



# The University of Scranton Graduate Studies Catalog 2012-2013

To view the Graduate Catalog online, visit [catalog.scranton.edu](http://catalog.scranton.edu).

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**A Community of Scholars**

**A Culture of Excellence**

**August 2012**

**College of Graduate and Continuing Education**

**The University of Scranton**

**800 Linden Street**

**Scranton, Pennsylvania 18510-4632**

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**Corporate Title: The University of Scranton**

# Accreditations of Graduate Programs

The Commission on Higher Education of the Middle States Association of Colleges and Schools accredits The University of Scranton. In addition, the College of Graduate and Continuing Education is the only graduate school in Northeastern Pennsylvania to be accredited by all the following professional associations. The Graduate Program areas and associated accreditations are;

## **Doctor of Physical Therapy degree**

Commission on Accreditation in Physical Therapy Education/CAPTE

## **Master of Science degree in Education**

Pennsylvania Department of Education (PDE)

National Council for Accreditation of Teacher Education (NCATE)

## **Master of Health Administration degree**

Commission on Accreditation of Healthcare Management Education (CAHME)

## **Master of Science degree in Community Counseling**

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

## **Master of Science degree in School Counseling**

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Pennsylvania Department of Education (PDE)

## **Master of Science degree in Rehabilitation Counseling**

Council on Rehabilitation Education (CORE)

## **Master of Business Administration degree**

The Association to Advance Collegiate Schools of Business (AACSB International)

## **Master of Science in Nursing degree**

Commission on Collegiate Nursing Education (CCNE)

Council on Accreditation of Nurse Anesthesia Educational Programs

## **Master of Science degree in Occupational Therapy**

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

## **Rights Reserved**

The President and officers of The University of Scranton reserve the right to change the information, regulations, requirements and procedures announced in this catalog; to change the requirements for admission, graduation or degrees; to change the arrangement, scheduling, credit, or content of courses; and to change the fees listed in this catalog.

The University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the University to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable scholarship.

# Mission Statement/Memberships of the University

## The Mission Statement of the University of Scranton

### Historical Prologue:

A comprehensive, co-educational institution, The University of Scranton is by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942.

### The Mission of the University:

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share in its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in its life.

### The Characteristics and Goals of the University:

#### As a Catholic and Jesuit University, The University of Scranton

1. Shares with all, the fullness of the Catholic intellectual tradition, the distinctive worldview of the Christian Gospels, and the Spirituality of St. Ignatius Loyola.
2. Educates men and women for others who are committed to the service of faith and promotion of justice.
3. Invites persons from other religious traditions and diverse backgrounds to share in our work and contribute to our mission.

#### As a Comprehensive University, The University of Scranton

4. Offers degree programs at the undergraduate and graduate levels in the traditional disciplines of the liberal arts as well as in pre-professional and professional areas.
5. Provides educational opportunities and support programs that promote the mission of the University, meet the needs and interests of traditional and non-traditional students, and serve the needs of the local region.

#### As a University in the Liberal Arts Tradition, The University of Scranton

6. Offers undergraduate students a core curriculum in the Jesuit tradition based on the arts and sciences.
7. Imparts to students the importance of gathering, evaluating, disseminating, and applying information using traditional and contemporary methods.
8. Provides learning experiences that reach beyond the fundamental acquisition of knowledge to include understanding interactions and syntheses through discussion, critical thinking, and application.
9. Promotes a respect for knowledge and a lifelong commitment to learning, discernment and ethical decision making.

#### As a Caring Community, The University of Scranton

10. Fosters a spirit of caring, grounded in the Jesuit tradition of *cura personalis*, that enables all members of our community to engage fully in our mission, according to their needs and interests.
11. Facilitates the personal growth and transformation of all members of University community through a spirit of caring.
12. Extends this spirit of caring to the wider community through civic engagement and service.
13. Enhances our sense of community by demonstrating high standards and care for our physical environment.

**As a Dynamic Institution, The University of Scranton will:**

14. Develops goals and aspirations by systemically reflecting on opportunities for and challenges to fulfilling our mission.
15. Fulfills our mission through careful planning and management of resources in order to achieve our aspirations while remaining affordable to our students.
16. Engages the University community in purposefully monitoring progress toward the accomplishment of our mission.

## **Memberships of the University**

Academy of Criminal Justice

American Association for Higher Education (AAHE)

American Association of Hispanics in Higher Education, Inc. (AAHHE)

American Association of Colleges for Teacher Education (AACTE)

American Association of Colleges of Nursing (AACN)

American Association of University Women (AAUW)

American College and Research Libraries (ACRL)

American Council on Education (ACE)

American Library Association (ALA)

American-Mideast Education & Training Services, Inc. (AMIDEAST)

American Occupational Therapy Association (AOTA)

American Physical Therapy Association (APTA)

ASIA Network

Association for Continuing Higher Education, Inc. (ACHE)

Association for the Advancement of Sustainability in Higher Education (AASHE)

The Association to Advance Collegiate Schools of Business (AACSB International)

Association of American Colleges and Universities (AACU)

Association of Catholic Colleges and Universities (ACCU)

Association of Colleges of Nursing (AACN)

Association of Governing Boards of Universities and Colleges (AGB)

Association of Independent Colleges & Universities of Pennsylvania (AICUP)

Association of International Educators (NAFSA)

Association of Jesuit Colleges and Universities (AJCU)

Association of University Programs in Health Administration (AUPHA)

Center for Academic Integrity (CAI)

College Board

Commission for Independent Colleges and Universities (CICU)

Commission on Accreditation of Healthcare Management Education (CAHME)

Commission on Collegiate Nursing Education (CCNE)

Council of Graduate Schools (CGS)

Council on Higher Education Accreditation (CHEA)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council on Accreditation of Nurse Anesthesia Education Programs

Council of Independent Colleges (CIC)

Council on Rehabilitation Education, Inc. (CORE)

Council on Undergraduate Research (CUR)

Council for Standards in Human Service Education (CSHSE)

Fulbright Association

Fuld Institute for Technology in Nursing Education

Greater Scranton Chamber of Commerce

Hispanic Association of Colleges and Universities (HACU)

Higher Education Data Sharing Consortium (HEDS)  
Institute of International Education (IIE)  
Jesuit Conference of Nursing Program (JCNP)  
Lilly Fellows Program in Humanities and the Arts  
Lyrrasis  
Middle States Commission on Higher Education (MSCHE)  
National Association for Women in Catholic Higher Education (NAWCHE)  
National Association of Graduate Admissions Professionals (NAGAP)  
National Association of Independent Colleges and Universities (NAICU)  
National Council for Accreditation of Teacher Education (NCATE)  
National Council on Rehabilitation Education (NCRE)  
National League for Nursing (NLN)  
National Organization of Nurse Practitioner Faculties (NONPF)  
National Student Nurses' Association (NSNA)  
New American Colleges & Universities (NAC&U)  
Northeast Pennsylvania Library Network (NPLN)  
Northeastern Association of Graduate Schools  
Northeastern Pennsylvania Diversity Education Consortium (NEPDEC)  
Nursing Education Consortium of NEPA  
Pennsylvania Academic Library Consortium, Inc.  
Pennsylvania Association of Colleges and Teacher Educators (PACTE)  
Pennsylvania Association of Colleges and Universities (PACU)  
Pennsylvania Association of Graduate Schools  
Pennsylvania Higher Education Nursing School Association (PHENSA)  
Pennsylvania Library Association (PaLA)  
SAP University Alliance  
Scholarly Publishing & Academic Resources Coalition (SPARC)  
Society for College and University Planning (SCUP)  
University Continuing and Professional Education Association

# Message from the Dean

## Dear Graduate Student:

Congratulations on choosing to pursue your graduate education at The University of Scranton!

The College of Graduate and Continuing Education at The University of Scranton is responsible for all aspects of graduate study including the administration of all graduate degrees offered by the University. Depending on the graduate program you intend to pursue, you may be able to complete your degree on the main campus, at an approved off-campus site, or online.

As the Dean of the College of Graduate and Continuing Education, my role is to view graduate programs and academic departments from an institution-wide perspective and to articulate a vision for all post-baccalaureate endeavors. Working in consultation with the deans of the other colleges, the Graduate College establishes policies that define good practice in graduate programs, high quality in curriculum, excellence in student selection, and rigor in faculty appointments. The Graduate College serves as an advocate for the intellectual development of the graduate student, promotes the collective academic involvement of graduate students and faculty, assures that faculty members serve their appropriate role as academic and professional mentors, reinforces the importance of research in each academic program, and defines the minimum standards acceptable for post-baccalaureate work. By establishing minimum admission, credit hour, grade point, and completion requirements, the College of Graduate and Continuing Education ensures equity in the standards for all master's and doctoral degrees.

The graduate programs offered by The University of Scranton are housed in the College of Arts and Sciences, the Kania School of Management, the Panuska College of Professional Studies, and the College of Graduate and Continuing Education. Each program provides faculty, curriculum, and policies specific to that program's unique status. All graduate programs at The University of Scranton aspire to the goal of academic excellence; each will challenge the way you look at the world and help to change your life.

If you have questions about the college or any of its programs, please feel free to contact us!

With Best Wishes,

William Jeffrey Welsh  
Dean of College of Graduate and Continuing Education

Email: [CGCE@scranton.edu](mailto:CGCE@scranton.edu)  
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The University of Scranton,  
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# Academic Calendar

## On-Campus Programs

	<b>FL 2012</b>	<b>INT 2013</b>	<b>SP 2013</b>
	<b>201210</b>	<b>201220</b>	<b>201230</b>
CGCE Orientation	26-Aug		
Classes start	27-Aug	2-Jan	29-Jan
Labor Day Holiday, no classes	3-Sept		
Last Day to drop/no grade with refund*	26-Sept	8-Jan	1-Mar
Last Day to register Comprehensive Exams	28-Sept		29-Mar
Fall/Spring & Easter break begins	13-Oct		23-Mar
Classes resume after Fall/Spring break	17-Oct		2-Apr
Graduate Comprehensive Exams	20-Oct		20-Apr
Last day to withdraw/ "W" Grade	9-Nov	22-Jan	11-Apr
Thanksgiving Holiday begins	21-Nov		
Classes Resume after Holiday	26-Nov		
Last Day for theses, scholarly papers	19-Nov		22-Apr
FINAL EXAMINATIONS	11-15-Dec	29-Jan	13-17-May
Last day of term	15-Dec	29-Jan	17-May
Degree conferral/Graduate Commencement	31-Dec	31-Jan	25-May
Memorial Day Holiday			27-May

## Summer 2013

	S1	S2	S3	S4	S5	SSP
Session Classes Start	29-May	8-Jul	10-Jun	10-Jun	28-May	20-May
Last day to drop/no grade with refund*	3-Jun	11-Jul	13-Jun	13-Jun	3-Jun	23-May
Last day to withdraw /"W" Grade	19-Jun	29-Jul	15-Jul	29-Jul	29-Jul	19-Jun
Holiday, No Class			4-Jul	4-Jul	4-Jul	
Last day to register Comprehensive Exams	28-Jun	28-Jun	28-Jun	28-Jun	28-Jun	28-Jun
Graduate Comprehensive Exams	20-Jul	20-Jul	20-Jul	20-Jul	20-Jul	20-Jul
Last day for theses, scholarly papers	29-Jul	29-Jul	29-Jul	29-Jul	29-Jul	29-Jul
Final Exams, if any	26-27-Jun	5-Aug	22-Jul	5-Aug	5-Aug	26-27-Jun
Session Ends	27-Jun	5-Aug	22-Jul	5-Aug	5-Aug	27-Jun
Final Grades Due by Noon	2-Jul	9-Aug	26-Jul	9-Aug	9-Aug	2-Jul
Degree conferral	31-Aug	31-Aug	31-Aug	31-Aug	31-Aug	31-Aug

\* See refund schedule

## Deadline to Apply for On-Campus Degree Conferral

Students planning to graduate at the end of a particular term must submit to the Office of Student Services and Advising the "Application for Degree" form when they register for the term in which they expect to complete all degree requirements.

## Human Resources Online (HRO), MBA Online (MBO) and Education Online Programs

### Eight Week Sessions

Common Dates for Special 2012-2013 Terms

**Applications for degree deadlines:**

Fall	30-Sept
Interession and May	31-Jan
August	31-May

**Applications for Online Education Comprehensive Exam deadlines (students admitted prior to August 27, 2012):**

<b>Last Day to Register for Comprehensive Exam</b>	<b>Comprehensive Exam (Noon-3:00 EST)</b>
September 15, 2012	September 22, 2012
November 3, 2012	November 10, 2012
January 26, 2013	February 2, 2013
April 6, 2013	April 13, 2013
June 8, 2013	June 15, 2013
July 27, 2013	August 3, 2013

**Degree Conferral dates:**

Fall	31-Dec
Interession	31-Jan
Spring-COMMENCEMENT	25-May
Summer	31-Aug

**Special Fall 2012 - 201215**

<b>Part of Term</b>	<b>2A</b>	<b>2B</b>
CLASSES START	27-Aug	22-Oct
Last day to drop/no grade with refund*	12-Sept	7-Nov
Last day to withdraw/"W" grade	10-Oct	5-Dec
Last day of term	21-Oct	16-Dec

**Special Spring 2013 - 201235**

<b>Part of Term</b>	<b>2A</b>	<b>2B</b>
CLASSES START	7-Jan	4-Mar
Last day to drop/no grade with refund*	23-Jan	20-Mar
Last day to withdraw/"W" grade	20-Feb	17-Apr
Last day of term	3-Mar	28-Apr

**Special Summer 2013 - 201245**

<b>Part of Term</b>	<b>2A</b>	<b>2B</b>
CLASSES START	6-May	1-Jul
Last day to drop/no grade with refund*	22-May	17-Jul
Last day to withdraw/"W" grade	19-Jun	14-Aug
Last day of term	30-Jun	25-Aug

**MBA Online Modules****Four week sessions****Special Fall 2012-201215**

<b>Part of Term</b>	<b>4A</b>	<b>4B</b>	<b>4C</b>	<b>4D</b>
CLASSES START	27-Aug	24-Sept	22-Oct	19-Nov
Last day to drop/ no grade with refund*	30-Aug	27-Sept	25-Oct	22-Nov
Last day to withdraw/"W" grade	16-Sept	14-Oct	11-Nov	9-Dec
Last day for term	23-Sept	21-Oct	18-Nov	16-Dec

**Special Spring 2013 - 201235**

<b>Part of Term</b>	<b>4A</b>	<b>4B</b>	<b>4C</b>	<b>4D</b>
CLASSES START	7-Jan	4-Feb	4-Mar	1-Apr
Last day to drop/no grade with refund*	10-Jan	7-Feb	7-Mar	4-Apr
Last day to withdraw/"W" grade	27-Jan	24-Feb	24-Mar	21-Apr
Last day of term	3-Feb	3-Mar	31-Mar	28-Apr

**Special Summer 2013 - 201245**

<b>Part of Term</b>	<b>4A</b>	<b>4B</b>	<b>4C</b>	<b>4D</b>
CLASSES START	6-May	3-Jun	1-Jul	29-Jul
Last day to drop/no grade with refund*	9-May	6-Jun	4-Jul	1-Aug
Last day to withdraw/"W" grade	26-May	23-Jun	21-Jul	18-Aug
Last day of term	2-Jun	30-Jun	28-Jul	25-Aug

\* See refund schedule

# General Information

A Jesuit institution in Pennsylvania's Pocono northeast, The University of Scranton is known for many things, especially its outstanding academics, state-of-the art campus and technology, and exceptional sense of community. Founded in 1888, the University has a student population of almost 6,000 including adult, part-time and graduate students.

For 18 consecutive years, *U.S. News & World Report's* "America's Best Colleges" edition has ranked the University among the 10 top master's universities in the North, the survey's largest and most competitive region. In the 2012 edition of *U.S. News*, Scranton placed eighth in the North. For the past eight years, the University has been included among only 15 colleges in the North recognized by *U.S. News & World Report* as "Great Schools at a Great Price," which relates academic quality to the cost of attendance. Scranton is also named among only 45 colleges in the nation recognized by *U.S. News* as "Up-and-Comers."

"Best 376 Colleges," "Best Buys in College Education," "America's Best Colleges," "Best Values in Private Colleges," "Strong Commitment to Teaching," – these are just a few of the ways that the nation's leading college rankings and guidebooks consistently refer to The University of Scranton.

For the past 11 years, The Princeton Review has included Scranton among its "Best Colleges" in the nation. Scranton is among just 100 universities in the nation — and one of just seven institutions in Pennsylvania — listed in Kiplinger's "Best Values in Private Colleges," a ranking measuring "academic quality and affordability."

The University is also listed among the 198 colleges in the nation included in the 11th edition of Barron's "Best Buys in College Education."

Scranton is among just 119 colleges in the nation earning the highly selective 2008 Community Engagement Classification designated by the Carnegie Foundation for the Advancement of Teaching.

For seven consecutive years, the University's Kania School of Management has been included among the Princeton Review's "Best 294 Business Schools." GI Jobs has listed Scranton among the top 15 percent of colleges, universities and trade schools in the nation as a Military Friendly School.

Scranton is ranked 14th in the nation among the top 30 Master's Universities listed in the September/October 2010 issue of *Washington Monthly*.

For five consecutive years, Scranton has ranked among the nation's elite universities included in *Forbes* magazine's online listing of "America's Best Colleges."

The University was named to the President's Higher Education Community Service Honor Roll for 2012, the highest federal recognition colleges and universities can receive for its commitment to volunteering, service learning and civic engagement. Just 513 colleges in the nation and 45 institutions from Pennsylvania were named to the 2012 President's Community Service Honor Roll.

In recognition of its work as a values-centered institution, the University is one of 100 American schools named to the John Templeton Foundation's Honor Roll of Colleges That Encourage Character Development.

## Programs

Graduate study was initiated at The University of Scranton in 1950, the first master's degrees being awarded in 1952. At present, the following master's programs are offered by the College of Graduate and Continuing Education:

Adult Health	MSN
Biochemistry	MS, MA
Business Administration	MBA
Chemistry	MS, MA
Clinical Chemistry	MS, MA
Community Counseling	MS
Curriculum and Instruction	MS
Early and Primary Teacher Education	MS, MA
Educational Administration	MS
Elementary Education*	MS
English as a Second Language*	MS
Family Nurse Practitioner	MSN
Health Administration	MHA
Human Resources	MS
Nurse Anesthesia	MSN
Occupational Therapy	MS
Physical Therapy	tDPT, DPT
Reading Education	MS, MA
Rehabilitation Counseling	MS
School Counseling	MS
Secondary Education	MS
Software Engineering	MS
Special Education*	MS
Theology	MA

\*Not accepting new students.

## Education Certification Programs

The University has certification programs approved by the Pennsylvania Department of Education in the areas listed below. Some of these may be pursued in connection with an undergraduate degree, some in connection with a graduate degree, and some may be pursued independent of any degree program.

Chemistry	German
Citizenship	Mathematics
Communication	Middle Level Education
Elementary Education	Physics
Elementary School Counseling	Principal K-12
English	Reading Specialist
French	Secondary School Counseling
General Science	Spanish

### Supervisor certificates\* in:

Communication (English) School Guidance Services

Foreign Languages      Science

Mathematics      Social Studies

Reading

\*Not accepting students for the 2012-2013 academic year.

## Mission and Objectives

As one of the family of worldwide Jesuit Colleges and Universities, The University of Scranton shares with them a common educational heritage and tradition. Its principal objective, therefore, is to lead the student to understand and to inspire him/her to fulfill that complex of dignities and responsibilities which man or woman, as a person and as a member of human society, is under God.

The College of Graduate and Continuing Education (CGCE) is a community of scholars committed, in the Jesuit tradition, to high quality academic study and scholarship. We value the pursuit of wisdom, integrity and truth and protect the freedom of inquiry. The College encourages the sharing of knowledge, fosters a commitment to social responsibility and promotes life-long learning.



## **Organization and Location**

The administration and supervision of the College of Graduate and Continuing Education (CGCE) is the responsibility of the Dean. The Dean of CGCE works with the other Deans to develop programs, supervise admissions, and monitor the progress of students. The Dean is assisted by assistant deans. The Dean's Conference, an advisory committee of which the Dean is chair, assists the Dean regarding policy and practical issues. All questions concerning admission, candidacy for degrees, capstone experiences, or modifications of course programming, must be submitted in writing to the Dean for review. Decisions of the Dean are final.

CGCE is located on the first and second floors of O'Hara Hall (see the campus map). The College is staffed from 8:30 a.m. until 6:00 p.m. Monday through Thursday and 8:30 a.m. through 4:30 p.m. on Friday.

## **Communication of information: Statement on the Expected use of the University of Scranton E-mail Account**

When students are admitted to The University of Scranton, a University e-mail account is created for them. All electronic communication from the University is directed exclusively to the University's electronic mailbox. Students are expected to access their University e-mail account on a weekly basis; however, daily access is recommended to stay abreast of important, time-sensitive information. University departments and faculty routinely will use email to communicate important campus, academic program and course information.

Information on how to access the network and e-mail is regularly distributed to new students by the Information Resources Department. For more information on how to access your University of Scranton e-mail account, visit the Information Resources Web site at <http://matrix.scranton.edu/informationresources/irpolicies.asp>. If you encounter problems accessing your e-mail, contact the Technology Support Center at (570) 941-4357.

## **Policy on Students with Disabilities**

The University of Scranton complies with all applicable laws and regulations with respect to the provision of reasonable accommodation for students with disabilities as these terms are defined in the law. The University will provide reasonable accommodations so that students can fully participate in curricular and extracurricular activities. Students who have a physical or learning disability and need assistance to achieve successfully their academic or extracurricular goals should contact the Center for Teaching and Learning Excellence at (570) 941-4038.

## **Notice of Nondiscriminatory Policy as to Students**

The University of Scranton admits students without regard to their race, color, religion, national origin, ancestry, sex, veteran status, sexual orientation or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, veteran status, sexual orientation or age in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Otherwise qualified persons are not subject to discrimination on the basis of handicap or disability.

If you believe you have been discriminated against because of race, color, religion, national origin, ancestry, sex, veteran status, sexual orientation, age, or handicap or disability, please contact the Director of Equity and Diversity.

# Admission and Registration

## Application Process

Students must be formally admitted to the College of Graduate and Continuing Education (CGCE), in order to register for any graduate courses.

### On campus programs:

The Application for Admission is submitted by visiting the Admission's link, [www.scranton.edu/gradapply](http://www.scranton.edu/gradapply). Completed applications, together with official transcripts of undergraduate and graduate work taken elsewhere, letters of recommendation, any required test scores, and other supporting documents, should be received in the Office of Graduate Admissions at least one month before the term in which the student wishes to begin graduate study. International students should apply and have all materials to the Office of Graduate Admissions by the following dates: June 1st for entry into the fall term, November 1st for entry into the spring term, or March 1st for entry into the summer term. An application file must be complete before it can be processed.

Please note: Any course work taught in a language other than English, will require a transcript evaluation.

Online programs:

The University offers online graduate programs in the areas of business, education, and human resources. Applications for these programs are processed through the College of Graduate and Continuing Education Office of Online and Off Campus Programs. An application file must be complete before it can be processed.

To apply for either the online MBA program or online Human Resources program, please visit <http://www.scrantonuniversityonline.com/> for the application for admission and specific information about the programs of study.

For those wishing to apply for the online Master of Science programs in Educational Administration or Curriculum & Instruction as well as the Administrative Certification without Master's Degree, please visit [www.uscranton.com](http://www.uscranton.com). Applications for the online Assistant Superintendent/Superintendent Letter of Eligibility program can be found at [matrix.scranton.edu/academics/cgce/online%20admissions.shtml](http://matrix.scranton.edu/academics/cgce/online%20admissions.shtml).

Inquiries regarding online graduate programs can be directed to the Office of Online and Off Campus Programs, 570-941-4260 or [CGCEonlineprograms@scranton.edu](mailto:CGCEonlineprograms@scranton.edu).

Students must be formally admitted to the College of Graduate and Continuing Education (CGCE), in order to register for any graduate courses.

Please refer to sections on individual programs for special application deadlines and additional admission requirements.

Please note: Any course work taught in a language other than English, will require a transcript evaluation.

## Admission Standards

An applicant for admission to a graduate program at The University of Scranton must possess a baccalaureate degree from an American college or university accredited by one of the recognized regional accrediting associations, or the equivalent from an international college or university. The ordinary standard for admission to a graduate program is an

undergraduate GPA of at least 3.0 (on a 4.0 scale). An applicant falling below this level must submit other evidence of his/her ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses, scores from examinations (e.g. Graduate Record Examination), or a record of progressively higher work responsibilities. In addition, the applicant's previous course work must show the successful completion of all prerequisites for graduate work in the program to which application has been made. Individual departments/programs may establish higher GPA requirements and/or introduce additional criteria for making the admissions decision. Applicants who wish to take courses for transfer to another institution must be in good standing in a graduate program at an accredited university, complete the required application form, and submit a letter from the Dean or Registrar from the home institution verifying their status as a student in good standing at that institution. Consult the sections of this catalog devoted to the specific programs for such other criteria.

Applicants may be admitted to The University of Scranton in one of the following categories:

**Regular Admission.** Applicants are admitted under this category when they have satisfied the admissions criteria of both the College of Graduate and Continuing Education and the department or program in which they seek to enroll for graduate studies.

**Probationary Admission.** Applicants who do not meet all of the criteria for Regular Admission, but who show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Applicants admitted in this status must complete nine hours of specified course work within the first twelve hours of graduate study.

Students accepted on probation may take a maximum of six credits per semester (until the conditions of probation are satisfied) and must complete the prescribed nine hours of specific course work with a cumulative grade point average of at least 3.0. Failure to accomplish this will result in dismissal from the program.

A student on Probationary Admission may not hold a graduate assistantship until the conditions of probation have been satisfied.

**Provisional Admission or Provisional Acceptance.** Applicants who do not have the necessary undergraduate preparation in the discipline in which they seek admission but have demonstrated academic achievement indicative of successful graduate study may be considered for Provisional Admission or Provisional Acceptance.

**Provisional Admission.** The applicant may gain Provisional Admission with the proviso that he/she complete specific (undergraduate or graduate) course work in conjunction with his/her graduate studies.

**Provisional Acceptance.** The applicant may gain Provisional Acceptance with the proviso that he/she complete specific undergraduate course work, with a GPA of at least 3.0 in these studies, prior to undertaking graduate course work. Upon successful completion of the undergraduate requirements, the applicant will petition his/her Graduate Program Director in order to gain admission to the graduate program and to begin taking graduate course work in that particular graduate program. If the undergraduate course work is taken and a GPA less than 3.0 is achieved, the status of Provisional Acceptance will be withdrawn.

A student who has gained Provisional Acceptance may not hold a graduate assistantship until the undergraduate course work is successfully satisfied and acceptance into the College of Graduate and Continuing Education is granted.

**Conditional admission.** The applicant may gain Conditional Admission with the stipulation that the required conditions are satisfied before the student enrolls. Upon proof of satisfying the conditions (e.g., official copy of GMAT score, official copy of TOEFL score, successful completion of an approved English proficiency program), the admission will convert to a regular admission category and the student will be clear to register for classes. No courses can be taken on the conditional admissions status.

**Special Admission.** Applicants who are admitted to the College of Graduate and Continuing Education under this category may pursue studies for self-improvement, master's equivalency, or transfer of credit to another university. In addition, a qualified undergraduate student who has been admitted to an accelerated course of study that permits him or her to earn graduate credit is accepted into the College of Graduate and Continuing Education under this category.

Admission to this category is on a space available basis and limited to one academic year and students may not elect more than nine (9) credits in any one graduate department while in this status. Anyone seeking to extend Special Admission status beyond one year must obtain written authorization from the appropriate Graduate Program Director and the Dean of the CGCE.

Students accepted into this category are subject to all regulations that apply to matriculated degree-seeking graduate students, including the requirement that they maintain an overall grade point average of 3.0 in all courses elected.

Courses taken in this status will be recorded on a graduate transcript and may, in conformance with stated CGCE policy, be subsequently counted toward a graduate degree should the student later gain regular admission to a degree program at The University of Scranton. Admission to this category should in no way be construed as a guarantee of subsequent admission to a degree program. Students accepted into this category are not eligible for graduate assistantships or financial assistance.

## **Accelerated Master's Degree or Combined Baccalaureate/Master's Degree Program Policy**

**Undergraduate students of the University with outstanding undergraduate records may apply for early admission to a master's degree program through either the Accelerated Master's Degree Program or the Combined Baccalaureate/Master's Degree Program.**

An undergraduate student, who plans to go on to graduate study in Community Counseling, Health Administration, Human Resources, Nursing, Rehabilitation Counseling, School Counseling, or numerous programs in the field of Education may be eligible for admission to the Accelerated Master's Degree Program. This program allows an undergraduate student who has an excellent academic record, to complete requirements for the baccalaureate, while also enrolling in graduate courses. In participating undergraduate programs, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements. (Each participating department determines the maximum number of hours applicable to the undergraduate degree requirements.) In some departments, graduate course work may be substituted only for elective undergraduate course work and cannot be used as substitution within the major. The student's undergraduate advisor, in consultation with the graduate program director, will recommend graduate coursework that will meet undergraduate requirements. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of CGCE. Students will earn their undergraduate degree upon completion of all undergraduate requirements and will then continue with their graduate study. Graduate coursework taken as part of the undergraduate program will also count toward the graduate degree program.

An undergraduate student, who plans to go on to graduate study in Business Administration: Accounting, Biochemistry, Business Administration: Operations Management, Chemistry, or Software Engineering, may be eligible for admission to the Combined Baccalaureate/Master's Degree Program. This program allows an undergraduate student already enrolled in one of these fields, and who has an excellent academic record, to complete requirements for the baccalaureate, while also electing graduate courses. Departments participating in this program may allow some graduate work to satisfy undergraduate degree requirements (not to exceed 12 credit hours). The student's advisor will recommend the undergraduate course work for which graduate credits may be substituted. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of CGCE. In each Combined Program, the graduate level capstone experience replaces the required undergraduate capstone experience. As a result, the Combined Baccalaureate/Master's Degree student may complete his/her baccalaureate degree the same semester as he/she completes the master's degree. Often,

the student entering the Combined Baccalaureate/Master's Degree Program will complete both programs during a five-year time period.

A student who has achieved an overall Grade Point Average of

3.5 after 64 semester hours,  
3.4 after 80 semester hours,  
3.3 after 96 semester hours,  
or 3.2 after 112 semester hours

may apply for early admission to a participating master's degree program by:

- A. Completing the online Application for Graduate Admission;
- B. Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following note)
- C. Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and
- D. Submitting any needed test scores from standardized examinations.

The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission. Students interested in the Combined B.S./M.B.A. degree with a specialization in Accounting, please refer to Business Administration, M.B.A. program. Students interested in the Accelerated M.S. in Counseling Program should refer to the specific requirements established for this program. Students interested in the Accelerated M.S. Degree Programs in Education Program should refer to the specific requirements established for this program. Students interested in the Accelerated M.S.N. Degree Program should refer to the specific requirements established for this program. Students interested in the Combined M.S. in Software Engineering Program should refer to the specific requirements established for this program.

Once admitted, students must complete the Accelerated or Combined Master's Degree Program Check List which includes:

- 1. listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree;
- 2. indicating the beginning date for graduate study, and
- 3. listing of graduate courses to be utilized in satisfying the undergraduate degree requirements;

An accelerated or combined student may register for a maximum of 12 hours of graduate coursework while still classified as an undergraduate student. Generally, an accelerated or combined undergraduate student may register for three graduate credit hours each semester. With the recommendation of the graduate program director, an accelerated or combined student may register for six graduate credit hours in a single semester. An accelerated or combined student is limited to a maximum of 15 credit hours during any semester that he/she is registered for a graduate level course.

NOTE: A student, who has earned credits elsewhere, including transfer of credit from other colleges as well as AP courses taken in high school, may be considered for an accelerated or combined program. The student must have earned at least 32 graded semester hours at The University of Scranton within the indicated GPA requirements.

## **Second Degrees or Programs**

Graduate degree recipients of the University who wish to take additional courses or begin a new graduate program of study may be given special consideration regarding admission. To qualify they must act within the time frames listed below and must complete and submit to either the Office of Graduate Admissions or the Office of Online and Off Campus Programs a Second Degree or Program Request Form with the required supporting material. The form may be obtained from the Office of Graduate Admissions or the Office of Online and Off Campus Programs, or by visiting the Office of Graduate Admissions "Forms and Resources" link, <http://matrix.scranton.edu/academics/cgce/forms.shtml>

1. Initiation of a second degree or program of study in the same degree area as the first program requires the following:
  - a. *Within two years* after completing the first program: the Second Degree or Program Request Form and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton.
  - b. *Between two and five years* after completing the first program: the Second Degree or Program Request Form, new application and fee and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton.
2. Initiation of a new graduate program of study in a different area and *within five years* of completing the first program requires the following:

The Second Degree or Program Request Form, new application and fee, three letters of reference and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton. Any remaining supporting materials will be obtained from the student's previous file.

## Retention of Application Files

Applications for admission will be kept for *one year* from the date of receipt. If the application has not been completed during this period, it will be destroyed. There will be no action on incomplete applications for admission.

Admission is for the academic year beginning in September, or in programs with duly noted rolling admissions, admission is for the time period stated in the admission letter. If a student does not register for class during this period, the application will be destroyed. Once a file has been destroyed, an applicant who subsequently decides to seek admission to a graduate program at the University will be required to complete a new application file.

Students accepted into the Doctor of Physical Therapy program must attend in the year in which they were admitted. If the student does not attend, he/she must reapply if they wish to be considered for a subsequent year.

All documents submitted in connection with an application become the property of the University. No part of this file will be given to the applicant, nor can copies be made for student use.

## International Students

**English Proficiency** - Applicants who are citizens of non-English speaking countries are required to provide proof of English proficiency as one criterion for admission to The University of Scranton. This can be accomplished in one of three ways outlined below.

Submission of an official TOEFL (Test of English as a Foreign Language) score of at least 61 on the Internet-based test or at least 500 on the paper-based version. Certain degree programs require higher TOEFL scores. The minimum language requirements are listed in the program section and in the table below. The TOEFL is administered by the Educational Testing Service in Princeton, NJ (<http://www.ets.org>).

Submission of an official STEP (Society for Testing English Proficiency) score of at least Pre-1st Grade. Certain degree programs, require a 1st Grade score. This exam is administered exclusively in Japan to Japanese students by the Society for Testing English Proficiency, Inc. (<http://www.eiken.or.jp>). It is recognized by the Japanese Ministry of Education.

Submission of an official IELTS (International English Language Testing System) score of at least 6.0. Certain degree programs require IELTS scores greater than Band 6.0. The IELTS test is administered by the University of Cambridge English for Speakers of Other Languages (ESOL) Examinations, the British Council, and IELTS Australia (<http://www.ielts.org>).

	Specific Program Minimum		
	CGCE Minimum*	Education; Software Engineering; MHA; HRA	All Counseling Programs
English Proficiency Test			
TOEFL (paper based)	500	550	575
TOEFL (Internet based)	61	80	80
STEP	Pre-1st	Pre-1st	1st
IELTS	Band 6.0	Band 6.5	Band 6.5

\*scores accepted by programs not listed in the above chart.

The University of Scranton and The University of Delaware English Language Institute (UD-ELI) have created a bridge program to ease the transition for international students from pursuing English as a second language study to enrolling in either a full-time undergraduate or graduate academic program. In addition, The University of Scranton has agreements with the 28 ELS Language Centers. To learn more about these programs, see The University of Scranton Office of Admissions website for international students, [www.scranton.edu/international](http://www.scranton.edu/international).

Application Materials and Certification of Finances – International applicants are required to submit a Certification of Finances form with their application materials. All materials should be available for review in the Office of Graduate Admissions by the term deadlines: June 1st for entry into the fall term, November 1st for entry into the spring term, or March 1st for entry into the summer term. Applications for admission that are completed and processed will be maintained on-file for two years from the date of acceptance. International students who matriculate during a semester other than the semester for which they are offered admission must update their Certification of Finances form.

Please note: Any course work taught in a language other than English, will require a transcript evaluation.

## Maintaining Immigration Status

The International Student and Scholar Services (ISSS) Office, located in St Thomas Hall, will provide out-of-classroom support for international students. This support includes assistance in maintaining proper immigration status. International students must contact the International Student and Scholar Services Office if any of the following circumstances occur:

1. To report a change of physical address to the ISSS office within 10 days of the move
2. To report schedule changes that reduce the credit load to less than full-time status ( i.e., less than 6 credit hours )
3. To request authorization before starting an internship/curricular practical training/ optional practical training or perform any off campus employment
4. Prior to traveling outside the United States
5. When changing their degree program or, if they intend to pursue another program at the university upon completion of the first degree.
6. When transferring to another university in the US
7. To request an extension of the immigration document ( I-20) prior to the expiration date

The office strongly encourages international students to consult with the ISSS office on all matters that may affect immigration status. A complete set of regulations that pertain to international students and their immigration status is available in the ISSS Office.

## Registration for Courses

Registration for each semester will take place according to the schedules listed in the special bulletins which are issued prior to each semester. Registration will be with the approval of a student's mentor or chair of the department. *Students who wish to cancel their registrations must give written notice to the Office of Student Services and Advising. Please see details under Dropping and Withdrawing from a Course.* Students who are dropped from courses due to non-payment of tuition and subsequently wish to activate their registrations will be charged a reinstatement fee (see Tuition and Fees section).

In order to facilitate registration for both continuing and new students, a period of course registration is held prior to each term. All continuing students are expected to register for the subsequent term during this period.

Undergraduate students may register for certain graduate courses. They must, however, have the written permission of the appropriate department chair and the appropriate deans.

## Graduate Students Registering for Undergraduate Courses

Given that the University awards graduate degrees to students who demonstrate a level of academic accomplishment and knowledge of subject matter substantially beyond that required for the baccalaureate degree, graduate students are discouraged from taking undergraduate courses while pursuing a graduate program of study. In some cases, a graduate student may be required to take or may elect to take an undergraduate course.

For example:

1. An education student may be required to take one or more undergraduate courses in the subject area of the discipline in which he or she wishes to obtain certification;
2. A student who is provisionally admitted may be required to complete specific undergraduate courses in conjunction with his or her graduate study;
3. An enrolled student who is placed on academic probation may be required to complete specific undergraduate courses as a condition of that probation;
4. A graduate student may elect to register for an undergraduate course that is not related to his or her graduate program of study.

In these situations:

1. The student must have the approval of his or her graduate program director prior to registering for the course;
2. The student will be charged the CGCE part-time undergraduate tuition for this course;
3. A student who has earned a baccalaureate degree from the University of Scranton will be eligible for the 50% tuition reduction;
4. The student may not use his or her GA tuition scholarship to pay the tuition associated with the course.



# Academic Regulations

## Mentors

Each new graduate student will be assigned a mentor to formulate a program of study and to supervise her/his work. It is suggested that students work closely with their mentors and that the courtesy of arranging appointments in advance with faculty members so designated be observed by all students.

## Grading System

The following grades are used in graduate course work:

Grade	Quality Points Per Credit	Definition
A	4.00	Superior/outstanding
A-	3.67	Excellent
B+	3.33	Very good
B	3.00	Good
B-	2.67	Fair
C+	2.33	Passing grade
C	2.00	Minimal passing grade
F	0.00	Failure
S	Not computed	Satisfactory or Pass
U	Not computed	Unsatisfactory or Fail

S/U grading is authorized only for certain courses.

“IP” indicates that a student is registered for a thesis or an approved research project which has not been completed at the end of a given semester but for which satisfactory progress is being made. This grade is temporary and once the work has been completed it must be converted to one of the permanent grade symbols.

“W” indicates that a student has withdrawn from a course.

“I” indicates postponement of the completion of a course. It is given at the discretion of the instructor to a student who is doing satisfactory work but who has not completed all of the course requirements at the end of a given semester. Given such an extension, the student must complete all the required work, unless otherwise agreed, before the midpoint of the next regular semester. Failure to complete the necessary work within the stipulated time results in automatic conversion of the “Incomplete” to a permanent grade of F.

“AU” indicates that a student has taken a course for which permission has been granted without a grade being awarded. Students must secure such authorization prior to the start of a course. Entry of the audit grade on a transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance.

“NG” is a temporary grade issued when a faculty member fails to meet the deadline for the submission of grade reports. Such temporary grades will be changed to permanent grade symbols when issued by the professor.

Special permission is not needed to repeat failed courses; however, prior approval of the CGCE dean is needed to repeat non-failed courses. The recording of grades for repeated courses shall be governed by the following conditions:

1. Credit for a course will be granted only once;
2. Credit for the course will be lost if the course is repeated and failed;
3. The most recent credit and grade will count toward the GPA with this exception: a “W” grade cannot replace another grade;
4. Each attempt to complete a course will be reported on the student’s transcript;
5. Ordinarily, a student may repeat a course only in the same mode in which it was originally taken;
6. A student repeating a course must so indicate on his/her registration form.

Regular attendance at class is considered a requisite for successful completion of a course.

## **Appeal of a Graduate Course Grade**

A student who wishes to appeal the final grade in a graduate course should first contact the instructor of the course in order to remedy the situation informally. If, having met with the instructor, the student still thinks that he/she has been inappropriately evaluated in the course, he/she may make a written request that the Chair of the faculty member’s department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The Chair will attempt to facilitate a reasonable solution at the departmental level. The Chair may make written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the Dean of CGCE review the matter. The Dean will conduct a review and provide a written decision to the student and faculty member. The Dean’s decision is final.

## **Waiver or Partial Waiver of Regulations**

A graduate student seeking waiver or partial waiver of a CGCE requirement must petition in writing his/her Graduate Program Director explaining what relief is sought and why the student believes special consideration is justified. The Graduate Program Director will review the petition and will send her/his recommendation to the Dean. The Dean will review the petition and inform the student of his/her decision. In all cases the decision of the Dean is final.

## **Standards of Progress**

All graduate students must have a cumulative grade point average (GPA) of at least 3.0 in order to graduate with a master’s or doctoral degree. In addition, all graduate students must maintain a cumulative graduate GPA of at least 3.0 in order to remain in good standing.

A master’s degree seeking student whose cumulative graduate GPA falls between a 3.0 and 2.0 will be placed on academic probation. A master’s degree seeking student whose cumulative graduate GPA falls below a 2.0 will be subject to dismissal.

1. If a student in a master’s program is placed on academic probation, then the student is required to earn a cumulative graduate GPA of at least 3.0 within the next three courses taken (normally nine hours of course work).

2. Successful achievement of this expectation will result in the master's degree seeking student being reinstated to regular academic status.
3. Failure to fulfill this expectation may result in the dismissal of the master's degree seeking student.
4. Although there are no set limitation on the number of courses a master's student may take in a semester while on academic probation, it is imperative that the student recognizes the necessity of improved academic performance in order to regain the minimum graduate GPA of 3.0 within the next three courses.

A Doctor of Physical Therapy (DPT) student whose cumulative GPA falls below 3.0 will be placed on academic probation.

1. A DPT student must earn a 3.0 cumulative GPA (and be taken off probation) in order to enroll in internships (Summer II, Summer III, Spring III).
2. A DPT student who does not earn a 3.0 cumulative GPA prior to an internship semester will be denied access to the internship and will be required to retake courses in order to achieve a 3.0 cumulative GPA. A DPT student is provided this opportunity only once.
3. A student who fails to achieve a 3.0 cumulative GPA after retaking the same courses is subject to dismissal.
4. A DPT student who earns an F in a DPT course is prohibited from continuing in the program until the failed course is retaken and the student earns a passing grade.
5. A DPT student who earns more than one F in the DPT program is subject to dismissal.

A student on academic probation cannot apply for a graduate assistantship. A student who is a graduate assistant and who is placed on academic probation may be reappointed for a second year provided he/she is making reasonable progress toward completion of degree requirements. In this situation, the student's graduate program director will need to provide the Dean with a written recommendation presenting a sufficient case for reappointment.

## Time Limit

All graduate work for a degree, including the thesis, must be completed within six years of the date when the first graduate level course is taken. Time spent in the armed forces is not included in the six-year period. Extension of this time restriction may be granted for valid reasons at the discretion of the Dean.

## Application for Degree

In order to qualify for award of the master's or doctoral degree, a student must complete the *Application for Degree* form. This should be done prior to the Course Registration period for the term in which the student expects to finish all requirements. Copies of the form are available in the Office of Student Services and Advising or students may submit an online Application for Degree that can be found at <http://lynx.scranton.edu/commencement/gdegree.html>.

The University provides the opportunity for students who have completed degree requirements to graduate at the conclusion of each academic term: summer, fall, intersession, spring. Official dates of graduation are noted in the academic calendar. Commencement exercises are held once in the academic year, at the conclusion of the spring term. Students who graduated in the previous summer, fall or intersession terms, as well as in the current spring term, may participate in these commencement exercises. Diplomas are awarded twice a year; in February for those who completed in August or December and at Commencement in May for those completing in January or May.

## Transfer of Credits

Transfer of credits to graduate programs at The University of Scranton is governed by the following policies (special exceptions may pertain to affiliation programs):

1. Credits for transfer must be earned at an accredited institution while enrolled as a graduate student;

2. A maximum of nine graduate credits may be transferred for graduate programs requiring at least 39 credit hours for completion and six graduate credits may be transferred for graduate programs that require less than 39 credit hours for completion;
3. Courses to be transferred must be integral to the student's program of study;
4. Transferred credits must have been taken *within six years of the date of requested transfer* to The University of Scranton;
5. A grade of B or better is required in any course to be transferred and an official transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits;
6. The course to be transferred must be a regularly scheduled course and not a workshop.
7. Please note: Any course work taught in a language other than English, will require a transcript evaluation.

Students matriculated at The University of Scranton may take courses at other accredited graduate schools for the purpose of transfer of credit only with the prior permission of their mentor and the Dean of CGCE.

## Capstone Experience

Each student in a master's degree program must complete a capstone experience in his/her field of study. For some programs, this will mean successfully passing a comprehensive examination given during the last semester of studies; some programs will require the writing and defense of a master's thesis or major research paper, directed by the student's academic advisor, on a topic appropriate to the field of study; and other programs may require the writing and defense of a major paper, written in the program's capstone course, which synthesizes the ideas, philosophy, and techniques learned in the program of study.

Following are CGCE's requirements concerning the comprehensive examination and thesis.

### **Comprehensive Examination:**

Students who are required to take a comprehensive examination must apply to take the examination by the deadlines given in the academic calendar, using the Application for Comprehensive Examination form available in the Office of Student Services and Advising. The examinations may be oral, written or both and are given on dates published in the academic calendar in this catalog. The Director of the student's program determines eligibility for the examination. Students should consult their mentor regarding the nature of the examination in their field. Please refer to the relevant program-of-study section in this catalog for capstone experience requirements. Students failing the capstone experience twice are subject to dismissal.

### **Thesis:**

The Weinberg Memorial Library coordinates the submission of graduate theses with the College of Graduate and Continuing Education. For thesis submission instructions, visit [www.scranton.edu/library/theses](http://www.scranton.edu/library/theses) and select "Current Graduate Students".

Students failing the capstone experience twice are subject to dismissal.

## Dropping, Withdrawing from or Adding a Course

Students may officially drop a course by completing and returning to the Office of Student Services and Advising a "Schedule Change" form.

If they drop the course early in the semester, they will be entitled to a refund according to the schedule, and the drop will be treated as though the student had never registered for the course.

Beyond the refund period, a student may still withdraw from a course until the date indicated on the Academic Calendar. The student's transcript will carry the number and title of the course with a grade of "W."

Withdrawing from a course without completion and official acceptance of the appropriate form will result in a grade of "F."

To add a course, the student must complete, and return to the Office of Student Services and Advising by the deadline indicated in the Academic Calendar, the "Schedule Change" form.

Note: There is a special fee for any course-related schedule change made after the first week of each term.

## **Courses Taken as Readers and Independent Studies**

The purpose of reader and independent study courses is to enable University of Scranton students in good academic and disciplinary standing to pursue a course of study that meets one of the following descriptions.

*Readers* are study experiences that replicate courses listed in the catalog and are offered to one or, less frequently, two students. These offerings are limited to meeting acute student programmatic need, as identified and accepted by the dean, and are not meant to be offered routinely.

*Independent Studies*, experiences provided to academically successful students, are specially designed learning experiences and are not offered in the normal course listing.

*Thesis*, experiences are specially designed and are not offered in the normal course listing. These experiences are based on experimental work that involves intensive research activity and a public defense on the part of the student.

Students may take no more than one reader or independent study per term and no more than one reader or independent study per year, on average, during the course of their degree programs. Readers and independent studies are to be taken for the same number of credits as are granted similar courses in the discipline in which the reader or independent study is offered. Readers and independent studies may not ordinarily be used to repeat failed courses.

The completed Reader and Independent Study forms should be submitted to the College of Graduate and Continuing Education by the last day to add courses as published in the University academic calendar. A fee of \$60 per credit in addition to the normal tuition will be charged.

Readers and independent studies are not available to visiting students. Faculty conducting independent study courses will provide the dean's office with a copy of the syllabus, reading lists, and examinations used in the independent study. Normally, faculty are limited to mentoring no more than two students per semester in any combination of readers, independent studies, directed studies and special topics. Exceptions to this limitation can be made by the Dean for programmatic reasons or in response to course cancellations.

## **Military Leave Policy**

If a student is called or volunteers for active military duty while attending The University of Scranton, the University will do its best to protect the academic and financial interest of the student within the norms of good academic judgment. The student must meet with the Dean of his/her college and provide proof of being called to active duty. The Dean, after conferring with the Director of Financial Aid, the Treasurer, the student's current faculty, and the student, will decide the course of action. The Dean will then process the necessary paperwork and place the student on military leave status. If the student does not concur with the Dean's decision, the student may appeal to the Provost/Vice President for Academic Affairs. The student is responsible for all room and board and related expenses incurred. Deans must confer with the Financial Aid and Treasurer's Offices before making decisions regarding refunds.

## **Student Course Evaluations**

Because student course evaluations are a necessary part of the University's program to enhance the quality of teaching, students are asked to complete an evaluation for each of their courses. Final grades are unavailable for one week in those cases where students choose not to complete the evaluations.

## **Policy Changes, Academic Integrity, Student Conduct and Student Rights of Confidentiality**

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies, rules, and requirements, including changes thereto, may be appealed to the dean of the student's college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly the "Academic Code of Honesty" and the "Policies Governing the University Community", [catalog.scranton.edu/content.php](http://catalog.scranton.edu/content.php)) are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fee charges, and the right to change the semester schedule of courses.

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. The complete "Student Rights and Confidentiality of Information Policy" can be reviewed in the Office of Student Services and Advising. Any student wishing to prevent disclosure of information deemed permissible by FERPA may do so by notifying the Office of Student Services and Advising and completing the appropriate form.

## **Special Note for Students**

It is the personal responsibility of each student to acquire an active knowledge of all pertinent regulations set forth in the *Graduate Studies Catalog*.

# Resources

## The Harry and Jeanette Weinberg Memorial Library

Opened in 1992, this 80,000-square-foot, five-story building is named for Harry and Jeanette Weinberg. Library holdings include 514,915 volumes, 41,927 print and full-text online journals, and 83,000 full-text electronic books that users can read on smartphones, tablets and computers. The facility includes group-study rooms; quiet study areas; two twenty-four-hour study rooms with computer labs; and the Heritage Room, a large reading room on the fifth floor overlooking the campus and community. There is a Java City Coffee Bar in the Pro Deo Room. Over 147 databases are available on the World Wide Web. A proxy server gives users remote access to databases. A virtual tour of the Library and its services is available at [http://academic.scranton.edu/departments/wml/library\\_tour.html](http://academic.scranton.edu/departments/wml/library_tour.html).

The University Archives and Special Collections houses University historical records, rare books, faculty publications, and other special collections. The Media Resources Collection, located on the third floor, holds 17,498 non-print items and access to 11,050 streaming video programs. In addition to the Library's own Online Public Catalog, users can use PALCI, Pennsylvania Academic Library Consortium Inc, E-Z-Borrow, a direct borrowing program. With PALCI members, the Library also shares 1,900 full-text books that users can read or borrow online. The Library's digital collections are available at [http://www.scranton.edu/library/digital\\_collections](http://www.scranton.edu/library/digital_collections). There are 88 computer workstations in the Library, including 45 machines available 24 hours a day, seven days a week in the 24 hour and Pro Deo Rooms. There are 15 laptops and 3 iPads available for loan from circulation desk. Throughout the building, there is wireless connection to the Internet for laptops equipped with a network card.

Library hours are posted on campus, on the Internet, and on a recording, which can be heard at 570-941-7525. It is open 95.5 hours per week, with extended hours during exam periods. For information about the Library, its services, and resources, see the Weinberg Memorial Library homepage on the World Wide Web <http://www.scranton.edu/library> or select the Library from the University's homepage [www.scranton.edu](http://www.scranton.edu). Some required readings for courses are available through ERes, an electronic reserve reading database over the Internet. The Library conducts an extensive information literacy program to orient and instruct students in resources and research techniques. Users can call the Reference Desk 570-941-4000 to schedule an appointment or submit questions to "Ask a Librarian" [http://academic.scranton.edu/departments/wml/ask\\_a\\_librarian.html](http://academic.scranton.edu/departments/wml/ask_a_librarian.html). Librarians are available by IM and texting 570-687-8787 all hours the Library is open. Live Chat with American Jesuit College and University librarians is also available 24/7. Special services for delivery of materials are available for distance learners.

To find out what's new in the Library, visit [Infospot@WML](mailto:Infospot@WML) or <http://wmlinfospot.wordpress.com/>.

## Career Services

Career Services staff advises students on career-development issues, assists students and graduates in job searches, and helps students plan for further academic work following graduation. During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and some graduate school catalogs are also available. The Career Services Office coordinates the on-campus recruiting program. The Career Services Office also maintains the College Central website (<http://collegecentral.com/scranton/>) where graduate students can search for advertised positions and post their resumes; and where employers can evaluate the resumes posted by Scranton students. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Walk in hours are 1:00 p.m. to 4:00 p.m. on Tuesday and 9:00 a.m. to 12:00 p.m. on Friday. Contact Career Services in Ciszek Hall 570-941-7640 to arrange appointments. Alumni, off-campus students, and online students can contact the Career Services Office at [careers@scranton.edu](mailto:careers@scranton.edu) to inquire about post-graduate career possibilities or to schedule a tele-counseling appointment.

## **Counseling Center**

The Counseling Center provides a safe, comfortable, caring and confidential place for students. Sometimes students have personal concerns they may wish to discuss with one of our staff. These may be related to relationships, transition, coping, development, school, self-concept, family dynamics, etc. Other concerns may be alcohol and other drug use/abuse, anxiety and/or depression, etc.

The Counseling Center is staffed by licensed psychologists, counselors, social workers and a part-time psychiatrist who are available to help students make the most they can out of their years at the University. Finding ways to identify and cope with these concerns can make a difference in the life of a college student.

The Center, located in McGurrin Hall, second floor, is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Later evening sessions may be available by appointment. The Counseling Center does not provide online therapy services. After hours emergency crisis consultation with a clinician is available on a 24-hour basis from September through May while classes are in session by contacting Public Safety 570-941-7777. For Counseling Center appointments, students may call 570-941-7620 or stop by the Center. Our web site address is [www.scranton.edu/counseling](http://www.scranton.edu/counseling).

## **Center for Health Education and Wellness**

The Center for Health Education and Wellness (CHEW) encourages healthy lifestyle choices by providing in-house educational programs, as well as referrals to campus resources. Students are encouraged to assess and improve their health in each of the eight dimensions of wellness: spiritual, social, physical, intellectual, occupational, multicultural, environmental, and emotional. In addition, student leadership and peer education opportunities are available through the Center's Coalition of Peer Educators in the following areas: Physical Activity, Nutrition, Mental Health, HIV/AIDS, Tobacco, Late Night Programming, and Alcohol and Drug Prevention. Program offerings are posted on campus and on our webpage [www.scranton.edu/chew](http://www.scranton.edu/chew) each semester. Visit or contact the Center for additional information. CHEW is located in the Patrick and Margaret DeNaples Campus Center – Room 205K. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m., and evenings by appointment 570-941-4253.

## **Computer Facilities**

The University provides many computing facilities on campus as well as extensive access to our wireless networks. General access labs are available in the Weinberg Memorial Library and Hyland Hall's Cyber Café. The Weinberg Memorial Library Pro Deo Computer Labs provide 24/7 access. The Library also provides loaner laptops, which may be checked out for use in the Library, on a first come, first served basis. Most academic departments provide instructional and general use computing labs for their students.

The University supports two wireless networks: ROYALAIR, which is available in almost every building on campus as well as most outdoor areas, and RoyalGuest, which is widely available and intended for guest or visitors to our campus.

Further information and assistance is available at the Information Resources Technology Support Center in Alumni Memorial Hall. All students, on-campus and online, may contact the Technology Support Center by phone at 570-941-HELP or by email at [techsupport@scranton.edu](mailto:techsupport@scranton.edu).



## **Center for Teaching and Learning Excellence**

The University's Center for Teaching & Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGinnis Wing in St. Thomas Hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist graduate students to achieve academic success. The CTLE can assist graduate students who reside in Northeastern Pennsylvania with: improving their reading comprehension and retention abilities, writing skills, and overall learning strategies; and learning how to use the instructional technologies that are available on campus. Assistance is offered in the areas of time management, organizational skills, effective study techniques and learning styles. For graduate students who take online courses, the Writing Center at the CTLE provides online consultations. The CTLE also offers opportunities for faculty and students to engage in teaching mentoring experiences through the Student/Faculty Teaching Mentorship Program (SFTMP). Students with a documented disability should register with the CTLE so that they can receive appropriate academic accommodations. To assist students achieve academic success, individual consultations are encouraged with the CTLE Reading Enrichment Specialist, the Learning Enrichment Specialist, and the Writing Consultants.

To learn more about the CTLE's programs and services for students and faculty visit the Web site at [www.scranton.edu/ctle](http://www.scranton.edu/ctle) or phone 570-941-4038.

## **Byron Recreational Complex/John Long Center**

Any graduate student may use the Byron Recreational Complex, the John Long Center and the fitness center located on the first floor of the new apartment complex by paying a fee of \$70.00 each semester. Facilities in the Byron Recreational Complex include three multi-purpose gymnasiums that may be used for basketball, volleyball, badminton, and tennis; indoor pool and locker rooms containing saunas and steam rooms; racquetball/handball courts; and a dance/aerobics room. The John Long Center facilities, located adjacent to the Byron Complex, include a gymnasium, wrestling room and locker rooms. This new fitness facility located on Mulberry St. is home to 44 pieces of cardio equipment, each equipped with individual cardio theatre, as well as 22 pieces of Cybex VR3 selectorized weight machines and a state-of-the-art free weight area. For more information call the Recreational Center at 570-941-6203.

## **Student Health Services**

Student Health Services is located in the Roche Wellness Center at the corner of Mulberry Street and North Webster Avenue. Graduate students who come to campus have the option of utilizing on-campus services by paying the health fee of \$65.00 each semester. Payment of the health fee may be made at the Bursar's Office.

On-campus services include health and wellness information, nursing assessment, treatment of routine illnesses and injuries, medical services provided by certified nurse practitioners and physicians by appointment, as well as referral to community health care providers for services beyond the scope of a student health facility. It is very important that all students have health insurance coverage. Although Student Health Services does no insurance billing, community providers will require health insurance or private payment for services such as hospitalization, laboratory testing or x-ray, etc.

Students may telephone or e-mail requests for general health information but diagnosis or recommendations for treatment are not done by telephone or e-mail. Further information may be obtained by contacting Student Health Services at 570-941-7667 or visiting our website which can be accessed at <http://www.scranton.edu> under Student Life/Student Affairs.

## Graduate Student Housing

The University of Scranton offers comfortable and competitively priced accommodations for full-time, on-campus graduate students. Space is limited and is available on a first-come, first-served basis. These furnished apartments are within walking distance to the campus and downtown Scranton. For more information please contact the Office of Residence Life at (570) 941-6226 or visit their website, <http://academic.uofs.edu/departments/reslife/graduate-housing.html> for specific information on housing for graduate students.

## Graduate Assistantships and Other Financial Support Information

Employment of graduate students as Teaching Assistants, Research Assistants, and Graduate Assistants enables them to pursue their graduate education, strengthens the quality of their educational experience, and helps the University develop the quality of its graduate programs. GTAs, GRAs, and GAs also provide valuable and necessary services to the University. However, because GTAs, GRAs, and GAs are primarily students, their duties should have a direct relationship to their academic program of study.

### GRADUATE TEACHING ASSISTANTS (GTA)

A faculty member has the primary responsibility for determining all aspects regarding course content and delivery. A Graduate Teaching Assistant (GTA) assists faculty members in the teaching and delivery of course content. This may include grading papers, classroom or laboratory teaching, conducting help sessions, providing academic support services for students, or serving an apprenticeship under the supervision of a faculty member. A Graduate Teaching Assistant may engage in one or more of the following activities:

- Set up and lead a laboratory
- Lead a discussion section
- Respond to students' questions
- Assist in grading student work
- Tutor students
- Assist with the administration of a course
- Assist faculty in the development of new material for a course

A GTA receives a stipend of \$8,800/year and a tuition scholarship that provides for full tuition and fees (registration fees, laboratory fees, and any other specific course related fees) in support of the registration of the student not to exceed the number of graduate credit hours required for the student's particular degree program.

**A graduate student must apply** for vacant GTA positions **no later than March 1**. In all cases, a GTA must have a minimum undergraduate GPA of 3.0, must be regularly admitted as a graduate student into a graduate degree program, and is selected based on his/her previous teaching experience or his/her academic potential to be an effective instructor in his/her field of training.

Exceptional graduate students may be offered a GTA position at the time of recruitment. Departments that choose this option must develop a rubric that will be used to evaluate these GTAs and provide evidence that these individuals possess both the academic knowledge and pedagogical skills required to serve as a GTA.

All GTA must participate in a GTA workshop prior to the start of the fall semester. The required service commitment of a GTA is 600 hours during the academic year.

## GRADUATE RESEARCH ASSISTANTS (GRA)

A Graduate Research Assistant (GRA) conducts research or performs research-related activities. A GRA may be employed either by an academic department or an administrative/research unit. A GRA employed by an academic department usually performs research for a faculty member and often times works with the faculty member in conducting a research project. A GRA may also be employed by a research or administrative unit outside his or her department. In such situations, the GRA should bring certain knowledge or skills of value to the project. A Research Assistant may engage in one or more of the following activities:

- Perform independent research under the direction of a faculty member
- Engage in literature searches
- Perform data analysis
- Design an experiment
- Assist in a faculty member's laboratory
- Co-author a research paper

A GRA receives a stipend of \$4,400/year and a tuition scholarship that provides for one-half tuition and full fees (registration fees, laboratory fees, and any other specific course related fees) in support of the registration of the student not to exceed the number of graduate credit hours required for the student's particular degree program.

- A graduate student may be awarded an academic GRA position at the time of acceptance into a graduate program in recognition of his or her outstanding academic credentials.
- **A graduate student must apply for an administrative GRA position no later than March 1.**
- A candidate for a GRA position must have a minimum undergraduate GPA of 3.0, must be regularly admitted as a graduate student into a graduate degree program, and is selected based on his/her level of academic preparation.

The required service commitment of a GRA is 300 hours during the academic year.

## GRADUATE ASSISTANTS (GA)

A Graduate Assistant (GA) may be employed either by an academic department or by an administrative office to manage special projects or work in a paraprofessional capacity. Non-departmental offices may select candidates from many areas of graduate study. A Graduate Assistant may engage in one or more of the following activities:

- Perform a variety of administrative tasks including preparation of Power Point presentations, data entry and analysis, web site development, collating marketing materials and presentations.
- Provide assistance with event planning
- Facilitate projects in an office with other students
- Serve on short-term college project teams
- Support departmental processes related to student recruitment including contacting prospective students, creation of marketing materials, peer advising/mentoring, conducting campus tours and orientation activities, and delivering presentations
- Supervise a computer laboratory
- Configure and manage servers used in the delivery of distance courses

A GA receives a stipend of \$4,400/year and a tuition scholarship that provides for one-half tuition and full fees (registration fees, laboratory fees, and any other specific course related fees) in support of the registration of the student not to exceed the number of graduate credit hours required for the student's particular degree program.

- A graduate student may be awarded an academic GA position at the time of acceptance into a graduate program in recognition of his or her outstanding academic credentials.
- **A graduate student must apply for an administrative GA position no later than March 1.**

- A candidate for a GA position must have a minimum undergraduate GPA of 3.0, must be regularly admitted as a graduate student into a graduate degree program, and is selected based on his/her level of academic preparation.

The required service commitment of a GA is 300 hours during the academic year. If a GA is assigned to a group of faculty or staff members, it is the responsibility of the supervisor to coordinate the service commitment expectations of the GA so that he or she does not perform at a level or in a period beyond what is expected in the contract.

GTAs, GRAs, and GAs are expected to register for at least six graduate credits during each academic semester (fall semester and spring semester). Fewer credits may be taken during the GTA, GRA, or GA's final term. If a student who is a GTA, GRA, or GA is dismissed from the University for either academic or non-academic reasons, the GTA, GRA, or GA contract is voided concurrent with the dismissal.

Stipend payments are made in equal monthly allotments on the first day of the month following a month of service. Withholding of federal, state, and local income taxes are similar to those pertaining to ordinary income. During the academic semesters in which a graduate student holds a GTA, GRA, or GA position, he/she is not permitted to hold any full-time or part-time employment at the University.

GTAs, GRAs, and GAs assigned to academic departments are expected to satisfy their service commitment during each of the academic semesters (including the week prior to the start of the semester, the constituent weeks of the semester, and the week of final examinations). In administrative units, GRAs and GAs may satisfy part of the service commitment during periods other than the academic semesters (e.g., during intersession). In such cases, the service expectations should be stated in writing by the supervisor at the time of the appointment. An appropriate schedule should be worked out between supervisors and GRAs or GAs well in advance to clarify expectations.

A GTA, GRA, or GA is awarded for the academic year and is renewable for a second year if the GTA, GRA, or GA has maintained a 3.0 GPA or better, has made sufficient progress towards completion of degree requirements, and has performed at an acceptable level of service during the first year. GTAs, GRAs, and GAs will be evaluated annually by their supervisors. A GTA, GRA, or GA whose performance is judged unsatisfactory is subject to having the assistantship rescinded.

In such cases, the supervisor should meet with the GTA, GRA, or GA, discuss the deficiency with him/her, and develop a corrective plan. The meeting should be followed by written notification to the GTA, GRA, or GA from the supervisor specifying the problem, what corrective action is needed, and a timetable, usually 30 days, by which to correct the problem. The assistant must be informed that failure to correct the problem could result in termination of the assistantship. If after the corrective period expires, the problem persists, the GTA, GRA, or GA may be dismissed.

A GTA, GRA, or GA may also be dismissed for failure to remain in good academic standing. Each semester the Graduate School will review the academic progress of assistants to determine if any fall below the required 3.0 GPA. If an assistant is placed on academic probation, he/she must meet with the Graduate Program Director of the home department and, where appropriate, the Graduate Dean. The decision to allow an assistant to continue with an assistantship while on academic probation will be made by the Graduate Dean in consultation with the Graduate Program Director taking into account the individual circumstances of the student holding the assistantship.

## **FINANCIAL AID FOR GRADUATE STUDENTS**

Students accepted to a graduate studies program may apply for the Federal Direct Stafford Loan Program, Federal Direct Graduate PLUS Loan Program and the Federal Work Study Programs. When a determination of eligibility is made, an email will be sent to the student's University of Scranton email account advising them to view their Electronic Aid Notification Letter on the Self Service UIS system.

**Required Applications:** Graduate students applying for any federal financial aid listed above, must complete the Free Application for Federal Student Aid (FAFSA), which is available online at [www.fafsa.gov](http://www.fafsa.gov). Students applying for federal work study must complete our Online Work Study Application available on the Self Service University Information System (UIS). Federal Work Study applicants must indicate this request when completing the FAFSA form. Students must also complete an eMPN at the Federal Direct Loan Website. Visit

[www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) and click on Loans & Financing Options. Under the Graduate column, click on Federal Direct Stafford Loans and click on Apply Now to design your Electronic Master Promissory Note. The eMPN is valid for 10 years, but the FAFSA must be filed each year. Employer reimbursement will be considered as a resource and will be counted toward loan eligibility. Please notify the Financial Aid Office if you are receiving Employer Reimbursement and complete the Deferment of Tuition Payment Form for each term you are seeking tuition reimbursement. Please visit [www.scranton.edu/bursar](http://www.scranton.edu/bursar) under common forms.

**Aggregate and Annual Loan Eligibility for Graduate Students:** The annual maximum Stafford Loan for graduate students is \$20,500 for the Direct Unsubsidized Stafford Loan Program. Graduate students will be certified for the maximum eligibility based on cost of attendance for the loan term. Should you not want the maximum, please notify the Financial Aid Office in writing from your University of Scranton email account, on the amount that you wish to borrow. Loan proceeds are credited to the student's account at the beginning of each semester depending on when the loan was processed. Students will be notified when funds have been disbursed to the account. Eligibility is also dependent on Satisfactory Academic Progress and the aggregate amount a student has already borrowed for their educational career. Graduate students are limited to an aggregate of \$138,500.

**Federal Direct Graduate PLUS Loans** are available to credit worthy graduate students. Students may apply for up to the difference between their cost of attendance less the total of all other financial aid received. Students are required to complete a FAFSA and should first utilize the Federal Direct Stafford Loan Program prior to borrowing under the Federal Direct Graduate Plus Loan program. Students must notify the Financial Aid Office of their request to apply under this program and must also complete an eMPN at the Federal Direct Loan website, which is valid for 10 years. Visit [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) and click on Loans & Financing Options. Under the Graduate column, click on Federal Direct Graduate Plus Loans.

**Loan Counseling** must be completed for the Federal Direct Stafford and Graduate Plus Loans at the Direct Loan Servicing website. Visit [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) and click on Loans & Financing Options. Under the Graduate column, click on Federal Direct Stafford Loans and then click on Entrance Counseling. Please read and complete all required items.

**Loans for Students Enrolled in Teacher Certification or Pre-Professional Coursework:** Students admitted in a Teacher Certification Program and not in a Master's Degree Program are eligible to borrow up to \$5,500 in the Stafford Loan and up to \$7,000 in the Additional Unsubsidized Stafford Loan (if eligible under this program). Students admitted under a Pre-Professional status who are enrolled in prerequisite courses for admission into an eligible graduate or professional program, may be eligible to borrow up to \$5,500 through the Direct Stafford Loan Program and up to \$7,000 through the Direct Additional Unsubsidized Stafford Loan (if eligible under this program). Students are limited to one loan for one consecutive 12-month period for these maximum amounts for pre-professional coursework. In addition to the required financial aid application process, students enrolled under a Pre-Professional status must submit a letter from their advisor stating that the coursework is required for admission into a graduate or professional degree program. Repeated courses cannot be included when calculating financial aid.

## **SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR RECEIPT OF FINANCIAL AID**

The U.S. Department of Education regulations require that educational institutions measure students' progress toward a declared educational objective, both quantitatively and qualitatively in order to be eligible to receive Federal Title IV aid, which includes Federal Pell Grants, Federal Supplemental Education Opportunity Grants (SEOG), Federal Work Study, Federal Perkins Loans, Stafford Loans, Parent PLUS Loans and Graduate PLUS Loans.

Detailed information about academic probation for continuation in a program of study may be found in the *Academic Regulations* section in the graduate catalog under *Standards of Progress* at [http://catalog.scranton.edu/content.php?catoid=7&navoid=129#Standards\\_of\\_Progress](http://catalog.scranton.edu/content.php?catoid=7&navoid=129#Standards_of_Progress).

**Requirements:** The measurement of satisfactory academic progress for receipt of federal student aid is broken down into three categories: maximum time frame, PACE and qualitative measure as explained in the following sections.

**Maximum Time Frame:** A student may not exceed a maximum number of attempted credits in any program(s), even if aid was not received during all periods of enrollment. The maximum number of credits is 150% of a student's

program(s) required credits. Once a student reaches the maximum amount of credits attempted as specified by the program(s), the student will be ineligible to receive further Title IV aid. Students in this category may submit appeals in accordance with the Appeals section of this policy.

**Examples:** Program Credits X 1.5= Maximum Attempted Credits (Note: attempted credits include all transfer and advanced standing credits)

Community Counseling-60 credits X 1.5=90 maximum attempted credits

Educational Administration- 38 credits X 1.5=58.5 maximum attempted credits

Total credit requirements for your major(s) X 1.5= maximum attempted credits

Please note that the maximum time frame measurement always uses a student's current major(s) credit requirements. Students who experienced a change in major(s) may appeal the maximum time frame restriction, as outlined in the Appeals section of this policy.

**PACE:** This measurement ensures that a student is completing their program(s) within the maximum time frame allowed. PACE is calculated by dividing total credits earned by total credits attempted and includes accepted transfer and advanced standing credits in both the numerator and denominator. PACE is measured annually at the conclusion of the spring semester. Graduate Student PACE measurement is 70%.

Examples are listed below:

#### GRADUATE STUDENT

Term	Credits Attempted	Credits Earned	Cumulative Credits Attempted	Cumulative Credits Completed	Percentage Completed	Meeting Pace
Fall First Year	6	3	6	3	50%	
Spring First Year	8	6	14	9	64%	
First Annual Measurement					<b>64%</b>	No
Summer After First Year	4	4	18	13	72%	Yes
Fall Second Year	6	3	24	16	66%	No
Spring Second Year	8	7	32	23	71%	
Second Annual Measurement					<b>74%</b>	Yes

#### Qualitative Measure:

In addition to the maximum time frame and PACE requirements specified above, all students must maintain a minimum cumulative grade point average of 2.00 in order to demonstrate satisfactory academic progress for receipt of federal aid. The 2.00 cumulative GPA requirements apply to all Federal Student Aid Programs and need-based University of Scranton funds and University of Scranton Work Study Program.

**Monitoring Satisfactory Academic Progress Requirements:** Both PACE and GPA requirements are measured at the end of each spring semester. In the interim, all students are responsible to monitor their compliance with all satisfactory academic progress requirements for receipt of aid funds. Students not meeting PACE and/or the minimum grade point average for receipt of federal aid must earn the sufficient number of credits and/or meet the minimum cumulative grade point average requirements before having aid reinstated, or have successfully appealed for an exception to the requirements.

**Financial Aid Suspension:** In the event a student's federal and/or University aid is canceled, a formal notice will be sent to the student informing him/her of the action and requirements for reinstatement and procedures for appeal.

**Reinstatement of Aid:** Financial aid eligibility may be reinstated when the student has reestablished satisfactory academic standing. It is the student's responsibility to notify the Financial Aid Office in writing when cumulative GPA requirements have been met and/or PACE deficiencies are corrected.

Once matriculated at The University of Scranton, credits taken at another institution must be approved by the dean of the college in which the student is enrolled. Detailed academic policies about this topic may be found under *Academic Regulations* section of the graduate catalog under *Transfer of Credits* at [http://catalog.scranton.edu/content.php?catoid=7&navoid=129#Transfer\\_of\\_Credits](http://catalog.scranton.edu/content.php?catoid=7&navoid=129#Transfer_of_Credits).

**Appeals:** If, due to extenuating circumstances, students fail to meet academic progress requirements, they may appeal the termination of their financial aid. Appeals must be made in writing to the Director of Financial Aid and must specify the reason(s) why satisfactory academic progress was not achieved and how the deficiencies can be remediated during any approved probationary period. Documentation of the reason(s) for appeal – letters from physicians, copy of death certificate for family member, etc ... must accompany the written request. The Financial Aid Office will consult with the Dean's Office of the college in which the student is enrolled to obtain a recommendation on the appeal request. An appeal will be granted in cases where the University determines that a student should be able to meet the satisfactory academic progress standard during the subsequent payment period or develops an academic plan for a student that, if followed, will ensure that she or he is able to meet satisfactory academic progress by a specific point in time. The academic plan may specify requirements on the part of a student and designate a time frame to meet the satisfactory academic progress requirements. All final decisions will be communicated by the Financial Aid Office.

**Financial Aid Probation:** A student on financial aid probation may receive federal student aid funds for one payment period, which includes summer and special sessions. The institution may require a student on financial aid probation to fulfill specific terms and conditions such as taking a reduced course load, enrolling in specific courses or availing themselves of specified University or private resources. At the end of one payment period on financial aid probation, the student must meet the University's satisfactory academic progress standards for receipt of financial aid or meet the requirements of the academic plan developed by the Dean's Office and the student to qualify for further federal student aid funds.

For University of Scranton Grants and Scholarships, students not meeting the required minimum, cumulative grade point average at the end of the spring term will be allowed to retain their aid for one term. If at the conclusion of the term they are still not meeting the required minimum, cumulative grade point average, yet have exceeded the grade point average required of the grant or scholarship, one final term of University assistance will be allowed. These provisions do not apply to continued receipt of federal student aid for students whose cumulative grade point average is not the minimum, cumulative grade point average of 2.00, except in cases where a student successfully appealed and was placed on Financial Aid Probation, or is meeting the requirements defined in an individual academic plan approved by their college's Dean's Office.

**Drops, Withdrawals and Incomplete Grades:** Credits dropped during the drop refund period of the term as defined on the published academic calendar are not counted as attempted credits. Incomplete courses are counted as attempted credits for the determination of PACE and maximum time frame.

**Stop Outs and Re-admitted students:** When a student has a break in enrollment and is readmitted, satisfactory academic progress will be evaluated taking into consideration any transfer and advanced standing credits earned during the break in enrollment and accepted by the University.

**Terms, Parts of Term and Summer:** Terms are comprised of all sessions and parts of term within a term. For measurement of satisfactory academic progress, January Intersession will be combined with spring term.

**Audited Courses:** Audited Courses are not considered as attempted or earned in the calculation of PACE and maximum time frame.

**Repeated Courses:** Repeated courses will be counted in attempted and earned each time registered.

**Multiple Majors/Degrees:** The maximum time frame will be calculated using all required credits to complete multiple majors and all credits attempted and earned will be used in the calculation of PACE.

**Change of Major:** The maximum time frame will be calculated using the current major and all credits attempted and earned, including those for prior major(s) will be part of PACE and cumulative grade point average calculations.

**Subsequent Degrees:** Measurement of maximum time frame and PACE will be calculated based on the requirements of the subsequent degree.

## **FINANCIAL AID REFUND POLICY**

In accordance with federal regulations, all students who receive federal financial aid and who completely withdraw from the University during the first 60% of a semester will have their federal financial aid (Pell Grants, Supplemental Educational Opportunity Grants, Teach Grants, Perkins Loans, Stafford Loans and PLUS Loans) adjusted based on the percent of the semester completed prior to the withdrawal. That is, students will be entitled to retain the same percent of the federal financial aid received as the percent of the semester completed. The date of withdrawal will be the date the student begins the withdrawal process in accordance with the official procedures outlined in the catalog. There will be no adjustment to federal financial aid after 60% of the semester is completed. Students who must totally withdraw from school should consult with the Financial Aid Office on how the refund policy applies to their situation. Students should consult the Comprehensive Guide to Financial Aid Programs at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) for specific information on both state and University of Scranton aid adjustment policies due to complete withdrawals during a term.

**International Students** may apply for Private Educational Alternative Loans to help finance their educational costs. Students must be credit worthy and must also apply with a credit worthy U. S. citizen or a permanent resident who has resided in the U. S. for the previous two years. Information is available at [www.scranton.edu/financialaid](http://www.scranton.edu/financialaid) and click on Loans & Financing Options.

**Enrollment Status for Graduate Students:** Graduate students are considered to be full-time students if enrolled for a minimum of six credits per semester. Students who are enrolled for a minimum of three credits per semester are considered to be half-time students. For additional information, please refer to our Comprehensive Guide to Financial Aid Programs on the Financial Aid website under publications.

**ROTC:** Recipients of ROTC scholarships are subject to a different policy. Please direct all inquiries concerning this policy to the Financial Aid Office.

### **Veterans Rehabilitation Benefits:**

Students eligible to receive Rehabilitation Educational Benefits due to their Veterans Status are still subject to the federal, state and University Gift Aid policy. Their monthly educational benefits must be excluded in the total resources received.

### **Veterans Education Programs:**

The University of Scranton is partnering with the federal government to help fund the cost of tuition for military veterans and their eligible dependents by participating in the federal Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program). The University of Scranton has chosen to contribute the maximum 50% funding. When matched by the VA, this contribution, plus the Post 9/11 GI Bill, will fund the full cost of tuition at the



University of Scranton. In the event Post 9/11 GI Bill funds are exhausted, it is the student's responsibility to provide documentation to the Financial Aid Office that their benefits are exhausted.

Veterans should contact the VA to determine eligibility for Veterans' Educational Benefits, including the Post 9/11 GI Bill and the Yellow Ribbon Program. Additional information including contact numbers of regional VA offices, can be found on the VA website at [www.gibill.va.gov](http://www.gibill.va.gov).

**Graduate Tuition Guarantee Program:** In order to provide a basis for personal economic planning for graduate course work and to encourage the completion of graduate degree requirements at The University of Scranton, a graduate student initiating a course of study will be eligible for a guaranteed tuition rate based on the initial academic term (either fall semester, intersession, spring semester, or summer sessions) for a total of three calendar years.

1. The tuition rate for the initial term of registration will be assessed for subsequent registrations in the University's next three academic terms.
2. In order to be eligible for this Graduate Tuition Guarantee in the second 12-month period, the student must maintain and successfully complete a total registration of at least nine graduate credit hours for the initial 12-month period (the four academic terms included in the 12 months commencing with the student's initial registration term). Successfully completing at least nine graduate credit hours is interpreted to mean earning a grade of A, A-, B+, B, B-, C+, C, S, or IP (In Progress for thesis work) in each of the courses comprising those nine credit hours.
3. If the student satisfies the requirements for the Graduate Tuition Guarantee for the second 12-month period, then he/she is eligible for a third 12-month period. As in item #2, in order to be eligible for this Graduate Tuition Guarantee in the third 12-month period, the student must maintain and complete a total registration of at least nine graduate credit hours for the second 12-month period (the four academic terms included in the second 12 months following the student's initial registration term).
4. The Graduate Tuition Guarantee will cease at the end of the 36-month period following the initial graduate registration or if the student fails to satisfy the nine-graduate credit-hour registration expectation in the previous designated 12-month period.
5. When the Graduate Tuition Guarantee ceases, the tuition rate for that current academic year will become effective.
6. A student is eligible for the Graduate Tuition Guarantee only at the outset of studies and after the Graduate Tuition Guarantee Agreement has been signed by the student and returned to CGCE Office.

This policy does not pertain to HR Online, MBA Online, Nurse Anesthesia, Scranton Education Online or tDPT students.

**Voucher Program:** As partial recognition for work conducted by field supervisors in various areas (Counseling, Education, Health Administration, Nursing, Occupational Therapy, Physical Therapy), The University of Scranton will award a non-transferable Graduate Tuition Voucher which may be used to pay for graduate credits taken at The University of Scranton.

This policy does not pertain to Nurse Anesthesia or Scranton Education online students.

**Tuition Policy for Senior Citizens:** Persons 60 years of age and older may audit courses at The University of Scranton at no tuition charge, on a space-available basis. Such persons may take courses for credit at 50% tuition. These reductions are applicable only after the person has applied for and receives any form of financial assistance normally available, e.g., state and federal assistance and employer reimbursement. Fees and other costs of courses, e.g., textbooks, are assessed at the normal rate in all cases. Students must be formally admitted into CGCE in order to pursue graduate courses.

This policy does not pertain to HR Online, MBA Online, Nurse Anesthesia, Scranton Education Online or tDPT students.

## Endowed Scholarships

**The Regina B. Inch Bennett '93, G'96 Scholarship:** *When Regina retired as Assistant Dean in the College of Graduate & Education in 2012 after more than 30 years of service to the University, Dean W. Jeffrey Welsh, Ph.D., established and raised additional funds to endow this scholarship in her honor. Awards are given to graduate students enrolled in the College of Graduate and Continuing Education in either campus-based or online graduate programs who hold full-time employment.*

**The Professor Dr. Jay Nathan, Ph.D., Scholarship:** Retired university professor Dr. Jay Nathan, a former Senior Fulbright Scholar, endowed this scholarship in 2011 to provide financial assistance to graduate level students in the Kania School of Management from Mongolia, Thailand, India, Poland or central Asian countries.

*The Pakistani MBA or MHA Student Fellowship:* Established by longtime University Economics/Finance professor Riaz Hussain, Ph.D., this fellowship provides funds for students beginning their studies in the MBA or MHA program. The recipient must be a citizen of Pakistan.

## Annual Scholarships

**The Bangladeshi Masters in Health Administration Student Fellowship:** *Established by M.R. Chowdhury, M.D., this fellowship provides funds to graduate level students from the country of Bangladesh enrolled in the University's Masters in Health Administration program.*

**The Sarah Beth Beynon Memorial Scholarship of the Scranton Area Foundation:** This scholarship is awarded by the Scranton Area Foundation to graduate students pursuing studies in cancer research.

*The Sanofi Pasteur Scholarship:* Scholarships are offered each year to two graduate students who have demonstrated excellence in the sciences and are pursuing Master's degrees.

# Tuition and Fees

Tuition and fees are subject to change without notice. Consult the University's Bursar's Office web site at [http://matrix.scranton.edu/resources/bursar\\_tuition\\_fees.shtml](http://matrix.scranton.edu/resources/bursar_tuition_fees.shtml) for current information.

Tuition (per semester hour of credit)	\$887.00
Online MBA and Human Resources Programs (per semester hour of credit)	887.00
Theology (per semester hour of credit)	443.50
Online tDPT and Superintendent Letter of Eligibility (per semester hour of credit)	622.00
Scranton Education Online Programs (per semester hour of credit)	465.00

## Fees

Binding of Thesis	80.00
Graduation Fee (Master's Programs)	100.00
Graduation Fee (Doctoral program)	125.00
Reader Fee (per credit in addition to tuition)	60.00
Registration Fee (per semester)	25.00
Additional Late Registration Fee	20.00
Schedule change fee (after 1st week of term)	15.00
Nursing Clinical Assessment/Clinical Practicum Fee, per semester	110.00
Transcripts	
Unofficial	5.00
Official: current students	5.00
Official: others	5.00

## **Fees - Optional University Services**

Parking Fee (per year)	100.00
Recreation Center	
Fall or Spring Term	70.00
Summer or Intersession Term	10.00
Student Health Services (per semester)	65.00

Certain courses also carry a special fee. Unless explicitly stated otherwise, tuition and fees are for one semester and are payable at registration. The graduation fee is payable, whether or not a student attends commencement exercises.

Students will not be permitted to receive any degree, certificate, or transcript of record until their financial accounts with the University have been satisfactorily settled. For students who graduate or withdraw from the University, any financial accounts not settled with the University's Bursar Office will be forwarded to an external collection agency. At the time an account is placed with an agency, collection costs become the responsibility of the student and they will be added to the balance due the University.

The University will adhere rigidly to the following "Schedule of Refunds." Fees are not refundable.

## **Schedule of Refunds**

### **Fall/Spring Semesters**

Until the end of the tenth calendar day of the term	100%
Eleventh through seventeenth calendar day of the term	75%
Eighteenth through twenty-fourth calendar day of the term	50%
Twenty-fifth through thirty-first calendar day of the term	25%
Beyond thirty-one calendar days in the term	No Refund

### **Summer, Intersession, and Four-week MBA Modules**

Until the end of the third calendar day of the term	100%
During the fourth calendar day of the term	50%
Beyond four calendar days in the term	No Refund

## **Human Resources Online, MBA Online, and Education Online Eight-week Terms**

Until the fifth calendar day of the term	100%
Sixth through ninth calendar day of the term	75%
Tenth through thirteenth calendar day of the term	50%
Fourteenth through seventeenth calendar day of the month	25%
Beyond seventeenth calendar day of the month	No Refund

# Business Administration

**Dr. Murli Rajan**, Director  
570-941-6240 • [murli.rajan@scranton.edu](mailto:murli.rajan@scranton.edu)  
[www.scranton.edu/MBA](http://www.scranton.edu/MBA)

**Department of Accounting Faculty:** Professors – Brian Carpenter, Daniel Mahoney; Associate Professors – Ronald J. Grambo, Roxanne T. Johnson, Robyn Lawrence, CMA; Assistant Professors - Douglas M. Boyle, CPA, CMA, Yi Ren, CPA, David Salerno, CPA

**Department of Economics/Finance Faculty:** Professor – Satyajit P. Ghosh, John Kallianiotis; Associate Professors – Riaz Hussain, CFA, Hong V. Nguyen, Iordanis Petsas (Chair), Murli Rajan, CFA, Edward M. Scahill, Susan Trussler; Assistant Professors – Aram Balagoyzian, Christos Pargianas, Xuewu Wang.

**Department of Management/Marketing Faculty:** Professors – Abhijit Roy, Len Tischler; Associate Professors – Alan L. Brumagim, Cynthia Cann, Satya P. Chattopadhyay, Jafor Chowdhury, Irene Goll, Robert L. McKeage, Delia A. Sumrall (Chair), John M. Zych; Assistant Professors - Kimberly M. Daniloski, Taewan Kim.

**Department of Operations & Information Management Faculty:** Professors – Kingsley Gnanendran, Rose Sebastianelli, Nabil Tamimi (Chair); Associate Professors – Deborah J. Gougeon, Satyanarayana Prattipati; Assistant Professors – Kathleen M. Iacocca, Yipeng Liu, Sufian Qrunfleh, Ling Xue.

**Online MBA Program:** Dr. Kingsley Gnanendran, Director • 570-941-4190 [skg355@scranton.edu](mailto:skg355@scranton.edu)

**Enterprise Resource Planning Certificate:** Dr. Satya N. Prattipati, Director • 570-941-6159 [sp355@scranton.edu](mailto:sp355@scranton.edu)

The Master of Business Administration (MBA) program at The University of Scranton emphasizes the skills and perspectives necessary to succeed in today's global and technology-based business environment. We strive to develop in students of high intellectual caliber and leadership potential, the knowledge, abilities and attitudes which will prepare them for further studies and/or management careers in this business environment. Our Jesuit-inspired MBA program is distinguished by its strong emphasis on ethics, social responsibility, and technology-enhanced management skills.

The MBA program is offered in two formats: on-campus and online. While the two programs address the same learning outcomes, they differ in terms of semester length and structure, choice of focus areas, and admission requirements. Please refer to the following website for information specific to the Online program: [www.scranton.edu/OnlineMBA](http://www.scranton.edu/OnlineMBA).

## Accreditation

The University of Scranton's business school, the Arthur J. Kania School of Management, is one of about 5% of worldwide educational institutions offering business programs that have achieved the distinction of accreditation by AACSB International - The Association to Advance Collegiate Schools of Business. Additionally, the school has for six consecutive years been included in Princeton Review's "Best Business Schools," its MBA program has been ranked for the last two years among the top 15 general-management programs by Princeton Review and Entrepreneurship Magazine and among the top part-time MBA programs in the nation by the most recent ranking published by U.S. News & World Report, and its online MBA program is ranked among the top ten in accredited online business degrees by The Best Degrees and as a "Best Buy" by GetEducated. com.

# Admission Requirements

## On-Campus Program

Admission to the on-campus MBA program is based on a combination of four indicators: previous academic performance; the applicant's Graduate Management Admissions Test (GMAT) score; three letters of recommendation; and prior work experience, although prior work experience is not a precondition for admission. Particular attention is paid to the candidate's previous academic record and performance on the GMAT. Registration for the GMAT may be made via telephone (1-800-GMAT-NOW) or via the web site (<http://www.gmat.org>). Please visit the GMAT web site for more information about the computer-adaptive test.

For applicants who possess three or more years of supervisory or professional experience, the GMAT requirement may be waived. Instead, these applicants will be asked to provide a written response to a case depicting a hypothetical business scenario. The exercise is intended to be a measure of the applicant's writing and critical-thinking skills, facility with numeric data, as well as attitudes toward ethics and social-justice issues.

## Online Program

The admission requirements for the online program are similar to those for the on-campus program except in regard to: (i) work experience, and (ii) GMAT. The online program is specifically targeted at working professionals and prospective applicants are expected to possess three or more years of supervisory or professional experience. The GMAT is not required (although applicants are welcome to submit their scores if they feel that it will bolster their credentials). Instead, all applicants will be asked to provide a written response to a case depicting a hypothetical business scenario. The exercise is intended to be a measure of the applicant's writing and critical-thinking skills, facility with numeric data, as well as attitudes toward ethics and social-justice issues.

## Certificate Program in Enterprise Resource Planning

All applicants for the certificate program must be admitted to the College of Graduate and Continuing Education at The University of Scranton. While a bachelor's degree from an accredited institution is required, no prior familiarity with SAP software is assumed. If a student is later admitted into the MBA program (based on the admissions criteria established by the program), all certificate courses can be applied toward the MBA degree.

# Academic Integrity

MBA students in both programs are required to take the Graduate Academic Integrity Tutorial. Instructions for accessing the tutorial will be sent to students upon admission to the program.

# Computer Literacy

Many courses in the MBA program assume a basic understanding of computers such as spreadsheet applications, word processing, and presentation software.

# Graduate Assistantships

Approximately 8 graduate assistantships are available for outstanding full-time on-campus MBA students in each year. The assistants may work with the Kania School faculty in their research and other academic duties, in Information Resources or in other University offices. Assistants receive a stipend and are eligible for a tuition scholarship. Applications are available from the College of Graduate and Continuing Education office. Please note that all applicants must submit a GMAT score.

## Language Proficiency

International students whose native language is not English must demonstrate their proficiency in English. Please refer to the International Students section for information on acceptable English proficiency tests and test score requirements. Applicants scoring less than the minimum English proficiency test score for the MBA program will be required to complete satisfactorily a course in English Language Proficiency. Students will not be permitted into the program until the English proficiency requirement has been met (see International Students).

### Transfer of Credits

A maximum of six graduate credits may be transferred to The University of Scranton in fulfilling MBA course requirements from an AACSB International-accredited school. If the student is seeking to transfer courses from another Jesuit institution participating in the Multilateral MBA Agreement, the six-credit limit does not apply. The student may check with his/her mentor regarding credit transfer. For other regulations governing the transfer of graduate credits, see Academic Regulations of this catalog.

## Business Administration, M.B.A.

The MBA Program requires completion of 36 credit hours of graduate coursework as follows:

- Cornerstone course (3 credits): MGT 501
- Extending courses (30 credits): *any ten courses including at least one with the “International” designation and no more than four within a single focus area*
- Capstone course (3 credits): MGT 509

The grid below shows the classification of the Extending courses into Core and Advanced courses. With the approval of the mentor, a student with an undergraduate degree in a given area may have the Core course in that area waived as a prerequisite for the Advanced courses in that area. For example, a student with an accounting degree, with proper approval, may have ACC 502 waived and proceed to take the Advanced courses in accounting. (The student would still be required to complete 36 credit hours.)

### Focus Areas

Like other high-quality MBA programs, The University of Scranton MBA aims to provide a broad-based business education, offering courses across all functional areas. At the same time, students are afforded a degree of customization and choice of specialization. Students may concentrate in a focus area by completing four extending courses in that area.

The following specializations are available to on-campus students: *Accounting, Enterprise Resource Planning, Finance, International Business, Management Information Systems, Marketing, and Operations Management.*

The following specializations are available to online students: *Enterprise Resource Planning, Healthcare Management and Operations Management.*

Students in both programs can broaden their exposure by not focusing narrowly on a single functional area, choosing instead to maximize their flexibility in course selection (the *General MBA* option). Students who wish to focus on more than one functional area may do so but the same course may not be used to satisfy the requirements of more than one focus area—for example, an International course in finance may be used to fulfill the requirement for a focus in Finance but may not also be used to satisfy the International Business focus.



## Foundation Modules

Entering students should possess the requisite background knowledge in the various business functional areas. Students lacking such background will be required to remedy the deficiency by taking up to twelve one-credit qualifying courses (called Foundation Modules). These modules are offered as online courses (in both MBA programs) multiple times a year. Each course is four weeks in duration. The modules may be taken concurrently with the regular courses in the MBA program as long as any specific course prerequisite condition is not violated. A student may elect to take an equivalent undergraduate course rather than taking a module.

Please note: Campus based students are limited to 2 online modules. Any departure from this rule will be considered on an individual basis.

<b>Foundation Modules</b>  12 Credits  <i>(Each required unless waived)</i>	MBA 501A  MBA 501B  MBA 501C	MBA 502A  MBA 502B  MBA 502C	MBA 503A  MBA 503B  MBA 503C	MBA 504A  MBA 504B  MBA 504C
<b>Cornerstone Course</b>  3 Credits (required)	MGT 501 - Responsibility, Sustainability & Justice			
<b>Extending Courses</b>  30 Credits  <i>(Each course is 3 credits. Any 10 courses may be selected)</i>	<b>C O R E</b>	ACC 502 - Accounting for Management  OM 503 - Operations Management  MIS 504 - Management Information Systems  MGT 505 - Organizational Behavior  MKT 506 - Marketing Management  ECO 507 - Managerial Economics  FIN 508 - Financial Management		
	<b>A D</b>	<b>Accounting focus:</b>  ACC 512, ACC 514, ACC 521, ACC 522, ACC 525*, ACC 526, ACC 527, ACC 529, ACC 531, ACC 532, ACC 536, ACC 537, ACC 537  <b>Enterprise Resource Planning focus:</b>  ERP 511, ERP 512 , ERP 513, ERP 515, ERP 516, ERP 510, ERP 514, MBA 519  <b>Finance focus:</b>  FIN 581, FIN 582, FIN 583, FIN 584*, FIN 585, FIN 586, FIN 587, FIN 589  <b>Healthcare Management focus:</b>		

V A N C E D	HAD 510, HAD 517*, HAD 521  <b>International Business focus:</b>  ACC 525*, ECO 583*, FIN 584*, IB 505*, MGT 556*, MIS 577*, MKT 563*, MKT 596*, OM 540*  <b>Management Information Systems focus:</b>  MIS 546, MIS 548, MIS 571, MIS 573, MIS 574, MIS 575, MIS 577*, MIS 579  <b>Marketing focus:</b>  MKT 512, MKT 561, MKT 562, MKT 563*, MKT 564, MKT 564, MKT 569, MKT 596*  <b>Operations Management focus:</b>  OM 540*, OM 543, OM 544, OM 545, OM 546, OM 547, OM 549  <b>Non-focus courses:</b>  ECO 581, ECO 582, ECO 589, , MGT 553, MGT 554, MGT 555, MGT 559, MBA 590
<b>Capstone Course</b>  3 Credits (required)	MGT 509 - Business Policy

Notes:

1. The MBA degree requires the completion of 36 credit hours of coursework exclusive of any Foundation module requirements.
2. A student is limited to a maximum of four courses in a given focus area. For example, a student may choose to take FIN 508, FIN 581, FIN 583 and FIN 584.
3. Students are expected to take MGT 501 early in the program, ideally as their FIRST Extending course, but no later than as their THIRD Extending course.
4. To be eligible to enroll in the Capstone course, a student must have: (i) completed the Cornerstone course, (ii) completed at least 24 credits of Extending courses, and (iii) completed (or received a waiver) for all twelve Foundation modules.
5. All students must take at least one course that has been designated as an “International course” (indicated by an asterisk in the grid).
6. The Healthcare Management focus currently is offered exclusively in the Online program. All of the other specializations are available to students in the on-campus program. Please refer to Course Descriptions section for descriptions of the HAD-prefixed courses.
7. Many students have acquired “experiential learning” outside a formal college or university classroom in jobs or military service. The MBA program may waive foundation course requirements for such experiences. Students wishing to have this learning assessed for possible course waiver must document relevant experiences and the knowledge gained from them for review by faculty of the program.

# Enterprise Resource Planning Certificate

The Certificate Program in Enterprise Resource Planning (ERP) is offered by the Kania School of Management through its longstanding association with SAP, the world's largest business software company, as a member of that organization's University Alliances Program. This fully online program is comprised of courses that extensively utilize SAP's ERP software, and is designed to enable professionals to enhance their managerial and technical skills set without having to leave their homes or interrupt their careers. ERP systems are setting the pace in the information technology revolution and are re-shaping the way the world does business. Equipped with proficiency in the configuration, utilization, and strategic application of ERP software across a wide range of business functions, those completing the program stand in a unique position to deliver value, innovation, and growth to their companies and to their own careers.

## Curriculum

The certificate program comprises the following online courses. To earn the ERP Certificate students must complete the two required courses and two elective courses.

- ERP 510 - Integrated Enterprise Management Systems \*
- ERP 511 - Production Planning & Control
- ERP 512 - Customer Relationship Management
- ERP 513 - Treasury Management
- ERP 514 - Accounting Integration and Configuration \*
- ERP 515 - Business Intelligence
- ERP 516 - Enterprise Applications Development

\* Required courses.

Each course is of eight weeks duration.

## SAP Certification

Students who complete the Certificate Program in ERP will be eligible to participate in a week-long boot camp offered through the SAP University Alliances Program. The boot camp provides intensive training followed by a certification examination. Those who pass this exam will additionally receive the SAP Associate certification.

## Combined M.B.A. in Accounting

The Accounting Department offers a specialized program to undergraduate students majoring in accounting that enables them to earn both a Bachelor of Science in Accounting and an MBA. This combined M.B.A. program was designed in response to the adoption by most states of a 150-credit-hour educational requirement to become a Certified Public Accountant. With judicious course scheduling, students can complete this program within five academic years.

The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon acceptance into the CGCE. Minimum admission requirements include an undergraduate GPA of 3.0 in the major and 3.0 overall. During the junior year, interested undergraduate students should submit an application, three letters of reference, a prospectus of study, and a GMAT score to the Graduate Admissions Office. In addition, the department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission. Students accepted into the CGCE are expected to maintain an overall GPA of 3.0 for all graduate courses.

Each student in the Accelerated Master of Business Administration Degree program must take at least three upper-level graduate extending accounting courses. Depending upon the student's prior accounting background, acceptable extending courses could include the following: ACC 522, ACC 525, ACC 527, ACC 529, and any elective accounting course that is numbered 530 or greater.

## **Accelerated CAS Bachelor's/M.B.A. Program**

The Accelerated Bachelor's/MBA Program allows students to earn a bachelor's degree in liberal arts and a master of business administration degree. Students with a non-business undergraduate degree may be required to take up to 12 credits in qualifying courses and an additional 36 credits of graduate coursework to complete the MBA. degree. The accelerated program affords students considerable cost and time savings by allowing them to complete graduate course requirements while still enrolled as undergraduates.

### **Plan of Study**

Students should apply for provisional admission. They should plan a program of study that ensures that all departmental and college requirements are completed by the end of the third year.

## **Application Process and Admissions Standards**

A formal application to the accelerated program should be made by the end of the fall semester of the junior year. Application forms will be available in the Office of Graduate Admissions. Students must satisfy all admission requirements. In addition, admission will require a minimum GMAT of 550 and an overall Grade Point Average (GPA) of:

3.5 after 64 semester hours,

3.4 after 80 semester hours,

3.3 after 96 semester hours,

or 3.2 after 112 semester hours.

## **Combined BS/MBA in Operations Management**

The Operations and Information Management Department offers interested and qualified undergraduate operations management students the opportunity to earn both a Bachelor of Science degree in operations management and a Master of Business Administration degree with an operations management focus. With judicious course scheduling, most students can complete the program within five academic years.

Students interested in this BS/MBA degree program should apply to The College of Graduate and Continuing Education as prescribed by the Graduate Studies Catalog. Criteria for acceptance into the combined program include the student's previous academic performance, GMAT score, letters of recommendation and a statement of purpose. Students must adhere to The Graduate Studies Catalog requirements. The Graduate Studies I Catalog can be downloaded as a PDF at: <http://catalog.scranton.edu>

1. Students interested in this BS/MBA program should apply to the Graduate Admissions Office as prescribed in the Graduate Studies Catalog. Students may apply upon completion of 64 undergraduate credits. Criteria for admission to the OM BS/MBA are outlined below:

A student who has achieved an overall Grade Point Average of

3.5 after 64 semester hours,

3.4 after 80 semester hours,

3.3 after 96 semester hours,

or 3.2 after 112 semester hours

may apply for early admission to the OM BS/MBA degree program by:

A. Completing the online Application for Graduate Admission;

B. Submitting a GMAT score.

C. Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and

D. Meeting with Dr. Sufian Qrunfleh, the Graduate Operations Management Advisor, for assistance in the process (322 Brennan Hall, x71107).

2. Upon acceptance into the OM BS/MBA program students must complete a Prospectus of Study. The OM BS/MBA prospectus requires the signature approvals of the following individuals

- The Undergraduate program advisor
- The Operations and Information Management Department Chairperson
- The KSOM Graduate Program Director
- The KSOM Dean
- The CGCE Dean

The following courses may apply:

- o MKT 506, Marketing Management (3 cr.) satisfies the undergraduate requirement of MKT 351 Principles of Marketing;
- o MGT 505, Organizational Behavior (3 cr.) satisfies the undergraduate requirement of MGT 352, Principles of Management II;
- o MGT 501 (3 cr.) Responsibility, Sustainability and Justice satisfies the undergraduate requirement of MGT 455, Business Policy and Strategy;

Each student in the Combined Bachelor of Science/Master of Operations Management Degree program must take at least four upper-level graduate extending operations management courses. Depending upon the student's prior business background, acceptable extending courses could include the following: OM 540, OM 543, OM 544, OM 545, OM 546, OM 547, and OM 549.

# Chemistry, Biochemistry, Clinical Chemistry

**Dr. David E. Marx**, Chair, Chemistry

**Dr. Christopher Baumann**, Director of Graduate Programs  
570-941-6389 • cab302@scranton.edu

**Department faculty:** Professors – Christopher Baumann, Michael C. Cann, Timothy Foley, David A. Rusak, Joe A. Vinson; Associate Professors – John C. Deak, David E. Marx, Joan M. Wasilewski; Assistant Professor-- Michael Fennie.

The Department of Chemistry offers Master of Arts and Master of Science degree programs in Chemistry, Biochemistry, and Clinical Chemistry.

## Chemistry and Biochemistry Programs

The Master of Arts program is a thesis-degree program that is directed toward subsequent work for the doctoral degree and an important preparation for research activity in industry or elsewhere. Its requirements include 30 credit hours of classroom courses and independent research under the direction of a faculty member. Usually six of the 30 credits are devoted to the thesis research.

Master of Science programs are offered in Chemistry and Biochemistry. The M.S. is usually a terminal degree intended to upgrade the student's professional competency and capabilities for work in industry or secondary education. 30 credit hours of classroom work are required

## Clinical Chemistry Program

The Clinical Chemistry program is designed to provide advanced scientific and management training to prepare participants for leadership positions in hospital, industrial, or other private analytical laboratories. The program has two tracks: Research and Administration. The Research track is designed for students who wish to emphasize development of research capabilities. This track requires completion of a research thesis and leads to the M.A. degree. The Administration track is designed for students who wish to combine their scientific training with some exposure to matters of administration in health/medical/laboratory environments; this track leads to the M.S. degree. Both tracks require a minimum of 36 graduate credits.

## Admissions Requirements

### Chemistry and Biochemistry Programs

Applicants for the Master of Arts or Master of Science programs in Chemistry or Biochemistry must possess, or be in close proximity to possessing, a baccalaureate degree which includes full-year courses in General and Analytical Chemistry, Organic Chemistry, Physical or Biophysical Chemistry, General Physics, and Mathematics through Integral Calculus. A GPA of at least 3.00 is required overall and a GPA of at least 2.75 is required in the science courses.

Certain of these requirements may be waived at the discretion of the department chair. Students with limited undergraduate course deficiencies may be admitted with the approval of the Chemistry faculty on condition that such deficiencies are corrected concurrently with their initial graduate course.

## **Clinical Chemistry Program**

Applicants for the program will normally have a bachelor's degree in Chemistry, Biochemistry, Biology, or Medical Technology. Other undergraduate degrees may be acceptable if appropriate background courses in the sciences (including a two semester sequence in organic chemistry) have been taken. The undergraduate transcripts of all applicants will be examined to determine if there are any deficiencies in back-ground courses.

An undergraduate GPA of at least 3.00 overall, and a 2.75 GPA for science courses, is expected for admission to the program.

## **Placement Examination**

Each incoming student will take a placement examination given by the department prior to the student's first registration.

If a student fails to pass the placement test the first time he/she takes it:

the student will be encouraged to take steps to renew/refresh his/her knowledge of the material covered on the placement test; a student who is a GTA will be permitted to retain his/her GTA. The student will be expected to retake the placement test no later than the end of the first semester of the graduate program.

If a student fails to pass the placement test the second time he/she takes it:

the student will be required to audit CHEM 232 and CHEM 233 at the University of Scranton (or take an equivalent series of courses at a four-year ACS recognized institution); a student who is a GTA will lose his/her GTA appointment. The student will retake the placement test following the completion of the organic chemistry sequence.

If a student fails to pass the placement test the third time he/she takes it:

the student will be dismissed from the Chemistry program and from the College of Graduate and Continuing Education.

## **Capstone Experience**

The capstone experience for students seeking the Master of Arts degree consists of a comprehensive examination and research which culminates in the writing and defense of a thesis. For students seeking the Master of Science degree, the capstone experience is the comprehensive examination. Both of these experiences are described below

## **Thesis**

M.A. candidates in Chemistry, Biochemistry, and Clinical Chemistry are required to do independent research and write a thesis.

Early in the program, each student should choose a research director, decide with him/her on a project. Then two readers should be chosen and a proposal prepared for the research project. This proposal should be presented to the thesis committee consisting of the research director and the two readers. When the project proposal is approved the student should progressively carry out the necessary laboratory experimentation. When the work is complete, it must be reported in a thesis which is publicly defended before the Chemistry Department. The credits awarded for the thesis (CHEM 599) can vary from two to six, depending on the needs of the student.

## Comprehensive Examination

Candidates for the M.A. or M.S. degrees in Chemistry, Biochemistry, and Clinical Chemistry must pass a comprehensive examination, based on the core courses required in the respective programs. The comprehensive examination is normally taken after the core courses have been completed. Students who do not pass the comprehensive examination on the first attempt will be allowed to take the entire examination a second time. Students failing the comprehensive examination for the second time will not be considered for the degree.

## Graduate Assistantships

Each year approximately 20 students in the Chemistry programs hold graduate assistantships. Some of these are in the Chemistry Department, some are in other departments such as Biology). Graduate Teaching Assistants (GTA) in the Chemistry Department must be in the M.A. (thesis) program. They are responsible for conducting undergraduate laboratory sections during the two regular semesters. Responsibilities of GTAs assigned to other departments vary, depending on the level of the assistantship and department needs; and they may be in either the M.A. or M.S. program. A graduate assistant receives a stipend and is eligible for a tuition scholarship. Application for all assistantships must be made through the CGCE by **March 1**. Contact the CGCE for information about current stipend levels.

## Biochemistry, M.A. and M.S.

**Course Requirements:** Core courses are those, within each program, that are required of all candidates. Since these are the fundamental courses that form the basis of the comprehensive examinations, it is essential that they be taken first in any candidate's program before any electives.

Core courses for the M.A. and M.S. degrees in Biochemistry are:

- CHEM 509 - Introduction to Research
- CHEM 531 - Mechanistic Organic Chemistry
- CHEM 550 - Biochemical Structure and Function
- CHEM 551 - Biocatalysis and Metabolism
- CHEM 563 - Advanced Thermodynamics and Equilibrium
- CHEM 570 - Advanced Analytical Chemistry
- CHEM 571 - Analytical Methods \*

\*May be waived for those individuals who have previously taken an equivalent instrumental-analysis laboratory course. With permission, CHEM 560 -CHEM 561 may be substituted for CHEM 563 for those with a less complete background.

## Chemistry, M.A. and M.S.

**Course Requirements:** Core courses are those, within each program, that are required of all candidates. Since these are the fundamental courses that form the basis of the comprehensive examinations, it is essential that they be taken first in any candidate's program before any electives.



Core courses for the M.A. and M.S. degrees in Chemistry are:

- CHEM 509 - Introduction to Research
  - CHEM 530 - Structural Organic Chemistry
  - CHEM 531 - Mechanistic Organic Chemistry
  - CHEM 540 - Advanced Inorganic Chemistry
  - CHEM 562 - Advanced Quantum Chemistry
  - CHEM 563 - Advanced Thermodynamics and Equilibrium
  - CHEM 570 - Advanced Analytical Chemistry
  - CHEM 571 - Analytical Methods \*
- \*May be waived for those individuals who have previously taken an equivalent instrumental analysis laboratory course.

## Clinical Chemistry, M.A. and M.S.

**Course Requirements:** The following courses, 27 credits in all, are required of all students in the Clinical Chemistry program.

Core courses for the M.A. and M.S. degrees in Clinical Chemistry are:

- CHEM 509 - Introduction to Research
  - CHEM 531 - Mechanistic Organic Chemistry
  - CHEM 550 - Biochemical Structure and Function
  - CHEM 551 - Biocatalysis and Metabolism
  - CHEM 554 - Biochemistry of Disease
  - CHEM 555 - Chemical Toxicology
  - CHEM 556 - Clinical Quality Control
  - CHEM 565 - Instrumental Electronics
  - CHEM 570 - Advanced Analytical Chemistry
  - CHEM 571 - Analytical Methods
- While registered for CHEM 556, the student will participate in a clinical affiliation. This course will ordinarily be taken as the last course in the student's program.

## Elective credits

Students take nine elective credits. Electives may be taken from any of the following categories:

**Thesis:** Students in the Research track will take two to six credits of thesis work (CHEM 599). The number of thesis credits will be determined in consultation with the student's mentor, depending on the scope of the thesis project. Normally, six thesis credits are devoted to the project.

Students in the Administration track should take HAD 500, Health Care Organization and Administration, plus two additional three-credit courses in Health Administration (HAD) or Human Resources Administration (HRA), chosen after consultation with their mentor and the Director of the HRA or HAD program.

**Other Chemistry courses:** Students may select other graduate courses offered by the Chemistry department, in consultation with their mentor, to complete their electives.

## **Combined B.S./M.A. in Biochemistry and Chemistry**

The Chemistry department offers outstanding undergraduate students in the Chemistry and Biochemistry majors the opportunity to earn both a bachelor's and a master's degree through the Combined Baccalaureate/Master's Degree Program under the conditions listed on the Admission and Registration page.

# Community Counseling, Rehabilitation Counseling, School Counseling

**Dr. LeeAnn M. Eschbach**, Chair, Counseling and Human Services 570-941-6299  
<http://academic.scranton.edu/departments/chs/>

**Department faculty:** Professors - Oliver J. Morgan; Associate Professors – Lori A. Bruch, Rebecca Spirito Dalgin, LeeAnn M. Eschbach, Elizabeth J. Jacob, Ann Marie Toloczko, Kevin S. Wilkerson; Assistant Professors – Amy T. Banner, Pornthip Chalungsooth, Paul Datti. Counseling Training Center Director - Geri Barber.

The Department offers course work leading to Master of Science degrees in Community Counseling, Rehabilitation Counseling, and School Counseling. The Department also offers a Certificate of Advanced Graduate Study (CAGS) in professional counseling. The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs.

## Admission Requirements

The applicant for admission to any departmental program must possess a bachelor's degree from an accredited college or university and provide the Office of Admissions with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 3.00 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program, such as grades in other graduate-level courses, a record of progressively higher work responsibilities, or scores from the Miller Analogies Test or Graduate Record Examination. These students may be accepted on a probationary basis. Students accepted on probation cannot enroll for more than six credits in a semester and must obtain a cumulative GPA of at least 3.0 after completing nine credits of course work to be removed from probation. International students whose native language is not English must demonstrate their proficiency in English. Please refer to International Student Section for information on acceptable English proficiency tests and test score requirements.

New students may start course work in the fall semester only. Students must submit their completed application to the Office of Admissions prior to March 1. Program Directors review applications and pay particular attention to each applicant's ability to address program specific professional goals and professional identity in the statement of intentions. All students will be informed of an admission decision by April 15. Personal interviews with program faculty members prior to acceptance are required. Community Counseling and School Counseling applicants participate in a group interview. All interviews are scheduled by program faculty shortly after the application deadline. All Community Counseling and School Counseling applicants must complete the specially developed recommendation forms for the program and respond to three additional program specific essays in order to finalize their admissions packets. Online application materials can be accessed on the web. Preference for admission will be given to persons with undergraduate majors in social and behavioral sciences, education and other related fields. Additional preference is given to those persons possessing relevant work and/or volunteer experience. Applicants are expected to have completed a course in each of the following areas: Introduction to Statistics (Descriptive Statistics or Basic Inferential Statistics), Introduction to Theories of Personality, Counseling or Psychotherapy and Lifespan Development (Developmental Psychology, Adulthood, Adolescence, Childhood, Growth and Development). It is expected that applicants demonstrate some competency in computer literacy (e-mail, Internet, word processing.)

The admissions process is highly competitive and faculty will select only those applicants best qualified for the program. Students will meet with their advisors prior to beginning the program and set up their first semester schedules. Faculty will annually review each student's professional and academic performance. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors.

## Standards of Progress and Transfer of Credits

Satisfactory progress in professional and academic performance is required for continuation in the program. Please refer to Academic Regulations regarding standards of progress and transfer of credits for the CGCE. Students who wish to waive a required course may petition the program director to do so. Courses waived will not reduce the number of credits required for graduation.

In addition to academic competence, the student is continuously evaluated on commitment to the program and the profession, and on personal and emotional characteristics and qualities related to successful professional performance. The Department's "Fit for the Profession of Counseling" document, available in each program manual or from the Department Chair or Program Directors, outlines appropriate counselor qualities. Feedback on progress is provided by the student's mentor on a regular basis.

When the faculty identify deficiencies in professional development which make a student unsuitable for performance of the professional role, the student and the Dean of the CGCE will be advised by the mentor of such an evaluation. The mentor will assist the student in developing a plan to remediate the deficiencies which have been identified and a suitable time frame for remediation will be established. Completion of one semester following notification will be considered the minimum time frame to be allowed for remediation of deficiencies. At the conclusion of the time designated, the faculty shall review the student's performance and recommend to the Dean of the CGCE that the student should be retained, given additional time for remediation, or dismissed from the program. The student shall have the opportunity to present evidence to the program faculty prior to the recommendation to the Dean.

## Capstone Experience

All students in the graduate programs of the Department of Counseling and Human Services are expected to demonstrate both theoretical and skill competence prior to graduation. This is accomplished through the comprehensive examination component of the Professional Counselor Portfolio.

This component is a reflection on personal and professional growth in relation to achieving the formal objectives of each particular graduate program. Students should file an Application for Comprehensive Examination when guided by their instructor in their practicum course; either in Community Counseling Practicum (COUN 590), Rehabilitation Counseling Practicum (COUN 591), or School Counseling Practicum (COUN 592). The comprehensive examination is completed at the mid-point of the practicum course.

## Clinical Experiences

Our counseling programs include a 100-hour practicum experience and a 600-hour internship experience. Consult with mentor and program director prior to registering. Prior to a student's clinical experience which includes practicum and internship students will be required to obtain the following clearances.

- FBI fingerprints
- Pennsylvania Criminal Records Check
- Child Abuse Clearance
- TB test

These clearances must be obtained prior to the practicum semester even if the student has previously secured/valid clearances. If a student has a criminal record or pending charges this may have implications for Placements during the clinical experiences. There may also be consequences with respect to counselor licensure and/or future employment.

## **Application for Degree**

Application for degree should be made at Advance Registration for the last semester of course work. Degrees are conferred in May, August, December and January, but commencement exercises are held in May only.

## **Endorsement of Students**

Students who successfully complete all their curricular and clinical training requirements for the Master of Science degree will receive formal endorsement in their areas of specialization by the faculty of their programs. Formal endorsement includes recommendation for state and/or national certification and employment in settings consistent with the training provided in their programs. Students will receive formal endorsement only in that program for which they have successfully completed all requirements and will be recommended only for certification and employment consistent with training provided. In cases in which a certifying body allows a student to sit for a certification examination, the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

## **Financial Aid**

The Department has a limited number of graduate assistantships available. Applications for assistantships are made through the CGCE. Students must be accepted as a student in one of the departmental programs by April 15 to be considered for an assistantship for the following fall semester.

## **Scheduling**

Classes are generally offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. on Mondays through Thursdays during the fall and spring semesters. Courses are scheduled to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in the fall and spring semesters and twice weekly during intercession and summer sessions. (Note: intercession and summer courses generally meet from 5:00 p.m. to 10:00 p.m.). Some courses are offered in alternative formats (e.g. weekender schedule). These are published early in the registration process. Internships may be spread over two semesters to accumulate the needed number of clock hours.

## **Employment Opportunities**

According to the Occupational Outlook Handbook, U.S. Department of Labor, employment in the fields of counseling is predicted to grow at a faster than average pace through the year 2014. In addition, numerous openings are expected to occur as many counselors reach retirement age.

## **Other Information**

The student should refer to the Academic Regulations section of this catalog for additional relevant policies.

# **Community Counseling, M.S.**

Dr. Amy T. Banner, Director  
570-941-4129  
bannera2@scranton.edu

The purpose of the Community Counseling Master's Degree Program is to prepare and train Professional Counselors to work in a variety of practice settings in the community (local, regional, national, and international). Professional Counselors are community leaders and self-reflective clinical practitioners, who serve as advocates for all citizens across the life span, understand and apply principles of group work in building community partnerships, pursue the realization of social justice in communities, and accept responsibility for improving professional practice through an active program of research and evaluation.

## **The Community Counseling Profession**

Community counselors work with individuals, couples, families, and groups with the goal of helping them achieve their full potential across all ages, life-stages, cultures, and capabilities. Specifically, community counselors help others gain perspective on their lives, explore options, make decisions, resolve problems, and take action, all the while relying on the clients' strengths and resources. When necessary, they are able to diagnose and treat emotional disorders. In addition, community counselors serve clients through outreach, advocacy, preventive education, and by influencing public policy.

The counseling profession is growing rapidly. According to the U.S. Department of Labor's Occupational Outlook Handbook for 2013 (<http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>), employment opportunities for counselors are projected to grow by 36 percent through the year 2020. This growth is "much faster than the average for all occupations."

## **The Community Counseling Profession**

As a nationally accredited program by the Council for Accreditation of Counseling and Related Programs (CACREP), the Community Counseling program prepares professional counselors for direct entry into or advancement in counseling positions in a variety of public and private settings. The program prepares students for this work by providing a learning environment in which they acquire the academic competencies of the profession, refine these competencies through application, and experience personal and professional development to meet the standards of Fitness for the Profession.

The program is designed to: 1. Enhance knowledge of counseling concepts and practices; 2. Provide individuals with the counseling skills necessary to function in agency settings; 3. Prepare individuals for certification and licensure in counseling; and 4. Enhance individuals' employability in entry-level or advanced positions in the counseling profession.

Further, graduates of the Community Counseling program meet the educational requirements for licensure as Professional Counselors in the state of Pennsylvania under Pennsylvania Act 136 of 1998 - The Social Workers, Marriage and Family Therapists and Professional Counselors Act. According to the provisions of Act 136, the applicant must have successfully completed a planned program of 60-semester hours of graduate course work in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, including a 48-semester hour master's degree in counseling or in a related field.

# Curriculum

The Community Counseling Program is a 60-credit curriculum that leads to the Master of Science degree and fulfills all the educational requirements for licensure as a professional counselor in the state of Pennsylvania. The curriculum is divided into four categories; Foundations of Professional Counseling, Community Counseling Core, Clinical Practice, and Electives. Required credits include course work in the principles and practice of counseling, three credits of practicum (100 hours of supervised counseling experience), and three credits of internship (600 hours of supervised counseling experience). Nine credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of skills in working with specific client populations.

## Accreditation and Certification

The Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, graduates meet all educational requirements for certification as a National Certified Counselor (NCC). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination prior to graduation from the program. Every student who passes the certification examination will be granted recognition as an NCC. All inquiries regarding certification as an NCC and application for same should be directed to:

National Board of Certified Counselors, Inc.  
3-D Terrace Way  
Greensboro, NC 27403  
(336) 547-0607  
[www.nbcc.org](http://www.nbcc.org)

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

## Community Counseling Curriculum

### Foundations of Professional Counseling (27 credits required)

- COUN 500 - Professional Issues: Community Counseling
- COUN 501 - Counseling and Interviewing Skills
- COUN 502 - Counseling Theories
- COUN 503 - Group Process and Practice
- COUN 504 - Appraisal Techniques
- COUN 505 - Research Methods
- COUN 506 - Social and Cultural Issues
- COUN 507 - Career and Lifestyle Development
- COUN 508 - Lifespan Development

## Community Counseling Core (18 credits required)

- COUN 510 - System of Care
- COUN 540 - Family Counseling and Therapy
- COUN 560 - Addictive Behaviors
- COUN 563 - Crisis Intervention
- COUN 565 - Psychiatric Disorders
- COUN 573 - Consultation and Supervision

## Clinical Experience (6 credits required)

- COUN 590 - Practicum: Community Counseling
- COUN 595 - Internship: Community Counseling

## Electives (6 credits required)

Elective courses may be selected from other graduate counseling courses in the Department of Counseling and Human Services.

## Credits for Degree: 60

Total Required Credits: 54

Total Elective Credits: 6

## Rehabilitation Counseling, M.S.

Dr. Lori A. Bruch, Director  
570-941-4308  
bruchL1@scranton.edu

## Rehabilitation Counseling Mission

The Rehabilitation Counseling program prepares students for careers in a variety of settings with the primary goal of acquiring and applying the specialized knowledge, skills, and values that will enable them to effectively assist and support individuals with disabilities throughout the rehabilitation process. The Rehabilitation program works towards this goal by creating an environment which encourages a commitment to life long learning, critical thinking, an understanding of community needs, resource development, creative problem solving, the development of a professional network, and appreciation of the skills and abilities of individuals with disabilities.

### PROGRAM OBJECTIVES

The Rehabilitation Counseling program prepares rehabilitation counselors and related Rehabilitation Professionals for entry into and/or advancement in counseling-related positions in public and private rehabilitation agencies, organizations, and systems.



More specifically, the program is designed to: 1. Enhance knowledge of rehabilitation concepts and practices; 2. Provide individuals with the counseling skills necessary for functioning in rehabilitation settings; 3. Increase awareness and sensitivity to disability issues; 4. Prepare individuals for certification as rehabilitation counselors; and 5. Enhance individuals' employability in entry-level or advanced clinical positions in rehabilitation settings. The program offers a learning environment in which the student can acquire the academic competencies of the profession and refine them through supervised practical experience. The program also provides a facilitative process through which the student can increase self-understanding, self-confidence, and personal effectiveness. Specifically, students develop:

1. A consideration of the developmental needs of individuals with disabilities in community settings and recognition of their needs at all developmental levels.
2. A commitment to treat each person with respect as a unique individual.
3. An awareness of societal trends, cultural diversity, and changing roles and lifestyle patterns of individuals and a comprehension of the impact of disability on physical, psychological, social, family, economic, and vocational functioning.
4. An understanding that the primary vehicle for assisting individuals with disabilities is a sound counseling relationship which empowers the person through all phases of the rehabilitation process, as well as skill in establishing and maintaining meaningful goals and objectives.
5. Knowledge and skill in applying helping processes, theoretical frameworks, and facilitative skills to enhance the rehabilitation counseling relationship and the rehabilitation process.
6. Knowledge of group dynamic processes and group counseling methods and skills as applied in rehabilitation counseling settings.
7. Knowledge and skills in applying career development theory, decision-making approaches, and occupational/educational information sources to the rehabilitation process.
8. Knowledge and skills in utilization of job development, job placement, job modification, and occupational and educational information sources to facilitate client decision-making, return to work, job development, job modification, and job placement efforts.
9. Knowledge and skills associated with appraisal of the individual including applying assessment and data-gathering processes, psychometric concepts, relevant ethical and legal concerns, and integrating results of medical, psychological and vocational evaluations with the rehabilitation counseling practices.
10. Knowledge and skills in utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current rehabilitation counseling practices.
11. An accurate realization and perception of the multiple roles of the rehabilitation counselor and current trends of professional organizations in rehabilitation counseling.
12. An awareness of contemporary legal and ethical issues impacting the work of the rehabilitation counselor.
13. An awareness of the environmental, social, and attitudinal barriers which create obstacles for people with disabilities and knowledge and skills in assisting in the removal of

these barriers.

14. A commitment to life long learning, critical thinking, resource development, creative problem solving, and the development of a professional network.

## **Rehabilitation Counseling Profession**

The rehabilitation counselor is a counselor who possesses the specialized knowledge, skills, and attitudes needed to collaborate in a professional relationship with people who have disabilities to achieve their personal, social, psychological, and vocational goals. The specific roles and functions of the rehabilitation counselor, the services provided, and the goals established will vary, depending on the agency or organization in which the counselor is employed. In the typical state-federal vocational rehabilitation agency, individuals with disabilities are provided a variety of psychological, medical, social, and vocational services to assist the person to achieve independence in living and in becoming competitively employed. In a mental health/developmental disabilities or drug and alcohol facility, the counselor may provide personal, social, or vocational counseling to assist the individual in achieving the maximum health, well-being, and independence possible.

## **Opportunities for Rehabilitation Counselors**

According to the Department of Labor, Occupational Outlook Handbook, opportunities for the “employment of counselors is expected to grow faster than the average for all occupations through 2014”. Rehabilitation Counselors, in particular, are in high demand and should experience excellent prospects as the need for services grows and many of today’s rehabilitation counselors retire. Likewise, “the number of people who will need rehabilitation counseling is expected to expand due to advances in medical care and technology that allows more individuals to survive injury and illness and live more independently”. In addition, “legislation requiring equal employment rights for individuals with disabilities will also spur the demand for rehabilitation counselors, who not only help with transition to the workplace but also help employers to comply with the law”.

## **Curriculum**

The Rehabilitation Counseling program is a 48-credit curriculum leading to the Master of Science degree. 39 required credits include 33 credits of course work in principles and practices of rehabilitation counseling, three credits of practicum (100 hours of supervised counseling experience) and three credits of internship (600 hours of supervised field experience). Nine credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of knowledge and skill in working with specific populations and in specific settings. Professional experience in a counseling-related field is beneficial.

## **Rehabilitation Counseling: Criminal Justice Concentration**

The concentration in Criminal Justice will strengthen the existing professional degree of Rehabilitation Counseling by offering contemporary knowledge and the required skills necessary to be prepared to work effectively in the criminal justice system. The concentration consists of twelve credits focused on rehabilitation counseling skills needed in the contemporary criminal justice field including:

- COUN/CJ 543 - Victims and Victim Rights
- COUN/CJ 544 - Judicial Process in Criminal Justice
- COUN/CJ 545 - Contemporary Criminal Justice for Counseling Professionals
- COUN/CJ 546 - Advanced Criminological Theory

Students may also elect to complete the criminal justice concentration after completing the 48 credit M.S. in Rehabilitation Counseling as the Certificate for Advanced Graduate Studies which would lead toward the 60 credit requirement for Professional Counselor Licensure in Pennsylvania. Students interested in acquiring the Criminal Justice Concentration should contact the Rehabilitation Counseling Program Director.

## **Accreditation and Certification**

The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, a graduate is eligible to sit for the national qualifying examination to become a Certified Rehabilitation Counselor (CRC). Students are encouraged to apply to take the examination in the final semester of study. Students who pass the examination are certified upon submitting evidence of successful completion of the degree and internship.

Rehabilitation Counseling courses are approved by the Commission on Rehabilitation Counselor Certification (CRCC) toward certification as well as for certification maintenance credits. All inquiries regarding certification and application for same should be directed to:

Commission on Rehabilitation Counselor Certification  
1699 E. Woodfield Road, Suite 300  
Schaumburg, IL 60173  
(847) 944-1325  
[www.crcccertification.com](http://www.crcccertification.com)

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

## **Rehabilitation Counseling Curriculum**

### **Professional Foundations (39 credits required)**

- COUN 501 - Counseling and Interviewing Skills
- COUN 502 - Counseling Theories
- COUN 503 - Group Process and Practice
- COUN 504 - Appraisal Techniques
- COUN 505 - Research Methods
- COUN 506 - Social and Cultural Issues
- COUN 507 - Career and Lifestyle Development
- COUN 508 - Lifespan Development
- COUN 520 - Professional Issues: Rehabilitation Counseling
- COUN 521 - Physical Disabilities
- COUN 522 - Vocational Aspects of Disability
- COUN 591 - Practicum: Rehabilitation Counseling
- COUN 596 - Internship: Rehabilitation Counseling

## General Electives (9 credits required)

### Disability and Specialty Populations

- COUN 560 - Addictive Behaviors
- COUN 561 - Substance Abuse: Prevention & Education
- COUN 562 - Issues in Substance Abuse
- COUN 565 - Psychiatric Disorders
- COUN 569 - Psychopharmacology
- COUN 570 - Counseling Adolescents
- COUN 571 - Counseling Issues for Women
- COUN 582 - Directed Study
- COUN 584 - Special Topics

### Counseling Systems

- COUN 540 - Family Counseling and Therapy

### Clinical Experience

- COUN 594 - Practicum: Group Counseling

### Criminal Justice Concentration

- COUN/CJ 543 - Victims and Victim Rights
- COUN/CJ 544 - Judicial Process in Criminal Justice
- COUN/CJ 545 - Contemporary Criminal Justice for Counseling Professionals
- COUN/CJ 546 - Advanced Criminological Theory

## Credits for Degree: 48

Total Required Credits: 39

Total Elective Credits: 9

## School Counseling, M.S.

Dr. LeeAnn M. Eschbach, Co-Director  
570-941-6299  
eschbach@scranton.edu

Dr. Kevin S. Wilkerson, Co-Director  
570-941-6649  
wilkersonk2@scranton.edu

The School Counseling program prepares students for entry into elementary and secondary school counseling positions. School Counselors provide professional services aimed at meeting the academic, career, personal, and social needs of students.

## **Mission Statement**

The mission of the School Counseling Program at the University of Scranton is to prepare students to become professional school counselors in elementary, middle, or secondary schools. The program emphasizes professional school counselors working to improve educational practices that impact all students through the development and implementation of comprehensive results-based school counseling programs.

Driven by a team effort and a vision of educational equity, the School Counseling Program trains students to contextualize their counseling competencies by developing skills in leadership, advocacy, and collaboration, and to develop an appreciation of diversity in meeting the varied needs of school students. As a member of a team with other school personnel and helping professionals, school counselors assist students to achieve academic success, choose appropriate career paths, make effective decisions, and develop personally and socially.

## **School Counseling Program**

Implicit within our mission statement is a commitment to assist students to develop a professional identity as a school counselor. To aid in that process, special curricular emphasis is placed on the American School Counselor Association (ASCA), the ASCA National Model for School Counseling Programs, and the Education Trust's National Center for Transforming School Counseling. These organizations and the National Model strongly adhere to the position that professionals in this field can best facilitate academic, career, and personal/social development among students by acting as leaders, advocates, collaborators, and visionaries for systemic change. Students in the University of Scranton's school counseling program are encouraged to pay particular attention to access and equity issues that contribute to achievement gaps among student groups by developing responses that enhance the academic achievement of all students. The four elements of the ASCA National Model (foundation, delivery system, program management, and accountability) are infused throughout the curriculum. Emphasis is also placed on the American School Counselor Association's Code of Ethics.

The program faculty are advocates for counseling services that are appropriate and relevant for all students in schools, not just those with problems or in crisis, and they promote the use of developmental perspectives by school counselors. School counseling program faculty are National Trainers with the Education Trust National Center for Transforming School Counseling and are members of state level boards for counseling policy issues. The School Counseling Program prepares graduates to conceptualize and implement comprehensive school counseling programs around the eight goals that characterize developmental counseling. Therefore, the School Counseling Program prepares competent graduates who: understand school environments, understand self and others, understand students' attitudes and behaviors, understand students' decision-making and problem solving skills, exercise effective interpersonal and communication skills, understand students' school success skills, understand students' career awareness and educational planning, and understand community pride and involvement.

## **School Counseling Profession**

According to the American School Counselor Association, the professional school counselor addresses the needs of students comprehensively through the implementation of a comprehensive, developmental, results-based school

counseling program. Their work is differentiated by attention to age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. School counselors are specialists in human behavior and relationships who provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

The American School Counselor Association supports the development and implementation of developmental, sequential, and systemic comprehensive school counseling programs as an integral part of the overall educational program. Through comprehensive school counseling programs, school counselors work with school personnel, families, and community members to assist students in academic, career, personal, and social development.

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow faster than average for all occupations through 2014 according to the U.S. Department of Labor's *Occupational Outlook Handbook*. School Counseling is noted as the fastest growing area of all specialty areas of professional counseling practice.

## Curricula

The School Counseling Program is a 48-credit curriculum leading to the Master of Science degree. There are two specializations: a Specialization in either Elementary or Secondary School Counseling. Students may also elect to complete their 48-credit curriculum with dual specialization in both Elementary and Secondary School Counseling. Students interested in this option should consult with their program advisor. A three-credit practicum and a three-credit internship experience are among the required courses. Additionally, a student must satisfactorily complete his or her Professional Counselor Portfolio. The School Counseling Program manual specifies four submission dates for a student's portfolio during his or her program of study. The curriculum is divided into three separate sequential areas; School Counseling Core, Counseling Practice Sequence, and Foundations of Professional Counseling.

## Accreditation and Certification

The School Counseling Program is designed to meet the standards for certification as either an Elementary or Secondary School Counselor as established by the Pennsylvania Department of Education (PDE). Upon completion of a program, students meet the academic requirements to apply for the Education Specialist I Certificate in Elementary or Secondary School Counseling. The programs are competency-based and designed to meet the Standards for Program Approval as outlined by PDE.

In addition to meeting the academic requirements for certification, PDE requires additional tests. Students should consult with their program mentor or ascertain the appropriate tests. Information on these tests is available in the department office. Non-United States citizens need to check with PDE concerning their eligibility for certification. All inquiries regarding certification by PDE and application for same should be directed to PDE at [www.teaching.state.pa.us](http://www.teaching.state.pa.us).

The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). This accreditation affords a number of advantages to program graduates. Graduates meet all academic requirements for certification as National Certified Counselors (NCCs) as well as the School Counseling Specialty Certification (National Certified School Counselor [NCSC]). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination upon graduation from the program. A student who passes the certification examination will be granted recognition as a NCC. All inquiries regarding certification as a NCC and application for same should be directed to:

National Board for Certified Counselors, Inc.  
3-D Terrace Way  
Greensboro, NC 27403  
(336-547-0607)  
www.nbcc.org

Certain individuals who already possess a relevant Master's degree may wish to pursue a certification only option. Experience has shown that a Master's degree in either Education or Psychology and School Counseling are markedly different on several dimensions, including philosophical foundation, professional orientation, pedagogy, clinical emphasis, and areas or purpose of intervention. Thus, we view a relevant Master's degree as addressing several program components of the School Counseling Program. In those cases, program applicants need to write a letter to the School Counseling Program Director articulating their intent, summarizing relevant work experience, and previous graduate coursework. The School Counseling Program Director prepares an initial review of the student's credentials and proposes a recommended program of study to the School Counseling Certification Review Committee. An appropriate program of study to meet Pennsylvania Department of Education (PDE) requirements will be recommended to the applicant if the applicant requires less than 24 graduate credits. If 24 or more graduate credits are needed, the applicant is encouraged to apply to the Master's Degree program. Students completing the "certificate only" option must meet all competency requirements for PDE certification. The process for certificate only status is detailed in the School Counseling Program Manual.

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Department programs.

## School Counseling Curriculum

### **Elementary (K-6) and Secondary School Counseling (7-12) Specializations**

#### **School Counseling Core: (21 credits required)**

- COUN 530 - Professional Issues: School Counseling
- COUN 533 - School Counseling Program Planning or
- COUN 535 - School Counseling Research and Accountability
- COUN 536 - Appraisal Techniques for School Counselors
- COUN 537 - Career Development in Schools
- COUN 538 - Systemic Leadership and Advocacy
- COUN 539 - Coordination and Collaboration

#### **Counseling Practice Sequence: (12-15 credits required)**

(Note: Students requiring two semesters to complete all internship requirements need to register for internship each semester; thus, internship becomes two three-credit internships)

- COUN 501 - Counseling and Interviewing Skills
- COUN 503 - Group Process and Practice
- COUN 592 - Practicum: School Counseling or
- COUN 597 - Internship: School Counseling or

## Foundations of Professional Counseling: (12 credits required)

- COUN 502 - Counseling Theories
- COUN 506 - Social and Cultural Issues
- COUN 508 - Lifespan Development
- COUN 511 - Counseling Children or
- COUN 570 - Counseling Adolescents

(Note: Both COUN 511 and COUN 570 are required for K- 12 or Dual Certification)

## Elective(s) (3 credits required)

Elective courses can be selected from other graduate counseling courses in the Counseling and Human Services Department. Some School Counseling students select their elective course from the Education Department (particularly in the area of School Law or Special Education).

## Credits for Degree: 48

Total Required Credits: 45

Total Elective Credits: 3

## Certificate of Advanced Graduate Study in Professional Counseling, CAGS

Dr. LeeAnn Eschbach, Director  
570-941-6299  
eschbach@scranton.edu

The Department of Counseling and Human Services offers a Certificate of Advanced Graduate Study in Professional Counseling. The Certificate of Advanced Graduate Study in Professional Counseling (CAGSPC) is a program designed to meet the legislated educational requirements of Pennsylvania Act 136 of 1998 - The Social Workers, Marriage and Family Therapists and Professional Counselors Act. The certificate allows students to obtain a minimum of 12 additional graduate credits in professional counseling that can fulfill educational requirements for counselor licensure.

According to the provisions of Act 136, the applicant must have successfully completed the following educational requirements:

Has successfully completed a planned program of 60 semester hours of graduate course work in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, including a 48-semester hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(ii))]

## Admissions Criteria

All applicants for the certificate program must apply for formal admission to the CGCE of The University of Scranton. Applicants must possess: A master's degree in counseling from a counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or



1. A master's degree in counseling from a counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or
2. A master's degree in Rehabilitation Counseling from a program accredited by the Council on Rehabilitation Education (CORE); or
3. A master's degree in counseling or a closely related field that includes graduate-level course work of at least two semester hours or three quarter hours in each of the following areas:
  - **Human Growth and Development:** Includes studies that provide an understanding of the nature and needs of individuals at all developmental levels.
  - **Social and Cultural Foundations:** Includes studies that provide an understanding of issues and trends in a multicultural and diverse society.
  - **Helping Relationships:** Includes studies that provide an understanding of counseling and consultation processes.
  - **Group Work:** Includes studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group-work-approaches.
  - **Career and Lifestyle Development:** Includes studies that provide an understanding of career development and related life factors.
  - **Appraisal:** Includes studies that provide an understanding of individual and group approaches to assessment and evaluation.
  - **Research and Program Evaluation:** Includes studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
  - **Professional Orientation and Ethics:** Includes studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.
  - **Field Experience:** A minimum of 700 hours of supervised counseling experience in an appropriate work setting.

An applicant whose master's degree is not from a CACREP or CORE accredited program and whose course work does not meet the criteria in Item 3 (above) may be admitted provisionally. Such students will be required to complete successfully requirements in Item 3 (above) for which they do not have appropriate transcribed graduate course work prior to matriculation in the CAGSPC program.

A minimum of 60 graduate credits in professional counseling must be attained before the CAGSPC is granted. A minimum of 12 graduate credits in professional counseling beyond the prerequisite 48 graduate credits must be completed in the Department of Counseling and Human Services at The University of Scranton in order to obtain the CAGSPC.

Each student will design a plan of study in conjunction with his/her Program Director that addresses licensure education requirements and the student's unique needs.

## Accelerated M.S. Degree Programs in Counseling

Undergraduate Counseling and Human Services majors with outstanding academic records may be eligible for early admission to either the Community, Rehabilitation or School Counseling graduate degree program through the Accelerated Master's Degree Program. Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in the Counseling and Human Services section of this catalog, and meet specific admissions criteria (refer to Admission and Registration). Contact the Counseling and Human Services Program Director for additional information. Interested undergraduate students from other relevant discipline areas may be considered.

In addition to meeting the minimum grade point average outlined for the accelerated program, each candidate will participate in an interview and will be evaluated by the "Fitness for the Profession" rubric developed by the department [academic.scranton.edu/department/chs/fitness-undergrad.htm](http://academic.scranton.edu/department/chs/fitness-undergrad.htm).

# Education

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570-941-7421

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**Department Faculty:** Associate Professors – Dona Bauman, Patricia Gross, Tata J. Mbugua, Vanessa Talarico, Gloria Tansits Wenzel; Assistant Professors – Jennifer Cutsforth, Darryl DeMarzio, Sehba Mahmood, Maria Oreshkina; Faculty Specialists - Arthur J. Chambers, Sandra Lamanna; Sandra Pesavento; Lecturers - Lori A. Cooper, Karim M. Letwinsky, .

**Director of Clinical Practice** – Ivan A. Shibley

**Director of Field Experiences**--Anne Butler

**Assistant Director of Field Experiences** – Scott Reilly

**Certification Officer**-- Dr. Vanessa Talarico

The mission of the Department of Education at the University of Scranton is to prepare professional educators for service in the public schools. Attention to the scholarship of each candidate in both the content knowledge to be taught and in the professional education knowledge base is augmented by attention to decision-making in both the personal and professional areas. The belief that educators are both scholars and decision-makers pervades the program in its design and requirements, and in its assessment of degree and non-degree students.

The Department of Education offers a variety of programs for individuals currently in the field of education as well as for individuals wishing to enter the field. The programs include initial certification for a number of positions as well as for second certifications. The department also offers the Master of Arts and the Master of Science degrees, some of which are directly connected to certification and some of which may be pursued by those who already hold certifications. For in-service teachers, individual courses that may be taken in order to update skills and knowledge or to pursue new fields are offered. The various programs and options are described under Programs.

The University also offers two online masters' degree programs in partnership with the University Alliance. The programs are the Master of Science in Educational Administration and the Master of Science in Curriculum and Instruction. The rules and policies governing those programs are the same as those for the on-campus programs in general. Fees differ between the on-campus and online programs. The semesters differ and the online programs do not include a thesis option or accommodation for electives. For more information concerning the online programs, log onto <http://www.uscranton.com>.

## Department Requirements

Admission requirements for all programs in the Department of Education include those as described in the Admission and Registration section of this catalog. In addition, all individuals applying to the Department of Education must possess a grade point average that meets the requirements of the Pennsylvania Department of Education (3.00 for the 2012-2013 academic year) and CGCE of The University of Scranton. Candidates for the Master of Science degree must pass a capstone experience in the field of their degree or complete a capstone experience course, depending on the

particular program. Candidates for the Master of Arts degree must also complete a thesis under the direction of a faculty member with expertise in the area of study. Additional requirements for each program are described under the appropriate program description.

Students pursuing a first teaching certificate must pass the Commonwealth-mandated Pre-service Academic Performance Assessment (PAPA) tests within the first seven credits of graduate study. Failure to meet this requirement will preclude continuing in the program until this requirement is met. Note that the PAPA assessment replaced the Praxis I assessment in April, 2012. Further, students must pass the Praxis Series II specialty test(s) before beginning the graduate student teaching. The Director of Field Placement will not accept applications for the graduate student teaching unless accompanied by evidence of passing scores on the Praxis Series II specialty test(s).

All students in B.S./M.S. and M.S. in Early Childhood, Elementary, Special Education programs and students seeking initial certification in Reading Education are required to submit evidence of passing Praxis II exam scores for all required specialty area Praxis tests one month prior to student teaching.

	Deadlines for	
Term	Student teaching application	Submission of Praxis scores
Spring	October 1 <i>prior</i> to spring student teaching semester	January 1 <i>prior</i> to spring student teaching semester
Fall	March 1 <i>prior</i> to fall student teaching semester	August 1 <i>prior</i> to fall student teaching semester

The Education Department ordinarily does not permit students to take courses concurrently with the student-teaching sequence. Students seeking deviations from this policy must complete a form requiring the approvals of the advisor, the appropriate program director, the department chairperson, and the Dean. Student teaching requires application, which must be submitted to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester. Completed Act 34 forms, Child Abuse History Clearance forms and FBI fingerprint clearances are required prior to receiving a field assignment. Students must comply with field and student teaching application deadlines.

## Capstone Experience

The comprehensive examination is the capstone experience for students pursuing a Master's degree in the following programs: Reading Education, Special Education, Secondary Education, Early Childhood Education. Comprehensive examination questions reflect theory, practice, and the synergy of both to the student. The capstone experience is taken near the end of the student's program of study. Students must pass the capstone experience before being awarded a Master's degree.

A comprehensive practicum is the capstone experience for all students in the Educational Administration program and for those students in the Curriculum and Instruction program who have been accepted into that program for the fall semester of 2012. Other students in the Curriculum and Instruction program, who entered the program before fall 2012, will take the comprehensive examination as the capstone experience.

The Education Department is preparing a proposal to replace all comprehensive examinations with a new capstone experience that will be called the Professional Contribution. The new capstone is targeted to take effect during the 2012-2013 academic year for students entering programs in the fall 2012 semester. The new capstone will be for the students in all Education Department programs, except Curriculum and Instruction and Educational Administration.

The thesis is also a capstone experience for students pursuing a Master of Arts degree in the Department of Education. The thesis is directed by a faculty member with expertise in the area of study. The thesis director will serve as the chair

of a three-faculty thesis committee selected by the student. Of the three-faculty committee, one may be located outside the Department of Education. The three-faculty committee will serve as an examination board and make a determination about the worthiness of the study. Successfully defending the thesis is a prerequisite for receiving the Master of Arts degree.

## Clearances and TB Test

As a matter of University policy, all education students are required to submit a completed Act 34 (Criminal Record Check), Act 151 (Pennsylvania Child Abuse History), the FBI Fingerprint clearances and evidence of a completed and valid TB test to the Department of Education prior to being placed in any field experience that would put the student in direct contact with school children. These clearances are required by the University on behalf of the school entity where the field experience will occur. *No student will be permitted to complete formal field work of any kind previous to submission of all forms.* The completed Act 34, Act 151 and FBI fingerprint forms will be delivered to the school entity by the Department of Education. The University will not maintain a student's clearances or background checks after delivery of the forms to the school entity where the field experience will occur. *Any citation on the Act 34, Act 151 or FBI fingerprint clearance forms may be cause for dismissal from the student's program of study.*

## Certification

All candidates for a certificate must exhibit pre-certification competency of 22 PA Code, chapter 49.2 before being recommended for the certification they seek. Education students seeking certification are evaluated annually by the Department of Education faculty. This evaluation is based on both academic and non-academic (personal and professional) criteria. Students whose professional development is deemed unsatisfactory in these areas are subject to department probation and may be recommended to the Graduate Dean for dismissal from their program of study.

A student who is enrolled in any certification program at the University and is recommended for dismissal from the program of study or is refused University endorsement for certification may appeal the decision. The appeal is made through the Chair of the Department of Education to the Teacher Education Committee, and then to a committee consisting of three persons: the Graduate Dean, the Chair of the Department of Education, and a faculty member selected by the Director of Graduate Programs.

In order for certification applications to be processed, the student must successfully complete all curricular and Praxis Series test requirements. The required tests are listed in the Praxis Series Registration Bulletin available on line at [www.ets.org/praxis](http://www.ets.org/praxis).

Federal regulations in the Higher Education Act of 1998 require that departments of teacher education report their students' performance on the Praxis Series examinations. An analysis of the results from every academic year is available from the Chair of the Department of Education.

Approval of the mentor and certification officer must be received before a course may be substituted for any course required in the specified certification program. Courses to be transferred from another college for certification purposes must also receive approval of the mentor and certification officer before the courses are accepted for certification requirements.

All certification programs are approved by the Pennsylvania Department of Education (PDE).

**Important note: Due to Pennsylvania Department of Education mandates, changes in teacher education programs may require changes to curricular requirements for all of the education programs.**

## International Students

International students may have the opportunity to complete either the Curriculum & Instruction or Secondary Education master's degree program; and may be required to enroll into additional course work before beginning a graduate program. Note that international students cannot be recommended for certification in Pennsylvania. Therefore, international students are not required to take the PAPA or Praxis II assessments.

## Curriculum and Instruction, M.S.

The Curriculum and Instruction program for the 2012-2013 academic year is offered as an online program and is available only to individuals who already hold a valid instructional certificate. (International students may be permitted to complete this program without certification if they have satisfied the teaching standards in their respective countries.) The Master of Science degree requires a total of 36 credits of course work. Also, individuals pursuing a Master's degree must pass either a comprehensive examination, if they entered the program before fall 2012 semester, or a Practicum if they enter the program for the fall 2012 semester or thereafter.

Below is the course of study for the online Curriculum & Instruction program:

### Educational Resesarch Course (3 credits)

- EFND 506 - Educational Research and Statistics

### Foundations of Education Courses (6 credits)

Take two of the following courses (in any order)

- EFND 511 - Educational Tests and Measurement
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

### Curriculum and Instruction Courses (18 credits)

Take the following two courses (in any order):

- ECUI 506 - Curriculum Theory and Development
- ECUI 542 - Literacy and Diversity

Take the following four courses (in any order):

- ECUI 501 - Improving Instruction
- ECUI 511 - Computer Literacy for Educators
- ECUI 516 - Group Processes in Classrooms
- ECUI 536 - Teaching the Gifted Child

## Reading/Special Education Courses (6 credits)

- ERDG 516 - Reading/Language Arts in the Content Areas
- ESPC 501 - Inclusionary Classroom Practices

## Curriculum and Instruction Course (3 credits)

- ECUI 539 - Practicum in Curriculum and Instruction  
Students in the Education Online Curriculum and Instruction degree program must have a site visit by a site supervisor of the University of Scranton. Site visits must be completed prior to the student completing their program and/or degree conferral.

## Early and Primary Teacher Education M.S. Degree

**This program is awaiting approval from Pennsylvania Department of Education. Anticipation of approval for this program is expected for the fall of 2013.**

The Early and Primary Teacher Education program contains courses whose objectives focus specifically on the early care and education of young children, ages 0-9.

There are 190 hours of field experiences prior to student teaching. Specific courses and/or course objectives meet the adaptations and accommodations and ELL competencies. The program leads to Pennsylvania Pre K-4 teacher certification and the Pennsylvania Director's Credential.

The Early Childhood and Primary Teacher Education program offers three options. Option 1 is for students who hold a prior degree and teacher certification in Early Care and Education and who are returning for advanced studies in the field; option 2 is for students who hold a valid degree and certificate in another field, such as elementary education; and option 3 is for students who hold a degree in a content area unrelated to education and do not hold teacher certification. Students in options 1 and 2 will pursue a Master of Science degree. The Master of Science degree requires 36 credits in course work. Only the Master of Science degree is available for students in option 3, and requires 52 credits in course work.

Below is the program of study for the three options. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

## Research Course Requirement (3 credits)

- EFND 506 - Educational Research and Statistics

## Foundation Course Requirements (6 credits)

- EFND 501 - Educational Psychology
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education
- ESPC 501 - Inclusionary Classroom Practices

## Option 1 (27 content course credits)

- EECE 501 - The Early Childhood Professional
- EECE 506 - Development of the Early Learner
- EECE 511 - Assessment in Early Childhood Education
- EECE 518 - Administering an Early Childhood Program
- EECE 513 - Family and Community Relations
- ELECTIVES - 12 credit hours

## Option 2 (27 content course credits)

- EECE 501 - The Early Childhood Professional
- EECE 506 - Development of the Early Learner
- EECE 511 - Assessment in Early Childhood Education
- EECE 513 - Family and Community Relations
- EECE 518 - Administering an Early Childhood Program
- EECE 519 - Integrated Methods in Pre K- 4
- EECE 521 - Early and Primary Student Teaching
- ELECTIVES- 6 credit hours

## Option 3 (45 content course credits)

- EECE 501 - The Early Childhood Professional
- EECE 506 - Development of the Early Learner
- EECE 511 - Assessment in Early Childhood Education
- EECE 513 - Family and Community Relations
- EECE 516 - Methods Across the Integrated Curriculum Pre K- 1
- EECE 518 - Administering an Early Childhood Program
- EECE 519 - Integrated Methods in Pre K- 4
- EECE 521 - Early and Primary Student Teaching
- EECE 591 - Professional Practice Seminar
- ESPC 501 - Inclusionary Classroom Practices
- ERDG 501 - Foundations of Reading/Language Arts
- ESLS 503 - Introduction to English Language Learners
- ECUI 511 - Computer Literacy for Educators
- ELECTIVES - 6 credit hours

# English as a Second Language, M.S.

**IMPORTANT NOTE:** Applications to the English as a Second Language program are not currently being accepted.

The program may be offered in future academic years in a revised format. The program of study outlined below is to be used as a reference for those students who are enrolled in the *existing* program.

The English as a Second Language program is available to individuals who already hold a valid instructional certificate. (International students may be permitted to complete this program without certification if they have satisfied the teaching standards in their respective countries.) Entry into the Master of Science in English as a Second Language degree requires successful completion of six credit hours of a foreign language or the equivalent. The degree requires a total of 36 credits in course work.

Below is the course of study for the program and can be used as a reference and guide for those students who are already enrolled in the program. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a comprehensive examination.

## Research Course Requirement (3 credits)

- EFND 506 - Educational Research and Statistics

## Foundation Course Requirements (6 credits)

- EFND 511 - Educational Tests and Measurement
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

## ESL Educational Components (21 credits)

- COUN 506 - Social and Cultural Issues
- ESLS 501 - Linguistics for Teachers
- ESLS 506 - Systems in English
- ECUI 513 - Family & Community Relations
- ESLS 511 - ESL Methods Teaching Lang K-6
- ESLS 516 - ESL Methods Teaching Lang 7-12
- ESLS 526 - ESL Teaching Practicum

## Electives (6 credits)

- ESPC 501 - Inclusionary Classroom Practices
- ESPC 506 - Education of the Exceptional Child
- ERDG 531 - Children's and Adolescent Literature Worldwide
- ECUI 512 - Cross-Cultural and Global Perspectives in Education
- EDUC 592 - Directed Study



## Total Program Credits: 36

PDE does not currently require Praxis II test scores for ESL Program Specialist Certification. However, the ESL certification is a Program Specialist certification in Pennsylvania. In order to qualify for the certificate, the teacher must hold a Pennsylvania Instructional I or Instructional II certificate and present evidence of having successfully completed a Department-approved ESL Training Program. Only Pennsylvania school districts can apply for the Program Specialist certification. PDE expects that ESL Special certification will be accepted by those states that have signed the Interstate Agreement with Pennsylvania; however, that is each state's decision. Students are advised to check with their home state to ensure that they are eligible for certification in that state.

## Reading Education, M.A. and M.S.

Students enrolled in the Reading Education program must hold a valid instructional certificate in another area or provide evidence that an application has been submitted documenting that all certificate requirements for another area have been met. Students may pursue either a Master of Arts degree or a Master of Science degree in addition to the reading specialist. The Master of Arts degree requires 30 credits in course work and a 6 credit thesis. The Master of Science degree requires 36 credits in course work. The program of study for the MS or MA degrees is listed in Option 1a. The program of study for students pursuing only the Reading Specialist certification is listed in Option 1b, which includes 24 credits of course work.

Below are the programs of study for the two options and can be used as a reference and guide for those students who are already enrolled in the program. All students pursuing a Master's degree must pass a capstone experience/comprehensive examination.

### Option 1a (36 credits)

#### Research Course Requirement (3 credits)

- EFND 506 - Educational Research and Statistics

#### Computer Course Requirement (3 credits)

- ECUI 511 - Computer Literacy for Educators

#### Foundation Course Requirement (3 credits)

- EFND 511 - Educational Tests and Measurement
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

## Reading Course Requirement (27 credits)

- ERDG 501 - Foundations of Reading/Language Arts
- ERDG 506 - Reading: Psycholinguistic Bases
- ERDG 511 - Diagnosis of Reading Disabilities
- ERDG 516 - Reading/Language Arts in the Content Areas
- ERDG 521 - Organizing and Operating Reading Programs
- ERDG 526 - Reading Practicum
- ERDG 531 - Children's and Adolescent Literature Worldwide
- Thesis for M. A. (6 credits)  
or
- Electives for M. S. (6 credits)

## Option 1b (24 credits)

For students pursuing only the Reading Specialist Certificate.

Students in option 1b must complete the following 8 courses from those listed below:

- ECUI 511 - Computer Literacy for Educators
- ERDG 501 - Foundations of Reading/Language Arts
- ERDG 506 - Reading: Psycholinguistic Bases
- ERDG 511 - Diagnosis of Reading Disabilities
- ERDG 516 - Reading/Language Arts in the Content Areas
- ERDG 521 - Organizing and Operating Reading Programs
- ERDG 526 - Reading Practicum
- ERDG 531 - Children's and Adolescent Literature Worldwide

*Note:* Students in option 1a and 1b must pass the Praxis Series test, Reading Specialist, which is mandated by PDE.

## Reading Supervisor

The University offers an approved program for becoming certified as a reading supervisor in Pennsylvania. Please see the program description in the Supervision section of this catalog.

## Secondary Education, M.S.

The Secondary Education program offers courses and fieldwork for students seeking an initial Pennsylvania Instructional I certificate, grades 7-12, in a specific academic area. (International students may be permitted to complete this program without certification if they have satisfied the teaching standards in their respective countries.) Students in the program will pursue a Master of Science degree. The Master of Science degree requires 39 credits in course work.

International students may be permitted to complete this program however upon graduation, they will not be eligible for certification in the Commonwealth of Pennsylvania due to state regulations. International students accepted into this program will be accepted on probation. They must take nine (9) graduate credit hours and achieve a minimum

grade point average of 3.0 and the conclusion of these nine hours. International students in this program must take and pass Praxis I and Praxis II

Below is the program of study for the Secondary Education Program. All students who are pursuing a Master's degree must complete the research and foundation course requirements and pass a capstone experience/ comprehensive examination.

## Research Course Requirement (3 credits)

- EFND 506 - Educational Research and Statistics

## Foundation Course Requirements (6 credits)

- EFND 501 - Educational Psychology
- EFND 511 - Educational Tests and Measurement
- EFND 521 - Advanced Foundations of Education

## Secondary Education Requirements

- ESPC 501 - Inclusionary Classroom Practices
- ESPC 506 - Education of the Exceptional Child
- ESEC\* Subject Methods (3 credits)
- ERDG 517 - Literacy on the Secondary Level  
Elective (to be chosen in consultation with mentor) (3 credits)
- ECUI 521 - Field Experience I
- ECUI 526 - Field Experience II
- ECUI 531 - Field Experience III
- ESEC 566 - Secondary Classroom Management and Discipline
- ESEC 567 - Secondary Teaching Internship: Planning
- ESEC 568 - Secondary Teaching Internship: Instruction
- ESEC 569 - Secondary Teaching Internship: Classroom Management
- ESEC 570 - Secondary Teaching Internship: Professional Growth  
\*ESEC 536, ESEC 541, ESEC 542, ESEC 546, or ESEC 551, depending upon certification area.

## Additional Certifications and Self-Improvement

Students who already possess secondary teaching certification may pursue additional secondary certifications. Courses required for the additional certifications will depend on the areas(s) in which certification is sought and on previous work. The student should consult the Director of Graduate Education Programs regarding specific requirements.

# Special Education, M.S.

**IMPORTANT NOTE: This program is awaiting approval from Pennsylvania Department of Education. Anticipation of approval for this program is expected for the fall of 2013.**

The Special Education program requires prior Pennsylvania teaching certification in another area. The program of studies outlined below is new for the 2012- 2013 academic year and reflects alignment to the new PDE competency requirements.

The new program offers two certification pathways. Students can enroll in a course of studies leading to Pre K- 8 certification or in a course of studies leading to 7- 12 certification, as noted below. Both pathways require 39 credit hours of coursework and include an internship.

All students who are pursuing a master's degree must complete the research and foundation course requirements and pass a capstone experience/ comprehensive examination.

## Research Course Requirement (3 credits)

- EFND 506 - Educational Research and Statistics

## Foundation Course Requirements (6 credits)

- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

## Pre K- 8 Certification Pathway (30 credits)

- ESPC 501 - Inclusionary Classroom Practices
- ESPC 508 - Introduction to Autism & Applied Behavioral Analysis
- ESPC 510 - Introduction to Early Childhood Special Education
- ESPC 516 - Special Education Assessment
- ESPC 530 - Introduction to Assistive Technology
- ESPC 531 - Curriculum for Low Incidence Disabilities
- ESPC 536 - Evidence-Based Practices for Students with High Incidence Disabilities
- ESPC 541 - Evidence-Based Practices for Students with Emotional/Behavioral Disorders
- ESPC 551 - Special Education Teaching Internship: Planning
- ESPC 552 - Special Education Teaching Internship: Instruction
- ESPC 553 - Special Education Teaching Internship: Classroom Management
- ERDG 506 - Reading: Psycholinguistic Bases

## 7- 12 Certification Pathway (30 credits)

- ESPC 508 - Introduction to Autism & Applied Behavioral Analysis
- ESPC 516 - Special Education Assessment
- ESPC 526 - Secondary, Transitional and Vocational Services

- ESPC 530 - Introduction to Assistive Technology
- ESPC 531 - Curriculum for Low Incidence Disabilities
- ESPC 536 - Evidence-Based Practices for Students with High Incidence Disabilities
- ESPC 541 - Evidence-Based Practices for Students with Emotional/Behavioral Disorders
- ESPC 551 - Special Education Teaching Internship: Planning
- ESPC 552 - Special Education Teaching Internship: Instruction
- ESPC 553 - Special Education Teaching Internship: Classroom Management
- ERDG 506 - Reading: Psycholinguistic Bases

## Supervision

### IMPORTANT NOTE:

The program of study below is to be used as a reference and guide for those students *currently enrolled* in an *existing* Supervision program.

New applications are *not being accepted* for the Supervision programs for the 2012-2013 academic year.

The Supervision program prepares school subject supervisors in the following areas:

Communication (English)	Reading
Foreign Languages	School Guidance Services
Mathematics	Science
	Social Studies

## Admission Requirements

For admission to the supervision program, an applicant must meet CGCE Admission Standards and departmental requirements in the Education section of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate in the area in which the supervision certificate is being sought.

## Course Requirements

The curricular requirements for a supervisory certificate require completion of 24 credits taken from the following list of courses. Students in the reading supervisor's program need 27 credits. In addition, certification in the discipline to be supervised and five years of relevant experience in the discipline are required.

- EFND 506 - Educational Research and Statistics or
- ECUI 501 - Improving Instruction
- ECUI 506 - Curriculum Theory and Development
- EADM 506 - Problems in School Administration and Supervision
- EADM 516 - School Law
- EADM 526 - Principles & Practices of Supervision
- EADM 546 - Practicum in Supervision
- ERDG 536 - Seminar in Reading Research \*
- COUN 503 - Group Process and Practice or

- ECUI 516 - Group Processes in Classrooms
  - COUN 508 - Lifespan Development or
  - EFND 516 - Advanced Educational Psychology
- \* Required for and restricted to students in the reading supervisor's program.

*Note:* Students must pass the requisite Praxis examinations, which are mandated by PDE and, in addition to the above requirements, at least five years of appropriate certificated experience in basic education are necessary for a Commonwealth of Pennsylvania supervisory certificate.

## **Educational Administration (Principal K-12), M.S.**

The administration program is offered as an online program for the 2012-2013 academic year. The program is designed to prepare principals for grades K–12. For admission to the program, an applicant must meet CGCE Admission Standards, and departmental requirements in the Education section of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate.

### **The Master of Science Degree**

The student will be recommended for the Master of Science degree in Educational Administration after satisfactorily completing the following program of study and the comprehensive examination.

Below is the course of study for the online Educational Administration program:

#### **Educational Research Course (3 credits)**

- EFND 506 - Educational Research and Statistics

#### **Foundations of Education Course (6 credits)**

- EFND 521 - Advanced Foundations of Education
- EFND 516 - Advanced Educational Psychology

#### **Curriculum and Instruction Course (6 credits)**

- ECUI 506 - Curriculum Theory and Development
- ECUI 542 - Literacy and Diversity

#### **Administration Courses (24 credits)**

- EADM 501 - Educational Administration
- EADM 506 - Problems in School Administration and Supervision
- EADM 511 - School Finance

- EADM 516 - School Law
- EADM 521 - Principal as Administrator
- EADM 526 - Principles & Practices of Supervision
- EADM 531 - Practicum in Elementary School Administration
- EADM 536 - Practicum in Secondary School Administration

*Note:* Students must pass the requisite Praxis examinations, which are mandated by PDE and, in addition to the above requirements, at least five years of appropriate certificated experience in basic education are necessary for a Commonwealth of Pennsylvania administrative certificate.

Students in the Education Online Educational Administration degree program or the Certification without a master's degree program must have a site visit by a site supervisor of the University of Scranton. Site visits must be completed prior to the student completing their program and/or degree conferral.

## **Administrative Certification without Master's Degree**

The administration program is designed to prepare principals for grades K–12. For admission to the program, an applicant must meet CGCE Admission Standards, and departmental requirements in the Education section of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate.

### **Requirements**

- ECUI 506 - Curriculum Theory and Development
- EADM 501 - Educational Administration
- EADM 506 - Problems in School Administration and Supervision
- EADM 511 - School Finance
- EADM 516 - School Law
- EADM 521 - Principal as Administrator
- EADM 526 - Principles & Practices of Supervision
- EADM 531 - Practicum in Elementary School Administration
- EADM 536 - Practicum in Secondary School Administration

*Note:* Students must pass the requisite Praxis examinations, which are mandated by PDE and, in addition to the above requirements, at least five years of appropriate certificated experience in basic education are necessary for a Commonwealth of Pennsylvania administrative certificate.

Students in the Education Online Educational Administration degree program or the Certification without a master's degree program must have a site visit by a site supervisor of the University of Scranton. Site visits must be completed prior to the student completing their program and/or degree conferral.

## **Superintendent Letter of Eligibility/Assistant Superintendent Letter of Eligibility**

This program is an online program offered through the University of Scranton learning management system.

The superintendent of a school district is the chief educational leader of a dynamic educational organization. In his/her role there are specific functions which must be performed. Each person brings his/her own unique personality to this role. Much of the skills and knowledge necessary to function are similar from setting to setting while others are site-specific. The objective of this program is to provide both general and unique competencies.

The superintendent is the chief executive officer of a school district. He/she must serve as the educational leader of the community and as the manager of the human and fiscal resources of the school district. As managers, superintendents succeed by cooperating with staff, board, and community. Therefore, the traditional skills of management must be coupled with human relations skills and sensitivity to socio-economic forces within the community. Superintendents must have technical, human, and conceptual ability.

This program is designed to develop superintendents and assistant superintendents competent to plan, to monitor, and to evaluate activities touching many roles. Leaders must delegate. Therefore, the goal is not that program participants be experts in all areas but rather that they be competent to provide leadership and to accept accountability for all activities. Courses and experiences emphasize that education is a human process requiring group support and involvement if administration is to be successful.

## Admission Requirements

In addition to meeting CGCE admission standards and the departmental requirements in the Education section of this catalog, the candidate must meet the following requirements for acceptance into the program:

1. Possess a Master's degree with a GPA of 3.50;
2. Have three years professional experience as a school administrator/supervisor;
3. Submit a resume, including educational background, work experiences, references, and any additional pertinent material;
4. Hold or be eligible for a Pennsylvania elementary/secondary principal or supervisor certificate at the point of application for initial Superintendent's Letter of Eligibility;
5. Submit a statement of purpose for enrolling.

## Program Requirements

It is expected that applicants have certain specific courses in their educational background. To ascertain what courses may be required in addition to the course requirements for the superintendent sequence, please see the program director.

The course sequence specific to the preparation of superintendents and assistant superintendents represents 21 credits, three of which are the Superintendent's Role Seminar and Internship. These experiences place students into an educational setting under the immediate supervision of a practicing superintendent. A contracted program of role-related experience will be developed which considers the needs of the candidate. Candidates will function in para-administrative capacities during this year-long sequence of field-related clinical experiences.

The course requirements for the Superintendent Letter of Eligibility/ Assistant Letter of Eligibility are as follows:

- EADM 601 - Personnel Management for Educators
  - EADM 606 - School Plant Management
  - EADM 611 - School and Community Relations
  - EADM 616 - Seminar in Advanced School Finance
  - EADM 621 - Seminar in Advanced School Law
  - ESPC 501 - Inclusionary Classroom Practices
  - EADM 626 - Superintendent's Role Seminar and Internship
- EADM 601, EADM 606, EADM 611, EADM 616, EADM 621 and ESPC 501 must be completed before EADM 626.



## **Accelerated M.S. Degree Programs in Education**

A student enrolled in any of the Education Department's undergraduate programs may apply for admission to the Accelerated Master's program for the following areas of study: Reading Education. The student should review specific graduate admissions criteria. An undergraduate education student interested in the Accelerated M.S. program should make application to the Accelerated M.S. program during the spring semester of their junior year. An Accelerated Education student is provisionally accepted. The condition of acceptance is passage of Praxis II. An Accelerated Education student may not take a graduate level course until he/she has passed Praxis II. The student must pass all Praxis Series tests required for the initial certificate prior to student teaching in the senior year. Failure to pass Praxis II prior to the start of the senior year will negate the provisional acceptance into the accelerated program. This will permit the student to student teach during the spring semester of the senior year.

Depending on when an Accelerated Education student passes Praxis II, he/she may register for a maximum of 12 hours of graduate coursework while still classified as an undergraduate student. Generally, an undergraduate student may register for one graduate level course each semester. With the recommendation of the graduate program director, an accelerated student may register for two graduate level courses in a single semester. An accelerated student may not register for a graduate level course the semester that he/she is student teaching. Often, an accelerated education major will student teach in the fall semester of the senior year and take two graduate courses (six graduate credits) during the spring semester of the senior year. However, if the student teaching takes place during the spring, the graduate courses can be taken in the fall semester. The six graduate credits taken as an undergraduate will contribute toward both the B.S. and M.S. degrees. The student will need to have Act 34, Act 151, the FBI fingerprint clearances, and a valid, TB test result.

An Accelerated Education student will not be regularly admitted to an Education graduate program of study if he/she does not provide evidence of a valid teaching certificate or provide evidence that an application has been submitted documenting that all certificate requirements for another area have been met..

A student pursuing a non-education undergraduate major that could lead to PDE certification may apply for admission to the Accelerated M.S. in Secondary Education program. The student should review specific graduate admissions criteria and contact his/her advisor to receive a list of undergraduate courses required for PDE certification. The student should make application to the Accelerated M.S. program during the spring semester of their junior year. A non-education major accepted into the Accelerated M.S. program will take two graduate courses (six graduate credits) during the senior year. The six graduate credits taken as an undergraduate will contribute toward both the B.S. and M.S. degrees. To be eligible to receive the M.S. degree, a non-education undergraduate major accepted into the Accelerated M.S. program must meet all undergraduate requirements for initial certification; and must pass all Praxis Series tests required for initial certification. The student will need to have Act 34, Act 151, the FBI fingerprint clearances, and a valid TB test results.

**Below is the program of study to be used as a reference and guide for students who are presently enrolled in the Accelerated Master of Science in SECONDARY EDUCATION.**

### **Research Course Requirement (3 credits)**

- EFND 506 - Educational Research and Statistics

### Computer Course Requirement (3 credits)

- ECUI 511 - Computer Literacy for Educators

### Foundation Course Requirement (6 credits)

- EFND 501 - Educational Psychology
- EFND 521 - Advanced Foundations of Education

### Field Experience Requirement (3 credits)

- ECUI 521 - Field Experience I
- ECUI 526 - Field Experience II
- ECUI 531 - Field Experience III

### Secondary Education Course Requirements (24 credits)

- ERDG 516 - Reading/Language Arts in the Content Areas
  - ESPC 501 - Inclusionary Classroom Practices
  - ESEC 566 - Secondary Classroom Management and Discipline
  - ESEC 567 - Secondary Teaching Internship: Planning (2 credits)
  - ESEC 568 - Secondary Teaching Internship: Instruction (2 credits)
  - ESEC 569 - Secondary Teaching Internship: Classroom Management (2 credits)
  - ESEC 570 - Secondary Teaching Internship: Professional Growth (3 credits)
- \*ESEC 536, ESEC 541, ESEC 546, or ESEC 551, depending upon certification area.  
*Note:* Students must pass the requisite Praxis examinations, which are mandated by PDE.

# Health Administration and Human Resources

**Dr. Daniel J. West, Jr.**, Chair, Health Administration and Human Resources

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<http://matrix.scranton.edu/academics/pcps/hahr/>

**Department faculty:** Professors – Peter C. Olden, Daniel J. West, Jr.; Associate Professor – William G. Wallick; Steven J. Szydlowski, Assistant Professors –Terri Freeman Smith, Robert J. Spinelli, Kenneth J. Zula; Faculty Specialist - Rita DiLeo.

The Department offers course work leading to a Master of Health Administration (MHA) and a Master of Science degree in Human Resources (HR). The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs. Also, refer to the department web page at <http://matrix.scranton.edu/academics/pcps/hahr/>.

## Admission Requirements

The applicant for admission to any Departmental program must possess a bachelor's degree from an accredited college or university and provide the Office of Admissions with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 3.00 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program, such as grades in other graduate level courses, scores from the Graduate Record Examination, and/or a record of progressively higher work responsibilities. The Health Administration program may require a GRE or GMAT score, depending on the strength of other qualifications and information submitted by the applicant. A personal interview prior to acceptance is required. New MHA students may start course work in the fall semester only. Applicants for the MHA program are encouraged to apply by May 1 (prior to the fall semester of desired entry); however, applications received after this date and up to August 1 will be considered for admission on a space-available basis. Applicants must be accepted by CGCE before starting courses. International students whose native language is not English must demonstrate their proficiency by submitting acceptable TOEFL scores. Please refer to International Student section for information on acceptable English proficiency tests and test score requirements.

The Health Administration program accepts applicants with or without professional work experience. Students accepted into the Health Administration program with little to no work experience are required to enroll in an administrative residency to gain practical experience. Applicants should be prepared to discuss their career goals and employment possibilities with the program director during a personal interview, which is required prior to acceptance, and explain how they see the curriculum supporting their longer-term goals.

## Capstone Experience

Students in all programs must prepare a comprehensive capstone project. It may combine written, oral, and experiential components and will require understanding, integration, and application of what has previously been learned throughout the curriculum. These projects are done in HAD 509 -Administrative Issue or HR 520 - Capstone: Applied HR, which are the respective capstone courses for the Health Administration and Human Resources programs.

## Financial Aid

The Department has several graduate assistantships available to MHA students. Applications for assistantships are made through CGCE. Students must be accepted in one of the departmental programs by March 1 to be considered for an assistantship for the following fall semester.

## Scheduling

For the HR program – classes are offered only online during six eight-week sessions. HR 500 and HR 501 are required to be taken prior to any additional course work.

For the HAD Program - Classes are offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. Mondays through Thursdays. Required summer courses in the MHA program may have a modified class time. Courses are scheduled so as to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in either the fall or spring semesters or more often during the intersession or summer sessions. Fieldwork experiences in Health Administration may be spread over two semesters to accumulate the needed hours.

Degrees in Health Administration can be received in 30 months of full-time academic study which include 24 months of coursework and 6 months of administrative residency, although some students attend on a part-time basis and earn their degrees in 36 to 48 months and may qualify for other fieldwork options upon admission. Generally the first courses taken in the Health Administration program are HAD 519 and HAD 501 .

## Employment Opportunities

According to the Occupational Outlook Handbook, U.S. Department of Labor, employment in the field of health administration is predicted to grow at a faster than average pace through the year 2015. Overall employment in the field of human resources is projected to grow by 22% between 2008 and 2018, much faster than the average for all occupations.

## Other Information

Applicants and students should refer to the Academic Regulations section of the *Graduate Studies Catalog* for additional relevant policies.

## Health Administration, M.H.A.

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Today's healthcare managers and leaders need special knowledge, abilities, and perspectives to work in complex healthcare systems and organizations. Courses in the nationally accredited graduate health administration program prepare people for challenging, dynamic management careers in the healthcare sector. The MHA program enables full-time and part-time students to acquire academic knowledge and competencies, develop practical skills, examine professional points of view, and engage in personal growth. Students are encouraged to work in healthcare settings during their academic studies so that they can connect classroom learning with real-world work.

## **The Program**

The Graduate Program in Health Administration was established in 1987. It has grown steadily and has graduated alumni who work in a wide range of positions and organizations. The program is designed to: 1. Prepare individuals to enter healthcare management and leadership positions; 2. Enhance the performance of individuals employed in healthcare management and leadership positions but who lack academic training and credentials; 3. Prepare individuals to enter or advance in a variety of healthcare staff positions; and, 4. Prepare individuals to advance in senior healthcare management positions.

Healthcare managers, administrators, and executives work in a variety of health related organizations and service delivery systems such as hospitals, long-term-care facilities, ambulatory care settings, physician group practices, social service agencies, rehabilitation centers, home health organizations, managed care organizations, insurance companies, and various planning and regulatory agencies. Depending on the position, they may be engaged in organizational management, strategic planning, community relations, education, finance, internal operations, corporate development, marketing, information systems, or other responsibilities. The MHA program can help people prepare for these and other healthcare administration jobs. Faculty mentors help students plan their careers and evaluate career and job opportunities.

## **Curriculum**

The MHA program requires 44 credits plus field work for the degree. The curriculum consists of 41 core credits, 3 elective credits, and fieldwork. Students entering the program take early foundation courses HAD 500, HAD 501, HAD 505, and HAD 519. These courses serve as prerequisites for more advanced courses in the curriculum and establish basic skills, competencies, and core knowledge. Healthcare management requires practical applied experience, so students do field work under the guidance of a preceptor as part of their graduate studies. An 8-credit 6-month administrative residency (1,000 hours) is generally required for students with no prior applied healthcare management experience. Other types of fieldwork include an internship (3 cr.), externship (1 cr.) or directed study (1-3 cr.). The specific fieldwork requirement for each student is discussed during the admission interview and during the student's studies.

There are six non-credit requirements, which help prepare people for health care administration jobs and must be completed to graduate. First, all students are expected to join the American College of Healthcare Executives (ACHE) and the Program's Student Chapter, ACHE Higher Education Network, or join a comparable professional association. Second, students must have and interact regularly with an identified external mentor. Third, all students must demonstrate personal computer skills. Fourth, all students must perform 24 hours of community service with healthcare or related organizations. These requirements are further explained in the separate Non-Curriculum Requirements Manual.

Fifth, students must complete the University's online academic integrity tutorial. Sixth, students who lack prior clinical experience should make rounds with medical residents through the program's arrangement for this at a local hospital.

## **Accreditation**

The graduate health administration program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). This accreditation reflects the commitment to and achievement of national standards for graduate healthcare administration education. Further, the program maintains full graduate membership in the Association of University Programs in Health Administration (AUPHA).

## Health Administration Curriculum

### Core Courses (41 credits Required)

- HAD 500 - Health Care Organization and Administration \*
- HAD 501 - Health Care Financial Management I \*
- HAD 502 - Health Care Law
- HAD 504 - Human Resources Management
- HAD 505 - Health Care Statistics and Research Methods \*
- HAD 506 - Health Care Economics and Policy
- HAD 508 - Leadership in Health Care Organizations
- HAD 509 - Administrative Issues
- HAD 515 - Health Care Planning and Marketing
- HAD 519 - Health Services and Systems \*
- HAD 521 - Health Care Financial Management II
- HAD 522 - Health Care Operations and Quality
- HAD 523 - Health Care IT Management
- HAD 525 - Health Care Ethics

### Elective Courses (3 credits required)

- HAD 510 - Hospital Administration
- HAD 512 - Medical Practice Administration
- HAD 513 - Long Term Care Administration
- HAD 517 - Global Health Management
- HAD 582 - Directed Study
- HAD 584 - Special Topics
- PCPS 500 - Global Health & Rehabilitation Issues
- HAD 526 - Grants Writing and Management

### Fieldwork Courses (3 or 8 credits required, based upon prior work experience.)

- HAD 580 - Internship in Health Administration
- HAD 581 - Administrative Residency
- HAD 582 - Directed Study
- HAD 583 - Externship in Health Administration

### (Credits for Degree: 44 + Fieldwork)

\* Foundation courses taken in the first year.

# Human Resources, M.S.

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## Objectives

The Human Resources (HR) program is rooted in the Jesuit liberal arts tradition and prepares students to be proactive in their pursuit of fairness and equity within the workplace. The program is designed to educate students in the theory and practice of processes used to promote effective performance, development, and job satisfaction of employees. A strong knowledge base of theory is critical to the successful practice of HR, and students will be actively engaged in the application of theory and how those applications can influence the effectiveness of organizations.

The changing nature of work as influenced by social, economic, technological and educational forces is explored, both nationally and globally. Further, students will develop excellence in written expression and the effective utilization of technological advances.

Specifically, the program is designed to: 1. Prepare individuals academically to enter leadership positions; 2. Enhance the performance of individuals employed in leadership positions, but lacking academic training and credentials; and 3. Prepare individuals academically to enter or advance in a variety of human-resource-related positions and departments. The program emphasizes an active learning environment wherein the student can acquire knowledge, gain practical skills, and engage in self-exploration and personal growth. Prospective students should be aware that the HR program is not a business program and is not intended to be the equivalent of an MBA program.

## Curriculum

The HR curriculum with online delivery requires 39 credits, including 6 credits of prerequisite courses. Courses are offered in six 8-week terms each academic year. The prerequisite courses, Organizational Behavior & Leadership (HR 500) and Human Resources (HR 501), provide foundational knowledge in organization concepts, theories and human resources practices and should be taken in the first semester of study. Courses are offered in a web-based delivery format utilizing the Angel course management system. The capstone course, Capstone: APplied HR (HR 520), is normally taken in the final semester prior to graduation and draws upon the knowledge, skills, and abilities developed throughout the HR program. Computer applications are utilized throughout the curriculum; therefore, entering students are expected to have proficiency in word processing, spreadsheet, and Internet applications.

## Professional Certification

Many professional organizations have identified a specified body of knowledge for professionals within the human resources field and administer certification examinations covering this knowledge. The HR curriculum offers this body of knowledge for students interested in being certified. Students are encouraged to join The University of Scranton chapter of the Society for Human Resources Management (SHRM) and other professional organizations. Students can obtain information about professional organizations from the web sites listed below. Organizations that offer certification are noted with an asterisk (\*).

AAA     \*American Arbitration Association. <http://www.adr.org/>

ASA     American Staffing Association. <http://www.staffingtoday.net/>

AHRD   Academy of Human Resource Development. <http://www.ahrd.org/>

AOM Academy of Management. <http://www.aom.pace.edu/>

ASHHR American Society for Healthcare Human Resources Administration. <http://www.ashhra.org/>

ASTD \*American Society for Training and Development. <http://www.astd.org/>

IFEBP \*International Foundation - Education, Benefits, Compensation <http://www.ifebp.org/>

ISPI \*International Society for Performance Improvement. <http://www.ispi.org/>

SHRM \*Society for Human Resource Management. <http://www.shrm.org/>

WAW \*World At Work. <http://www.worldatwork.org/waw/home/html/home.jsp>

## Human Resources Curriculum

- HR 500 - Organizational Behavior and Leadership (Prerequisite Course)
- HR 501 - Human Resources (Prerequisite Course)
- HR 504 - Strategic Planning
- HR 505 - Recruitment and Staffing
- HR 506 - Workplace Learning and Performance
- HR 510 - Organizational Change
- HR 511 - Total Rewards
- HR 512 - Employee and Labor Relations
- HR 515 - Workplace Diversity
- HR 516 - Ethics in Human Resources
- HR 517 - Evaluative Research
- HR 518 - Risk Management
- HR 520 - Capstone: Applied HR (Capstone Experience)

Credits for Degree: 39

## Executive Certificate in Health Administration

A 15-credit-hour certificate is available for people who want advanced education in healthcare management but who do not wish to pursue a full graduate degree. Applicants should have prior professional experience in the healthcare field and may begin in any semester during the year. Anyone interested in the certificate should arrange an interview with the Graduate Health Administration Program Director to review the available courses and to agree to a 15-credit-hour plan of study designed to meet identified career goals. An application, including the plan of study, is then made to CGCE. Regular admission requirements and the procedures of CGCE must be met. Once admitted the established tuition and three-year tuition guarantee becomes effective. Once accepted, the student must complete the agreed upon program of study within three years. No courses from other institutions may be transferred for the certificate.



## **Accelerated M.H.A. and M.S. Degree Programs**

### **Health Administration**

An Accelerated Master of Health Administration Degree Program is available to University of Scranton undergraduate Health Administration students who meet specific admissions criteria (refer to Admission and Registration). Contact the MHA Program Director for additional information.

### **Human Resources**

Outstanding undergraduate students in Human Resources Studies, Health Administration, or Counseling and Human Services may be eligible to pursue jointly the HR Master of Science program prior to undergraduate graduation. This opportunity could result in attaining both the baccalaureate degree and the M.S. in Human Resources within a five-year period. A maximum of 12 graduate credits may be applied toward the completion of the undergraduate degree. Interested students should contact the HR Program Director during the junior year of their undergraduate study for more information.

### **MD - MHA Dual Degree**

In 2010, The University of Scranton and The Commonwealth Medical College (TCMC) signed a Memorandum of Understanding to offer a dual degree program in Medicine and Health Administration. The Doctor of Medicine and the Master of Health Administration (MD-MHA) is an innovative dual degree program - the first for the region - that combines the strengths of two highly-specialized degree programs to train future physicians for roles as healthcare administrators and leaders in the delivery of healthcare services. As healthcare organizations respond to the dynamic changes in healthcare, the dual MD-MHA degree program will integrate leadership and management functions in the medical and clinical environment to meet the demand for delivering the most efficient and highest quality healthcare. the MD degree will be conferred by The Commonwealth Medical College and the MHA degree by The University of Scranton.

Generally, students will apply first to TCMC. Accepted TCMC students will then apply to The University of Scranton. A MHA student may make application to the MD program at TCMC. MHA students who are admitted to the MD program may be required to develop an alternate MHA program of study.

## Preferred Course Sequence:

		TCMC	University of Scranton
<b>Year 1</b>	Fall	Medical Courses	
	Spring	Medical Courses	
	Summer		HAD 522, 523, 525
<b>Year 2</b>	Fall	Medical Courses	HAD 519
	Spring	Medical Courses	HAD 500
	Summer		HAD 582
<b>Year 3</b>	Fall		HAD 501, 502, 504, 508, 515
	Spring		HAD 505, 506, 509, 521
	Summer	Medical Courses	
<b>Year 4</b>	Fall	Medical Courses	
	Spring	Medical Courses	
	Summer	Medical Courses	
<b>Year 5</b>	Fall	Medical Courses	HAD 581
	Spring	Medical Courses	HAD 581

### Financial Aid:

Students will apply for financial aid with TCMC in Years 1, 2, 4, ,5. Students will apply for financial aid with The University of Scranton in Year 3. The amount of aid eligibility for year 3 will be different from the other years. The aid awarded in Years 1 and 5 may be insufficient to cover the cost of tuition at the University of Scranton in those years.

For information about the MHA program at the University of Scranton, go to [academic.scranton.edu/departments/HAHR/mha/](http://academic.scranton.edu/departments/HAHR/mha/)

For information about the combined MD-MHA program, please visit [www.thecommonwealthmedical.com/mdmha](http://www.thecommonwealthmedical.com/mdmha)

# Nursing

**Dr. Patricia Harrington**, Chair, Nursing

570-941-7673

<http://www.scranton.edu/nursing>

**Department Faculty:** Professors – Dona Carpenter, RN, Marian Farrell, RN, CRNP, CNS, Mary Jane S. Hanson, RN, CRNP, CNS, Sharon Hudacek, RN, CNS, Margarete Lieb Zalon, RN, CNS; Associate Professors – Mary Jane Di Mattio, RN, Patricia Harrington, RN, Lisa Ann Lesneski, RN, Patricia Wright, RN, CNS; Assistant Professors – Barbara Buxton, RN, CNS, Teresa Conte, RN, CRNP, Catherine P. Lovecchio, RN, Kimberly Subasic, RN, Instructor - Ann Feeney, RN, CNM, CRNP; Faculty Specialists - Linda Lewis, RN, Wendy Manetti, RN, CRNP, Annette T. Tross, RN, CRNP.

The Department offers course work leading to a Master of Science in Nursing (MSN) degree with specialization in either the Family Nurse Practitioner (FNP) track, Adult Health Nursing (AH) track, or Nurse Anesthesia (NA) track. The Department also offers a Master of Science in Nursing degree for nurses who hold advanced practice certification as either certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), or certified nurse midwives (CNMs). In addition, a post-master's certificate option is also available for registered nurses (RNs) who already have a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC) accredited program, and who wish to become Family Nurse Practitioners or Nurse Anesthetists.

## Program Objectives

Upon completion of the Master's program, the graduate is prepared to:

1. Evaluate issues relative to advanced practice nursing consistent with personal and societal values and beliefs;
2. Engage in advanced practice nursing in accordance with specific specialty standards of practice;
3. Evaluate theoretical principles from nursing and other disciplines for their contribution to advanced practice nursing;
4. Demonstrate knowledge and skills necessary for entry into an advanced practice nursing role;
5. Initiate collaborative relationships with other health care professionals to mobilize resources and facilitate quality patient care;
6. Provide quality health care to diverse populations consistent with advanced practice nursing preparation and ethical/legal principles;
7. Demonstrate the ability to communicate ideas both in written and oral forms in an articulate and scholarly manner;
8. Critically examine issues relevant to advanced practice nursing and participate in research;
9. Implement plans for continuous professional development and service to others;
10. Apply leadership skills to advanced practice nursing.

## Program of Study

The graduate nursing program is comprised of seven core courses that cover advanced physiology and pathophysiology, advanced pharmacology, advanced clinical assessment, issues in advanced practice nursing, research methodology, theory and research application, and nursing ethics. These core courses provide the foundation for graduate nursing study and subsequent practice. In addition, each student is required to take all of the advanced practice specialty courses in the selected program of study. The specialty courses are listed under each track heading.

## Admission Requirements

An applicant for the degree program must possess a baccalaureate degree in nursing from a NLNAC or CCNE accredited program; have an undergraduate GPA of at least 3.0 or other evidence of ability to complete successfully a graduate program such as grades in other post-baccalaureate courses, scores from national graduate school entrance examinations, or a record of progressively higher work experiences; and be licensed as a registered nurse in the state of Pennsylvania. The applicant should have a minimum of one year direct clinical nursing practice and have satisfactorily

completed undergraduate or equivalent approved courses in basic physical assessment and statistics. The applicant must submit three professional references and a 300-word essay identifying career goals, demonstrating communication and writing skills. A personal interview with the program director or a faculty member to clarify goals and objectives is required. See the nurse anesthesia section of this catalog for additional admission requirements for the NA track.

Applicants for the certificate program must possess a master's degree in advanced practice nursing from a NLNAC or CCNE accredited program. Additionally, they must comply with the same admission requirements as for the degree program (except for the essay) as listed above.

A registered nurse with a baccalaureate degree who wishes to take graduate level courses without necessarily pursuing a graduate degree may make application for Non-Degree status (refer to Admission and Registration).

For the FNP and AH tracks, students may begin course work in either the fall or spring semester. Applicants must be accepted to the CGCE before starting classes. Completed applications must be received at least one month prior to the start of the semester of expected enrollment.

The NA track admits students for the fall semester only. Completed applications must be received by October 1 of the year prior to expected enrollment.

## **Thesis Option**

Candidates for a Master of Science in Nursing degree may opt to do a thesis. Students who wish to pursue the thesis option should consult with the program director. Those who opt to do a thesis are governed by The University of Scranton graduate thesis policy.

## **Academic Regulations**

Graduate nursing students are expected to conform to the regulations stated in both The University of Scranton Graduate Studies Catalog and the Department of Nursing Graduate Student Handbook.

Students must receive a grade of Satisfactory in the clinical practicum courses. The grade is based upon both faculty and preceptor evaluations of the student's ability to meet course objectives and demonstrate safe advanced clinical nursing practice. A grade of Unsatisfactory will result in the failure of the practicum and may result in a recommendation for dismissal from the program.

## **Scheduling**

The AH and FNP tracks can be completed in two years of full-time study or three to five years of part-time study, depending upon when the student enters the graduate program. The post-advanced practice certificate master's degree can be completed in two years of part-time study. Students are accepted for fall and spring semesters. Core graduate courses are offered every year. The specialty courses are on a two-year rotation and are offered every other year.

Graduate courses for the AH and FNP tracks are usually offered Tuesday and Thursday evenings. Each course meets one night per week in the fall and spring semesters. Full-time students attend classes two nights per week; part-time students usually attend classes one night per week. Clinical practicum hours are arranged on the basis of preceptor availability. The NA track is full-time only and can be completed in 25 months of continuous full-time study beginning with the fall semester.

## **Capstone Experience**

All graduate nursing students are expected to complete successfully a comprehensive examination as their capstone experience and part of their graduation requirements.

## Accreditation

The graduate nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE is a resource for information regarding tuition, fees and length of accredited nursing programs. Requests for information should be directed to:

Commission on Collegiate Nursing Education  
One Dupont Circle, NW  
Suite 530  
Washington, DC 20036-1120  
(202) 887-6791

## Adult Health Nursing, M.S.N.

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
Maryjane.hanson@scranton.edu

The Adult Health (AH) Nursing track prepares clinical nurse specialists with advanced competencies in nursing practice and strategies for improving the quality of patient care. The track is offered as a master's degree for baccalaureate prepared nurses. The curriculum emphasizes the development of adult health nursing clinical expertise based on an in-depth understanding of nursing practice and theory. In addition to the adult health clinical focus, students also take courses in nursing education.

Each student is required to complete a clinical practicum. Faculty will provide guidance for students in selection of a practitioner(s) who will serve as preceptor(s) for clinical practicums. The preceptor(s) must be a master's prepared nurse or licensed physician. Each credit of clinical equals 125 clock hours per semester so that total clinical practicum time for the AH program is 500 hours.

Graduates will be eligible for certification as an adult health clinical nurse specialist (CNS) in Pennsylvania through the Pennsylvania State Board of Nursing. In addition, graduates will be eligible to take the national certification examination for CNS in Adult Health from the American Nurses Credentialing Center.

A post-master's certificate is available in nursing education for nurses already holding a master's degree in nursing.

## Course of Study

### Required Core Courses

- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 520 - Advanced Pharmacology
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 591 - Issues in Advanced Practice Nursing
- NURS 593 - Research Methodology
- NURS 594 - Theory and Research Application
- NURS 595 - Nursing Ethics

## Required Specialty Courses

- NURS 533 - Nurse Educator Role
- NURS 534 - Strategies for Teaching Nursing
- NURS 535 - Nurse Educator Practicum
- NURS 563 - Advanced Theory of Adult Health Nursing I
- NURS 564 - Advanced Applications of Adult Health Nursing I
- NURS 573 - Advanced Theory of Adult Health Nursing II
- NURS 574 - Advanced Applications of Adult Health Nursing II

Total credit hours required: 37

## Family Nurse Practitioner, M.S.N. and Post-Master's Certificate

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
Maryjane.hanson@scranton.edu

The Family Nurse Practitioner (FNP) track prepares registered nurses to assess, diagnose, and treat common episodic and chronic disorders, and to provide health-promotion and disease-prevention interventions and counseling. The use of clinical decision-making and diagnostic reasoning skills is emphasized. The graduate will be prepared to provide direct patient care to individuals across the life span in primary care settings.

Graduates will be eligible for certification as an FNP in Pennsylvania through the Pennsylvania State Board of Nursing. In addition, graduates will be eligible to take the national certification examination for FNP from both the American Nurses Credentialing Center and American Academy of Nurse Practitioners.

## Curriculum

The FNP track is offered as a 46-credit master's degree for baccalaureate-prepared-nurses, and as a 27-credit post-master's certificate for nurses already holding a nursing master's degree in advanced practice. Transcripts of students with an entry level master's in nursing degree will be evaluated on an individual basis for transfer credit. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

Each student is required to complete a clinical practicum. The practicum (NURS 542, NURS 552, NURS 562, NURS 572) is taken over four semesters. Students are expected to obtain a practitioner(s) who will serve as preceptor(s) for the clinical practicum in the FNP program. The preceptor must be a certified registered nurse practitioner, certified nurse midwife or a licensed physician. Additional clinical preceptorships may be arranged to meet the needs of the individual student. Each credit of clinical equals 125 clock hours per semester so that total clinical practicum time is 875 hours for the FNP program.

## Family Nurse Practitioner Track

### Two-Year Full-Time Course of Study (46 credits)

#### First Year

##### Fall

- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 520 - Advanced Pharmacology
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 541 - Family Health Promotion
- NURS 542 - Family Clinical Practicum I

##### Spring

- NURS 551 - Health Problems in the Developing Family
- NURS 552 - Family Clinical Practicum II
- NURS 591 - Issues in Advanced Practice Nursing
- NURS 595 - Nursing Ethics

#### Second Year

##### Fall

- NURS 561 - Health Problems in the Established Family
- NURS 562 - Family Clinical Practicum III
- NURS 590 - Rural Health
- NURS 593 - Research Methodology

##### Spring

- NURS 571 - Family Health Synthesis
  - NURS 572 - Family Clinical Practicum IV
  - NURS 583 - Independent Study
  - NURS 594 - Theory and Research Application
- Free Elective

### Four-Year Part-Time Course of Study (46 credits)

## First Year

### Fall

- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 520 - Advanced Pharmacology

### Spring

- NURS 591 - Issues in Advanced Practice Nursing
- NURS 595 - Nursing Ethics

## Second Year

### Fall

- NURS 590 - Rural Health
- NURS 593 - Research Methodology

### Spring

- NURS 594 - Theory and Research Application
- Free Elective

## Third Year

### Fall

- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 541 - Family Health Promotion
- NURS 542 - Family Clinical Practicum I



## Spring

- NURS 551 - Health Problems in the Developing Family
- NURS 552 - Family Clinical Practicum II

## Fourth Year

### Fall

- NURS 561 - Health Problems in the Established Family
- NURS 562 - Family Clinical Practicum III

### Spring

- NURS 571 - Family Health Synthesis
- NURS 572 - Family Clinical Practicum IV
- NURS 583 - Independent Study

## Family Nurse Practitioner Certificate Only

## Two-Year Full-Time Course of Study

### First Year

#### Fall

- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 520 - Advanced Pharmacology
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 541 - Family Health Promotion
- NURS 542 - Family Clinical Practicum I

#### Spring

- NURS 551 - Health Problems in the Developing Family
- NURS 552 - Family Clinical Practicum II

## Second Year

### Fall

- NURS 561 - Health Problems in the Established Family
- NURS 562 - Family Clinical Practicum III

### Spring

- NURS 571 - Family Health Synthesis
- NURS 572 - Family Clinical Practicum IV

Students wishing to complete a certificate on a part-time basis should meet with the program director.

## Nurse Anesthesia, M.S.N. and Post-Master's Certificate

Dr. Mary Jane S. Hanson, Director of Graduate Program  
570-941-4060  
Maryjane.hanson@scranton.edu

Dr. Caroline Raskiewicz, Associate Director of Nurse Anesthesia Program  
craskiewicz@commonwealthhealth.net  
570-552-3680

The Nurse Anesthesia (NA) track prepares registered nurses to function in the role of Certified Registered Nurse Anesthetists (CRNA). Upon completion the graduate will be prepared to administer all types of anesthesia to diverse populations in a variety of clinical settings.

Graduates will be eligible to take the national certification examination for CRNA from the Council on Certification of Nurse Anesthetists.

## Curriculum

The 60-credit Master of Science in Nursing (MSN) program with a concentration in nurse anesthesia for baccalaureate prepared nurses is offered through an affiliation between The University of Scranton and the Wyoming Valley Health Care System - Hospital School of Nurse Anesthesia. The NA track is also offered as a 48-credit post-master's certificate for nurses already holding a nursing master's degree in advanced practice. Transcripts of students with an entry level master's in nursing degree will be evaluated on an individual basis for transfer credit.

In addition to course work, each student is required to complete a clinical practicum. The practicum (NURS 546, NURS 556, NURS 558, NURS 566, NURS 576, NURS 578) is taken over two years (25 months) of full-time study.

## Accreditation

The MSN program with a concentration in nurse anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, IL 60068-4001, Telephone (847) 692-7050.

## **Admission Requirements**

In addition to the requirements previously listed for graduate study in nursing, nurse anesthesia applicants must also have a minimum of one year of recent critical care nursing experience, current Advanced Cardiac Life Support (ACLS) certification, current Pediatric Advanced Life Support (PALS) certification, and have completed two courses in college chemistry.

The deadline for completed applications is October 1 of the year prior to expected enrollment. All admissions requirements for the NA track must be met by the application deadline.

## **Transfer of Credit**

The student may transfer a maximum of three credits outside of the NA specialty curriculum into the MSN program with a concentration in nurse anesthesia.

## **Scheduling**

The track can be completed in 25 months of continuous full-time study. There is no part-time option. Students are accepted for the fall semester to the full-time program. Most classes and clinical practicums are scheduled during the day. However, evening classes and clinicals are also required.

## **Tuition/Fees**

In addition to The University of Scranton tuition, anesthesia students pay \$2,500 per year clinical fees. A one-time, nonrefundable fee of \$2,000 is payable to The University of Scranton at the time of admission to the MSN program with a concentration in nurse anesthesia.. This fee assures the student's place in class and will be applied to tuition for the initial fall semester of full-time nurse anesthesia study.

## **25 Month Full Time Course of Study (60 credits)**

### **First Year**

#### **Fall**

- NURS 503 - Basic Principles of Nurse Administered Anesthesia
- NURS 517 - Advanced Pharmacology of Nurse Administered Anesthesia I
- NURS 591 - Issues in Advanced Practice Nursing \*
- NURS 546 - Nurse Anesthesia Clinical Practicum I

#### **Spring**

- NURS 506 - Advanced Principles of Nurse Administered Anesthesia I
- NURS 518 - Advanced Pharmacology of Nurse Administered Anesthesia II
- NURS 521 - Introduction to Physiology and Health Administered Anesthesia
- NURS 522 - Physiology and Health Assessment of Nurse Administered Anesthesia I
- NURS 595 - Nursing Ethics \*

- NURS 556 - Nurse Anesthesia Clinical Practicum II

## Summer

- NURS 508 - Advanced Principles of Nurse Administered Anesthesia II
- NURS 558 - Nurse Anesthesia Clinical Practicum III

## Second Year

### Fall

- NURS 523 - Physiology and Health Assessment of Nurse Administered Anesthesia II
- NURS 566 - Nurse Anesthesia Clinical Practicum IV
- NURS 593 - Research Methodology \*

### Spring

- NURS 509 - Advanced Principles of Nurse Administered Anesthesia III
- NURS 515 - Chemistry of Nurse Administered Anesthesia
- NURS 594 - Theory and Research Application \*
- NURS 576 - Nurse Anesthesia Clinical Practicum V

### Summer

- NURS 512 - Physics of Nurse Administered Anesthesia
- NURS 519 - Pharmacology of Nurse Administered Anesthesia III
- NURS 524 - Physiology and Health Assessment of Nurse Administered Anesthesia III
- NURS 578 - Nurse Anesthesia Clinical Practicum VI

\* courses not required in post-nursing master's certificate program

## Certified Advanced Practice Nurses, M.S.N.

Dr. Mary Jane S. Hanson, Director of Graduate Program

570-941-4060

Maryjane.hanson@scranton.edu

The Master of Science in Nursing degree for certified advanced practice nurses track provides a course of study that will enable certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), and certified nurse midwives (CNMs) to complete a Master of Science in Nursing degree. The track will allow certificate prepared advanced practice nurses to acquire a theoretical perspective important for advanced practice nursing. The curriculum builds on the student's previous clinically-focused education and work experience.

## Curriculum

The post-advanced practice certificate master's track is offered as a 42-credit master's degree for baccalaureate prepared nurses. The track requires 21 credits of course work at the University and will award 21 validation credits for previous advanced practice nursing preparation from an accredited certificate program. All University course work is didactic. There are no additional clinical requirements. The track can be completed in one year full-time or two years of part-time study.

## Admission Requirements

In addition to the requirements previously listed for graduate study in nursing, post-advanced practice certificate master's students must hold current certification as an advanced practice nurse - either CRNP, CNM, or CRNA - and have practiced at least 1000 hours in the advanced practice role within the previous five years.

An Accelerated MSN option is available for registered nurses with an associate degree or diploma in nursing from an NLNAC accredited program and advanced practice certification. Applicants should consult the Program Director.

## Program Summary

### Required Courses (taken at the University of Scranton)

- NURS 583 - Independent Study
- NURS 591 - Issues in Advanced Practice Nursing
- NURS 593 - Research Methodology
- NURS 594 - Theory and Research Application
- NURS 595 - Nursing Ethics
- NURS 596 - Clinical Applications of Advanced Practice Concepts
- Free Electives (3 credits)

The University of Scranton Credits: 21

Required Specialty Courses (taken at certification program)

Validation Credits (21 credits)

Total credit hours required: 42

## Accelerated M.S.N. Degree Program

An Accelerated Master of Science in Nursing (MSN) option is available for registered nurses with an associate degree or diploma in nursing from a NLNAC accredited program and for outstanding undergraduate nursing majors. This option is designed for students who wish to pursue specialty preparation at the master's level. With the accelerated program, 12 graduate credits may satisfy 12 undergraduate credit requirements.

Specifically, the recommended course substitutions for the registered nurse student are: 1. Undergraduate NURS 493 Research in Nursing (three credits) requirement may be satisfied by graduate NURS 593 Research Methodology (three credits); 2. Undergraduate NURS 484 Special Topics (three credits) requirement may be satisfied by graduate NURS 591 Issues in Advanced Practice Nursing (three credits); 3. Undergraduate nursing elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Physiology and Pathophysiology (three credits), or graduate NURS 520 Advanced Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits); 4. Undergraduate free elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Physiology and Pathophysiology (three credits), or graduate NURS 520 Advanced Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits).

Traditional undergraduate nursing majors and students who are licensed practical nurses should meet with their advisor/mentor regarding recommended course substitutions for the accelerated program.

Registered nurse students and students who are licensed practical nurses may apply to the accelerated option upon completion of 96 undergraduate credit hours – including Nurs 241 and Nurs 242, and a minimum GPA at The University of Scranton of 3.3. Traditional undergraduate nursing majors may apply to the accelerated option upon completion of 96 undergraduate credit hours and a minimum GPA at The University of Scranton of 3.3. To apply to the accelerated option, the student must complete the application for graduate admission to the CGCE accompanied by the Accelerated Master's Degree Program form (refer to Admission and Registration). Upon acceptance into the accelerated program, all policies and procedures of the CGCE apply. Applicants are accepted in the fall and spring of each year.

# Occupational Therapy

**Dr. John Sanko**, Chair, Physical Therapy and Occupational Therapy  
570-941-7783

**Dr. Marlene Morgan**, Program Director, Occupational Therapy  
570-941-4125  
<http://www.academic.scranton.edu/department/ot/>

**Department Faculty:** Associate Professor - Rita P. Fleming-Castaldy; Assistant Professors – Karen L. Brady, Carol Cote, Verna G. Eschenfelder, Marlene J. Morgan, Carol Reinson; Lecturer - William Lambert; Faculty Specialist - Julie Ann Nastasi; Clinical Education Coordinator – Lisa Burns.

## Accreditation

The Entry Level Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), c/o Accreditation Department, American Occupational Therapy Association (AOTA), 720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA. Graduates of the program who have completed all academic and fieldwork requirements are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual is an Occupational Therapist, Registered (OTR). It should be noted that candidates will need to provide documentation of all graduation and credentialing requirements, including certification/licensure. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## Entry Level Occupational Therapy, M.S.

Students enter the Entry Level Occupational Therapy Masters Degree (MSOT) after successful completion the Bachelor of Science Degree in Health Sciences from the Panuska College of Professional Studies at The University of Scranton. Students are awarded the M.S. in OT degree upon completion of graduate requirements.

The course work is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses are to be completed in sequence. A minimum, overall, undergraduate GPA of 3.00\* is required in order to advance from the undergraduate component of the occupational therapy program into graduate study. A minimum, overall GPA of 3.00 must be achieved and maintained for all graduate courses. Required OT Level II Internships are graded on a Satisfactory/Unsatisfactory basis. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Students will receive the M.S. in OT degree following completion of all academic and clinical requirements.

A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

\*The 3.00 requirement is for those students admitted to the graduate component of the program beginning in the undergraduate OT program in fall 2012. For students who receive a bachelor's degree from another institution and want to complete the master's program with the University of Scranton, the 3.00 applies starting fall 2012.

## Capstone Experience

Each student is required to complete a faculty mentored research internship. This process begins in the junior year with OT 393, Research Methods in Occupational Therapy, builds during the senior year with OT 494, Evidence Based Research in OT, and culminates during the graduate year with OT 597, Faculty Research Internship I and OT 598, Faculty Research Internship II. The internship involves active group participation in a faculty mentored research project. Students are required to present the outcome of their research internship in a public forum during the graduate year.

## Occupational Therapy Entry Level Course Requirements

- OT 501 - Leadership in Occupational Therapy
- OT 502 - Advanced Occupational Therapy Theory
- OT 560 - Advanced Interpersonal Dynamics
- OT 575 - Community-based Practice
- OT 581 - OT Level II Fieldwork-1
- OT 582 - OT Level II Fieldwork- II
- OT 583 - OT Level II Fieldwork- III: Specialty (Optional)
- OT 597 - Faculty Research Internship in OT I
- OT 598 - Faculty Research Internship in OT II
- HAD 504 - Human Resources Management
- PCPS 501 - Interdisciplinary Developmental Assessment in Pediatrics
- PCPS 540 - Allied Health Seminar Series I
- PCPS 541 - Allied Health Seminar Series II

## Occupational Therapy for Practitioners, M.S.

**(for registered Occupational Therapists who hold a bachelor's degree in Occupational Therapy)**

The Department offers course work leading to a Master of Science in OT for occupational therapists who currently hold a B.S. degree in OT and who are either alumni of the University of Scranton's Bachelor of Science in OT or currently practicing occupational therapists.

### Admission Requirements

The applicant must possess a Bachelor of Science Degree in OT from an occupational therapy program that is accredited by ACOTE. This assumes that all fieldwork requirements were completed. Applicants should have an overall GPA of at least 3.00 or the equivalent (based on a 4.0 scale). Official transcripts of previous academic work and fieldwork must be submitted. In addition, the applicant must be currently practicing or eligible to practice, i.e. as show evidence that s/he has passed the national certification examination and meets, or is able to meet, state licensure requirements.

### Prerequisites

Demonstrable knowledge of research methods, statistics, and writing skills is required. Alumni who are lacking in such background will be required to complete preparatory undergraduate course work prior to advancing to the capstone experience. Applicants who are not alumni will be required to take PCPS 502, Research Methods for the Clinical Practitioner.



## Curriculum

The Master of Science in OT degree for practitioners with a Bachelor of Science in OT is 24 graduate credits.

The courses for the Master of Science in OT for OT practitioners are identical to those for the existing entry-level Master of Science (excepting OT 581, OT 582, and OT 583). Courses may be taken in any order except for OT 597 and OT 598, which must be taken in sequence. It is estimated that part-time students will be able to complete the degree in two calendar years.

### Occupational Therapy for Practitioners Degree Course Requirements

- OT 501 - Leadership in Occupational Therapy
- OT 502 - Advanced Occupational Therapy Theory
- OT 560 - Advanced Interpersonal Dynamics
- OT 575 - Community-based Practice
- OT 597 - Faculty Research Internship in OT I
- OT 598 - Faculty Research Internship in OT II
- PCPS 501 - Interdisciplinary Developmental Assessment in Pediatrics
- PCPS 502 - Research Methods for the Clinical Practitioner
- PCPS 540 - Allied Health Seminar Series I
- PCPS 541 - Allied Health Seminar Series II

# Physical Therapy

**Dr. John P. Sanko**, Chair, Physical Therapy and Occupational Therapy  
570-941-7783

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**Department Faculty:** Professors – Renée M. Hakim, Edmund M. Kosmahl, Gary E. Mattingly; Associate Professor – John P. Sanko; Assistant Professors – Tracey L. Collins, Peter M. Leininger; Michael D. Ross; Faculty Specialists -- Debra P. Miller, Barbara R. Wagner.

## Accreditation

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), located at 1111 North Fairfax Street, Alexandria, VA 22314. APTA's telephone number is 1-800-999-2787, accreditation office extension 3245, and their web address is [www.apta.org](http://www.apta.org). The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for physical therapists in 53 jurisdictions- the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. These examinations assess the basic entry-level competence for first time licensure or registration as a PT within the 53 jurisdictions. Students will be required to submit a criminal background check and child abuse clearance prior to the first clinical internship. A felony or other serious crime conviction may affect a graduate's eligibility to sit for the licensing examination or obtain state licensure.

## Licensure

The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for physical therapists in 53 jurisdictions- the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. These examinations assess the basic entry-level competence for first time licensure or registration as a PT within the 53 jurisdictions. Conviction of a serious crime may affect a graduate's eligibility to sit for the licensing examination or obtain state licensure.

## Physical Therapy, DPT

**Please note that the final semester to admit new students to the tDPT program was Fall 2011. New applications are no longer being accepted.**

## Overview

The Doctor of Physical Therapy (DPT) is a graduate level program. Qualified DPT applicants will have earned a baccalaureate degree, completed all of the required prerequisites, and met the academic and professional behavior standards set forth by the Department of Physical Therapy and The University of Scranton. The Mission of the Physical Therapy Department states: In concert with the Catholic and Jesuit mission of the University of Scranton, the Department of Physical Therapy aspires to graduate knowledgeable, service-oriented, self-assured, adaptable, reflective

physical therapists who are competent and sensitive to individual diversity. The Department of Physical Therapy promotes the quest for excellence and knowledge along with a commitment for life-long learning. Graduates are expected to render independent judgments that are ethical and based on the best clinical practices and scientific evidence currently available. The Department fosters a spirit of caring for the whole person and strives to prepare its graduates for service to others.

Completion of the program requires three complete years comprised of six semesters and three summer sessions to complete. Following completion of all prerequisites and acceptance into the DPT program, the course work begins in late May with Anatomy for PT. The four eight week clinical internships occur during the second and third summer sessions and the entire final semester of the program. Internship sites are primarily located in the Middle Atlantic and Northeast regions of the United States, but the department also maintains clinical internship contracts throughout the country.

All contacts with clinical sites are to be handled exclusively by the Director of Clinical Education (DCE). Interference with clinical internship assignments may jeopardize normal progression through the curriculum and may result in a delay of one year beyond anticipated graduation date.

## Curriculum

The DPT curriculum is 111 credits and progresses from basic science courses to clinical application and addresses the practice of Physical Therapy in all practice settings throughout the lifespan. Clinical internships account for 24 credits and 32 weeks. Safety, ethics and evidence-based practice are common themes which reoccur throughout the curriculum. All DPT courses must be completed in the prescribed sequence which can be found in the DPT student handbook. Students will be given the handbook at the beginning of the first summer session. Additionally, it can also be found on the department web page. The DPT program is a full-time program with no option for part-time study. Students who do not receive a grade of C or better (a C- is not an acceptable grade) in any PT course will be placed on academic probation and will not be allowed to progress through the curriculum. Students who receive a grade below C will be allowed to continue in the program only at the discretion of faculty. If allowed to continue they must wait until the following year and successfully repeat the course with the next cohort of DPT students in order to progress through the program. If a student is placed on academic probation more than once, the student may be dismissed from the program.

## Admission Requirements

The Department of Physical Therapy offers multiple pathways for admission into the DPT program. Admission into the Doctor of Physical Therapy program is competitive and limited. Late applications will be reviewed on a space available basis. Students approved for admission will have 60 days from date of offer to confirm their intent to enroll by making a \$500.00 deposit which will be applied to summer tuition.

### DPT Guaranteed Admission

A select group of incoming freshman who indicate an interest in the Doctor of Physical Therapy program on their applications for admission will be offered “guaranteed admission” as they enter The University of Scranton. Guaranteed admission is based on the overall strength of the student’s application. Students who receive guaranteed admission must complete all prerequisite courses with a grade of C or better (a C- is not an acceptable grade), carry an overall GPA of 3.2 or higher, a science GPA of 3.0 or higher (Biology, Chemistry, Physics) as calculated by the Physical Therapy Centralized Application Service (PTCAS), and complete the required clinical observations as outlined by the Physical Therapy Department. **They will be expected to confirm their intention annually and must apply by November 1 of their senior year by completing a College of Graduate and Continuing Education application using PTCAS for admission.** Final acceptance into the DPT program requires approval of the Dean of the College of Graduate and Continuing Education. Regardless of the student’s undergraduate academic performance, unprofessional behavior may be grounds for cancellation of guaranteed admission.

Students who completed the baccalaureate degree at The University of Scranton and were not guaranteed admission into the DPT or students who complete their baccalaureate degree at another institution may seek regular admission into the DPT program by completing and submitting a College of Graduate and Continuing Education application for admission using PTCAS. These students will be held to the same standards as those in the previous category and will be limited by the available space in the program for a particular year. The application deadline is January 31.

### **Undergraduate Majors for the DPT**

There is no undergraduate major in Physical Therapy. Students may select from a variety of undergraduate majors as long as they successfully complete all the prerequisites and meet the minimum grading and GPA standards. Majors such as exercise science, and other sciences generally meet the prerequisites. Regardless of major, students, with the help of their academic advisors, will need to plan carefully the selection of general education core requirements and electives in order to meet the prerequisites in a way that does not significantly add to their credit load.

### **Prerequisites**

A. *Prerequisite Courses* must be completed with a grade of C or better (a C- is not an acceptable grade). In order to remain eligible for admission into the DPT program students must repeat any prerequisite until a grade of C or better is attained.

\* Biology with labs: (General Biology or Human Anatomy/Physiology) 2 courses, 8 credits minimum

\* General Chemistry with labs: 2 courses, 8 credits minimum

\* General Physics with labs: 2 courses, 8 credits minimum

\* Mammalian/Human Physiology: 1 course, 3 credits minimum

General Psychology: 1 course, 3 credits minimum

Advanced Psychology (Childhood, Adolescence, Aging or Abnormal Psychology): 1 course, 3 credits minimum

Statistics: 1 course, 3 credits minimum

Mathematics (at the level of Trigonometry or higher): 1 course, 3 credits minimum

\*Must be taken at The University of Scranton unless the undergraduate degree was earned at another institution.

### **B. Observation Hours**

Students with baccalaureate degrees from either the University of Scranton or other institutions should submit documented evidence of a minimum of 60 hours of observation time in at least two distinctly different Physical Therapy settings at the time of their application to the DPT program. Applicants should contact the Physical Therapy Department Chair or Director of Clinical Education for the appropriate form and guidelines as to the type of facilities that are appropriate to meet this requirement. The form is available at the Department of Physical Therapy website, [www.scranton.edu/pt](http://www.scranton.edu/pt)

C. Students will be required to complete a Criminal Background Check, Child Abuse clearance and/or the FBI Fingerprint clearance prior to internships; and other clearances as requested by specific clinical sites.

### **Essential functions required of all Physical Therapy students:**

1. Utilize effective and appropriate verbal, nonverbal, and written communication with patients, families, health care workers, and others.
2. Complete appropriate physical therapy procedures used to assess the function of the movement system in a timely manner. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, pulmonary function, wound status, strength endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities and assistive device fit/use.
3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
4. Develop and document a plan of care for all types of patients requiring physical therapy services.

5. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
6. Complete treatment procedures that are appropriate to the patient's status and desired goals in a timely manner. These include, but are not limited to, exercise, developmental activities, balance training, gait training, transfer training, functional training, coordination training, positioning techniques, self-care activities, therapeutic modalities, and CPR.
7. Apply "Standard Precautions".
8. Participate in the process of scientific inquiry.
9. Apply teaching/learning theories and methods in varied health care and community environments.
10. Complete (with reasonable accommodations as needed) consultative activities in professional and lay communities.
11. Obtain and maintain certification in Cardiopulmonary Resuscitation and Community First Aid and Safety.
12. Participate in all laboratory experiences, which includes serving as patient-demonstrator, for fellow students and instructors.

## DPT Curriculum

### Summer

- PT 700 - Anatomy for PT

### First Year

- PT 701 - Introduction to PT
- PT 702 - Basic Patient Management in PT
- PT 703 - Advanced Patient Management in PT
- PT 704 - Therapeutic Exercise in PT
- PT 705 - Therapeutic Modalities in PT
- PT 706 - Kinesiology and Pathokinesiology for PT
- PT 707 - Applied Clinical Neuroscience for PT
- PT 711 - Neurological PT I
- PT 713 - Orthopedic PT I
- PT 714 - Orthopedic PT II
- PT 753 - Applied Pathology for PT
- PT 781 - PT Grand Rounds I
- PT 791 - PT Clinical Education Seminar

### Second Year

- PT 712 - Neurological PT II
- PT 721 - Rehabilitation I for PT
- PT 731 - Pediatric PT
- PT 732 - Geriatric PT
- PT 741 - Cardiovascular and Pulmonary PT
- PT 744 - Motor Control/Motor Learning for PT
- PT 752 - Pharmacology in PT

- PT 755 - Principles of Teaching & Learning in PT
- PT 771 - Scientific Inquiry I in PT
- PT 772 - Scientific Inquiry II in PT
- PT 782 - PT Grand Rounds II
- PT 792 - PT Internship I
- PT 793 - PT Clinical Education Seminar II

## Third Year

- PT 722 - Rehabilitation II for PT
- PT 743 - Psychosocial Aspects of Disability for PT
- PT 754 - Diagnosis in PT
- PT 756 - Professional Practice Issues for PT
- PT 757 - Organization and Management in PT
- PT 773 - Scientific Inquiry III in PT
- PT 783 - PT Grand Rounds III
- PT 794 - PT Internship II
- PT 795 - PT Clinical Education Seminar III
- PT 796 - PT Internship III & IV

### Additional Information

During the three year professional phase of the DPT students are required to attend at least one Physical Therapy Conference at the national level level, two state level conferences or earn 24 hours of APTA or Chapter approved continuing education. Documentation of these activities is required.

## Transition Physical Therapy, D.P.T.

Please note that the final semester to admit new students to the tDPT program was Fall 2011. New applications are no longer being accepted.

## Overview

The transition Doctor of Physical Therapy (tDPT) degree is a post-professional educational experience designed specifically for practicing physical therapy professionals. The tDPT degree enables a licensed physical therapist to bridge the gap between their professional bachelor's or master's degree physical therapy education and the current entry-level clinical doctorate (DPT) education. The program is offered in a web-based, distance education format to accommodate clinicians' scheduling demands at work and home.

## Curriculum

The tDPT degree is 16 credits beyond an entry-level master's degree in physical therapy. The program consists of four web-based courses (4 credits each) in the areas of: Evidence-Based Practice (EBP), Pharmacology, Pathology, and Diagnosis. All four courses are offered entirely on-line. Each course also includes a clinical case component that culminates with a capstone experience (see below) in the final semester (in PT 754T Diagnosis). Additional coursework is required for students admitted with an entry-level bachelor's degree (25 credit program).

## Admission Requirements

Applicants must possess a valid physical therapy license and must have completed at least one year of clinical experience as a physical therapist. Successful applicants with an entry-level master's degree in physical therapy will be admitted to the 16 credit tDPT program. Applicants with an entry-level baccalaureate degree or certificate in physical therapy will be assessed on a case-by-case basis (by means of a Professional Portfolio) to determine the prerequisites for entry into the tDPT program.

## Capstone Experience

The tDPT curriculum contains a component in which students use an actual clinical case to augment course material. Each of the four tDPT courses focuses on an aspect of clinical case management relevant to the course material. The Diagnosis course integrates all of the areas into a final case report project that is prepared in accordance with the guidelines for manuscript submission of the *Physical Therapy* journal.

## tDPT Requirements for Entry-Level Master's Degree Students

### Major Courses

- PT 751T - Evidence-Based Practice
- PT 752T - Pharmacology
- PT 753T - Pathology
- PT 754T - Diagnosis \*

## tDPT Requirements for Entry-Level Bachelor's Degree Students

### Cognate Courses

#### Content Areas:

- Research Methods/Design (3 credits)
- Health Promotion/Wellness or
- Organization/Management (3credits)

### Major Courses

- PT 556T - Motor Control/Motor Learning (BS tDPT students)
  - PT 751T - Evidence-Based Practice
  - PT 752T - Pharmacology
  - PT 753T - Pathology
  - PT 754T - Diagnosis \*
- \* Taken during final semester

# Software Engineering

**Prof. Richard Plishka**, Chair, Computing Sciences

**Dr. Yaodong Bi**, Director of Graduate Program

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<http://www.cs.scranton.edu>

**Department faculty:** Professors – John A. Beidler, Yaodong Bi; Associate Professors – Benjamin J. Bishop, Richard Plishka, Charles E. Taylor; Assistant Professors – Paul M. Jackowitz, Robert McCloskey.

Software engineering deals with the application of principles to the analysis, design, construction, and maintenance of computer software and its documentation. This master's degree program seeks to develop professionals who are knowledgeable about and skilled in the application of those principles.

## Software Engineering, M.S.

### Admission Requirements

The following are the normal admission requirements for the program. In making an admission decision, all of the information about an applicant will be viewed in combination. No single factor among those listed below will either qualify or disqualify an individual for admission to the program.

1. A bachelor's degree from an accredited institution with a minimum grade average of 3.0 (based on a scale of 4.0). Applicants who do not meet this minimum may be required to submit a Graduate Record Examination (GRE) or Graduate management Admission Test (GMAT) score. Official transcripts of previous academic work must be submitted. A bachelor's degree in computer science is preferred, but not required. At least one year's experience in software development is highly desirable.
2. Three letters of recommendation from professionals familiar with the software development work of the candidate. Letters from current and former professors who can comment on the candidate's technical expertise are acceptable.
3. Demonstrable knowledge equivalent to undergraduate courses in
  - a. Programming in an object-oriented language (Java, C++, Eiffel,...)
  - b. Operating systems.
  - c. Discrete mathematics.
  - d. Data structures.
  - e. File Processing.

Students lacking such background but otherwise highly qualified for admission may be admitted on condition that certain undergraduate courses in the above areas be completed. If a student is lacking background in areas listed above, the student may take SE 594F and SE 595F to fulfill the requirements.

4. International students whose native language is not English must demonstrate their proficiency in English. Please refer to International Students for information on acceptable English proficiency tests and test score requirements.
5. A one- or two paragraph statement of objectives and expectations in enrolling in the program. This statement should be submitted along with the Application for Admission to the program.



6. Students will be admitted for entrance only in the fall term. (All application materials, as specified above, should be in the Office of Admissions by March 1 preceding the fall term in which the student wishes to begin Study.)

## Capstone Experience

Each student is required to complete a thesis project; this is normally done during his/her last year in the program. A faculty member works with the student as the project advisor and at least one other faculty member must read and approve the student's thesis report. A thesis project normally involves the design and implementation of a software system and it requires the use of tools, techniques, and theory learned from previous courses. The student is required to defend his/her thesis publicly. Six credits are awarded for the thesis project via the two-semester course sequence SE 598 and SE 599 .

The Master of Science in Software Engineering (MSSE) program requires 36 graduate credits, divided as follows:

### Fundamentals (12 credits)

- SE 500 - Mathematics for Software Engineering
- SE 501 - Introduction to Software Development
- SE 504 - Formal Methods and Models
- SE 507 - Requirements Analysis and Software Specification

### Advanced courses (18 credits)

- SE 510 - Principles and Applications of Software Design
- SE 524 - Software Project Management
- plus four elective courses.

### Thesis project (6 credits)

- SE 598 - Project Analysis & Design
- SE 599 - Project Implementation and Evaluation

Certain undergraduate background may be required, depending on the student's previous training. See Admission Requirements (item 3) for a description of the required background for the program.

# Theology

**Dr. Charles R. Pinches**, Chair, Theology/Religious Studies

**Dr. Maria Poggi Johnson**, Director of Graduate Program

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<http://www.scranton.edu>

**Department faculty:** Professors – J. Brian Benestad, Maria Poggi Johnson, Charles R. Pinches, Marc B. Shapiro; Associate Professors – Mary Anne Foley, C.N.D., Brigid Curtin Frein, Thomas F. Sable, S.J., Eric A. Plumer; Assistant Professors – Patrick Clark, Will T. Cohen, Bradley Gregory, Christian S. Krokus, Nathan S. Lefler, Cyrus P. Olsen.

The Master of Arts program in theology is designed to provide for serious academic study of theological topics, both historical and contemporary. The program assumes that students have a reasonable foundation in theological study and the humanities, as described below, as well as an aptitude and interest for more advanced study. The program should be of interest to clergy and religious, to teachers, and to lay persons of any denominational background.

## Admission Requirements

Applicants must possess a baccalaureate degree from an accredited institution and have a solid background in the humanities. Such a background would almost certainly be assured with at least nine credits in philosophy and 15 credits in theology/religious studies. However, other combinations of credits may be satisfactory. Students who lack the necessary undergraduate preparation but otherwise show promise of success in the program may be provisionally accepted, contingent on completion of certain undergraduate courses. An undergraduate GPA of at least 3.00 (4.00 scale) is expected. Applicants must also submit a writing sample with their application. This should be an academic paper of at least 1,000 words that explores some theologically related issue. Papers previously submitted in undergraduate classes are suitable. Scores from standardized graduate admissions tests are not uniformly required but may be requested in certain cases. For the normal Office of Admission practices in processing and classifying applications, see Admission and Registration section of this catalog.

## Theology, M.A.

The Master of Arts in theology requires completion of 30 credits of graduate study.

**Core Requirements.** The following five courses are required of all students:

- T/RS 500 - Old Testament Exegesis
- T/RS 501 - New Testament Exegesis  
or a special-topics course in scripture

## Moral Theology

One of the following:

- T/RS 540 - Sources of Christian Moral Thought
- T/RS 541 - The Development of Catholic Moral Theology
- T/RS 542 - Readings in Moral Theology
- T/RS 543 - Catholic Social Thought  
or a special-topics course in a moral area.

## Systematic Theology

One of the following:

- T/RS 535 - The Sacraments of Initiation
  - T/RS 544 - Liturgical and Sacramental Development
  - T/RS 550 - Christology
  - T/RS 552 - Eastern Christian Spirituality
  - T/RS 553 - Theology of the Byzantine Churches
  - T/RS 554 - The Trinity in Early Christian History
- or a special-topics course in a systematic area.

## History

One of the following:

- T/RS 521 - The Church from Medieval to Modern Times
  - T/RS 536 - Councils of the Church
  - T/RS 537 - Great American Catholic Thinkers
- or a special-topics course in a historical area.

## Electives

Students take 15 elective credits. In the thesis option, nine credits are taken in elective courses and six credits are devoted to the thesis. In the non-thesis option, all 15 elective credits are taken in courses. Selection of courses for the elective part of the program should be made in consultation with a faculty mentor. By judicious selection of courses, students may form a concentration in such areas as Eastern Christian Studies, Scripture, Systematic Theology or Moral Theology.

## Capstone Experience

As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, the student may select a thesis or non-thesis option.

Under the thesis option, after having completed 24 hours of course work, the student devotes his or her final six hours to the thesis. The thesis constitutes the student's capstone experience in the program. It should be a critical study consisting of no less than 12,000 words, completed under the direction of a faculty mentor. Upon approval of the thesis by the faculty mentor and other designated thesis readers, the student defends the thesis at a public oral defense.

Under the non-thesis option, the student completes all of the required 30 hours of course work. In his or her last semester, or subsequently, the student takes a comprehensive examination, which serves as a capstone experience. The examination is a three-hour written examination testing the student's comprehensive understanding of the theology he or she has studied.

# World Languages and Cultures

**Linda Ledford-Miller, Chair, World Languages and Cultures**

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<http://academic.scranton.edu/departments/forlang>

**Department Faculty:** Professors – Linda Ledford-Miller (Chair), Robert A. Parsons, Virginia A. Picchietti Joseph P. Wilson; Associate Professors - Marzia Caporale, Jamie H. Trnka, Habib K. Zanzana; Assistant Professors -Yamile Silva; Lecturer - Monika Moyrer; Faculty Specialist - Jaime Meilán del Río. Director of Language Learning Center - Marie Karam

The World Languages and Cultures Department offers a graduate course open to all accepted graduate students. As designed, the course may be geared to enable elementary and secondary teachers, as well as administrators, to effectively communicate with non-native speakers of English both orally and in writing. Other models may address broader cultural issues.

**Please note:** *The University of Scranton does not offer graduate degrees in world languages.*

## Course Descriptions

### ACC 502 - Accounting for Management

3 cr. (Prerequisites, MBA 502A & B)The student develops a deeper understanding of accounting as the “language of business” and the ways in which it can be employed to help managers perform within their organizations. Emphasis is placed on ways to use, analyze, and interpret accounting data in planning and controlling organizational activities. Selected techniques required for analysis and managerial decision making are introduced.

### ACC 512 - Survey of Federal Taxes

3 cr. (Prerequisite, ACC 502 or equivalent)This course is directed at graduate students who desire exposure to tax law, but have had no prior tax course. The course will survey the general and basic rules which govern individuals, corporations, partnerships, and S corporations. The primary focus of this course will be directed toward compliance issues.

### ACC 514 - Accounting Integration and Configuration

3 cr. (Prerequisite, MBA 510 and ACC 502)This course is concerned with the principles, methods, and techniques necessary for providing the reporting needs of an organization in an integrated management and information technology environment. It uses an ERP software package to demonstrate the integration of both financial and nonfinancial information systems with an organization’s operating processes to produce managerial reporting capabilities in real time. This course is not open to those students who have received credit for ERP 514.

### ACC 521 - Auditing

3 cr. (Prerequisite, ACC 502)Regulatory, legal, ethical, and technical issues related to the independent audit services. Intended for the general business student; not available to any student who has received credit for ACC 364 or its equivalent.

### **ACC 522 - Federal Taxation**

3 cr. (Prerequisite, ACC 502)Corporation Income Taxes, with special emphasis on current Internal Revenue Service regulations. Partnerships included. This course is not open to those students who have received credit for ACC 365 or its equivalent.

### **ACC 525 - International Accounting**

3 cr. (Prerequisite, ACC 502 or ACC 252 or ACC 254 or equivalent)Accounting for international business; accounting control for the multinational enterprise, global accounting theory and practice, social accounting concepts, tax aspects of foreign transactions, and international financial reporting to investors. This course is not open to those students who have received credit for ACC 475 or its equivalent.

### **ACC 526 - Managerial Accounting**

3 cr. (Prerequisite, ACC 502)Decision models including pricing factor and product combinations. Examination of the problem of control in organizations, including transfer pricing and performance evaluation. This course is not open to students who have received credit for ACC 461 or its equivalent.

### **ACC 527 - Financial Reporting and Research**

3 cr. (Prerequisite, ACC 502)A critical study of the major accounting pronouncements on general purpose financial statements. Research tools such as FARS will be used to analyze annual reports and SEC filings.

### **ACC 529 - Special Topics in Accounting**

3 cr.

### **ACC 531 - Advanced Auditing**

3 cr. (Prerequisite, ACC 364 or equivalent, or ACC 521)Internal control and auditing issues relating to EDP systems, including the organization, equipment, and applications controls; statistical sampling issues; and audit issues relating to certain operating cycles.

### **ACC 532 - Advanced Taxation**

3 cr. (Prerequisite, ACC 365 or equivalent, or ACC 522)This course is directed at graduate students having an accounting and tax background. The course will examine tax regulations applicable to partnerships, limited-liability companies/partnerships, corporations, S corporations, and estates and trusts. The emphasis will be on tax planning.

### **ACC 536 - Advanced Managerial Accounting**

3 cr. (Prerequisite, ACC 461 or ACC 526, or equivalent)Advanced study of the use of accounting information in the decision-making necessary for planning, organizing, directing, and controlling a firm's operations, including budgeting, performance evaluation, statistical analysis, and transfer pricing. The behavioral implications of the processes discussed will be addressed throughout the course. This course is not open to those students who have received credit for ACC 462.

### **ACC 537 - Advanced Financial Accounting**

3 cr. (Prerequisite, ACC 460 or permission of instructor)An in-depth study of selected advanced financial reporting issues, including foreign currency transactions and translations, hedging foreign currency risks, accounting for corporate bankruptcies (both reorganizations and liquidations), interim and segment reporting, and accounting for estates and trusts. (Not open to students who have received credit for ACC 472 or its equivalent.)

### **ACC 538 - Accounting Communications**

(Prerequisites, ACC 502, ACC 521, and ACC 527 or equivalent)This course is designed to enhance the students' communication skills as applied to accounting-related situations. Course activities include presentations, written assignments and projects in various areas of accounting such as financial reporting, cost management, business evaluation and assurance services. (Not open to students who have received credit for ACC 465.)

### **CHEM 509 - Introduction to Research**

1 cr. This course provides the student with an introduction to the literature and research methods in chemistry and biochemistry. As part of the course requirements, each student will select a research mentor, assemble a thesis committee, and write a proposal for the master's thesis. A student will not be allowed to engage in master's research until she/he has obtained a satisfactory grade in this course.

### **CHEM 530 - Structural Organic Chemistry**

3 cr. A discussion on an advanced level of the most important features of structural theory, such as stereochemistry aromaticity, resonance, and modern methods of structural determination. Applications of Woodward-Hofmann theory are also discussed.

### **CHEM 531 - Mechanistic Organic Chemistry**

3 cr. A consideration of the most important means of determining the detailed pathways of organic reactions. Substituent effects on rates of reactions are discussed. Mechanisms proceeding via polar, nonpolar, and radical intermediates, including some biochemical reactions, are considered.

### **CHEM 532 - Theoretical Organic Chemistry**

3 cr. (Prerequisite, CHEM 531)A study of methodology of determining the relationship of structure to reactivity, the mechanisms of important reaction types, and the factors that can influence rates and pathways.

### **CHEM 533 - Heterocyclic Chemistry**

3 cr. (Prerequisite, CHEM 531)An introductory survey of the structure and reactivity of important types of heterocyclic compounds.

### **CHEM 540 - Advanced Inorganic Chemistry**

3 cr. Theoretical concepts and their application to the reactions and structure of inorganic compounds. Introduction to coordination chemistry. Coordination chemistry and related topics; physical methods, reaction mechanisms.

### **CHEM 541 - Bioinorganic Chemistry**

3 cr. A study of the biological role of inorganic complexes and ions with particular attention paid to pumps and transport proteins, metalloenzymes, acid-base reactions, redox reactions dependent upon electron transfer, oxygen carriers, nitrogen fixation, and photochemically induced electron transfer.

### **CHEM 550 - Biochemical Structure and Function**

3 cr. Survey of the structure and function of biological macromolecules including proteins, carbohydrates, lipids, and nucleic acids. Introduction to chemical aspects of molecular biology, including DNA replication, gene regulation, and protein synthesis.

### **CHEM 551 - Biocatalysis and Metabolism**

3 cr. (Prerequisite, CHEM 550)A study of the metabolism of carbohydrates, lipids, proteins, and nucleic acids. Introduction to enzyme kinetics and enzyme mechanisms.

### **CHEM 552 - Biochemical Genetics**

3 cr. Chemical aspects of cell biology and genetics. Topics include an introduction to the theories of heredity, structure of DNA and RNA, DNA replication, prokaryotic and eukaryotic gene regulation, translation, and DNA technology.

### **CHEM 553 - Enzymology**

3 cr. A course on the chemical nature of enzymes with relation to mechanisms of enzyme action and kinetics. Purification and identification of enzymes and isozymes. Biochemical and physiological aspects of enzymes in living systems

### **CHEM 554 - Biochemistry of Disease**

3 cr. (Prerequisites, CHEM 550 and CHEM 551)A molecular description of pathological conditions in humans. Emphasis is placed on the effects of various disease states on metabolism. Diagnostic techniques and therapeutic approaches are also discussed.

### **CHEM 555 - Chemical Toxicology**

3 cr. (Prerequisite, CHEM 550; pre- or corequisite, CHEM 551)The nature, mode of action, and methods of counteracting substances, which have an adverse effect on biological systems, especially human. Medical, industrial, environmental and forensic aspects will be discussed.

### **CHEM 556 - Clinical Quality Control**

3 cr. A study of the design and operation of a quality control program in a clinical laboratory. The course will include all those actions necessary to provide adequate confidence that test results satisfy given requirements and standards. Such areas as statistics, patient preparation, specimen integrity, external proficiency control, internal quality control, analytical goals, and laboratory management will be covered.(Enrollment limited to Clinical Chemistry majors.)

### **CHEM 560 - Introduction to Thermodynamics**

3 cr. A review of the fundamentals of thermodynamics and kinetics.

### **CHEM 561 - Introduction to Quantum Chemistry**

3 cr. An introduction to quantum theory, with applications in spectroscopy and statistical mechanics.

### **CHEM 562 - Advanced Quantum Chemistry**

3 cr. Quantum mechanics and quantum chemistry, including perturbational theory, variational theory and specific applications of molecular orbital theories to organic molecules. Spectroscopic applications.

### **CHEM 563 - Advanced Thermodynamics and Equilibrium**

3 cr. A comprehensive treatment of thermodynamics, including electrochemistry, thermochemistry, and chemical equilibrium. Some introduction to the concepts of statistical mechanics and their application to thermodynamics will also be given.

### **CHEM 564 - Polymer Chemistry**

3 cr. Introduction to the physicochemical aspects of polymers; emphasis on structure, properties and application; thermodynamics of polymer solutions; statistical mechanical consideration of polymers, and theories of rubber elasticity.

### **CHEM 564L - Polymer Chemistry Laboratory**

1.5 cr. (Pre or co-requisite, CHEM 564)Laboratory experiments investigate syntheses and characterization methods for polymers, structure-property effects, and thermal analysis of polymers.(Lab fee: \$40/cr.)

### **CHEM 565 - Instrumental Electronics**

3 cr. An introduction to analog and digital electronics and microcomputers involved in computer automated laboratory instrumentation, including programming and interfacing required for laboratory data acquisition and control.

### **CHEM 570 - Advanced Analytical Chemistry**

3 cr. Theory, description, and application of modern analytical techniques with emphasis on spectroscopy, potentiometry chromatography, electrochemistry, and radiochemistry.

### **CHEM 571 - Analytical Methods**

3 cr. Laboratory practice with special and analytical apparatus and methods used for process and control, and for research.(Lab fee: \$40/cr.)



### **CHEM 572 - Applied Spectroscopy**

3 cr. The use of ultraviolet, visible spectroscopy, infrared spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectroscopy as tools for the identification of organic compounds. The course will include laboratory work using these instruments.

### **CHEM 573 - Electro-Analytic Chemistry**

3 cr. Theory and application of potentiometry, polarography amperometry, coulometry, and other analytical methods.

### **CHEM 584 - Special Topics**

Variable cr. Current topics in chemistry, biochemistry, or clinical chemistry offered by members of the department.

### **CHEM 590 - Seminar**

1 cr. Current topics in chemistry and biochemistry are prepared and presented by the students.

### **CHEM 599 - M.A. Thesis**

2-6 cr.

### **COUN 500 - Professional Issues: Community Counseling**

3 cr. Focuses on the underlying philosophical, historical, professional, legal, and ethical issues involved in the profession of counseling. Designed to acquaint the student with important issues in the field of professional counseling and to help the student establish a sense of professional identity.

### **COUN 501 - Counseling and Interviewing Skills**

3 cr. This course deals with the application of counseling theory to the practical interview situation. The counseling process and the core elements of a facilitative counseling relationship will be examined. Counselor candidates will begin to develop basic interviewing skills.

### **COUN 502 - Counseling Theories**

3 cr. Selected theories and techniques of counseling are discussed and examined through a combination of lecture, discussion, and role-playing activities. Emphasis will be upon evaluating the various theories and abstracting parts of these theories into a comprehensive overview of the counseling process. Application to different types of clients is discussed.

### **COUN 503 - Group Process and Practice**

3 cr. A basic understanding of group dynamics and behavior is provided. Processes and patterns of interaction are analyzed primarily from the standpoint of their broad educational significance. The selection, evaluation, and use of group counseling methods and materials are discussed. Methods of developing and organizing group programs are also presented. Students also participate in a group experience.

### **COUN 504 - Appraisal Techniques**

3 cr. Emphasis will be placed upon the development of competency in the evaluation, use, and interpretation of tests and inventories used in assessing abilities, achievement, interests, and personality. The relationship of informal data to the analysis of individual behavior will be included. Selected instruments will be examined in terms of their design and appropriate utilization.

### **COUN 505 - Research Methods**

3 cr. An introduction to research issues and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research.

### **COUN 506 - Social and Cultural Issues**

3 cr. Focuses on current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as aging, sexuality, AIDS, and poverty are addressed.

### **COUN 507 - Career and Lifestyle Development**

3 cr. Psychological and sociological aspects of vocational choice and vocational adjustment will be presented and major theories of career choice and development will be reviewed. Emphasis will be placed upon methods and resources for facilitating career development throughout the life span. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for special-needs populations.

### **COUN 508 - Lifespan Development**

3 cr. This course provides an understanding of developmental psychology, including theoretical approaches and issues relating to physical, cognitive, personality, and moral development with particular emphasis on implication for counselors. Both psychological and sociological impacts on development will be overviewed.

### **COUN 510 - System of Care**

3 cr. (Prerequisite, COUN 500) This required course addresses critical issues unique to Community Counseling. These include (a) professional practice issues, (b) the organizational, fiscal, and legal dimensions of practice, and (c) community needs assessment, evaluation, and consultation. The application of a social justice framework is emphasized.

### **COUN 511 - Counseling Children**

3 cr. (Prerequisite, COUN 502) This course deals with the application of counseling theory to the counseling interview situation with elementary school clients. The counseling process, the core elements of a facilitative counseling relationship, and specific techniques for counseling children will be examined. Counselor candidates will begin to develop basic interviewing skills.

### **COUN 520 - Professional Issues: Rehabilitation Counseling**

3 cr. Identification of the principles underlying rehabilitation, including history, philosophy, structure, and legislation. Study of the rehabilitation process from referral through follow-along activities. Concepts regarding legal issues, professional ethics, consumer advocacy, personal philosophy, community organization and the team concept are presented through a combination of guest lecturers and seminars. Field experience in supported employment with business and industry will be required.

### **COUN 521 - Physical Disabilities**

3 cr. An introduction to medical and psycho-social aspects of physical disabilities. An emphasis is placed on the impact of the individual, family, and support system. The process of reasonable accommodation and assistive technology is also explored.

### **COUN 522 - Vocational Aspects of Disability**

3 cr. Theories and models of vocational choice, career development, vocational counseling, and selected vocational assessment measures are presented. An in-depth study of the rehabilitation problems and issues dealt with by the counselor in placing individuals with disabilities is included. Job analysis and industrial visits are required.

### **COUN 530 - Professional Issues: School Counseling**

3 cr. Focuses on the ethical, legal, philosophical, and sociological issues involved in the practice of professional school counseling. An in-depth understanding of the developing role of the school counselor and the application and impact of that role in a pluralistic society is stressed. Orientation to the larger counseling profession is provided with an emphasis on helping the student develop a counselor identity.

### **COUN 533 - School Counseling Program Planning**

3 cr. (Prerequisite, COUN 503) This course provides a programmatic examination of the issues relevant to the role and function of the secondary school counselor including the use of data in planning, implementing, and evaluating a comprehensive school counseling program that is linked to school improvement plans and current education reform issues. A case study approach is utilized to analyze and apply the ASCA National Model.

### **COUN 535 - School Counseling Research and Accountability**

3 cr. (Prerequisite, COUN 536) This course exposes students to an evidence-based practice model for school counseling. The evidence-based practices movement puts emphasis upon increasing the use of interventions that are first grounded in quality research, and then evaluated using rigorous measures. Course objectives are directed at developing an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

### **COUN 536 - Appraisal Techniques for School Counselors**

3 cr. Emphasis will focus on developing competencies in the knowledge, use, and interpretation of individual and group approaches for assessment and evaluation in school settings. Selected instruments will be examined. Students will also apply and integrate appraisal data to optimize K-12 students' success in academic, career, and personal/social development.

### **COUN 537 - Career Development in Schools**

3 cr. Strategies for Academic and Career choice and adjustment as well as Career Counseling Theories will be examined. Emphasis is placed upon the knowledge, skills, and resources for facilitating career development through the K-12 school experience. Career education, computerized information systems, and other interventions that assist all students in academic and career decision-making and the resolution of barriers to academic, career, and life success. The course focus on career interventions emphasizes the role of the school counselor as advocate for the achievement and career success of all students.

### **COUN 538 - Systemic Leadership and Advocacy**

3 cr. School counselors serve as leaders engaged in system-wide change to insure student success. In this course, students examine and apply school and family organizational systems theory and consultation approaches in order to advocate for students, remove barriers, close opportunity and achievement gaps, and foster positive school environments. Opportunities for personal reflection and insight on leadership strengths and experiences, and family experiences is provided.

### **COUN 539 - Coordination and Collaboration**

3 cr. Coordination and collaboration are major components of the American School Counseling Association's (ASCA) National Model. These roles guide school counselors in their interactions with teachers, parents, administrators, community agencies, and others. Students will develop coordination and collaboration knowledge and skills to deliver comprehensive programming in crisis planning and response, resilience, substance abuse prevention/intervention, peer programming, special education collaboration, classroom planning and management, and supervision.

### **COUN 540 - Family Counseling and Therapy**

3 cr. Basic theories and models utilized by family counselors will be covered, including family development and transitions across the life span, research into healthy families, and several family systems approaches (e.g. intergenerational, structural and strategies). Students will be introduced to family -based assessment, work with couples, and ethical concerns of family therapists. Integration of course materials will be facilitated through student projects on their own families-of-origin.

### **COUN 542 - Family Violence**

3 cr. This course examines the dynamics and treatment strategies associated with work in homes where family members have experienced various forms of physical, sexual, and emotional maltreatment from other family members.

### **COUN 560 - Addictive Behaviors**

3 cr. Approaches to understanding and counseling persons with addictive disorders are thoroughly reviewed with an emphasis on the bio-psycho-social model. The development of abuse and addiction, assessment, treatment, recovery, and relapse prevention are important topics in the course. The focus is on developing an up-to-date and scientifically accepted knowledge base, while helping students to develop helpful clinical attitudes (developmental and interdisciplinary approaches) in this growing area of counseling.

### **COUN 561 - Substance Abuse: Prevention & Education**

3 cr. Design, implementation, and evaluation of substance-abuse prevention and education programs will be the focus. Policy and value issues that underlie prevention will be covered along with a historical perspective on prevention and policy efforts in the U. S. Students will be exposed to a variety of successful “exemplary” and “promising” prevention approaches.

### **COUN 562 - Issues in Substance Abuse**

3 cr. This course addresses a number of currently expected “competencies” for addiction professionals. Focus is on family dynamics, multiple addictions and dual disorders, and ethical issues.

### **COUN 563 - Crisis Intervention**

3 cr. This course is designed to acquaint the student with the theory and practice of crisis intervention as it is applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. Didactic instruction will be supplemented by role-playing experiences, guest lectures by crisis intervention specialists, and use of audiovisual materials.

### **COUN 565 - Psychiatric Disorders**

3 cr. An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of treatment as they relate to community mental health programs. Critical issues in mental health, including the dynamics behind these issues, will be discussed.

### **COUN 568 - Human Sexuality: Theories and Intervention**

3 cr. This course provides a broad understanding of human sexual development across the lifespan and appropriate intervention techniques that can be used to address specific concerns of human sexual functioning. Ethical issues in the treatment of sex-related issues are addressed.

### **COUN 569 - Psychopharmacology**

3 cr. This course provides a broad understanding of psychopharmacological intervention in the treatment of mental disorders in children, adolescents, and adults.

### **COUN 570 - Counseling Adolescents**

3 cr. This course explores current concerns and challenges confronting adolescents and young adults. Topics will partially be determined by societal trends and will cover a range of issues such as adolescent suicide, eating disorders, substance abuse, and relationship conflicts. Selected issues will be explored from both a psychological and sociological perspective, with emphasis on implications for developing counselor intervention techniques.

### **COUN 571 - Counseling Issues for Women**

3 cr. A basic understanding of psychological issues currently facing women across the life span will be provided. Sociological concerns will be discussed as well as counselor intervention techniques.

### **COUN 573 - Consultation and Supervision**

3 cr. Theory and practice are combined in this treatment of consultation and clinical supervision by counseling practitioners. The role of counselor as consultant/supervisor will be examined along with the acquisition of skills needed to work collaboratively with other human service providers. Ethical and legal issues will also be discussed.

### **COUN 582 - Directed Study**

3 cr. Allows the student to pursue an area of interest under the guidance of a faculty member.

### **COUN 584 - Special Topics**

3 cr. Selected topics of current interest in the field of counseling are offered on a variable schedule.

### **COUN 590 - Practicum: Community Counseling**

3 cr. (Prerequisites, COUN 501, 502, 503, 504 plus a minimum of 24 completed graduate credit hours; all required clearances; and program director approval. Attendance is required at the pre-practicum planning meeting that occurs prior to registration in the semester before you plan to take the practicum.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision, and group supervision.

### **COUN 591 - Practicum: Rehabilitation Counseling**

3 cr. (Prerequisites, COUN 501, 502, 503, 504, 520, all required clearances; and program approval. Attendance is required at the pre-practicum planning meeting that occurs prior to registration in the semester before you take practicum.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories, assessment techniques, and career development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision, and group supervision.

### **COUN 592 - Practicum: School Counseling**

3 cr. (Prerequisites, COUN 501, 502, 503, 504, 536 plus 24 hour completed graduate credit hours; all required clearances; and program director approval. Attendance is required at the pre-practicum planning meeting that occurs in the semester before practicum prior to registration.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision, and group supervision.

### **COUN 594 - Practicum: Group Counseling**

3 cr. (Prerequisite, COUN 503) Focuses on necessary and desirable group counseling skills, the development of group environments, and the use of group techniques for generating individual change. An advanced personal group experience under direction of the faculty is an ongoing part of this practicum. Admission by consent of instructor.

### **COUN 595 - Internship: Community Counseling**

3 cr. (Prerequisite, COUN 590) Full-time placement in a community agency, facility, or institution involving 600 clock hours of supervised experience. These assignments may include work in mental health, drug and alcohol, family service, aging, or mental retardation facilities. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

### **COUN 596 - Internship: Rehabilitation Counseling**

3 cr. (Prerequisite, COUN 591) Full-time placement in a community agency, facility, or institution involving 600 clock hours of supervised experience. These assignments may include work in State-Federal rehabilitation agencies, rehabilitation centers, community rehabilitation facilities, selected mental and retardation programs, supported employment, independent living centers and programs, drug and alcohol programs, and other systems which provide services for State-Federal programs. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

### **COUN 597 - Internship: School Counseling**

3 cr. School counselor-trainees are placed in a secondary school counseling department. The internship experience requires 600 clock hours of supervised experience. Students are expected to participate in the wide range of school counselor activities typical of contemporary school counseling. This includes individual and group counseling as well as the other program elements in the ASCA National Model. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

### **COUN/CJ 543 - Victims and Victim Rights**

3 cr. A critical, in-depth examination of the character of victimization, the role of victims and their needs, the principal strategies and public policies adopted in response to victimization, and the significance of an evolving victims' rights movement. This course will require student production of a substantial, sophisticated project pertaining to victimization.

### **COUN/CJ 544 - Judicial Process in Criminal Justice**

3 cr. This course examines the organization of America's courts and the role they play in the criminal justice process, emphasizing the phenomena of trial, jury, and counsel against a background colored by the Bill of Rights.

### **COUN/CJ 545 - Contemporary Criminal Justice for Counseling Professionals**

3 cr. This course will provide a systematic overview of the nature of crime and the criminal justice process in the United States. It will address system policies, practices, and decision making across the agencies of law enforcement, courts, and corrections. The common problems in the system such as regulating discretion, application of legal, rights, implementation of public policy, and the problems of operating within a the "non-system of criminal justice will be explored.

## **COUN/CJ 546 - Advanced Criminological Theory**

3 cr. Critical analysis of criminological theory, including theories that derive from biological, psychological, sociological, geographic, economic, and political perspectives; origins of criminological theory and distinctions between classical and positivist theories discussed; major sources of data for the measurement of crime and victimization analyzed; relationships between theory and criminal justice policy considered.

## **ECUI 501 - Improving Instruction**

3 cr. Students will study a wide spectrum of techniques and strategies to improve classroom instruction and enhance learning. Emphasis will be on practical classroom applications.

## **ECUI 506 - Curriculum Theory and Development**

3 cr. Principles of curriculum construction which underlie the reorganization of the program of studies for elementary and secondary schools, sources of the curriculum, methods of organization, structure of knowledge, and curriculum planning and development.

## **ECUI 511 - Computer Literacy for Educators**

3 cr. This course for educators is designed to meet the following goals. 1. To know how computers operate; 2. To develop ability to use the computer; 3. To become aware of some of the applications of computers; 4. To understand the social implications of computers and computing; and 5. To understand the rudiments of the LOGO computing language, a language commonly available for microcomputers which promotes structured programming characterized by top-down design with stepwise refinement through modularization.

## **ECUI 512 - Cross-Cultural and Global Perspectives in Education**

The purpose of the course is to help students, through cross-cultural study and experience learning, understand the diverse cultures that they may encounter in their future classrooms and the workplace. The primary goal is to help the learner understand and value the perspectives of other cultures in the United States and throughout the world.

## **ECUI 513 - Family & Community Relations**

3 cr. This course prepares the ESL teacher with the strategies and communication skills necessary to build positive relationships with colleagues with the schools and agencies in the larger communities that can contribute to the well-being of each ELL student in order to realize the full developmental potential of the child.

## **ECUI 516 - Group Processes in Classrooms**

3 cr. A study of group processes as they impact on the management and instruction of classrooms. It will be presented in both its theoretical and practical dimensions.

## **ECUI 521 - Field Experience I**

1 cr. (Co- or prerequisites, EFND 521 or permission of instructor) Competency in making informed and structured observation of teaching styles, techniques, and environments will be developed through videotaped and written case studies.



## **ECUI 526 - Field Experience II**

1 cr. (Prerequisites, ECUI 521, EFND 501, or permission of instructor.

Students are introduced to types of planning and instruction. Projects are carried out in local schools and agencies through observation, assisted instruction, and oral/written reports. Required clearances: PA criminal record, PA child abuse, FBI fingerprint, and TB test result. A field component is required.

## **ECUI 531 - Field Experience III**

1 cr. (Prerequisites, ECUI 526 and co- or prerequisite, ESEC 501 or permission of instructor. Requires application to advisor and approval by program director during registration.) Course stresses exposure to the world of the teacher by involving the student in activities in basic education. Activities will be completed under the guidance of an assigned teacher in a basic education school setting. Secondary settings are in the fall semester, and elementary are in the spring semesters.

## **ECUI 536 - Teaching the Gifted Child**

3 cr. Teachers will have an opportunity to study the broad range of giftedness in children. Emphasis will be on how to foster the development of gifted youngsters in our schools. Programming for the gifted will be studied also.

## **ECUI 539 - Practicum in Curriculum and Instruction**

3 cr.

The purpose of this course is to give students an opportunity to put into action what is learned in the courses leading to the Master of Science in Curriculum and Instruction. This capstone experience requires a minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement.

## **ECUI 541 - Current Trends in Education**

Variable to 3 cr. Students will examine trends affecting the environment of basic education and their impact on the classroom. Special emphasis will be placed on strategies, methods, and models of instruction that address the trends studied.

## **ECUI 542 - Literacy and Diversity**

3 cr. This course examines literacy (comprehensive and conveyance of meaning) in print and non-print, spoken or written, visual or electronic texts with a critical stance, interrogating the agendas, purposes and interests inherent in all texts. Students analyze curriculum in the light of culturally responsive teaching.

## **ECUI 590 - Research Seminar**

3-6 cr. Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and the department chair.

## **EECE 501 - The Early Childhood Professional**

3 cr. An overview of the multiple historical, philosophical, and social foundations of Early Childhood Education, birth through eight years old. An understanding of young children and their families, current trends, issues, and legislation in early childhood education, as well as the profession's Code of Conduct, professional literature, organizations, and resources. Insight to serving as an advocate on behalf of young children and their families, and demonstrating an understanding of basic principles of administration, organization, and operation of early childhood programs.

## **EECE 503 - Working with Infants & Toddlers**

3 cr. (Co- or prerequisite, EECE 501) This course will focus on young children ages birth to three. Development, care, planning, and programming as well as methods for working with very young children will be emphasized. The importance of developing family relationships is included.

## **EECE 506 - Development of the Early Learner**

3 cr. This course focuses on the psychomotor, affective, and cognitive development of the early learner, birth through age eight. Theory-to-practice linkages are stressed through knowledge of how young children develop and learn, and providing opportunities that support the development and learning of individual children, including those with special needs. The fact that children are best understood in the contexts of family, culture, and society is explored.

## **EECE 507 - Introduction to Early Intervention**

3 cr. (Co- or prerequisite, EECE 501) This course will introduce the student to the field of early childhood special education. Emphasis will be put on the theory and models of assessment and intervention for young children and their families. The concepts of teaming, family-centered intervention, embedding naturalistic instructional in daily routines will be emphasized.

## **EECE 508 - Early Development and Intervention**

4 cr. This course focuses on the early childhood typical and atypical development (ages birth to 8); cognitive, motor, social-emotional, self-help, and language. Students will be introduced to the field of early childhood special education and how to design interventions for children who are demonstrating a developmental delay. Students will have the opportunity to work in a transdisciplinary team. Theory to practice linkages will be stressed. There is a laboratory/field component to this course.

## **EECE 511 - Assessment in Early Childhood Education**

3 cr. (Prerequisite, EECE 506) This course focuses on assessing the psychomotor, cognitive, and affective development, as well as the educational progress, of the early learner. Informal and formal assessment strategies and instruments are explored, and their use applied to planning developmentally appropriate curriculum and teaching in the early childhood environment. Quality of the total environment for children and their families is examined through the use of formative and summative program evaluations.

### **EECE 518 - Administering an Early Childhood Program**

3 cr.

The primary purpose of this course is to examine the range of administrative/leadership demands in designing and implementing a developmentally/culturally appropriate Early Care & education program. Topics include curriculum, assessment, family partnerships, facilities management, budget development, personnel management, and interpersonal communication. A 50-hour field experience is a course requirement.

### **EECE 522 - Early Childhood Education Internship: Instruction**

Variable to 2 cr. Involvement in implementing methods and techniques. Early childhood students teaching on a full-time basis under the supervision of classroom teachers and University supervisors. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

### **EECE 523 - Early Childhood Education Internship: Classroom Management**

Variable to 2 cr. Involvement in the management of learning situations during early childhood student teaching. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

### **EECE 524 - Early Childhood Education Internship: Professional Growth**

Variable to 3 cr. The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance at and participation in a weekly seminar to analyze and discuss professional considerations and student-teaching problems. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks. Completed ACT 34 and Child Abuse History Clearances are required previous to receiving a field assignment.

### **EECE 590 - Research Seminar**

3-6 cr. Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and department chair.

### **ESLS 503 - Introduction to English Language Learners**

3 cr. This course introduces pre-service as well as already certified teachers to the challenges they will face when English language learners are members of their classes. The class addresses how to successfully accommodate and integrate these students into class activities and how to assist them in their academic and linguistic development.

### **ECO 507 - Managerial Economics**

3 cr. (Prerequisites, MBA 503A & B)An intensive study of the problems of value and costs, including demand theory, empirical demand analysis, production theory, cost theory linear programming applications in resource allocation and cost analysis, empirical cost analysis, market structure and pricing theory, pricing practice and the role of government in the private economy.

### **ECO 581 - Economics of Business Strategy**

3 cr. (Prerequisite, ECO 507) This course provides an economic analysis of business strategies. Focusing on a firm's decision making, it analyzes vertical integration, economies of scale and scope, market structure and competition, strategic commitment, pricing rivalry, entry and exit, advertising, location, incentives, and the principal-agent problem.

### **ECO 582 - The Economics of E-Commerce**

3 cr. An economic analysis of a broad spectrum of issues related to the information technology revolution that has created what is known as the New Economy. Issues related to organization, production, and exchange are examined with a view toward understanding how firm profitability, market efficiency, and economy-wide performance are affected.

### **ECO 583 - Macroeconomic Analysis: A Global Perspective**

3 cr. It is a comprehensive study of macroeconomics designed to examine how macroeconomic events and policies, both national and global can shape the strategic decisions in a business organization. Emphasis is on the analysis of macroeconomic data and understanding their importance in the managerial decision making process.

### **ECO 589 - Special Topics in Economics**

3 cr.

### **IB 505 - International Business**

3 cr. (Prerequisites, MBA 503A or ECO 153 and MBA 503B or ECO 154.) This course provides an integrated approach to the international environment of the corporation. It offers an overview of the patterns and theories of international business transactions including trade and foreign direct investment; determination of foreign exchange rates; international corporate strategies; and the effects of government policies on the global business.

### **EDUC 592 - Directed Study**

Variable to 6 cr. This course is designed for students working in independent study on special projects and workshops. Registration in this course requires permission of the student's mentor and the department chair.

### **EECE 513 - Family and Community Relations**

3 cr.

This course examines the theories and practices of the PreK-4 classroom teacher in providing support to the multiple family systems existing in today's schools. Students examine the role of families in children's development as well as strategies for becoming cross-culturally competent in their work with young children and their families.

## **EECE 516 - Methods Across the Integrated Curriculum Pre K- 1**

3 cr.

This course provides the student with a knowledge-base to design an integrated curriculum for young learners. Best practices in pedagogy for PreK-1 classrooms, including developmentally appropriate practices, play, authentic performance, and technology, informs this course. The course contains 50 field experience hours in a Grades PreK-1 classroom.

## **EECE 519 - Integrated Methods in Pre K- 4**

3 cr.

This course prepares students to implement best practices in pedagogy for PreK-4 classrooms, including developmentally appropriate practices, play, authentic performance, and technology, informs part of this course. The course contains a field component of 100 hours: 50 hours – PreK-4 classroom experience, and 50 hours – project.

## **EECE 521 - Early and Primary Student Teaching**

Variable to 2 cr.

This is a full-time student teaching experience in an early childhood or primary grade setting, preschool to grade 4. Students will plan and deliver instruction, manage the classroom learning environment, and demonstrate professional growth. Application to student teaching and current clearances are required for this course. Application and all clearances required.

## **EECE 591 - Professional Practice Seminar**

3 cr.

This course provides an in-depth study of the rationale, theories, and techniques for creating situations where learning can take place in the PreK-4 environment and for handling specific individual and group behavior problems in productive ways to meet the needs of all students, including those of children with disabilities.

## **EADM 501 - Educational Administration**

3 cr. A foundations course in general school administration, involving philosophical bases, organization in a democratic society, administration of instruction and personnel. Required of all students beginning a major in educational administration and a prerequisite for other courses in educational administration.

## **EADM 506 - Problems in School Administration and Supervision**

3-6 cr. (Prerequisite, EADM 521)A seminar for the student seeking certification in elementary or secondary school administration or in supervision. Emphasis is upon in-depth examination of a selected problem or issue in administration or supervision. Admission with approval of the instructor.

## **EADM 511 - School Finance**

3 cr. An introduction to public school finance. Emphasis is on responsibilities in handling student funds, district budgeting and accounting, and modern planning-programming-budgetary systems. Admission with consent of instructor.

## **EADM 516 - School Law**

3 cr. A study of common law legislative enactments and directives of the Department of Education as they pertain to school systems.

### **EADM 521 - Principal as Administrator**

3 cr. (Prerequisite, EADM 501)A technical course emphasizing the administrative duties and responsibilities of the K-12 school principal. Attention is focused on types of organization, program of studies, pupil personnel, teaching staff, plant equipment, and community relationships.

### **EADM 526 - Principles & Practices of Supervision**

3 cr. A description of a philosophy of supervision, principles of supervision, the role of the supervisor, planning a supervisory program, techniques of supervision, evaluation, coordinating the instructional program, and trends in supervision.

### **EADM 528 - Educational Management**

3 cr. An overview of functions and problems in three major areas of responsibility: finance, law, and personnel.

### **EADM 531 - Practicum in Elementary School Administration**

3 cr. (Prerequisite, EADM, 516)The purpose of this course is to give the student practical experience in elementary administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement.(Normally offered fall and spring semesters only.)

### **EADM 536 - Practicum in Secondary School Administration**

3 cr. (Prerequisite, EADM 516)The purpose of this course is to give the student practical experience in secondary administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement.(Normally offered fall and spring semesters only.)

### **EADM 541 - Public Relations for Educators**

3 cr. An introduction to school public relations. Emphasis is focused upon establishing contact between schools and the general public through the use of mass media.

### **EADM 546 - Practicum in Supervision**

3 cr. (Prerequisites, ECUI 501 and EADM 526)The purpose of this course is to give the student practical experience in supervision. A minimum of 225 clock hours in one semester must be spent on this assignment. This is accomplished under the supervision of a certified supervisor, according to a definite schedule mutually approved by the instructor and cooperating supervisor.

### **EADM 601 - Personnel Management for Educators**

3 cr. This course will focus on hiring techniques, job analysis, and job evaluation procedures that comply with district, state, and federal regulations. The collective bargaining process and the interpretation and implementation of an employee collective bargaining agreement will be studied. Evaluation research within applied settings will be examined. Specific topics include both qualitative and quantitative methods in program evaluation, needs assessment, data interpretation, and utilization strategies.

### **EADM 606 - School Plant Management**

3 cr. This competency-based course will familiarize the student with the program and planning activities used to determine short- and long-range programs, including facility and financial needs. Ongoing maintenance activities to protect the district's capital investment and ensure its efficient operation will also be studied. The development, coordination, and implementation of policies and programs will be emphasized in relation to finance and resource management.

### **EADM 611 - School and Community Relations**

3 cr. This course will review the history and philosophy of education in America and the ideas which fostered growth and change. Students will examine the relationship of the school to the community. Emphasis will be placed on the school community concept, community analysis, community characteristics affecting quality education, and public participation in educational planning and district evaluation. The roles of group dynamics and conflict resolution are part of this course.

### **EADM 616 - Seminar in Advanced School Finance**

3 cr. (Prerequisite, EADM 511) Students in this course will become knowledgeable about state fiscal law and will learn to distinguish among the various revenue sources and district budgeting. Business office functions including bid law, purchasing, and building fund management will be studied.

### **EADM 621 - Seminar in Advanced School Law**

3 cr. (Prerequisite, EADM 516) This course will include an analysis of selected general legal principles, laws, and law-making agencies that affect leaders and educational institutions. The legislative process will be analyzed with regard to governmental decision making and the legalities of lobbying.

### **EADM 626 - Superintendent's Role Seminar and Internship**

3 cr. This course will utilize University faculty and practicing administrators to analyze topics relevant to the role of the superintendent, including but not limited to school board relationships, the legislative process, lobbying community relations, program accountability, ethics, and other role-specific concerns. In addition, practicing administrators, faculty, and interns will share internship problems, experience, concerns, and practices.

### **EELM 501 - Creativity in the Classroom**

3 cr. This course is the study of the dynamics of creativity as it affects the classroom performance of students. Special attention will be given to teaching creativity as a skill or process, methodologies for teaching creative problem solving, developing a classroom climate conducive to the creative process and programs which utilize creative problem solving.

### **EELM 506 - Integrated Studies: Social Studies and Language Arts**

4 cr. This course provides knowledge of the child's needs in the social sciences, the humanities and the process of language acquisition. Planning for the instructional strategies used in teaching history, geography, politics, social influences, and economics are examined with a multicultural emphasis through Language Arts in the curriculum.

### **EELM 511 - Integrated Studies: Mathematics and Science**

4 cr. This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the mathematics and science curricular area of the elementary curriculum. An analysis of content and methodology will be made in light of the needs of the elementary school, the elementary student and society.

### **EELM 512 - Algebra and Functions, Geometry, Measurement and Assessment**

3 cr. The goal of SHARE is to establish a mutually supportive sustained professional development teaching network using a research-based program that will assist and support teachers in their implementation of problem-based algebra and functions, geometry, measurement, and assessment in Pre K-12 classrooms.

### **EELM 516 - Elementary S-T-S Methods**

3 cr. (Elementary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to elementary science education. By examining methods of introducing S-T-S issues and topics into the elementary school curriculum, students will be able to construct and implement S-T-S units for their own use.

### **EELM 521 - Elementary Classroom Management and Discipline**

3 cr. (Prerequisites, EELM 506, EELM 511, and ECUI 531; co-requisites, EELM 522, 523, 524 and 525) An in-depth study of the rationale, theories and techniques for creating an elementary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.

### **EELM 522 - Elementary Teaching Internship: Planning**

Variable to 2 cr. (Prerequisites ESEC 501, ECUI 521 and ECUI 526) Competency will be developed in unit and lesson planning during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

### **EELM 523 - Elementary Teaching Internship: Instruction**

Variable to 2 cr. (Co-requisite, EELM 522) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.



## **EELM 524 - Elementary Teaching Internship: Classroom Management**

Variable to 2 cr. (Co-requisite, EELM 522) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

## **EELM 525 - Elementary Teaching Internship: Professional Growth**

Variable to 3 cr. (Co-requisite, EELM 522) Positive professional development will be documented during actual teaching practice in an elementary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching Handbook.

## **ERP 511 - Production Planning & Control**

3 cr. (Prerequisite, MBA 504C or permission of instructor) An in-depth look at the planning and control of material flow and production activities in a manufacturing organization. Topics Include: forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, and just-in-time systems. Hands-on exercises using ERP software will serve to reinforce the interconnectedness of operations with the other business functional areas. This course is not open to those students who have received credit for OM 547.

## **ERP 512 - Customer Relationship Management**

3 cr. (Prerequisite, permission of instructor) The course focuses on a enterprise wide strategy to create a successful customer relationship management program and maintain it on an ongoing basis, by utilizing systems, tools, and techniques that develop a shared view of the customer throughout the enterprise, and using best practice offerings tailored to the appropriate customer relationship life cycle stage. SAP-CRM software platform is utilized for the course. This course is not open to those students who have received credit for MKT 512.

## **ERP 513 - Treasury Management**

3 cr. (Prerequisite, permission of instructor) This is an eight-week online-MBA course, which focuses on the short-term financial management of a firm. The course uses SAP to keep track of inventory, cash, receivables, and payables of a firm. The course develops financial models to maintain the firm's current assets and liabilities at the optimal level. This course is not open to those students who have received credit for FIN 587.

## **ERP 514 - Accounting Integration and Configuration**

3 cr. (Prerequisite, permission of instructor) This course is concerned with the principles, methods, and techniques necessary for providing the reporting needs of an organization in an integrated management and information technology environment. It uses an ERP software package to demonstrate the integration of both financial and nonfinancial information systems with an organization's operating processes to produce managerial reporting capabilities in real time. This course is not open to those students who have received credit for ACC 514.

## **ERP 515 - Business Intelligence**

3 cr. (Prerequisite, permission of instructor)Business Intelligence (BI) systems are sophisticated analytical tools that attempt to present complex organizational and competitive information in a manner that allows decision makers to make effective decisions in a timely manner. This course will explore the capabilities and benefits of intelligence systems, data warehousing, and data mining techniques. This course will investigate business intelligence gathering techniques as well as providing hands-on experience. This course is not open to those students who have received credit for MIS 548.

## **ERP 516 - Enterprise Applications Development**

(Prerequisite, permission of instructor)The course will focus on the design and development of "front end" web-based applications, to extract, and analyze, data from a variety of data sources including ERP Databases. The concepts, will be supplemented through hands-on experience using development platforms like SAP's Net Weaver.

## **ESLS 501 - Linguistics for Teachers**

3 cr. This course is designed to examine the phonetics, phonology, and morphology of the English language and help teachers discover ways to make the language accessible to second language learners.

## **ESLS 506 - Systems in English**

3 cr. (Prerequisite, ESLS 501)The study of English Grammar, Syntax, Semantics, and Pragmatics.

## **ESLS 511 - ESL Methods Teaching Lang K-6**

3 cr. Students will investigate and evaluate the past and present status of the range of elementary programs in teaching English as a Second Language or Foreign Language in the elementary schools; compare teaching methodologies, strategies and curriculum development for second language acquisition in children; and demonstrate their ability to carry out plans in "miracle" teaching experiences.

## **ESLS 516 - ESL Methods Teaching Lang 7-12**

3 cr. This course provides the language teacher with a comprehensive overview of secondary language teaching theory and methodology, and provides opportunities for personal research, professional development, practical teaching experience, and frequent evaluation of teaching ability.

## **ESLS 526 - ESL Teaching Practicum**

3 cr. Positive professional development will be documented during actual teaching practice in an ESL classroom through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching handbook.

## **FIN 508 - Financial Management**

3 cr. (Prerequisite, MBA 503C) Principles of policy formation in the modern corporation; the institutions, instruments and customary procedures that influence the determination of corporate policy; and the reasons for choices in seeking solutions to specific financial problems. A case approach will be utilized to cover problems of working capital management, capital budgeting, and capital structure. Computerized approaches to financial problems will be emphasized.

## **FIN 581 - Financial Institutions**

3 cr. (Prerequisite, FIN 508) A detailed survey of the more important financial institutions of the United States in order to determine their functions and interrelations in the national economy. Monetary and fiscal policy. Material covered will assist the student to understand better the economic, social and political scene in America.

## **FIN 582 - Advanced Financial Management**

3 cr. (Prerequisite, FIN 508) A case oriented approach to financial decision making with emphasis on current management, capital budgeting, capital structure, mergers, and bankruptcy.

## **FIN 583 - Investment Analysis**

3 cr. (Prerequisite, FIN 508) A detailed study of the investment environment and the process of investment management. Topics covered include the study of equity and debt markets, options and futures markets, stock and bond valuation models, portfolio selection theory, bond portfolio management and the use of derivative securities for hedging risk.

## **FIN 584 - International Finance**

3 cr. (Prerequisite, FIN 508) A detailed survey of the financial decision process in multinational corporations. Topics include the international finance environment, foreign exchange markets, measuring and managing foreign exchange risks, financing the global firm, foreign investment decisions, managing multinational operations, and other advanced issues in multinational finance.

## **FIN 585 - Derivative Securities**

3 cr. (Prerequisite, FIN 508) The course develops the theory of option pricing based on the Black-Scholes model. It then applies these ideas to the use of options in investment strategies and in portfolio management. The students get hands-on experience with real-time data to assess the feasibility of various investment opportunities in options markets.

## **FIN 586 - Portfolio Theory**

3 cr. (Prerequisite, FIN 508) This course develops the fundamental concepts of portfolio theory in the risk-return framework. Different analytical tools for risk management; optimization, duration, immunization, and portfolio insurance are considered. The students are required to construct and maintain a simulated portfolio using real data.

### **FIN 587 - Treasury Management**

3 cr. (Prerequisite, FIN 351 or FIN 508) This is an eight-week online-MBA course, which focuses on the short-term financial management of a firm. The course uses SAP to keep track of inventory, cash, receivables, and payables of a firm. The course develops financial models to maintain the firm's current assets and liabilities at the optimal level. This course is not open to those students who have received credit for ERP 513.

### **FIN 589 - Special Topics in Finance**

3 cr.

### **EFND 501 - Educational Psychology**

3 cr. (Prerequisite, teaching experience or consent of instructor) A study of psychological principles related to education, including learning, motivation, and evaluation, with emphasis on practical application in the classroom setting.

### **EFND 506 - Educational Research and Statistics**

3 cr. A course designed to introduce students to scientific research. Covered will be basic statistical techniques, such as correlation, t-test, and Chi-square; quantitative research designs; ethnographic research; and meta-analysis. Emphasis will be placed on hypothesis-testing. Students will be required to complete a scientific research project.

### **EFND 511 - Educational Tests and Measurement**

3 cr. Fundamental concepts applicable to educational testing, including validity, reliability, and types of scores. Uses of standardized tests, especially achievement tests, in school settings. Methods of developing classroom tests.

### **EFND 516 - Advanced Educational Psychology**

3 cr. The course is designed to take the educator beyond familiarity with basic psychological theories and principles to a level in which they can apply and use these theories to inform and improve their classroom performance.

### **EFND 521 - Advanced Foundations of Education**

3 cr. This course is intended to present the foundations of education in an integrated, multidisciplinary approach. It will trace the development of education both as an institution and in terms of the ideas that have shaped that institution. The goal is a thorough perspective on education as it is today.

### **HAD 500 - Health Care Organization and Administration**

3 cr. This required graduate course studies organizations, with special interest in health care organizations. Topics include strategy, goals, technology, size, design, adaptation, decision making, control, culture, processes, politics, conflict, learning, and inter-organizational relations. Conceptual foundations come from organizational theory, management science, systems theory, sociology, and psychology. There are no pre-requisites.

## **HAD 501 - Health Care Financial Management I**

3 cr. Designed to increase analytical and decision-making skills using finance theories, principles, concepts, and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include: analysis of cost and budgetary controls; interpretation and utilization of accounting reports and statements; operating accounting measurements; quantitative techniques; analysis of financial statements; financial decision-making models; auditing; capital investments; strategic financial management; working capital management; budgeting.

## **HAD 502 - Health Care Law**

3 cr. Impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems. Examines principles and practices of law, legal relationships, sources of law and legal processes affecting the health services system. Conceptual foundations are drawn from the political sciences.

## **HAD 504 - Human Resources Management**

3 cr. Examines human resource management functions, processes, and systems within organizations including recruitment, selection, training of personnel, and the legal and regulatory environment affecting HRM operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined.

## **HAD 505 - Health Care Statistics and Research Methods**

3 cr. Designed to examine basic statistical techniques which are utilized in analyzing health care data. Topics include probability, sampling, use of central tendency measures, reliability and validity, graphics, data display, frequency distribution, regression analysis, ANOVA, and technical report writing.

## **HAD 506 - Health Care Economics and Policy**

3 cr. (Prerequisite, HAD 519) This required graduate course studies theoretical foundations of economics and public policy and applies them to the healthcare sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditures, utilization, healthcare reform, and the healthcare-public-policy making process including policy formulation, implementation, and modification.

## **HAD 508 - Leadership in Health Care Organizations**

3 cr. (Prerequisite, HAD 504) Micro and macro organizational behavior theories provide the theoretical foundation for this course. The processes of communication, value analysis, problem solving, and decision making are explored at an individual, team, and organizational level. The imperative for healthcare leaders to understand and manage change will be emphasized. Various models of leadership will be critically analyzed. Conceptual foundations are drawn from the social sciences, psychology, and related disciplines.

## **HAD 509 - Administrative Issues**

3 cr. This required graduate course is the capstone course. Students apply and integrate knowledge, theories, principles, methods, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health administration case studies and to complete an applied health administration project. Pre-requisites are 36 core HAD credits or approval by the Program Director.

## **HAD 510 - Hospital Administration**

3 cr. Operating and administrative issues and problems in health and hospital systems with emphasis given to hospital operation, organization, and administration. The future role of acute care is examined in the context of integrated delivery models and systems.

## **HAD 512 - Medical Practice Administration**

3 cr. Examines factors influencing physician practices and the quality of physician services. Topics include operating and administrative issues, compensation, staffing, billing, collections, reimbursement mechanisms, and governance. The course also examines PHOs, HMOs, SDOs, MSOs, and other integrated delivery networks, organizations, and systems affecting physicians.

## **HAD 513 - Long Term Care Administration**

3 cr. Operation and administration of long term care facilities. Differences between acute and long term levels of care, types of long-term care facilities, and special concerns of the long-term-care resident. Emerging models of care are discussed in addition to traditional management functions in the industry.

## **HAD 515 - Health Care Planning and Marketing**

3 cr. This required graduate course studies the purpose, function, and application of planning and marketing in health care. Content includes strategic planning, situational analysis, strategy formulation, action planning, exchange, buyer behavior, segmentation, market research, products/services, pricing, distribution, promotion, and marketing control. Selected theoretical concepts are drawn from disciplines such as economics, psychology, and sociology.

## **HAD 517 - Global Health Management**

3 cr. This course provides an introduction to international health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. Cultural, historical, geographic, environmental, economic and political factors that influence health are studied with a specific focus on determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered.

## **HAD 519 - Health Services and Systems**

3 cr. This required graduate course studies managerial epidemiology, access to care, health services, health providers, workforce, technology, financing, insurance, health policy, health planning, quality, and the evolution and structure of the U.S. health care system. Conceptual foundations come from systems theory, epidemiology, sociology, political science, and economics. There are no pre-requisites.

## **HAD 521 - Health Care Financial Management II**

3 cr. (Prerequisite, HAD 501) Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources.

## **HAD 522 - Health Care Operations and Quality**

3 cr. (Prerequisites, HAD 500, HAD 501, HAD 505, and HAD 519, or permission of instructor.) This course studies fundamental principles, concepts, and approaches regarding health care operations management, quality management, and process improvement. The systematic approach to quality includes patient safety, clinical process improvement, and credentialing.

## **HAD 523 - Health Care IT Management**

2 cr. (This course is required, with HAD 500 and HAD 519 prerequisites or permission of instructor.) This course utilizes a systematic approach to study health care information technology management. Topics include terminology, organization, strategy, planning techniques, systems selection, contract negotiation, project management, medical informatics, technology trends, and issues for health care.

## **HAD 525 - Health Care Ethics**

3 cr. The course will introduce the student to the presence of basic ethical concerns in the practice, distribution, and administration of healthcare. Current knowledge, scholarship, and the practical nature of the subject are examined through consideration of ethical theories, current professional readings, and a variety of cases.

## **HAD 526 - Grants Writing and Management**

3 cr. A health administration elective course focusing on the development integration and application of knowledge; reviewing request proposal requirements, work plans and evaluation plans; concepts in formatting; grant writing principles, methods, techniques, competencies; and developing a rationale needs statement, draft proposal, budget, and final proposal to secure a competitive grant.

## **HAD 580 - Internship in Health Administration**

3 cr. (Prerequisite, 21 core credits completed) A 150 hour fieldwork placement in a staff or administrative position which is usually completed during a regular academic session. A semester project and preceptor designation is required.

## **HAD 581 - Administrative Residency**

8 cr. (Prerequisite, 36 core credits completed) A 1,000 hour fieldwork experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff, and medical staff. Includes exposure to governing-board functions, governmental forces, and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is usually completed during two semesters.

## **HAD 582 - Directed Study**

1-3 cr. (Prerequisite, six core credits completed) Allows the student to pursue an area of interest under the guidance of a faculty member. Approval by the Program Director is required.

### **HAD 583 - Externship in Health Administration**

1 cr. (Prerequisite, nine core credits completed)A 50 hour fieldwork experience under supervision of a preceptor which is completed during a regular semester. Allows the student to experience a new healthcare setting or in-depth study of a division or department within an institution. A written report is required summarizing the fieldwork experience.

### **HAD 584 - Special Topics**

1-3 cr. Topics of current interest such as advanced managed care are offered on a variable basis.

### **HR 500 - Organizational Behavior and Leadership**

3 cr. Organizational behavior, theories and practices are examined from traditional and contemporary perspectives. Behavior is studied at the individual, group and organizational levels. The role of effective leadership within a changing workplace and workforce is emphasized.

### **HR 501 - Human Resources**

3 cr. This is a survey course of the various human resources functions utilized in organizations. Current human resource practices and foundational theoretical concepts are presented.

### **HR 504 - Strategic Planning**

3 cr. (Prerequisite, HR 500 and HR 501)The course provides a review of the strategic planning process with practical applications in environmental scanning, SWOT analysis, and strategy development. A major focus of this course is in the functions of finance, including human resource metrics as they relate to the strategic planning process.

### **HR 505 - Recruitment and Staffing**

3 cr. (Prerequisite, HR 500 and HR 501)The course examines staffing processes designed to support an organization's business strategy and enhance its effectiveness. Contemporary methods used to move people into, through, and out of the organization are emphasized.

### **HR 506 - Workplace Learning and Performance**

3 cr. (Prerequisite, HR 500 and HR 501)This course explores the concept of workplace learning at the individual, group, and organizational levels. Adult learning and development theories provide the framework to understand the elements of effectively designed learning interventions that can enhance the overall performance of the organization.

### **HR 510 - Organizational Change**

3 cr. (Prerequisite, HR 500 and HR 501)The course examines the theories and models of organizational change from a systems thinking perspective. Processes designed to help organizations become more flexible and adaptable to change are presented. The role of the human resources professional as an agent for change is explored.



### **HR 511 - Total Rewards**

3 cr. (Prerequisite, HR 500 and HR 501) Strategic and operational decisions in the design and coordination of a total rewards system are presented. Job analysis, job evaluation, pay structures, pay-for-performance plans, performance management, benefits, and legal issues in compensation are explored.

### **HR 512 - Employee and Labor Relations**

3 cr. (Prerequisite, HR 500 and HR 501) This course examines the need for development and implementation of employee relations interventions, including human resources policies and procedures and the role of organized labor and collective bargaining in the workplace.

### **HR 515 - Workplace Diversity**

3 cr. (Prerequisite, HR 500 and HR 501) This course is designed for managing the dynamic of differences, through self-awareness, building cultural communication skills and identifying the culture of the organization. Students will explore diversity in the workplace to promote and foster fairness and justice for all employees and their organizations.

### **HR 516 - Ethics in Human Resources**

3 cr. (Prerequisite, HR 500 and HR 501) This course provides class members with an opportunity to improve their ability to make ethical decisions by identifying, analyzing, and resolving ethical issues and to understand better how to cope with conflicts between personal values and the values of their organizations.

### **HR 517 - Evaluative Research**

3 cr. (Prerequisite, HR 500 and HR 501) Qualitative and quantitative research methods appropriate to the study of organizations are examined. The significance and development of human resource professionals as field researchers is highlighted. The development of a research survey and program evaluation is emphasized.

### **HR 518 - Risk Management**

3 cr. (Prerequisite, HR 500 and HR 501) The course will review occupational safety and health legislation and management's role in maintaining the safety and health of employees. Policies that provide a safe and secure environment in maintaining a violence free workplace to minimize the organizations loss and liability will be reviewed.

### **HR 520 - Capstone: Applied HR**

3 cr. (Prerequisite: Completion of all other HR course work or permission from the Program Director) This course will facilitate the integration and application of previous course studies and serve as the culmination of graduate study.

### **MGT 501 - Responsibility, Sustainability & Justice**

3 cr. This course revolves around one of the most significant and controversial concepts of the 21st century. Sustainable development (SD) involves ethical, environmental and economic issues. The course will analyze and reflect on the relationship between SD, business and all affected stakeholders through case studies, reading, discussions, and guest lecturers.

### **MGT 505 - Organizational Behavior**

3 cr. (Prerequisite, MBA 504A)A primary goal of an organization is the improved performance of individuals and work groups within the organization. Organizational behavior is the field of study that investigates and explains those concepts or theories which are vital in current management practices dealing with job performance.

### **MGT 509 - Business Policy**

3 cr. (Prerequisite, Mgt. 501 and 24 credits of extending courses)This course introduces the student to methodologies for examining strategic policy issues of organizations, primarily business organizations. In providing the student with opportunities to devise policy solutions, the course draws on all of the functional areas in the MBA curriculum. The course provides a capstone experience in which students will develop, present, and defend their own policy solutions for a real company.

### **MGT 553 - Organizational Theory**

3 cr. (Prerequisite, MBA 504A)Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors, and sociotechnical systems.

### **MGT 554 - Group Dynamics**

3 cr. (Prerequisite, MGT 505)Designing individual and group behavior systems, contemporary topics on designing organizational systems for better utilization of human resources.

### **MGT 555 - Organization Power & Politics**

3 cr. (Prerequisite, MGT 505)This course examines power and politics in organizations from theoretical, applied, and research perspectives.

### **MGT 556 - International Management**

3 cr. (Prerequisite, MBA 504A)A basic graduate course in international management, this course focuses on the set of strategy decisions facing the multinational corporation. It will also focus on the external and internal variables that influence the choice and outcome of strategies. The specific strategies covered are entry/ownership, sourcing, control, marketing, financial, human resources, and public affairs. Other topics include the division of labor and resource allocation on a worldwide basis, cultural issues, and issues of nationalism.

### **MGT 559 - Special Topics in Management**

3 cr.

## **MIS 504 - Management Information Systems**

3 cr. (Prerequisite, MBA 501C)The course is designed to educate students to the importance of information systems in managing profit as well as not-for-profit organizations such as: manufacturing, banking and health care. The course emphasizes the role of information systems to increase productivity, to improve the quality of products and services, and to insure overall effectiveness of organizational operations. The course introduces the student to information and communication technologies; information system evaluation and development processes; information technology applications for problem solving and management decision making; and use of information technologies to transaction processes and customer service. Appropriate application software will be used to get hands-on experience, to analyze cases, and to complete the class project. The student is expected to have basic knowledge of computing skills.

## **MIS 546 - Business Database Management Systems**

3 cr. (Prerequisite, MBA 501C)This course focuses on the overall structure of database management applications with emphasis on the relational approach. Topics covered include: database design, data dictionaries, query system, methods of storage and access, data definition and manipulation, data security and integrity, recovery and concurrence, distributed database management. Students will learn to design and implement database applications using micro and/or mainframe computers.

## **MIS 548 - Business Intelligence**

3 cr. (Prerequisite, MIS 504 or permission of instructor)Business Intelligence (BI) systems are sophisticated analytical tools that attempt to present complex organizational and competitive information in a manner that allows decision makers to make effective decisions in a timely manner. This course will explore the capabilities and benefits of business intelligence systems, data warehousing and data mining techniques. The course will investigate business intelligence gathering technologies as well as providing hands-on experience.

## **MIS 571 - Information Networks and Electronic Commerce**

3 cr. (Prerequisite, MIS 504 or permission of instructor)The main focus of the course is on the use of data communication networks to support effective and efficient management of information both within the organization and among organizations and individuals. Topics include: basic concepts of communication networks; analysis of existing enterprise data and voice communication networks; network management; electronic commerce and the worldwide web; intranets and collaborative work; and emerging trends and issues in electronic commerce infrastructure. The course will include case studies and a term project related to the applications of information networks.

## **MIS 573 - Development of Business Applications**

3 cr. (Prerequisite, MBA 501C)This course focuses on end-user development of business applications using visual, event-driven development tools. Topics include: problem-solving logic and the application-development process; objects, properties, events, and methods; design of user interfaces, dialogs and menus; macros and modular procedures; object linking and embedding; accessing databases; object-oriented programming concepts; and emerging trends in end-user application-development. Prior programming experience is not required.

## **MIS 574 - Business Process Reengineering**

3 cr. (Prerequisite, MIS 504)Information technology (IT) makes possible new and radically different ways of performing business functions. This course will address the ways in which information technology can be used by organizations to restructure and redesign business processes. The course contents include: analysis of core business processes and cross-functional integration, identification and evaluation of opportunities to apply IT to business processes, design and development of solutions to reengineer business processes, development of implementation plans, and analysis of the key implications of the plan in terms of costs and organizational changes. Students will analyze and discuss several cases involving the use of IT in reengineering.

## **MIS 575 - Internet Applications**

3 cr. This course provides an introduction to Internet business models, and explores the electronic commerce infrastructure and web technologies. Students will gain hands-on experience in creating web sites using various scripting languages.

## **MIS 577 - Global Information Systems**

3 cr. (Prerequisite MIS 504)This course examines the role of information systems and telecommunication technologies in managing international organizations. Topics include: impact of information technology at the functional level of multinational corporations; types of international information systems; organizing and managing international information systems; changes in telecommunication regulations; international standard setting organizations; building strategic alliances through information technology; and emerging information technology applications to understand and resolve issues raised by international trade and business. Students will discuss major cases that involve global information systems applications to multinational corporations.

## **MIS 579 - Special Topics in Management Information Systems**

3 cr.

## **MKT 506 - Marketing Management**

3 cr. (Prerequisite, MBA504B)Analysis of the conceptual and tactical mechanisms of marketing management with emphasis on how today's firms and institutions mobilize their resources to achieve market penetration, sales volume, and satisfactory profits. Marketing planning with control and implementation of strategies as major aspects of decision making. Also, exploring market opportunities and formulation of marketing policies (marketing mix) exemplified through case studies.

## **MKT 512 - Customer Relationship Management**

3 cr. (Prerequisite, MBA504B or an equivalent course or background as evaluated and approved by the instructor or the program director.)The course focuses on a enterprise wide strategy to create a successful customer relationship management program and maintain it on an ongoing basis, by utilizing systems, tools, and techniques that develop a shared view of the customer throughout the enterprise, and using best practice offerings tailored to the appropriate customer relationship life cycle stage. SAP-CRM software platform is utilized for the course. This course is not open to those students who have received credit for ERP 512.

### **MKT 561 - Marketing Research**

3 cr. (Prerequisite, MKT 506)Marketing Research is studied as the basis for decision making, for analysis of markets, and for evaluation of marketing strategies through systematic gathering of information and evidence. The foundations and methodology of research, including behavioral sciences and multivariate analysis, are discussed. Research projects are conducted by the class participants and research applications to marketing problems are exemplified.

### **MKT 562 - Promotion Management: Advertising and Selling**

3 cr. (Prerequisite, MKT 506)A study of the promotion activities of business firms and institutions; analysis of audience behavior and motivation; communication through mass media and person-to-person interaction including advertising, personal selling, sales promotion, and publicity; the development of an integrated promotional strategy to generate sales and profits through informing, persuading, and activating middlemen and consumers.

### **MKT 563 - Global Marketing**

3 cr. (Prerequisite, MKT 506)A study of the managerial problems in international marketing, covering factors affecting international markets in different cultural areas of the world.

### **MKT 564 - Consumer Behavior**

3 cr. (Prerequisite, MKT 506)Study of the basic factors influencing consumer behavior with emphasis on managerial use of consumer decision making models from both economics and the social sciences.

### **MKT 565 - Sustainable Strategic Marketing**

3 cr. The new paradigm of marketing for sustainability includes determination of the true cost of products and services as a foundation for sustainable strategic marketing planning. The course will focus on the relationship between sustainable development, marketing and all affected stakeholders. An applied research component that involves the local community is a requirement.

### **MKT 569 - Special Topics in Marketing**

3 cr.

### **MKT 596 - Study Abroad in Asia**

3 cr. This course offers an opportunity to travel and learn about marketing issues in parts of Asia. Topics include B2B and B3C marketing protocols, cultural basics and complexities that affect business and relationships in these countries, joint venturing and sourcing, and some basics about the legal systems of these countries.

### **ERP 510 - Integrated Enterprise Management Systems**

3 cr. This course overviews business processes across marketing, procurement, production and finance as one integrated customer-oriented value chain to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology such as SAP R/3.

### **MBA 501A - Statistics Module**

1 cr. This course module is intended to develop the statistical concepts and techniques that are needed to make business decisions. Topics to be covered include detailed coverage of descriptive statistics, probability theory (including Bayes' Theorem), and discrete and continuous probability distributions with an emphasis on business applications. A survey of modern statistical methods covering sampling distributions, interval estimation, hypothesis testing, and regression and correlation analysis will be discussed.

### **MBA 501B - Management Science Module**

1 cr. An introduction to the quantitative approaches used in today's businesses to solve decision problems. Topics will include overviews of linear programming, spreadsheet modeling, project scheduling, waiting line systems, and simulation.

### **MBA 501C - Information Management Module**

1 cr. An introduction to computers and how they can be applied to the operations and management of business firms. Topics include data-processing concepts, overview of computer hardware and software, modern data and information processing systems, and applications of computers in business.

### **MBA 502A - Financial Accounting Module**

1 cr. An introduction to the basic principles and techniques of financial accounting. Emphasizes the accounting process and the interpretation and use of basic financial statements.

### **MBA 502B - Managerial Accounting Module**

1 cr. (Prerequisite, MBA 502A) Emphasis is placed on ways to use, analyze and interpret accounting data in planning and controlling organizational activities. Selected techniques required for analysis and managerial decision-making are introduced.

### **MBA 502C - Business Law Module**

1 cr. This course module provides the fundamental legal concepts including a basic knowledge of domestic and global legal environments; legal forms of business organization; essential concepts of tort, contract and property law; specific federal regulatory agencies controlling Environmental Protection, Anti-Trust and Consumer Protection; and aspects of employment law.

### **MBA 503A - Microeconomics Module**

1 cr. Intended to provide a foundation in microeconomics for MBA students, this is an intensive course that stresses functioning of the market system. It introduces students to applications of microeconomics in business decisions.

### **MBA 503B - Macroeconomics Module**

1 cr. Intended to provide a foundation in macroeconomics for MBA students, this is an intensive course that introduces the student to macroeconomic theory and applications as they pertain to the business decisions. Topics include measurement of GDP, inflation, monetary and fiscal policy, fluctuations, and growth.

### **MBA 503C - Finance Module**

1 cr. Intended to provide a foundation in finance for MBA students, this is an intensive course that introduces students to financial decision making process and to the tools and techniques of financial analysis.

### **MBA 504A - Management Module**

1 cr. This module will examine major functions of management from an applied perspective. Emphasis will also be placed on understanding organizational structure and processes. Extensive use will be made of class discussion and case analysis. Modules will also address skills managers must develop in working with others.

### **MBA 504B - Marketing Module**

1 cr. The MBA module in marketing is designed to introduce students to the basic techniques of analyzing customers and formulating integrated product development, pricing, distribution, and communication programs.

### **MBA 504C - Operations Management Module**

1 cr. A functional review of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics include an overview of strategic decisions, forecasting, basic inventory models, aggregate planning and master scheduling, materials requirements planning, and scheduling operations.

### **MBA 519 - Special Topics in Enterprise Management Technology**

3 cr.

### **MBA 590 - Internship in Business Administration**

1 cr. Individualized, supervised experience in a work setting, which relates directly to the student's MBA concentration. Work assignments are agreed upon by the sponsoring firm, the student and a faculty supervisor. The student must complete an academic paper upon completion of the internship experience. Students may enroll in a maximum of two one-credit internships in the MBA program.

### **NURS 503 - Basic Principles of Nurse Administered Anesthesia**

6 cr. Lecture focuses on theories, concepts, and principles from the disciplines of nursing and anesthesiology as a foundation for the practice of nurse anesthesia. Fundamental aspects of nurse anesthesia needed for clinical practice of nurse anesthesia are presented.

### **NURS 505 - Health Writing for Publication**

3 cr. This course enables students to enhance their writing skills by utilizing effective writing principles, and by synthesizing and critiquing relevant research as these principles relate to health issues. Students select one topic to develop from idea to final manuscript for both a professional journal and a consumer newspaper/magazine.

## **NURS 506 - Advanced Principles of Nurse Administered Anesthesia I**

1 cr. A Lecture focuses on current professional provisions regarding the administration of regional anesthesia by the nurse anesthetist. Anatomical, physiological, pharmacological, and technical aspects of all types of regional anesthesia are presented. Emphasis is placed on indication and contraindication of regional anesthesia regarding patient population. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 507 - End-of-Life Care**

3 cr. This course focuses on ways to enhance end-of-life care for patients, families, and care givers. The biological, psychosocial, and spiritual responses to dying are explored from a variety of aspects including diverse cultural backgrounds. Structure of various health care systems and implications for care givers and clients are stressed. Guest lectures from experts in the field are included.

## **NURS 508 - Advanced Principles of Nurse Administered Anesthesia II**

4 cr. Lecture focuses on principles of nurse administered anesthesia as applied to obstetric, pediatric, and geriatric patients. Similarities and differences among these populations are explored. Health assessment specific to each population will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 509 - Advanced Principles of Nurse Administered Anesthesia III**

1 cr. Lecture focuses on current issues regarding pain management techniques used by the nurse anesthetist. Anatomical, physiologic, psychological, pharmacological, and technical aspects of acute and chronic pain management theories of acute and chronic pain are explored. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 510 - Advanced Physiology and Pathophysiology**

3 cr. Utilizing principles from anatomy and physiology, this lecture course presents the pathophysiology underlying common disease entities across the life span, including clinical presentation and related laboratory data.

## **NURS 511 - Epidemiology and Methods of Prevention**

3 cr. This course is designed for graduate students desiring to utilize prevention strategies within advanced practice role in acute care, chronic care, and community settings. The course explores the interrelationships of epidemiology, biostatistics, and public health promotion through primary, secondary, and tertiary prevention. Ethical and professional problems encountered in using epidemiology are critically examined.(Elective course)

## **NURS 512 - Physics of Nurse Administered Anesthesia**

1 cr. Lecture focuses on application of principles of physics as related to the practice of anesthesia. Information will be presented regarding specific gas, fluid, and vapor laws and the influence they have upon anesthesia practice. Measurement of pressures, compressed gases, principles and types of vaporizers, flow meters, and solubility coefficients are discussed and allied with principles of anesthesia practice.



## **NURS 515 - Chemistry of Nurse Administered Anesthesia**

3 cr. Lecture focuses on the application of inorganic, organic, and biochemistry principles as related to the practice of anesthesia. Chemical and physical properties of the anesthetic gases and vapors, intravenous anesthetics, accessory agents, and therapeutic gases are presented. Electrical circuits and principles important for the prevention of fires and explosions in the operating room are explored.

## **NURS 517 - Advanced Pharmacology of Nurse Administered Anesthesia I**

4 cr. Lecture focuses on general pharmacologic principles of both intravenous and inhalational agents. Pharmacokinetics and pharmacodynamics of barbiturates, benzodiazepines, intravenous non-narcotic, narcotic, inhalational, and neurolept anesthetic agents are analyzed and applied to principles of anesthesia practice. Anesthetic implications and contraindications are examined. Clinical practice is concurrent with didactic learning.

## **NURS 518 - Advanced Pharmacology of Nurse Administered Anesthesia II**

2 cr. Lecture focuses on in-depth review of anatomy and physiology of nerve fibers and the myoneural junction related to anesthetic pharmacologic agents. Pharmacokinetics and pharmacodynamics regarding local anesthetics and neuromuscular blocking agents are presented relative to nurse administered anesthesia practice. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 519 - Pharmacology of Nurse Administered Anesthesia III**

2 cr. Lecture focuses on in-depth study of accessory drugs used in nurse anesthesia. Review of the autonomic nervous system including anatomy and physiology related to pharmacology. The effects of autonomic, cardiovascular, hematologic, prostaglandin, and psychiatric drugs in the perioperative patient are considered. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 520 - Advanced Pharmacology**

3 cr. Lectures focus on the principles of drug therapy, mechanisms of action, side effects, drug interactions, general concepts in the selection of pharmaceutical agents, and prescriptive authority.

## **NURS 521 - Introduction to Physiology and Health Administered Anesthesia**

1 cr. Lecture focuses on theories, concepts, and principles as related to cell physiology. In-depth discussion of cellular physiology as it relates to the practice of anesthesiology.

## **NURS 522 - Physiology and Health Assessment of Nurse Administered Anesthesia I**

5 cr. Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the respiratory, cardiovascular, and peripheral vascular systems. Physiologic monitoring is examined and related to specific anesthetic agents and pathologic conditions found in anesthesia. Pharmacologic implications as they relate to both the respiratory and cardiovascular systems are explored. Health assessment of the three systems will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 523 - Physiology and Health Assessment of Nurse Administered Anesthesia II**

5 cr. Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the endocrine and nervous systems. Pharmacologic implications as they relate to both the endocrine and nervous systems are explored. Health assessments of both systems are performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 524 - Physiology and Health Assessment of Nurse Administered Anesthesia III**

1 cr. Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the excretory system. Pharmacologic implications as they relate to the excretory system are explored. Health assessments of both systems are performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

## **NURS 530 - Advanced Clinical Assessment**

2 cr. Lecture provides theory and skills needed to obtain comprehensive histories and to perform comprehensive physical examinations on clients throughout the life span. Course includes two hours per week lecture. The student must attain a final course grade of B or higher to progress to NURS 552.

## **NURS 530L - Advanced Clinical Assessment Lab**

1 cr. Lab course on clinical application of comprehensive history and physical examination skills. Four hours per week on-campus laboratory.

## **NURS 533 - Nurse Educator Role**

3 cr. This course introduces the student to the role of a nurse educator with an emphasis on higher education. The student will examine the constraints on nurse educator role development, explore selected educational theories and philosophies pertinent to nursing, and investigate role development in a variety of academic and non-academic settings.

## **NURS 534 - Strategies for Teaching Nursing**

3 cr. This course enables the student to develop strategies for teaching nursing in the classroom and clinical setting. Content presented will include planning, organizing, presenting, and evaluating learning experiences for the adult learner. Curriculum design, strategies for facilitating student learning, and the use of technology in the classroom are emphasized.

## **NURS 535 - Nurse Educator Practicum**

1 cr. (Pre- or Co-requisites, NURS 533 and NURS 534)The student will synthesize and apply knowledge learned in NURS 533 and 534. Under the guidance of a nursing faculty mentor, the student will develop lesson plans and teach in the classroom and clinical setting. Seminars will focus on self-evaluation and nursing student evaluation in the cognitive, psychomotor, and affective domains.

### **NURS 541 - Family Health Promotion**

2 cr. (Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 542) This lecture provides an introduction to primary health care by discussing concepts and theories related to family process development, health promotion, sociocultural aspects, and common health deviations across the life span. The student must attain a final course grade of B or higher to progress to NURS 552. (Offered in fall semester odd years.)

### **NURS 542 - Family Clinical Practicum I**

1 cr. (Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 541) Clinical application of principles discussed in family health promotion as well as advanced clinical assessment for clients across the life span. Students will be precepted at clinical sites during the last half of the semester.

### **NURS 543 - Contemporary Criminal Justice for Health Professionals**

3 cr. This online course will provide a systematic overview of the nature of crime and the criminal justice process in the United States. It will address system policies, practices, and decision making across the agencies of law enforcement, courts, and corrections as they impact health care professionals.

### **NURS 544 - Forensic Health Care of Victims**

3 cr. An overview of forensic health issues as they relate to victims of violent crimes, such as intrafamilial violence, sexual violence, stalking, workplace violence, homicide, and terrorism. Content includes forensic roles, evidence collection and preservation, victim needs and rights, responses to trauma, victim's resources, death investigation, and expert witness testimony.

### **NURS 545 - Forensic Health Care of Offenders**

3 cr. An overview of forensic health issues as they relate to perpetrators of violent crimes, including intrafamilial violence, sexual violence, stalking, workplace violence, homicide, and terrorism. Content includes forensic roles, crime classifications, relationship between animal cruelty and human violence, offender needs and rights, juvenile offenders, and criminal profiling.

### **NURS 546 - Nurse Anesthesia Clinical Practicum I**

2 cr. Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include introduction to the role of the nurse anesthetist and development of basic nurse anesthesia skills. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 551 - Health Problems in the Developing Family**

3 cr. (Prerequisites, NURS 541 and 542; co-requisite, NURS 552) Lecture focuses on the epidemiology, differential diagnoses, and management of acute and chronic health problems and illnesses of the developing family. The student must attain a final course grade of B or higher to progress to NURS 552. (Offered in spring semester even years.)

### **NURS 552 - Family Clinical Practicum II**

2 cr. (Prerequisites, NURS 542 and a final grade of B or higher in both NURS 530 and NURS 541; co-requisite, NURS 551) Clinical application of theoretical principles presented in health problems of the developing family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (Offered in spring semester even years.)

### **NURS 553 - Theoretical Foundations of Case Management**

3 cr. (Pre-or co-requisite, NURS 593, co-requisite, NURS 584) Lecture focuses on the development and use of case management as an effective healthcare delivery system. The following components of case management are explored: selection of case types; review of literature related to selected case types; audits; case management plans, and critical paths. Effective marketing strategies and communication skills are also presented.

### **NURS 556 - Nurse Anesthesia Clinical Practicum II**

2 cr. Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development and application of skills specific to the role of nurse anesthetists. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 558 - Nurse Anesthesia Clinical Practicum III**

2 cr. Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand skills. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 561 - Health Problems in the Established Family**

3 cr. (Prerequisites, NURS 551 and 552; co-requisite, NURS 562) Lecture focuses on the epidemiology, differential diagnoses, and management of acute and chronic health problems and illnesses of the established family. The student must attain a final course grade of B or higher to progress to NURS 572. (Offered in fall semester even years.)

### **NURS 562 - Family Clinical Practicum III**

2 cr. (Prerequisites, NURS 552 and a final grade of B or higher in NURS 551; co-requisite, NURS 561) Clinical application of theoretical principles presented in health problems of the established family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (Offered in fall semester even years.)

### **NURS 563 - Advanced Theory of Adult Health Nursing I**

3 cr. (Prerequisite, NURS 510; co-requisite, NURS 564) Theoretical concepts focus on the care of acutely ill adults. Role development focuses on the advanced practice nurse as clinical specialist, educator, and leader in the care of acutely ill adults. Processes of interdisciplinary collaboration, decision-making, and assessment of client and family emotional needs are emphasized. (Offered in spring semester odd years.)

### **NURS 564 - Advanced Applications of Adult Health Nursing I**

1 1/2 cr. (Pre- or co-requisite, NURS 530)Clinical practicum is designed to facilitate the development of advanced assessment skills and clinical expertise in caring for a specific acutely ill adult population.(Offered in spring semester odd years.)

### **NURS 566 - Nurse Anesthesia Clinical Practicum IV**

2 cr. Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 571 - Family Health Synthesis**

3 cr. (Prerequisites, NURS 561 and 562; co-requisite, NURS 572)Synthesis of concepts from health promotion, health problems, and supporting courses to utilize the nurse practitioner roles in more complex family health care problems.(Offered in spring semester odd years.)

### **NURS 572 - Family Clinical Practicum IV**

2 cr. (Prerequisites, NURS 562 and a final grade of B or higher in NURS 561; co-requisite, NURS 571)Clinical application of syntheses of theoretical principles from health promotion, health problems, and supporting courses. Students will be in a variety of settings that will provide opportunities to utilize the roles of the nurse practitioner with families and more complex health problems.(Offered in spring semester odd years.)

### **NURS 573 - Advanced Theory of Adult Health Nursing II**

3 cr. (Prerequisite, NURS 510; co-requisite, NURS 574)Theoretical concepts focus on the care of chronically ill adults. Role development focuses on the advanced practice nurse as clinical specialist, change agent, collaborator, and leader in the care of chronically ill adults. Processes of research, interdisciplinary collaboration, decision-making, and assessment of client and family emotional needs are emphasized.(Offered in fall semester odd years.)

### **NURS 574 - Advanced Applications of Adult Health Nursing II**

1 1/2 cr. (Pre- or co-requisite, NURS 530)Clinical practicum is designed to develop clinical expertise and the clinical specialist role for a specific chronically ill adult population.(Offered in fall semester odd years.)

### **NURS 576 - Nurse Anesthesia Clinical Practicum V**

2 cr. Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include application of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 578 - Nurse Anesthesia Clinical Practicum VI**

2 cr. Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand and refine skills. This final clinical experience prepares students for independent practice. Clinical experiences include Journal Club and Clinical Conferences.

### **NURS 583 - Independent Study**

Variable to 6 cr. Students choose one of the following options: 1. A clinical practicum in a specialized setting to focus on one or more of the advanced practice nursing roles; 2. The completion of a research project; 3. An elective with faculty approval; 4. A thesis.

### **NURS 584 - Case Management Clinical Practicum**

1 cr. (Co-requisite, NURS 553) The focus of the course is the clinical application of the theoretical components of case management. Students will be with preceptors in various health care settings and will be expected to design case management plans for selected case types within a variety of practice settings.

### **NURS 590 - Rural Health**

2-3 cr. Seminar on the interaction between rural environments and the health care needs of rural residents. Emphasis will be on specific populations and illnesses, rural healthcare policy, and methods to recruit and retain nurse practitioners in rural healthcare.

### **NURS 591 - Issues in Advanced Practice Nursing**

3 cr. This web-based seminar provides students with the opportunity to analyze contemporary issues and trends as they relate to advanced practice nursing, including professional role development, legal issues, healthcare policy, cultural diversity, and alternative healthcare practices.

### **NURS 593 - Research Methodology**

3 cr. This didactic course presents an introduction to the concepts and process of research, including problem formulation, rights of human subjects, research design, sampling, instrument evaluation, and data collection and analysis strategies. It provides students with the opportunity to analyze and critique various quantitative and qualitative nursing research studies, including their implications for utilization.

### **NURS 594 - Theory and Research Application**

3 cr. (Prerequisite, NURS 593) The integration of theoretical and methodological elements is emphasized in the development of research proposals. Research utilization, evidence-based practice, and the application of statistics are examined.

### **NURS 595 - Nursing Ethics**

3 cr. The ethical principles used in American healthcare and professional nursing are explored in depth. The ANA Code of Ethics for Nurses is used as a framework for case study analysis. Students are expected to become well-informed participants in professional healthcare decision-making involving ethical principles.

### **NURS 596 - Clinical Applications of Advanced Practice Concepts**

3 cr. Discussion, analysis, and student presentations focusing on the application of graduate level theoretical and research perspectives to advanced practice nursing.

## **NURS 599 - Nursing: Thesis**

2-5 cr.

## **OT 501 - Leadership in Occupational Therapy**

3 cr. (Prerequisites, OT 581 or OT 582) Extensive analysis of the profession's historical influences, current and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are presented. Three hours lecture/week.

## **OT 502 - Advanced Occupational Therapy Theory**

3 cr. (Prerequisites, OT 581 or 582) A review of how occupational therapy paradigms have been established and changed over time, and how these changes have influenced occupational therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application. Three hours lecture/week.

## **OT 560 - Advanced Interpersonal Dynamics**

3 cr. (Prerequisites, OT 581 or 582) A review of the concepts and aspects of intrapersonal, interpersonal, and group dynamics provides a foundation for the student to understand the meaning of illness and how that impacts the human condition. An in-depth analysis of disability from the perspective of the disabled is explored. Two hours lecture, two hours lab per week or equivalent.

## **OT 575 - Community-based Practice**

3 cr. (Prerequisites, OT 581 or 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice examined in the course will include community-based programs, non-medical settings, alternative care, and natural environments. Two hours lecture, two hours lab per week or equivalent.

## **OT 581 - OT Level II Fieldwork-1**

6 cr. (Prerequisite, completion of all undergraduate course work or academic graduate course work) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental contexts. Level II experiences are mentored to facilitate student clinical reasoning in current and emerging areas of practice. During Level II fieldwork the student will design and implement occupational therapy services for individuals, groups and populations across the lifespan. OT certification examination eligibility requires 24 weeks total Level II fieldwork (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time.

### **OT 582 - OT Level II Fieldwork- II**

6 cr. (Prerequisite, completion of all undergraduate course work or academic graduate course work) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental context. Level II experiences are mentored to facilitate student clinical reasoning in current and emerging areas of practice. During Level II fieldwork the student will design and implement occupational therapy services for individuals, groups, and populations across the lifespan. OT certification exam eligibility requires 24 weeks total Level II fieldwork (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time.

### **OT 583 - OT Level II Fieldwork- III: Specialty (Optional)**

4-6 cr. (Prerequisites, OT 581, OT 582) Level II fieldwork is designed to provide opportunities for the student to integrate academically acquired knowledge with Occupational Therapy practice in physical, psychosocial, and developmental context. Level II experiences are mentored to facilitate student clinical reasoning in current and emerging areas of practice. During Level II fieldwork the student will design and implement occupational therapy services for individuals, groups, and populations across the lifespan. Arranged on an availability basis. Fall, following the fifth year of the program, eight to twelve weeks, full-time.

### **OT 597 - Faculty Research Internship in OT I**

1 cr. (Prerequisites, PSYC 210, OT 393, OT 494) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.

### **OT 598 - Faculty Research Internship in OT II**

2 cr. (Prerequisites, PSYC 210, OT 393, OT 494, OT 597) This course represents a continuation of the mentored experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.

### **PCPS 500 - Global Health & Rehabilitation Issues**

3 cr. An interdisciplinary course focused on international and global problems, challenges and issues in health, rehabilitation, special education, human resources, clinical, and behavioral sciences. Cultural, historical, geographic, economic, environmental, and political factors that impact people and their lives are examined within the framework of the applied professions.

### **PCPS 501 - Interdisciplinary Developmental Assessment in Pediatrics**

3 cr. (Pre- or co-requisite, undergraduate pediatric course) This course will focus on the assessment of infants, young children and adolescents and their families. This course reflects an integrative curriculum model that incorporates team teaching and a faculty practice format whereby students complete actual pediatrics core evaluations under the direct supervision of a qualified practitioner.



### **PCPS 502 - Research Methods for the Clinical Practitioner**

3 cr. This course provides an introduction to understanding quantitative and qualitative research design, data collection procedures, instrumentation, critical analysis of results, and interpretation of findings. Emphasis is placed on critical review of professional literature and its application to clinical practice. Concepts will be integrated through the preparation of a preliminary research proposal.

### **PCPS 540 - Allied Health Seminar Series I**

2 cr. This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

### **PCPS 541 - Allied Health Seminar Series II**

1 cr. This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

### **OM 503 - Operations Management**

3 cr. (Prerequisites; MBA 501B and MBA 504C) This course is designed to emphasize the strategic importance of operations management to the overall performance of the enterprise. Topics include: product and process planning and design, forecasting, facility location and layout, production staffing, job design and work measurement, capacity planning, aggregate planning, inventory management, requirements planning, operations scheduling, Just-in-time, and quality assurance.

### **OM 540 - Supply Chain Management**

3 cr. (Prerequisite, MBA 504C) This course focuses on the design, operation, and control of supply chains in the global context. Topics include: supply chain strategy, risk pooling and inventory placement, distribution systems, network design and transportation, strategies for managing product variety, supply chain coordination, revenue management, and decision support systems for supply chain operations. Issues specific to global sourcing, and risk management in international supply chains will be explored.

### **OM 543 - Project and Change Management**

3 cr. This course will examine advanced project management concepts covering all phases of the project lifecycle (from requirement specification through post-project assessment). Special emphasis will be placed on understanding projects within the context of complex organizational settings, the need for implementing change, and in particular, managing the strategic change process. The Project Management Institute's standard (PMBOK Guide, 2000) outlining the current articulated body of knowledge will be heavily utilized.

### **OM 544 - Business Forecasting Models**

3 cr. (Prerequisite, MBA 501A) This course deals with the study of quantitative forecasting techniques which include exponential smoothing, classical decomposition, regression analysis and Box-Jenkins (ARIMA) methodology, as well as qualitative (judgmental) methods. The emphasis is on their practical application in various business forecasting situations. Issues important in the selection of appropriate forecasting methodology such as data requirements, forecast accuracy, time horizon, and cost are discussed.

### **OM 545 - Quality Management**

3 cr. (Prerequisite, MBA 501A) Quality Management provides the means for the organization to define its culture and to support the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. Topic coverage focuses on applying various continuous improvement techniques such as statistical process charts and assessment frameworks (e.g., Deming's philosophy, Baldrige Criteria, ISO 9000) in order to achieve world class quality.

### **OM 546 - Entrepreneurship and New Venture Creation**

3 cr. (Prerequisite, completion of all modules or permission of instructor) This course examines the issues related to the starting of the new technology-based businesses. It focuses on entrepreneurial traits, idea generation, entry strategies, marketing plans, and development of business plans. Venture capital and other forms of financing will also be covered. In addition there will be a discussion on legal and intellectual properties issues.

### **OM 547 - Production Planning & Control**

3 cr. (Prerequisite, MBA 504C) An in-depth look at the planning and control of material flow and production activities in a manufacturing organization. Topics Include: forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, and just-in-time systems. Hands-on exercises using ERP software will serve to reinforce the interconnectedness of operations with the other business functional areas. This course is not open to those students who have received credit for ERP 511.

### **OM 549 - Special Topics in Operations Management**

3 cr.

### **PT 556T - Motor Control/Motor Learning (BS tDPT students)**

3 cr. This course investigates the science of motor control/motor learning including the neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms for acquisition of skill are explored. Neuromotor and neurophysiological research are investigated and clinical implications are discussed.

### **PT 700 - Anatomy for PT**

6 cr. An in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, circulatory, and nervous structures comprising the head, neck, trunk, and extremities. Organic systems relevant to physical therapy practice are also examined. Anatomical structures relevant to physical therapy practice are emphasized. Human dissections are included.

## **PT 701 - Introduction to PT**

2 cr. This course will include an overview of the history, current practice, and future directions for the profession of physical therapy. Practice sites and settings are presented and observed with consideration of traditional and emerging roles and responsibilities of the physical therapist. Students are introduced to the following topics that will continue as threads throughout the curriculum: disablement models, professional behaviors, documentation system, and process for critical evaluation of the professional literature (evidence-based practice). In order to gain a better understanding of other health care members, students will conduct interviews with a variety of healthcare professionals and present the information to class.

## **PT 702 - Basic Patient Management in PT**

3 cr. This course is designed to instruct the student in basic patient management, evaluation and teaching techniques. The student will be introduced to patient interviewing techniques and the development of clinical observation skills. Course content focuses on patient mobility, including the utilization of assistive devices and gait training, transfers, in addition to basic emergency procedures, patient monitoring, wound care, and fundamental sterile and aseptic procedures.

## **PT 703 - Advanced Patient Management in PT**

3 cr. This course is designed to instruct the learner in advanced patient-management skills including: ICU and critical care equipment management, and wound care including sharps debridement. Laboratory exposure for demonstration and practice of all techniques is provided. 1 hour lecture and 2 hours lab per week.

## **PT 704 - Therapeutic Exercise in PT**

3 cr. This course introduces the concepts of fitness and exercise and prepares the student to design and implement basic therapeutic exercise programs for clinical use. Expected responses to exercise (among healthy and unhealthy individuals) and training and patient responses to traditional therapeutic exercise programs are discussed, with review of evidence-based literature.

## **PT 705 - Therapeutic Modalities in PT**

4 cr. This course prepares the student for the safe, effective, and appropriate use of physical agents, electrotherapeutic modalities, and mechanical modalities. The role of these modalities in examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes measurement/evaluation is presented.

## **PT 706 - Kinesiology and Pathokinesiology for PT**

4 cr. This course begins with the study of biomechanics as related to human movement. Normal human movement and movement dysfunction associated with selected pathologies are investigated in detail, including the study of normal and pathological gait and posture. Emphasis is placed on joint arthrokinematics and the mechanics of muscle actions. Students are exposed to tools used for the scientific study of motion analysis.

### **PT 707 - Applied Clinical Neuroscience for PT**

4 cr. Application of neuroscience principles to understanding of clinical manifestations of neurological dysfunctions and evaluative techniques. Students will learn principles and techniques for screening, examination, evaluation, diagnosis, and prognosis of nervous system dysfunction. The course will include an anatomical study of clinically relevant parts of the central and peripheral nervous systems.

### **PT 711 - Neurological PT I**

3 cr. This is the first in a two-course series that presents content about the neuromuscular system. Information presented will assist in the development of diagnoses, prognoses, plans of care, and intervention strategies. Cases and/or other information about the clinical aspects of these conditions will be presented.

### **PT 712 - Neurological PT II**

4 cr. This course investigates the examination/evaluation of individuals with neurological dysfunction from a systems perspective. Approaches for therapeutic intervention incorporate proprioceptive neuromuscular facilitation, neurodevelopmental treatment, and motor learning principles. Patient cases, lab demonstrations, videos, literature review, and field trips to local rehabilitation facilities are included in the learning experience.

### **PT 713 - Orthopedic PT I**

4 cr. This course prepares the student to practice entry-level orthopaedic physical therapy. The course includes an in-depth analysis of the evaluation and management of musculoskeletal dysfunction of patients throughout the life span. Students will develop skills in critical review of existing orthopaedic assessment and intervention practices utilizing evidence-based literature.

### **PT 714 - Orthopedic PT II**

4 cr. This course is an extension of Orthopedic I. This course will concentrate on increased expectations of critical thinking concerning orthopaedic conditions. There will be a greater emphasis on manual techniques including techniques such as Strain-Counter strain, muscle energy techniques, and neural mobilization (for assessment and treatment) with evidence-based support.

### **PT 721 - Rehabilitation I for PT**

3 cr. This course is designed to integrate background knowledge and clinical practice in the areas of orthotic management, prosthetic management, oncology rehabilitation, and vestibular rehabilitation. Lab experiences will focus on examination, intervention, planning and application, with problem-solving scenarios. Live demonstrations, videos, and equipment management are included.

### **PT 722 - Rehabilitation II for PT**

2 cr. This course is designed to integrate background knowledge and clinical practice in the areas of spinal cord injury, brain injury, and women's health. Lab experiences will focus on intervention planning and application, with problem-solving scenarios. Live demonstrations, videos, and equipment management are included.

### **PT 731 - Pediatric PT**

4 cr. Lecture/laboratory course involving a comprehensive discussion of normal and abnormal development from prenatal period through adolescence. Pediatric assessment tools will be introduced. Developmental theories, medical and physical therapy management using the patient management model, and different practice settings will be discussed. Students will perform and document a developmental assessment.

### **PT 732 - Geriatric PT**

3 cr. This course presents a study of the responsibilities of the physical therapist with the well elderly. Emphasis on prevention of illness, injury, or disease through effective and timely intervention will be covered. A systematic approach to normal aging is also presented.

### **PT 741 - Cardiovascular and Pulmonary PT**

3 cr. An overview of the human physiological response to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to activity by individuals in various states of health and disease throughout the life span. Principles of cardiopulmonary disease prevention, treatment, and rehabilitation are examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation.

### **PT 743 - Psychosocial Aspects of Disability for PT**

2 cr. A comprehensive look at the psychosocial components of physical disabilities. Particular emphasis will be placed on understanding the psychosocial, behavioral, emotional, cultural, and cognitive influences affecting rehabilitation outcomes. Selected physical conditions will be examined. Concepts regarding life stage development; stages of adjustment; strategies for intervention; sexuality; family adjustment; and terminal illness will be examined. The impact of societal and cultural beliefs and values about the disabled will be discussed. Case presentations will supplement didactic material. Three hours lecture/week.

### **PT 744 - Motor Control/Motor Learning for PT**

3 cr. This course introduces the science of motor control/motor learning including the neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms for acquisition of skill are discussed. Neuromotor and neuropsychological research are investigated and clinical implications are discussed.

### **PT 751T - Evidence-Based Practice**

4 cr. This web-based course is designed to review current concepts of evidence-based practice and integrate these concepts to physical therapy clinical practice. Application of these concepts will include critically evaluating relevant evidence in the literature, preparing literature for presentation to other medical professionals, and preparing an algorithm (decision tree) for use in the clinical setting.

### **PT 752 - Pharmacology in PT**

3 cr. Pharmacology is the study of drugs and their effects on the human organism. Students learn the principles of pharmacokinetics, pharmacodynamics, dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential drug interactions, and toxicology. The effects of drugs on patients receiving physical therapy interventions are presented.

### **PT 752T - Pharmacology**

4 cr. This web-based course examines Pharmacology, which is the study of drugs and their effects on the human organism. The student will learn principles of pharmacokinetics, pharmacodynamics, dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential drug interactions, and toxicology. The effects of drugs on patients receiving physical therapy interventions are presented.

### **PT 753 - Applied Pathology for PT**

3 cr. Students will develop an understanding of pathology underlying clinical disease states and involving the major organ systems. Epidemiological issues will be presented and discussed. Students will learn to recognize pathology signs and symptoms that are considered “red flags” for serious disease. Students will use problem-solving skills and information about pathology to decide when referral to another health care provider or alternative intervention is indicated. Students will be expected to develop the ability to disseminate pertinent information and findings, and ascertain the appropriate steps to follow.

### **PT 753T - Pathology**

4 cr. This web-based course will enable the student to recognize signs and symptoms of common pathological conditions that practicing physical therapists encounter for the purpose of administering a safe and progressive therapeutic program. The course will provide the students with the information necessary to decide when referral is indicated and when to incorporate alternative interventions.

### **PT 754 - Diagnosis in PT**

3 cr. Students learn to engage in the diagnostic process in an efficient manner, consistent with the policies and procedures of the practice setting and to establish differential diagnoses for patients across the lifespan based on evaluation of results of examinations and medical and psychosocial information. Students learn how to effectively communicate or discuss diagnoses or clinical impressions with other practitioners. The use of diagnostic tools in the diagnostic process, including imaging and laboratory studies, will be presented.

### **PT 754T - Diagnosis**

4 cr. This web-based course will engage the student in the diagnostic process, consistent with the policies and procedures of the practice setting. The students will establish differential diagnoses for patients across the lifespan based on examination and medical and psychosocial information. The use of diagnostic tools, including imaging and laboratory studies, will be presented. This course includes the capstone experience for the tDPT program.

### **PT 755 - Principles of Teaching & Learning in PT**

2 cr. This course presents teaching and learning theories and styles, and the role of the PT as a teacher. This course includes teaching in the clinical setting, health promotion and compliance, cultural assessment for learning, formulating goals and objectives with patient and family input, assessment of the patient's ability to learn, designing patient education programs, evaluating patient outcomes from the education process, community education, and teaching psychomotor skills; all across the lifespan. Emphasis on writing goals and objectives as well as preparing and presenting a research paper.

### **PT 756 - Professional Practice Issues for PT**

1 cr. A discussion-centered course that includes student-selected contemporary issues in health care delivery. Importance of responsibility to the patient and profession are emphasized. Students participate in a Mock House of Delegates and prepare a motion for class discussion that will relate to current issues in the profession or healthcare.

### **PT 757 - Organization and Management in PT**

3 cr. Introduction to the management process including inter- and intra-departmental relationships, marketing, accounting, leadership styles, QA, job descriptions, performance appraisal, budgeting, coding, liability, and various documentation methods. Emphasis on writing a job description and performance appraisal for a PT, PTA, and aide.

### **PT 771 - Scientific Inquiry I in PT**

3 cr. Introduction to the principles of clinical research. The scientific method and various research designs are presented. Students learn to do literature reviews and critical reviews of current research. The history and function of review boards for the protection of human and animal subjects is covered. All research proposed and conducted in the physical therapy department is subject to the rules, regulations and approval of the appropriate board. Students develop and submit a written research proposal in Research I.

### **PT 772 - Scientific Inquiry II in PT**

2 cr. Students continue refining the projects submitted in Scientific Inquiry I and obtain approval from the appropriate review board as needed. The research proposal is implemented with the collection and analysis of data. A manuscript is written in AMA format and considered for publication.

### **PT 773 - Scientific Inquiry III in PT**

2 cr. Students complete the data collection and analysis for the project proposed in Scientific Inquiry I. The results of the study are written in AMA journal format and submitted for consideration to an appropriate publication. The results are also presented in accordance with APTA guidelines and at the annual Physical Therapy Research Day.

### **PT 781 - PT Grand Rounds I**

0.5 cr. Introductory course is designed to prepare first year students for their roles and responsibilities during future Grand Round's experiences. Students work collaboratively to assist in selected components of literature reviews, assist in preparation of second year presentations, and engage in active discussions regarding all case presentations.

### **PT 782 - PT Grand Rounds II**

0.5 cr. Second year students will present their Grand Rounds Case for critique and suggestions from GR I and III students and faculty in preparation of their final presentation the following year during the Grand Round III course. In addition, the students will assist and provide feedback to GR III students.

### **PT 783 - PT Grand Rounds III**

1 cr. Students will present their Grand Rounds Case. Presentations will include relevant foundational and clinical science information, and the details of screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention and outcomes for the patient. Students will present age-related and lifespan issues and educational issues related to the case, citing professional literature.

### **PT 791 - PT Clinical Education Seminar**

1 cr. Thorough orientation to the internship component of the curriculum. Focuses on expectations, objectives, goals, and responsibilities. Additionally, an emphasis will be placed on gaining familiarity with the medical record, conducting patient interviews, developing active listening skills and acquiring beginner level competency in professional documentation. Graded S/U.

### **PT 792 - PT Internship I**

6 cr. An eight-week, full-time internship requiring the application of didactic knowledge into the patient care environment. This experience will begin the process of professional socialization, cultivation of interpersonal skills, clinical decision making, self-assessment, proactive learning, and development of personal values and attitudes related to ethical, legal, and moral practice. Graded S/U.

### **PT 793 - PT Clinical Education Seminar II**

1 cr. Second clinical seminar focuses on establishing goals, objectives, expectations and responsibilities of Internship II. Topics include analysis of individual learning and personality styles, assertiveness training, and awareness of the cognitive influences on behavior. Case presentations are used to promote development of clinical problem solving skills. One hour lecture/week. Graded S/U.

### **PT 794 - PT Internship II**

6 cr. Second internship in another clinical practice setting, requires the integration of didactic knowledge and problem-solving strategies into patient care. Experience advances the skills introduced in PT Internship I. Students develop skill and efficiency in examination, evaluation, goal setting, program planning and intervention implementation. Graded S/U.

### **PT 795 - PT Clinical Education Seminar III**

1 cr. Final seminar focuses on establishing goals, objectives, expectations and responsibilities of final “specialty” internships. Information will be provided preparing students for state licensure and examination. Guidance will be given regarding generating professional resume and cover letter. Interviewing techniques discussed and practiced. Information regarding employment benefits, job selection examined. Graded S/U.

### **PT 796 - PT Internship III & IV**

12 cr. Final internships provide advanced opportunities for integration, application, and synthesis of professional competencies. Experiences lead to determination of entry-level competence. Internship III must be successfully completed before participating in Internship IV; both must be completed successfully prior to graduation from the program. Graded S/U.



## **ERDG 501 - Foundations of Reading/Language Arts**

3 cr. A course designed to provide an introduction to reading/language arts instruction and programs. Consideration will be given to literary instruction relevant to both skills-based programs and whole-language programs.

## **ERDG 506 - Reading: Psycholinguistic Bases**

3 cr. (Prerequisite, ERDG 501 or consent of instructor)A course designed to familiarize students with psycholinguistic underpinnings of reading. Language acquisition and dialect variation, along with their effect on learning to read, are covered. Strategies to make students proficient in graphophonemic, syntactic, and semantic sources of information are given prominence.

## **ERDG 511 - Diagnosis of Reading Disabilities**

3 cr. (Prerequisites, ECUI 511 and either ERDG 501 or ERDG 506)A course designed to assist the student in becoming proficient in diagnostic skills. Standardized tests and informal assessment instruments will be examined and administered. The course has a practicum aspect in that the student will be required to diagnose developmental and disabled readers at the elementary and secondary level. Reports detailing the findings and recommendations for overcoming the problems will be written.

## **ERDG 516 - Reading/Language Arts in the Content Areas**

3 cr. A course designed for acquainting students with strategies for teaching functional reading in the elementary and secondary schools. Covered will be reading, writing, and discussing strategies that facilitate elementary and secondary students' ability to reconstruct meaning from content-area materials.

## **ERDG 517 - Literacy on the Secondary Level**

3 cr. This course explores the literacy strategies of reading, writing, listening, speaking, and using technology across academic disciplines at the secondary level.

## **ERDG 521 - Organizing and Operating Reading Programs**

3 cr. A course dealing with the responsibilities for setting up and directing a school reading program. Attention will be given to aspects of programs and approaches to reading instruction at various grade levels. Program evaluation, staff development, and societal problems that affect reading development will be discussed.

## **ERDG 526 - Reading Practicum**

3 cr. (Prerequisite, ERDG 511 or consent of instructor)A practicum designed to provide supervised tutorial experiences. The student will diagnose a disabled elementary school reader and a disabled secondary school reader and provide tutorial instruction designed to ameliorate the disabled reader's problems. For each disabled reader tutored, the student will write a report containing the results of the diagnosis, remediation, progress, and recommendations. Practicum students are required to have valid and current Act 34 and Act 151 child abuse clearances prior to working with students.

### **ERDG 531 - Children's and Adolescent Literature Worldwide**

3 cr. A course designed to acquaint students with literature from the United States and abroad that is written for children and adolescents. Children and adolescents' literary needs and interests will be emphasized.

### **ERDG 536 - Seminar in Reading Research**

3 cr. A course designed to enable students pursuing the supervisory certificate in reading to examine the recent research in reading education. Emphasis will be placed on studies that have a direct impact on reading instruction. Students will be required to complete a scientific research study in reading.

### **ERDG 590 - Research Seminar**

3-6 cr. Designed for students who are working on their M.A. theses. Registration is only with permission of the student's advisor and the department chair.

### **ESEC 506 - Modern Algebra for Teachers**

3 cr. A treatment of groups, rings, etc., culminating in the negative result, Abel's Theorem, that there can be no formula for solving polynomial equations of degree greater than four. Whenever possible, the material shall be related to the various subsets of the real number system covered in the secondary schools.

### **ESEC 511 - Linear Algebra and Theory of Equations**

3 cr. A study of second-, third-, and fourth-degree equations and systems of equations. Along with the methods of solution, an attempt will be made to provide the teacher with a backlog of applications for each type in the form of word problems.

### **ESEC 516 - Introductory Analysis**

3 cr. An in-depth study of the concepts and principles of calculus that are generally encountered in a secondary school analysis course. Emphasis will be placed on the development of the concepts of limit, derivative and integral, and the various techniques a teacher might utilize in presenting them to a secondary school class. The student need not presently possess facility with calculus as this will develop during the course.

### **ESEC 521 - Geometry**

3 cr. A study of Euclidean geometry including a discussion of methods and materials that teachers may employ in order to generate interest and enhance presentations. Wherever possible, relevant practical applications will be provided. A discussion of certain transformations will also be included.

### **ESEC 526 - Probability and Statistics**

3 cr. An axiomatic approach to probability covering the basic rules, independence and conditional probability, probability functions, normal curve and hypothesis testing.

### **ESEC 531 - Introduction to Computing**

3 cr. A discussion of various secondary-school problem-solving techniques that involves the use of computers.

### **ESEC 536 - Subject Methods: Citizenship**

3 cr. Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching citizenship. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

### **ESEC 541 - Subject Methods: Foreign Language**

3 cr. Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching foreign language. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

### **ESEC 542 - Subject Methods: English**

3 cr. Utilizing knowledge of planning and teaching, students will be guided in the analysis of special content and techniques for teaching that content. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

### **ESEC 546 - Subject Methods: Mathematics**

3 cr. Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching mathematics. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

### **ESEC 551 - Subject Methods: Science**

3 cr. Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching science. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

### **ESEC 556 - The Secondary School Mathematics Curriculum**

3 cr. (Co- or prerequisites, ESEC 501) This course examines the strategies and content of the mathematics curricula of the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary (junior and senior high school) mathematics.

### **ESEC 561 - Secondary S-T-S Methods**

3 cr. (Secondary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to secondary science education. By examining methods of introducing S-T-S issues and topics into the secondary school curriculum, students will be able to construct and implement S-T-S units for their own use.

### **ESEC 566 - Secondary Classroom Management and Discipline**

3 cr. (Prerequisites, ESEC 501, ECUI 531, and appropriate subject methods course; co-requisites, ESEC 567, 568, 569 and 570)An indepth study of the rationale, theories, and techniques for creating a secondary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.

### **ESEC 567 - Secondary Teaching Internship: Planning**

Variable to 2 cr. (Prerequisite, ESEC 501; co-requisite, ESEC 566)Competency will be developed in unit and lesson planning during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

### **ESEC 568 - Secondary Teaching Internship: Instruction**

Variable to 2 cr. (Co-requisite, ESEC 566)Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

### **ESEC 569 - Secondary Teaching Internship: Classroom Management**

Variable to 2 cr. (Co-requisite, ESEC 566)Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

### **ESEC 570 - Secondary Teaching Internship: Professional Growth**

Variable to 3 cr. (Co-requisite, ESEC 566)Positive professional development will be documented during actual teaching practice in a secondary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching Handbook.

### **SE 500 - Mathematics for Software Engineering**

3 cr. (Prerequisite, admission to the program)This course introduces students to the formal mathematical tools and methods necessary for software engineering. Topics include equational logic, propositional calculus and its applications, techniques of proof, formal logic, quantification and predicate calculus, application of predicate calculus to programming, and mathematical induction.

### **SE 501 - Introduction to Software Development**

3 cr. (Prerequisite, admission to the program)This course serves as an introduction to the discipline of Software Engineering, involving both a study of theory and practice. Significant ideas and developments are emphasized along with an examination of terminologies, classifications, paradigms, and methodologies. The course also provides an opportunity to review essential computer science material (data structures, programming languages and environments, systems, and architectures) as appropriate within this context.

## **SE 504 - Formal Methods and Models**

3 cr. (Prerequisite, SE 500) This course is concerned with the application of mathematical techniques and models to the problem of software development. Of particular concern are means by which to develop provably correct programs.

## **SE 507 - Requirements Analysis and Software Specification**

3 cr. (Prerequisite, SE 500) Exploration of two inter-related subjects of software life-cycle-process; requirements and their specifications. Topics: Requirements analysis techniques, interview process, prototypes, types of requirements (functional, nonfunctional, reliability, quality, security, etc.), traceability, languages of specification (axiomatic, algebraic, finite state machine, abstract, operational, concurrency).

## **SE 510 - Principles and Applications of Software Design**

3 cr. (Prerequisite, SE 507) This course covers the principles, methods, and techniques used in the design of software systems. It includes architectural and detailed design with an emphasis on the object-oriented paradigm. Topics include software design process; design principles; software architectures; frameworks; design patterns; and coding idioms; design notations and support tools.

## **SE 515 - Software Generation and Maintenance**

3 cr. (Prerequisite, SE 501) Maintenance accounts for about 70% of the software system life cycle. Designing new maintainable software systems is as important as dealing with existing non-maintainable ones. Topics include: writing reusable software components, automatic code and application generators and their limitations, regression analysis, reverse engineering, etc.

## **SE 516 - Engineering of Software Systems**

3 cr. There is a parallel between hardware system engineering and software systems engineering. Several issues are relevant to both and in many cases they interact with each other. Topics include: system requirements gathering and specification, system design, interfaces with hardware and software systems, human-computer interfaces, system testing and integration, documentation, quality assurance, and configuration management.

## **SE 521 - Database Systems**

3 cr. (Prerequisite, SE 507) A study of both theoretical and practical aspects of database systems with an emphasis on relational database systems. Topics include DBMS architectures, entity-relationship and UML data modeling, relational data modeling, database design using entity-relationship data models, relational algebra and Structured Query Language (SQL), functional dependencies and normal forms, system catalogs, transaction processing, concurrency control, and selected advanced topics.

## **SE 524 - Software Project Management**

3 cr. (Prerequisite, SE 510) Software system development; project development; budget and human factors. Relationship between quality assurance, communication management and project documentation. Ethical and security issues.

### **SE 532 - Interactive and Time Critical Systems Design**

3 cr. (Prerequisites, SE 507 and 510)Real-time and embedded software systems development present a whole different set of variables to the software engineer. This course focuses on a number of design, development, and maintenance techniques for this type of system. Topics include data acquisition and generation, system design strategies, testing constraints, verification, etc.

### **SE 592 - Directed Study**

Variable 1-3 cr.

### **SE 594F - Computer Science Fundamentals I**

3 cr.

### **SE 595F - Computer Science Fundamentals II**

3 cr. (Prerequisite, admission to the program, ability to program and sufficient mathematics background such as calculus.)SE 594 and SE 595 are sequential special topics courses designed for students who have been admitted to the software engineering graduate program but do not possess a formal background in essential computer science topics. These topics include programming fundamentals, advanced data structures and algorithms, software design and construction, and computer systems. Emphasis will be on programming skills and fundamentals of computer systems. At least one high-level programming language will be used extensively in the course. (These two courses do not count toward the 36 credits required for the degree.)

### **SE 598 - Project Analysis & Design**

3 cr.

### **SE 599 - Project Implementation and Evaluation**

3 cr. (Prerequisite, having passed all required courses)SE 598 and 599 is a two-semester sequence in which students are expected to undertake a software thesis project which requires the use of tools, techniques and theory learned from previous courses. It will be strongly recommended that thesis projects be developed in teams.

### **ESPC 501 - Inclusionary Classroom Practices**

3 cr. Students will receive guidance in supporting the disabled student in a general education classroom, and in supporting the special education teacher and ancillary staff in providing instruction for the disabled child. We will explore methods for facilitating the acceptance and learning of the disabled student in the context of a general education environment.

### **ESPC 506 - Education of the Exceptional Child**

3 cr. A general view of the field; historical background - both philosophical and legislative, with special emphasis upon PL 94-142. Physical, mental and emotional handicaps will be reviewed in some detail. Special concerns of gifted children will also be presented. Preventive and remedial programs and practices will be emphasized.

## **ESPC 508 - Introduction to Autism & Applied Behavioral Analysis**

3 cr.

The course is an introduction to autism spectrum and provides an overview of the characteristics of children and adolescents on the autism spectrum. It is designed to prepare teachers to work with children and adolescents with autism in grades K-12, with a particular emphasis on the principles of applied behavioral analysis and evidence-based practices.

## **ESPC 510 - Introduction to Early Childhood Special Education**

This course focuses on the early childhood typical and atypical development (ages birth to 8): cognitive, motor, social-emotional, self-help, and language. Students will be introduced to the field of early childhood special education. Students will have the opportunity to work in a transdisciplinary team. There are field hours connected to this course.

## **ESPC 511 - Learning Disabilities**

3 cr. Introduction to learning disabilities. Definitions, current theories, etiological bases, and educational management of students with learning disabilities and/or hyperactivity and attention deficit are emphasized.

## **ESPC 516 - Special Education Assessment**

3 cr. Course is focused on strategies, methods, and instruments for assessing students with disabilities cognitive, psychomotor, and affective development. Theory to practice linkages are stressed. An observation component is part of course expectations.

## **ESPC 521 - Assessment Practicum**

1 cr. Students will obtain experience with assessment of students' special needs.

## **ESPC 526 - Secondary, Transitional and Vocational Services**

3 cr. The role of the special education teacher in designing and implementing transitional and vocational services for students with disabilities. Emphasis is on the role of the special education professional as an advocate for access to school, state, and federal resources for persons with disabilities.

## **ESPC 530 - Introduction to Assistive Technology**

This course is designed to provide students with an overview of the field of assistive technology, an understanding of how to implement various technology solutions, and experience using specific technologies to create technology-enhanced lessons. Universal Design for Learning will be introduced to this course.

## **ESPC 531 - Curriculum for Low Incidence Disabilities**

3 cr. Emphasis on the effective design and use of curriculum and materials to educate students with low incidence disabilities. There are 30 field hours connected to this course

## **ESPC 536 - Evidence-Based Practices for Students with High Incidence Disabilities**

3 cr.

This course will introduce the students to methods, materials, and evidence based strategies for student in grades 7-12 with high incidence disabilities. The course includes components of explicit instruction and learning strategies from the Strategic Instruction Model (SIM). This course includes 30 field experience hours. Clearances required.

### **ESPC 541 - Evidence-Based Practices for Students with Emotional/Behavioral Disorders**

3 cr.

A study of the problems associated with emotional and behavioral disabilities in the classroom. Emphasis is on behavior management and appropriate learning strategies for inclusionary, general education classrooms, and self-contained special education classes. This class has a field component. Appropriate clearances are required.

### **ESPC 546 - Professional Seminar**

3 cr. Focus on the special educator as a team member in a large group, which may include administrators, ancillary staff, parents, and other professionals. Students will be closely guided in IEP's, transition plans, and school based grant proposals. Additionally students will construct portfolios and participate in case management.

### **ESPC 551 - Special Education Teaching Internship: Planning**

Variable to 2 cr. Preparation of actual teaching plans during special education student teaching. Application required.

### **ESPC 552 - Special Education Teaching Internship: Instruction**

Variable to 2 cr. Involvement in implementing methods and techniques. Special education student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

### **ESPC 553 - Special Education Teaching Internship: Classroom Management**

Variable to 2 cr. Involvement in the management of learning situations during special education student teaching.

### **ESPC 554 - Special Education Teaching Internship: Professional Growth**

Variable to 3 cr. The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance at and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems. Completed Act 34 and Child Abuse History Clearances are required previous to receiving a field assignment.



### **T/RS 500 - Old Testament Exegesis**

3 cr. An introduction to the primary methods and problems of Old Testament interpretation focusing on the contents, historical background, and theological import of major passages. Among the specific topics studied will be source, form and redaction criticism as well as more recent approaches to the text.

### **T/RS 501 - New Testament Exegesis**

3 cr. An introduction to the primary methods and problems of New Testament interpretation focusing on the contents, historical background, and theological import of major passages. Among the specific topics studied will be form and redaction criticism along with recent critical approaches to the text.

### **T/RS 516 - Theology of John**

3 cr. This course is designed to introduce the student to the Johannine corpus, especially the Gospel of John. Theological, literary, and historical characteristics will be emphasized in the examination of key narratives. Knowledge of New Testament Greek is encouraged, but not necessary.

### **T/RS 521 - The Church from Medieval to Modern Times**

3 cr. A survey of the development of Christian life and thought from the Middle Ages through the Renaissance, Reformation, development of the New World, and the 20th century.

### **T/RS 524 - Jews and Christians**

3 cr. Through close attention to ancient and contemporary texts, this course examines the basis of Christian anti-Judaism and explores post-Vatican II efforts to move beyond polemic to dialogue. Drawing on both Jewish and Christian sources, students will investigate the common theological roots and shared understandings of both traditions.

### **T/RS 525 - Roman Catholicism Today**

3 cr. An overview of four significant areas of contemporary Roman Catholicism: its historical side, world view, ritual and ethics, and contemporary trends.

### **T/RS 530 - Central Issues in the Philosophy of Religion**

3 cr. A study of such central problems in the philosophy of religion as the problem of evil, the meaning of religious language, and the question of the self.

### **T/RS 531 - Narrative Theology**

3 cr. A study of the contemporary development of narrative as an essential element of interpretation of biblical sources and of moral and systematic theology.

### **T/RS 535 - The Sacraments of Initiation**

3 cr. After an overview of recent developments in sacramental and liturgical theology, the course will focus upon the rites of the sacraments of initiation. The scriptural, liturgical, and patristic sources will be read as the basis of new sacramental models.

### **T/RS 536 - Councils of the Church**

3 cr. An examination of the background, history, ideas, and influence of the modern councils of the Roman Catholic Church using texts from the councils of Vatican II, Vatican I, and/or Trent.

### **T/RS 537 - Great American Catholic Thinkers**

3 cr. A study of the life and ideas developed from selections from Bishop England, Orestes Brownson, Bishop Spalding, Isaac Hecker, Bishop Hughes, Msgr. John Ryan, Archbishop Ireland, Dorothy Day, Dom Virgil Michel and John Courtney Murray, S.J.

### **T/RS 540 - Sources of Christian Moral Thought**

3 cr. An examination of the intellectual foundations of moral thought in Western Christianity and their continued effects and representations in contemporary ethics and theology. Among sources examined will be Aristotle, Augustine, Aquinas, Kant, Mill, Nietzsche, H.R. Niebuhr and other contemporary theologians.

### **T/RS 541 - The Development of Catholic Moral Theology**

3 cr. A study of the history and development of Catholic moral theology beginning with Aquinas through manualism to the contemporary scene. It will include American moral thinking such as proportionalism in relation to Papal teaching and Protestant ethics. Readings will be drawn from Aquinas, J.C. Murray, Leo XIII, John Paul II, C. Curran, and others.

### **T/RS 542 - Readings in Moral Theology**

3 cr. An exploration, based on a wide variety of reading from patristic, medieval, and contemporary sources, of some typical themes of fundamental moral theology as well as analysis of the actual place of virtue in Catholic moral theology.

### **T/RS 543 - Catholic Social Thought**

3 cr. A study of the origins and principles of Catholic teachings on the political and social order. Reading will be drawn from Augustine, Thomas Aquinas, Thomas More, papal encyclicals from *Rerum Novarum* through *Centesimus Annus*, Vatican Council II, and selected contemporary scholars writing on liberalism, public morality, law, and religion.

### **T/RS 544 - Liturgical and Sacramental Development**

3 cr. An overview of the liturgical, sacramental, and theological development in the Church through various eras of her history.

### **T/RS 548 - Pastoral Theology**

3 cr. This course is based on the assumption that when done properly, all theology is pastoral. Throughout the course, students will "read" both the liturgy and classical theological texts in a pastoral way, as well as reflect theologically on their own pastoral experience. It will be conducted in seminar format.

### **T/RS 550 - Christology**

3 cr. This course will examine major theological issues surrounding the person and work of Jesus Christ and their implications for Christian living. The course will analyze the biblical witness, the classical Christological controversies, the quest for the historical Jesus, and selected contemporary approaches to Christology.

### **T/RS 552 - Eastern Christian Spirituality**

3 cr. A study of the meaning of the spiritual life for Eastern Christian writers with particular emphasis on Athanasius, Gregory of Nyssa, and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm, and iconography will be discussed.

### **T/RS 553 - Theology of the Byzantine Churches**

3 cr. Beginning with a survey of the main developments of Byzantine theology, this course examines the important contributions of Eastern Christian thinkers in shaping the patristic heritage of the Church. It then examines characteristics of Byzantine theology in contemporary attempts to articulate our life in Christ.

### **T/RS 554 - The Trinity in Early Christian History**

3 cr. An in-depth analysis of the hellenization process of Christian theology through a study of the influences of Platonic, Gnostic, and Plotinian thought structures on the development of such key Christian concepts as person, substance, nature, relation in the Holy Trinity, creation theology, and christology. There will be a particular emphasis on the thought of Athanasius, Basil the Great, Gregory of Nyssa, Augustine, Maximus, and Gregory of Palamas.

### **T/RS 584 - Special Topics**

3 cr. Selected topics of current interest offered on a variable schedule.

### **T/RS 599 - Theology: Thesis**

3-6 cr.

### **LANG 584 - Special Topics**

3 cr. Designed for in-service teachers, this course examines issues in language teaching. Topics may include Spanish for Teachers, Spanish for Specific Purposes (Business, Medical), the Immersion Method and Practicum, cultural practices of target language groups, incorporating literary texts in the advanced language class, and/or issues in current pedagogy and methodology.

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