achieving its desired outcomes. Students examine how leadership, organizational structure, people, work processes, policies and procedures, systems, and organizational culture influence effectiveness.

**LEAD 560 - Diversity and Leadership (3)**
This course focuses on the strategies, principles, and techniques needed to effectively lead organizations in a diverse world. Students will examine how culture, gender, ethnicity, socio-economic status, religion, and generation impact the role of the leader, the practice of leadership, and the effectiveness of the organization.

**LEAD 580 - Research Methods (3)**
This course describes the fundamental principles and methodologies for conducting research. A broad research overview is provided, including the formulation of research questions/hypotheses as well as quantitative, qualitative, and mixed method designs. A basic introduction to statistical analysis as well as consideration of ethical implications of research is also addressed. The course provides students with the skills needed to critically evaluate published research and to design a framework for implementing a research proposal in an area of interest. Cross-listed with EDME 580 and HIED 580.

**LEAD 590 - Leadership Capstone (3)**
This course is an independent learning experience designed to allow the student the opportunity to incorporate the material learned in the MSL program in an integrative, applied project. Students in this course complete a field project in an organization of their choice, supervised by a faculty member.

**MRKT 515 - Marketing Strategy (3)**
This course defines the core concepts of marketing and describes how its many parts are applied in effective marketing plans. Students examine marketing's theoretical foundations as well as its challenging contemporary issues as they explore ways to apply market strategies in uncertain and ever changing environments. Special attention is paid to the integration of faith into these decisions and strategies.

**MRKT 530 - Digital Marketing (3)**
This course defines primary strategies of digital marketing. A significant part of marketing now occurs online or is influenced by online communication. Students examine how organizations must adapt to new interactive digital strategies in order to succeed. An audit of the latest techniques, tools, and processes presents practical methods for online research, development of digital strategy, and implementation of marketing online. Topics like search engine optimization, online advertising, social media, email marketing, web development, and mobile marketing are discussed and employed through multiple projects.

**MRKT 540 - Social Media Strategy (3)**
This course explores the evolving influence of social media in communication, public relations, and marketing. Students examine how traditional communication and marketing strategies often fail with social media empowered consumers. Through theory, practice, and case studies, students identify a strategic process for integrating social media into organizational communication, public relations, marketing, and other business operations.

**MRKT 550 - Marketing Analytics (3)**
This course focuses on how to effectively use marketing data to improve managerial decisions. Students are exposed to the art of analyzing, understanding, communicating, and formulating decisions about the direction of products, services, and other business related activities using data and "big data." Prerequisite: Undergraduate competency in statistics.

**MUAP 501 - Applied Wind Conducting (3)**
The purpose of this course is to develop the student's skills to advanced aspects of wind conducting, score study and self-evaluation in conducting.

**MUAP 502 - Applied Choral Conducting (3)**
The purpose of this course is to develop the student's skills to advanced aspects of choral conducting, score study and self-evaluation in conducting.

**MUAP 503 - Applied Orchestral Conducting (3)**
The purpose of this course is to develop the student's skills to advanced aspects of orchestral conducting, score study and self-evaluation in conducting.

**MUAP 504 - Advanced Conducting Project (3)**
This course is the culmination of study in the area of specialization consisting of a written document and a DVD-video component of the student's conducting experiences.

**MUAP 601 - Applied Wind Conducting II (3)**
The purpose of this course is to provide continued opportunities for students to explore and refine wind conducting technique, score study and performance evaluation. Students will continue to build knowledge and expertise as it pertains to the art of creating a visual representation of the aural image. Prerequisite: MUAP 501.

**MUAP 602 - Applied Choral Conducting II (3)**
The purpose of this course is to provide continued opportunities for students to explore and refine choral conducting technique, score study and performance evaluation. Students will continue to build knowledge and expertise as it pertains to the art of creating a visual representation of the aural image. Prerequisite: MUAP 502.

**MUAP 603 - Applied Orchestral Conducting II (3)**
The purpose of this course is to provide continued opportunities for students to explore and refine orchestral conducting technique, score study and performance evaluation. Students will continue to build knowledge and expertise as it pertains to the art of creating a visual representation of the aural image. Prerequisite: MUAP 503.

**MUAP 621 - Recital: Wind (2)**
This culminating experience in the applied wind conducting area offers the student the opportunity to showcase the skills developed over the course of the degree program. The 45-60 minute compilation of public performances will display requisite knowledge in the areas of advanced wind band conducting, score preparation, and high levels of musicianship. Program notes that emphasize the use of scholarship will be submitted as part of the recital requirement. Must be completed in final semester. Co-requisite: MUSI 621.
MUAP 622 - Recital: Choral (2)
This culminating experience in the applied choral conducting area offers the student the opportunity to showcase the skills developed over the course of the degree program. The 45-60 minute compilation of public performances will display requisite knowledge in the areas of advanced choral conducting, score preparation, and high levels of musicianship. Program notes that emphasize the use of scholarship will be submitted as part of the recital requirement. Must be completed in final semester. Co-requisite: MUSI 622.

MUAP 623 - Recital: Orchestral (2)
This culminating experience in the applied orchestral conducting area offers the student the opportunity to showcase the skills developed over the course of the degree program. The 45-60 minutes compilation of public performances will display requisite knowledge in the areas of advanced orchestral conducting, score preparation, and high levels of musicianship. Program notes that emphasize the use of scholarship will be submitted as part of the recital requirement. Must be completed in final semester. Co-requisite: MUSI 623.

MUED 501 - Woodwind Pedagogy (3)
The purpose of this course is to expand student's knowledge base of the clarinet, saxophone, flute, oboe, and bassoon. Students will be required to: 1) play each instrument at the intermediate level; 2) understand the specific playing techniques for each instrument; and 3) develop pedagogical concepts for teaching the instruments at the basic, intermediate and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 502 - Brass Pedagogy (3)
The purpose of this course is to expand student's knowledge base of the trumpet, trombone, French horn, and tuba. Students will be required to: 1) play each instrument at the intermediate level; 2) understand the specific playing techniques for each instrument; and 3) develop pedagogical concepts for teaching the instruments at the basic, intermediate and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 503 - High String Pedagogy (3)
The purpose of this course is to expand student's knowledge base of the violin and viola. Students will be required to: 1) play each instrument at the intermediate level; 2) understand the specific playing techniques for each instrument; and 3) develop pedagogical concepts for teaching the instruments at the basic, intermediate and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 504 - Low String Pedagogy (3)
The purpose of this course is to expand student's knowledge base of the cello and bass. Students will be required to: 1) play each instrument at the intermediate level; 2) understand the specific playing techniques for each instrument; and 3) develop pedagogical concepts for teaching the instruments at the basic, intermediate and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 505 - Percussion Pedagogy (3)
The purpose of this course is to expand student's knowledge base of concert percussion. Students will be required to: 1) play each instrument at the intermediate level; 2) understand the specific playing techniques for each instrument; and 3) develop pedagogical concepts for teaching the instruments at the basic, intermediate and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 506 - Topics in Music History & Literature: Choral (3)
This course is a study of choral repertoire spanning the Medieval to Classical periods. The course will focus on historical perspective, style analysis, listening and score study of relevant works in a chronological context. Prerequisites: MUMH 505 and MUTH 501.

MUAP 622 - Recital: Choral (2)
This course is a study of wind band repertoire spanning the Medieval to Classical periods. The course will focus on historical perspective, style analysis, listening and score study of relevant works in a chronological context. Prerequisites: MUMH 505 and MUTH 501.

MUAP 623 - Recital: Orchestral (2)
This course is a study of orchestral repertoire with a special focus on the development of the symphony. The course will focus on historical perspective, style analysis, listening and score study, of relevant works in a chronological context. Prerequisites: MUMH 505 and MUTH 501.

MUED 501 - Woodwind Pedagogy (3)
This course is a study of woodwind repertoire spanning the French Revolution through present day periods. The course will focus on historical perspective, style analysis, listening and score study of relevant works. Prerequisites: MUMH 505 and MUTH 501.

MUED 502 - Brass Pedagogy (3)
This course is a study of wind band repertoire spanning the 20th and 21st centuries. The course will focus on historical perspective, style analysis, listening and score study of relevant works in Germanic and Non-Germanic traditions. Prerequisites: MUMH 505 and MUTH 501.

MUED 503 - High String Pedagogy (3)
This course is a study of choral repertoire spanning the Medieval to Classical periods. The course will focus on historical perspective, style analysis, listening and score study of relevant works in a chronological context. Prerequisites: MUMH 505 and MUTH 501.

MUED 504 - Low String Pedagogy (3)
This course will develop a student's individual ability, in the area of wind conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound.

MUED 505 - Percussion Pedagogy (3)
This course will develop a student's individual ability, in the area of choral conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music
theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound.

MUSI 503 - Orchestral Conductors Symposium (3)
This course will develop a student's individual ability in the area of orchestral conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound.

MUSI 505 - Applied Conducting II (3)
The purpose of this course is to provide additional in-depth study into all aspects of conducting and score study. Each student will be required to prepare materials that address the following areas: 1) advanced conducting technique; 2) advanced score marking and preparation; and 3) advanced rehearsal techniques. These concepts will be addressed using repertoire that will stretch the students understanding of music and its compositional structure. In the second semester of study, all students will be studying repertoire of the most advanced levels. Areas of further study and refinement will include transposition, advanced ear training/error detection and repertoire selection.

MUSI 511 - Vocal Pedagogy for the Choral Director (3)
The purpose of this course is to expand student's knowledge base of the voice and the scientific implications of it. Students will be required to: 1) apply advanced vocal techniques to his/her singing; 2) understand the anatomical structures as well as the physiological and acoustical processed of vocal production; and 3) implement advanced pedagogy in a rehearsal situation. Literature and other teaching resources appropriate for each level will be explored.

MUSI 512 - Latin and Italian Diction (3)
The purpose of this course is to focus on three areas of diction: 1) basic working knowledge of the International Phonetic Alphabet (IPA); 2) basic working knowledge of the written rules of diction as they apply to the Ecclesiastical use of Latin and Italian languages; and 3) executing the proper sounds based on the diction rules for the Latin and Italian languages.

MUSI 513 - French and German Diction (3)
The purpose of this course is to focus on two areas of diction: 1) basic working knowledge of the written rules of diction as they apply to the French and German languages; and 2) executing the proper sounds based on the diction rules for the French and German languages.

MUSI 521 - Chamber Music Workshop: Strings and Piano (3)
In this course students will gain an overview of the history of chamber music for string quartet and piano trio/quartet/quintet from the late 18th Century to the present. Through this study, each student will develop rehearsal strategies to assist in the process of preparation for performance. Each student will rehearse/coach the ensemble, preparing them for a culminating performance taking place at week's end.

MUSI 601 - Wind Conductors Symposium II (3)
The purpose of this course is to develop a student's advanced ability, in the area of wind conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound. Prerequisite: MUSI 501.

MUSI 602 - Choral Conductors Symposium II (3)
The purpose of this course is to develop a student's advanced ability, in the area of choral conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound. Prerequisite: MUSI 502.

MUSI 603 - Orchestral Conductors Symposium II (3)
The purpose of this course is to develop a student's advanced ability, in the area of orchestral conducting, to 1) communicate musical ideas in a score through gestural communication, employing appropriate and expressive baton technique; 2) apply skills and knowledge of music theory, music history and musicianship to score study; and 3) demonstrate a critical awareness of conducting technique and principles of cause and effect between gesture and sound. Prerequisite: MUSI 503.

MUSI 621 - Written Comprehensive Exam: Wind (1)
The written comprehensive exam is a complement to the recital where students will have the opportunity to articulate decisions pertaining to selection of wind band repertoire and the musical choices displayed in the presentation of the music with committee members from the conducting faculty. The student will also be asked to present ideas relating to the leadership role taken on by wind band conductors and the responsibilities that accompany that role. Must be completed in final semester. Co-requisite: MUAP 621.

MUSI 622 - Written Comprehensive Exam: Choral (1)
The written comprehensive exam is a complement to the recital where students will have the opportunity to articulate decisions pertaining to selection of choral repertoire and the musical choices displayed in the presentation of the music with committee members from the conducting faculty. The student will also be asked to present ideas relating to the leadership role taken on by choral conductors and the responsibilities that accompany that role. Must be completed in final semester. Co-requisite: MUAP 622.

MUSI 623 - Written Comprehensive Exam: Orchestral (1)
The written comprehensive exam is a complement to the recital where students will have the opportunity to articulate decisions pertaining to selection of orchestral repertoire and the musical choices displayed in the presentation of the music with committee members from the conducting faculty. The student will also be asked to present ideas relating to the leadership role taken on by orchestral conductors and the responsibilities that accompany that role. Must be completed in final semester. Co-requisite: MUAP 623.

MUTH 501 - Analytical Studies for Conductors (3)
The purpose of this advanced application of musical theory is to review components of a composition including (but not limited
to) rhythm, melody, harmony and texture. This course will also briefly explore various standard musical forms and how the more basic elements support and connect these larger structures. Analysis for interpretation at the podium will be the primary emphasis.

**NURS 500 - Technology in Healthcare, Education, and Nursing Practice (3)**
This course is designed to provide an introduction to nursing informatics, information systems, clinical decision systems, computer technology, and basic simulation design and development for use in promoting safety, quality, and data management for evidence-based nursing practice and nursing education. The student also will be introduced to computer applications needed to progress through the curriculum.

**NURS 501 - Statistics for Evidence-based Practice (3)**
This course focuses on the development of skills needed to understand statistical analysis and reasoning. Emphasis is placed on comprehending the use and relevance of statistics in nursing research.

**NURS 502 - Nursing Research Design and Methodology (3)**
This course focuses on the critical appraisal of nursing research and methods of inquiry to guide evidence-based practice. Emphasis is placed on the skills and knowledge needed to critically appraise and determine the strength of evidence available to inform issues of current nursing practice and education.

**NURS 503 - Advanced Pathophysiology (3)**
This course provides an in-depth analysis of physiological processes and pathological alterations that affect health across the lifespan. Synthesis and application of current research-based knowledge regarding pathological changes also are considered.

**NURS 504 - Advanced Pharmacology (3)**
This course focuses on a study of the pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Emphasis is placed on topics of pharmacologic mechanisms of action, effects on organ systems, routes of administration, therapeutic uses, considerations related to age and physiologic states, adverse reactions, contraindications, and drug interactions.

**NURS 505 - Advanced Physical Assessment Across the Lifespan (3)**
This course provides an introduction to the skills of advanced clinical history taking and physical assessment. Emphasis is placed on discernment between normal and abnormal findings, recognition of common health problems, and the process of critically analyzing problems. The clinical component of the course gives students the opportunity to apply concepts, theory and practice in obtaining comprehensive health histories and physical assessment data for patients of all ages across the lifespan and states of health.

**NURS 506 - Christian Philosophical & Ethical Foundations of Advanced Nursing (3)**
This course focuses on a Christian perspective of ethical theories and principles for application to moral dilemmas within the social context of healthcare. Emphasis is placed on professional responsibility and accountability, patient's rights, social justice, and principles of analysis used to resolve moral and spiritual dilemmas nurses encounter in all areas of healthcare and nursing practice.

**NURS 520 - Foundations and Applications of the Nurse Educator Role (3)**
The focus of this course is on professional role development of the nurse educator. Philosophical foundations of nursing education as well as learning theories and instructional methods are introduced. A review of conceptual models and theories of nursing also is presented. Emphasis for the clinical component of the course is placed on knowledge and skills needed for teaching in higher education and clinical practice settings. Prerequisites: NURS 500, 501, 502, 503, 504, 505 and 506.

**NURS 521 - Curriculum in Nursing Education (3)**
This course focuses on the development of an in-depth understanding of curriculum design principles. Emphasis is placed on the analysis of curricular components including teaching/learning philosophies, mission statements, program goals, learning objectives, individual course competencies, and teaching plans. Standards and regulations influencing nursing education programs and curriculum development also are analyzed. Prerequisites: NURS 500, 501, 502, 503, 504, 505 and 506. Prerequisite or concurrent course: NURS 520.

**NURS 522 - Principles of Measurement & Evaluation (3)**
This course focuses on the concepts of measurement and evaluation in nursing. Emphasis is placed on topics of test construction, item analysis, clinical performance evaluation, course evaluation, and program evaluation. Standards for program evaluation for program accreditation as well as legal and ethical issues related to evaluation also will be discussed. Prerequisite: NURS 520.

**NURS 530 - Teaching Methods for Clinical Practice in Nursing Education (6)**
This course is focused on the nurse educator role in both higher education and clinical practice learning environments. Students explore various teaching modalities that facilitate critical thinking and clinical decision-making in learners. Emphasis is placed on the integration of theory and practice through practicum experiences of direct care and teaching in both the classroom and in clinical practice environments with application of evidence-based practice educational research for capstone project development. Nurse educator competencies are emphasized. Prerequisites: NURS 520 and 521. Prerequisite or concurrent course: NURS 522.

**NURS 531 - Nurse Educator Leadership Role Development – Capstone (3)**
This course serves as the capstone course for the nurse educator curriculum. Key topics include skills for leadership and management in clinical nursing practice education and academic nursing education environments, methods for empowerment and change within higher education and healthcare systems, application of nurse educator competencies, and components of excellence in nursing education. Clinical-practicum experiences include application of leadership and management skills in nursing education environments and completion of an evidence-based nursing education capstone project. Pre-requisite: NURS 530.
NURS 540 - Clinical Specialty Practicum Experience (3)
This course is an optional course for students wanting to focus on a clinical specialty as nurse educators. Students have the opportunity to acquire 150 hours of additional clinical experience by partnering with a professional educator or advanced practice nurse in a clinical specialty of interest. Individual or group seminars are conducted to discuss topics and issues related to the clinical focus area. Prerequisite: NURS 520; Must be enrolled in the MSN program or in the Certificate of Advanced Graduate Studies (CAGS) in Nursing Education track.

NURS 601 - Foundational Concepts of the Family Nurse Practitioner Role I (1)
This course introduces foundational concepts of the family nurse practitioner role. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to health care delivery systems, technology in practice, quality and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. Prerequisites: NURS 500, 501, 502, 503, 504, 505.

NURS 602 - Foundational Concepts of the Family Nurse Practitioner Role II (1)
This course is a continuation of foundational concepts of the family nurse practitioner role presented in NURS 601 Foundational Concepts of the Family Nurse Practitioner Role I. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to health care delivery systems, technology in practice, quality and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601.

NURS 620 - Collaboration in Inter-Professional Teams (2)
This course introduces the foundational concepts of working in inter-professional health care teams. Key areas of discussion include communication skills, inter-professional interactions, team dynamics, group management strategies, leadership and facilitation skills, problems posed by dysfunctional groups, and change theory. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506.

NURS 621 - Advanced Concepts in Health Promotion and Prevention (2)
This course focuses on application of preventative health concepts and health promotion principles across the lifespan of specific populations. Key areas of discussion include physiological and psychological preventative health principles, counseling about populations. Key areas of discussion include physiological and health promotion principles across the lifespan of specific populations. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506.

NURS 622 - Principles of Care in Advanced Family Nursing Practice (1)
This course focuses on family health theory and its application to advanced practice nursing in primary care. Key areas include developmental stages of family development, assessment of the family and communities, impact of acute and/or chronic illness on the family, and cultural aspects of family health problems. Evidence-based family-centered inquiry will be the basis for determining best practice health care interventions within the context of current health care policy and financing. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 506.

NURS 623 - Application of Theory to Research in Evidence-Based Practice for Advanced Practice (3)
This course focuses on the exploration of nursing theory and its application to nursing research. Theoretical and research concepts are applied to evidence-based practice research protocols in addressing clinical practice problems and determining best advanced nursing practice within primary health care settings. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 506.

NURS 624 - Epidemiological Principles in Family Nursing Practice (2)
This course focuses on epidemiology principles, concepts and methods in the investigation of health-related issues affecting family nursing practice. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, and NURS 506.

NURS 630 - Principles of Clinical Genetics (2)
This course focuses on discussions of individuals, families, and populations at risk for genetic conditions with application of genetic science to advanced practice nursing assessments and interventions. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 506.

NURS 631 - Health Policy and Legal Aspects of Healthcare (2)
This course focuses on legislative, regulatory, and private health policy that provide the framework for how health care is delivered in the U. S. Key points of discussion include health care policy translation, insurance coverage, Medicare and Medicaid, and future health policy issues related to the implementation of the Affordable Care Act. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 506.

NURS 632 - Roles of Advanced Practice Nursing in Evidence-Based Practice (3)
This course focuses on the role of advanced practice nurses in translating evidence-based practice into the clinical practice setting. Key points include analysis of organizational culture and dynamics and development of a clinical practice evidence-based projects for application to a specific clinical practice setting. An initial proposal for the DNP Project will be developed and prepared for IRB approval. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 623.

NURS 640 - Economics of Healthcare (2)
This course introduces microeconomic principles, economical laws and economic theory to address market driven issues of health care. Key points of discussion include economic and regulatory responses to market changes, dynamic adjustment in health care markets, resources use, and strategies for economic decisions. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505 and NURS 506.
NURS 701 - Advanced Family Nursing Practice of Adults I (3)
This theory course focuses on diagnosis and management of acute needs of adults and their families in primary health care settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection and management of common health care problems of adults in primary health care settings. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, and patient education and preventative measures. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 702.

NURS 702 - Advanced Family Nursing Practice of Adults I Practicum (3)
This practicum course provides an opportunity to apply concepts of advanced family nursing practice of adults in the practice setting. Preceptors are assigned to students in primary practice settings to support student achievement of advanced clinical practice skills of diagnosis, planning, implementing, and evaluating therapeutic regimens of adults experiencing common acute health conditions encountered in primary health care settings. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 701.

NURS 703 - Advanced Family Nursing Practice of Adults II (3)
This theory course focuses on a continuation of diagnosis and management of health care needs of adults and their families in primary health care settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection and management of common acute/chronic/complex health care problems of adults in primary health care settings. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, and patient education and preventative measures. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 704.

NURS 704 - Advanced Family Nursing Practice of Adults II Practicum (3)
This practicum course provides an opportunity to apply concepts of family nursing practice of adults in the practice setting presented in NURS 703 Advanced Family Nursing Practice of Adults II. Preceptors are assigned to students in primary practice settings to support student achievement of advanced clinical practice skills of diagnosis, planning, implementing, treating, managing, and evaluating therapeutic regimens of adults experiencing acute, chronic, and/or complex conditions encountered in primary health care settings. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 703.

NURS 705 - Advanced Physical Assessment of Children and Adolescents (2)
This course provides a foundation for advanced clinical nursing practice of children and adolescents in primary care settings. Presentation of health history, developmentally appropriate screenings and evaluation, and physical examination of children and adolescents are learned for application to practice in a clinical setting. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 706.

NURS 706 - Advanced Physical Assessment of Children and Adolescents Practicum (1)
This practicum course provides a foundation for advanced clinical nursing practice of children and adolescents in primary care settings. Health history, developmentally appropriate screenings and evaluation, and physical examination of children and adolescents are applied to practice in a clinical setting. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 705.

NURS 707 - Advanced Family Nursing Practice of Children and Adolescents (3)
This theory course provides an introduction to primary health care for children and adolescents. Key points include developmental theories and concepts of children and adolescents; physical and developmental assessment of children and adolescents; identification and management of health conditions of children and adolescents and the impact of health conditions on their families; and rationale for physiologic and psychological treatment measures in children and adolescents. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506, NURS 601, NURS 705 and NURS 706. Co-requisite: NURS 708.

NURS 708 - Advanced Family Nursing Practice of Children and Adolescents Practicum (2)
This practicum course provides an opportunity to apply concepts of family nursing practice of children and adolescents presented in NURS 707 Advanced Family Nursing Practice of Children and Adolescents in the clinical practice setting. Assigned preceptors guide students in using the nursing process to provide primary health care services to children and adolescents in addressing developmental concerns, and complex and chronic health care conditions. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506, NURS 601, NURS 705 and NURS 706. Co-requisite: NURS 707.

NURS 709 - Advanced Family Nursing Practice for Women's Health (3)
This course focuses on the family nurse practitioner role in addressing women's health throughout the lifespan in regards to health promotion, disease prevention, early detection of health problems, treatment and management of acute and chronic health conditions. Key points include the role of gender in health care policy, pharmacologic therapies for women's health conditions, Healthy People 2020 recommendations for eliminating women's health care disparities, and the use of evidence-based practice to inform the treatment and management of women's health care issues. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506, NURS 601, NURS 705 and NURS 706. Co-requisite: NURS 710.

NURS 710 - Advanced Family Nursing Practice for Women's Health Practicum (2)
This practicum course provides an opportunity for students to apply the family nurse practitioner role in addressing women's health throughout the lifespan. Assigned preceptors guide students' clinical experiences to incorporate the nursing process in implementation of women's health care as a complement to
This practicum course provides an opportunity to apply methods in a variety of clinical diagnostic areas. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601; Co-requisite: NURS 709.

NURS 721 - Advanced Family Nursing Application of Clinical Diagnostics (3)
This theory course focuses on methods for accurate diagnosis of common health problems. Key points include diagnostic frameworks for clinical decision making, diagnostic testing and imaging, appropriate test selection, and interpretation of findings. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601. Co-requisite: NURS 722.

NURS 722 - Advanced Family Nursing Application of Clinical Diagnostics Practicum (3)
This practicum course provides an opportunity to apply methods of clinical diagnosis being learned in NURS 722 Advanced Family Nursing Application of Clinical Diagnostics. Assigned preceptors guide students in a variety of primary care settings in selecting and interpreting diagnostic testing and imaging for clinical diagnosis in a variety of clinical diagnostic areas. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601; Co-requisite: NURS 721.

NURS 723 - Advanced Family Nursing Practice of Older Adults (3)
This theory course focuses on the family nurse practitioner role in providing primary care to older adults. Key points include health promotion, disease prevention, early detection and management of common acute and chronic health care problems of older adults in primary health care settings. Emphasis is placed on maintenance of function and promotion of self-care in older adults. Effective use of community and family resources and discussion of ethical dilemmas are integrated throughout the course. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601; Co-requisites: NURS 724 and NURS 731.

NURS 724 - Advanced Family Nursing Practice of Older Adults Practicum (3)
This practicum course provides an opportunity to apply concepts of family nursing practice of older adults presented in NURS 723 Advanced Family Nursing Practice of Older Adults in the clinical practice setting. Assigned preceptors guide students in primary practice settings to support student achievement of advanced clinical practice skills of diagnosis, planning, implementing, treating, managing, and evaluating therapeutic regimens of older adults experiencing common acute and chronic conditions encountered in primary health care settings with an emphasis on maintenance of function and self-care. Prerequisites: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 506 and NURS 601; Co-requisites: NURS 723 and NURS 731.

NURS 731 - Advanced Nursing Practice Leadership Role Integration-Capstone (3)
This capstone course focuses on practice management issues that advanced practice nurses (ANP) encounter in their role transition from direct care providers to doctoral prepared advanced practice nurse leaders. Key points include benchmarking and outcome measures in clinical practice, challenges and opportunities of the DNP APN role, areas of litigation, advanced certification options, leadership in health care policy, negotiations of contracts, and opportunities for promotion and advocacy of the DNP role. In addition, working with their faculty advisor, students will complete the design of a systems level evidence-based project (DNP Project) based on a clinical issue or problem significant to advanced family nursing practice. This capstone project (DNP Project) will be implemented by the student during NURS 732 Integration of Evidence-Based Practice across Healthcare Settings. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506; NURS 601, 602, 620, 621, 622, 623, 624, 630, 632, 640; NURS 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 712, 712; Messiah College IRB approval of DNP project. Co-requisites: NURS 723 and NURS 724.

NURS 732 - Integration of Evidence-Based Practice Across Healthcare Settings-Capstone Practicum (4)
This final practicum course provides students the opportunity to implement the full range of advanced practice skills needed for the family nurse practitioner role under the supervision of an established family nurse practitioner and/or family practice physician preceptor. Students will implement their systems level evidence-based practice project (DNP Project), working in consultation with their faculty advisor and clinical preceptor. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506; NURS 601, 602, 620, 621, 622, 623, 624, 630, 632, 640; NURS 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 712, 722, 723, 724, 731; MC IRB approval and any Organizational IRB approvals needed for DNP project.

NUTR 503 - Professional Development in Nutrition and Dietetics I (1)
This course provides an introduction to the professional development activities required for the registered dietitian credential. It includes 20 hours of supervised practice, including a weekly discussion and additional professional meetings and/or webinars. Course activities will be primarily online. Course topics include assessing professional knowledge and skill, and planning professional development.

NUTR 505 - Professional Development in Nutrition and Dietetics II (1)
This course provides continued experience with the professional development activities required for the registered dietitian credential. It includes 25 hours of supervised practice, including a weekly discussion and professional meetings and or webinars. Course activities will be primarily online. Course topics include preparing for the national registered dietitian exam and job applications. Prerequisite: NUTR 503.

NUTR 511 - Supervised Practice in Medical Nutrition (8)
This course provides preceptor supervised practical experience in medical nutrition therapy in inpatient settings. Students learn to assess nutritional status, prioritize patient needs, design appropriate nutrition interventions, and monitor and evaluate the effectiveness of nutrition therapy. The course requires 620 hours of full time supervised practice. In addition to the supervised practice, students complete 3 - 5 hours per week of online learning activities related to the practice experiences and projects.
NUTR 525 - Supervised Practice in Food Service and Community Nutrition (9)
This course includes supervised practical experience in three areas: food service, outpatient nutrition education, and community programs for individuals and groups who lack access to the foods needed for an adequate diet. The course requires 570 hours of full time supervised practice. In addition to the supervised practice, students complete 3-5 hours per week of online learning activities related to the supervised practice experiences, including an overview of public policy related to food and nutrition and Christian ethics related to poverty and food access.

OCCU 501 - Foundations of Occupational Therapy (3)
This course introduces students to the profession of occupational therapy including the study of the historical and philosophical foundations, as well as the core values and basic tenets of the profession. The course focuses on the study of occupation and occupation-based theories and models of practice. Emphasis is given to the Person-Environment-Occupation- Performance (PEOP) Model. Professional documents, professional organizations, roles and responsibilities of OTs and COTAs are reviewed.

OCCU 505 - Applied Anatomy (2)
This course covers the structure of human anatomy and the physiological functions of the body systems. Special attention is given to the musculoskeletal and neurological systems, including the understanding of the origin, insertion, innervation, and its relation to articulations and skeletal system. The course introduces the students to the understanding of dysfunction and its implication on human occupation and occupational performance. Co-requisite: OCCU 505L.

OCCU 505L - Lab: Applied Anatomy (1)
This course emphasizes the content of Applied Anatomy, allowing students to identify anatomical structures and their function, including the understanding of the origin, insertion, innervation, and its relation to articulations and skeletal system. Students understand the effect of dysfunction on occupational performance and apply this knowledge to OT practice. Co-requisite: OCCU 505.

OCCU 510 - Evidence-Based Therapy (2)
In this course students learn to become evidence-based practitioners and add to the evidence-based literature within occupational therapy. Students become thoughtful consumers of research and scholarship. The process of finding, interpreting, understanding and communicating collective evidence to inform occupational therapy practice is evaluated.

OCCU 515 - Therapeutic Skills (2)
This course covers fundamental skills for effective practice. Students learn effective communication principles and apply them when conducting interviews, occupational profiles and eliciting client narratives. Emphasis is placed on the therapeutic use of self to promote client-centered practice and outcomes. The students understand principles of group dynamics; practicing the role of group leader and facilitation skills. Prerequisites: OCCU 501, 510. Co-requisite: OCCU 515L.

OCCU 515L - Lab: Therapeutic Skills (1)
This lab supports the content of the Therapeutic Skills course by providing opportunities for students to practice skills and competencies in the areas of communication, interaction and group dynamics. Students will conduct interviews, occupational profiles, practice therapeutic use of self and implement group facilitation strategies. Prerequisites: OCCU 501, 510. Co-requisite: OCCU 515.

OCCU 523 - Occupation and Participation Across Lifespan (2)
In this course students further examine the concept of occupation and occupational development across the lifespan; as well as the various contexts that support or inhibit engagement in occupations. Students consider the ramifications of disability and its effects on role performance and fulfillment of life tasks. The OT Practice Framework and other occupation-based theories and models of practice are used to analyze occupational challenges across the lifespan. Prerequisites: OCCU 501, 510.

OCCU 526 - Analysis of Occupation (3)
This course discusses the therapeutic value of occupations in restoring function, health and wellbeing. The students apply the OTPF to activity analysis and examine the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors. Throughout the course students discuss and use purposeful activities to promote occupational performance and participation in life tasks. The course provides opportunities for students to practice their role as educators and group leaders by teaching others a variety of purposeful and therapeutic activities/occupations. Prerequisites: OCCU 501, 505 and 510.

OCCU 530 - Research Methods and Design I (2)
This course continues refining skills for critiquing and interpreting professional literature. This is an introduction to clinical research methodology and design and develops skills in formulating problem statements, research questions, and research design. These research methods will be applied to writing quantitative and/or qualitative approaches and writing research proposals. Variable definitions and concepts of reliability and validity of tests and measures will be discussed. Student groups work collaboratively to develop a research proposal for future study. Prerequisite: OCCU 510.

OCCU 535 - OT Process: Psychosocial Practice (2)
This course covers the fundamentals of OT practice in psychosocial settings including diagnostic categories and conditions in mental health. The course integrates theories and frames of references, evaluation methods, planning, treatment approaches, and discharge and transition planning used in mental health practice. Students analyze the contextual factors that contribute to psychosocial disorders and consider how issues of disparity, social injustice, and occupational deprivation affect the individual's ability to re-enter into society. Prerequisites: OCCU 501, 510. Co-requisite: OCCU 535L.

OCCU 535L - Lab OT Process-Psychosocial Practice (1)
The lab offers opportunities for students to integrate and apply what they have learned in OT Process Psychosocial Practice by participating in active, hands on, experiential learning. The students demonstrate competencies in the areas of evaluation, treatment planning, intervention and documentation in
psychosocial needs of various developmental disabilities that impact children’s occupational performance. The course covers the practice of OT in diverse pediatric settings. The application of theoretical foundations and frames of reference as applied to pediatrics will be examined. Students develop competencies in completing occupational profiles, evaluations, documentation, writing client-centered outcomes, developing treatment plans, and implementing treatment interventions. Prerequisites: OCCU 501, 505, 510, 515 and 523. Co-requisite: OCCU 565L.

OCCU 565L - Lab: OT Process-Pediatric Practice (1)
The lab offers opportunities for students to integrate and apply what they have learned in OT Process Pediatric Practice by participating in active, hands on, experiential learning. The students demonstrate competencies in the areas of evaluation, treatment planning, intervention and documentation in preparation for entry level pediatric practice. Prerequisites: OCCU 501, 505, 510, 515 and 523. Co-requisite: OCCU 565.

OCCU 570 - Research Application: Proposal Revision and Data Collection (2)
Student groups continue to develop their research projects with faculty advisors and expert mentor(s) consultation. Following institutional review board approved guidelines student groups implement the research project, collect and analyze research data with faculty advisor. Emphasis is on developing skills as a researcher and contributor to the

OCCU 572 - Level I Fieldwork: Community Interventions (2)
The purpose of this Level I fieldwork is for students to design and implement health promotion programs in community-based settings. Students work with a community partner, assessing the needs of the community and developing a health promotion program, under the guidance of a faculty member. The experiential learning activities provide further opportunities for students to practice/refine observation, communication, and interpersonal skills and as well as demonstrate professional behaviors. Prerequisites: OCCU 510, 530, 535 and 535L.

OCCU 573 - Health Promotion in OT: Community Interventions (2)
This course emphasizes the role of the OT in the promotion of health, wellness, health education and prevention. The course addresses the socio-cultural, socio-economic and socio-political contexts and their ramifications/impact on health and healthcare access. Students examine and discuss issues of racism, discrimination, health disparity, social determinants and social injustice. The needs of underserved populations are explored and strategies to promote health and wellness for populations at risk are developed. Prerequisites: OCCU 501, 510, 515, 535 and 535L.

OCCU 580 - Research Outcomes and Distribution (2)
This course results in a culminating project demonstrating the analysis and synthesis of data in a research project. Student groups continue developing their research projects with faculty advisor and expert mentor(s) consultation. The course emphasizes writing skills for professional dissemination and introduction to the grant writing process. Upon completion of the course, student groups disseminate the results of the research in the format of a paper, professional poster or manuscript. Prerequisites: OCCU 510, 530, 540 and 570.
OCCU 583 - Cultural and Global Considerations in OT (2)
This course is designed to address the role of culture in health and well-being and to examine the impact of cultural understanding in facilitating therapeutic interventions in OT practice. Students explore their personal cultural identity and learn about other cultural groups through self-assessment and reflection. Face to face and online opportunities are provided for students to communicate and interact with persons from other nationalities and cultures. Students demonstrate an understanding of culturally sensitive practices when relating to diverse individuals. The course also covers the value and contribution of International OT to education, research and practice. Prerequisites: OCCU 501, 510, 515, 515L, 535 and 535L.

OCCU 586 - Spirituality, Meaning and Health in Occupation (2)
In this course students understand the holistic nature of individuals and the importance of addressing the spiritual dimension of OT practice. Students reflect on their own spirituality and how they achieve meaning and purpose as a foundation to understand spirituality, meaning, beliefs and values in other people's lives. The course covers the interconnection between faith, health and well-being and the importance of the OT to integrate the spiritual needs of the clients into intervention. This course provides information, tools and resources to assist students in implementing strategies that address the holistic and spiritual dimensions of clients. Prerequisites: OCCU 501, 510, 515, 535 and 535L.

OCCU 602 - Level I Fieldwork: Adult Practice (1)
In this course students will have the opportunity to use knowledge and skills taught in adult intervention courses and apply the occupational therapy process in diverse adult practice settings. This course prepares students for Level II Fieldwork. Prerequisites: OCCU 505, 523, 526, 535, 535L, 545, 545L, 555 and 555L.

OCCU 605 - OT Process: Adult Practice I (3)
This course will provide students with the skills and knowledge required to engage in occupation-based, client-centered, and community focused assessments and interventions related to the adult population. Students will incorporate best practice through the use of theoretical practice models and evidence-based practice to develop critical thinking skills required to understand the effect of disease and illness on occupational participation. Prerequisites: OCCU 505, 523, 526, 535, 535L, 545, 545L, 555 and 555L. Co-requisite: OCCU 605L.

OCCU 605L - Lab OT Process: Adult Practice I (1)
In this course, students integrate techniques and approaches for the assessment and treatment of adult population through hands-on, experiential learning for engagement in meaningful occupation. Students are expected to apply knowledge acquired in Adult Process I to competently engage in entry-level practice for diverse injuries and illnesses common in adult populations. Prerequisites: OCCU 505, 523, 526, 535, 535L, 545, 545L, 555 and 555L. Co-requisite: OCCU 605.

OCCU 615 - Adaptations and Assistive Technology (2)
This course focuses on adaptations and modifications to maximize function and occupational performance across the lifespan. The use of adaptive equipment and assistive technology to promote participation in life tasks will be analyzed. Students create adaptive equipment for individuals with disabilities to enhance participation in diverse environments. Other course topics include mobility, communication, activities of daily living and switch devices; low vision tools; orthotics and prosthetics; environmental modifications; and applications for electronic devices. Prerequisites: OCCU 505, 545,545L, 555, 555L 565, 565L. Co-requisite: OCCU 615L.

OCCU 615L - Lab Adaptations & Assistive Technology (1)
In this course students integrate and apply what they have learned in OT Adaptive and Assistive Technology lecture by participating in active, hands on, experiential learning. Students analyze the use of adaptive equipment to enhance function and participation in life tasks and create an adaptive equipment to meet the specific needs of an individual with disability. Other course topics include mobility, communication, activities of daily living and switch devices. Additionally, low vision tools, orthotics and prosthetics, environmental modifications, and applications for electronic devices will be explored. Prerequisites: OCCU 505, 545,545L, 555, 555L 565, 565L. Co-requisite: OCCU 615.

OCCU 622 - Level II-A Fieldwork (6)
This is the first 12-week fieldwork experience. Students deliver OT services under the supervision of a licensed occupational therapist. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Students apply the OT process, delivering services in evaluation, treatment and documentation. Knowledge of the profession, professional behaviors, communication and management skills are evaluated. Prerequisites: All.

OCCU 623 - Administration & Management for Ethical Occupational Therapy Practice (3)
This course emphasizes the role of the OT as a leader and manager who models ethical behaviors, fostering an environment and culture of integrated ethics. The qualities of an effective leader are examined including the essential skills of planning, organizing, leading and outcome evaluation. These skills are applied to project development in diverse practice settings, especially community-based and emerging areas of practice. Students work with a community partner in the development of a program proposal. Understanding of health care policy and how it affects reimbursement and delivery of services will be addressed. Prerequisites: OCCU 501, 510.

OCCU 625 - OT Process: Adult Practice II (2)
This course will provide students with continued foundational skills of assessment and intervention related to mature adult populations, with special considerations for the aging process. Students will incorporate best practice through the use of theoretical practice models and evidence-based practice to develop critical thinking skills required to understand the effect of disease and illness on occupational participation. Prerequisites: OCCU 602, 605 and 605L. Co-requisite: OCCU 625L.

OCCU 625L - Lab OT Process: Adult Practice II (1)
In this course, students will integrate techniques and approaches for the assessment and treatment of adult population through hands-on, experiential learning for engagement in meaningful occupational participation. Students are expected to demonstrate competency in the assessment, treatment, and transitional planning of mature adult populations. Prerequisites: OCCU 523, 526, 535, 535L, 545, 545L, 555, 555L, 605 and 605L. Co-requisite: OCCU 625.
OCCU 628 - OT Practice: Special Topics (2)
This course is designed for students to explore specialized or emerging areas of practice in Occupational Therapy. Students learn essential concepts related to new or non-traditional therapy interventions. Prerequisites: OCCU 501 and 510.

OCCU 632 - Level II-B Fieldwork (6)
This is the second 12-week fieldwork experience. Students deliver OT services under the supervision of a licensed occupational therapist. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Students apply the OT process, delivering services in evaluation, treatment and documentation. Knowledge of the profession, professional behaviors, communication and management skills are evaluated. Prerequisites: All.

OCCU 636 - Enrichment Seminar (1)
In this course students have the opportunity to integrate content related to diverse areas of practice within the field of OT. Students use professional reasoning skills to analyze the complex nature of clients, families and communities. Students will analyze case studies integrating what they have learned throughout their coursework and fieldwork experiences. The ability to apply reasoning skills to address issues of OT practice will be evaluated. Prerequisites: OCCU 622 and 632.

SENT 530 - Social Entrepreneurship: Theory and Practice (3)
This course explores the theory and practice of social entrepreneurship. Students will examine how entrepreneurs can solve global, social problems and enable communities to flourish.

SENT 540 - Social Business Modeling (3)
This course focuses on developing social business models that satisfy an unworkable, unavoidable, urgent, or underserved customer need. Students will examine various social business models that are self-supporting, generate economic growth, and enable communities to flourish.

SENT 550 - Funding and Scaling the Social Enterprise (3)
This course focuses on how entrepreneurs raise capital and scale social enterprises. Students will examine fundraising and investment techniques for launching social ventures and funding their various growth stages.
COMMUNITY OF EDUCATORS
Date indicates eligibility for membership in Community of Educators

Ex-Officio
Randall G. Basinger, Provost; Professor of Philosophy
1983
Kim S. Phipps, President; Professor of Communication
1998

Curricular Administrators
F. Wes Bernstein, Digital Media Specialist
B.A., Temple University, 2005; M.S., Shippensburg University, 2014.
2014
Helena Cicero, Interim Director, The Oakes Museum of Natural History
B.S., Messiah College, 1999; M.A., Messiah College, 2015.
2017
Amy E. Cook, Coordinator of Practicums and Internships for the Graduate Program in Counseling
2015
Dean C. Curry, Director of the College Honors Program; Professor of Politics
B.A., Houghton College, 1974; M.A., University of Pennsylvania, 1975; Ph.D., Claremont Graduate University, 1981.
1980
Susan R. Donat, Director of Curriculum and Assistant Director of Assessment
2011
Douglas Flemmens, Director of the Collaboratory for Strategic Partnerships and Applied Research
2016
Steven S. Funck, Manager, Natural Sciences Laboratory Program
B.S., Grove City College, 1974; M.S., University of Kansas, 1983; M.A., U.S. Naval War College, 1993.
2012
Goforth, Cindy, Director of the Academic English Program
2015
Julie L. Gombar-Turyan, Director of Curriculum and Student Services, School of Graduate Studies and Assistant Professor of Education
2014
Angela C. Hare, Dean, School of Science, Engineering and Health; Professor of Mathematics
B.A., Wheaton College, 1990; M.S., Drexel University, 1993; Ph.D., American University, 1996.
1996
Hilary B. Hoover, Assistant Registrar
B.A., Messiah College, 2002; M.S.W., L.S.W., Temple University Harrisburg, 2007.
2015
Paula A. Johnson, Director of Clinical Education for Physical Therapy
2016
Cynthia J. Kerns, Instructional Designer
B.G.S., University of Nebraska at Omaha, 1993; M.S., St. Joseph’s University, 2013.
2013
Christine Kirkpatrick, Director/Teacher, Early Learning Center
B.S. Kutztown University, 1989; M.A. Liberty University, 2014.
2016
Jonathan D. Lau, Director of the Murray Library and Learning Commons
1989
Robin M. Lauermann, Professor of Politics; Assistant Dean of General Education and Common Learning; Director of Academic Advising
2002
Caroline Maurer, Dean, School of Business, Education and Social Sciences; Associate Professor of Education
B.S., M.Ed., Wright State University, 1982, 1992; Ph.D., The Ohio State University, 2008.
2013
Paula C. Maynard, Associate Registrar for Graduate Programs
2015
Michael Nagel, Managing Director, International Business Institute
M.B.A. The Pennsylvania University; D.B.A. University of Manchester.
2016
Valerie Olsen, Director of Physical Therapy Program
2016
Robert C. Pepper, Assistant Provost and Dean of the School of Graduate Studies, Assistant Professor of Leadership Studies
B.A., Messiah College, 1992; M.S., Shippensburg University, 1985; Ph.D., Regent University, 2009.

Darlene Perez-Brown, Director of Occupational Therapy Program, Associate Professor of Occupational Therapy

Dereck Plante, Engineering Projects Manager
B.A. Eastern Nazarene University; M.S.E., University of Massachusetts.

Peter K. Powers, Dean, School of the Humanities; Professor of English

Richard E. Roberson, Dean, School of the Arts; Professor of Music

Danielle Scibert, Occupational Therapy Academic Fieldwork Coordinator, Clinical Instructor in Occupational Therapy
B.S., M.S. Misericordia University, 2000.

Susan K. Shannon, Director of Learning Technology Services
B.S., Shippensburg University, 1989; M.S., Shippensburg University, 1993; M.E.T., Boise State University, 2013.

Amanda J. Sigel, Field Placement, Internship and Certification Coordinator
B.A., University of Richmond, 1989; M.S., Shippensburg University, 2011.

Amy C. Slody, Director of Disability Services
B.A., Lock Haven University, 1999; J.D., Widener University School of Law, 2003.

James J. Sotherden, Registrar; Coordinator of Student Retention

William G. Strausbaugh, Vice President for Information Technology; Associate Provost; Assistant Professor of Computer Science

Jon C. Stuckey, Director of Development; Assistant Professor of Sociology

Carrie D. Widdowson, Senior Associate Registrar

Term-Tenure Track Faculty
Todd Allen, Professor of Communication; Special Assistant to the President and Provost for Diversity Affairs

Edward T. Arke, Professor of Communication; Faculty Director, Media Lab

Andrew Babvak, Assistant Professor of Management, Chair, Department of Business

Heather H. Barto, Associate Professor of Counseling; Director, Graduate Program in Counseling
B.A., James Madison University, 1994; M.S., Johns Hopkins University, 1996; Certificate of Advanced Study, Johns Hopkins University, 2000; Ph.D., Virginia Polytechnic Institute and State University, 2011.

John A. Beaney, Professor of Modern Languages
B.A., Olivet Nazarene University, 1978; M.A., Ph.D., Purdue University, 1982, 1988; Justus-Liebig-Universität Gießen; Universität Leipzig; Philipps-Universität Marburg; Universidad de Castilla-La Mancha; Université d’Orléans; Universidad Complutense de Madrid; Universität Wien.

John L. Bechtold, Professor of Psychology; Chair, Department of Psychology

Karl Bergmann, Assistant Professor of Physical Therapy; Assistant Director, Doctor of Physical Therapy Program
B.S., M.S., Northeastern University, 2002; ScD, Texas Tech University, 2008.

Sheri L. Boyce, Professor of Biology; Pre-Health Professions Committee/Allied Health Advising
B.S., Messiah College, 1992; Ph.D., The Ohio State University, 1999.

Erin F. Boyd-Soisson, Professor of Human Development and Family Science

Carol A. Buckley, Assistant Professor of Math Curriculum Climate and Instruction; Supervisor of Student Teachers
Melinda S. Burchard, Associate Professor of Special Education

Fabrizio Cilento, Associate Professor of Communication

Leah K. Clarke, Associate Professor of Counseling; Assistant Director, Graduate Program in Counseling

Edward R. Cohn, Associate Professor of Theatre

Robin A. Collins, Professor of Philosophy; Messiah College Distinguished Professor, 2012-2017
B.A., B.S., Washington State University, 1984; Ph.D., University of Notre Dame, 1993; Messiah College Scholar Chair, 1999-2000.

James Colonna, Assistant Professor of Music; Director of Bands

Jean Thompson Corey, Associate Professor of English; Chair, Department of English; Director, Center for Public Humanities
B.S., Vanderbilt University, 1979; Teacher Certification, Gordon College, 1985; M.A., Duke University, 1989; D.A., Middle Tennessee State University, 2000.

Rachel A. Cornacchio, Associate Professor of Music Education; Assistant Director of Graduate Program in Conducting; Supervisor of Student Teachers

Michael R. Cosby, Professor of New Testament

Richard D. Crane, Associate Professor of Theology
B.A., Sanford University, 1984; M.Div., The Southern Baptist Theological Seminary, 1989; Ph.D., Marquette University, 2000.

Kristopher Cravey, Assistant Professor of Business; Director Graduate Programs in Business and Leadership

Henry A. Danso, Professor of Psychology

Edward B. Davis, Professor of the History of Science; Messiah College Distinguished Professor, 2013-2018
B.S., Drexel University, 1975; M.A., Ph.D., Indiana University, 1981, 1984; Messiah College Scholar Chair, 1998-1999, Distinguished Professor, 2002-2012.

David N. Dixon, Associate Professor of Communication

Timothy D. Dixon, Professor of Music; Director of Orchestral Activities; Co-Chair, Department of Music

Michael Dolislager, Assistant Professor of Economic Development
B.A., Hope College, 2003; Ph.D., Michigan State University, 2017.

Jan E. Dormer, Associate Professor of TESOL

Jennifer J. Dose, Professor of Management

Crystal L. Downing, Professor of English and Film Studies; Messiah College Distinguished Professor, 2012-2017

L. Marlin Eby, Professor of Mathematics and Statistics

L. Marlin Eby, Professor of Biology
Jeffrey S. Erikson, Assistant Professor of Biology and Environmental Science

Anthony Eseke, Assistant Professor of Communication and Public Relations

Patrice R. Ewoldt, Associate Professor of Music

Emily Farrar, Assistant Professor of Engineering
B.S., Messiah College, 2010; M.S., Ph.D., Cornell University 2013, 2014.

Matthew Farrar, Assistant Professor of Physics
B.S., McMaster University, 2007; M.S., Ph.D., Cornell University 2010, 2012.

John Fex, Professor of American History; Chair, Department of History
B.S., Cairn University (formerly Philadelphia Biblical University), 1988; M.Div., Trinity Evangelical Divinity School, 1992; M.A., Trinity International University, 1992; Ph.D., State University of New York at Stony Brook, 1999; Messiah College Scholar Chair, 2005-2007.

Daniel M. Finch, Professor of Art

Sarah Fischer, Assistant Professor of Literacy Education

Randall K. Fish, Professor of Electrical Engineering; Assistant Chair, Department of Engineering
B.S., Eastern Nazarene College, 1979; B.S., Boston University, 1980; M.S., Boston University, 1982; Ph.D., University of Washington, 2001.

Jennifer L. Fisler, Professor of Education; Director of Teacher Education Program; Director of Teaching & Learning

Eric M. Forst, Assistant Professor of Music

Christine A. Forsythe, Professor of Art

Donald J. Forsythe, Professor of Art

David K. Foster, Professor of Biology and Environmental Science

Milton C. Gaither, Professor of Education

Stephen E. Gallaher, Professor of Christian Ministries

Maya N. Georgieva, Assistant Professor of Counseling
B.A., Sofia University, 2008; M.A., Marymount University, 2013.

Malcolm Gold, Associate Professor of Sociology; Chair, Department of Sociology, Anthropology and Criminal Justice

Brenton E. Good, Associate Professor of Art; Chair, Department of Visual Arts

Todd A. Goranson, Professor of Music

David J. Hagenbuch, Professor of Marketing

Raeann R. Hamon, Professor of Family Science and Gerontology; Chair, Department of Human Development and Family Science, 2012-2016; Messiah College Distinguished Professor, 2011-2016
B.A., Messiah College, 1983; M.S., Ph.D., Virginia Polytechnic Institute and State University, 1985, 1988; Graduate Certificate in Gerontology, 1986; Certified Family Life Educator, 1997; Messiah College Scholar Chair 2003-2005; Distinguished Professor, 2005-2011, 2012-16.

Michael A. Harcrow, Associate Professor of Music
John C. Harles, Professor of Politics; Cochair, Department of Politics and International Relations; Student Scholarship Advisor

John F. Harms, Associate Professor of Biological Sciences
A.S., Jamestown Community College, 1994; B.S., State University of New York, College at Fredonia, 1996; Ph.D., Pennsylvania State University, College of Medicine, 2002.

Andrew Hart, Assistant Professor of Theology

Kerry Hasler-Brooks, Assistant Professor of English
B.A., Messiah College, 2003; M.A., Villanova University, 2010; Ph.D., University of Delaware, 2014.

David Hazen, Assistant Professor of Education
B.A., Winona State University, 1997; M.A., University of St. Thomas, 2000; Ed.D., Walden University, 2013.

Niklas Hellgren, Associate Professor of Physics

Mary L. Holloway, Assistant Professor of Communication
B.A., Clarion State University, 1976; M.A., Western Kentucky University, 1982.

Stanley Hoover, Associate Professor of Counseling
B.A., Taylor University, 2009; M.A., Richmond Graduate University, 2012; Ph.D., Mercer University, 2015.

Joseph P. Huffman, Professor of European History, Messiah College Distinguished Professor, 2010-2020, Coordinator, Latin Language & Literature Program,

Gregg M. Hurley, Assistant Professor in Dance

Krista H. Imbesi, Assistant Professor of Film and Digital Arts

Daniel Inouye, Associate Professor of Theatre

Douglas Jacobsen, Professor of Church History and Theology; Messiah College Distinguished Professor, 2012-2022
Coordinator, Christian Scholarship and College Identity

Rhonda Husteed Jacobsen, Professor of Psychology, Director of Faculty Development

Tara S. Jankouskas, Associate Professor of Nursing

Charles D. Jantzi, Professor of Psychology

Paul A. Johns, Assistant Professor of Human Development and Family Science

Kathleen M. Johnston, Associate Professor of Accounting

Sarah D. Jones, Assistant Professor of Nursing

Sang Uk Joo, Assistant Professor of Sport Management

David E. Kasparek, Associate Professor of Graphic Design

Tina Keller, Assistant Professor of TESOL Education
B.S., Messiah College, 1999; M.Ed., The Pennsylvania State University, 2009; Ph.D. New Mexico University, 2015.

H. Scott Kieffer, Professor of Health and Exercise Physiology
B.S., B.A., Davis and Elkins College, 1985; M.S., University of Nebraska-Kearney, 1987; Ed.D., University of South Dakota, 1998.

Robert A. Kilmer, Associate Professor of Business Information Systems and Management
Jesse Kleingardner, Assistant Professor of Biochemistry
B.S., Ithaca College, 2005; M.S., University of Rochester, 2009; Ph.D., University of Rochester, 2014.

James A. Krimmel, Associate Professor of Accounting

Abaz Kryemadhi, Associate Professor of Mathematical Sciences
B.S., University of Tirana, 1996; Diplom Physik, University of Siegen, Germany, 1998; M.S., Indiana University, 2000; Ph.D., Indiana University, 2004.

Stephen F. Kuniak, Assistant Professor of Counseling

James B. LaGrand, Professor of American History; Director of the Core Course

Charlene Lane, Assistant Professor of Social Work
B.A., York College (CUNY), 1990; M.S.W., New York University, 1994; Ph.D., Adelphi University, 2012.

Valerie A. Lemmon, Associate Professor of Psychology
B.A., Gettysburg College, 1985; M.S., Millersville University, 1992; M.S., Ph.D., Philadelphia College of Osteopathic Medicine, 2004.

Matthew D. Lewis, Assistant Professor of Health, Nutrition and Exercise Science; Athletic Trainer
B.A., Asbury University, 2002; M.S., University of Kentucky, 2014.

Erik D. Lindquist, Professor of Biology and Environmental Science; Chair, Department of Biological Sciences; Chair

Amanda Lohss, Assistant Professor of Mathematics

James V. Makowski, Professor of Biology

Theresa Mannah-Blankson, Assistant Professor of Economics

Sean C. Matthews, Associate Professor of Art
B.F.A., Appalachian State University, 2002; M.F.A., Towson University, 2006.

Nancy D. McCown, Associate Professor of Communication; Co-Chair, Department of Communication
B.A., Messiah College, 1985; M.J., Temple University, 1994; Ph.D., University of Maryland, 2008.

Carol Z. A. McGinnis, Assistant Professor of Counseling

Obed Mfum-Mensah, Professor of Education

Bernardo A. Michael, Professor of History, Coordinator, Ethnic and Area Studies

Caleb D. Miller, Professor of Philosophy

Douglas K. Miller, Professor of Health and Exercise Science; Director of Wellness

Decodre Nancy Cher Mitchell, Assistant Professor of Counseling
B.A., Shippensburg University, 2001; M. Edac., Loyola University MD, 2004; Ph.D., Regent University, 2012.

Donald A. Murk, Professor of Early Childhood Education; Chair, Department of Education

Lawrence M. Mylin, Professor of Biology

Brian A. Nejmeh, Professor of Business Information Systems and Entrepreneurship
B.S., Allegheny College, 1983; M.S., Purdue University, 1985.

Ness-Myers, Jennifer, Assistant Professor of Biology
B.A., Concordia College, 1997; Ph.D., The Pennsylvania State University College of Medicine, 2002.
Alison R. Noble, Associate Professor of Chemistry
B.S., Westmont College, 1997; Ph.D., University of Illinois Urbana-Champaign, 2002.

David R. Owen, Associate Professor of Computer Science
B.S., Messiah College, 1997; M.S., West Virginia University, 2002; Ph.D., West Virginia University, 2007.

Jenell Williams Paris, Professor of Sociology and Anthropology
B.A., Bethel University, 1994; Ph.D., American University, 1998; Messiah College Scholar Chair, 2010-2012.

Nancy J. Patrick, Professor of Special Education; Director of the Graduate Program in Education

David K. Pettengew, Associate Professor of History
B.A., Wright State University, 1998; M.A., Ph.D., The Ohio State University, 2000, 2006; Messiah College Scholar Chair, 2009-2011, 2014-2016.

Douglas C. Phillippy, Professor of Mathematics

George F. Pickens, Professor of Theology and Mission, Coordinator, Peace and Conflict Studies

Amy B. Porto, Associate Professor of Nutrition and Dietetics

Emerson B. Power, Professor of Biblical Studies

Donald G. Pratt, Professor of Engineering

Sharon L. Putt, Professor of Theology and Religion
Graduate Diploma in Theology, Southwestern Baptist Theological Seminary, 1997; M.Th., Texas Christian University, 1999; Ph.D., Southern Methodist University, 2006. Messiah College Scholar Chair, 2011-2013.

Keith Quesenberry, Assistant Professor of Marketing
B.A., Temple University, 1994; M.S., West Virginia University, 2011.

Eric Rawson, Professor of Exercise Science; Chair, Department of Health, Nutrition and Exercise Science

Anne M. Reeve, Professor of Chemistry
B.S., Clemson University, 1983; Ph.D., The Johns Hopkins University, 1992.

Paul M. Rego, Associate Professor of Politics; Chair, Department of Politics and International Relations
B.A., Millersville University, 2001; M.A., Ph.D., University of Massachusetts-Amherst, 2005, 2006.

J. Roberto Reyes, Professor of Human Development and Family Science

Gladyes Alicia Robalino, Associate Professor of Spanish; Chair, Department of Modern Languages

Sheila K. Rodriguez, Associate Professor of Spanish

Eugene G. Rohrbaugh, Professor of Computer Science
B.A., Millersville University of PA, 1987; B.S., Millersville University of PA, 2002; M.A., University of Texas, 1993; Ph.D., University of Texas, 1995.

Matthew S. Roth, Professor of English
B.A., Houghton College, 1992; M.F.A., Wichita State University, 1996; Ph.D., University of North Texas, 2002.

Roseann K. Sachs, Professor of Chemistry; Chair, Department of Chemistry and Biochemistry
B.A., Bethel University, 1986; Ph.D., University of Minnesota; 1993.

Dwayne Safer, Assistant Professor of Finance
B.S., Taylor University; M.B.A. Rutgers University.

Rodney Sauder, Assistant Professor of Accounting
B.A., Messiah College, 2002; M.B.A., Shippensburg University, 2015.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damian G. Savarino</td>
<td>Associate Professor of Music</td>
<td>2004</td>
</tr>
<tr>
<td>Richard W. Schaeffer</td>
<td>Professor of Chemistry</td>
<td>2004</td>
</tr>
<tr>
<td>David J. Schenk</td>
<td>Associate Professor of Philosophy</td>
<td>2006</td>
</tr>
<tr>
<td>Timothy W. Schoettle</td>
<td>Professor of Philosophy; Chair, Department of Philosophy</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>B.A., Yale University, 1990; M.A., University of Michigan, 1997; Ph.D., University of California, 2003.</td>
<td></td>
</tr>
<tr>
<td>Eric A. Seibert</td>
<td>Professor of Old Testament</td>
<td>2000</td>
</tr>
<tr>
<td>Charles R. Seitz</td>
<td>Professor of Social Work; Chair, Department of Social Work</td>
<td>2000</td>
</tr>
<tr>
<td></td>
<td>B.A., M.S.W., University of Maryland, 1983, 1986; Ph.D., Regent University, 2006.</td>
<td></td>
</tr>
<tr>
<td>Michael J. Shin</td>
<td>Associate Professor of Biology</td>
<td>2004</td>
</tr>
<tr>
<td>Kate D. Simcox</td>
<td>Professor of Communication; Co-Chair, Department of Communication</td>
<td>2005</td>
</tr>
<tr>
<td>Shelly Ann Skinner</td>
<td>Associate Professor of Christian Ministries</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>B.A., Biola University, 1994; M.A. Talbot School of Theology, 1997; Ed.D., The Southern Baptist Theological Seminary, 2010.</td>
<td></td>
</tr>
<tr>
<td>Nathaniel L. K. Skulstad</td>
<td>Assistant Professor of Film and Digital Media</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>B.A., Trinity Western University, 2005; MFA, York University, 2013.</td>
<td></td>
</tr>
<tr>
<td>Brian A. Smith</td>
<td>Associate Professor of Hebrew Bible; Chair, Department of Biblical and Religious Studies; Teaching Pastor, Office of College Ministries</td>
<td>2001</td>
</tr>
<tr>
<td>Samuel O. Smith</td>
<td>Professor of English</td>
<td>1989</td>
</tr>
<tr>
<td></td>
<td>B.S., Philadelphia College of Bible, 1982; M.A., Shippensburg University, 1983; Ph.D., University of Delaware, 1989; Folger Institute for Renaissance and Eighteenth-Century Studies; Folger Institute for the History of British Political Thought, University of Chicago.</td>
<td></td>
</tr>
<tr>
<td>Thomas S. Soerens</td>
<td>Professor of Engineering</td>
<td>2013</td>
</tr>
<tr>
<td>William J. Stowman</td>
<td>Professor of Music; Co-Chair, Department of Music; Director of Instrumental Studies</td>
<td>1996</td>
</tr>
<tr>
<td>Brian D. Swartz</td>
<td>Associate Professor of Engineering, Chair, Department of Engineering</td>
<td>2013</td>
</tr>
<tr>
<td>David J. Tanis</td>
<td>Assistant Professor of Adventure Education; Director of Adventure Programs</td>
<td>1997</td>
</tr>
<tr>
<td>Jennifer L. Thomson</td>
<td>Associate Professor of Biopsychology</td>
<td>2012</td>
</tr>
<tr>
<td>Wanda E. Thuma-McDermond</td>
<td>Professor of Nursing</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>B.A., B.S.N., Goshen College, 1975, 1979; M.S., Indiana Wesleyan University, 1992; Ph.D., Widener University, 2011.</td>
<td></td>
</tr>
<tr>
<td>Harold R. Underwood</td>
<td>Associate Professor of Engineering and Physics</td>
<td>1992</td>
</tr>
<tr>
<td>David T. Vader</td>
<td>Professor of Engineering</td>
<td>1993</td>
</tr>
<tr>
<td>Timothy J. Van Dyke</td>
<td>Associate Professor of Engineering</td>
<td>2001</td>
</tr>
<tr>
<td>D. Scott Weaver</td>
<td>Associate Professor of Computer Science; Chair, Department of Computer and Information Science</td>
<td>2002</td>
</tr>
<tr>
<td></td>
<td>B.A., Messiah College, 1985; M.S., Shippensburg University, 1998; D.P.S., Pace University, 2010.</td>
<td></td>
</tr>
<tr>
<td>David L. Weaver-Zercher</td>
<td>Professor of American Religious History</td>
<td>1997</td>
</tr>
</tbody>
</table>
Dorothy Weigel, Program Director of the Higher Education Program, Assistant Professor of Higher Education  
B.A. King University, 1999; M.A. Appalachian State University, 2001; Ph.D. University of South Carolina, 2010.

Cynthia A. Wells, Associate Professor of Higher Education; Director of the Ernest L. Boyer Center  
A.B., Occidental College, 1988; M.S., Wright State University, 1992; Ph.D., The Ohio State University, 2003; Fellow, Ernest L. Boyer Center, 2012-2014.

Travis Weller, Assistant Professor of Music  
B.S., Grove City College, 1995; M.Ed., Duquesne University, 2007; Ph.D., Kent State University, 2014.

Tymberley A. Whitesel, Professor of Theatre; Chair, Department of Theatre and Dance  

Lamarr C. Widmer, Professor of Mathematics  

Samuel P. Wilcock, Professor of Statistics; Chair, Department of Mathematics, Physics and Statistics  

Norman J. Wilson, Professor of History  

Kathryn A. Witt, Professor of Dietetics; Director of the Didactic Program in Dietetics  
B.A., Hope College, 1981; M.S., Purdue University, 1985; Ph.D., The Ohio State University, 1989.

Lijuan (Stella) Ye, Associate Professor of Mandarin Chinese  
B.A., Zhejiang University of Technology, 2003; M.A., University of Alabama, 2006, Ph.D., Georgia State University, 2011.

Kim D. Yúnez, Professor of Spanish  

Linda A. Zinsmeister, Program Director of the Graduate Programs in Nursing  
B.S.N., Millersville University, 1984; M.S., University of Delaware, 1985; Ph.D., Widener University, 2004; NLN Certified Nurse Educator, 2011.

Clinical Track

Wendy L. Cheesman, Assistant Professor in Health and Human Performance; Physical Therapist; Athletic Trainer  
B.A., Messiah College, 1989; M.S., University of Rhode Island, 1995; D.P.T., Temple University, 2014.

Marti G. Derr, Associate Professor of Nursing  

Frank, Nancy, Assistant Professor of Nursing  
B.S.N., Messiah College, 1997; M.S.N., Messiah College, 2016.

Michelle D. George, Associate Professor of Social Work; Coordinator, Social Work Field Placements  
B.A., Messiah College, 1988; M.S.W., Temple University, 1994.

Megan Gross, Assistant Professor of Nursing  
B.S., Robert Morris University, 2008; M.S., West Chester University, 2012.

Pamela J. Linstedt, Associate Professor of Nursing  

Debra L. Loop, Associate Professor of Nursing  
B.S.N., Liberty University, 1986; M.S.N., University of Virginia, 1987.

Kayla R. Riegel, Assistant Professor of Occupational Therapy  
B.S., M.S.O.T, College Misericordia, 2006; O.T.D. Misericordia University, 2011.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristen L. Slabaugh</td>
<td>Associate Professor of Nursing, Coordinator, DNP, FNP</td>
<td>2011</td>
</tr>
<tr>
<td>Jeffrey A. Stroup</td>
<td>Assistant Professor of Nursing</td>
<td>2014</td>
</tr>
<tr>
<td>Diane Brockman</td>
<td>Senior Lecturer in Psychology</td>
<td>2015</td>
</tr>
<tr>
<td>Edwin (Sandy) Bush, Jr.</td>
<td>Senior Lecturer in Health and Human Performance; Director, Athletic Training Education Program; Athletic Trainer</td>
<td>1983</td>
</tr>
<tr>
<td>Heather Dravk</td>
<td>Senior Lecturer in French</td>
<td>2014</td>
</tr>
<tr>
<td>Amy E. Ginck</td>
<td>Senior Lecturer in Modern Languages</td>
<td>1998-2004; 2005</td>
</tr>
<tr>
<td>Scott Heisey</td>
<td>Senior Lecturer in Engineering</td>
<td>2015</td>
</tr>
<tr>
<td>Elaine Henderson</td>
<td>Senior Lecturer in Music</td>
<td>2001</td>
</tr>
<tr>
<td>Michael S. Jones</td>
<td>Senior Lecturer in Counseling</td>
<td>2015</td>
</tr>
<tr>
<td>Jeremy R. Kauffman</td>
<td>Lecturer in Health and Human Performance; Head Athletic Trainer</td>
<td>2009</td>
</tr>
<tr>
<td>Cynthia L. Lehman</td>
<td>Senior Lecturer in Mathematics</td>
<td>2015</td>
</tr>
<tr>
<td>Michelle Lockwood</td>
<td>Senior Lecturer in Engineering</td>
<td>2015</td>
</tr>
<tr>
<td>Devin Manzullo-Thomas</td>
<td>Lecturer in the Humanities, Director, Sider Institute for Anabaptist, Pietist, and Wesleyan Studies; Archives Specialist, Ernest L. Boyer Center</td>
<td>2015</td>
</tr>
<tr>
<td>Jon D. Melson</td>
<td>Senior Lecturer in Chemistry</td>
<td>1989</td>
</tr>
<tr>
<td>Kristin L. R. Mouttet</td>
<td>Senior Lecturer in Counseling, Marriage and Family Coordinator</td>
<td>2012</td>
</tr>
<tr>
<td>Jodi D. Noble</td>
<td>Senior Lecturer in Chemistry, Assistant Coach, Women’s Basketball</td>
<td>1994</td>
</tr>
<tr>
<td>Christine Perrin</td>
<td>Senior Lecturer in English; Director of Writing Across the Curriculum</td>
<td>2015</td>
</tr>
<tr>
<td>Michelle Sanford</td>
<td>Lecturer in Dietetics; Dietetic Internship Program Director</td>
<td>2016</td>
</tr>
<tr>
<td>Melinda Smith</td>
<td>Lecturer of Applied Health and Director of Student Wellness</td>
<td>2015</td>
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<tr>
<td>Judi K. Tobias</td>
<td>Senior Lecturer in Health, Nutrition and Exercise Science; Head Volleyball Coach</td>
<td>1996</td>
</tr>
<tr>
<td>Brenda White</td>
<td>Lecturer in Athletic Training</td>
<td>2017</td>
</tr>
<tr>
<td>Randall S. Zwally</td>
<td>Senior Lecturer in Music</td>
<td>2002</td>
</tr>
<tr>
<td>Linda L. Tedford</td>
<td>Artist-in-Residence, Department of Music; Director of Choral Activities</td>
<td>1997</td>
</tr>
</tbody>
</table>
Librarians

Elizabeth Y. Kielley, Librarian/Technical Services Coordinator

Lawrie H. Merz, Librarian/Public Services Coordinator
B.Mus., Houghton College, 1979; M.S.L.S., Villanova University, 1983; M.A., Syracuse University, 1996.

Sarah Myers, Librarian/Collection Development Coordinator

Michael D. Rice, Librarian/Electronic Resources Coordinator

Beth M. Transue, Librarian/Collection Development Coordinator
B.S., Messiah College, 1993; M.S.L.S., Drexel University, 1998; M.E.T., Boise State University, 2013.

Cocurricular Educators

N. Michael Blount, Counselor/Program Director of Education Outreach, Men’s Development and Sexuality Programming

Abby Book, Career Coach/Specialist for Student Alumni Engagement

Bryan E. J. Brunk, Head Wrestling Coach; Game Management

Atsen Bulus, Head Men’s Lacrosse Coach; Work Study/Game Management Supervisor

Julie Cline, Assistant Director of Student Involvement and Leadership Programs

Luiza Cliver, Assistant Director of International Student Programs

Jack T. Cole, Executive Director of Athletics and Fundraising/Assistant Professor of Higher Education and Athletics Leadership

Douglas M. Curry, Worship Pastor

Debra I. Danielson, Assistant Director of Counseling

Aaron Faro, Assistant Men’s Soccer Coach, Athletic Recruitment Coordinator, AROMA Sports Ministry Director

Joy Fea, Career Coach and Internship Program Coordinator

Dale E. Fogelsanger, Head Cross Country Coach; Head Track and Field Coach

Scott R. Frey, Head Coach, Women’s Soccer; Locker & Laundry Supervisor/Game Management
B.S., Messiah College, 1984; M.A., Western Maryland College, 1990.

Marcelle Giovannetti, Program Director for Alcohol & Drug Education and Multicultural Students
B.A., Elizabethtown College, 2000; M.S., Shippensburg University, 2014.

Brooke L. Good, Head Field Hockey Coach; Assistant Athletics Director/Senior Woman’s Administrator/Title IX Deputy

Heather J. Greer, Head Women’s Lacrosse Coach; Director of Recreational Sports
B.A., Messiah College, 2002; M.S., Virginia Commonwealth University, 2005.

Lyndsay Grimm, Director of Residence Life

Kristin M. Hansen-Kieffer, Vice Provost; Dean of Students; Assistant Professor in Health and Exercise Science
B.S., University of Nebraska, Kearney, 1987; M.S., South Dakota State University, 1991; Ed.D., University of South Dakota, 2000.

Christina R. Hanson, Director of Career and Professional Development Center
B.A., Messiah College, 2003; M.S., Shippensburg University, 2005.
Sharde Hardy, Assistant Director of Agape Center
B.A., Bluerfield College, 2008; M.A., Penn State University, 2011.

Josiah D. Hatfield, Residence Director, Naugle Hall

Paula R. Hoffman, Assistant Director of Residence Life/FYE, Bittner Hall
B.S., Southeastern University, 2007; M.S., Southeastern University, 2013.

Scott K. Hwang, Assistant Director of Multicultural Programs

Candace Johnson, Counselor
B.A. Indiana University of PA, 2008; M.A., Shippensburg University, 2014

Josiah D. Hatfield, Residence Director, Naugle Hall

Paula R. Hoffman, Assistant Director of Residence Life/FYE, Bittner Hall
B.S., Southeastern University, 2007; M.S., Southeastern University, 2013.

Scott K. Hwang, Assistant Director of Multicultural Programs

Candace Johnson, Counselor
B.A. Indiana University of PA, 2008; M.A., Shippensburg University, 2014

Dwayne R. Keiffer, Assistant Director of Career and Professional Development Center
B.S., Nyack College, 1989; M.S., Shippensburg University, 1997.

Rhonda L. G. King, Assistant Director of Residence Life/Housing
B.A., Eastern Mennonite University, 1992; M.S., Emporia State University, 2000.

Steven E. King, Jr., Senior Associate Director of Athletics
B.S., Messiah College, 2006; M.S., NorthEastern University, 2012.

Patrick L. Lightle, Head Baseball Coach; Game Management Coordinator
B.A., Ohio Dominican University, 1985; M.S., Eastern Kentucky University, 1987.

Wendy S. Lippert, Assistant Director of Off-Campus Programs

Bradley S. McCarty, Head Men’s Soccer Coach; Associate Director of Athletics
B.A., Messiah College, 1993; M.E., Wichita State University, 1997.

Caleb Miller, Residence Director, Miller Hall/Fry Apartments
B.S., Messiah College, 2014; M.S., Shippensburg University, 2016.

Elizabeth Miller, Certified Registered Nurse Practitioner

Michael R. Miller, Head Women’s Basketball Coach/F.A.N. Fundraising

Stephanie Faith Minnich Kjesbo, Director of the Intercultural Office

Beth Moshier, Residence Director, Witmer Hall

Holly Motheral, Head Volleyball Coach/Assistant Director of Athletics Communication

Eleanor A. Muir, Director of Engle Center for Counseling and Health

Amy Nichols, Residence Director, Hess/Kelly Apartments

Neryann R. Nieves, Assistant Director of Martin & Amigo Scholarship Programs

Don Opitz, College Pastor

Ashley B. Sheaffer, Director of the Agape Center
B.A., Messiah College, 2006; M.S., Shippensburg University, 2009.

Geneve (Evi) R. Telfer, Student Ministries Pastor
B.A., Vanderbilt University, 1984; M.Div., Asbury Theological Seminary, 1993; M.S., Loyola College in Maryland, 2009.

Michael D. True, Senior Associate, Talent Development and Marketing

Patrick W. Van Pelt, Head Men’s Basketball Coach; Recreational/Club Sports Supervisor
Kevin J. Villegas, Director of Student Involvement and Leadership Programs  

Bryce Watkins, Residence Director, Sollenberger/Mellinger Apartments  
B.S., Messiah College, 2012; M.A., Taylor University, 2014.  

Amy C. Weaver, Head Softball Coach/Coordinator of Contracts & Travel  
B.S., Messiah College, 1991; M.S., Western Maryland, 1998.  

Wendell S. Witter, Coordinator of Co-curricular Adventure Programs/Adjunct Faculty  

Douglas M. Wood, Associate Dean of Students  
B.A., Houghton College, 1990; M.S., Alfred University, 1996.  

Rebecca Woodruff, Assistant Director of Residence Life for Upperclass Experience  
B.A., Messiah College, 2008; M.A., Shippensburg University, 2011.  

<table>
<thead>
<tr>
<th>Emeriti Educators</th>
<th>Dates indicate years of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois Beck, Associate Professor Emerita of French and Communication</td>
<td>1968-2014</td>
</tr>
<tr>
<td>Michael R. Brown, Librarian Emeritus</td>
<td>1973-2006</td>
</tr>
<tr>
<td>Marvin L. Brubaker, Professor Emeritus of Mathematics</td>
<td>1983-2005</td>
</tr>
<tr>
<td>Barbara E. Burwell, Assistant Professor Emerita of Health and Human Performance</td>
<td>1985-2006</td>
</tr>
<tr>
<td>Ronald J. Burwell, Professor Emeritus of Sociology and Anthropology</td>
<td>1985-2011</td>
</tr>
<tr>
<td>Susanna Bele Caroselli, Professor Emerita of Art History</td>
<td>1996-2013</td>
</tr>
<tr>
<td>D. Wayne Cassel, Professor Emeritus of Mathematics</td>
<td>1962-2000</td>
</tr>
<tr>
<td>Tom Chilcote, Associate Professor Emeritus of Accounting</td>
<td>1987-2015</td>
</tr>
<tr>
<td>Stephen G. Cobb, Professor Emeritus of Sociology</td>
<td>1989-2007</td>
</tr>
<tr>
<td>J. Barry DeRoos, Associate Professor Emeritus of Computer Science</td>
<td>1983-2007</td>
</tr>
<tr>
<td>John W. Eby, Professor Emeritus of Sociology</td>
<td>1994-2011</td>
</tr>
<tr>
<td>Peter S. Fraser, Associate Professor Emeritus of Chemistry</td>
<td>1982-2003</td>
</tr>
<tr>
<td>Dorothy J. Gish, Academic Dean Emerita; Professor of Early Childhood and Family Education</td>
<td>1972-1998</td>
</tr>
<tr>
<td>Robert Heinemann, Professor Emeritus of Communication</td>
<td>1979-2005</td>
</tr>
<tr>
<td>Gerald D. Hess, Professor Emeritus of Biology</td>
<td>1970-2010</td>
</tr>
<tr>
<td>Richard T. Hughes, Distinguished Professor Emeritus of Religion</td>
<td>2006-2014</td>
</tr>
</tbody>
</table>

Emeriti Educators Dates indicate years of service
Kay L. Huber, Associate Professor Emerita of Nursing  

George P. Kimber, Associate Professor Emeritus of Biblical Literature  

Carolyn L. Kreamer, Professor Emerita of Nursing  
Diploma, York Hospital School of Nursing, 1969; B.S., Pennsylvania State University, 1975; M.S., University of Maryland, 1980; Ph.D., University of Texas at Austin, 1989.

Alden M. Long, Professor Emeritus of Biblical Literature and Greek  

Martha M. Long, Assistant Professor Emerita of English  

Vernon M. Martin, Jr., Associate Professor Emeritus of Accounting  
B.A., Messiah College, 1966; B.S., Elizabethtown College, 1968; M.Ed., The Pennsylvania State University, 1971; University of Southern California; Tax Corporation of America; Wright State University; C.P.A., 1978; M.S., Widener University, 1994.

Yvonne E. Martin, Assistant Professor Emerita of Business Administration  

Mary Ann Mihok, Associate Professor Emerita of Dietetics  
B.S., The Pennsylvania State University, 1961; M.S., University of Pittsburgh, 1965; Ph.D., University of Maryland, 1997.

Ronald L. Miller, Professor Emeritus of Music  

Benjamin W. Myers, Associate Professor Emeritus of Biology  
A.B., Messiah College, 1962; M.S., Kansas State Teacher’s College, 1966; Ph.D., Purdue University, 1970.

Paul W. Nisky, Professor Emeritus of English  

Theodore L. Prescott, Professor Emeritus of Art  

Clyde A. Ross, Professor Emeritus of English  

Dorothy A. Schrag, Assistant Professor Emerita of Music  
B.Mus.Ed., Drake University, 1940; M.Mus., Central Conservatory of Chicago, 1952; School of Sacred Music; Union Theological Seminary; New School for Music Study; Madison College.

Norman E. Shank, Professor Emeritus of Chemistry  
B.S., Eastern Mennonite College, 1965; Ph.D., The Ohio State University, 1969.

Joseph K. Sheldon, Professor Emeritus of Biology and Environmental Science  

E. Morris Sider, Professor Emeritus of History and English Literature  
A.B., Th.B., Upland College, 1952, 1953; M.A., University of Western Ontario, 1955; Ph.D., State University of New York at Buffalo, 1966; University of Toronto.

Ronald R. Sider, Professor Emeritus of Music  

Martha O. Solomon, Assistant Professor Emerita of Nursing  

Richard A. Stevick, Professor Emeritus of Psychology  

Terry L. Stoudnour, Professor Emeritus of Education  

Anita N. Voelker, Professor of Education  
B.S., Frostburg State University, 1973; M.S., Johns Hopkins University, 1976; Ph.D., University of Maryland, 2006.
**Ronald J. Webb**, *Professor Emeritus of Business*

**John R. Yeatts**, *Professor Emeritus of the Psychology of Religion*
B.A., Messiah College, 1969; M.Div., Princeton Seminary, 1972; Ph.D., Purdue University, 1981.

**Velma A. Yoder**, *Associate Professor Emerita of Education*


1980–2013

1989–2012
# ACADEMIC CALENDAR 2017–2018

## FALL SEMESTER 2017

<table>
<thead>
<tr>
<th>Dates</th>
<th>Days of the Week</th>
<th>Activities</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Sunday</td>
<td>First day of early fall (8-week) and semester-long terms</td>
</tr>
<tr>
<td>August 22</td>
<td>Tuesday</td>
<td>Community Day</td>
</tr>
<tr>
<td>October 21</td>
<td>Saturday</td>
<td>Last day of early fall term (8-week)</td>
</tr>
<tr>
<td>October 29</td>
<td>Sunday</td>
<td>First day of late fall term (8-week)</td>
</tr>
<tr>
<td>December 23</td>
<td>Saturday</td>
<td>Last day of late fall and semester-long terms</td>
</tr>
<tr>
<td>December 24-January 1</td>
<td>Sunday-Monday</td>
<td>Winter Recess</td>
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## SPRING SEMESTER 2018

<table>
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<tr>
<th>Dates</th>
<th>Days of the Week</th>
<th>Activities</th>
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<tbody>
<tr>
<td>January 2 – 20</td>
<td>Tuesday - Saturday</td>
<td>January intensive courses (Residency Jan 8-12)</td>
</tr>
<tr>
<td>January 14</td>
<td>Sunday</td>
<td>First day of early spring (8-week) and semester-long terms</td>
</tr>
<tr>
<td>March 10</td>
<td>Saturday</td>
<td>Last day of early spring term</td>
</tr>
<tr>
<td>March 18</td>
<td>Sunday</td>
<td>First day of late spring (8-week) term</td>
</tr>
<tr>
<td>May 12</td>
<td>Saturday</td>
<td>Last day of late spring and semester-long terms</td>
</tr>
<tr>
<td>May 12</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 21-25</td>
<td>Monday-Friday</td>
<td>May Development Week</td>
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## SUMMER SEMESTER 2018

<table>
<thead>
<tr>
<th>Dates</th>
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<th>Activities</th>
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<tbody>
<tr>
<td>May 20 - August 18</td>
<td>Sunday - Saturday</td>
<td>Music Conducting Summer intensive courses *</td>
</tr>
<tr>
<td>May 20</td>
<td>Sunday</td>
<td>First day of early summer (8-week), early 6-week and semester-long terms</td>
</tr>
<tr>
<td>June 24</td>
<td>Sunday</td>
<td>First day of late 8-week term</td>
</tr>
<tr>
<td>June 30</td>
<td>Saturday</td>
<td>Last day of early 6-week term</td>
</tr>
<tr>
<td>July 8</td>
<td>Sunday</td>
<td>First day of late 6-week term</td>
</tr>
<tr>
<td>July 14</td>
<td>Saturday</td>
<td>Last day of early summer (8-week) term</td>
</tr>
<tr>
<td>July 15 – Aug 4</td>
<td>Monday – Friday</td>
<td>July intensive courses for COUN, HIED &amp; EDME (Residency July 23-27)</td>
</tr>
<tr>
<td>August 18</td>
<td>Saturday</td>
<td>Last day of late summer (8-week), late summer 6-week and semester-long terms</td>
</tr>
</tbody>
</table>

* See individual Programs for specific information and potential on-campus residency requirements.
2017-18 Graduate Programs Academic Calendar Dates by Part-of-Term

FALL SEMESTER 2017

8-Week Courses
August 27 - October 21 Early fall part-of-term
October 29 - December 23 Late fall part-of-term

Semester-Long Courses
August 27 - December 23

SPRING SEMESTER 2018

Intensive Courses
January 2-20 January intensive part-of-term (COUN Residency Jan 8-12)

8-Week Courses
January 14 - March 10 Early spring part-of-term
March 18 - May 12 Late spring part-of-term

Semester-Long Courses
January 14 - May 12

SUMMER SEMESTER 2018

Intensive Courses
May 20 - August 18 Music Conducting Summer intensives *

6-Week Courses
May 20 - June 30 Early 6-week part-of-term
July 8 - August 18 Late 6-week part-of-term

8-Week Courses
May 20 - July 14 Early 8-week part-of-term
June 24 - Aug 18 Late 8-week part-of-term

Semester-Long Courses
May 20 - August 18

* See Program director for specific dates and on-campus residency requirements.
## CONTACTS DIRECTORY  717-796-1800

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions and College Enrollment</strong></td>
<td>Mr. Allan Mathew, Director of Graduate</td>
<td>Mr. Allan Mathew, Director of Graduate</td>
<td><a href="mailto:AMathew@messiah.edu">AMathew@messiah.edu</a></td>
<td>(717) 796-5061</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>Enrollment Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Leah Smock, Graduate Enrollment</td>
<td>Counselor</td>
<td><a href="mailto:LSMock@messiah.edu">LSMock@messiah.edu</a></td>
<td>(717) 796-5061</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Sierra Kinslow, Graduate Enrollment</td>
<td>Counselor</td>
<td><a href="mailto:SKinslow@messiah.edu">SKinslow@messiah.edu</a></td>
<td>(717) 796-5061</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Halima Krugh, Graduate Enrollment</td>
<td>Counselor</td>
<td><a href="mailto:HKrugh@messiah.edu">HKrugh@messiah.edu</a></td>
<td>(717) 796-5061</td>
</tr>
<tr>
<td></td>
<td>Counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Leah Wagner, Graduate Records Specialist</td>
<td>Specialist</td>
<td><a href="mailto:LWagner@messiah.edu">LWagner@messiah.edu</a></td>
<td>(717) 796-5061</td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Registrar</strong></td>
<td>Ms. Paula Maynard, Associate Registrar,</td>
<td>Graduate Studies</td>
<td><a href="mailto:PMaynard@messiah.edu">PMaynard@messiah.edu</a></td>
<td>(717) 796-1800, ext. 7347</td>
</tr>
<tr>
<td></td>
<td>School of Graduate Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Leah Wagner, Graduate Records Specialist</td>
<td>Specialist</td>
<td><a href="mailto:LWagner@messiah.edu">LWagner@messiah.edu</a></td>
<td>(717) 796-1800, ext. 2114</td>
</tr>
<tr>
<td><strong>School of Graduate Studies</strong></td>
<td>Dr. Robert Pepper, Assistant Provost/Dean of the School of Graduate Studies</td>
<td>Dean of the School of Graduate Studies</td>
<td><a href="mailto:RPepper@messiah.edu">RPepper@messiah.edu</a></td>
<td>(717) 796-1800, ext. 2607</td>
</tr>
<tr>
<td></td>
<td>Dr. Julie Gomboc-Turyan, Director of Curriculum &amp; Student Services, School of Graduate Studies</td>
<td>Director of Curriculum &amp; Student Services</td>
<td><a href="mailto:JGomboc@messiah.edu">JGomboc@messiah.edu</a></td>
<td>(717) 796-1800, ext. 2980</td>
</tr>
<tr>
<td><strong>Student Financial Services</strong></td>
<td>Ms. Carol Good, Coordinator of Graduate Student Financial Services</td>
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To facilitate prompt response, please address inquiries to Messiah College and to the appropriate office as listed above. College office hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday. College staff are available at other times by appointment. Appointments should be scheduled in advance by calling the College and asking for the appropriate office.