



2015-2016
GRADUATECATALOG
Ruskin Campus

GANNON
UNIVERSITY

Believe in the possibilities.

Gannon University

Graduate Catalog

Ruskin, Florida Campus

2015 – 2016

Volume 1

We pride ourselves on the resulting professional accomplishments of our 8,879 master's degree and 275 doctoral alumni, included among them are presidents of over 50 organizations, vice presidents, controllers, executive directors, officers, principals, superintendents, and upper-level managers in 200 organizations worldwide. Many of our graduate school alumni have received the Ph.D. degree.

Our location provides both support to the regional professional communities and a significant source of hands-on experience for graduate studies. Over the years, Gannon students have had many enriching opportunities to do projects, consult, complete internships, and otherwise involve themselves in the business, health care, human service, educational, and government communities at our doorstep. Additionally, representatives of these professions visit the Gannon campus regularly to supplement classroom theory via guest lectures, seminars, workshops, and adjunct teaching.

Office of Graduate Admissions
Courthouse Commons 109 University Square
Erie, PA 16541-0001

Office of Graduate Admissions
105 Commercial Center Drive
Ruskin, FL 33570

Phone (814) 871-7474 or 1-800-GANNON-U
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Gannon University's occupational therapy doctoral degree program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), www.aotaonline.org. As a result of this action, the institution may admit students into the Occupational Therapy Doctoral Program according to the approved timeline (June 2015) and may proceed to the Initial Review step of the accreditation process. The initial review involves an onsite visit by the accreditation committee at which time full accreditation status is provided.

Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

University Mission Statement

Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness and social responsibility.

Advocate for Campus Accessibility

Dr. Harvey Kanter is the 504/ADA coordinator for students with disabilities who require accommodation of facilities, programs or services of the University. Students seeking information or assistance in any matter regarding accessibility or accommodations should contact him promptly upon admission to the University: Harvey Kanter, Disability Student Services, Gannon University, 109 University Square, Erie, PA 16541, (814) 871-5522, kanter002@gannon.edu, fax (814) 871-7499

Gannon University Policy of Equal Opportunity

It is the policy of Gannon University to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy. Questions or inquiries regarding the University's policy should be directed to the Director of Human Resources, Gannon University, 109 University Square, Erie, PA 16541-0001; phone (814) 871-5615.

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Gannon University is dedicated to excellence in holistic education. In 1933, Archbishop John Mark Gannon established Cathedral College, a two-year institution for men which by 1941 had evolved into a four-year college, the Gannon School of Arts and Sciences. The name Gannon College was adopted in 1944, and Gannon achieved university status in 1979. Then, in 1989, the delivery of higher education was further enhanced as Villa Maria College, founded in 1925, became part of the University community.

Today, Gannon University is a co-educational institution with 1,000 graduate students among a total student body of 4,008 enrolled full and part-time in a variety of graduate, undergraduate and associate degree programs.

Key to Gannon's mission is the personal and professional development of its students. A range of campus organizations and activities enhance academic interests, as well as foster leadership, volunteerism, and community service. The University community provides numerous opportunities for intellectual, moral, and spiritual growth.

Graduate Study at Gannon

Gannon first offered graduate course work in 1964 and the first master's degrees were awarded in 1966. From a small beginning with fewer than 50 students enrolled in English and Education master's degree programs, graduate offerings grew dramatically in the late 60's and early 70's with the introduction of Counseling Psychology, Engineering, Public Administration, Nursing, and the tri-state area's first MBA program. Growth and development continued with the addition of a number of certificate programs in the late 70's and 80's. The Ph.D. in Organizational Learning and Leadership was first offered in 2007 and most recently the University announced the addition of the Doctor of Nursing Practice, MS in Sport and Exercise Science and Master in Athletic Training.

Perhaps the single most distinguishing characteristic of Gannon is that it is a Catholic university. This means that academic focus is placed upon the quality and dignity of human life. We treasure each individual graduate student and strive to provide the highest level of professional and academic training within a context of growth and supportiveness. Graduate students, both full and part-time, are valued members of the University community. They are encouraged to participate in the many cultural, social, recreational, and athletic activities of Gannon.

Statement of Principles of Good Practice

Gannon University subscribes to the National Association for College Admission Counseling's Statement of Principles of Good Practice. Admission policy has been established to protect all students' rights, privileges and privacy, while providing well-qualified students with an opportunity to enroll at the University. Gannon University reserves the right to deny admission to applicants who have a criminal record or other indications that they could harm or impact the wellness of the Gannon Community.

Graduate Studies Mission Statement

The mission of graduate education at Gannon University is to provide distinctive and rigorous programs in diverse disciplines for students who are seeking to: advance their knowledge and attain mastery in their profession; engage with the faculty in the integration of scholarship, research and professional practice; and succeed as critical thinkers and decision makers and as contributing leaders of their professions in a global society.

Graduate Studies Vision Statement

Graduate programs at Gannon University will be recognized for their academic excellence and their innovative pedagogies. Our programs will produce life-long learners who successfully compete in their respective careers, provide ethical leadership, and serve their communities. Graduate education will be acknowledged and supported as central to Gannon's continued growth and innovative, entrepreneurial spirit.

Graduate Studies Learning Outcomes

Graduates of a Gannon University Graduate Program will:

Master Knowledge and Skills:

1. Master the skills, methods, and knowledge appropriate to the discipline.
2. Demonstrate the skills needed to continue professional development and life-long learning appropriate to the discipline.

Think Critically

3. Access, analyze, and evaluate information.
4. Disseminate and communicate information.

Conduct and Analyze Research

5. Evaluate and utilize research methodologies appropriate to the discipline.
6. Use data driven decision-making to impact practice and/or enhance the discipline.

Manifest Leadership and Professional Responsibility

7. Demonstrate the ability to assume leadership roles appropriate to the discipline.
8. Demonstrate the ability to apply ethical standards appropriate to the discipline.

The University reserves the right to make any changes in the contents of this catalog or in the documented course of study that it deems necessary or desirable. When changes are made they will be communicated to the appropriate students.

Doctoral Degree Program at the Ruskin Florida Campus

Admission

While the requirements for admission to various programs differ, the general requirements and procedures are listed below. Please refer to the individual program description for specific details.

General Requirements

Applicants for graduate study must hold a bachelor's degree from an appropriately accredited college or university, and demonstrate the motivation, ability, and preparation needed to pursue graduate study successfully. A determination of this capacity will be made by the graduate program director and/or the respective Academic Dean, based upon records of undergraduate achievement, prior graduate work (if any), scores on required standardized tests (GRE, GMAT, etc.), letters of recommendation, and other information. Official transcripts and test scores must be sent directly from the appropriate institution to the Office of Graduate Admissions of Gannon University.

Process

Prospective applicants must submit a completed application for graduate study. Applicants should direct all application materials and questions regarding the process of admission to the:

Office of Graduate Admissions
109 University Square
Erie, PA. 16541
Phone (814) 871-7474 Toll Free 800-GANNON-U

An admissions representative will be happy to assist you with any questions regarding program admission requirements or the decision process.

Standardized Admission Tests

Each graduate program has its own requirements with regard to standardized admission tests. Please refer to the individual program descriptions for the appropriate tests or contact a graduate admissions representative. An applicant who already holds a graduate degree is not required to take an exam when applying to a Gannon master's degree program. The results of standardized tests should be sent directly to the above office from the test administrator.

Unit of Academic Credit

Gannon University awards semester credit hours. Semester Credit Hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester. It also includes a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material or completion of educational projects.

Academic Regulations

Student records

(a) Gannon shall maintain a file for each student and that file shall be available to the Commission upon request at each location and translated into English and; conforming to the general requirements of Rule 6E-2.004, F.A.C., and will contain the following:

1. All documents evidencing a student's prior learning upon which the instructors and the institution base the award of any credit or credential.
2. For directed individual or group contact instruction, copies of the learning agreements or learning contracts signed by the instructors and administrators who evaluated the agreements and contracts.
- (b) An academic transcript shall be maintained, kept current, and retained permanently for each student.
3. Credits awarded for prior learning, including internal credit by challenging examination, will be so identified on the student's

academic transcript.

4. Gannon University will retain records documenting evaluation, assessment and awarding of nontraditional credit for an indefinite period in electronic format. Retention guidelines are based on ACRO standards for document retention.

Academic Integrity Policy

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code.

Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/ her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code.

I. Forms of Academic Dishonesty

A. Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete and accurate documentation, and specific footnote references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

EXAMPLES (Including but not limited to) Whenever one quotes another person's actual words.

Whenever one paraphrases another person's idea, opinion or theory; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

Downloading or purchasing material from Internet without identifying appropriate acknowledgement.

B. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive.

EXAMPLES (Including but not limited to)

Citing information not taken from the source indicated.

Listing sources in a bibliography not used in the academic exercise.

Inventing data or source information for research or other academic exercise.

Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc., etc.) prepared totally or in part by another.

Taking a test for someone else or permitting someone else to take a test for you.

C. Cheating

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

EXAMPLES (Including but not limited to)

1. Copying from another student's test paper and/or other assignments.

2. Actively facilitating another student's copying from one's own test paper/other assignments.

3. Using the course textbook or other materials such as a notebook not authorized for use during a test.

4. Collaborating during a test with any other person by receiving information without authority.

5. Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.

6. Reporting a clinical visit completed when it was not.

7. Falsifying reports of clinical visits, laboratory exercises, or field experiences.

D. Academic Misconduct

Academic misconduct is the tampering with grades, or taking part in obtaining or distributing any part of a test not administered.

EXAMPLES (Including but not limited to)

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.

2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.

3. Bribing any other person to obtain an unadministered test or any information about the test.

4. Entering a building, office, file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.

5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.

6. Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.

7. Hiding and/or mutilating library/classroom books and/or equipment.

II. Procedure

A. Informal Procedure

If an instructor suspects that a student or students may have violated Gannon University's code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 calendar days of the alleged violation. If the student is cleared of the suspicion, the matter will be dropped. If the student(s) admits to the allegation as alleged, the instructor will impose a sanction upon the student. The student(s) should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor. A written statement of the infraction will be forwarded to the student(s) academic advisor(s) by the Academic Dean. The records are maintained at the Academic Dean's office for a period of three years after the student leaves or graduates from the university.

B. Formal Procedure

1. If an instructor suspects that a student or students may have violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 days of the alleged violation. If the student(s) is/are cleared of the suspicion, the matter will be dropped.
2. If the student(s) and the instructor are not able to agree on the matter of guilt on the alleged violation or on the severity of the sanction imposed by the instructor, the student(s) may appeal the instructor's decision to the Dean of the College. Any appeal must be made within 10 calendar days of the instructor/student meeting. (Note: exceptions can be made for unusual circumstances [end of semester, graduation, late grade returns, etc.].) Students are expected to continue to attend class during the appeal process.
3. A hearing will be scheduled with the Academic Dean. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense.
4. The Dean will issue a finding based upon the evidence presented. If the Dean determines that not enough evidence has been presented, the matter will be dropped. If the Dean finds the student(s) in violation of the Code of Academic Integrity, he/she has the power to issue a sanction. Finally, the Dean has the power to support the sanction originally imposed by the instructor. (The Dean has the power to augment the sanctions by issuing administrative sanctions [i.e. suspension or separation]) in addition to the academic sanctions imposed by the faculty member. In all deliberations, the Dean may take into account not only the evidence of the appeal proceeding but also the record of any previous infraction.
5. Following the Dean's decision, the student(s) may wish to make a final appeal to the Provost with respect to the fairness of the original proceeding and/or the appropriateness of the punitive sanction imposed. The Provost will issue a decision within 10 calendar days of the appeal. Students are expected to continue attending class during the appeal process.

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

Academic Dishonesty Sanctions

Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. Failure of the assignment involved (subject to decision by faculty member)
2. Failure of the course (subject to decision by faculty member)
3. Subject to review and approval of the Academic Dean, separation from the University
4. Subject to review and approval of the Academic Dean, expulsion from the University.

III. Policy of Professional Integrity

All students have an obligation to maintain ethical behavior in relationship to their profession.

Professional Behavior

Those behaviors reflecting status, character, and standards of the given profession.

Ethical Behavior

Those behaviors in accordance with the accepted principles of right and wrong that govern the conduct of a profession.

Any student of Gannon University who engages in unprofessional or unethical conduct is subject to disciplinary action which could include reprimand, probation, separation and expulsion from the University.

IV. Sources

Robert M. Gorell and Charlton Laird, *Modern English Handbook*, 6th Edition (Englewood Cliffs, NJ, Prentice-Hall, 1976), p. 71.

Campus Rules and Moral Community; In Place of In Loco Parentis by David A. Hoekema. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 1994.

The format and definitions for the policy on Academic Integrity were adapted from the “Academic Honesty and Dishonesty” brochure produced by the College of Health Sciences, Gannon University, Erie, PA 16541.

The format and definitions for the policy on Academic Integrity were adapted from the School of Hotel Administration, Code of Academic Integrity, Cornell University.

Access to Student Records

In accordance with the 1975 Family Educational Rights and Privacy Act, the University has established a policy concerning access to student records. The full policy is available upon request from the Registrar’s Office. The following items are included here because of their general interest:

1. Probation and suspension letters, and other correspondence are sent directly to all students at their home address.
2. Access to student records is permitted only upon receipt of a written release by the student.
3. Students may have access to parental financial records submitted in support of financial aid applications.
4. With certain exceptions, each student has access to his or her personal and academic records.
5. Students may request that directory information not be released to anyone.

Advising

The essence of a quality graduate experience, regardless of the program, is academic advising. Each program has its own unique system for delivering information and monitoring the progress of its graduate students; thus it is essential that each graduate student contact the director of his or her program to ask for direction. This advice is most important at the onset of the program to avoid scheduling conflicts and problems with course sequencing, and to assure that the steps required to complete the program are understood.

Auditing

With permission of the faculty member and program director, persons holding bachelor’s degrees may audit select course offerings. No graduate credit is awarded to audit students. The conditions of the audit with regard to assignments and examinations will be determined by the faculty member after discussing each situation with the audit student. Auditors must have written approval of the course instructor and are advised that they cannot retroactively upgrade to credit-seeking status after the first two weeks of the regular semester. Additionally, after the first two weeks of the semester, a credit student cannot switch to audit status. Once written instructor permission is obtained, students should contact the Registrar’s Office. Records of the course will be noted on a student transcript with a grade of AU which carries neither credits nor grade points.

Changing Graduate Programs

Graduate students who are enrolled in one program may seek to switch into another graduate program at Gannon. The decision to accept such transfers is at the discretion of the new program director and, for students whose cumulative grade point average is below 3.0, the respective Academic Dean.

Students who change programs are required to meet with the new program director and have a new program plan developed. While all courses taken will remain on a single graduate transcript, it will be the prerogative of the new director to select courses from those previously completed to become part of the new program requirements.

For purposes of the Academic Program GPA computation, the new program director will compute a grade point average on the basis of the courses which are required for that particular program. At the time that the new program director interviews a student, a letter identifying the courses factored into the GPA is to be shared with the student, and placed in the student’s graduate file.

Class Attendance

Attendance at all classes and laboratory sessions is expected of all students and all courses are conducted with this understanding. A student’s grades are based upon the general quality of work performed in each course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. Ultimately, it is the responsibility of each faculty member to set reasonable attendance policies appropriate to individual courses and to publish those policies on course syllabi. When so indicated on the course syllabus, class attendance may directly influence final grades in a course.

Comprehensive Examination

Many graduate programs require that a student achieve a satisfactory rating in a comprehensive examination. The comprehensive examination is ordinarily written but, at the option of departmental faculty, an oral examination may be required in addition to or in lieu of the written exam. The comprehensive exam is an evaluation of the student's ability to integrate the content of the program's courses and research. Comprehensive examinations are administered on a date that shall be arranged by the individual program director. A student who fails the comprehensive may petition for permission to retake the examination during the next scheduled period. Graduate students are eligible to take the comprehensive examination two times only. A student who fails the comprehensive examination a second time is subject to dismissal.

Course Numbering

DOCCT = Occupational Therapy courses

COURSE LEVELS

000-099 Credit earned may not be included in the total credits required for a degree.

100-199 Lower division, undergraduate. Designed as basic introductory courses for freshmen.

200-299 Lower division undergraduate. Designed as intermediate courses to be taken primarily in the sophomore year of a major but may be taken by upper level non-majors.

300-499 Upper division, undergraduate. Designed as junior and senior courses.

500-599 Upper division, and graduate. For graduate students primarily but including courses with some seniors.

600-799 Designed for graduate student only.

800-899 Doctorate students only.

900-999 Doctorate students only.

Dismissal

Students may be dismissed from Graduate Studies for academic and/or professional reasons.

Academic: All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director.

Professional: All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program.

Facilities and Equipment

Gannon University Florida campus for the Morosky College of Health Professions and Sciences is located at 105 Commercial Center Drive, Ruskin FL 33573. The location is situated on three plus acres of ground less than 30 minutes from Tampa Bay to the North and 25 minutes to Sarasota/Siesta-Key to the south. The physical space offers lecture space & labs, student conference centers, informational technology-Wi-Fi, outdoor court yard and parking spaces. Fast food/restaurants, hotels, and various convenience stores are located within walking/driving distance. Also, located a short distance (less than 12 miles) from various living areas (apartments/housing) and the Florida Gulf Coast beaches.

Equipment: Tools related to Occupational Therapy Splinting, Casting, Pediatric Vestibular training, latest in technology for disability training and specific labs equipped with medical supplies and equipment.

Grading System

Gannon University awards semester credit hours. Semester Credit Hour is a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester. It also includes a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material or completion of educational projects.

The work of all graduate students is evaluated and then reported in terms of the following grades:

Grade	Grade Points Per Credit Hour
A+	4.0
A	4.0
A-	3.7

B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F (Failure)	0
I (Incomplete)	0
X (Withdrawal)	0
P (Pass)	0
AU (Audit)	0

Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate studies at Gannon is possible only with written permission of the Academic Dean.

Graduate Student Academic Action for a cumulative grade point average below 3.0 will be based upon the following guidelines:

- Graduate students who have attempted fewer than 9 credits at Gannon University will receive a letter of warning.
- Graduate students who receive a provisional academic admission and have attempted 9 credits or more at Gannon University will be dismissed.
- Graduate students who received a regular admission and attempted 9 credits or more but fewer than 24 credits at Gannon University will be placed on academic probation. Graduate students who fail to raise their cumulative grade point average to a 3.0 or above after attempting 9 additional credits will be dismissed.
- Notwithstanding the prior guidelines, graduate students who have attempted 9 credits or more at Gannon University whose cumulative grade point average is less than 2.3 will be dismissed.
- Graduate students who have attempted 24 credits or more at Gannon University will be subject to dismissal.

None of these guidelines will supersede individual program requirements that create a higher expectation.

Grade Change

A grade change can only be initiated by the faculty member who gave the grade. Students who feel there has been an error in grading, or who wish to challenge a grade, should contact their professor.

Grade Point Average Computation

Computation of Grade Point Average for a semester or cumulatively is accomplished by dividing total grade points earned by the total semester hours for courses where a letter grade between A+ and F is received. In some circumstances, certain courses not appropriate for a program (e.g. when a student changes programs) may be excluded from the computation of the GPA in the program. The grade of A+ carries the same GPA weight as an A, but represents academic work of extraordinary distinction.

A program may require students receiving a grade below B- in a specific course to repeat that course. A program may limit a student to two grades below B-. No student may graduate with a GPA below 3.1. There is no pass/fail election.

Graduation

Degrees are conferred three times per year: December, May, and August. Attendance at Commencement ceremonies, which are held in December and in May, is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. A graduate student is eligible to participate in the December ceremony only after all requirements are completed. Students who have applied for May or August graduation and who have had their application approved by their program director may participate in the May commencement ceremony and have their names listed in the program. Graduate students with more than six credit hours remaining to be completed in the summer may not be approved for August graduation nor participation in the May ceremony. Graduate students enrolled in current and future programs that have a structured curriculum that requires more than 6 hours in the summer as the final semester, such as the Physician Assistant Program, may participate in the May ceremony.

Prospective graduates should complete an application for graduation early in the semester (or year) of planned commencement. Submission of this form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student's file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early application will allow for both expeditious processing of the request and time to make up any deficiencies. December graduates must apply for graduation before September 15. May and August graduates must

apply for graduation before February 15. Graduation fee is \$80.00.

Graduation/Degree Requirements

The minimum required number of credits for a Master's degree is 30 credits HOWEVER, most program degrees have requirements which are in excess of this minimum. The Occupational Therapy Doctorate (OTD) is a post-bachelor's degree program which requires the successful completion (cumulative GPA of 3.0 with a grade of C or better in all courses) of 119 credits of theory and didactic coursework. The specific course requirements must be fulfilled as stipulated in each academic program.

Incomplete Grades

Incomplete grades may be assigned at the discretion of the faculty member in cases of serious need. Students may request "I" grades, but the decision to grant this concession will be made by the faculty member.

Students who receive an "I" grade have until the conclusion of the next regular (not summer) academic semester to complete their work, submit it, and have the "I" grade changed to a regular letter grade. Incomplete grades which are not finished within this time period will be changed to the grade of F, unless an extension is petitioned and granted by the appropriate faculty member. Exceptions on extensions may be made in cases of the thesis or research project. International students that receive an "I" grade may alter their visa status. The status of their visa should be verified with the International Student Office.

Interruption of Study

For Master's students

It is expected that degree-seeking students will make steady and continued progress towards completion of the program. However, students occasionally must interrupt their studies to take a semester (or more) off due to personal or professional needs. Each program handles this situation differently, and the student should contact the program director as needed. Forms for documenting the leave of absence or withdrawal from the University are available in the Office of the respective Academic Dean. However, if a student has been off for two years or longer, that student must re-apply for admission to the Office of Graduate Admissions.

For Doctoral Students

Doctoral students who need to interrupt their program of study for personal or professional reasons must complete a leave of absence form and have it signed by their program director or department chair. Unless excused by an official leave of absence (which in no case may exceed one year throughout the student's degree program), all doctoral students are required to be continuously enrolled and must pay tuition and fees in order to remain in the program. Criteria for what constitutes continuous enrollment varies by program, as specified in the program listings in this catalog. If a student fails to obtain a Leave of Absence or maintain continuous enrollment in their program of study, he or she is required to apply for readmission and must be in good financial standing with the University before readmission is granted. Under no circumstances may a student utilize a leave of absence to pursue courses in another graduate program at Gannon University.

For International Students

Regardless of the degree being sought, international students who are not continuously enrolled in their program of study must return to their home country and then reapply for admission to the Office of International Students.

Level 500 Courses

The general rule is that a 500-level course may be taken by undergraduates only in their senior year, either for undergraduate credit (cross-listed as a 400-level course) or for graduate credit with permission of the program director. However, because of the nature of particular integrated programs, 500-level courses may be taken in the junior year; such programmatic exceptions must be approved by the Academic Affairs Committee of the college based upon a recommendation from the Graduate Council.

Medical Leave

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

- Meet with their respective Program Director/Chair or advisor
- Submit medical documentation that substantiates/verifies need for the leave
- Medical leave form must be completed
- Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
- Medical leave of absence is granted for up to two (2) semesters
- Student must submit medical clearance to return to coursework AND a written plan of action needs to be developed with input from the program director/chair prior to returning
- If a student does not return to the University within two (2) years, they will be required to reapply for admission

- Failure to comply with this policy may result in the assignment of an “F” grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
- International students must work closely with the International Student Office when contemplating a leave or withdrawal from studies

Minimum Credit Requirements

The minimum required number of credits is 30 for a Master’s degree and 12 for a certificate. Most degree and certificate programs, however, have requirements which are in excess of this minimum. Specific requirements are listed under each program.

On-Line Delivery

Online courses at Gannon are designed using the Quality Matters rubric and are typically asynchronous allowing students to work through course content and activities as their schedule allows each week. Gannon’s online course format follows weekly course modules aligned to specific weekly learning objectives. While course delivery is asynchronous, there are weekly schedules in each module with deadlines for student discussion activities, assignments and assessments. Some courses may include some synchronous activities like student presentations and group work which utilize Adobe Connect. All online courses are facilitated using Gannon’s learning management system which is Blackboard Learn (<https://gannon.blackboard.com>)

Course design philosophies at Gannon are focused on engaging, student-centered instruction that promotes significant and meaningful interactive learning to meet weekly learning objectives and course outcomes. Gannon’s online courses utilize an “Ask the Instructor” discussion board that instructors check on a daily basis for student questions. Additionally, Gannon courses utilize active discussion-based activities to promote learning communities with the close participation of Gannon’s faculty.

Finally, each online course includes a course design student survey to inform future iterations of the course making the online instruction stronger as the course matures. These courses are indicated as being offered online in the course description.

Repeat Courses

A student may elect to repeat a course. The letter “R” will be placed in front of the original grade and the original grade will not be calculated in the GPA. Students are required to submit written notice of a repeated course to the Registrar’s Office if they wish to have the repeat noted on their transcript. Forms are available in the Registrar’s Office. Graduate students may repeat only 6 credit hours of coursework under this policy unless otherwise indicated in their program.

Statute of Limitations

University policy requires that students must complete a Master’s degree program within six years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

University policy requires that students must complete a doctoral degree program within seven years of matriculating into the program of study. Individual programs may establish a shorter statute of limitations. Consult the program director for exceptions.

Exceptions can be granted only by the program director and the Academic Dean. The statutes of limitations are not extended due to interruption of study or medical leave.

Student Services

All enrollment services at Gannon University are available to students online. These enrollment services include course registration, student financial aid, student accounts and billing. These online services will be made available students at the Florida campus. The on-site enrollment advisor in Florida will assist students with any enrollment services.

Gannon students are able to order books, supplies, and apparel from the Gannon book store online. When ordering textbooks on www.gannon.bkstr.com, students can purchase new or used books to be shipped to their residence or for store pickup. Books ordered online may be filled by one of over 900 Follett stores or from the Follett distribution center in Chicago. The book store web site lists all of Gannon’s offerings each semester with corresponding text information.

The mission of Gannon’s Information Technology Services department is to provide the technology infrastructure and tools to enhance the productivity of students, faculty and staff. Students who have specific needs or problems related to online instruction can contact the I.T.S. Helpdesk Monday – Friday 8:00AM – 9:00 PM at (814) 871-7501. This information is provided to the students in the new student orientation as well as published at the bottom of each Blackboard screen.

Any student who requires instructional accommodations can contact the Student Services Office at (814)871-7597

(<http://www.gannon.edu/depts/nss/accommodations.ihlml>). This office is responsible for maintaining disability related documentation, certifying eligibility for receipt of services, determining reasonable accommodations, and ensuring the provision of those services. Gannon's learning management system also include a prominent link to an accessibility statement that contains helpful information on accessibility resources.

Gannon's Student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for distance students attending the University.

The Writing Center in the Student Success Center is staffed by professionally trained peer consultants who reflect respect for the individual writer. Consultations promote the recognition of an elemental rhetorical situation, the ability to understand and apply corrections, and the stimulation of critical thinking. The Writing Center consultants have a strong commitment to service and regard language as fundamental to the holistic development of the Gannon University student.

Both the Math and Writing Centers offer synchronous tutoring services available online. Tutoring is facilitated over the phone and through the Web. Appointments can be made from any Internet-connected computer or mobile device.

Career Services and academic advising are also available to students from a distance.

All Occupational Therapy Doctorate students will have the opportunity to complete a new student orientation. The orientation contains important program and institutional information to complete the program from the remote site. As a result of this orientation new graduate students will be able to:

- explain the Occupational Therapy program, program expectations and what courses are offered
- explain the program calendar, tuition refund policies and drop procedures
- demonstrate how to remotely access online courses at Gannon
- demonstrate how to remotely access online resources at the Nash Library
- explain how to log into the my.gannon.edu portal to access e-mail and GUXpress for grade and scheduling information.
- explain hardware and software requirements

Thesis or Research Project

For thesis and research projects, students should refer to the program's guidelines for advice and direction.

Transcript Policy

Gannon has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

- To order an official transcript(s), login to the Clearinghouse secure site
- The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.
- Order updates will be emailed to you. You can also track your order online.

Students may also request transcripts in person or mail. The student's authorization and written signature are needed to release a transcript. The student can request the transcript in person at the Registrar's Office; or download and print a transcript request application; or write a letter addressed to the Registrar's Office, 109 University Square, Erie, PA 16541; or can FAX the request to 814-871-5870.

- Include name, ID Number, Birthdate, whether graduated or not, year last attended, former names used, return address, and phone number where the student can be reached during the day.
- Please provide the name and address where you want us to send the transcript.
- There is no fee for these Transcripts.

Students who need transcripts to submit unopened with applications should request that the transcript be issued to them in a sealed envelope. The transcript is stamped "Issued directly to the student," has the Registrar's stamp and the school seal. The envelope is sealed and has the Registrar's stamp. The student must submit the transcript in the unopened envelope with the application. If the envelope is opened it is no longer valid as an official transcript. Transcripts are not released for students with financial holds.

Partial transcripts are not issued. Each transcript includes the complete academic record at Gannon University and work accepted from other colleges.

Official transcripts of credit earned at other institutions, which have been presented for admission or evaluation of credit and have become a part of the student's permanent record in this office, are not reissued or copies duplicated for distribution, other than internally.

Transcripts from other institutions must be official and received by Gannon University directly from the original institution(s). Copies issued to the students with the college seal will not be accepted. Transferred credit is not added to the Gannon University transcript unless it is applicable toward a degree at Gannon University.

Transfer of Credits

Transfer credits from other institutions are accepted at the discretion of program directors. Generally, a maximum of six credits from an accredited university may be accepted in transfer for courses in which a student received at least a grade of “B” (3.0). Transfer of credit both to and from the institution is at the discretion of the accepting institution, and it is the student’s responsibility to confirm whether or not credits will be accepted by another institution of the student’s choice.”

Tuition and Fees

Occupational Therapy Doctorate full-time BUDGET for 2015 AY

\$8,425 part-time tuition per semester
\$15,590 full-time tuition per semester
\$39,605 total annual cost

Estimated other cost Gannon University

\$1,034 Books
\$720 University Fee
+\$ 150 Other
\$1,904

\$39,605 Tuition
+\$1,904 Estimated other cost
\$41,509 Estimated Total Annual Cost

Estimated Total Program Cost

\$121,339 Tuition
\$ 1,920 Fees
\$ 3,102 Books
\$ 400 other
\$126,671 Total

Fees Description

University fee is \$240/semester and Lab fee is \$50/semester .

The University fee is what is reflected in the fees description total for each program:

FOR OT: \$240 (University fee/semester) x 8 semesters of attendance= \$1,920 total fees

The other as it is represented in the graduate catalog is the Lab fee.

FOR OT: \$50 (Lab charge/semester) x 8 semesters=\$400

University fee: The University charges a small fee per semester to defray the costs associated with student activities. These might include activities in athletics, special lectures, entertainment, technology advancement, transportation and parking improvements, and enhancement of recreation and wellness. This fee is directed to a student activities budget, which is maintained across the University.

Lab fee: The University charges each student participating in labs a \$50 fee per semester of attendance. The costs are used for replenishment of laboratory perishables, equipment purchase and upgrades, and replacement of broken materials. Each department with students that are charged this lab fee will have a separate lab account where this fee is directed.

Institutional Refund Policy

For the Admission and Registration process, nonrefundable fees will not exceed \$150 for Florida students.

All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.

Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the

registration fee.

A percentage of tuition charged will be refunded as follows: 100% during the first week; 80% the second week; 60% the third week; 40% the fourth week; and no tuition refund thereafter. For fees, a 100% refund will be given during the first week; and no fee refund thereafter. For students using semester payment plans, the percentage of refund is applied to the amount of tuition charged, not the deposit paid.

Example:

Student begins enrollment in the Occupational Therapy Doctorate program on Wednesday, August 26, 2015. The student withdraws from the program 8 days later on Thursday, September 3, 2015, at 80% refund of tuition only. The student was charged \$15,560 for tuition and \$397 in fees. The student will be refunded \$12,448. The balance to Gannon University will be \$3,509.

Federal Refund Policy

Federal Direct Unsubsidized and Grad PLUS Loans are federal funds and are subject to the “Treatment of Federal Funds When A Student Withdraws From A Credit Hour Program”. Gannon University may be required to return a portion of the federal funds to the Department of Education for students that withdraw or cease attending before 60% of the semester is over. This federal policy is outlined online at <http://www.gannon.edu/Financial-Aid/Policies-and-Legal-Information> and can also be obtained by contacting the Financial Aid Office or the Department of Education.

Payment

Payment Due Dates

Semester bills are due one week before the start of the semester.

Payment Options

The following payment options are available:

- Cash or Check
- Credit Card
- Loans

E-Check and Credit Card payments can be made on GUXpress using the “Make a Payment” link on the Student Account Center or at www.gannon.edu/epayment. There is no charge for E-Check transactions. A 2.65% service fee is assessed on credit card transactions. Cards accepted: VISA, MasterCard, Discover and American Express.

To be eligible for the federal loans, scholarships and awards for your program, you are required to file the Free Application for Federal Student Aid (FAFSA). You will be notified of your eligibility by Financial Aid once your FAFSA is on file. If you need assistance from the Financial Aid Office regarding the procedures and requirements, you are encouraged to contact them at (814) 871-7337.

Semester Payment Plan

This plan enables you to defer up to \$2,500 per semester. There is a \$30 per semester processing fee. For a balance greater than \$2,500, a down payment of the difference between the total due and \$2,500 is required.

For a balance less than \$2,500, a 25% down payment is required. In either case, a signed Deferred Payment Agreement is required which is available on GUXpress on the Student Account Center or in Gannon’s Cashier Office. The balance deferred plus the \$30 processing fee will be divided into three equal payments and will be due the 20th of June, July and August.

Company Reimbursement

A student who receives 100% reimbursement must make a \$100 down payment per term. A student who receives partial reimbursement must pay tuition or fees not covered by their employer. In both cases, payment must be made by the time the semester bill is due. The balance is deferred until 30 days from the last day of the semester. Any student who fails to make payment in full by this date will be liable for a \$50 late fee. Employer or grade delays will have no effect on the final payment date.

The Company Reimbursement Agreement is limited to credit courses. Application fees and late fees cannot be deferred. These fees, if applicable, are payable at the time charged. Books cannot be deferred. It is the student’s responsibility to provide the employer with grades and/or other necessary paper work to obtain reimbursement.

It is the student’s responsibility to make payment of the semester balance to Gannon. Students should also ensure that the conditions of reimbursement are stated clearly and completely on the reimbursement form by their employer. Application forms for the Company Reimbursement Agreement are available on GUXpress on the Student Account Center or in the Office of Graduate Admissions.

Indebtedness Policy

A student who is in debt to the University may not register, receive an official transcript, or receive their diploma from the Registrar until the indebtedness has been discharged.

Past Due Accounts

Past due accounts without satisfactory arrangements with Gannon's Cashier Office will be turned over to a collection agency. All reasonable collection costs, including attorney fees and other charges necessary for collection, will be the student's responsibility.

2015-2016 Academic Calendar

Fall 2015

1 st day of class	W 8/26
Labor Day	M 9/7
Fall Break	W-Su 10/14-18
Advising Day	Tu 11/10
Spring Registration begins	W 11/11
Thanksgiving	W-Su 11/25-29
Fall Finals	M-F 12/14-18
Fall Commencement	Su 12/13

Spring 2016

1 st day of class	M 1/11
Martin Luther King	M 1/18
Spring Break	Su-Su 2/28-3/6
Advising Day	W 4/6
Registration begins	Th 4/7
Easter Break	Th-Tu 3/24-29
Finals	M-F 5/2-6
Commencement	Sat 5/7

Disciplinary Procedures

The Director of Student Living, the Student Conduct Officer, and Assistant Directors are responsible for dealing with all student disciplinary cases except academic dishonesty.

1. An incident report is submitted by the party(ies) reporting a violation of University regulations and is kept on file in the Office of Student Living.

2. The individual involved in an incident will be sent a letter to report to a meeting. This letter will be sent via email. It is the responsibility of the student to check his/her e-mail on a daily basis. Student e-mail will be an official method of communication by the University.
3. The Director, the Student Conduct Officer, or Assistant Director meets with the student(s) involved. At this meeting students will be informed of their rights and responsibilities and invited to give a statement regarding the incident/event. A sanction is considered and/or imposed after all individuals involved in an incident have been offered the opportunity to give a statement about said incident.
4. Letters are sent via e-mail to the student(s) involved outlining any sanctions they may have received. In cases of major violations, letters are also mailed to the parent(s)/guardian(s) of the dependent student(s) informing them of the disciplinary incident/procedures.
5. In cases of major violations the student(s) have the right to appeal the judicial decision before the Committee on Student Conduct. In the case of lesser sanctions the student may appeal to the supervisor of the individual initiating the sanction. Appeals for lesser sanctions terminate at the level of the Vice President of Student Development.
6. If a student(s) decides to appeal either their responsibility in an incident or the severity of the sanction received, a hearing with the Committee on Student Conduct must be convened.
7. Upon conclusion of the hearing a letter is sent to both student and his or her parents/guardians (if the student is a dependent) informing them of the outcome.
8. All violations are subject to fines, service hours, campus hours, educational sanctions, assessments, etc. Fines not paid within the specified time parameters will be doubled. Service hours not completed will be doubled and students will be charged fifteen dollars per hour left incomplete. Educational sanctions not completed will be fined fifteen dollars.
9. All requests for appeals to sanctions below suspension from housing must be requested within two weeks of the date of the sanction letter. All appeals must be done in writing and not in person.

All discipline files are kept until three (3) years after a student has graduated/left the University at which time they are destroyed.

Appeal Procedures

All requests to appeal must be made through the Student Conduct Officer and/or the Director of the Office of Student Living. He/she shall, in turn, notify the Chairman of the Student Conduct Committee of the request. The Chairman and the Committee of six (6), with student and faculty representation, shall receive a statement of the charge from the Student Conduct Officer, the Director of the Office of Student Living, or an appropriate University official. The committee shall then question and listen to the accused to determine whether or not there are sufficient grounds for altering the disciplinary sanction imposed by the Student Conduct Officer, the Director of the Office of Student Living, or authorized University official. Decisions of the Committee are made by simple majority rule.

Every attempt will be made to process an appeal within fourteen calendar days of disposition of the sanction. The date for the hearing will be set by the Office of Student Living (OSL). The OSL will notify the student/organization of the hearing date. It's the student's/organization's responsibility to be available for the hearing date. The hearing date is not a negotiable entity.

On appeal, the Student Conduct Committee shall consider one of the following two issues, but not both:

- a. Review of determination of guilt
- b. Review of disciplinary sanction imposed, as clarified in the following paragraph:

A student appeal requesting review of the disciplinary sanction imposed shall carry with it the presumption that the student is admitting guilt. Further inquiry into the facts surrounding the incident will not be made unless the student desires to raise some facts in support of his appeal. The disciplinary sanctions imposed by the Student Conduct Officer, the Director of the Office of Student Living, or other authorized University officials shall be presumed to have been given careful consideration. Likewise, the disciplinary sanctions prescribed for offenses listed in the Student Handbook and/or Philosophy of Campus Housing shall be deemed to be proper and in keeping with the best interest of the University, and the need for reasonable regulation of student activity and conduct.

The Committee shall exercise its power to change the disciplinary sanction imposed with restraint and only if the original sanction issued is determined to have been arbitrary, improper or inequitable under the circumstances. The burden will be upon the student to show that such action was arbitrary, improper or inequitable by clear and convincing evidence.

Immediate Action

When the Dean determines a severe incident, or pattern of incidents/behaviors, has/have occurred, and/or the student is an immediate danger to self or others, the student will be placed on Interim Withdrawal pending a full review. The student will remain on Interim Withdrawal until the case is thoroughly reviewed. A thorough review may include an internally-conducted assessment (i.e., medical, psychological, drug/alcohol). The results of any externally-conducted assessments must be submitted in writing to be reviewed by the Dean. The student may be restricted from campus and University-sponsored activities until the Dean determines the final disposition of the case.

Student Grievance Policy

Scope and Purpose:

1. This policy addresses academic grievances only. An academic grievance is defined as a complaint brought by a student regarding the University's provision of education and academic (only) services affecting their role as a student. Complaints or grievances connected to assigned grades represent a special case to the grievance process. Grading reflects careful and deliberate assessment of a student's performance by a faculty member. As such, the substance of grading decisions may not be delegated to the grievance process. Nevertheless, the University recognizes that in rare cases the process of grading may be subject to error or injustice. Therefore, a student who alleges an error or injustice in the grading process would follow this policy toward resolution.

2. This policy does not apply to student complaints regarding employment or alleged violations of other policies in the student handbook.

3. It is the intent that this policy to provide an efficient process, allowing for both informal and formal resolution of grievances related to academic concerns, complaints or allegations.

4. A student must initiate a grievance as close as possible to the date of the occurrence of the incident and no later than 45 days after the end of the semester in which the alleged grievance occurred. The three summer sessions are considered as one semester.

General Guidelines

Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort should be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure. In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member's immediate supervisor. The student filing a grievance may have a third-party advisor, such as the University Ombudsperson; attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

Informal Resolution Phase

All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

Formal Resolution Phase

The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.

1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources office to determine the appropriate supervisor.

a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.

b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.

c. Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.

2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor's resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.

a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).

b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.

c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.

3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.

a. The College Dean shall be given a written account of the grievance process to date.

This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational

- chart (Step 2).
- b. The College Dean shall render a decision in writing to the parties involved within three weeks.
 - c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
- a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
 - b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
 - c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.
 - d. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or her/his designee shall have a vote only in event of a tie.
 1. The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.
 2. The panel members shall have access to the written appeals and each person involved in the grievance.
 3. The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
 4. The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.
 5. The decision of the grievance appeal panel is final.

Student Complaints

For complaints related to employee, faculty members or staff, unethical or inappropriate behavior Gannon University is committed to excellence at all levels and strives to support the Gannon community in practicing the highest levels of ethical conduct. To facilitate this, the University has selected EthicsPoint Inc. to provide a simple, risk free way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of University policies. Gannon University considers employee concerns very important and desires your cooperation in resolving such issues. However, this hotline service is not a substitute for, nor does it replace, traditional existing reporting methods already in place at the University for reporting problems or complaints.

For complaints related to employee, faculty members or staff, unethical or inappropriate behavior Gannon University is committed to excellence at all levels and strives to support the Gannon community in practicing the highest levels of ethical conduct. To facilitate this, the University has selected EthicsPoint Inc. to provide a simple, risk free way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of University policies. Gannon University considers employee concerns very important and desires your cooperation in resolving such issues. However, this hotline service is not a substitute for, nor does it replace, traditional existing reporting methods already in place at the University for reporting problems or complaints.

The University continues to encourage employees to report concerns or suspected violations to their supervisor, Human Resources or other campus entities, as appropriate. The EthicsPoint reporting system simply provides an additional means of reporting such issues when maintaining the reporter's anonymity is important.

Gannon University asserts that reports submitted via EthicsPoint will be handled in a timely and discreet manner. No retaliatory action will be taken against anyone for reporting or inquiring in good faith about potential breaches of Gannon University policies or seeking guidance on how to handle suspected breaches. Reports submitted through EthicsPoint will be given careful attention by University officials with the objective of correcting the situation being reported, if facts can be corroborated. The University expects that reports submitted through EthicsPoint system will be made in a good faith effort to address legitimate issues and concerns, or to otherwise provide reliable information

To Make a Report

To file a report you may use either of the following methods:

1. Call (888) 428-2305 (toll free). An EthicsPoint operator will ask you a series of questions about the matter that you are reporting.
2. Submit your concern on-line by selecting the appropriate violation category from

the list below.

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

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint. A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a university employee, student or student organization. The student must first have attempted to resolve the issue by approaching the person(s) involved, then the appropriate department chair/program director, and then the appropriate dean, before filing a written complaint.

The student is encouraged to attempt to resolve all grievances at the lowest possible level. The student should first discuss the problem or complaint with the person whose decision or action is being contested, then with the person's chair/program director, and then dean. If the grievance cannot be resolved at that level, the student can submit a formal complaint in writing. A complaint must be based on a claimed violation of a university rule or policy that has not been resolved through ordinary processes.

Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs will ensure that the complaint receives a timely response.
- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Vice President for Student Development and Engagement. The Vice President for Student Development and Engagement will ensure that the complaint receives a timely response.

To file a complaint against Gannon University in Florida, please write a letter or send an e-mail containing the following information:

1. Name of Student (or Complainant)
2. Complainant Address
3. Phone Number
4. Name of Institution
5. Location of the Institution (City)
6. Dates of Attendance
7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

Send Letter To:

Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL. 32399-0400

Or E-mail: cieinfo@fldoe.org

Or Fax: 850-245-3238

Occupational Therapy Doctorate

Program Director: John Connelly, Ed.D., OTR/L

INTRODUCTION

The Occupational Therapy Doctoral program offers opportunities for in-depth study of, and clinical experiences with, clients of all ages who have limited capacity to perform to their expectations in their everyday lives or are at risk of developing a limiting condition. The goal of occupational therapy is to assist individuals to achieve their maximum level of independent living and quality of life through remediation of, adaptation to, or prevention of physical, cognitive, perceptual or mental health functional limitations. Occupational therapy utilizes the consultative process in addition to direct intervention and works with populations and systems as well as individuals.

MISSION

The Occupational Therapy Doctoral Program engages students in the teaching/learning process to enable them to demonstrate excellence in entry-level and advanced skills (above the generalist level) in assessment-evaluation and the intervention process. The program encompasses the individual, the community (specific populations) and is understood through proficiency in outcomes measurement, program evaluation, and analysis and synthesis of evidenced based outcomes data. The overall process is grounded in the diagnosis and application of occupation and performance, and the use of reasoning and creative problem solving.

GOALS OF THE PROGRAM

The goals of the Occupational Therapy Doctoral program reflect the missions of the university, college, and program. In essence, these are to educate self-directed students who, upon graduation, will become quality professionals, contribute to the body of knowledge of the profession and provide leadership for the profession and society. This will be accomplished through incorporation of the liberal studies component of the student's bachelor's degree into graduate, professional education in Occupational Therapy. Accordingly, the goals of the program are:

- Develop quality occupational therapists whose practice is guided by occupational science and clinical reasoning;
- Create life-long learners who will contribute to the body of knowledge of the profession;
- Foster student attitudes and professional behaviors consistent with the missions of the university, college and program;
- Assist the student to develop the skills necessary to provide leadership roles in the profession and society;
- Provide students with the skills and problem-solving abilities to

adapt and respond proactively to a changing health care system and society;

Provide professional resources, services, leadership and scholarship to the profession and community;

Foster an academic community in which its members participate actively in the development of self and society.

Provide Opportunities that prepare the student to be a self-directed life-long learner and encourage evidenced-based professional practice, independent inquiry, critical thinking, clinical reasoning, self-reflection, and self-assessment.

Provide an opportunity to identify and develop an area of advanced practice that is developed and refined in the experiential component or "residency" and the culminating project.

PROGRAMS OF STUDY

The Occupational Therapy Doctoral program of study in Ruskin, Florida begins in the summer semester of the entering year with three required and foundational OT courses. Full-time, on-campus graduate course work starts in the fall semester and continues for 3+ years, with the summer between the first and second years off. The summer, fall, and spring semesters of the third year are spent in the class or in full-time clinical internships, followed by a capstone semester in the final summer (see curriculum).

Upon completion of the program an Occupational Therapy Doctorate degree is awarded and graduates are eligible to sit for the national certification examination administered by the National Board of Certification in Occupational Therapy (NBCOT; www.nbcot.org). Individuals with certain types of criminal records (felonies) may be barred from practicing occupational therapy at the national or state level. Individuals with criminal records should contact NBCOT (<http://www.nbcot.org>) and the occupational therapy licensing board of the state where they would like to practice prior to applying for admission to any OT program. Both of these organizations will do early evaluations of the criminal record as a means of determining if the student would be allowed to practice occupational therapy.

ACCREDITATION

The entry-level occupational therapy doctoral degree program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to be able to take the NBCOT certification examination or attain state licensure. Students must complete Level II fieldwork and

experiential requirements within 24 months following completion of the didactic portion of the program.

Licensed by the Florida Commission for Independent Education, License No. 5229. Gannon University's occupational therapy doctoral degree program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), www.aotaonline.org. As a result of this action, the institution may admit students into the Occupational Therapy Doctoral Program according to the approved timeline (June 2015) and may proceed to the Initial Review step of the accreditation process. The initial review involves an onsite visit by the accreditation committee at which time full accreditation status is provided.

Clinical Experiences (Fieldwork I, Fieldwork II, & Doctorate Specialty Internship) Fieldwork I: Earlier clinical experiences, which include 40 hour weekly or weeklong experiences in the clinic, are provided locally or within a reasonable proximity to the student's permanent residence. Each of three Fieldwork I experiences are a component of professional level course requirements for Psychosocial OT, Pediatric OT, and Physical Disability OT courses in the curriculum. Fieldwork II: Clinical placements for the two 12-week full-time, clinical field work experiences are available throughout the U.S.A. The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. Doctorate Specialty Internship: The Doctoral experiential component is a 16 week, integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Doctorate Requirements

Students are guided in an independent study, develop a Doctorate Specialty Internship, and complete a culminating project. The objectives for each of the areas are determined collaboratively between Mentors (of their choice) and Faculty, each designed to enrich a student's depth of study in a specific area.

ADMISSION REQUIREMENTS

The program is designed as a full-time course of study. Students are not able to transfer into the program, and transfer credits will not be accepted.

- Students in the final year of completion of a bachelor's degree may apply to the program or students who have completed a bachelor's degree. Baccalaureate degree must be from an accredited college or university.
- Cumulative prerequisite course Quality Point Average (QPA) of 3.0 or better (4.0 scale). No grade below a "C" will be accepted
- Overall undergraduate QPA of 3.0 or better (4.0 scale)
- All prerequisite courses must be completed within five years preceding entrance into the graduate program. Prerequisites must be completed by May 15 of the year the student enrolls. Additionally, the student's degree must be conferred with a final official transcript by May

15 of the year that they enroll.

- GRE's are not required.

Prerequisite Course Requirements for entry into the OTD program include the following:

- Intro to Psychology
- Psychopathology or Abnormal Psychology
- Intro to Sociology or a course in diversity
- Anatomy & Physiology I & II with lab (total of 8 credits)
- Developmental psychology throughout the lifespan or equivalent
- Physics (one semester survey or two semester full sequence)
- Statistics

*Additional requirements for all students

- Prior to matriculation in the program, students must complete their bachelor's degree and a minimum of 40 hours of volunteer experience in an OT setting; two different sites are preferred. Documentation must be submitted from the clinical volunteer site. Students will also collect information for a student journal during their volunteer work.
- Deadline for applications is January 15; applications received after this deadline will be reviewed if space is available in the program.
- Interested students must complete the "Student Self-Report Transcript Evaluation" in accordance with the OTD program and Graduate Admissions office.
- Students must have demonstrated efficiency in using tools common to distance education. This might include a learning platform, special courses, or job experience. Attachments to the application providing evidence of proficiency will be requested and reviewed.

CURRICULUM

The Occupational Therapy Doctorate is a doctoral degree which will be awarded upon the successful completion of the following 119 credits:

First Year Summer

DOCCT 811 Foundations of OT	3
DOCCT 815 Occup Science & Analysis	3
DOCCT 818 Theoretical Foundations of OT	3
Total 9	

First Year Fall

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

First Year Spring

DOCCT 831 Neurorehab Techniques	4
DOCCT 833 OT Interven: Psychosocial II	5
DOCCT 835 The Research Process	6
Total 15	

Second Year Fall

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

Second Year Spring

DOCCT 851 OT Intervention: Physical Disabilities II	5
DOCCT 853 OT Intervention: Pediatrics & Dev Disabilities II	4
DOCCT 855 OT Intervention: Gerontology	3
DOCCT 857 Clinical Reasoning Seminar I	3
DOCCT 859 Directed Independent Study I	1
DOCCT 877 Capstone II	1
Total 17	

Third Year Summer/Fall

DOCCT 861 Field Work Experience I (A)	8
DOCCT 863 Field Work Experience II (B)	8
Total 16	

Third Year Spring

DOCCT 871 Entrepreneur Mgmt Practice in OT	3
DOCCT 873 Emerging Models of Practice	3
DOCCT 875 Adv. Intervention: Theory & Techniques	3
DOCCT 876 Professional Issues Seminar	3
DOCCT 858 Professional Competency	1
DOCCT 879 Directed Independent Study II	3
Total 16	

Third Year Summer

DOCCT 881 Doctoral Specialty Internship	12
DOCCT 883 Capstone Project	3
Total 15	
Total Credits	119

COURSE DESCRIPTIONS

DOCCT 811 Foundations of Occupational Therapy

3 credits

Development of Occupational Therapy as a profession; concepts of occupational role acquisition and role dysfunction; use of human occupation as therapeutic intervention; exploration of domains of practice of OT; scopes of practice of health professionals; health and wellness; health care delivery systems; disability; professional behavior. Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In- depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning. Offered: Online

DOCCT 825 Clinical Neuroscience

4 credits

Prerequisite: Permission of Instructor

An in-depth study of the structure and function of the central nervous system relative to human behavior. Peripheral structures

involved in sensorimotor function will be included. Clinical conditions and case studies, including their influence on occupational performance components and areas, will be utilized.

DOCCT 831 Neurorehabilitation Techniques

4 credits

Prerequisite: DOCCT 825

Analysis of various theoretical approaches to the treatment of central nervous system dysfunction throughout the life span. Topics will include neurodevelopmental, sensorimotor, kinesiological, and sensory integrative approaches to motor dysfunction. Laboratory will provide guided experiences in techniques, application to human occupations, clinical reasoning, case analysis and selected clinical experiences. Current research regarding the efficacy of the various theoretical approaches will be explored.

DOCCT 827/833 Occupational Therapy Intervention: Psychosocial Dysfunction I & II

4/5 credits

Prerequisites: DOCCT 827 for 833

An integrated theory and practice course examining Occupational Therapy models for psychosocial treatment approaches based on the current research body of knowledge. Development of interpersonal skills, group leadership skills, and therapeutic use of self. Areas explored will include techniques for prevention, understanding group process dynamics, remediation of role dysfunction within various cultures. The courses are composed of three sections; lecture, laboratory exercises, and a clinical fieldwork experience.

DOCCT 815 Occupational Science & Analysis

3 credits

Analysis of occupation as a life organizer. Development of observational skills, problem solving approaches, the teaching-learning process, therapeutic use of self, and activity analysis. Laboratory will provide experience in and analysis of selected tasks of work, self-care and play/leisure. Offered: Online

DOCCT 841/851 Occupational Therapy Intervention: Physical Disabilities I & II

4/5 credits

Prerequisites: DOCCT 831, 833, 823. Prerequisite for DOCCT 851 is DOCCT 841.

Analysis and adaptation of the human and non-human environments is response to role dysfunction; architectural barriers, orthotics, prosthetics, wheelchair prescription and management, adaptive equipment and assistive technology. Specific adult physical disabilities including orthopedic; neurological and general medical conditions; prevention, assessment, and treatment intervention; psychosocial aspects of physical dysfunction; and application of clinical reasoning through case studies included. Level I fieldwork in an adult Physical Disabilities setting is included. Sessions will consist of lecture and lab hours weekly. One credit is assigned to the fieldwork experience in DOCCT 851. Offered: Online

**DOCCT 843/853 Occupational Therapy Intervention:
Pediatrics and Development Disabilities I and II**

5/4 credits

Prerequisite: DOCCT 831; Corequisite: DOCCT 841 for DOCCT 843; Prerequisite to DOCCT 853 is DOCCT 843

Atypical development resulting in problems in role performance in children is emphasized. Role acquisition, competence, adaptation, and dysfunction from birth through adolescence in the areas of sensory, motor, perceptual, cognitive, and play will be addressed. Providing OT in a variety of settings and models, including educational, early intervention, and medical rehab is included. Analyzing appropriate use of specific assessment and treatment techniques from a range of theoretical frames of reference with guided practice through laboratory experiences along with clinical reasoning through case studies will be included. Use of assistive technology, adaptive seating, Level I fieldwork in a pediatric setting.

DOCCT 844 Community-Based Intervention

3 credits

Prerequisite: DOCCT 833; Corequisite: DOCCT 841, 843

Therapeutic intervention with concentration on community-based practice and populations; special emphasis on the needs of the elderly; health/wellness programs; community centers; homeless populations; and special considerations in home health.

DOCCT 821 Analysis of Human Movement

4 credits

Prerequisite: DOCCT 811

Analysis of motor, sensory and motor learning components of human movement and their applications in activities of work, self-care and play/leisure. Influence on neurological, biomechanical, human and non-human environments on human performance. Laboratory will provide experience in analysis of activity and selected clinical assessment tools.

DOCCT 835 The Research Process

6 credits

Using a comprehensive approach, this course is designed to stimulate student interest in the research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles and methods of scientific research to become discerning consumers of research.

DOCCT 837 Qualitative Research

3 credits

Prerequisite: Permission of Instructor

Using a comprehensive approach, this course is designed to stimulate student interest in the qualitative research process, theory development, and translations of findings to practice in health sciences. Students learn the components, principles, and methods of scientific qualitative research to become discerning consumers of research.

DOCCT 818 Theoretical Foundations of Occupational Therapy
3 credits

Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice. In-depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning.

DOCCT 890 Special Topics

1-3 credits

Prerequisite: Permission of Instructor

A course designed to provide in-depth study of a specific topic; objectives are determined on a course by course basis relative to the expertise of the faculty, needs of the students or relevance to a changing professional environment.

DOCCT 891 Independent Study

1-3 credits, Fall, Spring, Summer

An independent study whose objectives are determined collaboratively between student and instructor; designed to enrich a student's depth of study in a specific area.

**DOCCT 871 Entrepreneurial Management Practices in
Occupational Therapy**

3 credits

Supervision and management theory and techniques with research review and application; role delineation; COTA and OTR collaborative intervention; quality assurance; program development; financial management; management methods in current healthcare systems and alternative work settings including funding resources; and developing independent small businesses in alternative settings. Offered: Online

DOCCT 855 Intervention Techniques for Gerontology

3 credits

Prerequisites: DOCCT 833, DOCCT 841

This course will explore various evidence-based strategies for improving health and functional independence of older adults. Students will be introduced to the various age related changes that occur in the cardiovascular, pulmonary, musculoskeletal, neuromuscular, and information processing systems. Course content will be delivered primarily through lecture, discussions, and article reviews. Case studies and interactive clinical activities will allow students the opportunity to design and implement an occupational therapy screening, evaluation, plan of care, and treatment for individuals with a variety of diagnoses commonly encountered in the aging populations.

DOCCT 857 Clinical Reasoning Seminar

3 credits

Prerequisite: DOCCT 833, 841, 843

Analysis of research of therapeutic intervention as an interpretative process. Application of procedural, interactive, conditional a narrative reasoning to therapeutic intervention through selected case analysis across disabilities and the life span.

DOCCT 845 Research Seminar

3 credits

Prerequisite: DOCCT 835 or DOCCT 837

This course involves the systematic writing of the research proposal and application of the research process and methodologies as they apply to the field of occupational therapy. Focus is on the methods of research design, with critical analysis of its components including collection, analysis, and interpretation of data. Synthesizing the relationships of the problem, methodology, hypothesis, and data analysis will be pivotal in the course. This course will culminate in the production of an approved proposal, which will be the basis of the student's completed thesis.

DOCCT 823 Occupational Therapy Medical Sciences

3 credits

Signs, symptoms, medical management and pharmacological management of general medical, neurological, orthopedic and psychiatric conditions relevant to occupational therapy intervention.

DOCCT 861/863 Fieldwork Experience I & II

8/8 credits

Prerequisite: Satisfactory completion of all prior course requirements, permission of faculty

This course involves six months full-time clinical experience in two different occupational therapy settings and supervised practice of therapeutic assessment and intervention techniques. Students will gain experience in a wide variety of clinical conditions and age ranges.

DOCCT 873 Emerging Models of Practice

3 credits

This course will examine emerging models of practice in the field. These will vary, based upon current Occupational Therapy theory, practice and service delivery models. In-depth exploration and understanding of current healthcare policies; social, demographic, and political issues driving the healthcare system; influences in delivery of services in OT. Informatics will be utilized as primary sources. Participants will examine new methods and settings in which to provide OT intervention and apply these in a local agency or organization. Participants will also evaluate the effectiveness of these services and modify them as needed.

DOCCT 875 Advanced Intervention: Theory and Techniques

3 credits

Prerequisite: DOCCT 861, DOCCT 863

Emphasis is on advanced therapeutic intervention techniques and theories across age ranges. Analysis and adaptation of the human and non-human environments in response to role dysfunction; advanced modalities, refined handling techniques, advanced hand treatment, assistive technology application, and complementary and alternative therapies. Review of current research in all areas of practice. Clinical reasoning processes are facilitated through the use of case studies. Offered: Online

DOCCT 876 Professional Issues Seminar

3 credits

Prerequisite or Corequisite: DOCCT 863

Critical analysis of current professional issues will be examined in this course. Topics will include, but not be limited to: healthcare delivery systems, professional boundaries, regulatory agencies, specialization, validation of theory; analysis of current social, political, cultural and economic change; continuing professional development; contributions to the profession and society.

DOCCT 859/879 Thesis I and II

1/3 credits

Prerequisite: DOCCT 845, approval of the thesis director

This sequence builds on DOCCT 845 by further developing and complementing the group research proposal. Discussion leading to systematic investigation of a research problem including gathering and analyzing the data, synthesizing and discussing the information collected, and summarizing the conclusions.

DOCCT 847 Capstone I

1 Credit

Prerequisites: DOCCT 818, DOCCT 833, DOCCT 835

Capstone I is intended to be the first step of the capstone process, and is designed as a self-directed and professional exploration and development course of study. It is the course that allows the student to work with a faculty member and a mentor to focus the OTD student on laying the foundation for completion of their doctoral specialty internship and their capstone project. By reading journal articles and other primary literature, learning how to annotate references, and forming research objectives, students will set the stage for preparation for the next course in the capstone series, which will culminate in completion of a Doctoral Specialty Internship (DSI) and capstone project.

DOCCT 877 Capstone II

1 Credit

Pre-requisites: DOCCT 833, DOCCT, 835, DOCCT 841, DOCCT 843, DOCCT 844

Capstone II builds of the knowledge learned and materials created in the Capstone I course. In this stage of the capstone series, the student confirms a topic for the Doctoral Specialty Internship (DSI) and capstone project and also chooses a mentor, which may be the same or a different individual who mentored the student through the Capstone I course. With a specific project and mentor chosen, the student will be able to revisit and solidify the objectives for the DSI, confirm, and finalize the capstone project objectives.

DOCCT 858 Professional Competency

1 Credit

Prerequisites: DOCCT 861/863

This course is organized to meet the ACOTE Doctoral Level Educational Standard B.11.0. This mandates that students "pass a competency requirement prior to commencement of the doctoral experiential component".

In this course, the OTD students have the opportunity to demonstrate the required professional competency. The course begins with introducing students to the Gannon Board Prep process, National Board of Certification for Occupational

DOCCT 859 Directed Independent Study 1 Credit (This is Currently DOCCT 879 Thesis I)

DOCCT 879 Directed Independent Study 3 Credit (This is Currently DOCCT 859 Thesis II)

This course (Two Parts) offers the opportunity for doctor of occupational therapy students to become involved in a course of study under the direction and guidance of a faculty member in lieu of a portion of the professional rotation requirements of the OTD program. Students may choose to 1) pursue, in depth, an area covered more generally in the curriculum; 2) explore a topic not normally covered in the curriculum; 3) provide occupational therapy services to diverse and underserved populations; or 4) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area or practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. Prerequisites: DOCCT 845 Approval of Independent Study Faculty.

DOCCT 881 Doctoral Specialty Internship (DSI)

12 credits

Prerequisites: DOCCT 861/863, DOCCT 858

The Doctoral Specialty Internship (DSI) is the capstone experience for students pursuing their clinical doctorate in occupational therapy (OTD). It is a 16 week (12 credits- at least 640 hours) course that is part of an individualized experience specific to the pursuits and learning trajectory of the OTD student. From the inception of the curriculum, a self-directed learning process prepares the student to explore and identify specific interests related to the field of Occupational Therapy (See Capstone I DOCCT-847 & Capstone II DOCCT-877 for details of the capstone process that prepares the student for the DSI experiential learning process). The student prepares the 16 week DSI in cooperation with a mentor and the Program Director/Chair of the OTD program. The DSI course allows the student to complete the objectives designed in earlier capstone courses under guidance from the mentor.

DOCCT 883 Capstone Project

3 credits

Prerequisites: DOCCT 861/863, DOCCT 858, DOCCT 881

During this course students complete a final project (while they are working on the Doctoral Specialty Internship) that demonstrates the synthesis of occupational therapy theory, evidence-based practice principles and advanced knowledge in a practice area. Students demonstrate skills of self-direction, self-sufficiency, independence and professionalism expected of therapists prepared at the doctoral level. The final component of the course requires the student to complete a professional written report and oral presentation.

Statement of Legal control: Gannon University is a 501c3, a Catholic Diocesan University in the Erie Pennsylvania Diocese. The Bishop of Erie is the Chairman of Board of Trustees. Please see a list of the Trustees and the Senior Administrators below.

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