



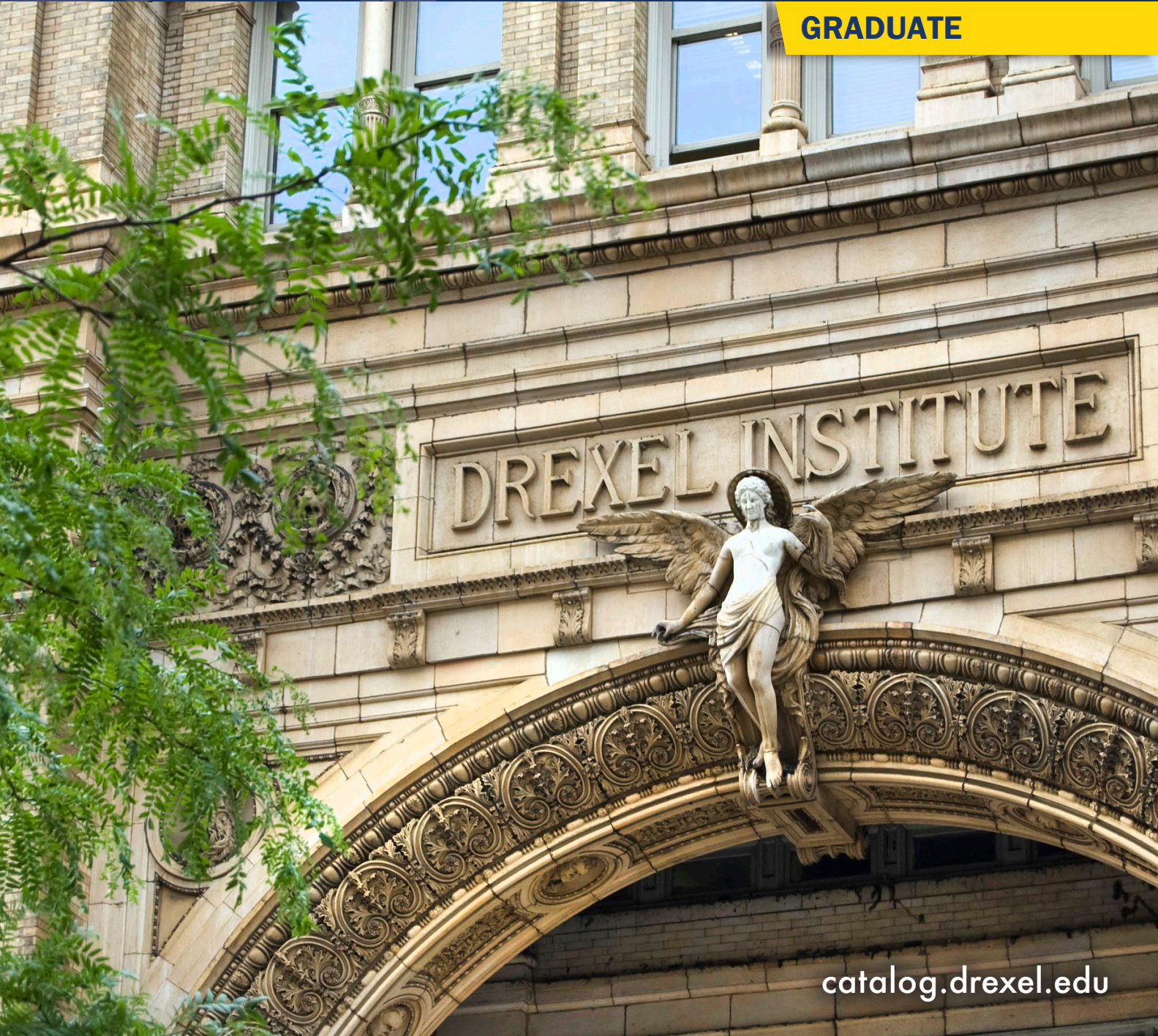
DREXEL UNIVERSITY

College of
Nursing and
Health Professions

CATALOG

2023-2024

GRADUATE



catalog.drexel.edu

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College of Nursing and Health Professions

By anticipating and meeting the challenges presented by the nation's healthcare system, Drexel's College of Nursing and Health Professions is doing its part to guarantee a lasting legacy for current and future health professionals.

The College of Nursing and Health Professions offers a wide range of graduate programs. Many offer flexible scheduling, making it possible for students to continue their education through part-time, online, night, or weekend study.

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About the College

Nurturing Purpose, Driving Innovation, Advancing Leadership

At the College of Nursing and Health Professions (CNHP), our students aren't content to accept the world as it is. They are people of purpose who embrace the role of change agent, enlisting in the necessary work of finding innovative, evidence-based solutions to systemic problems such as health disparities. And they understand that solving the problems we face in our nation and world today require bringing together people from across different disciplines, with different experiences, expertise and perspectives. It will take a team-based, collaborative approach—one of the hallmarks of a CNHP education. Whether in the city of Philadelphia, throughout the country or around the globe, CNHP graduates are recognized as determined, confident and compassionate and ready to lead.

An Inclusive Community

Diversity and inclusion are fundamental to all of CNHP's endeavors, enriching our educational, research and practice experiences. We are committed to reducing inequities in our education, research, practice, policy and civic engagement initiatives—advocating for intersectional social justice, promoting greater inclusivity and eliminating health disparities. Some examples of classes that address health disparities and health inequities span disciplines, from an Art Therapy and Counseling course that explores the impacts and implications of culture, race, ethnicity, sexual orientation, gender and other relevant identities within the context of mental health treatment to a Health Services Administration course that looks at the meaning of health through the eyes of various distinct vulnerable populations.

Cooperative Education Program (co-op) and Experiential Learning

Drexel University's cooperative education program, also known as co-op, is one of the most distinctive features of a Drexel education. Co-ops present the chance to gain invaluable real-world work experience in some of the nation's best health care institutions and other industry leaders. After their first year, depending on the program they choose, CNHP students can alternate six-month periods of full-time study with full-time employment at Drexel-approved employers. Complementing co-op, there is also a rich array of on-campus experiential learning opportunities, including those in the state-of-the-art Center for Interprofessional Clinical Simulation and Practice. This comprehensive, hands-on learning model provides the optimal environment for students to develop skills, learn from mistakes and become adept and competent caregivers for patients.

Practice and Engage in Philadelphia

Opportunities to engage and practice abound in CNHP's innovative health and wellness facilities. In addition to the Stephen and Sandra Sheller 11th Street Family Health Services (<https://drexel.edu/cnhp/practices/11th-street/>), the Community Wellness HUB (<https://drexel.edu/cnhp/practices/community-wellness-HUB/>) offers free health and wellness

programming and disease prevention education, including screening, counseling and referral services for residents of nearby Mantua and Powelton Village. Several CNHP practices offer real-world experience including:

- Physical Therapy Services, providing outpatient care for members of the community.
- Individual, Couple and Family Therapy Services, which offers counseling in two Philadelphia locations.
- The Academic Bistro (<https://drexel.edu/cnhp/academics/departments/food-hospitality-management/academic-bistro/>), a student-run restaurant that serves as a lab for our students, who also produce, prepare and serve organic food from the Bistro Garden.

CNHP also works with community partners on exciting research opportunities like Eat Right Philly (<https://drexel.edu/cnhp/research/centers/Eat-Right-Philly/>), a grant-funded program in the Department of Nutrition Sciences that serves thousands of students, families and staff in more than 70 schools in the School District of Philadelphia.

Drexel For Live

Student life at CNHP and within the larger Drexel University community includes a diverse range of opportunities to engage, connect and thrive. A sense of belonging to something bigger than yourself, of a shared, common purpose that transcends disciplines and departments, extends not only through commencement, but beyond. As one of the largest colleges at Drexel, CNHP offers an inclusive alumni network that helps graduates of all ages stay connected to the College, to the University and to each other. Friendships forged at CNHP can last a lifetime. And years after commencement, meeting a fellow Dragon can spark new friendships and professional collaborations. #foreverdragons

Research, Discovery and Innovation

Drexel University's Office of Research and Innovation invests in the future, enabling advances, innovations and progress that sustain our reputation as a preeminent research university globally, nationally and locally. In 2019, Drexel received acknowledgment from the Carnegie Classification of Institutions of Higher Education of its R1 research status, noting the highest research activity — one that is held by just 39 private universities.

Accreditation

- The Baccalaureate Degree in Nursing (BSN), the Master's Degree in Nursing (MSN), the Doctor of Nursing Practice (DNP), and the Post-Masters APRN Certificate Programs at Drexel University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791. These programs and the Post Masters APRN certificates are also approved by the Pennsylvania State Board of Nursing
- The Couple and Family Therapy MFT degree and post-master's certificate programs are accredited by COAMFTE (Commission on Accreditation of Marriage and Family Therapy Education) (<https://www.coamfte.org/>).
- The Creative Arts Therapies MA degree in Dance/Movement Therapy are accredited by the American Dance Therapy Association (ADTA) (<https://www.adta.org/>).
- The Creative Arts Therapies MA degree in Music Therapy and Counseling is accredited by the American Music Therapy

Association (AMTA) (<https://www.musictherapy.org/>). (<https://www.musictherapy.org/>)

- The Creative Arts Therapies MA degree in Art Therapy and Counseling is accredited by the Accreditation Council for Art Therapy Education (ACATE).
- The Didactic Program in Nutrition is accredited by the Accreditation Council for Education in Nutrition and Dietetics Association (ACEND) (<https://www.eatrightpro.org/acend/>).

- The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).
- The Doctor of Physical Therapy (DPT) program is accredited by the Commission on (<http://www.capteonline.org/home.aspx>)Accreditation in Physical Therapy Education (CAPTE).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Addictions Counseling MS

Major: Addictions Counseling

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 73.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1501

Standard Occupational Classification (SOC) code: 21-1011

Note: Applications are not being accepted for the 2023-2024 academic year

About the Program

NOTE: This program is subject to approval by the program accreditor, Commission for Accreditation of Marriage and Family Therapy Education (COAMFTE).

The Master of Science in Addictions Counseling (MAC) online program's mission is to develop the next generation of addictions counselors for the workforce. Students learn classical, postmodern and evidence-based counseling interventions. Students are trained to work with individuals and families impacted by trauma, behavioral and process addictions disorders, to practice in diverse substance treatment environments and to address dual disorders, intersecting identity locations and other contextual issues that often impact persons with a substance use disorder. Program faculty are licensed professionals who have expertise and certifications in an array of treatment models, including clinical trauma, solution focused brief therapy and prolonged exposure therapy.

The online program consists of a 73.5-quarter credit curriculum with a required field experience practicum and clinical supervision. The program is in the Department of Counseling and Family Therapy within the College of Nursing and Health Professions. The curriculum covers the knowledge, theory and skill development areas as suggested by the National Addiction Studies Accreditation Commission (NASAC) and TAP 21.

Individuals who wish to advance their career options and have a greater impact on the development of workforce competencies and treatment policy and resources will benefit from this program of study. Community members and professionals continue to seek educational advancement opportunities in addictions counseling and education due to the historical and continued impact of substance use on individuals, families and communities.

The online Master's degree in Addiction Counseling provides individuals in professions such as probation and parole, criminal justice, nursing, physician assistants and public health to receive supplemental education to improve their effectiveness in responding to the clinical problems associated with substance use disorders. In addition, this degree will provide a pathway to eligibility for a student's state certification requirements.

Additional Information

For more information, go to Drexel Online Master's In Addictions Counseling (<https://online.drexel.edu/online-degrees/nursing-degrees/ms-addictions-counseling/>) webpage.

Admission Requirements

The following minimum criteria determine an applicant's eligibility for admission:

- Bachelor's degree with an overall GPA of 2.5 or higher
- Academic transcripts(s)
- Focused personal essay:
 - Reason for applying to the program
 - How the program mission fits with their professional goals
- No GRE test scores
- Professional resume

Degree Requirements

Required Courses

BACS 500	Theories of Counseling	4.0
BACS 510	Introduction to Addictions and Substance Use Disorder	3.0
BACS 530	Understanding Prevention and Prevention Programs	3.0
BACS 531	Research Methods in Behavioral Sciences	4.0
BACS 532	Ethical Issues in Addictions Counseling	4.0
BACS 535	Motivational Enhancement Skills	3.0
BACS 537	Psychopharmacology & Addictions	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
BACS 545	Psychopathology & Co-Occurring Disorders	3.0
BACS 568	Substance Use Counseling with Special Populations	3.0
BACS 570	Clinical Supervision Skills	3.0
BACS 573	Group Dynamics and Techniques	4.0
BACS 646	Multicultural Approaches in Addictions Counseling	4.0
BACS 672	Family Trauma and Addictive Disorders	4.0
CFTP 513	DSM I: Adult Psychopathology	3.0
CFTP 516	Behavioral/Process Addictions	4.0
CFTP 517	Addictions in The Family	4.0
CFTP 521	Human Development	4.0
CTCN 603	Clinical Appraisal and Assessment	4.5

Practicum Courses

BACS 541	Addictions Practicum Supervision I	2.0
BACS 542	Addictions Practicum Supervision II	2.0
BACS 543	Addictions Practicum Supervision III	2.0

Total Credits

73.5

Sample Plan of Study

Part-time Plan of Study with Practicum Supervision

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 500	4.0 BACS 537	3.0 BACS 545	3.0 CFTP 516	4.0
BACS 510	3.0 BACS 540	3.0 BACS 568	3.0 CFTP 517	4.0
	7	6	6	8

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 CFTP 513	3.0 BACS 672	4.0 BACS 531	4.0
BACS 646	4.0 CTCN 603	4.5 CFTP 521	4.0 BACS 573	4.0
	8	7.5	8	8

Third Year

Fall	Credits Winter	Credits Spring	Credits
BACS 535	3.0 BACS 530	3.0 BACS 570	3.0
BACS 541	2.0 BACS 542	2.0 BACS 543	2.0
	5	5	5

Total Credits 73.5

Art Therapy and Counseling MA

Major: Art Therapy and Counseling

Degree Awarded: Master of Arts (MA)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2301

Standard Occupational Classification (SOC) code: 29-1129

About the Program

Drexel University's Master of Arts in Art Therapy and Counseling was founded in 1967 at Hahnemann Medical College and Hospital and provides students extensive exposure to current, interdisciplinary practices. This distinctive program teaches students informed skills and integrative theories

for diverse therapeutic approaches in various care systems. Working with specified treatment objectives determined through client collaboration and ongoing assessment, students learn to apply art therapy methods alongside counseling skills. In-class experientials and didactic learning inform each student's simultaneous on-site, community educational experiences with individuals and groups. Students learn by doing, incorporating supervisor and faculty feedback within their sustained and often distinct learning trajectories. This multilayered pedagogy, plus each student's necessary interpersonal work and professional disposition development, provide foundational learning for creative and ethical art therapy and counseling.

Throughout the multi-dimensional learning processes and content areas, students of the Art Therapy and Counseling program study the vital roles of creativity, empathy and cultural humility in professional work and interpersonal growth. In addition, students learn how their cognitive, behavioral, creative and emotional responses can block or augment the relationships of therapy, collegueship and professional development. The 90.0 quarter-credit curriculum includes specific art therapy coursework in assessment and treatment planning for children, adolescents, adults, older adults and families; trauma and systemic approaches; creativity, symbol and metaphor; digital media use; mindfulness; and addictions and recovery. Students also take classes in general mental health counseling topics, including human development; psychopathology; social and cultural foundations; clinical appraisal and assessment and group dynamics.

Graduates are eligible for the ATR-Provisional certification upon program graduation to work further towards their ATR and ATR-BC credentials and professional counseling licensure in Pennsylvania and other states upon completion of specified work and supervision hours that are critical parts of post-graduation requirements. We designed the Art Therapy and Counseling program's 90-quarter credits to meet the Pennsylvania Licensed Professional Counselor (LPC) educational requirements. We also uphold program and learning standards for art therapy accreditation through the Accreditation Council for Art Therapy Education or ACATE. Because licensure requirements vary from state to state, we strongly advise applicants interested in attaining post-graduation counseling licensure to access and check the requirements for any state(s) where they plan to work and practice. In addition, the students must begin to know and understand the requirements for any future licensure they may seek. We strive to inform, update and support individualized pursuits for licensure and national board certification with each student.

For additional information about the program, visit the College of Nursing and Health Professions Art Therapy and Counseling (<https://drexel.edu/cnhp/academics/graduate/ma-art-therapy-counseling/>) website.

Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5

Art Therapy Track Courses

CATX 528	Systems, Community Practices, and Therapeutic Relationships	4.5
CATX 529	Family Systems for Assessment and Treatment Planning	4.5
CATX 532	Trauma, Crisis, and Community Care	3.0
CATX 535	Creativity, Symbolism, and Metaphor in Art Therapy and Counseling	3.0
CATX 536	Studio Art for Art Therapists	1.0
CATX 537	Art Therapy Group Supervision I	1.0
CATX 538	Art Therapy Group Supervision II	1.0
CATX 539	Art Therapy Group Supervision III	1.0
CATX 631	Media, Materials and Process in Art Therapy	3.0
CATX 637	Advanced Art Therapy Group Supervision I	1.0
CATX 638	Advanced Art Therapy Group Supervision II	1.0
CATX 639	Advanced Art Therapy Group Supervision III	1.0
CATX 645	Professional Identity & Contemporary Practices	3.0

Clinical Education Courses

CTCN 510	Clinical Practicum I	2.0
CTCN 520	Clinical Practicum II	2.0
CTCN 530	Clinical Practicum III	2.0
CTCN 610	Clinical Internship I	2.0
CTCN 620	Clinical Internship II	2.0
CTCN 630	Clinical Internship III	2.0

Culminating Project

CATX 621	Culminating Project I	1.5
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CATX 622	Culminating Project II	1.5
Art Therapy Electives *		
CATX 541	Digital Media Use in Art Therapy and Counseling	
CATX 542	Mindfulness in Clinical Practice	
Additional Electives *		
CATX 627	For Culminating Project Only	
Total Credits		90.0

* Please note that electives are in addition to the 90 credits required for the degree. Please consult with you advisor before registering for an elective.

Sample Plan of Study

Two Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 504	4.5
CATX 528	4.5 CATX 529	4.5 CATX 532	3.0 CTCN 505	4.5
CATX 537	1.0 CATX 538	1.0 CATX 535	3.0 CATX 536	1.0
CTCN 501	4.5 CTCN 520	2.0 CATX 539	1.0	
CTCN 510	2.0	CTCN 530	2.0	
14		12	13.5	10

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 601	4.5 CTCN 603	4.5 CTCN 604		4.5
CATX 631	3.0 CATX 638	1.0 CATX 639		1.0
CATX 637	1.0 CTCN 540	4.5 CATX 645		3.0
CTCN 606	4.5 CATX 621	1.5 CATX 622		1.5
CTCN 610	2.0 CTCN 620	2.0 CTCN 630		2.0
15		13.5	12	

Total Credits 90

Three-Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 529	4.5 CATX 532	3.0 CTCN 505	4.5
CTCN 501	4.5 CTCN 509	4.5 CATX 535	3.0 CATX 536	1.0
CATX 528	4.5	CTCN 503	4.5	
11		9	10.5	5.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 537	1.0 CATX 538	1.0 CATX 539	1.0 CTCN 504	4.5
CATX 631	3.0 CTCN 520	2.0 CTCN 530		2.0
CTCN 510	2.0 CTCN 603	4.5 CTCN 604		4.5
CTCN 606	4.5			
10.5		7.5	7.5	4.5

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 610	2.0 CATX 621	1.5 CATX 622		1.5
CTCN 601	4.5 CATX 638	1.0 CATX 639		1.0
CATX 637	1.0 CTCN 540	4.5 CATX 645		3.0
	CTCN 620	2.0 CTCN 630		2.0
7.5		9	7.5	

Total Credits 90

Four-Year Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 505	4.5
CATX 528	4.5	CATX 535	3.0 CATX 536	1.0
	6.5	4.5	7.5	5.5

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 501	4.5 CATX 529	4.5 CTCN 603	4.5 CTCN 504	4.5
CATX 631	3.0 CTCN 510	2.0 CTCN 520	2.0 CATX 539	1.0
	CATX 537	1.0 CATX 538	1.0 CTCN 530	2.0
	7.5	7.5	7.5	7.5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 637	1.0 CATX 621	1.5 CATX 639	1.0 Vacation	
CTCN 606	4.5 CATX 638	1.0 CTCN 604	4.5	
CTCN 610	2.0 CTCN 620	2.0 CTCN 630	2.0	
	7.5	4.5	7.5	0

Fourth Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
CTCN 601	4.5 CTCN 540	4.5 CATX 532	3.0
	CATX 622	1.5 CATX 645	3.0
	4.5	6	6

Total Credits 90

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) Director, PhD Program in Creative Arts Therapies. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) Director, Art Therapy and Counseling MA Program. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) Program Director for Dance/Movement Therapy and Counseling. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) Core Counseling Course Coordinator, Creative Arts Therapy MA Programs. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) Director, Music Therapy and Counseling MA Program. Assistant Clinical Professor. Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) Clinical Education Coordinator, Creative Arts Therapy MA Programs. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Godill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Complementary and Integrative Health MS

Major: Complementary and Integrative Health

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3306

Standard Occupational Classification (SOC) code: 29-1199

About the Program

The Master of Science in Complementary and Integrative Health (CIH) is designed to provide practicing health care professionals with an evidenced-based program in complementary and integrative health practices. Students will be taught to assess, guide and evaluate patient use of alternative modalities and to integrate CIH into one's own professional practice. The program provides core competencies in complementary and integrative health. This program provides the theoretical basis for applying complementary and integrative health practices and emphasizes the integration of evidence-based CIH therapies such as phytomedicine, functional nutrition and mind/body modalities within the framework of conventional health care practice.

A foundational principle of this program is interdisciplinary practice and collaboration with the goal of improving health outcomes. In addition, students will be introduced to historical, indigenous health care practices and upon graduation may seek further training to build expertise in a particular modality (e.g. yoga, nutrition, reiki, etc.) which may lead to additional credentialing or licensing.

American Holistic Nurses Credentialing Corporation, Inc. (<http://www.ahncc.org/school-endorsement-program/current-endorsed-nursing-programs/>) has endorsed Drexel University's Complementary and Integrative Health Master's and Certificate programs, which allows graduates of these programs to sit for the nationally accredited board certification in holistic nursing.

Students from Drexel University's online MS in Complementary and Integrative Health degree program are eligible to apply and concurrently enroll in the University of Arizona's Andrew Weil Center for Integrative Medicine (AWCIM) Integrative Health & Wellness Coaching (IHW) certification program. The concurrent completion of the AWCIM IHW coaching program can count toward the nine elective credit requirement for the Drexel MS in Complementary and Integrative Health program. The AWCIM IHW Coaching program is approved by the National Board of Health and Wellness Coaching. Graduates of Drexel's MS in Complementary and Integrative Health in combination with the AWCIM IHW Coaching program would then be eligible to sit for the national exam. If you are interested in this option, you may either answer the related questions on the Drexel MS in Complementary and Integrative Health application or you can let your academic advisor know of your interest. Learn more about the program (<https://drexel.edu/now/archive/2021/July/CNHP-Arizona-Collaboration-Integrative-Health-Care/>).

Program Mission and Values

The program mission is to develop leaders in complementary and integrative health care. We are committed to developing competent practitioners through exemplary and rigorous training in the clinical applications of complementary and integrative health; comprehensive curricula incorporating theoretical foundations, research and evidence-based practice; and provision of extensive support and mentorship to advance the integrative health care professional role. All efforts in the program are designed to build knowledge, enhance practice, foster professional integrity, promote innovation, engage in interdisciplinary collaboration and ultimately improve the health outcomes of patients and families from diverse communities across the continuum of care.

Program Outcomes

The graduate of the Master of Science in Complementary and Integrative Health:

- Practices within a legal and ethical framework of health care delivery and scope of practice
- Advances the role of advanced practice in the health care system through scholarship, clinical experience, advocacy and political involvement

- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice
- Demonstrates leadership in health care through involvement in the development of outcome-based standards of care and practice-based health policy issues
- Evaluates and modifies the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes
- Contributes to the advancement of complementary and integrative health and humanity through communication, collaboration and education

Intended Audience

This program is applicable to a wide range of health care professionals including nurses, advanced practice nurses, nurse practitioners, physician assistants, psychologists, women's health practitioners, members of oncology organizations, clinical nutritionists, psych/mental health nurse practitioners and couple and family therapists.

This program is congruent with the educational standards set forth by the American Holistic Nurses Association (AHNA) and meets the core competencies of the Academic Consortium for Integrative Medicine & Health.

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Complementary and Integrative Health (<https://drexel.edu/cnhp/academics/graduate/MS-Complementary-Integrative-Health/>) webpage and on the Drexel University Online MS in Complementary and Integrative Health (<https://www.online.drexel.edu/online-degrees/nursing-degrees/complementary-integrative-health/>) webpage.

Admission Requirements

- Health care professional within a scope of practice from a variety of disciplines including nurses, advanced practice nurses, nurse practitioners, physician assistants, psychologists, women's health practitioners, members of oncology organizations, clinical nutritionists, psych/mental health nurse practitioners, couple and family therapists and others
- A baccalaureate degree with a major in a health-related field from an accredited university
- GPA of 3.0 or above on all previous coursework
 - 3.0 or above on all previous coursework or the last 60 credits completed. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all universities or colleges and other post-secondary educational institutions attended (including trade schools)
- Two professional letters of recommendation from either previous or immediate supervisors or former faculty members who can attest to your clinical knowledge, skill and potential aptitude for graduate study
 - Students with a GPA of 3.0 or higher are not required to submit letters of recommendation.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the degree
 - How your current work experience will enhance your experience in this program
- Resume or curriculum vitae including specific details of your responsibilities and job experiences

International students will need to meet University international student admissions guidelines including TOEFL.

TOEFL Requirement:

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the U.S., Australia, Canada, Ireland, New Zealand, or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If the TOEFLiBT exam is taken, students are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If the TOEFL is taken, students are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

CIT 503 or NURS 539	Holistic Living For The Caregiver Holistic Living for the Caregiver	3.0
CIT 502 or NURS 529	Foundations of Complementary and Integrative Therapies Foundations of Complementary and Integrative Therapies	3.0
CIT 501 or NURS 551	Foundations of Phytotherapy Foundations of Phytotherapy: Clinical Applications of Herbal Therapy	3.0
CIT 511 or NURS 561	Spirituality, Health and Healing Spirituality, Health and Healing	3.0
CIT 619 or NURS 619	Principles of Bioenergy Therapies Principles of Bioenergy Therapies	3.0
CIT 626	Translational Research in Complementary and Integrative Health	3.0
CIT 553	Health Coaching for Lifestyle and Behavior Change	3.0
CIT 656 or NURS 656	Traditional Healing Systems Traditional Healing Systems	3.0
CIT 657 or NURS 657	Functional Approach to Clinical Nutrition Functional Approach to Clinical Nutrition	3.0
CIT 696	Integrative Health Strategies I	3.0
CIT 697	Integrative Health Strategies II	3.0
CIT 698	Graduate Seminar	3.0
Electives *		9.0
Total Credits		45.0

* Electives can be any course with the prefix CIH/CIT (Complementary and Integrative Health), with course number ranging from 500-699.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 502	3.0 CIT 501	3.0 CIT 511	3.0 CIT 619	3.0
CIT 503	3.0 CIT 656	3.0 CIT 657	3.0 CIT 553	3.0
	Elective	3.0		
	6	9	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
Elective	3.0 CIT 696	3.0 CIT 697	3.0
Elective	3.0 CIT 626	3.0 CIT 698	3.0
	6	6	6

Total Credits 45

Note: Second Year Summer is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Couple and Family Therapy PhD

Major: Couple and Family Therapy

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 110.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21-1013

About the Program

The PhD program in Couple and Family Therapy (CFT) develops the next generation of couple and family therapy scholars interested in research related to family-based psychotherapy, families and health and health disparities. Students are trained to advance the knowledge base of couple and family therapy through education, research and clinical service with a particular emphasis on evidenced-informed treatment modalities.

Our program is a mentoring model. Each year, a limited number of faculty members accept doctoral students. You should confirm that the faculty members that you are interested in doing research with are taking applicants prior to completing your essay for admission into the doctoral program. Your research interest should be somewhat aligned with the faculty that you are interested in working with.

Graduates of the Couple and Family Therapy PhD program serve as researchers in public and private institutions and faculty in graduate programs of couple and family therapy, psychology, social work or medical schools.

Additional Information

For more information about the PhD in Couple and Family Therapy, visit the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) website.

Degree Requirements

Students are required to complete the standard curriculum in couple and family therapy before pursuing the doctoral curriculum. The standard curriculum is offered in the COAMFTE- accredited Master of Family Therapy (p. 26) and post-master's certificate programs at the University.

The curriculum includes study in the following areas:

- Theory and research in couple and family therapy
- Research methodology, including statistics, research design, and computer applications
- Evidenced informed and specialized instruction in couple and family therapy
- Diverse family structures
- Supervised clinical experience

Core CFT Courses

CFTP 713	Introduction to CFT Clinical Research	3.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 721	Critical Theory in Couple and Family Therapy	3.0
CFTP 724	Multicultural Approach to Couple and Family Therapy	4.0
CFTP 725	Trauma and Families	4.0
CFTP 729	Diverse Families and Communities: Intervention Strategies	3.0
CFTP 735	Family Healthcare Policy	3.0
CFTP 757	Attachment, Emotions and Psychotherapy	3.0
CFTP 759	Psychotherapy Outcome and Process Research	3.0

Applied CFT Courses

CFTP 734	Supervision in Couple and Family Therapy	4.0
CFTP 760	Teaching Practicum	2.0

Research Requirements

RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
RSCH 722	Intermediate Statistics in Health II	3.0
RSCH 742	Scientific Writing	3.0
RCRG 600	An Introduction to the Responsible Conduct of Research	0.0

Elective *

Elective *		3.0
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Internship - Minimum of 27 credits **

Internship - Minimum of 27 credits **		27.0
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CFTP 801	Couple and Family Therapy Internship	
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Dissertation - Minimum of 27 credits ***

Dissertation - Minimum of 27 credits ***		27.0-54.0
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CFTP 802	Couple and Family Therapy Dissertation	
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CFTP 803	Couple and Family Therapy Dissertation Defense	
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Total Credits

110.0-137.0

* Elective shall be taken in fall term of year 2. Elective requires advisor approval and includes RSCH 600-RSCH 899 or another course deemed relevant to the students' course of study.

** Internship (CFTP 801): Students required to complete at least three terms of internship during the third year of the program. They must register for 9.0 credits per quarter to cover this activity. While most internships will be done in 3 quarters (27.0 credits), the expectation has been set that the internship will be completed within 4 quarters (36.0 credits) to give the students some flexibility, if needed.

*** Dissertation (CFTP 802): Students should begin their dissertation in year three or four of the program. This project is expected to take a minimum of three quarters. For each of those quarters, the student must register for 9.0 credits of CFTP 802. If the project takes longer than three quarters, the student may continue to sign up for 9.0 credits of CFTP 802 each quarter. The actual number of credits required will vary

dependent upon student's dissertation and research topic, and students may take up to 53.0 credits of CFTP 802. Consult with dissertation advisor.

Dissertation Defense (CFTP 803): Students are required to defend their dissertations when they are complete. To defend, a student must register for 1.0 credit of CFTP 803.

Students must be actively engaged in clinical practice throughout the program. Before graduating from the PhD program, all students are encouraged to complete at least 1,000 hours of direct client contact hours.

Internship

All students are required to do an internship. Internship supervisors must be clearly senior in experience to the student intern. The purpose of the internship is to provide students with a supervised full-time clinical, research, academic or administrative experience of at least nine months duration. Clinical and alternate internships must emphasize relationally focused practice and research. For the clinical internship, it is to ensure that students meet the 1,000 direct client contact hour standard.

Students should contact the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) for additional information about the qualifying exam and the dissertation.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 713	3.0 CFTP 725	4.0 CFTP 720	3.0
CFTP 729	3.0 RCRG 600	0.0 CFTP 724	4.0
RSCH 720	3.0 RSCH 700	3.0 RSCH 714	3.0
	RSCH 721	3.0	
	9	10	10

Second Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 721	3.0 CFTP 735	3.0 CFTP 734	4.0
CFTP 757	3.0 CFTP 759	3.0 CFTP 760	2.0
Research Elective	3.0 RSCH 742	3.0 RSCH 722	3.0
	9	9	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 801	9.0 CFTP 801	9.0 CFTP 801	9.0
	9	9	9

Fourth Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 802	9.0 CFTP 802	9.0 CFTP 802	8.0
		CFTP 803	1.0
	9	9	9

Total Credits 110

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) Assistant Dean of Diversity and Student Affairs. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) Director, Center for Family Intervention Science. Associate Professor. Prevention and treatment of adolescent depression and suicide; screening and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Gloria Gonzalez-Kruger, PhD, LMFT (*Michigan State University*) Director of Clinical Services, Department of Counseling and Family Therapy. Associate Clinical Professor. AAMFT Approved Supervisor, Access, utilization, and cultural competency of mental health services: Underserved and

marginalized communities, Latino/a families, integrated primary care/behavioral healthcare, outcome-based education and training of MFT/CFTs (cultural competence, telehealth, virtual reality).

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) *Interim Chair, Program Director, Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

Laura Lynch, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Medical family therapy, collaborative healthcare, and couples and families coping with chronic illness; couple and family therapy graduate education; couples therapy with a focus on emotionally focused therapy.

Bertranna Muruthi, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Transitional issues, immigrant families, family needs, resilience behaviors, and culturally responsive community-based collaborative approaches.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Holly Sawyer, PhD, LPC, NCC, CAADC, SAP (*Trident University International*) *Director of Master in Addictions Counseling (MAC)*. Assistant Clinical Professor. Illicit drug use among college students, drug and alcohol prevention, substance use disorders, decriminalizing persons diagnosed with a substance use disorder, culturally inclusive clinical supervision, and self-care.

Phyllis Swint, PhD, LMFT (*Drexel University*) *Director of Clinical Training*. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Ebony White, PhD, LPC, NCC, ACS (*Montclair State University*). Assistant Clinical Professor. Research focused on addressing issues in transracial adoption and improving trauma informed care within the African American community. Understanding global mental health within the African diaspora and expanding developmental pathways through advocacy and social justice.

Couple and Family Therapy DCFT

Major: Couple and Family Therapy

Degree Awarded: Doctor in Couple and Family Therapy (DCFT)

Calendar Type: Quarter

Minimum Required Credits: 71.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21-1013

About the Program

The Doctor of Couple and Family Therapy (DCFT) is an advanced clinical degree program preparing couple and family therapists to take leadership roles in the couple and family therapy field as administrators, advanced practice clinicians and educators. The program prepares students to work with diverse individuals, couples and families across multiple health-care settings, with a particular focus on clinical issues and evidence-informed practices related to couples therapy, trauma and addiction.

This is a part-time, online program that takes approximately three years to complete. The curriculum includes courses in advanced theory and practice, teaching pedagogy, health-care policy, research methodologies and a clinical internship.

Additional Information

For more information about the Doctor of Couple and Family Therapy program, visit the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) website.

Admission Requirements

The following minimum criteria will be used for to determine an applicant's admissibility:

- Master's degree in marriage/couple and family therapy
- Cumulative GPA of 3.5
- Academic transcripts(s)
- Focused Personal Essay:

- Reason for applying to the program
- How the program mission fits with their professional goals
- No GRE test scores
- Virtual interview
- Three (3) recommendation letters

All applicants will be scored on the following criteria, as it relates to their admission decision:

1. Ability to perform academically
2. Leadership abilities
3. Clinical abilities
5. Commitment to working with work with diverse individuals, couples and families
6. Commitment to scholarship

Degree Requirements

CFTP 710	Advanced Legal and Ethical Implications in Couple and Family Therapy	4.0
CFTP 716	Advanced Family Therapy Theory and Practice	3.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 724	Multicultural Approach to Couple and Family Therapy	4.0
CFTP 734	Supervision in Couple and Family Therapy	4.0
CFTP 735	Family Healthcare Policy	3.0
CFTP 740	Systemic Approaches to Addiction	3.0
CFTP 742	Couples Sexual Therapy	3.0
CFTP 743	Trauma Theory and Models with Vulnerable Populations	3.0
CFTP 750	Professional Development and Leadership	3.0
CFTP 760	Teaching Practicum	2.0
CFTP 765	Grant Writing for Program Development	3.0
NHP 762	Health Professional Education	3.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
Internship		
CFTP 805	Couple and Family Therapy Doctoral Internship I	3.0
CFTP 806	Couple and Family Therapy Doctoral Internship II	3.0
CFTP 807	Couple and Family Therapy Doctoral Internship III	3.0
Portfolio Planning and Development		
CFTP 797	Capstone Portfolio Development I	2.0
CFTP 798	Capstone Portfolio Development II	2.0
CFTP 799	Capstone Portfolio Development III	2.0
Capstone Portfolio Sequence		
CFTP 810	Capstone Portfolio I	2.0
CFTP 811	Capstone Portfolio II	2.0
CFTP 812	Capstone Portfolio III	2.0
Total Credits		71.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 710	4.0 CFTP 720	3.0 CFTP 724	4.0 CFTP 735	3.0
CFTP 716	3.0 CFTP 740	3.0 NHP 762	3.0 CFTP 743	3.0
	CFTP 797	2.0	CFTP 798	2.0
	7	8	7	8

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 734	4.0 CFTP 750	3.0 CFTP 760	2.0 CFTP 742	3.0
RSCH 720	3.0 RSCH 700	3.0 CFTP 799	2.0 CFTP 765	3.0
		RSCH 714	3.0	
	7	6	7	6

Third Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 805	3.0 CFTP 806	3.0 CFTP 807	3.0
CFTP 810	2.0 CFTP 811	2.0 CFTP 812	2.0
	5	5	5

Total Credits 71

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) *Assistant Dean of Diversity and Student Affairs*. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) *Director, Center for Family Intervention Science*. Associate Professor. Prevention and treatment of adolescent depression and suicide; screening and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Gloria Gonzalez-Kruger, PhD, LMFT (*Michigan State University*) *Director of Clinical Services, Department of Counseling and Family Therapy*. Associate Clinical Professor. AAMFT Approved Supervisor, Access, utilization, and cultural competency of mental health services: Underserved and marginalized communities, Latino/a families, integrated primary care/behavioral healthcare, outcome-based education and training of MFT/CFTs (cultural competence, telehealth, virtual reality).

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) *Interim Chair, Program Director, Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

Laura Lynch, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Medical family therapy, collaborative healthcare, and couples and families coping with chronic illness; couple and family therapy graduate education; couples therapy with a focus on emotionally focused therapy.

Bertranna Muruthi, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Transitional issues, immigrant families, family needs, resilience behaviors, and culturally responsive community-based collaborative approaches.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Holly Sawyer, PhD, LPC, NCC, CAADC, SAP (*Trident University International*) *Director of Master in Addictions Counseling (MAC)*. Assistant Clinical Professor. Illicit drug use among college students, drug and alcohol prevention, substance use disorders, decriminalizing persons diagnosed with a substance use disorder, culturally inclusive clinical supervision, and self-care.

Phyllis Swint, PhD, LMFT (*Drexel University*) *Director of Clinical Training*. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Ebony White, PhD, LPC, NCC, ACS (*Montclair State University*). Assistant Clinical Professor. Research focused on addressing issues in transracial adoption and improving trauma informed care within the African American community. Understanding global mental health within the African diaspora and expanding developmental pathways through advocacy and social justice.

Creative Arts Therapies PhD

Major: Creative Arts Therapies

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2399

Standard Occupational Classification (SOC) code: 29-1129

About the Program

The PhD in Creative Arts Therapies is a research degree program for art therapists, dance/movement therapists and music therapists who are interested in pursuing advanced scholarship and assuming academic leadership in their discipline. The primary mission of the program is the cultivation of scholars and academic leaders in the creative arts therapies who can:

- Generate and disseminate relevant, robust, rigorous research
- Contribute to theory evaluation and building
- Develop evidence-based best clinical practices
- Cultivate academic proficiency in educating the next generation of art therapists, dance/movement therapists and music therapists

The PhD program consists of four interactive learning modules plus a dissertation:

- **Interdisciplinary-** Delivered as seminars, these modules challenge students to study, explore, critically evaluate and synthesize areas of interdisciplinary knowledge relative to creative arts therapies origins, philosophy and theory.
- **Research-** Includes intensive study of multiple approaches to research. The purpose of the research module is to develop research skills along a spectrum of traditional and innovative approaches. The research curriculum contributes to the generation and dissemination of robust and relevant research in the students' respective fields.
- **Self/Other Artistic Knowledge-** Introduces the exploration of the intrinsic intersubjective therapeutic processes emergent through artistic inquiry and parallel to the actual arts therapies experience.
- **Practicum-** Emphasizes the transformation of theoretical knowledge to practical application and specialization. The research practicum is aimed at helping students gain hands-on experience in the design and conduct of research, collaborative teamwork, grant writing, data analysis and writing of research reports and publications. All students are required to complete a teaching practicum for one term.
- **Dissertation-** An original robust research project that directly relates to the development of and contribution to the theory and practice of the students' creative arts therapy specialization. The dissertation is the culmination and representation of the students' doctoral work that not only advances knowledge in their field but also positions them for career opportunities in academia and research.

Research

The professions of art therapy, dance/movement therapy and music therapy have grown and become increasingly integrated as interventions in health care, education and human services. Implicit in the emergent growth and integration of these professions is our responsibility to evaluate existing and develop new evidence-based theories and clinical practices. The mission of the PhD in Creative Arts Therapies is to generate, critically evaluate and disseminate research to address this need and ultimately to advance the knowledge and evidence bases for these professions. Consequently, we have identified the following core values central to our research agenda.

Stewardship and scholarship in the Creative Arts Therapies include:

- Critical evaluation of the philosophical assumptions inherent in and essential to the understanding, preservation and advancement of theory and practice of the CATs
- Critical evaluation of the research approaches and methods best suited for the investigation of theories, processes, mechanisms and outcomes in the creative arts therapies
- Generation of knowledge that contributes to the construction, evaluation and credibility of evidence-based theory and clinical practices
- Translation, dissemination and application of rigorous research that contributes to the preservation and advancement of our fields and the health of society.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions' PhD in Creative Arts Therapies (<https://drexel.edu/cnhp/academics/doctoral/PHD-Creative-Arts-Therapies/>) webpage.

Degree Requirements

Research and Statistics Courses

CATX 712	Philosophy and Theory in Research	3.0
CATX 715	Expanded Perspectives on Research Methodologies	3.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
RCRG 600	An Introduction to the Responsible Conduct of Research	0.0

Research Elective		3.0
Select one of the following:		
CHP 806	Community Based Participatory Research	
RSCH 715	Qualitative Research Methods II	
RSCH 721	Intermediate Statistics in Health I	
RSCH 722	Intermediate Statistics in Health II	
RSCH 813	Measurement Theory in Healthcare	
RSCH 816	Intermediate Mixed Methods Research	
RSCH 723	Interpretation of Data	
Writing Elective		3.0
Select one of the following:		
RSCH 742	Scientific Writing	3.0
RSCH 743	Grantsmanship	3.0
Optional Elective *		0.0-6.0
Interdisciplinary Seminars		
CATX 703	Interdisciplinary Seminar I	3.0
CATX 704	Interdisciplinary Seminar II	3.0
CATX 705	Interdisciplinary Seminar III	3.0
Self/Other Artistic Knowledge Studio Labs		
CATX 716	Studio Based Artistic Inquiry	3.0
CATX 717	Intro to Arts-Based Research	3.0
Practical Application Courses		
Practica in either research, teaching, clinical supervision, or advanced clinical practice.		
CATX 808	Practicum I	2.0-9.0
CATX 809	Practicum II	2.0-9.0
CATX 812	Teaching Practicum	1.0
Dissertation Research **		4.0-72.0
CATX 804	Dissertation Research I	
CATX 805	Dissertation Research II	
CATX 806	Dissertation Research III	
CATX 807	Dissertation Research IV	
Total Credits		51.0-139.0

* Students are permitted to take up to two additional courses from RSCH 700-899, NPH 700-899, IPS 700-899 or CATX 1899.

** Dissertation Sequence: Students are required to complete the following courses: CATX 804, which focuses upon choosing a research topic for the dissertation; CATX 805, with faculty advisement, the student writes the dissertation proposal; CATX 806, the student revises the dissertation proposal based upon the results of the Dissertation Proposal Defense and collects the data; and CATX 807, the final stages of the dissertation in which the student analyzes the data, writes the final dissertation, and completes the oral defense. Courses in this sequence can be repeated multiple times until the stage of the dissertation process is complete for each course, and students must complete each course in the sequence. A minimum of 4 credits is required.

All electives must be graduate courses and can be selected from those courses offered at Drexel University. In particular, doctoral-level courses in the College of Nursing and Health Professions, School of Public Health, College of Arts and Sciences, and/or the School of Education may be the most relevant to students in this program. (The Creative Arts Therapies PhD program director will obtain permission for the student to take the elective from the relevant dean of the College or School and the relevant program director and course instructor.)

Content areas that are acceptable for electives include the following: anthropology, biology, creativity, culture and communication, ethics, health psychology, literature, neuroanatomy, neuropsychology, philosophy, psychology, psychoanalysis, sociology, and advanced statistics. Additional content areas may be added by special request as approved by the supervising faculty advisor and program director.

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
CATX 703	3.0 CATX 704	3.0 CATX 705	3.0
CATX 712	3.0 CATX 717	3.0 CATX 715	3.0
CATX 716	3.0 RSCH 700	3.0 RSCH 714	3.0
	RCRG 600	0.0	
	9	9	9
Second Year			
Fall	Credits Winter	Credits Spring	Credits
RSCH 720	3.0 CATX 804 **	1.0-9.0 CATX 805 **	1.0-9.0

CATX 808	2.0-9.0 CATX 809	2.0-9.0 CATX 812	1.0
Research Elective	3.0 Writing Elective	3.0 Optional Elective*	
	8-15	6-21	2-10
Third Year			
Fall	Credits Winter	Credits	
CATX 806**	1.0-9.0 CATX 807**	1.0-9.0	
Optional Elective*			
	1-9	1-9	
Total Credits 45-91			

* Students are permitted to take up to two additional courses from RSCH 700-899, NPH 700-899 or IPS 700-899 or CATX 1899.

** Dissertation Sequence: Students are required to complete the following courses: CATX 804, which focuses upon choosing a research topic for the dissertation; CATX 805, with faculty advisement, the student writes the dissertation proposal; CATX 806, the student revises the dissertation proposal based upon the results of the Dissertation Proposal Defense and collects the data; and CATX 807, the final stages of the dissertation in which the student analyzes the data, writes the final dissertation, and completes the oral defense. Courses in this sequence can be repeated multiple times until the stage of the dissertation process is complete for each course, and students must complete each course in the sequence. A minimum of 4 credits is required.

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) *Director, PhD Program in Creative Arts Therapies*. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) *Director, Art Therapy and Counseling MA Program*. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) *Program Director for Dance/Movement Therapy and Counseling*. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) *Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration*. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) *Core Counseling Course Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) *Director, Music Therapy and Counseling MA Program*. Assistant Clinical Professor. Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Godill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Culinary Arts and Science MS

Major: Culinary Arts and Science

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 12.0509

Standard Occupational Classification (SOC) code: 11-9051

NOTE: This program is no longer accepting applications as of the 2020-2021 academic year.

About the Program

The Culinary Arts and Science (CAS) program investigates the modern system of food production and consumption by combining critical, systems-thinking based scholarship and experiential, hands-on culinary learning. Faculty in the CAS program come from a mix of disciplinary backgrounds and contribute a range of perspectives and approaches that all converge in the object of study: food and the system in which it is produced. The CAS program focuses on three core pillars of study: culinary arts, food and culinary science and food systems. Drexel University's CAS program is unique, as it is the only program in which students can combine rigorous, academic studies with culinary arts training. While all students will take courses in all three pillars, each individual will be able to focus his or her program through electives on the particular area of CAS that they wish to engage with. Students will work individually with faculty or staff advisors to develop an individual plan of study.

Students who will fit well within the CAS program are independent, rigorous thinkers who are first and foremost interested in effecting change within the food system. Students come from a variety of academic and professional backgrounds but share a deep commitment to understanding and responding to the world's food-related challenges. The CAS program at Drexel offers more than just critique and theory development; classes emphasize the development of practical, real-world fixes to food-system problems. Students will have the opportunity to engage further with a required practicum course and the option for a research-based thesis project.

Students who are considering the CAS program see this degree as a dual opportunity: to gain the skills necessary to respond to the dilemmas facing the world's food system and to advance their careers within the culinary world, food industry and non-profits who share their goals. The program appreciates and welcomes a diversity of backgrounds, including students from the liberal arts and professional studies, the hard sciences and professionals who are seeking to orient their career towards food-related work.

Admission Requirements

Applicants to the program must meet the general requirements for admission to graduate studies at Drexel University.

Prospective students must also submit a 500-word essay explaining why they want to enter the program and some of the issues related to food, cooking and society that they would like to study. These statements are read carefully by the faculty screening committee to evaluate each applicant's sense of purpose and fit for the program.

Visit the Graduate Admissions (<http://drexel.edu/grad/>) website for more information about requirements and deadlines, as well as instructions for applying online.

This program has the following course requirements, which may be waived for equivalent professional/academic experience or taken as co-reqs in the first terms of the degree. Please contact the admissions coordinator or the program director for more information on possible equivalencies.

CULA 115 *Culinary Fundamentals*

CULA 125 *Foundations of Professional Baking*

FDSC 100 *ServSafe*

FDSC 154 *Foods: Ingredients, Interactions, and Formulations*

Degree Requirements

Basic Requirements (21 credits)

FDSC 506	Food Composition & Behavior	3.0
FDSC 550	Food Microbiology	3.0

FOOD 503	Global Cuisine Studio	3.0
FOOD 520	Culinary Studio	3.0
FOOD 605	Culture and Gastronomy	3.0
FOOD 606	The Contemporary Food System	3.0
FOOD 801	Food Systems Practicum/Project	2.0
FOOD 890	Seminar in Culinary Arts and Science	1.0
Advanced Requirements (9 credits) *		9.0
Culinary Arts (select at least 1 of the following)		
FOOD 626	Kitchen Garden	
HRM 501	Foundations of the Hospitality Industry	
HRM 565	Culinary Tourism	
Food Science (select at least 1 of the following)		
FDSC 557	Advanced Food Product Development	
FDSC 568	Functional Foods	
FDSC 577	Food Engineering	
Food Systems (select at least 1 of the following)		
CCM 701	Contemporary Social Theory	
COM 516	Campaigns for Health and Environment	
SCTS 501	Introduction to Science, Technology and Society	
SCTS 610	Material Culture	
Thesis and Electives †		15.0
FOOD 699	Thesis Research in Culinary Arts and Science	
Culinary Arts Electives ††		
FOOD 503	Global Cuisine Studio	
FOOD 525	Garde Manger Laboratory	
FOOD 530	Charcuterie	
FOOD 600	Advanced Studies with a Master Chef	
FOOD 612	Food Writing	
FOOD 626	Kitchen Garden	
HRM 501	Foundations of the Hospitality Industry	
HRM 565	Culinary Tourism	
Food Science Electives ††		
FDSC 501	Research Methods for Food Science	
FDSC 557	Advanced Food Product Development	
FDSC 568	Functional Foods	
FDSC 577	Food Engineering	
FDSC 662	Sensory Evaluation of Food	
Food Systems Electives ††		
CCM 701	Contemporary Social Theory	
CCM 735	Material Culture	
CCM 760	The Body Digital: Biopolitics and Media	
COM 516	Campaigns for Health and Environment	
COM 520	Science Writing	
COM 575	Grant Writing	
PLCY 509	Sustainability & Public Policy	
SCTS 501	Introduction to Science, Technology and Society	
SCTS 502	Research Methods	
SCTS 610	Material Culture	
SCTS 615	The Biopolitics of Health	
SCTS 660	Theoretical and Sociological Aspects of Measurement	
Total Credits		45.0

* Nine (9.0) credits of courses taken in completion of the Advanced Requirements do not count towards the Thesis and Elective Requirement. For example, if FOOD 626 is the only course a student completes under the Culinary Arts Advanced Requirement, it cannot count towards the 15.0 credits of Electives. However, if a student takes both FOOD 626 and HRM 501, this will count as 3.0 credits towards Electives.

** Students who elect to pursue the Thesis option should plan to complete 9.0 credits of FOOD 699 Thesis Research in Culinary Arts and Science, and select 6.0 credits from the list of suggested electives.

† The presence of a course on this list does not guarantee that it will be offered during any particular term. Some courses are offered at faculty discretion or only once every several years.

†† Graduate students in the MS Culinary Arts and Science program may take other electives from across Drexel University with prior approval from the Director of the MS Program in Culinary Arts and Science. Unless otherwise noted, these courses may not be repeated for credit.

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
FOOD 605	3.0 FDSC 506	3.0 FOOD 606	3.0
FOOD 520	3.0 FOOD 503	3.0 Food Science Elective	3.0
Food Systems Elective	3.0 Food Systems Elective	3.0 Food Systems or Culinary Arts Elective	3.0
	9	9	9
Second Year			
Fall	Credits Winter	Credits	
FDSC 550	3.0 FOOD 801	2.0	
FOOD 890	1.0 Thesis or Food Science Elective*	3.0	
Thesis or Culinary Arts Elective*	3.0 Food Systems or Culinary Arts Elective	3.0	
Thesis or Food Systems Elective*	3.0		
	10	8	
Total Credits 45			

* Students pursuing the Thesis option will generally take 6.0 credits of thesis research in the first quarter of their second year, and 3.0 credits the second quarter; however, if necessary in order to pursue desired electives this order can be modified by working with the Program Director or an advisor.

Culinary Arts & Science Faculty

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

Richard Pepino Executive Chef. Culinary fundamentals, Advanced culinary techniques

Michael Traud, JD, EdD (*Villanova University, Drexel University*) Program Director, *Hospitality and Tourism Management*. Associate Clinical Professor. Implementation of Korean Cuisine in the United States; hospitality law; Italian cuisine.

Rosemary Trout, DHSc (*Drexel University*) Program Director, *Culinary Arts and Food Science*. Assistant Clinical Professor. Food safety and sanitation in food service and food manufacturing; sensory evaluation, ingredient functionality and food chemistry, food media.

Michael Tunick, PhD (*Temple University*). Assistant Clinical Professor. Dairy and Cheese science, rheology, Sensory science, Food chemistry and engineering

Charles Ziccardi, MS (*Drexel University*). Assistant Teaching Professor. Classic Italian cuisine, Italian culture, gardening for the kitchen, food sustainability, and professional hospitality management.

Emeritus Faculty

A. Philip Handel, PhD (*University of Massachusetts*). Professor Emeritus. Food science, especially lipid chemistry; food composition and functionality; evaluation and analysis of frying fats and fried foods.

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Dance/Movement Therapy and Counseling MA

Major: *Dance/Movement Therapy and Counseling*

Degree Awarded: *Master of Arts (MA)*

Calendar Type: *Quarter*

Minimum Required Credits: *90.0*

Co-op Option: *None*

Classification of Instructional Programs (CIP) code: *51.2302*

Standard Occupational Classification (SOC) code: *29-1129*

About the Program

The Master of Arts program in Dance/Movement Therapy and Counseling supports students to become creative, responsive and effective therapy practitioners where dance and movement are the essential modes of transformation. Through a balance of experiential and reflective learning, theory and skill-based education and supervised practicum and internship experiences, students develop a strong base for effective clinical practice as dance/movement therapists and counselors.

The 90.0 quarter-credit curriculum includes anti-oppressive and trauma-informed clinical mental health counseling coursework in addictions and recovery; human psychological development; differential diagnosis and processes; crisis and trauma; social and cultural foundations; clinical appraisal and assessment; and group dynamics and processes. Specialty coursework also centers around dance movement as (1) a tool for communication, creativity and expression; (2) essential for growth and development; and (3) situated within cultures. In-class experientials and didactic learning inform each student's simultaneous on-site, community educational experiences with individuals and groups.

Program graduates are eligible for the Registered Dance/Movement Therapist (R-DMT) credential with the American Dance Therapy Association (ADTA) as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements). Because licensure requirements vary from state to state, students interested in attaining post-graduation counseling licensure are encouraged to check the requirements for any state(s) where they plan to work and practice. In addition, the students must begin to know and understand the requirements for any future licensure they may seek.

The profession is positioned to meet an increasing interest in mind-body approaches to mental and physical health that have emerged in health profession circles and in the general public. Upon graduation, students utilize their skills to work in a variety of settings such as schools, early intervention programs, community mental health, inpatient psychiatry, medical, social service and wellness settings. Students also engage in innovative therapeutic applications through clinical work and research.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions Dance/Movement Therapy and Counseling (<https://drexel.edu/cnhp/academics/graduate/ma-dance-movement-therapy-counseling/>) website.

Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5

Dance/Movement Therapy Track Courses

CTCN 552	Therapy Relationship Skills I	2.5
CTCN 553	Therapy Relationship Skills II	2.0
CTCN 554	Movement Observation and Assessment I	2.0
CTCN 560	Theory and Practice: Special Populations	3.0
CTCN 555	Movement Observation and Assessment II	2.5
CTCN 563	Movement Perspectives in Human Development	3.0
CTCN 651	Medical Dance/Movement Therapy	1.0
CTCN 565	Movement Observation and Assessment III	2.5
CTCN 654	Crisis, Trauma, and the Body	4.0
CTCN 655	Dance, Culture, and Healing	1.5
CTCN 659	Advanced Topics in Dance/Movement Therapy	2.0
CTCN 656	Movement Observation and Assessment IV	2.0

Clinical Education Courses

CTCN 511	Clinical Practicum & Practicum Seminar I	2.0
CTCN 521	Clinical Practicum & Practicum Seminar II	2.0
CTCN 531	Clinical Practicum & Practicum Seminar III	2.0
CTCN 611	Clinical Internship & Internship Seminar I	2.0
CTCN 621	Clinical Internship & Internship Seminar II	2.0
CTCN 631	Clinical Internship & Internship Seminar III	2.0

Culminating Project

CATX 623	Culminating Project in Dance/Movement Therapy I	1.5
CATX 624	Culminating Project in Dance/Movement Therapy II	1.5
Additional Electives *		
As needed, in consultation with the program director students can select the following electives:		
CATX 627	For Culminating Project Only	
CATX 1699	Independent Study in Creative Arts Therapy	

Total Credits **90.0**

* Please note that electives are in addition to the 90 credits required for the degree. Please consult with you advisor before registering for an elective

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 504	4.5
CTCN 501	4.5 CTCN 521	2.0 CTCN 531	2.0 CTCN 505	4.5
CTCN 511	2.0 CTCN 555	2.5 CTCN 553	2.0 CTCN 651	1.0
CTCN 552	2.5 CTCN 606	4.5 CTCN 560	3.0	
CTCN 554	2.0 CTCN 655	1.5 CTCN 565	2.5	
CTCN 563	3.0			
	16	15	14	10

Second Year

Fall	Credits Winter	Credits Spring	Credits
CTCN 601	4.5 CATX 623	1.5 CATX 624	1.5
CTCN 611	2.0 CTCN 540	4.5 CTCN 604	4.5
CTCN 654	4.0 CTCN 603	4.5 CTCN 631	2.0
CTCN 656	2.0 CTCN 621	2.0 CTCN 659	2.0
	12.5	12.5	10

Total Credits 90

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) Director, PhD Program in Creative Arts Therapies. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) Director, Art Therapy and Counseling MA Program. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) Program Director for Dance/Movement Therapy and Counseling. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) Core Counseling Course Coordinator, Creative Arts Therapy MA Programs. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) Director, Music Therapy and Counseling MA Program. Assistant Clinical Professor. Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) Clinical Education Coordinator, Creative Arts Therapy MA Programs. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Godill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Master of Family Therapy MFT

Major: Family Therapy

Degree Awarded: Master of Family Therapy (MFT)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21.1013

About the Program

The Master of Family Therapy (MFT) program is designed to prepare the next generation of couple and family therapists for the workforce. Students are trained to work in diverse inter-professional health care environments and to address the complex public health issues that impact individuals, couples and families. Our program has a particular focus on working with couples and families impacted by trauma and related difficulties, including addiction. We train students to work with specific populations, including couples, LGBT persons, adolescents at risk for suicide and families coping with addiction. Students learn to use classical, postmodern and evidence-based therapy approaches in their work. Current faculty have expertise and certifications in an array of treatment models, including attachment-based family therapy, emotionally focused couples therapy, sex therapy and self-of-the-therapist.

This two-year, full-time, graduate degree program meets the minimum educational requirements for MFT license eligibility in the Commonwealth of Pennsylvania. The program is currently accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

NOTE: This program is subject to approval by the program accrediting body, the Commission for Accreditation of Marriage and Family Therapy Education (COAMFTE).

Additional Information

For more information, visit Drexel's College of Nursing and Health Professions Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) webpage.

Degree Requirements

The MFT curriculum assists students in integrating theory and practice. Issues of cultural diversity such as race, class, gender, sexual orientation, and ethnicity and power and privilege are addressed throughout the program. Students are fully trained to assume clinical practice in couple and family therapy and meet the educational requirements for Clinical Fellow membership in the AAMFT.

Required Courses

CFTP 500	Introduction to Systems Theory	4.0
CFTX 501	Introduction to Family Therapy Models I	3.0
CFTP 502	Introduction to Family Therapy II	3.0
CFTP 513	DSM I: Adult Psychopathology	3.0
CFTP 514	DSM II: Child Psychopathology	3.0
CFTP 522	Legal and Ethical Implications in Couple and Family Therapy Practice	4.0
CFTP 524	Family Assessment and Evaluation	3.0
CFTP 525	Research in Couple and Family Therapy	4.0
CFTP 568	Addictions in the Family System	3.0
CFTP 570	Foundational Elements of Trauma Care	2.0

CFTP 571	Human Development and Family Life Cycles	4.0
CFTP 572	Diversity and Contextual Factors in Clinical Practice	4.0
CFTX 573	Group Therapy: Theoretical Models and Practice	2.0
CFTP 574	Intersections of Trauma and Families Across Contexts	4.0
CFTP 575	Foundational Elements of Addiction	2.0
CFTP 576	Couples and Attachment	3.0
CFTP 577	Self of the Therapist	2.0
CFTP 578	Couples and Sex Therapy	4.0
CFTP 600	Advanced Theory and Practice I	3.0
CFTP 602	Advanced Theory and Practice III	3.0
CFTX 601	Advanced Theory and Practice II	3.0
Practicum		
CFTX 530	Clinical Practicum Supervision I	3.0
CFTX 531	Clinical Practicum Supervision II	1.0
CFTX 532	Clinical Practicum Supervision III	1.0
CFTX 533	Clinical Practicum Supervision IV	1.0
CFTX 534	Clinical Practicum Supervision V	1.0
CFTX 535	Clinical Practicum Supervision VI	1.0
CFTX 536	Clinical Practicum Supervision VII	1.0
CFTP 539	Clinical Readiness Seminar	3.0
CFTP 561	Group Supervision Practicum I	2.0
CFTP 562	Group Supervision Practicum II	2.0
CFTP 563	Group Supervision Practicum III	2.0
CFTP 564	Group Supervision Practicum IV	2.0
Capstone		
CFTP 603	Professional Development Capstone	4.0
Total Credits		90.0

Clinical Practicum Experience

All interns must complete two practicum experiences continuously prior to graduation: 9 month and 12 month. Interns will be expected to spend 16-20 hours per week working at the approved program practicum site. The intern, site supervisor, and CFT Director of Clinical Training negotiate practicum schedules. The practicum schedule cannot conflict with program class schedule.

Clinical practicum sites are located primarily in Philadelphia, Delaware, and New Jersey. Settings include addictions facilities, schools, family based and forensic family therapy treatment programs, hospitals, community health centers, juvenile justice treatment systems, and inpatient and outpatient behavioral health agencies. Students should expect to travel up to 30 miles to their practicum site or for related supervision. Transportation, therein is the responsibility of the student.

For additional information, students should contact the Couple and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>).

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 500	4.0 CFTX 501	3.0 CFTP 502	3.0 CFTP 525	4.0
CFTP 522	4.0 CFTP 513	3.0 CFTP 514	3.0 CFTX 533	1.0
CFTP 524	3.0 CFTX 531	1.0 CFTX 532	1.0 CFTP 561	2.0
CFTX 530	3.0 CFTP 570	2.0 CFTP 571	4.0 CFTP 568	3.0
CFTP 539	3.0 CFTP 572	4.0 CFTP 574	4.0 CFTP 578	4.0
		CFTP 575	2.0	
	17	13	17	14

Second Year

Fall	Credits Winter	Credits Spring	Credits
CFTX 534	1.0 CFTX 535	1.0 CFTX 536	1.0
CFTP 562	2.0 CFTP 563	2.0 CFTP 564	2.0
CFTP 576	3.0 CFTX 573	2.0 CFTP 602	3.0
CFTP 600	3.0 CFTP 577	2.0 CFTP 603	4.0
	CFTX 601	3.0	
	9	10	10

Total Credits 90

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) *Assistant Dean of Diversity and Student Affairs*. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) *Director, Center for Family Intervention Science*. Associate Professor. Prevention and treatment of adolescent depression and suicide; screening and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Gloria Gonzalez-Kruger, PhD, LMFT (*Michigan State University*) *Director of Clinical Services, Department of Counseling and Family Therapy*. Associate Clinical Professor. AAMFT Approved Supervisor, Access, utilization, and cultural competency of mental health services: Underserved and marginalized communities, Latino/a families, integrated primary care/behavioral healthcare, outcome-based education and training of MFT/CFTs (cultural competence, telehealth, virtual reality).

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) *Interim Chair, Program Director, Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

Laura Lynch, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Medical family therapy, collaborative healthcare, and couples and families coping with chronic illness; couple and family therapy graduate education; couples therapy with a focus on emotionally focused therapy.

Bertranna Muruthi, PhD, LMFT (*Drexel University*). Assistant Clinical Professor. Transitional issues, immigrant families, family needs, resilience behaviors, and culturally responsive community-based collaborative approaches.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Holly Sawyer, PhD, LPC, NCC, CAADC, SAP (*Trident University International*) *Director of Master in Addictions Counseling (MAC)*. Assistant Clinical Professor. Illicit drug use among college students, drug and alcohol prevention, substance use disorders, decriminalizing persons diagnosed with a substance use disorder, culturally inclusive clinical supervision, and self-care.

Phyllis Swint, PhD, LMFT (*Drexel University*) *Director of Clinical Training*. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Ebony White, PhD, LPC, NCC, ACS (*Montclair State University*). Assistant Clinical Professor. Research focused on addressing issues in transracial adoption and improving trauma informed care within the African American community. Understanding global mental health within the African diaspora and expanding developmental pathways through advocacy and social justice.

Food Science MS

Major: Food Science

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: Available for full-time, on-campus master's-level students

Classification of Instructional Programs (CIP) code: 01.1001

Standard Occupational Classification (SOC) code: 19-1012

About the Program

Pushing the boundaries of food development through science is at the core of Drexel University's Master of Science in Food Science. The program offers dynamic, multidisciplinary education grounded in the latest research techniques and technological applications for those interested in applying science to meet an ever-growing demand for healthy, safe and nutritious foods. The Master of Science (MS) in Food Science is a unique program because we are housed with Culinary Arts. Because of collaborative opportunities to work with faculty and students who are pursuing the art and taste of good food, our MSFS students work on current and novel product development for companies looking for sustainable and interesting new products. Our students gain a comprehensive overview of the food industry. The curriculum includes both theoretical and applied aspects of the science, technology, sustainability and safety of food. Food scientists learn to integrate and apply knowledge from the disciplines of chemistry, physics, engineering, microbiology, nutrition and culinary arts in order to preserve, process, package and distribute foods that are safe, nutritious, enjoyable and affordable.

The program provides a science-based professional education that encompasses classroom theory, practical research and application. Food science is concerned with foods, ingredients and their physicochemical and biochemical interactions at the molecular and cellular levels. Students in the food science program participate in research by completing a research project. They also have the option of designing and executing a thesis under faculty direction. Current research in food science includes:

- Food sustainability and reuse issues
- Food product development
- Sensory analysis of foods

The program is designed for students who:

- Are already working within the food industry and seeking professional advancement
- Have an undergraduate degree in a general science-related area such as biology or chemistry and would like to change fields or move into the more specialized field of food science

The MS in Food Science program offers students numerous opportunities for hands-on, real-world careers in applied science and technology. Potential employers include food product manufacturers, along with other companies providing services related to institutional feeding or supplying ingredients, processing equipment and packaging materials. Technical and administrative positions are also available in various government agencies and with independent testing laboratories.

Food scientists are needed in the areas of:

- Food product development
- Food quality assessment and management
- Food processing
- Food product research and development
- Food sustainability and food waste reduction and practices
- Technical sales and support
- Sensory analysis

For more information, please visit the College of Nursing and Health Professions (<https://drexel.edu/cnhp/>) website.

Admission Requirements

In addition to the program's admission requirements, students are expected to demonstrate competency in the coursework or its equivalent listed in the following table. The graduate committee evaluates each applicant's transcripts at the time of application. In some cases, courses listed as prerequisites may be taken as co-requisites during the first year of graduate study if deemed appropriate by the graduate admissions committee.

- General chemistry - One year to include organic chemistry
- Biochemistry - One or two quarters or semesters to include structures and basic metabolism
- Biological Science - Three courses to include general biology, genetics and microbiology
- Mathematics - One year to include calculus
- Statistics - One course to include hypothesis testing, correlation and regression
- Physics - Two terms or one year (non-calculus based) to include mechanics, optics, electricity and magnetism

For information about admission requirements and to apply to the MS in Food Science, please visit the Office of Graduate Admissions (<https://drexel.edu/grad/programs/cnhp/>).

Degree Requirements

Food Science Core Competency - Required

or NFS 530	Macronutrient Metabolism	
or NFS 531	Micronutrient Metabolism	
FDSC 550	Food Microbiology	3.0
FDSC 551	Food Microbiology Laboratory	2.0
FDSC 556	Food Preservation Processes	3.0
FDSC 560	Food Chemistry	3.0
FDSC 577	Food Engineering	3.0
FDSC 662	Sensory Evaluation of Food	3.0
FDSC 890	Seminar in Food Science	1.0
Food Science Electives		12.0
Select 12.0 credits from the following:		
FDSC 554	Microbiology & Chemistry of Food Safety I	
FDSC 558	Nutritional Impact of Food Processing Methods	
FDSC 561	Food Analysis	
FDSC 568	Functional Foods	
FDSC 654	Microbiology & Chemistry of Food Safety II	
FDSC 669	Readings in Food Science	
Electives		12.0
Select 12.0 credits from the following:		
BIO 610	Biochemistry of Metabolism	
BIO 660	Microbial Physiology	
CHEM 752	Biophysical Chemistry	
CHEM 753	Chemical Instrumentation	
NFS 530	Macronutrient Metabolism	
NFS 531	Micronutrient Metabolism	
Total Credits		45.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
FDSC 550	3.0 FDSC 556	3.0 Food Science Elective	3.0
FDSC 551	2.0 FDSC 577	3.0 Science Elective	3.0
FDSC 560	3.0 Food Science Elective	3.0 Science Elective	3.0
FDSC 890	1.0		
	9	9	9

Second Year

Fall	Credits Winter	Credits
NFS 530 or 531	3.0 FDSC 662	3.0
Food Science Elective	3.0 Food Science Elective	3.0
Science Elective	3.0 Science Elective	3.0
	9	9

Total Credits 45

Food Science Faculty

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomics areas, Bacillus and Clostridium spores in food processing.

Rosemary Trout, DHSc (*Drexel University*) Program Director, *Culinary Arts and Food Science*. Assistant Clinical Professor. Food safety and sanitation in food service and food manufacturing; sensory evaluation, ingredient functionality and food chemistry, food media.

Michael Tunick, PhD (*Temple University*). Assistant Clinical Professor. Dairy and Cheese science, rheology, Sensory science, Food chemistry and engineering

Emeritus Faculty

A. Philip Handel, PhD (*University of Massachusetts*). Professor Emeritus. Food science, especially lipid chemistry; food composition and functionality; evaluation and analysis of frying fats and fried foods.

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Health and Rehabilitation Sciences MS

Major: Health and Rehabilitation Sciences

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 19-1099

About the Program

The health and rehabilitation sciences MS program is designed to provide a flexible curriculum to meet the needs of students with interests across the health and rehabilitation sciences continuum. Core courses will provide scientific foundations in health and rehabilitation research, biostatistics and research methods. The core includes a thesis option for those seeking a career in research and a non-thesis final project option for those with professional or clinical interests.

Elective courses enable each student, with guidance from their advisor, to focus the program of study on the particular areas of health and rehabilitation science they seek to develop graduate-level expertise in. Additionally, elective credits may be used to complete a graduate minor from the many excellent options across Drexel's schools and colleges.

Students completing the program are prepared for further graduate study at the PhD level and careers in health and rehabilitation and exercise science.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Health and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/graduate/MS-Health-Rehabilitation-Sciences/>) web page

Admission Requirements

- Degree: a STEM or health related bachelor's degree from an accredited institution in the United States or equivalent international institution. Must have a GPA of 3.0 or above.
- GRE: not required
- References: two letters of recommendation submitted electronically.
- Personal statement: approximately 500 words explaining your reasons for pursuing the MS degree, your short- and long-term career plans and how your background and experience to date when combined with this degree will enable you to pursue these goals successfully.
- CV/resume: required

International students: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading.

Applicants must meet one of the following requirements:

- Test of English as a Foreign Language (TOEFL minimum scores: 90/577/233)
- the International English Language Testing System (IELTS minimum Overall Band Score: 6.5)
- or the Pearson Test of English (PTE minimum score: 61)

Degree Requirements

Core Courses

HRSC 541	Introduction to Scholarly Inquiry and Communication in Health and Rehabilitation Sciences	3.0
RSCH 519	Introduction to Biostatistics	3.0

Choose a final project or thesis concentration:

Final Project Concentration		3.0-9.0
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HRSC 690	Final Project I	
HRSC 691	Final Project II	
Thesis Concentration *		6.0-9.0
HRSC 695	Thesis Research I	
HRSC 696	Thesis Research II	
Electives: **		30.0-36.0
BMES 528	Pediatric Engineering I	
BMES 529	Pediatric Engineering II	
BMES 531	Chronobioengineering I	
BMES 532	Chronobioengineering II	
BMES 571	Biological Evolution: Applications to Human Health and Performance	
BMES 585	Medical Technology Innovation: Devices	
BMES 641	Biomedical Mechanics I	
BMES 642	Biomedical Mechanics II	
BMES 718	Brain Computer Interfaces	
HRSC 671	Research Practicum I	
HRSC 672	Research Practicum II	
HRSC 673	Research Practicum III	
HRSC 1699	Independent Study in Health & Rehabilitation Sciences	
HSAD 500	Historical Influences on the US Healthcare System	
HSAD 501	Managerial Epidemiology	
IPS 502	Advanced Ethical Decision Making in Health Care	
IPS 507	Mindfulness Meditation	
IPS 511	Collaboration with Vulnerable Populations	
IPS 663	Communication and Self-Awareness for Leadership	
IPS 861	Interdisciplinary Approaches in Aging Research	
NFS 526	Lifecycle Nutrition	
NFS 546	World Nutrition	
NFS 625	Nutrition and Exercise Physiology	
NFS 636	Maternal and Child Health Nutrition	
NFS 640	Nutrition of the Schoolchild	
RSCH 700	Foundations in Quantitative Research	
RSCH 741	Foundations in Scholarly Inquiry & Writing	
SCL 501	Coaching Theory and Principles	
SCL 502	Ethical Considerations in Coaching	
SCL 503	Learning Strategies in Coaching	
SCL 504	Coaching Psychology	
SCL 614	Sport Performance & Energy Systems	
SCL 616	Sport Conditioning	
SCL 617	Prevention & Care of Athletic Injuries	
Total Credits		45.0-60.0

* Not to exceed 9 credits

** Students complete a minimum of 30.0 - 36.0 credits of electives, which may include preapproved electives and other graduate courses from within and outside CNHP as appropriate to support the individualized plan of study. Electives require approval from the Program Director. Additionally, with prior approval from the Program Director, elective credits may be used to fulfill the requirements for a graduate minor.

Sample Plan of Study

Final Project concentration- Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
HRSC 541	3.0 BMES 571	4.0 HSAD 501	3.0
NFS 526	3.0 HRSC 1699	1.0 IPS 502	3.0
RSCH 519	3.0 HSAD 500	4.0 IPS 861	3.0
	9	9	9

Second Year

Fall	Credits Winter	Credits
HRSC 690	3.0 HRSC 691	3.0
HRSC 1699	3.0 HRSC 1699	1.5

IPS 502	3.0 IPS 663	4.5
	9	9

Total Credits 45

Thesis concentration - Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
HRSC 541	3.0 HRSC 672	3.0 HRSC 673	3.0
HRSC 671	3.0 RSCH 700	3.0 HRSC I699	3.0
RSCH 519	3.0 RSCH 741	3.0 NFS 546	3.0
	9	9	9

Second Year

Fall	Credits Winter	Credits
HRSC 673	3.0 HRSC 696	6.0
HRSC 695	3.0 HRSC I699	3.0
NFS 526	3.0	
	9	9

Total Credits 45

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) *Executive Director, DPT Program, Director, Doctor of Health Science in Rehabilitation Sciences Rehabilitation Programs*. Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine.

Noel Goodstadt, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, Graduate Programs in Health and Rehabilitation Sciences*. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*) Coordinator, *Professional Practice Lab*. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) Chair, *Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) Director of *Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Health and Rehabilitation Sciences PhD

Major: Health and Rehabilitation Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 48.0

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 19-1099

About the Program

The Doctor of Philosophy (PhD) is designed to prepare PhDs to be leaders as research scientists and educators in health and rehabilitation sciences.

Program Objectives

On completing the Doctor of Philosophy degree, graduates will be prepared to:

- Create innovative mechanisms, methods, interventions and approaches for service delivery for health promotion and rehabilitation
- Establish a research agenda that will impact health and rehabilitation sciences
- Collaborate, integrate expertise and conduct research within interprofessional teams
- Write research proposals that are competitive for grant funding
- Disseminate and translate research through presentations, publications and contemporary media
- Teach effectively and contribute to the academic community
- Institute a plan for continued professional development as a research scientist

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions PhD in Health and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/doctoral/PHD-Rehabilitation-Sciences/>) web page.

Admission Requirements

Degree

For bachelor's degree entry:

Degree: a STEM or health related bachelor's degree from an accredited institution in the United States or equivalent international institution. Must have a GPA of 3.0 or above.

For graduate degree entry:

Applicants must provide proof that they have earned a master's, DPT or other advanced degree from an accredited U.S. college or university, or an equivalent degree from a non-U.S. university or college. A degree in physical therapy is not required. Applicants from all health- or rehabilitation-related backgrounds (e.g., kinesiology, occupational therapy, exercise science, biomedical or rehabilitation engineering, etc.) are welcomed.

Standardized Tests

Submit standardized test scores from the Graduate Record Examination (GRE).

International applicants: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. Applicants must meet one of the following requirements: Test of English as a Foreign Language (TOEFL minimum scores: 90/577/233), the International English Language Testing System (IELTS minimum Overall Band Score: 6.5), or the Pearson Test of English (PTE minimum score: 61)

Transcripts

- Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended.
- Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.
- If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency.
- Use our Transcript Lookup Tool to assist you in contacting your previous institutions.

References

Submit three recommendations, including at least one from a previous supervisor and one from a mentor or advisor.

You may use our electronic letter of recommendation service.

If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope.

Personal Statement/Essay

Your essay should address the following points:

- Introduction
 - Tell us why you want to earn a PhD in Rehabilitation Sciences at Drexel University.
 - What knowledge and skills do you want to learn?
 - What career path are you planning to pursue with a PhD?
- Research Experience and Interest
 - What research experience do you have?
 - What is your research area of interest?
 - How did you become interested in this area?
 - Briefly indicate a gap in knowledge in your area of interest that might be addressed in dissertation research.
 - Based on having identified and communicated with a potential PhD mentor, how does your area of research interest match the research of one of the PhD faculty in the Department of Physical Therapy and Rehabilitation Sciences at Drexel?

Interview/Portfolio

An interview is required. A scholarly writing sample may be required.

CV/Resume

Required

Licenses

Applicants with clinical degrees may be required to have a Pennsylvania license to practice depending on proposed research activities.

Clinical/Work/Volunteer Experience

For some areas of research, it is preferred that applicants with clinical degrees (PT, OT, etc.) have two years of relevant clinical experience beyond that required to complete the professional degree.

International Students

International applicants must have their transcripts evaluated and sent to us by one of the following agencies:

- World Education Services (<https://www.wes.org/>)
- International Consultants of Delaware (<http://www.icdel.org/>)

Degree Requirements

Research Foundations *		9.0-15.0
HRSC 761	Foundations of Health and Rehabilitation Research	
RCRG 600	An Introduction to the Responsible Conduct of Research	
RSCH 700	Foundations in Quantitative Research	
RSCH 742	Scientific Writing	
Quantitative and Qualitative Analysis		
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
Choose one of the following:		3.0
RSCH 714	Qualitative Research Methods I	
RSCH 715	Qualitative Research Methods II	
RSCH 722	Intermediate Statistics in Health II	
RSCH 723	Interpretation of Data	
Research		6.0-36.0
HRSC 821	Research Practicum I	
HRSC 822	Research Practicum II	
HRSC 823	Research Practicum III	
HRSC 824	Research Practicum IV	
Education		6.0
NHP 762	Health Professional Education	
NHP 822	Teaching Practicum	
Dissertation **		6.0-72.0
HRSC 831	Dissertation Research I	
HRSC 832	Dissertation Research II	
HRSC 833	Dissertation Research III	
HRSC 834	Dissertation Research IV	
Electives ***		12.0-48.0
Total Credits		48.0-186.0

* BS entry students must complete HRSC 541 and RSCH 519 during the first year of study as part of the Research Foundations sequence.

** Student must complete each course in the dissertation sequence. Minimum of 6.0 credits.

*** In consultation with their advisor, students complete a minimum of 48.0 (BS entry) or 12.0 (MS entry) credits of electives (courses with subject codes IPS, NHP, RHAB, RSCH at 500-level or greater), including independent study, practica, and dissertation, to support their individualized research plan of study.

Sample Plan of Study

The student and faculty advisor collaboratively design an individualized plan of study based on common research interests. Prospective students are encouraged to explore our faculty research areas and information on our PhD faculty mentors on our program website (<https://drexel.edu/cnhp/academics/doctoral/PHD-Rehabilitation-Sciences/>).

Sample Plan of Study (BS Entry)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HRSC 541	3.0 HRSC 822	3.0 BMES 531	3.0 VACATION	
HRSC 821	3.0 RHAB I899	3.0 HRSC 823	3.0	
RSCH 519	3.0 RSCH 741	3.0 RHAB I899	3.0	
	9	9	9	0

Second Year

Fall	Credits Winter	Credits Spring	Credits
HRSC 761	3.0 HRSC 822	3.0 NHP 762	3.0
HRSC 821	3.0 RSCH 700	3.0 RSCH 722	3.0
RSCH 720	3.0 RSCH 721	3.0 RSCH 723	3.0
	9	9	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
HRSC 831	3.0 HRSC 832	4.0 HRSC 833	6.0
NHP 767	3.0 NHP 822	2.0 RSCH 743	3.0
NHP 822	1.0 RSCH 742	3.0	
RHAB I899	2.0		
	9	9	9

Fourth Year

Fall	Credits
HRSC 834	9.0
	9

Total Credits 90

Sample Plan of Study (MS Entry)**First Year**

Fall	Credits Winter	Credits Spring	Credits
HRSC 761	3.0 HRSC 822	1.0-3.0 NHP 762	3.0
HRSC 821	1.0-3.0 RSCH 700	3.0 RSCH 722	3.0
RSCH 720	3.0 RSCH 721	3.0 RSCH 723	3.0
	7-9	7-9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
HRSC 831	3.0-4.0 HRSC 832	1.0-4.0 HRSC 833	4.5-9.0
NHP 822	1.0 NHP 822	2.0	
RHAB I899	1.5-4.0 RSCH 742	3.0	
	5.5-9	6-9	4.5-9

Third Year

Fall	Credits Winter	Credits
HRSC 834	4.5-9.0 HRSC 834	4.5-9.0
	4.5-9	4.5-9

Total Credits 48-72

Note: International students are required to maintain 9.0 credits per term except for summer term.

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) *Executive Director, DPT Program, Director, Doctor of Health Science in Rehabilitation Sciences Rehabilitation Programs*. Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine.

Noel Goodstadt, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, Graduate Programs in Health and Rehabilitation Sciences*. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*) *Coordinator, Professional Practice Lab*. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) *Chair, Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) *Director of Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Human Nutrition MS

Major: Human Nutrition

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 30.1901

Standard Occupational Classification (SOC) code: 29-1031

About the Program

The Master of Science in Human Nutrition is designed to provide the didactic coursework necessary to prepare students to address the nutrition needs of individuals or groups through the prevention or management of illness or chronic disease. This major also encompasses nutrition science, the application of the principles of biochemistry,

physiology and biology to human nutritional needs. The major includes two tracks: the Didactic Program in Dietetics (DPD) track leading to becoming a registered dietitian/nutritionist (RDN) and the Nutrition Sciences track leading to application in research or industry. Applicants to the program should indicate to which track they are applying in their essay/personal statement.

Didactic Program in Dietetics Plus Partner Dietetic Internship Track

The DPD track is accredited by the Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who enter the MS in Human Nutrition planning to become an RDN are automatically admitted to one of our ACEND-accredited partner dietetic internships. Students complete the didactic (classroom) portion of their training at Drexel, followed by their supervised practice (internship) with one of our partners. Partners include Yale New Haven Hospital Dietetic Internship, University of Maryland Medical Center Dietetic

Internship, Virginia Commonwealth University Dietetic Internship and Tulane University Dietetic Internship. The degree is completed full-time in one academic year (12 months; 9.0-12.0 credits per term). Students are admitted only in the fall term. All students complete a capstone project in their final term.

Nutrition Sciences Track

The Nutrition Sciences track prepares students for entry into doctoral-level study in nutrition or other health care disciplines (eg. medicine) or employment in industry. The degree focuses on nutrition research and requires completion of a thesis. In addition to the core curriculum, students select specialty courses relating to their major as well as electives. Completion of the track requires two academic years.

Current research in human nutrition includes the prevention of obesity and diabetes across the lifespan; community engagement to improve healthful food access, availability, and exposure in school and clinic-based settings; diet and cancer survivorship; and dietary intake of participants of home-delivered therapeutic meals.

Current research in nutrition science includes dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging; identifying potential unique food safety risks for minoritized, racial/ethnic and low-income populations; and understanding whether novel dietary interventions can influence bone-regulating hormones, bone mineral density, pro-inflammatory cytokines and energy metabolism.

Mission, Goals and Outcome Measures

Drexel University's College of Nursing and Health Professions Department of Nutrition Sciences Didactic Program in Dietetics integrates a foundation in nutrition sciences with courses in the social sciences to provide the knowledge, skills and professional values needed to prepare students to become entry-level registered dietitian/nutritionists.

Goal #1: To provide quality didactic instruction and learning experiences to prepare graduates to be accepted into dietetic internships or to work in the field of dietetics.

- **Objective #1:** At least 90 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- **Objective #2:** Of program graduates who apply to a supervised practice program, at least 90 percent are admitted within 12 months of graduation.
- **Objective #3:** Graduates of the DPD will rate ten aspects of their didactic and learning experiences an average of "4" or better, on a scale of 1=poor to 5=excellent.
- **Objective #4:** At least 80 percent of students complete the program within 18 months (150 percent of the planned program length).

Goal #2: To prepare graduates to become competent entry-level dietitians.

- **Objective #1:** The program's one-year pass rate on the CDR credentialing exam for registered dietitian nutritionists is at least 90 percent.
- **Objective #2:** Internship directors or employers of graduates of the DPD will rate ten aspects of the student's preparation for internship an

average of "4" or better, on a scale of 1=poor to 5=excellent within 12 months of graduation.

Goal #3: To increase diversity in the profession by facilitating the success of students from underrepresented groups.

- **Objective #1:** At least 20 percent of students will be from underrepresented groups.

Additional Information

Visit the College's MS in Human Nutrition webpage (<https://drexel.edu/cnhp/academics/graduate/ms-human-nutrition/>) for more information.

Program Prerequisites

The Human Nutrition program builds on a fundamental background in human behavior, written communication, and the sciences of biology, chemistry, physiology, and nutrition.

Applicants may apply to the program at any point in time while completing prerequisites; however if they are accepted, all prerequisite courses must be completed with a grade of B or better before students may enroll in the program.

- 1 year of English composition and/or literature
- 1 semester of general biology with lab to include cells and genetics
- 2 semesters of general chemistry with lab OR 1 semester of general chemistry with lab AND 1 semester of organic chemistry with lab
- 1 semester biochemistry
- 1 semester of human physiology OR 2 semesters of anatomy and physiology with lab
- 1 semester of general psychology
- 1 semester of statistics
- 1 semester of nutrition

Degree Requirements - Nutrition Sciences Track

Students are required to complete 18.0 credits of core courses and then select 27.0 credits of electives chosen from courses currently offered in Biology, Nutrition, Food Science, Environmental Science, or Public Health after consulting with their advisor.

Program Requirements

Required Courses		18.0
NFS 525	Nutritional Assessment Through the Life Cycle	
NFS 601	Research Methods	
NFS 602	Methods of Nutrition Research	
NFS T680	Special Topics in NFS	
NFS 997	Research	
Electives (27 credits chosen from the following; must be approved by thesis advisor or committee)		27.0
BIO 500	Biochemistry I	
BIO 501	Biochemistry Laboratory I	
BIO 610	Biochemistry of Metabolism	
BIO 613	Genomics	
BIO 614	Behavioral Genetics	
BIO 615	Proteins	
BIO 616	Biochemistry of Major Diseases	
BIO 626	Immunology	

BIO 662	Biology of Neuron Function
BIO 664	Neurobiology of Disease
FDSC 506	Food Composition & Behavior
FDSC 550	Food Microbiology
FDSC 551	Food Microbiology Laboratory
FDSC 554	Microbiology & Chemistry of Food Safety I
FDSC 558	Nutritional Impact of Food Processing Methods
FDSC 560	Food Chemistry
FDSC 561	Food Analysis
FDSC 568	Functional Foods
FDSC 654	Microbiology & Chemistry of Food Safety II
FDSC 662	Sensory Evaluation of Food
NFS 530	Macronutrient Metabolism
NFS 531	Micronutrient Metabolism
NFS 546	World Nutrition
NFS 625	Nutrition and Exercise Physiology
NFS 690	Community Nutrition
NFS 810	Topics in Metabolic Nutrition
NFS 811	Topics in Community Nutrition
PSY 828	Weight and Eating Disorders
RSCH 700	Foundations in Quantitative Research
RSCH 720	Foundations of Biostatistics
RSCH 721	Intermediate Statistics in Health I
RSCH 723	Interpretation of Data
RSCH 813	Measurement Theory in Healthcare

Total Credits 45.0

Sample Plan of Study - Nutrition Sciences Track

First Year

Fall	Credits Winter	Credits Spring	Credits
NFS 602	3.0 NFS 525	3.0 NFS 601	3.0
NFS Elective	3.0 NFS Electives	6.0 NFS T680	3.0
FDSC Elective	3.0		
	9	9	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
NFS 997	2.0 NFS 997	2.0 NFS 997	2.0
NFS Electives	6.0 NFS Electives	6.0 NFS Elective	3.0
	8	8	5

Total Credits 45

Degree Requirements - Didactic Program in Dietetics (DPD) Track

The Didactic Program in Dietetics (DPD) (<https://drexel.edu/cnhp/academics/graduate/ms-human-nutrition/>) provides the coursework that is required to become a Registered Dietitian/Nutritionist (RD/RDN). *Dietetics* is the practical application of nutrition in the prevention and treatment of disease. Dietetics is an exciting and challenging profession because there are many diseases that are related to nutrition, such as heart disease, high blood pressure, stroke, cancer, diabetes, and obesity.

The Drexel University Didactic Program in Dietetics (DPD) provides classroom training for students who want to become Registered Dietitians/Nutritionists (RD/RDN). Our Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics:

Academy of Nutrition and Dietetics
120 South Riverside Plaza

Suite 2000
Chicago, IL 60606
800-877-1600 x5400
www.eatright.org (<http://www.eatright.org>)

The Academy of Nutrition and Dietetics (<https://www.cdrnet.org/>) is the nation's largest organization of food and nutrition professionals, most of whom are Registered Dietitians (RD) or Registered Dietitians/Nutritionists (RDN). Note that the "RD" and "RDN" credential are the same credential. The Academy of Nutrition and Dietetics included the "RDN" to reflect that "all registered dietitians are nutritionists, but not all nutritionists are registered dietitians." In addition, the Academy of Nutrition and Dietetics states that adding the word to "nutritionist" to the RD credential allows for a broader notion of wellness.

To become an RD/RDN, students must complete a:

- Minimum of a bachelor's degree with coursework approved by ACEND. Coursework typically includes food and nutrition sciences, chemistry, biochemistry, physiology, microbiology, community nutrition, nutrition counseling, basic and quantity food preparation, foodservice systems management, and medical nutrition therapy.
 - NOTE: As of January 1, 2024, the minimum of a master's degree will be required to be able to take the RDN exam.
- An accredited, supervised practice program, also called a dietetic internship (DI), at health care facilities, community agencies, and in foodservice operations. The internship must provide a minimum of 1000 hours of hands-on training.
- Pass a national examination administered by the Commission on Dietetic Registration.

Students who already have a bachelor's degree and want to become an RD/RDN may complete coursework approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) at the master's degree level. Drexel University was one of the first universities in the country to offer the DPD program on the graduate level.

The MS in Human Nutrition with the DPD option is a full- or part-time program with courses offered primarily in the evening. The program is 45.0 credits with a written comprehensive exam and may be completed in 12-21 months. Students who enroll part-time typically complete the program in two to three years. After completing the MS in Human Nutrition, students participating in this program will also receive a Verification Statement that shows successful completion of the DPD and allows them to apply for an accredited supervised practice experience (dietetic internship).

Program Requirements

Required Courses

FDSC 506	Food Composition & Behavior	3.0
NFS 510	Profession of Dietetics	3.0
NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 526	Lifecycle Nutrition	3.0
NFS 530	Macronutrient Metabolism	3.0
NFS 531	Micronutrient Metabolism	3.0
NFS 543	Medical Nutrition Therapy I	3.0
NFS 544	Medical Nutrition Therapy II	3.0
NFS 545	Nutrition in Critical Care	3.0
NFS 546	World Nutrition	3.0
NFS 550	Foodservice Systems Management	3.0
NFS 601	Research Methods	3.0
NFS 630	Nutrition Counseling	3.0

NFS 660	Capstone Project in Nutrition and Dietetics	3.0
NFS 690	Community Nutrition	3.0
Total Credits		45.0

Sample Plan of Study, Didactic Program in Dietetics (DPD) Track

Full Time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 525	3.0 NFS 544	3.0 NFS 545	3.0
NFS 510	3.0 NFS 531	3.0 NFS 546	3.0 NFS 550	3.0
NFS 526	3.0 NFS 543	3.0 NFS 630	3.0 NFS 660	3.0
NFS 530	3.0 NFS 601	3.0 NFS 690	3.0	
	12	12	12	9
Total Credits 45				

Part-Time Plan of Study

First Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NFS 526	3.0 NFS 525	3.0 NFS 546	3.0 NFS 543	3.0
NFS 530	3.0 NFS 531	3.0 NFS 690	3.0 NFS 550	3.0
	6	6	6	6
Second Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 545	3.0 NFS 510	3.0 NFS 660	3.0
NFS 544	3.0 NFS 601	3.0 NFS 630	3.0	
	6	6	6	3
Total Credits 45				

Second Year Summer is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Human Nutrition Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) Director, Center for Nutrition & Performance. Clinical Assistant Professor. Energy expenditure; sports nutrition

Angelo Del Parigi, MD (*University of Bari, Italy*) Courtesy Appointment. Visiting Research Professor.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

Music Therapy and Counseling MA

Major: Music Therapy and Counseling

Degree Awarded: Master of Arts (MA)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2305

Standard Occupational Classification (SOC) code: 29-1129

About the Program

The Master of Arts program in Music Therapy and Counseling educates students for creative, responsive and effective therapy practice, in which music is the essential mode of transformation. Through a balance of classroom education and clinically supervised practicum and internship experiences,

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Associate Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Susan Fuchs, MS, IBCLC (*Drexel University*) Director, Human Lactation Certificate Program. Clinical Instructor. Human lactation

Beth L. Leonberg, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) Director, Didactic Program in Dietetics. Associate Clinical Professor. Pediatric nutrition.

Michael Lowe, PhD (*Boston College*). Professor. Prevention and treatment of eating disorders and obesity; effects of appetitive responsiveness and dietary restraint on eating regulation; psychobiology of obesity-proneness; empirical foundations of unconscious processes.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomics areas, Bacillus and Clostridium spores in food processing.

Vicki Schwartz, DCN, RD, LDN, CNSC, FAND (*Rutgers University*). Assistant Clinical Professor. Clinical nutrition; using standardized patients in nutrition counseling

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

students develop a strong foundation for skilled clinical practice. The 90 quarter-credit curriculum includes specific music therapy coursework in areas such as clinical musicianship; clinical improvisation; theories and methods for children, adolescents, adults and older adults, and technological applications, as well as general mental health counseling coursework in human development; social and cultural foundations; clinical appraisal and assessment, and group dynamics. All courses are taught at the graduate level. Graduates are eligible for board certification through the Certification Board for Music Therapists, as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements).

Music therapists use music within a therapeutic relationship to address physical, emotional, cognitive and social needs of individuals. Research shows that music therapy is an effective treatment for children, adolescents, adults and older adults with mental health needs, developmental and learning disabilities, Alzheimer's disease and other aging-related conditions, substance abuse problems, acute and chronic pain and brain injuries. Graduates of the MA in Music Therapy & Counseling program go on to work in a variety of clinical environments, including but not limited to: medical and behavioral health in-patient and out-patient settings; community health and wellness centers; schools and after-school programs; trauma-informed settings; correctional facilities; elder care facilities and private practices.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions' Music Therapy (<https://drexel.edu/cnhp/academics/graduate/ma-music-therapy-counseling/>)

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Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 575	Therapeutic Processes & Relationship Skills I	2.0
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5
CTCN 675	Therapeutic Processes & Relationship Skills II	2.0
CTCN 677	Crisis & Trauma Approaches in Therapeutic Practice	4.0

Music Therapy Track Courses

CATX 510	Principles and Practices in Music Therapy	2.0
CATX 512	Music Therapy Across the Life Span	2.0
CATX 578	Clinical Improvisation Skills	2.0
CATX 579	Technological Applications in Music Therapy	2.0
CATX 590	Clinical Musicianship I: Piano	2.0
CATX 591	Clinical Musicianship II: Guitar	2.0
CATX 592	Clinical Musicianship II- Integrated Voice	2.0
CATX 615	Community-Centered Processes in Music Therapy	2.0
CATX 679	Advanced Clinical Improvisation and Analysis	2.0
CATX 685	Professional Identity & Contemporary Practices in Music Therapy	2.0

Clinical Education Courses

CTCN 512	Clinical Practicum & Practicum Supervision I	2.0
CTCN 522	Clinical Practicum & Practicum Supervision II	2.0
CTCN 532	Clinical Practicum & Practicum Supervision III	2.0
CTCN 542	Clinical Supplement *	
CTCN 612	Clinical Internship & Internship Supervision I	2.0
CTCN 622	Clinical Internship & Internship Supervision II	2.0
CTCN 632	Advanced Clinical Internship & Internship Supervision III	2.0

Culminating Project

CATX 625	Culminating Project in Music Therapy I	1.5
CATX 626	Culminating Project in Music Therapy II	1.5

Additional Electives

As needed, in consultation with the program director students can select the following electives:

CATX 627	For Culminating Project Only	
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Total Credits

90.0

* CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522 & CTCN 532.

Sample Plan of Study

Two-Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 578	2.0 CATX 579	2.0 CATX 615	2.0
CATX 510	2.0 CATX 591	2.0 CATX 592	2.0 CTCN 504	4.5
CATX 512	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 505	4.5
CATX 590	2.0 CTCN 522	2.0 CTCN 532	2.0	
CTCN 501	4.5 CTCN 575	2.0 CTCN 606	4.5	
CTCN 512	2.0			
	14.5	12.5	15	11

Second Year

Fall	Credits Winter	Credits Spring	Credits	
CTCN 601	4.5 CATX 625	1.5 CATX 626	1.5	
CTCN 612	2.0 CTCN 540	4.5 CATX 685	2.0	
CTCN 675	2.0 CTCN 603	4.5 CATX 679	2.0	
CTCN 677	4.0 CTCN 622	2.0 CTCN 604	4.5	
		CTCN 632	2.0	
	12.5	12.5	12	

Total Credits 90

Three-Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 591	2.0 CATX 579	2.0 CTCN 505	4.5
CATX 590	2.0 CTCN 509	4.5 CATX 592	2.0	
CTCN 501	4.5 CTCN 522	2.0 CTCN 503	4.5	
CTCN 512	2.0 CTCN 575	2.0 CTCN 542*	1.0	
	10.5	10.5	9.5	4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 510	2.0 CATX 578	2.0 CTCN 604	4.5 CATX 615	2.0
CATX 512	2.0 CATX 625	1.5 CTCN 606	4.5 CTCN 504	4.5
CTCN 532	2.0 CTCN 542*	1.0		
CTCN 601	4.5 CTCN 603	4.5		
	10.5	9	9	6.5

Third Year

Fall	Credits Winter	Credits Spring	Credits	
CATX 626	1.5 CTCN 540	4.5 CATX 679	2.0	
CTCN 612	2.0 CTCN 622	2.0 CATX 685	2.0	
CTCN 675	2.0	CTCN 632	2.0	
CTCN 677	4.0			
	9.5	6.5	6	

Total Credits 92

* CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522 & CTCN 532.

Four-Year Part-Time Plan of Study

First Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 590	2.0 CATX 591	2.0 CATX 592	2.0 CTCN 505	4.5
CTCN 501	4.5 CTCN 509	4.5 CTCN 503	4.5	
	6.5	6.5	6.5	4.5
Second Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 578	2.0 CATX 579	2.0 CTCN 504	4.5
CATX 510	2.0 CTCN 512	2.0 CTCN 542*	1.0 CTCN 522	2.0
CATX 512	2.0 CTCN 575	2.0 CTCN 606	4.5	
	6	6	7.5	6.5
Third Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 601	4.5 CTCN 603	4.5 CTCN 532	2.0 CATX 615	2.0
CTCN 675	2.0	CTCN 604	4.5 CATX 625	1.5
			CTCN 542*	1.0
	6.5	4.5	6.5	4.5
Fourth Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 612	2.0 CTCN 540	4.5 CATX 626	1.5	
CTCN 677	4.0 CTCN 622	2.0 CATX 679	2.0	
		CATX 685	2.0	
		CTCN 632	2.0	
	6	6.5	7.5	
Total Credits 92				

* CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522, & CTCN 532

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) Director, PhD Program in Creative Arts Therapies. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) Director, Art Therapy and Counseling MA Program. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) Program Director for Dance/Movement Therapy and Counseling. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) Core Counseling Course Coordinator, Creative Arts Therapy MA Programs. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) Director, Music Therapy and Counseling MA Program. Assistant Clinical Professor. Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Godill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Nurse Anesthesia MSN

Major: Nurse Anesthesia

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 89.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3804

Standard Occupational Classification (SOC) code: 29.1151

About the Program

Note: Applications are not being accepted for the 2023-2024 academic year, as the MSN has been phased out.

The Master of Science in Nursing in nurse anesthesia is a 28-month, 89.0 quarter credit, full-time program. The program offers 19.0 theoretical nursing and research credits, a 15.0 quarter credit basic science component, a 30.0 quarter credits didactic anesthesia component and a 25.0 credit clinical component. Upon successful completion of the program's outcomes, the student is awarded an MSN in Nurse Anesthesia and is eligible to take the national certification examination offered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA).

The Nurse Anesthesia Program is accredited by the:
Council on Accreditation of Nurse Anesthesia Educational Programs
10275 W. Higgins Rd., Suite 906
Rosemont, IL 60018-5603
Main Number: 224-275-9130
Fax: 847-728-8128
Email: accreditation@coacrna.org

Additional Information

For more information, contact the academic advisor of the Nurse Anesthesia program:

MSN Programs Academic Advisor
60 N. 36th St.
Philadelphia, PA 19104

267.359.5786 | Email: NAPadmissions@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/overview/>) webpage.

Admission Requirements

The Nurse Anesthesia program is no longer accepting applications for the MSN program. The last MSN cohort will start in September 2021. The first DNP cohort will start in the spring quarter 2022.

Degree Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Nurse Anesthesia Core

NURS 503	Basic Principles of Nurse Anesthesia	3.0
NURS 504	Overview of Nurse Anesthesia	3.0
NURS 505	Chemistry and Physics	2.0
NURS 507	Nurse Anesthesia Pharmacology I	3.0
NURS 510	Advanced Principles of Nurse Anesthesia I	3.0
NURS 511	Nurse Anesthesia Pharmacology II	3.0
NURS 515	Advanced Principles of Nurse Anesthesia II	3.0
NURS 518	Advanced Principles of Nurse Anesthesia III	3.0
NURS 530	Anesthesia Seminar	1.0
NURS 659	Advanced Principles of Nurse Anesthesia IV	3.0
NURS 688	Clinical Correlative Seminars	3.0
NURS 508	Nurse Anesthesia Clinical Practicum I	1.0
NURS 512	Nurse Anesthesia Clinical Practicum II	1.0
NURS 516	Nurse Anesthesia Clinical Practicum III	2.0
NURS 517	Nurse Anesthesia Clinical Practicum IV	3.0
NURS 683	Nurse Anesthesia Clinical Practicum V	3.0
NURS 684	Nurse Anesthesia Clinical Practicum VI	3.0
NURS 687	Clinical Residency I	6.0
NURS 689	Clinical Residency II	6.0

Physiological Science Courses

NURS 520	Advanced Physiology	3.0
NURS 521	Advanced Pathophysiology I	3.0
NURS 522	Advanced Pathophysiology II	3.0
NURS 523	Advanced Pathophysiology III	3.0

Total Credits

89.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

	Winter	Credits Spring	Credits Summer	Credits
	NURS 503	3.0 NURS 505	2.0 NURS 510	3.0
	NURS 504	3.0 NURS 507	3.0 NURS 511	3.0
	NURS 549	3.0 NURS 508	1.0 NURS 512	1.0
	NURS 550	4.0 NURS 520	3.0 NURS 521	3.0
		13	9	10

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 517	3.0 NURS 659	3.0 NURS 502	3.0
NURS 515	3.0 NURS 518	3.0 NURS 683	3.0 NURS 684	3.0
NURS 516	2.0 NURS 523	3.0 RSCH 503	3.0 RSCH 504	3.0
NURS 522	3.0			
	11	9	9	9

Third Year

Fall	Credits Winter	Credits
NURS 530	1.0 NURS 688	3.0
NURS 544	3.0 NURS 689	6.0

NURS 687

6.0

10

9

Total Credits 89

Nurse Anesthesia Faculty

Suzanne Ariza, MSN, CRNA (*Drexel University*). Assistant Clinical Professor. Didactic education of nurse anesthesia students

Lew Bennett, DNP, CRNA (*Chatham University*) *Chair, Nurse Anesthesia Department*. Assistant Clinical Professor. Didactic education of nurse anesthesia students.

Ferne Cohen, EdD, CRNA (*Drexel University*) *Associate Chair & Director of Clinical Education, Nurse Anesthesia Department*. Assistant Clinical Professor. Clinical and didactic education of nurse anesthesia students.

Jessica Hessel, DNP, CRNA (*Drexel University*). Assistant Clinical Professor. Didactic education of nurse anesthesia students

Nursing PhD

Major: Nursing

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing, a community-engaged, research-based program that prepares emerging nurse scientists to promote health and health equity using a social justice lens.

The objective of the PhD in Nursing program is to prepare professional nurses as scholars and researchers who will make a substantive contribution to the body of knowledge for the discipline of nursing and thereby improve the health of individuals, families and communities. Graduates are expected to plan and launch an independent program of research and seek needed support for the initial phases of the research program.

The PhD in Nursing program represents leadership in the field with interdisciplinary/interprofessional and community collaboration as core values. Innovation is also central to this doctoral program as evidenced in its curriculum plan and research philosophy.

This full-time program is designed for students with advanced preparation in nursing or related field. The program is offered face-to-face on campus with some opportunities for hybrid experiences.

What Students Will Learn

The PhD in Nursing faculty are committed to teaching traditional research methods, as well as innovative and emergent research approaches and paradigms. In addition to structured coursework, the program builds upon a research mentorship model which recognizes that research skills are learned most effectively by working with a faculty mentor who provides opportunities to use appropriate tools to design and execute an original research project within a focused program of study.

Graduates of the PhD in Nursing program possess knowledge and skills in theoretical, methodological, analytical, interprofessional and social justice-oriented approaches to conducting research designed to discover and apply knowledge in nursing science to promote health equity among individuals, families and communities.

Doctoral faculty research interests and expertise reflect a diversity of educational backgrounds and research experiences. Early in the program, the student selects a research emphasis that needs to complement or match that of a faculty member's research work. The focal areas of faculty research currently include the following:

- Aging (e.g. nutrition in aging; health of persons with dementia and neurodegenerative conditions; health of older adults with intellectual disability)
- Dementia and caregiver health research
- Community-engaged research
- Health innovation and technology
- Behavioral interventions and implementation science
- Community and population health
- Social and structural determinants of health and health equity for vulnerable populations (e.g. housing, environment, social position)

- Sexual health research (e.g. HIV; STI; teen-pregnancy prevention)
- Bioethics

Program Learning Objectives

- Demonstrate effective communication through professional publications, presentations and collaborative efforts such as conferences and leadership activities.
- Conduct scientifically rigorous research using quantitative, qualitative or mixed methods to advance nursing science and/or practice.
- Disseminate research findings to inform science-driven policies, practice models and health recommendations to varied stakeholders.
- Synthesize knowledge from related disciplines, including the biological and social sciences, and policy sources to inform a purposeful, planned program of research that recognizes and responds to health disparities and promotes health equity.
- Integrate critical thinking skills and philosophical principles of inquiry from ontology, epistemology, axiology, methodology and with nursing knowledge.
- Pursue research and program funding opportunities available through intramural sources and extramural sources including, federal, private and public fellowships.
- Conduct research that is informed by and consistent with the Code of Ethics for Nurses, National Institutes of Health Responsible Conduct of Research principles and institutional policies and procedures that guide research, scholarship and science development.
- Evaluate scholarship from an interprofessional, inclusive and equitable approach to nursing and health research that promotes socially just outcomes, respects diversity and diminishes disparities.

What Makes this PhD in Nursing Program Unique

The faculty, program, college and University are strongly committed to research that promotes health and health equity and are dedicated to engaging with communities to promote optimum health outcomes. Interprofessional and interdisciplinary curricula are valued and a robust, active and engaging learning environment is promoted and nurtured. Faculty mentors are dedicated to the learning experiences of students. Students are an important participant in the opportunities of Drexel University's College of Nursing and Health Professions, a forward-thinking, progressive, effective and collaborative health care educational enterprise.

Additional Information

For more information, contact:

Anna Pohuly, Executive Assistant, Nursing & Student Affairs
 College of Nursing and Health Professions
 60 N. 36th Street
 Philadelphia, PA 19104
 ap469@drexel.edu

Admission Requirements

Criteria for admission include:

- Current United States/International licensure as a registered nurse.
- A Master's Degree in one of the following:
 - Master of Science in Nursing (MSN).
 - Master's Degree in Health-Related Field (*If master's degree is not in Nursing, a Bachelor's Degree in Nursing (BSN) is required*).
- GPA of 3.25.
- GRE scores (optional).
- International applicants, as well as immigrants to the United States and U.S. permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom must show proficiency in English speaking as well as listening, writing and reading. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:
If you take the TOEFLiBT exam, you must have:
 - a minimum combined score for listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
 - a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.
- Letters of recommendation (3): Letters must address your academic ability, professionalism and practice competence from a person in a position to appraise you: specifically, a professor, employer or professional colleague. The reference may not be from a friend, family member or workplace/organizational peer or subordinate.
- Personal Statement/Essay that addresses the following items [word-processed; approximately 1000 word-length]:
 - Introduce yourself and describe the personal attributes and experiences that will promote your success in Drexel University's PhD in Nursing program.

- Describe why you are interested in the Nursing PhD.
- Your potential research interest. Identify a potential faculty mentor in the Nursing PhD program with whom you would like to work and offer an explanation as to how your interests fit with the proposed faculty mentor's research platform/trajectory.
- Professional accomplishments as evidenced by a current submitted vitae or resume.
- Fit with available faculty research interests and expertise.
- Personal interview with a faculty member.

Degree Requirements

The student is required to successfully complete a Qualifying Examination, Dissertation Proposal Defense, and Final Dissertation defense in addition to the Program Requirements noted below.

Required Courses

Nursing Courses

NURS 802	Epistemology, Ontology, and the Philosophy of Nursing Science	3.0
NURS 806	Scientific Appraisal and Knowledge Development	3.0
NURS 819	Qualitative Research Methods in Nursing Inquiry	3.0
NURS 820	The Science of Therapeutics	3.0
NURS 863	Mixed-Methods Research	3.0

Research and Statistics Competencies

RCRG 600	An Introduction to the Responsible Conduct of Research	0.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
RSCH 722	Intermediate Statistics in Health II	3.0
RSCH 723	Interpretation of Data	3.0

Writing Competencies

Students are required to take both of the following:

RSCH 742	Scientific Writing	3.0
RSCH 743	Grantsmanship	3.0

Dissertation Research *

NURS 988	Dissertation Proposal Development	3.0
NURS 992	Dissertation in Nursing Science *	36.0-72.0

Research Apprenticeship

NURS 850	Research Apprenticeship **	
NURS 1899	Independent Study in Nursing ***	
Electives †		12.0
Research Elective ††		3.0

Total Credits

90.0-126.0

* Students enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense except for international students who are required to enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense.

** NURS 850 is required for all students with the exception of Research Fellows. International students are required to enroll in 3.0 credits of NURS 850 during summer quarter of Year 1 *and* Year 2. Non-international students who are not participating in research fellowships are required to enroll in NURS 850 for minimum of 3.0 credits in each of Year 1 *and* Year 2.

*** International students will require 6.0 credits of independent study planned with the approval of the faculty advisor to provide research apprenticeship experiences during Year 1 *and* Year 2 summer quarters.

† Courses within these ranges require advisor permission: CHP 600-899, PBHL 600-899, EPI 600-899, CIT 600-698, IPS 700-899, RSCH 600-899, NURS 550-899.

†† Course selection for the research elective requires advisor approval and includes RSCH 600-RSCH 899.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 802	3.0 RCRG 600	0.0 NURS 806	3.0 Vacation *	
NURS 819	3.0 RSCH 700	3.0 RSCH 722	3.0	
RSCH 720	3.0 RSCH 721	3.0 RSCH 723	3.0	
	RSCH 742	3.0		
	9	9	9	0

Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 743	3.0 NURS 820	3.0 NURS 988	3.0 Vacation *	
Elective **	3.0 NURS 863	3.0 Elective **	6.0	
Research Elective †	3.0 Elective **	3.0		
	9	9	9	0
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 992 ††	9.0 NURS 992 ††	9.0 NURS 992 ††	9.0 NURS 992 ††	9.0
	9	9	9	9
Total Credits 90				

* NURS 850 is required for all students with the exception of Research Fellows. International students are required to enroll in 3.0 credits of NURS 850 during summer quarter of Year 1 *and* Year 2. Non-international students who are not participating in research fellowships are required to enroll in NURS 850 for minimum of 3.0 credits in each of Year 1 *and* Year 2. International students will require 6.0 credits of independent study planned with the approval of the faculty advisor to provide research apprenticeship experiences during Year 1 *and* Year 2 summer quarters.

** Courses within these ranges require advisor permission: CHP 600-899, PBHL 600-899, EPI 600-899, CIT 600-698, IPS 700-899, RSCH 600-899, NURS 550-899.

† Course selection for the research elective requires advisor approval and includes RSCH 600-RSCH 899.

†† Students enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense. The actual number of credits required will vary dependent upon student's dissertation and research topic. Consult with dissertation advisor.

Nursing Practice DNP

Major: Nursing Practice

Degree Awarded: Doctor of Nursing Practice (DNP)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3818

Standard Occupational Classification (SOC) code: 11-9111

About the Program

Drexel's accredited online Doctor of Nursing Practice (DNP) program is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. The mission of the DNP program is to prepare advanced nursing practice leaders for the application of evidence-based knowledge in practice, quality improvement and systems leadership to improve health outcomes. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS and other research-focused nursing doctorates. DNP-prepared nurses also are able partners on research initiatives that require the input and guidance of practice experts with advanced skills as advanced practice registered nurses, nurse administrators and nursing leaders.

Upon graduation, students will be able to:

- Design evidence-driven health care delivery approaches using fiscally responsible and environmentally sustainable strategies to meet current and anticipated individual and population health needs across the illness-wellness continuum.
- Execute established steps of evidence-based practice when leading efforts to improve health care quality based on measurable and manageable outcomes.
- Model communication skills necessary to lead and contribute to effective interprofessional collaborations and patient care encounters to accomplish high-quality and mission-driven outcomes.
- Appraise healthcare systems' delivery processes to improve quality, accessibility and/or the sustainability of health care enterprises.
- Propose policy initiatives that promote social justice and the health and wellness of all people, including those who are disparaged, oppressed or vulnerable.
- Appraise practice dilemmas using moral reasoning and legal/ethical analyses to make decisions in practice settings and to create policies that are consistent with professional codes, practice standards and laws.
- Utilize information systems/technologies to analyze health outcomes for individuals, aggregates and populations and to evaluate healthcare delivery systems.
- Demonstrate advanced specialty and role competence as an advanced practice registered nurse or as an advanced nurse in a role focused on advanced aggregate/systems/organizational expertise.

Clinical Requirements

A minimum of 1000 *post-baccalaureate* precepted clinical hours are required for the DNP degree. Prescribed procedures and credentialing processes must be followed prior to starting practicum experiences. Required competencies are periodically assessed throughout the program. Practicum experiences vary in length and purpose. Details may be reviewed on the Degree Requirements and Sample Plan of Study pages.

In-Person Experiential Elements

- **Orientation** (Required) – *September of Student's First Term*
 - *Designed as a virtual introduction to the program and an opportunity meet peers, advisors, staff and faculty. Some asynchronous independent learning experiences are also required.*

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Admission Requirements

Admissions Criteria

- Current United States licensure as a registered nurse
[State Regulations and Restrictions (https://www.online.drexel.edu/about/state-regulations.aspx?_gl=1*1m84v3j*_ga*MzczMzc1ODE4LjE2MjkzNzk2Njg.*_ga_6KJ1PNLE19*MTY0MzY0NDQyOS4xMjkuMS4xNjQzNjQ0Nzk4LjM.)]
- A Master's Degree in one of the following:
 - Master of Science in Nursing (MSN)
 - Master's Degree in Health-Related Field*
 - Master of Business Administration (MBA)*

**If your master's degree is not in nursing, a Bachelor's Degree in Nursing (BSN) is required.*

- Cumulative graduate grade point average (GPA): 3.2 or higher.
- A graduate-level Research Methods course (grade B or higher).
- Undergraduate or graduate-level Statistics course (grade B or higher).
- Advanced Clinical Expert Track Applicants: *Advanced Practice Registered Nurses* (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, or Nurse Anesthetist) **require** APRN national certification. †
 - *Plan of Study Path A.*
 - Verification of no fewer than 620 hours of precepted practice hours during graduate studies.
 - *Plan of Study Path B.*
 - Verification of 400 to 619 hours of precepted practice hours during graduate studies.
- Nurse Executive/Leadership Expert Track Applicants: *Nurses in Advanced Leadership Roles* require advanced national certification **OR** verification of no fewer than 400 hours of precepted practice hours during graduate studies. †
 - *Plan of Study Path A.*
 - Verification of no fewer than 620 hours of precepted practice hours during graduate studies.
 - *Plan of Study Path B.*
 - Verification of 400 to 619 hours of precepted practice hours during graduate studies **OR** relevant national certification: ††
 - American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL) Certification
 - American Nursing Credentialing Center (ANCC) Nurse Executive-Advanced certification (NEA) †††
 - American Organization for Nursing Leadership (AONL) Certified in Executive Nursing Practice (CENP)
- Two electronic recommendation letters addressing your academic ability, professionalism and practice competence from a person in a position to appraise you; specifically, a professor, employer or professional colleague. The reference may not be from a personal friend, family member or workplace/organizational peer or subordinate.

† Applicants must have no fewer than 400 hours of precepted practice hours completed during graduate studies for DNP Program admission consideration.

†† If submitting certification for admission, submit documentation of certification or verification that you are scheduled to take one of these exams no later than August 15. Students who are scheduled to take a certification exam will be considered for conditional acceptance for the fall quarter and will not be permitted to progress in the program until advanced certification is earned and submitted to the DNP Program Director.

††† Applicants with leadership/administrative experience and the NE-BC certification may be considered.

Required Documents

With multiple ways to submit documents, Drexel makes it easy to complete your application. Learn more by visiting our Completing Your Application Guide (<https://www.online.drexel.edu/support/supporting-documents.aspx>).

- A completed online application.
- Current U.S. Registered Nurse (RN) Licensure [State Regulations and Restrictions (https://www.online.drexel.edu/about/state-regulations.aspx?_gl=1*1m84v3j*_ga*MzczMzc1ODE4LjE2MjkzNzk2Njg.*_ga_6KJ1PNLE19*MTY0MzY0NDQyOS4xMjkuMS4xNjQzNjQ0Nzk4LjM.)]
- Verification of precepted clinical/practicum hours from your graduate program.
- Role-specific documents:
 - *Advanced Practice Registered Nurses* (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, or Nurse Anesthetist): **License and national certification documents.**
 - *Advanced Roles in Nursing Administration/Leadership.*
 - American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL) Certification.
 - American Credentialing Center (ANCC) Nurse Executive-Advanced certification (NEA).
 - American Organization of Nurse Executives (AONE) Certified in Executive Nursing Practice (CENP).
 - Other advanced role/specialization certifications will be individually considered. Official transcripts (<https://online.drexel.edu/support/supporting-documents/transcripts.aspx>) from all universities or colleges and other post-secondary educational institutions (including trade schools) attended.
- Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended.
- Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.
 - If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency
 - Use our Transcript Lookup Tool (<http://www.drexel.com/tools/transcript.aspx>) to assist you in contacting your previous institutions
- Two letters of recommendation (<https://www.online.drexel.edu/support/supporting-documents/recommendations.aspx>) that respond to your academic ability, professionalism and practice competence from a person with a graduate degree and practicing in a position to appraise you: specifically, a professor, employer or professional colleague. The reference may not be from a friend, family member or workplace/organizational peer or subordinate.
- Personal statement/essay integrating responses to the following questions in three word-processed pages, double-spaced, 10-12 font:
 - Introduce yourself and describe the personal attributes and experiences that will promote your success in Drexel University's online DNP program.
 - What is your area of practice interest and how do you envision the Doctor of Nursing Practice degree professionally benefitting you and the population you serve?
 - Identify a practice problem that intrigues you and discuss how you believe that the DNP program will be useful in assisting you with developing the skills and expertise needed to improve or eliminate this problem.
- Curriculum Vitae (CV) or Resume: *You must identify your current position/job title and include a description of this role.*
- *Clinical Hours Verification Form (CHVF): Documents the number of graduate-level precepted clinical/practicum hours previously earned.*
- Additional requirements for International Students (<https://www.online.drexel.edu/support/international-students.aspx>)

Degree Requirements

Curriculum

The Doctor of Nursing Practice (DNP) program's plan of study integrates core courses along with practicum experiences, including experiences focused on creating, implementing and evaluating a DNP Project that is crafted to improve health care processes and outcomes through carefully planned practice change. The curriculum provides the student learner with an opportunity for acquiring advanced, specialized knowledge and skills informed by an individually-driven, faculty-supervised plan that is influenced by the relevant Academic Emphasis Pathway; specifically advanced clinical expert or nurse executive/leadership expert. Doctoral students are assigned to a *category* of practice experiences that is determined by the number of precepted clinical hours completed at the graduate level at the point of admission. The curriculum is based on nationally recognized standards by the American Association of Colleges of Nursing (AACN) and consistent with the DNP program accrediting by the Commission on Collegiate Nursing Education (CCNE).

A doctorate-prepared Practicum Mentor is required (for practicum intensive courses) who may be internal or external to the student's practice setting. Additional formal or informal experts, mentors, partners, and/or facilitators may provide intermittent or limited support throughout practicum experiences. Students are strongly encouraged and advised to stretch beyond their workplace setting and explore opportunities that enhance networking

opportunities while broadening expertise related to benchmarking, new and different practice models, or other experiences that foster the development of deep and broad knowledge and skills.

The DNP Project is designed to respond to an identified practice problem that offers an opportunity to enhance care delivery or improve an outcome. A comprehensive search is planned and conducted to identify relevant, curated evidence that informs an intervention that typically builds on established quality improvement methodology. Each student will collect and analyze data to determine the effect of the planned intervention on the problem of interest. Recommendations to sustain change are developed. Each student will submit a completed DNP Project paper that is rigorously evaluated. Students will participate in a DNP Project dissemination activity during Year 2 of the program. Faculty support, guidance, and supervision are hallmarks of the Drexel University DNP Project process. Each student is required to satisfactorily complete the DNP Project Paper and Presentation as components of successful degree completion.

Required Core Courses (200 Practice Hours)

NUPR 700	Global Health: Disparities, Social Justice, and Evidence-Based interventions	3.0
NUPR 701	Evidence-based Practice: Research-driven Health Care Delivery *	3.0
NUPR 702	Research Methodologies Seminar	1.0
NUPR 703	Nursing Knowledge Development: Ways of Knowing	2.0
NUPR 704	Evaluating Research Quality: Evidence Appraisal	1.0
NUPR 705	Health Policy and Politics: Nurses Influencing Health	3.0
NUPR 706	Improving Quality and Safety of Health Care Delivery	4.5
NUPR 707	Health Law and Clinical Practice/Organizational Ethics	3.0
NUPR 708	Leading Projects and Evaluating Programs in Nursing and Healthcare Systems	2.0
NUPR 805	Leading by Transforming and Partnering: The Future of Nursing	4.5
NURS 706	Applied Epidemiology	3.0
RSCH 519	Introduction to Biostatistics	3.0

Academic Emphasis Pathways (Select one Pathway and one Category within each Pathway)

12.0

Advanced Clinical Expert - Category 1 (Accepted with no fewer than 620 precepted practice hours.) **

NUPR 785	Changing Practice Using Evidence (180 Practice Hours)	
	Elective †††	

Advanced Clinical Expert - Category 2 (Accepted with no fewer than 400 precepted practice hours.) ***

NUPR 781	Advanced Clinical Practice Specialization (120 Practice Hours)	
NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)	
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)	

Nurse Executive / Leadership Expert - Category 1 †

NUPR 785	Changing Practice Using Evidence (180 Practice Hours)	
	Elective †††	

Nurse Executive / Leadership Expert - Category 2 (Accepted with no fewer than 400 precepted clinical hours.) ††

NUPR 781	Advanced Clinical Practice Specialization (120 practice hours)	
NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)	
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)	

Total Credits

45.0

* Major assignment tailored to academic emphasis.

** Advanced Clinical Expert Category 1: Total Practice Hours = 380

*** Advanced Clinical Expert Category 2: Total Practice Hours = 600

† Nurse Executive / Leadership Expert: Total Practice Hours = 380

†† Nurse Executive/Leadership Expert: Total Practice Hours = 600

††† With advisor approval, approved electives may include: NURS 550-889, RSCH 500-899, NUPR 500-899, CIT 600-698, CHP 600-899, PBHL 600-899, EPI 600-899, IPS 500-899; NUPR 788 (requires program director approval)

Program Delivery

The DNP program is an online distance-learning program with an information technology requirement for accessing courses. The DNP program is delivered over 10-week quarters per year with four academic quarters offered per year (**1-semester credit is equivalent to 1.5-quarter credits**). Course faculty use distance learning technologies (e.g. Blackboard Learn, Zoom, Collaborate) to provide synchronous and asynchronous educational experiences. Students are required to fully engage in the DNP Program learning experiences and faculty provide varied options for ensuring learning opportunities that are in real-time virtually or recorded/presented for asynchronous review.

Sample Plan of Study

Plan 1 Advanced Clinical Expert or Nurse Executive/Leadership Expert: Category 1

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 701	3.0 NUPR 704	1.0 NUPR 706 (120 practice hours)	4.5 NUPR 785 (180 practice hours)	6.0
NUPR 702	1.0 NURS 706	3.0 NUPR 707 (20 practice hours)	3.0	
NUPR 703	2.0 RSCH 519	3.0		
	6	7	7.5	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
NUPR 705 (20 Practice Hours)	3.0 NUPR 700	3.0 NUPR 805 (40 Practice Hours)	4.5	
NUPR 708	2.0 Elective *	3.0 Elective *	3.0	
	5	6	7.5	

Total Credits 45

Note: With program director approval, student make take NUPR 788 for additional DNP Scholarly Project time.

* With advisor approval, student may enroll in NURS 500-899, RSCH 500-899, NUPR 500-899, CIT 600-698, CHP 600-899, PBHL 600-899, EPI 600-899, IPS 500-899.

Plan 2 Advanced Clinical Expert or Nurse Executive/Leadership Expert: Category 2

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 701	3.0 NUPR 704	1.0 NUPR 706 (120 Practice Hours)	4.5 NUPR 781 (120 Practice Hours)	4.5
NUPR 702	1.0 NURS 706	3.0 NUPR 707 (20 Practice Hours)	3.0	
NUPR 703	2.0 RSCH 519	3.0		
	6	7	7.5	4.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
NUPR 705 (20 Practice Hours)	3.0 NUPR 700	3.0 NUPR 805 (160 Practice Hours)	4.5	
NUPR 708	2.0 NUPR 783 (160 Practice Hours)	4.5		
NUPR 782 (120 Practice Hours)	3.0			
	8	7.5	4.5	

Total Credits 45

Note: With program director approval, student make take NUPR 788 for additional DNP Scholarly Project time.

Doctor of Nursing Practice (DNP) Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, *Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner and DNP Programs Nurse Practitioner role transition, acute care, trauma/surgical critical care, ethics/health law.

Jennifer Cummings, DNP, CRNP, ANP-BC (*Drexel University*). Assistant Clinical Professor. Adult health, primary care and evidence-based practice.

Kathryn Farrell, EdD, MSN, RN (*Drexel University*) *Quality Safety and Risk Management Track Director: Graduate Nursing*. Assistant Clinical Professor. Nursing education, quality, safety and risk management.

Jackie Murphy, EdD, MSN, RN (*Drexel University*) *Co-Chair Graduate Nursing: Advanced Role*. Associate Clinical Professor. Nursing education, nursing theory, nursing research and mindfulness practice.

Barbara R. Osborne, DNP, CRNP, WHNP-BC, AGNP-C (*Drexel University*) *Executive Director, DNP Program*. Assistant Clinical Professor. Women's health, metabolic health, primary care, evidence-based practice, and advanced practice nursing.

Al Rundio, PhD, DNP, RN, APRN, CARN-AP, NEA-BC, FNAP, FIAAN, FAAN (*Chatham College*). Clinical Professor. Transference of dependencies from bariatric surgical procedures, relapse prevention in chemically addicted clients, nursing leadership and management, nursing administration.

Albert Rundio, Jr., PhD, DNP, RN, APRN, NEA, BC, FAAN (*University of Pennsylvania*) Associate Dean for Post Licensure and Graduate Nursing Programs. Clinical Professor. Nursing graduate leadership and management track.

Susan Solecki, MSN, FNP-BC, PPCNP-BC (*Hahnemann University*). Associate Clinical Professor. Advanced practice nursing, pediatrics, adult health, epidemiology and occupational health.

Megan M. Walsh Ossont, PhD, CRNP, PMHNP-BC, CNE (*Villanova University*). Assistant Clinical Professor. Nursing research, adult psychiatry, correctional psychiatry.

Patti Rager Zuzelo, EdD, RN, ACNS-BC, ANP-BC, CRNP, FAAN (*Widener University*). Clinical Professor. Advanced practice nursing, leadership and management, nursing education, clinical nurse specialist (adult health) and adult nurse practitioner.

Nutrition and Dietetics MS

Major: Nutrition and Dietetics

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 63.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3101

Standard Occupational Classification (SOC) code: 29-1031

About the Program

The Nutrition and Dietetics program is designed to provide both the didactic coursework and experiential learning necessary to prepare students to become registered dietitian nutritionists (RDN). Using knowledge of nutrition science, biology, chemistry, physiology, biochemistry, psychology and statistics, RDNs address the nutrition needs of individuals or groups through the prevention or management of illness or chronic disease. Upon successful completion of the program, students are eligible to sit for the entry-level exam to become an RDN. This program fulfills the requirements of the Accreditation Council on Education in Nutrition and Dietetics (ACEND) Future Graduate Education Model.

Students spend the first two quarters in the program in the classroom taking foundation courses. Beginning in the third quarter, in addition to taking six credits of didactic coursework, students enroll in three credits of supervised practice (24 hours per week) to develop and demonstrate competency in dietetics practice. Experiential learning is completed at locations in and around the Delaware Valley or in locations outside of the area with approval from the program director.

During the last four months of the program, students complete experiential learning and a capstone project in a chosen concentration area. Concentrations are available with the Drexel Center for Nutrition and Performance, Eat Right Philly and at a wide variety of other facilities and programs with whom the department has relationships.

Students have the option to complete a research thesis. Applicants are encouraged to visit the program website (<https://drexel.edu/cnhp/academics/departments/Nutrition-Sciences/>) to review the research programs of the department's faculty.

The program is offered on a full-time basis. Students are admitted in the fall term.

Program Mission: Drexel University's Department of Nutrition Sciences graduate program in dietetics integrates didactic coursework with experiential learning to provide the knowledge, competencies and professional values needed to prepare students to become entry-level registered dietitian nutritionists.

Program Goals and Objectives

Program Goal #1: To provide quality classroom and experiential learning to prepare graduates to become registered dietitian nutritionists and be employed in the field of dietetics.

- **Objective #1:** At least 80 percent of students complete the program within 32 months (150 percent of the planned program length).
- **Objective #2:** Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
- **Objective #3:** Graduates of the GP will rate ten aspects of their didactic and learning experiences an average of "4" or better, on a scale of 1=poor to 5 =excellent.
- **Objective #4:** Employers of graduates of the GP will rate ten aspects of the student's preparation for employment an average of "4" or better, on a scale of 1=poor to 5 =excellent within 12 months of graduation.

Program Goal #2: To prepare graduates to take and pass the Commission on Dietetic Registration (CDR) credentialing exam.

- **Objective #1:** At least 90 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- **Objective #2:** The program's one-year pass rate on the CDR credentialing exam for registered dietitian nutritionists is at least 90 percent.

Program Goal #3: To increase diversity in the profession by facilitating the success of students from underrepresented groups.

- **Objective #1:** At least 25 percent of students will be from underrepresented groups.

Additional Information

For more information, visit the College's MS in Nutrition and Dietetics webpage (<https://drexel.edu/cnhp/academics/graduate/MS-Nutrition-and-Dietetics/>).

Admission Requirements

Degree

A bachelor's degree from an accredited institution in the United States or an equivalent international institution. Must have a GPA of 3.0 or above.

Transcripts

Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended.

Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.

If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency.

Use our Transcript Lookup Tool to assist you in contacting your previous institutions.

Prerequisites

You must complete the following prerequisite courses with a grade of B or better before starting the program:

- 1 year English composition and/or literature
- 1 semester general biology with lab to include cell and genetics
- 2 semesters general chemistry, including an introduction to organic chemistry with lab, OR 1 semester general/inorganic chemistry with lab AND 1 semester organic chemistry with lab
- 1 semester biochemistry
- 1 semester human physiology or 2 semesters anatomy and physiology
- 1 semester basic and quantity food preparation
- 1 semester general psychology
- 1 semester statistics
- 1 semester introductory nutrition

References: Two letters of recommendation. You may use our electronic letter of recommendation service. If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope.

Personal statement/essay: Approximately 500 words explaining your reasons for pursuing a degree from Drexel, your short- and long-term career plans and how your background, experience, interest, and/or values—when combined with a Drexel degree—will enable you to pursue these goals successfully.

Interview/portfolio: Admissions interview is not required.

CV/resume: Required

International Students: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand, or the United Kingdom, must show proficiency in English speaking as well as listening, writing and, reading. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you must have a minimum combined score for listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.

Degree Requirements

Core Courses

NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 530	Macronutrient Metabolism	3.0
NFS 531	Micronutrient Metabolism	3.0
NFS 601	Research Methods	3.0

Required Courses

FDSC 506	Food Composition & Behavior	3.0
NFS 510	Profession of Dietetics	3.0
NFS 526	Lifecycle Nutrition	3.0
NFS 543	Medical Nutrition Therapy I	3.0
NFS 544	Medical Nutrition Therapy II	3.0
NFS 545	Nutrition in Critical Care	3.0
NFS 546	World Nutrition	3.0
NFS 550	Foodservice Systems Management	3.0
NFS 609	Individualized Supervised Practice Pathway *	15.0
NFS 630	Nutrition Counseling	3.0
NFS 660	Capstone Project in Nutrition and Dietetics	3.0
NFS 690	Community Nutrition	3.0
Elective **		3.0

Total Credits

63.0

* Course is taken multiple times over several terms.

** Students may select from the following options: NFS 625 *Nutrition and Exercise Physiology*; NFS 640 *Nutrition of the Schoolchild*; NFS T680 *Special Topics*; NFS I799 *Independent Study*; CIT 501 *Foundations of Phytotherapy*; CIT 502 *Foundations of Complementary and Integrative Therapies*.

In addition to the list above, any 3-credit, graduate-level course that is related to Nutrition and Dietetics may be used to fulfill the requirement with prior approval from the Program Director.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 525	3.0 NFS 510	3.0 NFS 543	3.0
NFS 530	3.0 NFS 526	3.0 NFS 609	3.0 NFS 550	3.0
NFS 531	3.0 NFS 601	3.0 NFS 690	3.0 NFS 609	3.0
	9	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
NFS 544	3.0 NFS 546	3.0 NFS 545	3.0
NFS 609	3.0 NFS 609	3.0 NFS 609	3.0
NFS 630	3.0 Elective	3.0 NFS 660	3.0
	9	9	9

Total Credits 63

Nutrition Sciences Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) Director, Center for Nutrition & Performance. Clinical Assistant Professor. Energy expenditure; sports nutrition

Angelo Del Parigi, MD (*University of Bari, Italy*) Courtesy Appointment. Visiting Research Professor.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Associate Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Susan Ettinger, PhD, RD, DABN, CDN (*Columbia University*) *Courtesy Appointment*. Visiting Research Professor.

Beth L. Leonberg, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) *Director, Didactic Program in Dietetics*. Associate Clinical Professor. Pediatric nutrition.

Rachelle Lessen, MS, RD, IBCLC, LDN (*Arcadia University*). Instructor. Human lactation

Michael Lowe, PhD (*Boston College*). Professor. Prevention and treatment of eating disorders and obesity; effects of appetitive responsiveness and dietary restraint on eating regulation; psychobiology of obesity-proneness; empirical foundations of unconscious processes.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomic areas, Bacillus and Clostridium spores in food processing.

Patricia A. Shewokis, PhD (*University of Georgia*). Professor. Roles of cognition and motor function during motor skill learning; role of information feedback frequency on the memory of motor skills, noninvasive neural imaging techniques of functional near infrared spectroscopy (fNIRS) and electroencephalography (EEG) and methodology and research design.

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Stella Lucia Volpe, PhD, RD, ACSM-CEP, FACSM (*Virginia Polytechnic Institute and State University*) *Visiting Research Professor, courtesy appointment*. Prevention of obesity and diabetes across the lifespan; mineral metabolism and exercise; energy balance; sports nutrition.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Nutrition Sciences PhD

Major: Nutrition Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 30.1901

Standard Occupational Classification (SOC) code: 11-9121

About the Program

The program mission is to develop scientists who are able to contribute to the scholarly generation of nutrition science knowledge, spanning the overlapping disciplines of human nutrition, nutritional biochemistry, food safety, human physiology, exercise physiology and community nutrition; and the translation of this knowledge with respect to health, disease prevention and treatment.

Nutrition scientists with a PhD can be involved in research, education, industry, community health and clinical practice. With the current epidemic of obesity and Type 2 diabetes mellitus, the need for PhD-educated nutritionists who can discover and design new treatment interventions is of major public health interest.

Admission Requirements

Applicants must possess a minimum of a Bachelor of Science degree in biology, chemistry, nutrition, exercise physiology, food science, or a similar area with a strong science base, and have taken an advanced undergraduate course in biochemistry, as well as a course in human nutrition and a course in basic statistics.

- College/University transcripts with a minimal overall grade point average (GPA) of 3.0 (on a 4.0 scale)
- Two letters of recommendation from advisors, supervisors, professors, and/or mentors
- Curriculum vitae

- Personal statement outlining career plan, topic of research interest, and preferred Nutrition Sciences faculty mentor with whom they would like to work

Degree Requirements

The PhD program consists of 90.0 quarter credits. The 90.0 credits include 51.0 credits of course work, 39.0 credits of research, as well as a research dissertation. Additionally, all PhD students will be required to obtain a minimum of 10 contact hours of nutrition-related teaching experience.

Minimum Credits Required for the PhD in Nutrition Sciences

- For students admitted with a bachelor's degree, a minimum of 90.0 credits is required for the PhD, including all required courses.
- For students admitted with a master's degree, the minimum number of credits required varies from 75.0 to 90.0.

For students who, as part of their master's degree, completed courses equivalent to foundation or elective courses in the PhD curriculum, the minimum number of credits may be reduced by up to 15.0 approved credits. The Graduate Committee of the PhD Program in Nutrition Sciences makes this determination.

Required Nutrition Courses

NFS 526	Lifecycle Nutrition	3.0
NFS 546	World Nutrition	3.0
NFS 629	Readings in Nutrition Science	3.0

Required Research and Statistics Competencies Courses

RSCH 700	Foundations in Quantitative Research	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
or RSCH 714	Qualitative Research Methods I	
RSCH 743	Grantsmanship	3.0
or RSCH 742	Scientific Writing	

Choose one of the following: 3.0

CHP 806	Community Based Participatory Research	
EPI 570	Introduction to Epidemiology	
RSCH 714	Qualitative Research Methods I	
RSCH 715	Qualitative Research Methods II	
RSCH 722	Intermediate Statistics in Health II	
RSCH 723	Interpretation of Data	
RSCH 816	Intermediate Mixed Methods Research	

Required Research Credits 39.0

NFS 997	Research	
NFS 999	Dissertation Research	

Scientific Electives 27.0

BACS 530	Understanding Prevention and Prevention Programs	
BACS 531	Research Methods in Behavioral Sciences	
BIO 610	Biochemistry of Metabolism	
BIO 616	Biochemistry of Major Diseases	
BIO 662	Biology of Neuron Function	
BIO 664	Neurobiology of Disease	
CATX 542	Mindfulness in Clinical Practice	
CFTP 516	Behavioral/Process Addictions	
CHP 500	Behavior and Social Change Theories	
CHP 501	Community Engagement in Public Health Practice & Research	
CHP 503	Multi-Method Data Analysis in Community Health & Prevention	
CHP 560	Design and Grant Writing for Community Health Programs	
CHP 804	Qualitative Research in Community Health	
EPI 551	Epidemiology of Cancer	
EPI 621	Social Epidemiology	
FDSC 506	Food Composition & Behavior	
FDSC 550	Food Microbiology	
FDSC 551	Food Microbiology Laboratory	
FDSC 554	Microbiology & Chemistry of Food Safety I	
FDSC 557	Advanced Food Product Development	
FDSC 558	Nutritional Impact of Food Processing Methods	
FDSC 560	Food Chemistry	
FDSC 561	Food Analysis	

FDSC 568	Functional Foods
FDSC 654	Microbiology & Chemistry of Food Safety II
FDSC 662	Sensory Evaluation of Food
FOOD 503	Global Cuisine Studio
FOOD 605	Culture and Gastronomy
FOOD 606	The Contemporary Food System
HMP 505	Qualitative Data and Mixed Methods Analysis
HMP 550	Health Disparities: Systemic, Structural, Environmental & Economic
NFS 525	Nutritional Assessment Through the Life Cycle
NFS 530	Macronutrient Metabolism
NFS 531	Micronutrient Metabolism
NFS 601	Research Methods
NFS 602	Methods of Nutrition Research
NFS 625	Nutrition and Exercise Physiology
NFS 690	Community Nutrition
NFS 801	Techniques in Nutrition Sciences Research
NFS 810	Topics in Metabolic Nutrition
NFS 811	Topics in Community Nutrition
NFS I599	Independent Study in NFS
NFS I699	Independent Study in NFS
NFS I799	Independent Study in NFS
NFS I899	Independent Study in NFS
NFS I999	Independent Study in NFS
NFS T580	Special Topics in NFS
NFS T680	Special Topics in NFS
NFS T780	Special Topics in NFS
NFS T880	Special Topics in NFS
NFS T980	Special Topics in NFS
PSY 530	Neuroanatomy and Behavior

Total Credits **90.0**

* Also includes any course in IPS 700-899, NHP 700-899, and RSCH 700-899.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
NFS 526	3.0 RSCH 721	3.0 NFS 546	3.0
RSCH 720	3.0 Electives	6.0 RSCH 722	3.0
Elective	3.0	Elective	3.0
	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
RSCH 700	3.0 Electives	9.0 NFS 629	3.0
Electives	6.0	NFS 997	3.0
		RSCH 743 or 742	3.0
	9	9	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
NFS 999	9.0 NFS 999	9.0 NFS 999	9.0
	9	9	9

Fourth Year

Fall	Credits
NFS 999	9.0
	9

Total Credits 90

Nutrition Sciences Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) Director, Center for Nutrition & Performance. Clinical Assistant Professor. Energy expenditure; sports nutrition

Angelo Del Parigi, MD (*University of Bari, Italy*) *Courtesy Appointment*. Visiting Research Professor.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Associate Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Susan Ettinger, PhD, RD, DABN, CDN (*Columbia University*) *Courtesy Appointment*. Visiting Research Professor.

Beth L. Leonberg, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) *Director, Didactic Program in Dietetics*. Associate Clinical Professor. Pediatric nutrition.

Rachelle Lessen, MS, RD, IBCLC, LDN (*Arcadia University*). Instructor. Human lactation

Michael Lowe, PhD (*Boston College*). Professor. Prevention and treatment of eating disorders and obesity; effects of appetitive responsiveness and dietary restraint on eating regulation; psychobiology of obesity-proneness; empirical foundations of unconscious processes.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomic areas, Bacillus and Clostridium spores in food processing.

Patricia A. Shewokis, PhD (*University of Georgia*). Professor. Roles of cognition and motor function during motor skill learning; role of information feedback frequency on the memory of motor skills, noninvasive neural imaging techniques of functional near infrared spectroscopy (fNIRS) and electroencephalography (EEG) and methodology and research design.

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Stella Lucia Volpe, PhD, RD, ACSM-CEP, FACSM (*Virginia Polytechnic Institute and State University*) *Visiting Research Professor, courtesy appointment*. Prevention of obesity and diabetes across the lifespan; mineral metabolism and exercise; energy balance; sports nutrition.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Physical Therapy DPT

Major: Physical Therapy

Degree Awarded: Doctor of Physical Therapy (DPT)

Calendar Type: Quarter

Minimum Required Credits: 128.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2308

Standard Occupational Classification (SOC) code: 29-1123

About the Program

The Doctor of Physical Therapy (DPT) curriculum produces broadly educated physical therapists, while being sensitive to the needs of the health care community and the students' interests. The program strives to foster both intellectual and professional growth in students and is reflective of contemporary practice to prepare graduates for the ongoing changes in health care delivery.

The Doctor of Physical Therapy (DPT) program prepares students for autonomous practice in physical therapy. As a science, physical therapy examines human motion at the tissue, organ and systems levels. In the clinical environment, physical therapists (PTs) examine and evaluate patients/clients and implement procedural interventions that restore physical function for all people across the lifespan. As essential practitioners in the health care delivery system, PTs assume roles in rehabilitation services, prevention and health maintenance programs and professional and community programs. As professional members of the health care team, PTs supervise support personnel, serve as consultants to other health care personnel, serve as

consultants to families and caregivers, participate in administrative services and conduct clinical research. PTs also serve as advocates for health policy and standards of care that help ensure optimum care for their patients/clients.

Graduates of the Doctor of Physical Therapy program are prepared to fulfill their professional obligations, provide leadership to the profession and use their knowledge and skills to contribute to the health care of society.

The regular program is 2.5 years in length and spans ten academic quarters. There is a decelerated program for individuals who want to progress at a slower pace and a combined DPT/Masters in Business Administration (MBA) (p. 108) that can be completed in 3.5 years. All versions of the curricula consist of integrated didactic and clinical study with an emphasis on adult learning methodology. Foundational courses are emphasized during the first year, with subsequent quarters sequenced to progress through the hierarchy of educational objectives from simple to complex. All didactic material is organized for synthesis and application to professional practice.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Science (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

For application instructions, visit the Drexel's Graduate Admission page for the Doctor of Physical Therapy (<http://drexel.edu/grad/programs/cnhp/professional-doctor-of-physical-therapy/>).

Degree Requirements

The DPT curriculum occurs in a 10-week quarter format over ten quarters: fall, winter, spring, and summer I; fall, winter, spring, and summer II; and fall, winter, and spring III. Classes begin in late September for first-year students. The curriculum is subject to modification.

PTRS 507	Neuroscience I	3.0
PTRS 508	Neuroscience II	2.0
PTRS 530	Kinesiology I	4.0
PTRS 531	Kinesiology II	3.0
PTRS 532	Human Gross Anatomy I	4.0
PTRS 533	Human Gross Anatomy II	4.0
PTRS 534	Physical Therapy Exam & Intervention I	3.0
PTRS 535	Physical Therapy Exam & Intervention II	3.0
PTRS 539	Topics in Pathophysiology I	2.0
PTRS 540	Topics in Pathophysiology II	4.0
PTRS 600	Clinical Reasoning	4.0
PTRS 610	Issues in Pharmacotherapy	3.0
PTRS 613	Integrated Clinical Experience I	0.5
PTRS 614	Integrated Clinical Experience II	0.5
PTRS 615	Integrated Clinical Experience III	0.5
PTRS 616	Integrated Clinical Experience IV	0.5
PTRS 620	Orthopedic Physical Therapy: Upper Extremity	4.0
PTRS 621	Orthopedic Physical Therapy: Lower Extremity	4.0
PTRS 622	Orthopedic Physical Therapy: Spine	4.0
PTRS 623	Physical Agents	3.0
PTRS 624	Functional Mobility	3.0
PTRS 627	Cardiopulmonary Physical Therapy I	4.0
PTRS 630	Cardiopulmonary Physical Therapy II	3.0
PTRS 639	Motor Learning	2.0
PTRS 641	Neurological Exam and Intervention I	4.0
PTRS 642	Neurological Exam and Intervention II	5.0
PTRS 644	Integumentary Physical Therapy	1.5
PTRS 648	Prosthetics and Orthotics	3.0
PTRS 649	Culture, Ethics and Interprofessionalism in Healthcare	2.5
PTRS 654	Topics in Health Policy & Services	3.0
PTRS 655	Health Administration	2.5
PTRS 656	Motor Control and Rehabilitation	2.0
PTRS 733	Advanced Clinical Reasoning	2.0
PTRS 751	Evidence-Based Practice	3.0
PTRS 752	Research and Measurement in Physical Therapy	2.0
PTRS 663	Pediatric Physical Therapy I	3.5
PTRS 665	Pediatric Physical Therapy II	3.5
PTRS 791	Clinical Experience I	4.5
PTRS 792	Terminal Clinical Experience II	4.5

PTRS 793	Terminal Clinical Experience III	4.5
PTRS 680	Geriatric Physical Therapy	3.0
Electives (600 and 700 level PTRS)		6.0
Total Credits		128.0

Sample Plan of Study

Traditional 2.5 Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 530	4.0 PTRS 531	3.0 PTRS 507	3.0 PTRS 508	2.0
PTRS 532	4.0 PTRS 533	4.0 PTRS 615	0.5 PTRS 616	0.5
PTRS 534	3.0 PTRS 535	3.0 PTRS 620	4.0 PTRS 621	4.0
PTRS 600	4.0 PTRS 539	2.0 PTRS 623	3.0 PTRS 627	4.0
PTRS 613	0.5 PTRS 614	0.5 PTRS 624	3.0 PTRS 641	4.0
	PTRS 751	3.0 PTRS 639	2.0 PTRS 752	2.0
	15.5	15.5	15.5	16.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 791	4.5 PTRS 622	4.0 PTRS 540	4.0 PTRS 733	2.0
	PTRS 630	3.0 PTRS 644	1.5 PTRS 665	3.5
	PTRS 648	3.0 PTRS 649	2.5 PTRS 655	2.5
	PTRS 642	5.0 PTRS 663	3.5 PTRS 680	3.0
	Elective	3.0 PTRS 610	3.0 PTRS 654	3.0
		PTRS 656	2.0 Elective	3.0
	4.5	18	16.5	17

Third Year

Fall	Credits Winter	Credits
PTRS 792	4.5 PTRS 793	4.5
	4.5	4.5

Total Credits 128

Decelerated 3.5 Year Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 532	4.0 PTRS 533	4.0 PTRS 507	3.0 PTRS 627	4.0
PTRS 530	4.0 PTRS 531	3.0 PTRS 639	2.0 PTRS 508	2.0
	PTRS 539	2.0 PTRS 624	3.0 PTRS 641	4.0
	8	9	8	10

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 534	3.0 PTRS 535	3.0 PTRS 620	4.0 PTRS 665	3.5
PTRS 600	4.0 PTRS 630	3.0 PTRS 663	3.5 PTRS 752	2.0
PTRS 613	0.5 PTRS 751	3.0 PTRS 644	1.5 PTRS 680	3.0
	PTRS 614	0.5 PTRS 615	0.5 PTRS 621	4.0
		PTRS 623	3.0 PTRS 616	0.5
	7.5	9.5	12.5	13

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 791	4.5 PTRS 622	4.0 PTRS 540	4.0 PTRS 733	2.0
	PTRS 648	3.0 PTRS 649	2.5 PTRS 654	3.0
	PTRS 642	5.0 PTRS 610	3.0 PTRS 655	2.5
	Elective	3.0 PTRS 656	2.0 Elective	3.0
	4.5	15	11.5	10.5

Fourth Year

Fall	Credits Winter	Credits
PTRS 792	4.5 PTRS 793	4.5
	4.5	4.5

Total Credits 128

Clinical Education

A strong history of comprehensive clinical education exists for our professional students. The clinical education for the DPT program is integrated into the didactic portions of the curriculum so that knowledge obtained in the classroom is readily put into practice. The DPT program has contracts with hundreds of clinical sites across the nation, representing all facets of professional practice. Students build confidence by participating in part-time integrated clinical experiences (ICEs) during the first year of the program and 33 weeks of full-time clinical experiences that offer various levels of acuity in different clinical environments.

Students may select from clinical sites that offer experiences with all ages across the life span and in a variety of environments including, but not limited to, acute care, pediatrics, adult rehabilitation, geriatrics, orthopedics, sports medicine and industrial and occupational rehabilitation.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Sciences Overview (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

Facilities

Teaching Facilities

Classes are held in lecture halls, classrooms, laboratories or in clinical and research facilities on the University City campus of Drexel University.

A brand new Health Sciences Building (HSB) is where the Department of Physical Therapy and Rehabilitation Sciences (PTRS) is located, along with other programs in the College of Nursing and Health Professions (CNHP) and the College of Medicine. PTRS has two state-of-the-art dedicated laboratories where the clinical components of the professional curriculum are taught. In these laboratories, equipment reflects current physical therapy practice and is part of a multi-disciplinary clinical learning and resource center. Included as part of the resource center is a standardized patient lab that utilizes paid actors to simulate various clinical situations while students' interactions with those "patients" are monitored by supervising faculty. This center provides a rich environment for student learning.

PTRS also maintains a human anatomy lab in the HSB where students dissect human cadavers during the first two terms of the program. Additional elective coursework may be conducted in the anatomy labs. The gross anatomy lab is a modern, fully equipped facility providing a state-of-the-art dissection laboratory with medical visualization technologies. The facility allows DPT students to focus on the anatomy most relevant to physical therapy while making relevant connections to clinical practice and integrating with other courses.

The DPT program uses its own faculty-staffed clinical sites as well as various clinical sites in the area to enhance the educational experience of the student. The department operates outpatient physical therapy sites in the Drexel Recreation Center on the University City campus and a pro-bono practice in the 11th Street Family Health Center. Students rotate through these facilities getting individualized mentoring while connecting classroom content with clinical practice. These experiences are in addition to the 33 weeks of full-time clinical education the student will experience throughout the curriculum.

The entire Drexel campus has wireless capability and all courses are linked to the learning platform, Blackboard Learn.

Research Facilities

The Department conducts hypothesis-driven research in biomechanics, motor control, neuromuscular plasticity, rehabilitation and functional outcomes, community-based practice and family-centered care across the lifespan. The research space is a large, multidisciplinary center in the Health Sciences Building close to classrooms and other clinical labs. The facilities include a gait and running lab and a human performance and aging lab each containing a motion capture system with in-floor force plates, neuromuscular performance labs equipped with custom-built force measuring systems, EMG system, electromagnetic motion tracking systems and an instrumented treadmill motion analysis lab.

Research is conducted via partnerships with organizations locally, nationally and internationally. Other departments involved in research in the College include Nutrition Sciences, Nursing, Counseling and Family Therapy and Creative Arts Therapies which provides fertile ground for collaboration. DPT students have the opportunity to work with faculty and PhD students on ongoing laboratory projects through elective coursework.

Physical Therapy DPT Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) Executive Director, DPT Program, Director, Doctor of Health Science in Rehabilitation Sciences Rehabilitation Programs. Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program. Clinical Professor. Orthopedics; sports medicine.

Noel Goodstadt, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) Director of Human Gross Anatomy, Director of Residency Programs. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Sarah Leuzzi, PT, DPT, CWS, MLT, FACCWS (*Temple University*). Adjunct Professor. Regional Vice President of Sales East Coast, American Medical Technologies; manual lymphatic drainage; wound care

Robert Maschi, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) Director, Graduate Programs in Health and Rehabilitation Sciences. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Lynette Montgomery, PT, PhD. Assistant Professor. Spinal Cord and Neuroscience.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Megan Schaefer, PT, DPT, Board-Certified Pediatric Clinical Specialist (*Temple University*) Director of Clinical Education . Clinical Professor. Health administration, cerebral palsy, pediatric neuromuscular and neurogenetic disorders, acute care pediatrics and early intervention.

Won Sung, PT, PhD (*Arcadia University; Drexel University*). Adjunct Professor. Orthopedic spine rehabilitation, movement coordination

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*) Coordinator, Professional Practice Lab. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) Chair, Department of Physical Therapy & Rehabilitation Sciences. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) Director of Experiential Learning. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Physician Assistant MHS

Major: Physician Assistant

Degree Awarded: Master of Health Science (MHS)

Calendar Type: Quarter

Minimum Required Credits: 117.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0912

Standard Occupational Classification (SOC) code: 29-1071

About the Program

The Drexel University Physician Assistant program provides graduates with a Master of Health Science degree and eligibility to sit for the Physician Assistant National Certifying Examination (PANCE).

A physician assistant (PA) is a primary health care provider who, when graduated from an accredited program, nationally certified and state-licensed, is eligible to practice medicine with the legal supervision of a physician.

PAs perform many duties including, but not limited to, physical examinations, diagnosis and treatment of illnesses, ordering and interpretation of lab tests, assisting in surgery, performing procedures and hospital rounds, prescribing medicines and providing patient education.

The mission of this program is to:

- Educate qualified primary care physician assistants.
- Improve health care delivery in rural and urban medically underserved areas.
- Promote the physician assistant profession.

Additional Information

For more information about this program, contact: paadmissions@drexel.edu

For more details about the program, visit the College of Nursing and Health Professions Physician Assistant (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) page.

Admission Requirements

The Drexel University Physician Assistant Program utilizes the Centralized Application Service for Physician Assistants (CASPA (<https://caspa.liasoncas.com/applicant-ux/#/login>)). All applicants must complete the CASPA application process and the application must be verified by CASPA no later than September 1st of the year prior to expected date of matriculation. Applicants may not apply directly to the Drexel University Physician Assistant Program. Applications made directly to the Office of Enrollment Management (Admissions) of Drexel University will not be processed.

- All applications must be verified by CASPA no later than September 1st.
- For the 2023-2024 application cycle (open April 27 - September 1, 2023) all prerequisites must be completed by the end of the fall semester. NOTE: Up to two (2) prerequisite courses may be incomplete at the time of application submission, but those courses must be completed by the end of the Fall 2023 term.

Application Prerequisites

- A bachelor's degree obtained from a regionally accredited US institution by the end of the spring term prior to fall matriculation is required. The equivalency of a bachelor's degree from a foreign institution is acceptable if verified on the WES evaluation.
- A minimum grade point average (GPA) of 3.0 is required for the following categories: overall total GPA and overall science GPA. Applications will not be reviewed unless the applicant has attained these minimum requirements at time of application.
- Meet the technical standards for admission, progression, and graduation from the Physician Assistant Program. Each applicant is expected to review completely the "Technical Standards for PA Program" PDF on the program webpage. Individuals unable to meet these technical standards, with or without reasonable accommodation, are counseled to pursue alternate careers.
- Official transcripts from all colleges and universities attended sent directly to CASPA.
- Non-United States-based educational institutional transcripts must be evaluated by World Education Service (WES). Evaluation fees are the responsibility of the applicant. Evaluations must be sent directly to CASPA.
- Three completed reference forms with accompanying letters of recommendation submitted as part of the official CASPA application. Preferred references are from individuals who have interacted with the applicant in a supervisory capacity or academic instructors who have personal knowledge of the applicant. Submission of references from friends, relatives, personal physicians, or instructors who do not possess a personal, supervisory knowledge of the applicants is discouraged.
- A personal statement recorded as part of the CASPA application.
- An applicant whose native language is not English must submit scores from the TOEFL iBT examination unless the applicant has graduated with a bachelor's degree from a U.S. college or university. The minimum required score for the iBT (Internet Based Testing) is 105 and a minimum score of

26 is required for the speaking component. Find more detailed information at <http://www.toeflgoanywhere.org/>. Scores must be submitted directly to CASPA.

- Meet the minimum prerequisite coursework as detailed in the "Admissions" tab of the program webpage.
- A minimum of 500 hours of clearly documented volunteer or paid direct hands-on patient care experience accrued by the time of application and recorded as part of the official CASPA application is required. Ensure that all hours are accurately reported. Applicants may list the same position in multiple sections in order to account for multiple experiences (patient contact, related health care, research, shadowing, etc.) accrued in the same position as long as each hour is not reported in more than one experience category. Please review the "Admissions" tab of the program webpage for more information regarding acceptable forms of patient care experience.
- Graduate Record Examination (GRE) scores are not required or considered.
- The Physician Assistant Program does not grant advanced standing.

Additional Information

For more details about the application process, visit the Physician Assistant Program's Admissions (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) webpage.

Degree Requirements

The intensive curriculum consists of professionally related coursework taken during a continuous period (the part-time option requires an additional calendar year) and gives students an understanding of both the health care system within which they will work and the functions appropriate to the role of the physician assistant. The curriculum is divided into a full year of didactic courses followed by an additional 15 months of supervised clinical practice.

Training begins with four quarters of didactic education which integrates patient interaction throughout. The clinical training phase consists of six (6) five-credit, five week clinical rotations in medicine, surgery, women's health, pediatrics, emergency medicine, and psychiatry. The clinical phase of the curriculum is completed on a full-time basis for both full and part-time students.

The final portion of the curriculum consists of two, 10.0 credit quarter-long, primary care practica (preceptorships). During the preceptorship phase, each student is assigned to two primary care sites for individualized clinical training with physician preceptors. Training sites during the clinical year are located throughout Pennsylvania and in other states. Students are expected to relocate during the clinical phase and are responsible for all associated financial costs, including transportation and living expenses.

The program is intensely challenging, both intellectually and physically, and requires stamina as well as personal and financial sacrifice on the part of the students. The program demands a high degree of integrity, self-sufficiency, motivation, and self-discipline, and highly developed study skills.

The Physician Assistant program utilizes electronic documentation and communications; therefore, all students are required to have laptop computers with Web access capability.

Contact the Physician Assistant Program (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) for more information on the sequencing for the part-time option.

Core Requirements

PA 540	Clinical Anatomy	5.0
PA 542	Patient Communication	2.0
PA 543	Ethical Issues in Physician Assistant Practice	2.0
PA 544	Clinical Assessment	5.0
PA 545	Physician Assistant Practice	1.0
PA 546	Health Policy for Physician Assistant Practice	2.0
PA 547	Evidence Based Medicine for Physician Assistants	3.0
PA 548	Principles of Medical Science I	2.0
PA 549	Principles of Medical Science II	2.0
PA 550	Principles of Medical Science III	2.0
PA 551	Pharmacology and Therapeutics I	3.0
PA 552	Pharmacology and Therapeutics II	2.0
PA 553	Pharmacology and Therapeutics III	2.0
PA 554	Biopsychosocial Issues in Patient Care	5.0
PA 556	Clinical Medicine I	5.0
PA 557	Clinical Medicine II	5.0
PA 558	Topics in Clinical Practice	5.0
PA 559	Clinical Skills I	2.0
PA 560	Clinical Skills II	2.0
PA 561	Clinical Skills III	4.0

Competency Assessment [†]

0.0-2.0

PA 570	Clinical Assessment Competency	
PA 571	Competency for Clinical Training	
Clinical Year Rotation Courses *		
PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0
Practicum		
PA 635	Primary Care Practicum I	10.0
PA 637	Primary Care Practicum II	10.0
Capstone Experiences		
PA 636	Graduate Project I	3.0
PA 638	Graduate Project II	3.0
Total Credits		117.0-119.0

- * The sequencing of the six clinical rotations will vary for individual students, but all students must complete all six rotations.
- + PA 570 and PA 571- These courses are provisional courses for students who need to assess skills upon return from a leave of absence.

Sample Plan of Study

Full-time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 540	5.0 PA 547	3.0 PA 549	2.0 PA 546	2.0
PA 542	2.0 PA 548	2.0 PA 552	2.0 PA 550	2.0
PA 543	2.0 PA 551	3.0 PA 554	5.0 PA 553	2.0
PA 544	5.0 PA 556	5.0 PA 557	5.0 PA 558	5.0
PA 545	1.0 PA 559	2.0 PA 560	2.0 PA 561	4.0
	15	15	16	15
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Clinical Phase *	PA 636	3.0 Rotation V	5.0 PA 635	10.0
Rotation I	5.0 Rotation III	5.0 Rotation VI	5.0 PA 638	3.0
Rotation II	5.0 Rotation IV	5.0		
	10	13	10	13
Third Year				
Fall	Credits			
PA 637	10.0			
	10			
Total Credits 117				

*Clinical Year Rotation Courses

The sequencing of the six clinical rotations will vary for individual students, but all students must take all six rotations.

PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0

Part-time Plan of Study

First Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 542	2.0 PA 546	2.0 PA 554	5.0 VACATION	
PA 543	2.0 PA 547	3.0		
PA 545	1.0			
	5	5	5	0

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 540	5.0 PA 548	2.0 PA 549	2.0 PA 550	2.0
PA 544	5.0 PA 551	3.0 PA 552	2.0 PA 553	2.0
	PA 556	5.0 PA 557	5.0 PA 558	5.0
	PA 559	2.0 PA 560	2.0 PA 561	4.0
	10	12	11	13

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Clinical Phase *	PA 636	3.0 Rotation V	5.0 PA 635	10.0
Rotation I	5.0 Rotation III	5.0 Rotation VI	5.0 PA 638	3.0
Rotation II	5.0 Rotation IV	5.0		
	10	13	10	13

Fourth Year (Part-Time)

Fall	Credits
PA 637	10.0
	10

Total Credits 117***Clinical Year Rotation Courses**

The sequencing of the six clinical rotations will vary for individual students, but all students must take all six rotations.

PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0

Physician Assistant Faculty

Ryan Clancy, MSHS, MA, PA-C (*The George Washington University*) Co-Director, *Clinical Education*. Assistant Clinical Professor. Assistant Clinical Instructor. Primary care, behavioral and occupational health

Courtney Ercole, MSW, MHS, PA-C (*Drexel University*). Assistant Clinical Professor. Primary Care

Ellen D. Feld, MD, FACP (*University of Cincinnati, College of Medicine*) *Medical Director*. Clinical Professor. Clinical medicine and ethical issues.

Juanita Gardner, MPH, PA-C (*Drexel University*). Assistant Clinical Professor. Pediatric clinical coordinator. Primary care and global health.

Julie Kinzel, MEd, PA-C (*Temple University*). Associate Clinical Professor. Long term care experiences, geriatrics, gastroenterology and liver disease.

Daniela C. Livingston, PA-C, MD (*Medical School, Bucharest, Romania; University of Washington, Seattle*). Assistant Clinical Professor. Pediatrics, primary care and working with underserved populations, with a special emphasis on preventative pediatrics.

Ann McDonough Madden, MHS, BS, PA-C (*Drexel University*) *Director of Clinical Education*. Associate Clinical Professor. Healthcare disparities, urban health.

Catherine Nowak, MS, PA-C (*Mercy College*) *Interim Department Chair, Program Director*. Associate Clinical Professor. Emergency Medicine and Primary Care Associate Program Director

Allison Rusgo, MHS, MPH, PA-C (*Drexel University*). Associate Clinical Professor. Emergency medicine, internal medicine, global health

Megan Schneider, MMS, MSPH, PA-C (*Arcadia University*). Assistant Clinical Professor. Emergency medicine, pathophysiology, clinical medicine

Charles Stream, MPH, PA-C (*George Washington University*). Associate Clinical Professor. Primary care, evidenced-based medicine

Michelle Umstead, MS, PA-C (*Philadelphia College of Osteopathic Medicine*). Clinical Instructor. Women's health.

Lena Ward, MHS, PA-C (*Drexel University*). Clinical Instructor. Internal medicine

Angelina Zebuski, MHS, PA-C (*Drexel University*). Clinical Instructor. Emergency Medicine.

Quality, Safety and Risk Management in Healthcare MS

Major: Quality, Safety and Risk Management in Healthcare

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

The MS in Quality, Safety, and Risk Management in Healthcare prepares students to lead organizational efforts that improve and monitor quality metrics, improve safety for both patients and staff and manage risks in a dynamic health-care environment.

This interdisciplinary patient safety and health-care quality master's program is designed for health-care professionals seeking to develop essential competencies to assess, monitor, and improve health-care outcomes in community-based care delivery settings, hospitals and other health-care organizations.

Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization.
- Ensuring that patient safety, risk and quality activities are aligned with the strategic goals of the organization.
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort.
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions.
- Assembling a team to ensure that the structure for patient safety, risk and quality activities maximizes legal protections while allowing for the flow of information across all functions.
- Coordinating process changes, data collection, data analysis, monitoring and evaluation.
- Evaluating the roles of patient safety, risk and quality as the organization's needs change.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Quality, Safety and Risk Management in Healthcare (<https://drexel.edu/academics/grad-professional-programs/cnhp/quality-safety-risk-management/>) webpage and on the Drexel University Online MS in Quality, Safety and Risk Management in Healthcare (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>) webpage.

Admission Requirements (MS)

- A Bachelor of Science degree from a regionally accredited institution of higher education
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references required from colleagues or supervisors who can attest to the applicant's knowledge, skill, and potential aptitude for graduate study
 - Letters of recommendations are waived for students with a 3.0 GPA or higher
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume
- Copies of any licensure and certification documents
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the U.S., Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

IPS 502	Advanced Ethical Decision Making in Health Care	3.0
IPS 503	Confronting Issues in Contemporary Health Care Environments	3.0
IPS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
LSTU 601	Health Care Quality, Patient Safety and Risk Management	4.0
LSTU 602	Patients and Privacy: HIPAA and Related Regulations	4.0

Total Credits **45.0**

Sample Plan of Study (MS)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 503	3.0 IPS 502	3.0 LSTU 602	4.0 LSTU 551	4.0
IPS 544	3.0 LSTU 601	4.0 RSCH 503	3.0 RSCH 504	3.0
	6	7	7	7

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 584	3.0 IPS 585	3.0 IPS 601	5.0
LSTU 600	4.0 IPS 587	3.0	
	7	6	5

Total Credits 45

Rehabilitation Sciences MHS

Major: Rehabilitation Sciences

Degree Awarded: Master of Health Science (MHS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 29-1123

Note - This program is not accepting applications for the 2023-24 Academic year.

About the Program

Individuals cannot enroll directly in the Master of Health Science in Rehabilitation Sciences program. Requirements for the degree completion include successful completion of 45.0 credit hours concluding with a case study or a clinical project.

Upon completion of the MHS program, graduates will be prepared to:

- Analyze the impact of injury or disease process on musculoskeletal or neuromuscular function within a specific population, including orthopedics, pediatrics and hand rehabilitation.
- Improve their practice through clinical decision-making that is consistent with concepts of health promotion, client-centered care and current best evidence.
- Facilitate the transfer of health care policy and research findings into clinical practice.
- Evaluate methods of service delivery and intervention strategies and procedures at individual and program levels.

- Serve effectively as clinical educators and consultants to consumers and colleagues.
- Engage in professional life-long learning and contribute to the field of rehabilitation.

Additional Information

For more information, visit the Department of Physical Therapy and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/departments/Physical-Therapy-and-Rehabilitation-Sciences/>) webpage.

Degree Requirements (MHS)

Core Requirements

RSCH 519	Introduction to Biostatistics	3.0
PTRS 650	Motor Control and Learning Rehabilitation	3.0
PTRS 651	Applied Tissue Biomechanics	3.0
PTRS 721	Teaching Concepts in Rehabilitation	3.0
PTRS 758	Evidence-Based Rehabilitation	4.0

Concentration

Students select a minimum of 16-18 credits in one of the following concentrations. 16.0-18.0

Hand and Upper Quarter Rehabilitation Concentration Options

PTRS 767	Foundations in Hand Therapy	
PTRS 768	Upper Quarter Joint Pathology	
PTRS 769	Nerve Injuries of the Upper Quarter	
PTRS 770	Diseases That Affect the Hand	

Pediatrics Concentration Options *

PTRS 740	Issues in Pediatric Health & Rehabilitation	
PTRS 760	Pediatric Decision Making	
PTRS 761	Pediatric Clinical Application	
PTRS 772	Selected Topics in Pediatrics	

Orthopedics Concentration Options *

PTRS 590	Advanced Musculoskeletal Anatomy	
PTRS 765	Spinal Rehabilitation	
PTRS 766	Extremity Rehabilitation	
PTRS 767	Foundations in Hand Therapy	
PTRS 768	Upper Quarter Joint Pathology	
PTRS 769	Nerve Injuries of the Upper Quarter	
PTRS 770	Diseases That Affect the Hand	
RHAB 763	Biomechanics in Rehabilitation	
RHAB 764	Biomechanics in Human Movement	
RHAB 765	Introduction to Movement Science	

Electives *

PTRS 612	Pharmacotherapeutics	
RHAB 825	Teaching Practicum II	
RHAB 1899	Independent Study	

Final Project

PTRS 786	MHS Final Project I	1.0-2.0
PTRS 787	MHS Final Project II	1.0-2.0

Total Credits

45.0-49.0

* Additional courses (as approved). Number of credits required for electives is dependent upon total credits in concentration selected. Contact the Rehabilitation Sciences Master of Health Science Program (<https://www.drexel.edu/cnhp/academics/departments/Physical-Therapy/>) for more details.

Facilities

Teaching Facilities and Resources

Classes are held in lecture halls, classrooms, laboratories or in clinical and research facilities on the University City campus of Drexel University. The Health Sciences Building (HSB) is where the Department of Physical Therapy and Rehabilitation Sciences (PTRS) is located along with other programs in the College of Nursing and Health Professions (CNHP) and the College of Medicine. PTRS has two state-of-the-art dedicated laboratories where the clinical components of the professional curriculum are taught. In these laboratories, equipment reflects current physical therapy practice and is part of a multi-disciplinary clinical learning and resource center. Included as part of the resource center is a standardized patient lab that utilizes paid actors

to simulate various clinical situations while students' interactions with those "patients" are monitored by supervising faculty. This center provides a rich environment for student learning.

PTRS also maintains a human anatomy lab in the HSB where students dissect human cadavers during the first two terms of the program. Additional elective coursework may be conducted in the anatomy labs. The gross anatomy lab is a modern, fully equipped facility providing a state-of-the-art dissection laboratory with medical visualization technologies. The facility allows DPT students to focus on the anatomy most relevant to physical therapy while making relevant connections to clinical practice and integrating with other courses.

The DPT program uses its own faculty-staffed clinical sites as well as various clinical sites in the area to enhance the educational experience of the student. The department operates outpatient physical therapy sites in the Drexel Recreation Center on the University City campus and a pro-bono practice in the 11th Street Family Health Center. Students rotate through these facilities getting individualized mentoring while connecting classroom content with clinical practice. These experiences are in addition to the 33 weeks of full-time clinical education the student will experience throughout the curriculum.

The entire Drexel campus has wireless capability and all courses are linked to the learning platform, Blackboard Learn.

Research Facilities

The Department conducts hypothesis-driven research in biomechanics, motor control, neuromuscular plasticity, rehabilitation and functional outcomes, community-based practice, and family-centered care across the lifespan. The research space is a large, multidisciplinary center in the Health Sciences Building close to classrooms and other clinical labs. The facilities include a gait and running lab and a human performance and aging lab each containing a motion capture system with in-floor force plates, neuromuscular performance labs equipped with custom-built force measuring systems, EMG system, and electromagnetic motion tracking systems, and an instrumented treadmill motion analysis lab.

Research is conducted via partnerships with organizations locally, nationally, and internationally. Other departments involved in research in the College include Nutrition Sciences, Nursing, Counseling and Family Therapy, and Creative Arts Therapy which provides fertile ground for collaboration. DPT students have the opportunity to work with faculty and PhD students on ongoing laboratory projects through elective coursework.

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) *Executive Director, DPT Program, Director, Doctor of Health Science in Rehabilitation Sciences Rehabilitation Programs*. Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine.

Noel Goodstadt, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, Graduate Programs in Health and Rehabilitation Sciences*. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*) Coordinator, *Professional Practice Lab*. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) Chair, *Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) Director of *Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

MSN: Clinical Nurse Leader Concentration

Major: Nursing: Clinical Nurse Leader Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 400 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

NOTE: No applications will be accepted for the 2023-2024 academic year. Please check back in summer 2024 for an update.

About the Program

The MSN Clinical Nurse Leader (CNL) track is designed to prepare nurses for an evolving advanced generalist role that incorporates advanced knowledge, skill and clinical expertise in an evidence- and quality-driven context. The CNL oversees care coordination of a distinct group of patients, is a resource for clinical decision-making and serves as lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning and implementing care directly with other healthcare professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists and nurse practitioners. The CNL is a leader in the healthcare delivery system across all settings in which healthcare is delivered. The program emphasizes the development of competencies related to the use of technology, evidence-based practice, customization of care, health team and interdisciplinary leadership and outcome and risk assessment.

This online master's program prepares nurses to function effectively in a quickly changing, increasingly complex clinical care environment. Students have the opportunity to develop advanced competencies and depth of knowledge as clinical nurse leaders. The program emphasizes evidence-based approaches to solve clinical problems, assessment and evaluation of nursing and healthcare outcomes, clinical decision-making, lateral care integration, clinically based leadership and the design of nursing care for clinical populations at the clinical unit or similar small system level.

Clinical practicum experiences include the development and management of a data-driven project which provides opportunities for students to deepen evidenced-base practice competencies in the management of clients' health care needs at the point of care. Precepted clinical experiences will include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management and service integration, and unit and interdisciplinary team leadership, as well as teaching and mentoring of staff.

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Clinical Nurse Leader (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Clinical-Nurse-Leader/>) (<http://www.drexel.edu/gradnursing/msn/advancedRoleMSN/clinNurseLeader/>) webpage and on the Drexel University Online MSN Clinical Nurse Leader (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-clinical/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
- RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>)
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:

- Why you are choosing this particular program of study
- Your plans upon completion of the certificate
- How your current work experience will enhance your experience in this program
- Curriculum vitae or resume
- Copy of Current U.S. RN license required
- Copies of any advanced practice nursing licensure and certification documents
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 574	Advanced Integrative Clinical Concepts	4.5
NUPR 664	The Economics and Business of Healthcare	4.5

Track Courses

NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
NURS 532	Evaluation of Health Outcomes	3.0
NUPR 602	Foundations for Clinical Nurse Leader	5.0
NURS 603	Clinical Nurse Leader Capstone Immersion I	5.0
NURS 604	Clinical Nurse Leader Capstone Immersion II	5.0

Total Credits		45.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 532	3.0 NUPR 664	4.5 NURS 544	3.0
NURS 502	3.0 RSCH 503	3.0 NURS 531	3.0 RSCH 504	3.0
	6	6	7.5	6

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 602	5.0 NURS 603	5.0 NURS 604	5.0 NURS 574	4.5
	5	5	5	4.5

Total Credits 45

MSN: Healthcare Simulation Concentration

Major: Nursing: Healthcare Simulation

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2213

Standard Occupational Classification (SOC) code: 11-9111

NOTE: No applications will be accepted for the 2023-2024 academic year. Please check back in summer 2024 for an update.

About the Program

The MSN in Healthcare Simulation program prepares nurses to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education, partnered with advanced education in patient safety, prepares students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Healthcare Simulation (<https://drexel.edu/cnhp/academics/graduate/Online-MSN-in-Healthcare-Simulation-Degree-Program/>) webpage and Drexel University Online MSN in Healthcare Simulation (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-healthcare-simulation/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume
- Copy of current United States RN license required
- Copies of any advanced practice nursing licensure and certification documents
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.
- International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0
IPS 621	Evaluation in Simulation-Based Education	3.0
IPS 622	Simulation Capstone	5.5
NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
NURS 591	Foundations of Healthcare Education	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0
Total Credits		46.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 IPS 617	4.5 IPS 618	3.0
NURS 591	3.0 NURS 544	3.0	RSCH 503	3.0
	6	6	4.5	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 619	3.0 IPS 585	3.0 IPS 620	3.0 IPS 622	5.5
RSCH 504	3.0 IPS 587	3.0 IPS 621	3.0	
	6	6	6	5.5

Total Credits 46

MSN: Nursing Education Concentration

Major: Nursing Education

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 25-1072

About the Program

The MSN: Nursing Education program prepares students to work as nursing educators, nursing faculty or nursing professors in all types of programs, at all levels, in a variety of settings. This unique program also instructs students on how to teach online, integrate simulation and use technology to teach nursing in innovative ways.

Currently, there is a severe and critical nursing faculty shortage in the United States. This program will prepare graduates to fill these faculty and educator positions in health care organizations through cutting-edge content and learning experiences that build the skills and competencies essential for today's nurse educators.

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and programs, critical thinking, both clinical and classroom techniques and the preparation for the role of the nursing professor. The program also includes opportunities to explore contemporary and leading-edge educational modalities. Knowledge and skills gained through this program are applicable in a variety of settings.

The practicum courses, which span over two quarters, allow students the opportunity to apply knowledge and demonstrate competence in the areas of nursing education and their clinical specialty under the supervision of a preceptor. The nursing education component of the practicum experience

allows students to apply what they have learned throughout the curriculum in either an academic or professional development setting depending on their professional career goals.

Participants complete a role practicum experience in teaching, providing ample opportunity to apply theory to practice. In addition, students are required to attend a three-day virtual simulation intensive experience via Zoom when enrolled in IPS 617: *Simulation in Healthcare Education*. The OCI is offered bi-annually

The MSN in Nursing Education prepares students to sit for the following exams:

- Certified Nurse Educator
- Certified Healthcare Simulation Educator® (upon completion of practice component)

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions MSN in Nursing Education webpage and on the Drexel University Online MSN in Nursing Education webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume.
- Copy of current United States RN license is required.
- Copies of any Advanced Practice Nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

About the Curriculum

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and programs, both clinical and classroom techniques, and the preparation for the role of the nursing professor. It combines theory, research and practice from the disciplines of education, management, and leadership. Knowledge and skills gained through this program are applicable in both the academic and clinical arenas.

Required Courses

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Required Track Courses

IPS 617	Simulation in Healthcare Education	4.5
NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
NURS 615	Assessment, Measurement and Evaluation	3.0
NURS 616	Teaching Methods in Nursing Education	3.0

Practicum

NUPR 618	Nursing Education Practicum I	3.0
NUPR 619	Nursing Education Practicum II	3.0

Support Course

NURS 574	Advanced Integrative Clinical Concepts	4.5
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Total Credits

45.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 613	3.0 NURS 615	3.0
NURS 591	3.0 NURS 606	3.0 RSCH 503	3.0 RSCH 504	3.0
	6	6	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 617	4.5 NUPR 618	3.0 NUPR 619	3.0
NURS 616	3.0 NURS 574	4.5 NURS 544	3.0
	7.5	7.5	6

Total Credits 45

MSN: Nursing Leadership in Health Systems Management Concentration

Major: Nursing: Nursing Leadership in Health Systems Management Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The MSN in Nursing Leadership in Health Systems Management program, designed for part-time attendance by working nurses, prepares students to become nursing leaders in today's rapidly changing health care environment. This online master's degree program will prepare students for a senior role in a dynamic and increasingly demanding health care environment.

The MSN program focuses on the development of a leadership style and the skillset essential for individuals in or seeking administrative roles, including:

- Fiscal and organizational management
- Strategic planning
- Integrated quality outcomes measurement
- Organizational structures
- Marketing
- Management of human resources within organizations

The program also provides the student with information and strategies to problem solve, make decisions, resolve conflict, address legal/ethical issues and operationalize the mission and goals of the health care delivery organization.

The MSN also requires 160 practicum hours over two quarters (20 weeks) that provide opportunities for students to further develop leadership skills for complex health care organizations.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions Nursing Leadership in Health Systems Management (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online Nursing Leadership in Health Systems Management (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA of less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students who have an undergraduate GPA of 3.0 or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the degree
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume.
- Copy of current U.S. RN license required.
- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show

proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

The program content addresses the four key areas of organizations: leading the human side of the enterprise, managing resources, managing operations, and managing information. Two threads are incorporated throughout all courses: the importance of professional image in written and live presentations and the use of technology to support and enhance management and care delivery outcomes.

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

PROJ 501	Introduction to Project Management	3.0
NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Practicum Courses

NURS 568	Practicum and Symposium in Healthcare Operations Management	3.0
NURS 569	Practicum and Symposium in Technology and Management of Information in Healthcare Organizations	3.0

Electives *

Total Credits		45.0
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* Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/CIT), with course number ranging from 500-699.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 PROJ 501	3.0 NURS 544	3.0
NURS 502	3.0 NUPR 663	4.5 RSCH 504	3.0 NUPR 665	4.5
	6	7.5	6	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 664	4.5 NURS 568	3.0 Elective	3.0
	Elective	4.5 NURS 569	3.0
	4.5	7.5	6

Total Credits 45

MSN "Bridge" Program

About the Program

Drexel University's RN-MSN "bridge" program is available for nurses who have a bachelor's degree in a field other than nursing and now wish to pursue an MSN degree. Applicants to this program must complete the admission process to the MSN program and seek initial advisement from the MSN program academic advisors. The bridge program is available only to students applying for the MSN Advanced Role programs—it is not available for students wishing to pursue an MSN Nurse Practitioner degree; however, to learn more about alternative pathways to becoming a nurse practitioner, contact the Graduate Nursing Division (see contact information below).

The graduate program department chair reviews the applicant's file for program eligibility, and prerequisites are established on an individual basis.

The "bridge" program consists of one undergraduate course. Individuals with extensive professional experience may request to waive the bridge course. The required "bridge course" in the MSN Advanced Role track is NURS 335 *Genetics and Genomics: Application to Nursing Practice* (4.5 quarter credits). This class is available entirely online and is delivered in a 10-week quarter-term session.

After successfully completing all requirements and admission to the MSN program, students progress directly into graduate-level courses. (Note: The BSN is not awarded in this program.)

Program Requirements

MSN pathway for nurses with a non-nursing BA or BS. RN license is required.

NURS 335

Genetics and Genomics: Application to Nursing Practice

4.5

Eligible MSN Programs

- MSN in Nursing Leadership in Health Systems Management (p. 80)
- MSN in Nursing Education (p. 78)
- MSN in Quality, Safety, and Risk Management in Healthcare (p. 86)
- MSN in Public Health Nursing (p. 84)
- **Nurse Practitioner programs are not eligible**

Additional Information

For more information about MSN Advanced Role track program, please contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

For more details about the program, please see the College's MSN "Bridge" program (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) webpage and the Drexel University Online MSN "Bridge" program (<http://www.drexel.com/online-degrees/nursing-degrees/rn-msn-bridge/>) webpage. If you are interested in earning both a BSN and MSN, consider enrollment in the Accelerated RN/BSN/MSN (<http://catalog.drexel.edu/undergraduate/collegeofnursingandhealthprofessions/nursingrnbsnmsn/>) program.

Admission Requirements (MSN)

- A bachelor's degree from a regionally accredited college or university.
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume
- Copy of current United States RN license required
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a bachelor's degree (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

MSN: Public Health Nursing Concentration

Major: Public Health Nursing

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 21-1094

About the Program

The Public Health Nursing concentration within the Master of Nursing degree programs prepares nurses to work independently and collaboratively to assess, investigate, analyze the determinants of health and prioritize health needs (medical and non-medical) in order to inform key stakeholders and policymakers and to guide professional practice. Graduates will be prepared to work effectively in interprofessional teams to develop, implement, manage and evaluate programs that address priority health needs.

As health care continues to evolve, there is an increased need for nurses trained in public health. Drexel University's online MSN in Public Health Nursing aims to meet that need, training you to use a systems-thinking clinical approach to advocate for resources and policies to improve the health of all populations, locally and globally. This is an interdisciplinary degree that provides the opportunity to take online courses through Drexel's College of Nursing and Health Professions as well as Drexel's Dornsife School of Public Health. This blend of nursing education and public health foundational knowledge culminates in a capstone project where you'll take what you've learned throughout the MSN Public Health Nursing program and apply it to a real-world public health issue.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions Public Health Nursing (<https://drexel.edu/cnhp/academics/graduate/MSN-in-Public-Health-Nursing/>) webpage and the Drexel University Online P ([http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/public Health Nursing](http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/public%20Health%20Nursing) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-public-health/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>)
- Cumulative GPA of 3.0.
 - Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- Curriculum vitae or resume.
- Copy of current United States RN license is required.

- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents, whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Public Health Courses

CHP 561	Overview of Issues in Global Health	3.0
HMP 505	Qualitative Data and Mixed Methods Analysis	3.0
PBHL 510	Public Health Foundations and Systems I	4.0
PBHL 511	Public Health Foundations and Systems II	4.0

Nursing Courses

IPS 511	Collaboration with Vulnerable Populations	3.0
NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
or EPI 570	Introduction to Epidemiology	
NURS 532	Evaluation of Health Outcomes	3.0
NURS 665	Advanced Nursing Practice in Population Health	5.0

Elective

Graduate Elective (Nursing* or Public Health**)		3.0
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Total Credits **46.0**

* Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/CIT), with course number ranging from 500-699.

** Public Health Electives can be any course with the prefix Community Health and Prevention (CHP), Biostatistics (BST), Environmental and Occupational Health (EOH), Epidemiology (EPI), Health Management and Policy (HMP), with a course number ranging from 500-699.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 531 or EPI 570	3.0 HMP 505	3.0
PBHL 510	4.0 PBHL 511	4.0 RSCH 503	3.0 RSCH 504	3.0
	7	7	6	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
CHP 561	3.0 IPS 511	3.0 NURS 665	5.0
NURS 544	3.0 NURS 532	3.0 Elective	3.0
	6	6	8

Total Credits 46

MSN: Quality, Safety, and Risk Management in Healthcare Concentration

Major: Quality, Safety, and Risk Management in Healthcare

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

The MSN in Quality, Safety and Risk Management in Healthcare program draws from multiple disciplines. It's ideal for working nurses who want to improve patient outcomes, reduce mortality rates and create positive change in patient care.

The interdisciplinary patient safety and health care quality Master of Science in Nursing program focuses on helping build key competencies. Students will learn how to enhance and monitor quality metrics, further safety for both patients and staff and manage risks in a dynamic health care and nursing environment. Plus, the format enables students to learn and collaborate as they would in practice.

Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization
- Ensuring that the patient safety, risk and quality activities are aligned with the strategic goals of the organization
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving the patient safety, risk and quality functions
- Assembling a team to ensure that the structure for patient safety, risk and quality activities maximizes legal protections while allowing for the flow of information across all functions
- Coordinating process changes, data collection, data analysis, monitoring and evaluation
- Evaluating the roles of patient safety, risk and quality as the organization's needs change

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Quality, Safety, and Risk Management in Healthcare (<https://drexel.edu/cnhp/academics/graduate/MSN-Quality-Safety-Risk-Management-Healthcare/>) webpage and on the Drexel University Online MSN in Quality, Safety, and Risk Management in Healthcare (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-quality-safety-risk/>) webpage.

Admission Requirements (MSN)

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:

- Why you are choosing this particular program of study
- Your plans upon completion of the certificate
- How your current work experience will enhance your experience in this program
- Curriculum vitae or resume.
- Copy of current United States RN license is required.
- Copies of any advanced practice nursing licensure and certification documents
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
LSTU 601	Health Care Quality, Patient Safety and Risk Management	4.0
LSTU 602	Patients and Privacy: HIPAA and Related Regulations	4.0

Total Credits **45.0**

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 LSTU 601	4.0 LSTU 602	4.0 LSTU 551	4.0
NURS 544	3.0 NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0
	6	7	7	7

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 584	3.0 IPS 585	3.0 IPS 601	5.0
LSTU 600	4.0 IPS 587	3.0	
	7	6	5

Total Credits 45

MSN: Adult-Gerontology Acute Care Nurse Practitioner

Major: Nurse Practitioner, Adult-Gerontology Acute Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 57.0 quarter credits; 800 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program is designed to prepare practitioners for professional practice in the management of medical, surgical and critical care adult patient populations. Concurrent theory and clinical courses provide a knowledge base for the management of adults and older adult acute, critical and complex chronic healthcare conditions. Clinical practicum rotations allow students to put the principles they have learned into practice in medical, surgical and critical care settings. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based specialty services and intensive care settings. Graduates are eligible to sit for the AACN and/or ANCC's Adult-Gerontology Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty, as well as the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage and on the Drexel University Online MSN Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-acnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 554	Pharmacology for Adult-Gerontology Acute Care Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 570	Adult Gerontology Acute Care NP I: Introduction to Adult Gerontology Acute Care Medicine	5.0
NURS 571	Adult Gerontology Acute Care Nurse Practitioner II: Mgnt/Care of Patients in Acute/Crit Care Med Set	5.0
NURS 572	Adult Gerontology Acute Care Nurse Practitioner III: Mgnt/Care of Patients in Acute Surgical Setting	5.0
NURS 573	Adult Gerontology Acute Care NP IV: Management of Care of Patients in Critical Care Settings	5.0

NURS 580	Adult Gero Acute Care NP V: Mgmt/Care of Clients in Acute, Critical Care, Med or Surg Settings	5.0
Elective		3.0
Total Credits		57.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 544	3.0 NURS 548	3.0 NURS 549	3.0
NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 NURS 554	3.0 NURS 550	4.0 NURS 570	5.0
		NURS 664	1.0	
	3	3	5	5

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 571	5.0 NURS 572	5.0 NURS 573	5.0 NURS 580	5.0
	5	5	5	5

Total Credits 57

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

MSN: Adult-Gerontology Primary Care Nurse Practitioner

Major: Nurse Practitioner, Adult-Gerontology Primary Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Program (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

One of the major health care challenges of the 21st century will include the delivery of quality, comprehensive, cost-effective care for a rapidly increasing number of older adults. With the elderly population in the U.S. expected to double—if not triple—by 2030, it is imperative that there is an educated workforce of health professionals able to deliver high-quality and appropriate care to the adult and older-adult population. In response to this need, Drexel University has developed an Adult-Gerontology Primary Care Nurse Practitioner (AGPC) program. The AGPC cares for individuals (aged 13 years and above) across the lifespan to promote maximal health, reduce risks and manage acute, chronic and complex health conditions. The AGPC is specifically trained to focus on health and wellness, disease prevention and quality of life in the aging population. The purpose of our AGPC program is to educate and prepare competent and compassionate AGPC graduates to provide comprehensive, quality and cost-effective care founded in evidence-based practice to adults across the lifespan on the continuum of health and illnesses.

All graduates will be eligible to sit for the certification exam as an adult-gerontology primary care nurse practitioner through the American Academy of Nurse Practitioners (AANP) and/or American Nurses Credentialing Center (ANCC).

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Additional Information

For more information about this program, contact:

Graduate Nursing Division CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Primary-Care/>) webpage and the Drexel University Online MSN Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-agnp/>) (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 641	Advanced Pharmacology for Adult-Gerontology Primary Care Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 660	Adult-Gero Primary Care I: Introduction to Adult-Gero Primary Care and Care of the Young-Adult	5.0
NURS 661	Adult-Gerontology Primary Care II: Management and Care of Adult Patients in Primary Care	5.0
NURS 662	Adult-Gerontology Primary Care III: Management of the Older-Adult Patient in Primary Care	5.0
NURS 663	Adult-Gerontology Primary Care IV: Gerontology Management and Care	5.0

Elective		3.0
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Total Credits		52.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0 NURS 549	3.0
NURS 502	3.0 NURS 544	3.0 NURS 548	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 NURS 641	3.0 NURS 550	4.0 NURS 660	5.0
		NURS 664	1.0	
	3	3	5	5

Third Year

Fall	Credits Winter	Credits Spring	Credits
NURS 661	5.0 NURS 662	5.0 NURS 663	5.0
	5	5	5

Total Credits 52

MSN: Family/Individual Across the Lifespan Nurse Practitioner

Major: Nurse Practitioner, Family/Individual Across the Lifespan
Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 56.0 quarter credits; 720 clinical hours

Co-op Option: None

Classification of Instructional (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) online program focuses on the application of advanced-practice nursing knowledge—including physical, psychosocial and environmental assessment skills—to manage common health and illness problems of clients of all ages and their families. It emphasizes health promotion and disease prevention. Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry, the armed services, public health departments, correctional institutions and home health agencies. Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Family/Individual Across the Lifespan Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Family-Individual-Across-Lifespan/>) webpage and on the Drexel University Online MSN in Family/Individual Across the Lifespan Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-fnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 556	Pharmacology for Family Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0
NURS 538	FNP V: Integrative Practicum in Family Practice Across the Lifespan	4.0

Elective

Total Credits		56.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 549	3.0 Elective	3.0
NURS 544	3.0 RSCH 503	3.0 RSCH 504	3.0	
	6	6	6	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548	3.0 NURS 556	3.0 NURS 550	4.0 NURS 534	5.0
		NURS 664	1.0	
	3	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 536	5.0 NURS 537	5.0 NURS 538	4.0
	5	5	5	4
Total Credits 56				

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

Family/Individual Across the Lifespan with Emergency Specialization Nurse Practitioner

Major: Nurse Practitioner, Family/Individual Across the Lifespan with Emergency Specialization

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 63.0 quarter credits; 1,140 clinical hours

Co-op Option: None

Classification of Instructional (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 25-1072, 29-1141

About the Program

The Family/Individual Across the Lifespan with Emergency Specialization program focuses on applying advanced-practice nursing knowledge—including physical, psychosocial and environmental assessment skills—to manage common health and illness problems of clients of all ages and their families in primary and emergency care settings. It emphasizes health promotion and disease prevention.

Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry, the armed services, public health departments, correctional institutions and home health agencies. Emergency nurse practitioners primarily practice across the emergency care continuum. This rigorous program provides the education and skills necessary to function as a competent nurse practitioner and leader in primary care and emergency care populations. In addition to preparing students for the primary care role across the lifespan, this program prepares students with the diagnostic and therapeutic procedures skills specific to the emergency care setting.

Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination. In addition, graduates are eligible to sit for the AANP's Emergency Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On Campus Intensive (OCI) learning experiences, simulation and evaluation. OCI visits occur 2-3 times during the clinical portion of the program and range from 2-3 days. *Mandatory on-campus visits each quarter are essential to students transitioning into the NP role.*

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty as well as the opportunity to collaborate with peers.

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions (<https://drexel.edu/cnhp/>) webpage and the Drexel University Online (<https://www.online.drexel.edu/>) webpage.

Admission Requirements

- A bachelor's degree in Nursing from a program fully accredited by NLN and/or CCNE is required for all applicants with a cumulative GPA of at least 3.0.
- 1-2 years experience in ED, critical care, urgent care, trauma experience as an RN or APRN. ACLS, BLS, PALS required.
- Two professional references required from previous or current supervisors, managers, nursing faculty members or providers who can attest to applicant's clinical knowledge, skill and potential aptitude for graduate study. References will not be accepted from colleagues or family members.
- An unrestricted United States RN license or eligibility for licensure as a registered nurse.
 - An unrestricted Pennsylvania RN license or eligibility for licensure in the State of Pennsylvania is required, regardless of the state in which the student resides.

Degree Requirements

Nurse Practitioner Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Nurse Practitioner Support Courses

NURS 548	Advanced Pathophysiology	3.0
NUPR 600	Advanced Pharmacotherapeutics	5.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Family/Individual Across the Lifespan Nurse Practitioner Concentration Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0

Emergency Nurse Practitioner Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0
NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0

Total Credits **63.0**

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 548	3.0 NUPR 600	5.0 RSCH 504	3.0
NURS 544	3.0 RSCH 503	3.0	NURS 502	3.0
	6	6	5	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 550	4.0 NURS 536	5.0 NURS 537	5.0 NURS 534	5.0
NURS 664	1.0			
	5	5	5	5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 673	5.0 NURS 674	5.0 NURS 675	5.0
	5	5	5	5

Total Credits 63

MSN: Pediatric Acute Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Acute Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 57.0; 800 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The online Pediatric Acute Care Nurse Practitioner (PNP-AC) program is designed to prepare practitioners for professional practice in the management of medical, surgical and critical care pediatric patient populations. Concurrent theory and clinical courses provide a knowledge base for the management of pediatric complex acute, critical and chronic healthcare conditions. Clinical practicum rotations allow students to put the principles they have learned into practice in medical, surgical and critical care settings. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based emergency or intensive care settings to specialty-based practices. Graduates are eligible to sit for the PNCB's Pediatric Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Pediatric Acute Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Acute-Care/>) webpage and on the Drexel University Online MSN Pediatric Acute Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-pacnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Elective **3.0**

Total Credits **57.0**

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0 Elective	3.0
NURS 502	3.0 NURS 544	3.0 NURS 548	3.0	
	6	6	6	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	3	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5
Total Credits 57				

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

MSN: Pediatric Primary Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Primary Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The online Pediatric Primary Care Nurse Practitioner (PNP) program is directed toward preparing nurse practitioners who will take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health care environment. The program emphasizes evidence-based practice, interdisciplinary collaboration and critical use of evolving technology in the care of children and their families. While most pediatric nurse practitioners practice in primary care settings, the continuum of child health care spans the geographic settings of home care, ambulatory care, specialty care, urgent care and rehabilitative care.

Pediatric primary care nurse practitioners provide advanced nursing care across the continuum of health care services to meet the specialized physiologic and psychological needs of patients from infancy through adolescence and have competencies to manage well-child care as well as complex, acute and chronic health care conditions within a family-centered health care model. Graduates are eligible to sit for the ANCC's Pediatric Primary Care Nurse Practitioner Examination and/or the PNCB's Pediatric Primary Care Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Pediatric Primary Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Primary-Care/>) webpage and on Drexel University Online's MSN Pediatric Primary Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-ppcnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Concentration Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 648	PNP IV: Primary Care of Children with Special Health Care Needs	5.0

Elective		3.0
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Total Credits		52.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0 NURS 548	3.0
NURS 502	3.0 NURS 544	3.0 Elective	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	3	3	5	5

Third Year

Fall	Credits Winter	Credits Spring	Credits
NURS 643	5.0 NURS 647	5.0 NURS 648	5.0
	5	5	5

Total Credits 52

MSN: Pediatric Primary Care and Pediatric Acute Care Dual Option Nurse Practitioner

Major: Nurse Practitioner, Pediatric Primary Care and Pediatric Acute Care

Degree Awarded: Master of Science

Calendar Type: Quarter

Minimum Required Credits: 62.0 credits; 1000 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program at Drexel University will prepare the pediatric nurse practitioner to perform acts of medical diagnosis and treatment through didactic lectures, problem-based learning, clinical practice hours, standardized patient experiences and high-fidelity simulation.

This innovative dual-option track coincides with the new models of health care delivery and the increasing demand for PNP's to provide care for children and their families across the entire continuum of health and illness, including acute critical conditions. The clinical practice settings for the dual certification track option provide students with a mixed inpatient/outpatient experience ranging from specialty clinics to primary care settings. Diverse clinical settings provide supervised clinical hours to allow the student advanced practitioner to perform advanced physical assessment, critical thinking, diagnostic reasoning and management of care in collaboration with licensed physicians and APNs in accredited institutions. Students graduating from this track will be eligible to sit for both the Pediatric Primary Care and the Pediatric Acute Care Board Certifications through the PNCB.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Dual-Program/>) webpage and on the Drexel University Online MSN Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-ppacnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Elective		3.0

Clinical Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Total Credits

62.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0 NURS 548	3.0
NURS 502	3.0 NURS 544	3.0	Elective	3.0
	6	6	3	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	3	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5
Fourth Year				
Fall	Credits			
NURS 647	5.0			
	5			

Total Credits 62

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

MSN: Psychiatric Mental Health Nurse Practitioner

Major: Nurse Practitioner, Psychiatric Mental Health

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 58.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares practitioners to provide a wide range of services to patients across the lifespan and their families. The program of study is based on a biopsychosocial model of care and includes the study and application of diagnostic and treatment modalities and theories and approaches to practice. Graduates of this program practice in a wide variety of settings as this program enables them to provide direct (assessment and intervention) and indirect (consultation, case management and supervision) advanced practice services to individuals who are at risk and those who need mental health services. Graduates are eligible to sit for the ANCC's Psychiatric Mental Health Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Psychiatric Mental Health Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Psychiatric-Mental-Health/>) webpage and on Drexel University Online's MSN Psychiatric Mental Health Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-np/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 555	Psychopharmacology Across the Lifespan	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 592	PMHNP I: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology I	5.0
NURS 593	PMHNP II: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology II	5.0
NURS 594	PMHNP III: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology III	5.0
NURS 595	PMHNP IV: Adv Mental Hlth NP Management and Care of Clients in Diverse Pop Across the Lifespan	5.0

Elective

3.0

Total Credits

52.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 544	3.0 Elective	3.0
NURS 549	3.0 NURS 548	3.0 RSCH 503	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 504	3.0 NURS 555	3.0 NURS 550	4.0 NURS 592	5.0
		NURS 664	1.0	
	3	3	5	5

Third Year

Fall	Credits Winter	Credits Spring	Credits
NURS 593	5.0 NURS 594	5.0 NURS 595	5.0
	5	5	5

Total Credits 52

MSN: Women's Health/Gender Related Nurse Practitioner

Major: Nurse Practitioner, Women's Health/Gender Related

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 55.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Women's Health/Gender Related Nurse Practitioner track offers didactic and clinical education via distance learning and concurrent clinical preceptorships. The courses offered throughout the track reflect the competencies and skill sets required for today's women's health nurse practitioner as knowledge expands, health care systems evolve, technology advances and practice changes in response to current needs and evidence-based research. Additionally, this track offers the opportunity for students to work in transdisciplinary simulated scenarios to promote a better understanding and respect of discipline-specific roles, improve existing communication and collaboration within disciplines and initiate teamwork development in order to promote patient safety and high-quality patient care. Graduates are eligible to sit for the NCC's Women's Health/Gender Related Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Women's Health/Gender Related Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Womens-Health-Gender-Related/>) webpage and on the Drexel University Online MSN in Women's Health/Gender Related Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/womenshealthnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
NURS 680	Primary Care for Women's Health	3.0
NURS 682	Pharmacology for the Women's Health Nurse Practitioner	3.0

Clinical Concentration Courses

NURS 690	WHNP I: Mngmnt & Care of the Common Gyn and Gender Related Issues throughout the Lifespan	5.0
NURS 691	WHNP II: Mngmnt & Care of the Complex Gyn and Gender Related Issues of Women throughout the Lifespan	5.0
NURS 692	WHNP III: Management & Care of the Low Risk Obstetrical and Post Partum Needs of Women and Families	5.0
NURS 693	WHNP IV: Mngmnt & Care of the High Risk Obstetrical and Post Partum Needs of Women and Families	5.0

Elective **3.0**

Total Credits **55.0**

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 RSCH 504	3.0 Elective	3.0
NURS 544	3.0 RSCH 503	3.0 NURS 549	3.0	
	6	6	6	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548	3.0 NURS 680	3.0 NURS 550	4.0 NURS 690	5.0
	NURS 682	3.0 NURS 664	1.0	
	3	6	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 691	5.0 NURS 692	5.0 NURS 693	5.0	
	5	5	5	
Total Credits 55				

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

Nursing: MSN-PhD Joint Degree Program

Major: Nursing

Degrees Awarded: Master of Science in Nursing (MSN) and Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 91.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3808

Standard Occupational Classification (SOC) code: 29-1141

About the Program

NOTE: This program is not accepting applications for the 2023-2024 academic year. Periodic program updates will be posted as available on the College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/overview/>) website.

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing, a research-based program, which aims to prepare nurse researchers to design, conduct and lead research studies as nurse scientists. The objective of the Joint MSN/PhD in Nursing is to prepare nurse scientists early in their professional career to ensure they have a longer trajectory upon which to make substantive and sustained contributions to the body of knowledge for the discipline of nursing and thereby improve health services for those who receive nursing care. Students are expected to plan and launch an independent program of research, seek needed support for initial phases of the research program and begin to involve others (i.e., students, clinicians and other researchers) in their activities.

The full-time on-campus program of study prepares the nurse generalist for a dual degree: the MSN in one of the advanced role tracks (current examples include, but are not limited to: *Nursing Education*; *Nursing Leadership in Health Systems Management*; *Quality, Safety & Risk Management*) and the PhD. In addition to structured coursework, students work closely with faculty advisors to develop an individualized program of study that allows for an in-depth exploration of a clinical specialty related to their research interests. The program of study builds upon a research mentorship model which recognizes that research skills are learned most effectively by working with a faculty advisor who provides opportunities to use the tools to conduct research, design and execute original research within a focused program of study.

Innovation, leadership and interdisciplinary collaboration are strong educational values that are reflected in the Drexel University strategic plan. The PhD in Nursing program represents leadership in the field, with interdisciplinary collaboration as core administrative and curricular values basic to its philosophy and epistemology. Innovation is also central to this doctoral program as evidenced in its curriculum and research philosophy.

Additional Information

For more information, contact:

Anna Pohuly, Executive Assistant; Nursing and Student Affairs
College of Nursing and Health Professions
60 N. 36th Street
Health Sciences Building, Room 11E49
Philadelphia, PA 19104
Phone: 267-359-5872
ap469@drexel.edu

Admission Requirements

Criteria for admission include:

- GPA of 3.5
- GRE scores
- OREs (and TOEFLs, international)
- Letters of recommendation (3)
- Articulation of research interests, career goals and insight into important issues in the profession in essays professional accomplishments
- Fit with faculty research interests and expertise

Applicants must possess a bachelor's degree in nursing prior to enrollment. Applicants who have not yet earned a BSN degree and/or hold a license to practice professional nursing will be admitted provisionally and cannot matriculate in the program until the BSN and/or the RN license is obtained.

Degree Requirements

The Joint MSN/PhD in Nursing curriculum requires a minimum of 91.0 quarter credits of course work plus qualifying examination, dissertation proposal defense (candidacy examination) and dissertation completion. Of the 91.0 credits, 45.0 credits are required for completion of the MSN, and 46.0 credits for the PhD in Nursing as follows: 9.0 credits in advance role, 30.0 credits in MSN track specific courses and practicum, 6.0 credits in epidemiology, 21.0

credits in nursing science, 12.0 credits in interdisciplinary analytic skills, and 6.0 credits in health professions education. In addition, there are elective courses that form the student's field of concentration related to their clinical specialty and dissertation research (4.0 credits minimum).

These elective courses can be taken anywhere within the university but must be approved by the student's advisor and the Doctoral Curriculum Committee in advance of taking these courses. The student files a plan of study outlining courses for completion of the MSN in the winter of the first year, and a plan of study outlining courses for completion of the PhD in the winter of the second year, which is approved by the Doctoral Curriculum Committee.

Program Requirements

MSN Courses

Core Courses

EPI 570	Introduction to Epidemiology	3.0
EPI 572	Design and Analysis of Epidemiological Studies	3.0
NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Advanced Role Core Courses (Required courses for one of the following MSN advanced role tracks: Innovation, Clinical Nurse Leader, Clinical Trials, Leadership & Management) **30.0**

PhD Courses

Nursing Science

NURS 803	Doctoral Seminar: Scientific Integrity	1.0
NURS 804	Doctoral Seminar: Creating Intellectual Community	1.0
NURS 805	Doctoral Seminar: Grantsmanship	1.0
NURS 806	Scientific Appraisal and Knowledge Development	3.0
NURS 819	Qualitative Research Methods in Nursing Inquiry	3.0
NURS 820	The Science of Therapeutics	3.0
NURS 863	Mixed-Methods Research	3.0

Analytic Skills

RSCH 813	Measurement Theory in Healthcare	3.0
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Health Professions Education

NHP 762	Health Professional Education	3.0
NHP 822	Teaching Practicum	3.0

Elective

3.0

Dissertation - Total credits will vary. Minimum of 4 credits required.

NURS 989	Dissertation	4.0-9.0
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Total Credits

76.0-81.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

MSN courses will vary by track. The following sample plan of study includes courses for the MSN in Innovation.

First Year

Fall	Credits Winter	Credits Spring	Credits
NURS 500	3.0 EPI 570	3.0 EPI 572	3.0
NURS 586	3.0 NURS 587	3.0 NURS 806	3.0
NURS 800	3.0 NURS 801	3.0 RSCH 504	3.0
	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 819	3.0 NURS 564	3.0 NURS 502	3.0
PROJ 501	3.0 RSCH 770	3.0 NURS 803	1.0
RSCH 813	3.0 RSCH 811	3.0 PROJ 502	3.0
		RSCH 812	3.0
	9	9	10

Third Year

Fall	Credits Winter	Credits Spring	Credits
INFO 648	3.0 NURS 652	6.0 INFO 731	3.0
NURS 544	3.0 NURS 863	3.0 NURS 820	3.0

NURS 804	1.0	NURS 861	3.0
NURS 805	1.0		
NURS 989	1.0		
	9	9	9
Fourth Year			
Fall	Credits Winter	Credits Spring	Credits
NURS 989	1.0-4.0 NHP 762	3.0 NHP 822	3.0
	NURS 989	1.0 NURS 989	1.0
	1-4	4	4

Total Credits 91-94

Nursing Leadership in Health Systems Management MSN / Business Administration MBA

Major: Nursing and Business Administration

Degrees Awarded: Master of Science in Nursing (MSN) and Master of Science in Business Administration (MBA)

Calendar Type: Quarter

Minimum Required Credits: 82.0

Co-op Option: None

MSN Classification of Instructional Programs (CIP) code: 51.0702

MSN Standard Occupational Classification (SOC) code: 11-3013

MBA Classification of Instructional Programs (CIP) code: 51.0201

MBA Standard Occupational Classification (SOC) code: 11-1021

About the Program

The Drexel Online dual MSN in Nursing Leadership in Health Systems Management/Master's Degree in Business Administration (MBA (<https://www.lebow.drexel.edu/academics/graduate/mba/>)) program prepares nurses for a senior leadership role in a fast-changing, increasingly demanding healthcare environment. Designed for part-time attendance by working nurses, this program teaches graduates to solve problems, make decisions, resolve conflict, address legal/ethical issues and operationalize the mission and goals of the health care delivery organization. Our flexible curriculum allows you to master the fundamentals of nursing leadership, all while maintaining your busy schedule and earning your degree on your own time. Drexel University's world-renowned faculty will help you develop and utilize these skills immediately in the workplace.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel's College of Nursing and Health Professions Nursing Leadership in Health Systems Management MSN/ Business Administration MBA (<https://drexel.edu/cnhp/academics/graduate/MSN-MBA/>) (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-mba/>) Nursing Leadership in Health Systems Management (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/>) MSN/ Business Administration MBA (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-mba/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE)
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA of less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study
 - Letters of recommendation are waived for students who have an undergraduate GPA of 3.0 or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:

- Why you are choosing this particular program of study
- Your plans upon completion of the degree
- How your current work experience will enhance your experience in this program
- Curriculum vitae or resume
- Copy of current U.S. RN license required
- Copies of any Advanced Practice Nursing licensure and certification documents
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.
- International applicants must possess a BSN (or its equivalent) and current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

PROJ 501	Introduction to Project Management	3.0
NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Practicum Courses

NURS 568	Practicum and Symposium in Healthcare Operations Management	3.0
NURS 569	Practicum and Symposium in Technology and Management of Information in Healthcare Organizations	3.0

MSN Electives

MSN Electives (7.5 total, 6.0 credits of which are satisfied by MBA Electives) *		1.5
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MBA Requirements

ACCT 510	Essentials of Financial Reporting	2.0
BLAW 510	Analyzing Legal Options in Decision-Making	2.0
BSAN 601	Business Analytics for Managers	3.0
ECON 601	Managerial Economics	3.0
FIN 601	Corporate Financial Management	3.0
MGMT 520	Strategy Analysis	2.0
MGMT 530	Managing and Leading the Total Enterprise	2.0
MGMT 770	MBA Capstone	2.0
MKTG 510	Marketing Strategy	2.0
ORGB 511	Leading in Dynamic Environments: A Personal, Relational, and Strategic Approach	3.0
POM 510	Operations and Supply Chain Management	2.0

Experiential Requirement-Select one course (3.0 credits satisfied by NURS 568)

BUSN 615	Graduate Internship	
INTB 790	International Business Seminar and Residency	
MGMT 680	Leading for Innovation	
MGMT 715	Business Consulting	
MIS 652	Business Agility and IT	
ORGB 640	Negotiations for Leaders	
TAX 715	Tax Experiential Learning	

MBA Free Electives (3.0 credits satisfied by NURS 569) **		8.0
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Concentration	9.0
Total Credits	82.0

* Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/ CIT), with course number ranging from 500-699.

** MBA Graduate Credits include courses in Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), Interdisciplinary Business (INDS), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with a course number range between 500-799 or other approved course at the graduate level.

Students selecting a concentration can choose from the following:

Business Analytics Concentration

Select three of the following	9.0
MIS 612	Aligning Information Systems and Business Strategies
MIS 630	Inter-Active Decision Support Systems
MIS 632	Database Analysis and Design for Business
MKTG 606	Customer Analytics
MKTG 607	Marketing Experiments
OPR 601	Managerial Decision Models and Simulation
POM 645	Supply Chain Analytics
STAT 610	Statistics for Business Analytics
STAT 632	Datamining for Managers
STAT 645	Time Series Forecasting
STAT T680	Special Topics in STAT
Total Credits	9.0

Corporate Sustainability and Social Impact Concentration

Choose three from the following	9.0
BLAW 620	Legal Aspects of Employment
FIN 610	Corporate Governance
FIN 615	Environmental and Social Issues in Finance
INDS T680	Special Topics in Interdisciplinary Business
MGMT 670	Business Ethics
MGMT 676	Sustainability and Value Creation
MKTG 654	Corporate Brand & Reputation Management
ORGB T680	Special Topics in ORGB
POM 642	Sustainable Supply Chain Management and Logistics
SMT 606	Social Issues in Sport
Total Credits	9.0

Finance Concentration

Select three of the following:	9.0
FIN 602	Advanced Financial Management
FIN 605	Business Valuation
FIN 610	Corporate Governance
FIN 615	Environmental and Social Issues in Finance
FIN 622	Financial Institutions & Markets
FIN 624	Risk Management
FIN 626	Investment Management
FIN 635	Entrepreneurial Finance
FIN 639	FinTech
FIN 645	Behavioral Finance
FIN 648	International Financial Management
FIN T680	Special Topics in Finance
Total Credits	9.0

Effective Leadership Concentration

Choose three of the following

9.0

MGMT 660	Leading the Digital Supply Chain
MGMT 670	Business Ethics
MGMT 676	Sustainability and Value Creation
ORGB 620	Leading Virtual Teams
ORGB 640	Negotiations for Leaders

Total Credits

9.0

Marketing Concentration

Select three of the following, of which two MUST be from MKTG (any course with MKTG subject code and course number between 600-699) :

9.0

MKTG Course 600-699	
BLAW T680	Special Topics in Legal Studies
ECON 540	Intro to Econometrics and Data Analysis
ECON 610	Microeconomics
INTB 620	International Business Management
MGMT 655	Knowledge Management
MIS 624	Systems Analysis & Design
MIS 632	Database Analysis and Design for Business
OPR 601	Managerial Decision Models and Simulation
POM 610	Supply Chain Management I
STAT 634	Quality & Six-Sigma
STAT 645	Time Series Forecasting

Total Credits

9.0

Strategic Technology & Innovation Management Concentration

Required Courses

MGMT 602	Innovation Management	3.0
MGMT 603	Technology Strategy	3.0

Electives

Select one of the following:

3.0

ECON 650	Business & Economic Strategy: Game Theory & Applications
MGMT 600	Introduction to Change Management: An Integration of Macro and Micro Perspectives
MGMT 604	Strategic Change Management
MGMT 640	Strategic Human Resource Management
MGMT 655	Knowledge Management
MGMT 676	Sustainability and Value Creation
MGMT 680	Leading for Innovation
MGMT 686	Strategy Implementation
MGMT 690	Change Management Experiential Capstone
MIS 641	MIS Policy and Strategy
MIS 652	Business Agility and IT
MKTG 638	New Product Planning, Strategy, and Development
OPR 601	Managerial Decision Models and Simulation
ORGB 602	Leading and Executing Change
ORGB 640	Negotiations for Leaders
STAT 645	Time Series Forecasting

Total Credits

9.0

Supply Chain Management & Logistics Concentration

Select three of the following:

9.0

MGMT 660	Leading the Digital Supply Chain
MIS 624	Systems Analysis & Design
OPR 601	Managerial Decision Models and Simulation
POM 610	Supply Chain Management I
POM 615	Supply Chain Management II
POM 624	Management of Service Firms
POM 630	Transportation & Logistics Management
POM 642	Sustainable Supply Chain Management and Logistics
POM 644	Revenue Management

POM 645	Supply Chain Analytics
POM T680	Special Topics in POM
STAT 634	Quality & Six-Sigma
STAT 645	Time Series Forecasting

Total Credits **9.0**

Customized Concentration

Students can self customize a concentration with coordination between their program manager and with faculty guidance. Please see your Program Manager/Academic Advisor for further information 9.0

MBA Graduate Credits include courses in Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), Interdisciplinary Business (INDB), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with a course number range between 500-799 or other approved course at the graduate level.

Total Credits **9.0**

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ACCT 510	2.0 FIN 601	3.0 MGMT 530	2.0 MGMT 520	2.0
NURS 500	3.0 NURS 502	3.0 NURS 544	3.0 RSCH 503	3.0
	5	6	5	5

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
MKTG 510	2.0 BLAW 510	2.0 BSAN 601	3.0 MBA Electives (satisfies 3.0 credits of MSN Electives)	3.0
RSCH 504	3.0 NUPR 663	4.5 NUPR 664	4.5 MBA Electives (satisfies 3.0 credits of MSN Electives)	3.0
	5	6.5	7.5	6

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ORGB 511	3.0 ECON 601	3.0 MBA Concentration	3.0 NUPR 665	4.5
PROJ 501	3.0 MBA Concentration	3.0 MBA Elective	2.0	
	6	6	5	4.5

Fourth Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
POM 510	2.0 MGMT 770	2.0 NURS 569 (satisfies 3.0 credits of MBA Free Electives)	3.0
MBA Elective	3.0 NURS 568 (satisfies 3.0 credits of MBA Experiential)	3.0 MSN Elective	1.5
	5	5	4.5

Total Credits 82

Physical Therapy DPT / Business Administration MBA

Major: Physical Therapy and Business Administration

Degrees Awarded: Doctor of Physical Therapy (DPT) and Master of Science in Business Administration (MBA)

Calendar Type: Quarter

Minimum Required Credits: 163.0

Co-op Option: None

DPT Classification of Instructional Programs (CIP) code: 51.2308

DPT Standard Occupational Classification (SOC) code: 29-1123

MBA Classification of Instructional Programs (CIP) code: 51.0201

MBA Standard Occupational Classification (SOC) code: 11-1021

About the Program

This dual degree program allows individual who are interested in the business aspects of health care including hospital and practice management to obtain a Doctor of Physical Therapy and Masters of Business Administration degrees in 3.5 years. Graduates will be competent and compassionate health professionals who have expertise in the rehabilitation of individuals across the life span with an understanding of business principles like, but not limited to, leadership, finance, marketing and organizational management. Combining these two content areas helps to develop health care professionals who can function well in private practice or administrative functions in organizations. This program will help develop leaders in health care who are ready to manage the business of the industry.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Science (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

Admission Requirements

The same admission requirements for the Doctor of Physical Therapy program and the Masters of Business Administration apply to this program. The GRE required for the DPT may be a substitute for the GMAT.

Degree Requirements

Physical Therapy Courses

PTRS 507	Neuroscience I	3.0
PTRS 508	Neuroscience II	2.0
PTRS 530	Kinesiology I	4.0
PTRS 531	Kinesiology II	3.0
PTRS 532	Human Gross Anatomy I	4.0
PTRS 533	Human Gross Anatomy II	4.0
PTRS 534	Physical Therapy Exam & Intervention I	3.0
PTRS 535	Physical Therapy Exam & Intervention II	3.0
PTRS 539	Topics in Pathophysiology I	2.0
PTRS 540	Topics in Pathophysiology II	4.0
PTRS 600	Clinical Reasoning	4.0
PTRS 610	Issues in Pharmacotherapy	3.0
PTRS 613	Integrated Clinical Experience I	0.5
PTRS 614	Integrated Clinical Experience II	0.5
PTRS 615	Integrated Clinical Experience III	0.5
PTRS 616	Integrated Clinical Experience IV	0.5
PTRS 620	Orthopedic Physical Therapy: Upper Extremity	4.0
PTRS 621	Orthopedic Physical Therapy: Lower Extremity	4.0
PTRS 622	Orthopedic Physical Therapy: Spine	4.0
PTRS 623	Physical Agents	3.0
PTRS 624	Functional Mobility	3.0
PTRS 627	Cardiopulmonary Physical Therapy I	4.0
PTRS 630	Cardiopulmonary Physical Therapy II	3.0
PTRS 639	Motor Learning	2.0
PTRS 641	Neurological Exam and Intervention I	4.0
PTRS 642	Neurological Exam and Intervention II	5.0
PTRS 644	Integumentary Physical Therapy	1.5
PTRS 648	Prosthetics and Orthotics	3.0
PTRS 649	Culture, Ethics and Interprofessionalism in Healthcare	2.5
PTRS 654	Topics in Health Policy & Services	3.0
PTRS 655	Health Administration	2.5
PTRS 656	Motor Control and Rehabilitation	2.0
PTRS 663	Pediatric Physical Therapy I	3.5
PTRS 665	Pediatric Physical Therapy II	3.5
PTRS 680	Geriatric Physical Therapy	3.0
PTRS 733	Advanced Clinical Reasoning	2.0
PTRS 751	Evidence-Based Practice	3.0
PTRS 752	Research and Measurement in Physical Therapy	2.0
PTRS 791	Clinical Experience I	4.5
PTRS 792	Terminal Clinical Experience II	4.5
PTRS 793	Terminal Clinical Experience III	4.5

Business Administration Courses

ACCT 510	Essentials of Financial Reporting	2.0
BLAW 510	Analyzing Legal Options in Decision-Making	2.0
BSAN 601	Business Analytics for Managers	3.0
ECON 601	Managerial Economics	3.0
FIN 601	Corporate Financial Management	3.0
MGMT 520	Strategy Analysis	2.0
MGMT 530	Managing and Leading the Total Enterprise	2.0
MGMT 770	MBA Capstone	2.0
MKTG 510	Marketing Strategy	2.0
ORGB 511	Leading in Dynamic Environments: A Personal, Relational, and Strategic Approach	3.0
POM 510	Operations and Supply Chain Management	2.0

Business Administration Electives * **12.0**

Experiential Electives ** **3.0**

Total Credits **163.0**

* Business Administration Electives: *A concentration of 9.0 credits is required - see the information in the catalog for BUSN-MBA (<https://catalog.drexel.edu/graduate/collegeofbusiness/businessadministration/#:~:text=Business%20Analytics%20Concentration>). Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Management (OPM), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with course number range between 600-799.*

** BUSN 615, INTB 790, MGMT 680, MGMT 715, MIS 652, ORGB 640, TAX 715
Other Advisor approved options

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 530	4.0 PTRS 531	3.0 PTRS 507	3.0 PTRS 508	2.0
PTRS 532	4.0 PTRS 533	4.0 PTRS 615	0.5 PTRS 616	0.5
PTRS 534	3.0 PTRS 535	3.0 PTRS 620	4.0 PTRS 621	4.0
PTRS 600	4.0 PTRS 539	2.0 PTRS 623	3.0 PTRS 627	4.0
PTRS 613	0.5 PTRS 614	0.5 PTRS 624	3.0 PTRS 641	4.0
	PTRS 751	3.0 PTRS 639	2.0 PTRS 752	2.0
	15.5	15.5	15.5	16.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ACCT 510	2.0 BLAW 510	2.0 ECON 601	3.0 MGMT 770	2.0
MKTG 510	2.0 BSAN 601	3.0 MGMT 520	2.0 Experiential Elective**	3.0
MGMT 530	2.0 FIN 601	3.0 Electives*	6.0 Electives*	3.0
ORGB 511	3.0 Electives*	3.0		
POM 510	2.0			
	11	11	11	8

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 622	4.0 PTRS 791	4.5 PTRS 540	4.0 PTRS 665	3.5
PTRS 630	3.0	PTRS 663	3.5 PTRS 733	2.0
PTRS 648	3.0	PTRS 610	3.0 PTRS 680	3.0
PTRS 644	1.5	PTRS 642	5.0 PTRS 654	3.0
PTRS 649	2.5		PTRS 655	2.5
PTRS 656	2.0			
	16	4.5	15.5	14

Fourth Year

Fall	Credits Winter	Credits
PTRS 792	4.5 PTRS 793	4.5
	4.5	4.5

Total Credits 163

Graduate Minor in Advanced Study in Complementary and Integrative Therapies

About the Graduate Minor

The Advanced Study in Complementary and Integrative Therapies (CIT) program is designed to provide practicing health care professionals with an evidence-based program in complementary and integrative therapies. This knowledge will allow them to assess, guide and evaluate patient use and to integrate CIT into their professional practice. The program provides students with the cultural and theoretical basis for applying complementary and integrative therapies while focusing on the skills and techniques of specific therapies.

This program is applicable to a wide range of health care professionals including nurses, nurse practitioners, physician assistants, creative arts therapists, couple and family therapists, women's health practitioners, members of oncology organizations, members of AHNA and more. Admission requires a minimum of a bachelor's degree from an accredited college or university.

The program content is congruent with the educational standards set forth by the American Association of Holistic Nurses (AHNA) and the Foundations in Clinical Aromatherapy course adheres to the educational standards (level one) set forth by the National Association for Holistic Aromatherapy (NAHA).

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

CIT 501	Foundations of Phytotherapy	3.0
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
CIT 503	Holistic Living For The Caregiver	3.0
Elective *		3.0
CIH 507	Mindfulness Meditation	
CIT 513	Yoga for the Enlightened Practitioner	
CIT 534	Witches, Wise Women and Women Healers	
CIT 600	Foundations in Clinical Aromatherapy	
CIT 602	Women's Integrative Health	
CIT 621	Principles of Hospice and Palliative Care	
CIT 622	Integrative Therapies in Hospice and Palliative Care	
CIT 623	Cultural Perspectives in Hospice and Palliative Care	
CIT 624	Foundations of Integrative Addiction Therapies	
CIT 625	Spirituality, Empowerment, and Transformation	
CIT 631	Introduction to Nutritional Neuroscience	
CIT 658	Advanced Women's Integrative Health	
Total Credits		12.0

* Must be a graduate level Complementary and Integrative Health course

Additional Information

For more information, please contact:

Abigail Eastwood
 Academic Advisor
 ae566@drexel.edu (ae566@drexel.edu)
 267.359.5686

Graduate Minor in Health Administration

About the Graduate Minor

This graduate minor is designed for those pursuing graduate studies who are interested in finding a place in management in the health care industry, health policy, health care advocacy, non-profit organizations or other leadership roles in health care services or human services.

Admission Requirements

Students must be currently enrolled in a graduate program at Drexel University, be ready for the rigors of online coursework, receive approval from your program in which are enrolled and receive approval from the Health Administration Department (<https://drexel.edu/cnhp/academics/departments/Health-Administration/>) since enrollment size is limited.

Program Requirements

Required Courses

HSAD 505	Ethical and Legal Issues in Healthcare Management and Policy	4.0
HSAD 530	Politics and Policy of Healthcare Resources	4.0
HSAD 540	Resources, Recruitment and Retention in Healthcare	4.0

Choose 1 of the following courses:

3.0-4.0

HSAD 525	National Health Expenditures	
HSAD 550	Strategic Planning for Healthcare Administration	
HSAD 562	Group Dynamics & Leadership in Health Care Management	
IPS 564	The Business of Healthcare	

Total Credits

15.0-16.0

Additional Information

For more information, please contact:

Melissa Giorgio maa46@drexel.edu

Graduate Minor in Healthcare Simulation

About the Graduate Minor

NOTE: No applications will be accepted for the 2023-2024 academic year. Please check back in summer 2024 for an update.

The graduate minor in Healthcare Simulation program prepares nurses, health care professionals and simulation technicians to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education prepares students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0

or IPS 621

Evaluation in Simulation-Based Education

Total Credits**13.5**

Additional Information

For more information, contact:

Sam Price
Senior Academic Advisor
swp38@drexel.edu
267-359-5738

Graduate Minor in Nursing Education

About the Graduate Minor

The graduate minor in Nursing Education prepares students to work as nursing educators, nursing faculty or nursing professors in all types of programs, at all levels, in a variety of settings. This program has a special focus on preparing students with the required competencies to be successful on the nurse educator certification exam.

Currently, there is a severe and critical nursing faculty shortage in the United States. This program will prepare graduates to fill these faculty positions and educator positions in healthcare organizations through cutting-edge content and learning experiences that build the skills and competencies essential for today's nurse educators.

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and program evaluation of courses and programs, critical thinking, both clinical and classroom techniques and the preparation for the role of the nursing professor. The program also includes opportunities to explore contemporary and leading-edge educational modalities. Knowledge and skills gained through this program are applicable in a variety of settings. This unique program even instructs students on how to teach online and use technology to teach nursing in innovative ways.

Admission Requirements

- Current enrollment in a master's program at Drexel University.
- GPA of 3.0 and above
- Standardized Tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal Statement/ Essay: Personal statement describing interest in minor and relevance to career goals
- Interview/Portfolio: Not required
- CV/Resume: Required

Tuition and Fee Rates

Please visit Drexel University Online (<https://online.drexel.edu/financing/tuition.aspx>).

Program Requirements

Required Courses

NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
or NURS 616	Teaching Methods in Nursing Education	
NURS 615	Assessment, Measurement and Evaluation	3.0

Total Credits**12.0**

Additional Information

For more information, contact:

Abigail Eastwood
Academic Advisor
ae566@drexel.edu (ae566@drexel.edu)
267-359-5686

Graduate Minor in Nursing Leadership in Health Systems Management

About the Graduate Minor

The graduate minor in Nursing Leadership in Health Systems Management focuses on development of a leadership style and skillset essential for nurses in or seeking administrative roles. The program provides the student with information and strategies to problem solve, make decisions, resolve conflict and operationalize the mission and goals of the health care delivery organization. In addition, the program guides the development of essential skills for supervisory and management positions that help professionals perform in their expanded roles and grow as emerging leaders. Emphasis will be placed on fiscal and organizational management, strategic planning, integrated quality outcomes measurement, organizational structures, marketing and management of human resources within organizations.

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized Tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal Statement/ Essay: Personal statement describing interest in minor and relevance to career goals
- Interview/Portfolio: Not required
- CV/Resume: Required

Tuition and Fee Rates

Please visit Drexel University Online (<https://online.drexel.edu/financing/tuition.aspx>).

Program Requirements

Required Courses

NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5
PROJ 501	Introduction to Project Management	3.0

Total Credits

16.5

Additional Information

For more information, contact:

Sam Price
Senior Academic Advisor
swp38@drexel.edu
267-359-5738

Graduate Minor in Quality, Safety and Risk Management in Healthcare

About the Graduate Minor

The graduate minor in Quality, Safety and Risk Management is designed to prepare health professionals who can lead organizational efforts to improve and monitor quality metrics, improve safety for both patients and staff and manage risks in a dynamic health care environment. Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization
- Ensuring that patient safety, risk and quality activities are aligned with the strategic goals of the organization
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions
- Coordinating process changes, data collection, data analysis, monitoring and evaluation
- Evaluating the roles of patient safety, risk and quality as the organization's needs change

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
Total Credits		14.0

Additional Information

For more information, contact:

Sam Price
Senior Academic Advisor

swp38@drexel.edu
267-359-5738

Certificate of Advanced Study in Complementary and Integrative Therapies

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3300

Standard Occupational Classification (SOC) Code: 29-1199

About the Program

The Certificate of Advanced Study in Complementary and Integrative Therapies (CIT) program is designed to provide practicing health care professionals with an "evidence-based program" in complementary and integrative therapies. This knowledge will allow them to assess, guide and evaluate patient use and integrate CIT into their professional practice. The program provides students with the cultural and theoretical basis for applying complementary and integrative therapies while focusing on the skills and techniques of specific therapies.

This program is applicable to a wide range of healthcare professionals including nurses, nurse practitioners, physician assistants, creative arts therapists, couple and family therapists, women's health practitioners, members of oncology organizations, members of AHNA and more. Admission requires a minimum of a bachelor's degree from an accredited college or university.

The program content is congruent with the educational standards set forth by the American Association of Holistic Nurses (AHNA), and the Foundations in Clinical Aromatherapy course adheres to the educational standards (level one) set forth by the National Association for Holistic Aromatherapy (NAHA).

American Holistic Nurses Credentialing Corporation, Inc. (<http://www.ahncc.org/school-endorsement-program/current-endorsed-nursing-programs/>) has endorsed Drexel University's Complementary and Integrative Health Master's and Certificate programs, which allow graduates of these programs to sit for the nationally accredited board certification in holistic nursing.

Features and Benefits:

- Embraces the foundational principles of holistic integrative care, focusing on the mind, body, spirit approach to achieve optimal health and healing within the framework of conventional healthcare
- Courses are taught by internationally recognized leaders in complementary and integrative therapies and faculty trained in both conventional healthcare and integrative therapies
- Program is taught wholly online in a highly dynamic learning format that engages students

Admission Requirements:

Individuals submitting an application must fulfill the following:

- 3.0 GPA or above on all previous coursework
- Minimum of a bachelor's degree from an accredited college or university
- Official transcripts from all universities or colleges attended
- Nurse, physician assistants and other health care professionals who hold licensure or a certificate: copy of license, eligibility for licensure or certificate
- Current resume or curriculum vitae
- One professional letter of recommendation from either previous or immediate supervisors or former faculty members who can attest to your clinical knowledge, skill and potential aptitude for graduate study
 - References will not be accepted from colleagues or family members.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- International students will need to meet university international student admissions guidelines, including TOEFL program requirements.

Program Requirements

Required Courses

CIT 501	Foundations of Phytotherapy	3.0
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
CIT 503	Holistic Living For The Caregiver	3.0

Elective *

CIH 507	Mindfulness Meditation	
CIT 513	Yoga for the Enlightened Practitioner	
CIT 534	Witches, Wise Women and Women Healers	
CIT 600	Foundations in Clinical Aromatherapy	
CIT 602	Women's Integrative Health	
CIT 621	Principles of Hospice and Palliative Care	
CIT 622	Integrative Therapies in Hospice and Palliative Care	
CIT 623	Cultural Perspectives in Hospice and Palliative Care	
CIT 624	Foundations of Integrative Addiction Therapies	
CIT 625	Spirituality, Empowerment, and Transformation	
CIT 631	Introduction to Nutritional Neuroscience	
CIT 658	Advanced Women's Integrative Health	

Total Credits **12.0**

* Must be a graduate level Complementary and Integrative Health course

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 502	3.0 CIT 501	3.0 Elective *	3.0 CIT 503	3.0
	3	3	3	3

Total Credits 12

* Must be a graduate level Complementary and Integrative Health course

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel College of Nursing and Health Professions Certificate of Advanced Study in Complementary and Integrative Therapies (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Advanced-Study-Complementary-and-Integrative-Therapies/>) webpage and the Drexel University Online Certificate of Advanced Study in Complementary and Integrative Therapies (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-cit/>) webpage.

Post-Baccalaureate Certificate in Food Innovation

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Campus

Calendar Type: Quarter

Expected Time To Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 12.0509

Standard Occupational Classification (SOC) Code: 11-9051

About the Program

This program prepares graduate students to design and launch a new food product or concept from initial consumer research and conceptualization through the development and testing of a value proposition and business model. The certificate can be taken on its own or as an adjunct to degree studies in business, entrepreneurship, nutrition, hospitality or related fields. Both consumer packaged goods and food service offerings are considered.

For more information, please visit the College of Nursing and Health Professions (<https://drexel.edu/cnhp/>) website.

Program Requirements

ENTP 501	Entrepreneurship Practice & Mindset	3.0
ENTP 690	The Lean Launch	3.0
FDSC 557	Advanced Food Product Development	3.0
FOOD 605	Culture and Gastronomy	3.0
or FDSC 506	Food Composition & Behavior	
Total Credits		12.0

Sample Plan of Study

First Year			
Fall		Credits Winter	Credits
ENTP 501		3.0 ENTP 690	3.0
FDSC 557		3.0 FOOD 605 or FDSC 506	3.0
		6	6
Total Credits 12			

Post-Baccalaureate Certificate in Healthcare Simulation

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 13.5

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time To Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.2213

Standard Occupational Classification (SOC) Code: 11-9111

NOTE: No applications will be accepted for the 2023-2024 academic year. Please check back in summer 2024 for an update.

About the Program

The post-bachelor's certificate in Healthcare Simulation program prepares nurses, healthcare professionals and simulation technicians to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education prepares students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

- A bachelor's degree from a regionally accredited college or university
- Cumulative GPA of 3.0 (two letters of recommendation are required for applicants with GPAs of lower than 3.0)

Program Requirements

IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0
or IPS 621	Evaluation in Simulation-Based Education	
Total Credits		13.5

Sample Plan of Study

First Year

	Spring	Credits Summer	Credits
	IPS 617	4.5 IPS 618	3.0
		4.5	3

Second Year

Fall	Credits Winter	Credits
IPS 619	3.0 IPS 620 or 621	3.0
	3	3

Total Credits 13.5

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Certificate (<https://drexel.edu/cnhp/academics/graduate/Online-MSN-in-Healthcare-Simulation-Degree-Program/>) in Healthcare Simulation webpage and Drexel University Online Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-healthcare-simulation/>) in Healthcare Simulation webpage.

Post-Master's Certificate in Nurse Anesthesia

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's Certificate

Number of Credits to Completion: 71.0

Instructional Delivery: Campus

Calendar Type: Quarter

Expected Time to Completion: 3 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3804

Standard Occupational Classification (SOC) Code: 29-1151

About the Program

Note: Applications are not being accepted for the 2023-2024 academic year, as the PMC has been phased out.

The post-master's certificate (PMC) in Nurse Anesthesia program is a full-time program that offers 6.0 theoretical nursing and research credits, 9.0 quarter credit basic science component, 31.0 quarter credits of a didactic anesthesia component and a 25.0 credits in a clinical component. Upon successful completion of program outcomes, the student is awarded a post master's certificate in Nurse Anesthesia and is eligible to take the national certification examination offered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA).

The Nurse Anesthesia program is accredited by the:

Council on Accreditation of Nurse Anesthesia Educational Programs

10275 W. Higgins Rd., Suite 906

Rosemont, IL 60018-5603

Main Number: 224-275-9130

Fax: 847-728-8128

Email: accreditation@coacrna.org

Program Requirements

Required courses

NURS 503	Basic Principles of Nurse Anesthesia	3.0
NURS 504	Overview of Nurse Anesthesia	3.0
NURS 505	Chemistry and Physics	2.0
NURS 507	Nurse Anesthesia Pharmacology I	3.0
NURS 508	Nurse Anesthesia Clinical Practicum I	1.0
NURS 510	Advanced Principles of Nurse Anesthesia I	3.0
NURS 511	Nurse Anesthesia Pharmacology II	3.0

NURS 512	Nurse Anesthesia Clinical Practicum II	1.0
NURS 515	Advanced Principles of Nurse Anesthesia II	3.0
NURS 516	Nurse Anesthesia Clinical Practicum III	2.0
NURS 517	Nurse Anesthesia Clinical Practicum IV	3.0
NURS 518	Advanced Principles of Nurse Anesthesia III	3.0
NURS 521	Advanced Pathophysiology I	3.0
NURS 522	Advanced Pathophysiology II	3.0
NURS 523	Advanced Pathophysiology III	3.0
NURS 530	Anesthesia Seminar	1.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning *	4.0
NURS 659	Advanced Principles of Nurse Anesthesia IV	3.0
NURS 683	Nurse Anesthesia Clinical Practicum V	3.0
NURS 684	Nurse Anesthesia Clinical Practicum VI	3.0
NURS 687	Clinical Residency I	6.0
NURS 688	Clinical Correlative Seminars	3.0
NURS 689	Clinical Residency II	6.0
Total Credits		68.0

* 1.0 credit Independent Study course may be substituted based upon review of MSN transcript.

Post-Baccalaureate Certificate in Quality, Safety, and Risk Management in Healthcare

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 14.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.0701

Standard Occupational Classification (SOC) Code: 11-9111

About the Program

The post-bachelor's certificate in Quality, Safety and Risk Management is designed to prepare health professionals to lead organizational efforts in improving and monitoring quality metrics, improving safety for both patients and staff and managing risks in a dynamic health care environment. Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization.
- Ensuring that patient safety, risk and quality activities are aligned with the organization's strategic goals.
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort.
- Establishing a structure that ensures patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions.
- Coordinating process changes, data collection, data analysis, monitoring and evaluation.
- Evaluating the roles of patient safety, risk and quality as the organization's needs change.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- A copy of your United States RN license. (License verification from your nursing license registry website is acceptable.)
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.

- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or higher.

Program Requirements

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
Total Credits		14.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
LSTU 600	4.0 LSTU 551	4.0 IPS 584	3.0 IPS 585	3.0
	4	4	3	3
Total Credits 14				

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
 CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Certificate in Quality, Safety and Risk Management in Health Care (<https://drexel.edu/cnhp/academics/certificates/Certificate-PB-Quality-Safety-Risk-Management/>) webpage and on the Drexel University Online Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-quality-safety-risk/>) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>)in Quality, Safety and Risk Management in Health Care (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-quality-safety-risk/>) webpage.

Post-Master's Certificate in Clinical Nurse Leader

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's Certificate

Number of Credits to Completion: 25.5; 400 practicum hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

NOTE: No applications will be accepted for the 2023-2024 academic year. Please check back in the summer of 2024 for an update.

The clinical nurse leader (CNL) oversees the care coordination of a distinct group of patients, is a resource for clinical decision making and serves as a lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists and nurse practitioners. The CNL is a leader in the health care delivery system across all health care settings.

Students in this certificate program have the opportunity to learn about management, policy and quality improvement at the point of care with individuals seeking care while obtaining knowledge of health care systems, finance and economics. In addition, students will learn about advanced clinical assessment, pathophysiology and advanced pharmacology in an innovative combined course (if not taken as part of their original MSN).

Students will also learn about designing and redesigning client care based on evidence-based knowledge and analysis of outcomes and gain knowledge of health care reimbursement and issues in planning care across the lifespan, as well as the following:

- Application of tools for risk analysis.
- Utilize epidemiological methodology to collect data and knowledge acquisition in planning quality improvement programs.
- Manage and develop therapeutic partnerships.
- Develop and monitor disease management programs to support improved outcomes.

Clinical practicum experiences include developing and managing a data-driven project which provides opportunities for students to deepen their evidenced-base practice competencies in the management of clients' health care needs at the point of care. Precepted clinical experiences will include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management, service integration and unit and interdisciplinary team leadership, as well as teaching and mentoring of staff.

Admission Requirements

- Master's degree (MSN) from a program fully accredited by NLN and/or CCNE.
- Official transcripts from all previous educational institutions are required.
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- GPA of 3.0 or above on all previous coursework.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or better.

TOEFL Requirements

International applicants, as well as immigrants to the United States and U.S. permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking English as well as listening, writing and reading. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
NURS 532	Evaluation of Health Outcomes	3.0
NURS 574	Advanced Integrative Clinical Concepts	4.5
NUPR 602	Foundations for Clinical Nurse Leader	5.0
NURS 603	Clinical Nurse Leader Capstone Immersion I	5.0
NURS 604	Clinical Nurse Leader Capstone Immersion II	5.0
Total Credits		25.5

Sample Plan of Study

First Year

Fall	Credits Winter	Credits	Summer	Credits
NURS 531	3.0 NURS 532	3.0	NURS 574	4.5
	3	3		4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 602	5.0 NURS 603	5.0 NURS 604	5.0
	5	5	5

Total Credits 25.5

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel College of Nursing and Health Professions Clinical Nurse Leader Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-PM-Clinical-Nurse-Leader/>) webpage and on the Drexel University Online Clinical Nurse Leader Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-cn-l-pm/>) webpage.

Post-Baccalaureate Certificate in Leadership in Health Systems Management

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 13.5

Instructional Delivery: Online; Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3817

Standard Occupational Classification (SOC) Code: 25-1072

About the Program

This certificate program focuses on developing a leadership style and skill set essential for individuals in or seeking administrative roles. The program provides a three-course grouping of classes from the MSN in Nursing Leadership in Health Systems Management curriculum. Selected classes provide essential skills for supervisory and management positions that help professionals perform in their expanded roles and grow as emerging leaders.

Emphasis will be placed on fiscal and organizational management, strategic planning, integrated quality outcomes measurement, organizational structures, marketing and management of human resources within organizations. The program provides the student with information and strategies to problem solve, make decisions, resolve conflict and operationalize the mission and goals of the health care delivery organization.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- Current, unrestricted United States RN license.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or higher.

TOEFL Requirement

International applicants, immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking, listening, writing and reading English. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

Required Courses

NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Total Credits **13.5**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 664	4.5 NUPR 663	4.5 NUPR 665	4.5
	4.5	4.5	4.5

Total Credits 13.5

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
 CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel University College of Nursing and Health Professions Nursing Leadership in Health Systems Management Certificate (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Nursing-Leadership-in-Health-Systems-Management/>) (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online Nursing Leadership in Health Systems Management Certificate (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-lead/>) webpage.

Post-Baccalaureate Certificate in Nursing Education

Certificate Level: Graduate

Admission Requirements: Bachelor's Degree

Certificate Type: Post Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3817

Standard Occupational Classification (SOC) Code: 25-1072

About the Program

This certificate program provides a four-course grouping of classes that focus on the knowledge and skills required for nurse educator roles. Courses are chosen from the MSN in Nursing Education curriculum. Upon completing this certificate program, the student will have 12.0 graduate credits from a CCNE-approved master's in nursing program.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- A copy of your United States RN license. (License verification from your nursing license registry website is acceptable.)
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or higher.

TOEFL Requirement

International applicants, immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking, listening, writing and reading English. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
or NURS 616	Teaching Methods in Nursing Education	
NURS 615	Assessment, Measurement and Evaluation	3.0
Total Credits		12.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 591	3.0 NURS 606	3.0 NURS 613 or 616	3.0 NURS 615	3.0
	3	3	3	3
Total Credits 12				

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
 CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel University College of Nursing and Health Professions Nursing Education Certificate (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Nursing-Education-Faculty-Role/>) webpage and on the Drexel University Online N ([http://online.drexel.edu/online-degrees/nursing-degrees/cert-pm-cnfnursing Education Certificate](http://online.drexel.edu/online-degrees/nursing-degrees/cert-pm-cnfnursing-Education-Certificate) (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-ed/>) webpage.

Post-Master's Certificate in Adult-Gerontology Acute Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 39.0; 800 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The online Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program is designed to prepare practitioners for professional practice in the acute management of medical, surgical and critical care for adult and older-adult patient populations. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation as an adult-gerontology acute care nurse practitioner. Graduates will be eligible to sit for the AACN and/or ANCC's Adult-Gerontology Acute Care Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation, and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Program Requirements

Required Courses

Support Courses

Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 554	Pharmacology for Adult-Gerontology Acute Care Nurse Practitioners	3.0
NURS 570	Adult Gerontology Acute Care NP I: Introduction to Adult Gerontology Acute Care Medicine	5.0
NURS 571	Adult Gerontology Acute Care Nurse Practitioner II: Mgmt/Care of Patients in Acute/Crit Care Med Set	5.0
NURS 572	Adult Gerontology Acute Care Nurse Practitioner III: Mgmt/Care of Patients in Acute Surgical Setting	5.0
NURS 573	Adult Gerontology Acute Care NP IV: Management of Care of Patients in Critical Care Settings	5.0
NURS 580	Adult Gero Acute Care NP V: Mgmt/Care of Clients in Acute, Critical Care, Med or Surg Settings	5.0
Total Credits		39.0

The program is accredited by the Commission on Collegiate Nursing Education.

Sample Plan of Study

First Year							
Term 1	Credits	Term 2	Credits	Term 3	Credits	Term 4	Credits
NURS 548	3.0	NURS 554	3.0	NURS 550	4.0	NURS 570	5.0
NURS 549	3.0						
NURS 664	1.0						
		7	3	4	5		
Second Year							
Term 1	Credits	Term 2	Credits	Term 3	Credits	Term 4	Credits
NURS 571	5.0	NURS 572	5.0	NURS 573	5.0	NURS 580	5.0
		5	5	5	5		
Total Credits 39							

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions PMC Adult-Gerontology Acute Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage and on the Drexel University Online PMC Adult-Gerontology Acute Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-aacnp/>) webpage.

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The post-master's Adult-Gerontology Primary Care (AGPC) Nurse Practitioner certificate program is intended for MSN-prepared professionals who want to gain further knowledge in the primary care continuum. It is designed to prepare practitioners to take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health care environment. Emphasis is placed on evidence-based practice, interdisciplinary collaboration and critical use of evolving technology. Graduates will be prepared to provide care for adults throughout their lifespans to promote maximal health, reduce risks and manage acute and chronic health conditions.

All graduates will be eligible to sit for the Adult-Gerontology Primary Care Nurse Practitioner certification exam through the American Academy of Nurse Practitioners (AANP) and/or the American Nurses Credentialing Center (ANCC).

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Concentration Courses

NURS 641	Advanced Pharmacology for Adult-Gerontology Primary Care Nurse Practitioners	3.0
NURS 660	Adult-Gero Primary Care I: Introduction to Adult-Gero Primary Care and Care of the Young-Adult	5.0
NURS 661	Adult-Gerontology Primary Care II: Management and Care of Adult Patients in Primary Care	5.0
NURS 662	Adult-Gerontology Primary Care III: Management of the Older-Adult Patient in Primary Care	5.0
NURS 663	Adult-Gerontology Primary Care IV: Gerontology Management and Care	5.0

Total Credits 34.0

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 548	3.0 NURS 641	3.0 NURS 550	4.0 NURS 660	5.0
NURS 549	3.0			
NURS 664	1.0			
	7	3	4	5

Second Year

Term 1	Credits Term 2	Credits Term 3	Credits
NURS 661	5.0 NURS 662	5.0 NURS 663	5.0
	5	5	5

Total Credits 34

Additional Information

For more information about this program, contact:

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Adult-Gerontology-Primary-Care/>) webpage and on the Drexel University Online Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-agpcnp/>) webpage.

Post-Master's Certificate in Emergency/Trauma Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 25.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 9 months

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

NOTE: No applications will be accepted for the 2023-2024 academic year. Applications will be accepted for the fall 2024 admissions cycle.

About the Program

The Emergency/Trauma Nurse Practitioner online post-master's certificate program prepares family nurse practitioners either currently working in this setting or desire to work in the emergency care setting. This track within the Nurse Practitioner program in Drexel University's College of Nursing Health Professions will provide the education and procedural skills necessary to competently and confidently work as a nurse practitioner in this unique setting. This rigorous program prepares students to function as a competent nurse practitioner and leader in the emergency care setting, to perform the necessary diagnostic and therapeutic procedures and to be eligible for board certification as an emergency nurse practitioner. The ENP program requires 15.0 credits depending on the credit given for previously completed nurse practitioner coursework and faculty-supervised hours. Upon successful completion of credits and 500 faculty-supervised clinical hours, program graduates can sit for the AANPCP Emergency Nurse Practitioner Board Certification Exam.

The nurse practitioner faculty is committed to quality and excellence. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. OCI visits occur two to three times during the clinical portion of the program and range from two to three days. *Mandatory on-campus visits are essential to students transitioning into the NP role.*

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide guidance and mentoring from faculty, as well as the opportunity to collaborate with peers.

*NURS 548, NURS 549, NURS 550 may be evaluated for transfer credit qualification on a case-by-case basis.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0

Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0
NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0

Total Credits

25.0

Sample Plan of Study

First Year					
Term 1	Credits	Term 2	Credits		
NURS 548	3.0	NURS 550	4.0		
NURS 549	3.0				
	6		4		
Second Year					
Term 1	Credits	Term 2	Credits	Term 3	Credits
NURS 673	5.0	NURS 674	5.0	NURS 675	5.0
	5		5		5
Total Credits 25					

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate in Emergency Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Emergency-Medicine/>) webpage and on the Drexel University Online Post-Master's Certificate in Emergency Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-enp/>) webpage.

Post-Master's Certificate in Family/Individual Across the Lifespan Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 38.0 credits; 720 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) online program focuses on the application of advanced-practice nursing knowledge — including physical, psychosocial and environmental assessment skills — to manage common health and illness problems of clients of all ages and their families. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become a family/individual across the lifespan nurse practitioner (FNP). Graduates will be eligible to sit for the AANP's Family/Individual Across the Lifespan Nurse Practitioner Certification Examination and the ANCC's Family/Individual Across the Lifespan Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0
NURS 538	FNP V: Integrative Practicum in Family Practice Across the Lifespan	4.0
NURS 556	Pharmacology for Family Nurse Practitioners	3.0
Total Credits		38.0

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 548	3.0 NURS 556	3.0 NURS 550	4.0 NURS 534	5.0
NURS 549	3.0	NURS 664	1.0	
	6	3	5	5

Second Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 535	5.0 NURS 536	5.0 NURS 537	5.0 NURS 538	4.0
	5	5	5	4

Total Credits 38

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate Family/Individual Across the Lifespan Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Family-Individual/>) webpage and on the Drexel University Online Post-Master's Certificate Family/Individual Across the Lifespan Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-fnp/>) webpage.

Post-Master's Certificate in Family/Individual Across the Lifespan with Emergency Specialization

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 48.0 credits; 1,140 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 3 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

NOTE: No applications will be accepted for the 2023-2024 academic year. Applications will be accepted for the fall 2024 admissions cycle.

About the Program

The Family/Individual Across the Lifespan with Emergency Specialization program focuses on applying advanced-practice nursing knowledge — including physical, psychosocial and environmental assessment skills — to manage common health and illness problems of clients of all ages and their

families in primary and emergency care settings. It emphasizes health promotion and disease prevention. Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry, the armed services, public health departments, correctional institutions and home health agencies. Emergency nurse practitioners primarily practice across the emergency care continuum. This rigorous program provides the education and skills necessary to function as a competent nurse practitioner and leader in primary and emergency care. In addition to preparing students for the primary care role across the lifespan, this program prepares students with the diagnostic and therapeutic procedures skills specific to the emergency care setting. Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination. In addition, graduates are eligible to sit for the AANP's Emergency Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation, and evaluation. OCI visits occur two to four times during the clinical portion of the program and range from two to three days. Mandatory on-campus visits are essential to students transitioning into the NP role. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers.

Admission Requirements

- A master's degree in nursing from a program fully accredited by NLN and/or CCNE is required for all applicants with a cumulative GPA of at least 3.0.
- One to two years experience in ED, critical care or urgent care or trauma experience as an RN or APRN. ACLS, BLS, PALS is required.
- Two professional references are required from previous or current supervisors, managers, nursing faculty members or providers who can attest to the applicant's clinical knowledge, skill and potential aptitude for graduate study. References will not be accepted from colleagues or family members.
- An unrestricted United States RN license or eligibility for licensure as a registered nurse. An unrestricted Pennsylvania RN license or eligibility for licensure in the State of Pennsylvania is required, regardless of the state with the student resides.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Nurse Practitioner Support Courses

NURS 548	Advanced Pathophysiology	3.0
NUPR 600	Advanced Pharmacotherapeutics	5.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Family/Individual Across the Lifespan Nurse Practitioner Concentration Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0

Emergency Nurse Practitioner Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0
NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0

Total Credits **48.0**

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 664	1.0 NURS 548	3.0 NUPR 600	5.0 VACATION	0.0
	1	3	5	0

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 550	4.0 NURS 536	5.0 NURS 537	5.0 NURS 534	5.0
	4	5	5	5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 673	5.0 NURS 674	5.0 NURS 675	5.0
	5	5	5	5

Total Credits 48

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions webpage (<https://drexel.edu/cnhp/academics/overview/>) and on the Drexel University Online webpage (<https://www.online.drexel.edu/>).

Post-Master's Certificate in Pediatric Acute Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 39.0; 800 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The Pediatric Acute Care Nurse Practitioner certificate is an elite postgraduate program that prepares students to deliver advanced care to infants, children and adolescents with acute, critical and complex health conditions. Students will build upon primary care experience through courses that emphasize evidence-based practice, interdisciplinary collaboration and the critical use of new technology. The program's curriculum was developed and is taught by Drexel University's renowned faculty from the nationally ranked College of Nursing and Health Professions. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based emergency or intensive care settings to specialty-based practices. Graduates are eligible to sit for the PNCB's Pediatric Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Concentration Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Total Credits

39.0

Sample Plan of Study

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
NURS 548	3.0	NURS 664	1.0	
	6	3	5	5
Second Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5
Total Credits 39				

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Pediatric Acute Care Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Acute-Care/>) webpage and on the Drexel University Online Pediatric Acute Care Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-pacnp/>) webpage.

Post-Master's Certificate in Pediatric Primary Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The online Pediatric Primary Care Nurse Practitioner (PNP) program is directed toward preparing nurse practitioners who will take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health-care environment. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become pediatric primary care nurse practitioners. Graduates will be eligible to sit for the ANCC's Pediatric Primary Care Nurse Practitioner Certification Examination and/or for the PNCB's Pediatric Primary Care Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
Concentration Courses		
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 648	PNP IV: Primary Care of Children with Special Health Care Needs	5.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Total Credits		34.0

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
NURS 548	3.0	NURS 664	1.0	
	6	3	5	5

Second Year

Term 1	Credits Term 2	Credits Term 3	Credits
NURS 643	5.0 NURS 647	5.0 NURS 648	5.0
	5	5	5

Total Credits 34

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Pediatric Primary Care Nurse Practitioner Postmaster's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Primary-Care/>) webpage and on Drexel University Online's Pediatric Primary Care Nurse Practitioner Postmaster's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-ppcnp/>) webpage.

Post-Master's Certificate Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 44.0 credits; 1000 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program at Drexel University will prepare the pediatric nurse practitioner to perform acts of medical diagnosis and treatment through didactic lectures, problem-based learning, clinical practice hours, standardized patient experiences and high-fidelity simulation.

This innovative dual-option track coincides with the new models of health care delivery and the increasing demand for PNP's to provide care for children and their families across the entire continuum of health and illness, including acute critical conditions. The clinical practice settings for the dual certification track option provide students with a mixed inpatient/outpatient experience ranging from specialty clinics to primary care settings. Diverse clinical settings provide supervised clinical hours to allow the student advanced practitioner to perform advanced physical assessments, critical thinking, diagnostic reasoning and management of care in collaboration with licensed physicians and APNs in accredited institutions. Students graduating from this track will be eligible to sit for both the Pediatric Primary Care and the Pediatric Acute Care Board Certifications through the PNCB.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three-four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Program Requirements

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Concentration Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Total Credits **44.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
NURS 548	3.0	NURS 664	1.0	
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5

Third Year

Fall	Credits
NURS 647	5.0
	5

Total Credits 44

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Dual/>) webpage and on the Drexel University Online Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-papcnp/>) webpage.

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The online Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares practitioners to provide a wide range of services to patients across the lifespan and their families. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation as a psychiatric mental health nurse practitioner. Once the certificate program is successfully completed, students will be eligible to sit for the ANCC's Psychiatric and Mental Health Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. Mandatory on-campus visits are essential to students transitioning into the NP role.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty, as well as the opportunity to collaborate with peers.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Concentration Courses

NURS 555	Psychopharmacology Across the Lifespan	3.0
NURS 592	PMHNP I: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology I	5.0
NURS 593	PMHNP II: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology II	5.0
NURS 594	PMHNP III: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology III	5.0
NURS 595	PMHNP IV: Adv Mental Hlth NP Management and Care of Clients in Diverse Pop Across the Lifespan	5.0

Total Credits

34.0

Sample Plan of Study

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 548	3.0 NURS 555	3.0 NURS 550	4.0 NURS 592	5.0
NURS 549	3.0	NURS 664	1.0	
	6	3	5	5
Second Year				
Term 1	Credits Term 2	Credits Term 3	Credits	
NURS 593	5.0 NURS 594	5.0 NURS 595	5.0	
	5	5	5	
Total Credits 34				

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel's College of Nursing and Health Professions Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Psychiatric-Mental-Health/>) webpage and on Drexel University Online's Psychiatric Mental Health Nurse Practitioner Postmaster's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-apmhnp/>) webpage.

Post-Master's Certificate in Women's Health/Gender-Related Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 37.0 credits; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The online Women's Health/Gender-Related Nurse Practitioner program supplies nurses with the skills necessary to provide advanced care to women and their partners throughout the lifespan with a specialized emphasis on reproductive and gynecologic health needs. Graduates are also qualified to provide a myriad of gender-related services focusing on health promotion and disease prevention that range from well-woman care, prenatal and postpartum care and common and complex women's health issues in both primary settings and women's health specialty practices. Additionally, this track offers the opportunity for students to work in transdisciplinary simulated scenarios to promote a better understanding and respect of discipline-specific roles, improve existing communication and collaboration within disciplines and initiate teamwork development in order to promote patient safety and high-quality patient care.

This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become a women's health/gender-related nurse practitioner (WH/GRNP). Graduates are eligible to sit for the NCC's Women's Health/Gender-Related Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. There are a maximum of two OCIs in each program. Students will attend an OCI during week one of their first clinical course for three to four days (summer quarter). An additional OCI visit may be required for two to three days in another clinical quarter. Dates are subject to change. Mandatory on-campus visits are essential to students transitioning into the NP role.

During the OCIs, students engage in simulated clinical-learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty, as well as the opportunity to collaborate with peers.

Program Requirements

Required Courses

Support Courses		
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 680	Primary Care for Women's Health	3.0
NURS 682	Pharmacology for the Women's Health Nurse Practitioner	3.0
NURS 690	WHNP I: Mngmnt & Care of the Common Gyn and Gender Related Issues throughout the Lifespan	5.0
NURS 691	WHNP II: Mngmnt & Care of the Complex Gyn and Gender Related Issues of Women throughout the Lifespan	5.0
NURS 692	WHNP III: Management & Care of the Low Risk Obstetrical and Post Partum Needs of Women and Families	5.0
NURS 693	WHNP IV: Mngmnt & Care of the High Risk Obstetrical and Post Partum Needs of Women and Families	5.0
Total Credits		37.0

The program is accredited by the Commission on Collegiate Nursing Education.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548	3.0 NURS 680	3.0 NURS 550	4.0 NURS 690	5.0
NURS 549	3.0 NURS 682	3.0 NURS 664	1.0	
	6	6	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 691	5.0 NURS 692	5.0 NURS 693	5.0
	5	5	5

Total Credits 37

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Womens-Health-Gender-Related/>) webpage and on the Drexel University Online Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-whnp/>) webpage.

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