THE UNIVERSITY OF SCRANTON

GRADUATE STUDIES
CATALOG · 2019-2020

A Community of Scholars

A Culture of Excellence

August 2019

Graduate Catalog

The University of Scranton
800 Linden Street
Scranton, Pennsylvania 18510-4632
www.scranton.edu

Our Mission: 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 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 its life.

Our Vision: The University of Scranton will be boldly driven by a shared commitment to excellence. We will provide a superior, transformational learning experience, preparing students who, in the words of Jesuit founder St. Ignatius Loyola, will "set the world on fire."

Our Institutional Student Learning Outcomes: Graduates of The University of Scranton will move beyond the possession of the intellectual and practical skills that form the basis of professional competence and inspired by The Magis possess the knowledge and ability to address the most significant questions, engaging their colleagues successfully and ethically, and advancing towards positions of leadership in their chosen field of study. Furthermore, our graduates will, through their experience of cura personalis, demonstrate that they are persons of character and women and men for and with others, through their devotion to the spiritual and corporal welfare of other human beings and by their special commitment to the pursuit of social justice and the common good of the entire human community.

Upon completion of their program of study, students will be able to:

Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.

Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.

Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.

Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.

Corporate Title: The University of Scranton

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Accreditations and Licensures

The University of Scranton is accredited by The Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. In addition to this institutional accreditation, many graduate programs hold disciplinary accreditations. These are listed below. 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)

Master of Health Administration degree
> Commission on Accreditation of Healthcare Management Education (CAHME)

Master of Science degree in Clinical Mental Health 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 (CACREP)

Master of Business Administration degree
> The Association to Advance Collegiate Schools of Business (AACSB)

Master of Science in Nursing degree
> Commission on Collegiate Nursing Education (CCNE)
> Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
> Pennsylvania State Board of Nursing

Master of Science degree in Occupational Therapy
> Accreditation Council for Occupational Therapy Education (ACOTE)

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

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.
4.

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*, which 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

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 Nurse Practitioners (AANP)
American Association of University Women (AAUW)
American College of Healthcare Executives (ACHE)
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
Associated New American Colleges (ANAC)
Association for Continuing Higher Education, Inc. (ACHE)
Association for the Advancement of Sustainability in Higher Education (AASHE)
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 Governing Boards of Universities and Colleges (AGB)
Association of Independent Colleges & Universities of Pennsylvania (AICUP)
Association of International Educators
Association of Integrative Studies (AIS)
Association of Jesuit Colleges and Universities (AJCU)
Association of University Programs in Health Administration (AUPHA)
Center for Academic Integrity (CAI)
Chamber of Commerce Greater Scranton
College Board
Commission for Independent Colleges and Universities (CICU)
Commission on Accreditation of Healthcare Management Education (CAHME)
Commission on Accreditation in Physical Therapy Education (CAPTE)
Commission on Collegiate Nursing Education (CCNE)Commission on Accreditation for Exercise Science (COAES)
Council on Higher Education Accreditation (CHEA)
Council of Graduate Schools (CGS)
Council on Accreditation of Nurse Anesthesia Education Programs (COA)
Council of Independent Colleges (CIC)
Council on Undergraduate Research (CUR)
Council for Standards in Human Service Education (CSHSE)
Free Clinic PA
Fulbright Association
Fuld Institute for Technology in Nursing Education
Hispanic Association of Colleges and Universities (HACU)
Higher Education Data Sharing Consortium (HEDS)
Institute of International Education (IIE)
Jesuit Conference of Nursing Program (JCNP)
Lackawanna Interagency Council (Lackawanna IAC)
Lilly Fellows Program in Humanities and the Arts
Lyrasis
Middle States Commission on Higher Education (MSCHE)

National Association for Free and Charitable Clinics (NAFCC)
National Association for Women in Catholic Higher Education (NAWCHE)
National Association of Graduate Admissions Professionals (NAGAP)
National Council on Rehabilitation Education (NCRE)
National Forum for Latino Health Care Executives (NFLHE)
National League for Nursing (NLN)
National Organization of Nurse Practitioner Faculties (NONPF)
National Strength and Conditioning Association (NSCA)
National Student Nurses Association (NSNA)
Northeast & Central Pennsylvania Interprofessional Education Coalition (NECPA IPEC)
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
OCLC
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)
Society for Human Resource Management (SHRM)
University Continuing and Professional Education Association (UCPEA)
Westchester Academic Library Directors Organization (WALDO)

Academic Calendar

On-Campus Programs

	FL 2019	INT FT 2020	INT M1 2020	SP 2020
	201910	**201920**	**201920**	**201930**
Orientation for Graduate Students	22-Aug			23-Jan
Classes start	26-Aug	16-Dec	3-Jan	29-Jan
Labor Day Holiday, no classes	2-Sept			
Last Day to drop/no grade with refund*	25-Sept	19-Dec	8-Jan	28-Feb
Last Day to register Comprehensive Exams	27-Sept			28-Feb
Fall/Spring Easter break begins	12-Oct			14-Mar
Winter Holidays		24, 25 and 31-Dec; 1-Jan; 20-Jan	20-Jan	
Classes resume after Fall/Spring break	15-Oct			23-Mar
Graduate Comprehensive Exams	19-Oct			28-Mar
Last day to withdraw/ "W" Grade	8-Nov	21-Jan	21-Jan	17-Apr
Thanksgiving Holiday begins	27-Nov			
Classes Resume after Holiday	2-Dec			
Last Day for theses, scholarly papers	8-Nov			17-Apr
Final Examinations	10-Dec	28-Jan	28-Jan	18-May
Last day of term	14-Dec	28-Jan	28-Jan	15-May
Degree conferral/Graduate Commencement	31-Dec	31-Jan	31-Jan	30-May
Memorial Day Holiday				25-May

Summer 2020

	Full	M1	M2	M6	M10
Session Classes Start	25-May	1-Jun	6-Jul	26-May	1-Jun
Last day to drop/no grade with refund*	24-Jun	4-Jun	9-Jul	29-May	19-Jun
Holiday, No class	3-5 Jul				3-5 Jul
Last day to withdraw /"W" Grade	31-Jul	21-Jun	26-Jul	29-Jun	30-Jul
Last day to register Comprehensive Exams	19-Jun				
Graduate Comprehensive Exams	11-Jul				
Last day for theses, scholarly papers	31-Jul				
Final Exams, if any	28-Aug	26-Jun	31-Jul	7-Aug	7-Aug
Session Ends	28-Aug	26-Jun	31-Jul	7-Aug	7-Aug
Final Grades Due by 3:00pm	31-Aug	29-Jun	10-Aug	10-Aug	10-Aug
Degree conferral	31-Aug	31-Aug	31-Aug	31-Aug	31-Aug

* See refund schedule

Calendars for Online Graduate Programs

Online Programs: Accountancy, Business Administration, Finance, Health Administration, Health Informatics, Human Resources Management, Educational Administration, and Curriculum & Instruction

Online Eight Week Sessions

Common **Dates for Special 2019-2020 Terms**

Applications for Degree Deadlines:

Fall and Intersession	Nov 16, 2019
May	Jan 30, 2020
August	July 7, 2020

Click here to Apply for degree

Degree Conferral Dates:

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

Online Special Fall 2019 - 201915

Part of Term	2A	2B
CLASSES START	26-Aug	21-Oct
Last day to drop/no grade with refund*	11-Sept	6-Nov
Last day to withdraw/"W" grade	8-Oct	3-Dec
Last day of term	20-Oct	15-Dec

Online Special Spring 2020 - 201935

Part of Term	2A	2B
CLASSES START	13-Jan	9-Mar
Last day to drop/no grade with refund*	29-Jan	25-Mar

Last day to withdraw/"W" grade	25-Feb	21-Apr
Last day of term	8-Mar	3-May

Online Special Summer 2020 - 201945

Part of Term	2A	2B
CLASSES START	4-May	29-Jun
Last day to drop/no grade with refund*	20-May	15-Jul
Last day to withdraw/"W" grade	16-Jun	11-Aug
Last day of term	28-Jun	23-Aug

MBA Online *Modules:* **Four week sessions**

Special Fall 2019-201915

Part of Term	4A	4B	4C	4D
CLASSES START	26-Aug	2-Sept	21-Oct	18-Nov
Last day to drop/ no grade with refund*	29-Aug	26-Sept	24-Oct	21-Nov
Last day to withdraw/"W" grade	15-Sept	13-Oct	10-Nov	8-Dec
Last day for term	22-Sept	20-Oct	17-Nov	15-Dec

Online Special Spring 2020 - 201935

Part of Term	4A	4B	4C	4D
CLASSES START	13-Jan	10-Feb	9-Mar	6-Apr
Last day to drop/no grade with refund*	16-Jan	13-Feb	12-Mar	9-Apr
Last day to withdraw/"W" grade	2-Feb	1-Mar	29-Mar	26-Apr
Last day of term	9-Feb	8-Mar	5-Apr	3-May

Online Special Summer 2020 - 201945

Part of Term	4A	4B	4C	4D
CLASSES START	4-May	1-Jun	29-Jun	27-Jul
Last day to drop/no grade with refund*	7-May	4-Jun	2-Jul	30-Jul
Last day to withdraw/"W" grade	24-May	21-Jun	19-Jul	16-Aug
Last day of term	31-May	28-Jun	26-Jul	23-Aug

* See refund schedule

Application for Degree

Students expecting to complete degree requirements for a **spring graduation** must make formal application online through their Self-Service account in the University portal, my.scranton.edu **by January 31s**t. Students who are expecting to complete degree requirements for an **August graduation date must apply by June 30th**; students who are expecting to complete degree requirements for a **December or January graduation date must apply by October 31st**. More information can be found on the Commencement webpage at www.scranton.edu/commencement.

General Information

As a Catholic and Jesuit institution of approximately 3,800 undergraduates and nearly 1,600 graduate students in Pennsylvania's Pocono Northeast, The University of Scranton – founded in 1888 – delivers a meaningful education that challenges its students morally, spiritually and intellectually.

Scranton has flourished under the Jesuits and today is among the top tier of nationally ranked universities. For 25 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 and was also recognized for "Strong Commitment to Undergraduate Teaching" as well as one of the "Most Innovative Schools."

"Best Colleges," "Best Buys in College Education," "America's Best Colleges," "Best Value," – these are just a few of the ways that the nation's leading college rankings and guidebooks consistently refer to The University of Scranton. The rankings of our graduate programs are as follows: Rehabilitation Counseling #32; Healthcare Management #46; Physical Therapy #53; Occupational Therapy #58; Nurse Anesthesia #65; Online MBA #109; and Nursing #109. U.S. News also ranked Scranton at No. 52 in the country for "Best Online MBA Programs for Veterans."

For the past 17 years, The Princeton Review has included Scranton among its "Best Colleges" in the nation. Washington Monthly ranked Scranton #107 among master's universities in the nation for our graduates' contribution to "social mobility, research and service." U.S. News consistently ranks Scranton on its "best value" lists. The Wall Street Journal and Times Higher Education ranked Scranton as a "Top U.S. College" based on value and outcomes.

Scranton is among just 361 colleges in the nation earning the highly selective 2015 Community Engagement Classification designated by the Carnegie Foundation for the Advancement of Teaching. The University has also been listed among the 198 colleges in the nation included in the 11th edition of Barron's "Best Buys in College Education."

For 14 consecutive years, the University's Kania School of Management has been included among the Princeton Review's "Best 252 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. For 11 consecutive years, Scranton has ranked among the nation's elite universities included in Forbes magazine's online listing of "America's Top Colleges." The University ranked as the 26th "Healthiest" colleges in the U.S., according to a September 2016 listing posted on Greatist.com, an online source for health and fitness information.

In a July 2011 article titled "The Friendliest Colleges," published by The Huffington Post, Scranton was ranked among the eight most pleasant colleges in the country. The University was named to the President's Higher Education Community Service Honor Roll for 2014, the highest federal recognition colleges and universities can receive for its commitment to volunteering, service learning and civic engagement. Just 766 colleges in the nation were named to the 2014 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.

Graduate 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 graduate programs are offered:

Accountancy	MAcc
Adult-Gerontology Nursing	MSN
Biochemistry	MS
Business Administration	MBA, DBA
Business Administration/Health Administration (Dual Program)	MBA/MHA
Chemistry	MS
Clinical Chemistry	MS
Clinical Mental Health Counseling	MS
Curriculum and Instruction	MS
Early and Primary Teacher Education	MS
Educational Administration	MS
Finance	MS
Family Nurse Practitioner	MSN
Health Administration	MHA
Health Informatics	MS
Human Resources Management	MS
Nurse Anesthesia	MSN
Nursing Practice	DNP
Occupational Therapy	MS
Physical Therapy	DPT
Reading Education	MS, MA
Rehabilitation Counseling	MS
School Counseling	MS
Secondary Education	MS
Software Engineering	MS
Special Education	MS
Theology	MA

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. Secondary Education/General Science

Supervisor Certificates* in:

Communication (English)	School Guidance Services, PK-12
Foreign Languages	Science
Mathematics	Social Studies
Reading	

*Not currently accepting students

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.

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 Website at https://www.scranton.edu/pir/policies.shtml. 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.

Non-Discrimination Statement

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Inquiries regarding the nondiscrimination and sexual harassment and sexual misconduct policies may be directed to Elizabeth M. Garcia, Title IX Coordinator and Executive Director of the Office of Equity and Diversity 570-941-6645.

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

Within the various schools and colleges the only official interpretations or modifications of academic regulations are those which are made in writing by the dean of the school or college of which the student is

a member, or such interpretations or modifications of academic regulations, as are approved by the appropriate dean in writing.

Admission and Registration

Application Process

Students must be formally admitted to The University of Scranton, 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. 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. Some graduate programs may have specific application deadlines. 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.

Online Programs

The University offers online graduate programs in the areas of accountancy, business administration, business administration/health administration (dual degree), education, finance, health administration, health informatics, and human resources management. An application file must be complete before it can be processed.

Please visit the Admissions' link, www.scranton.edu/gradapply to apply for the online Accountancy, Business Administration, Business Administration/ Health Administration (Dual Degree) Finance, Health Administration, Health Informatics or Human Resources Management programs for the application for admission and specific information about the programs of study. We also offer certificates in Enterprise Resource Planning (ERP), Executive Certificate in Health Administration, Health Informatics, and Supply Chain Management (SCM).

We are not currently accepting applications for the online Master of Science programs in Educational Administration or Curriculum & Instruction or the Administrative Certification without Master's Degree.

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

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 3.00 (on a 4.00 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.

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

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 University of Scranton 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 3.00. 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 3.00 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 3.00 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 regular admission to The University of Scranton 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 Regular/Provisional/Probationary 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 University of Scranton under this category may pursue studies for self-improvement, master's equivalency, or transfer of credit to another university.

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 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 that program.

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 3.00 in all courses elected.

Courses taken in this status will be recorded on a graduate transcript and may, in conformance with stated 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.

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.

Accelerated Master's and Combined Baccalaureate/Master's Degree Programs

The University of Scranton offers outstanding undergraduate students the opportunity to earn both a bachelor's and master's degree through an Accelerated Master's Program or a Combined Baccalaureate/Master's Degree Program.

Accelerated Master's Degree Programs

These programs allow an undergraduate student who has an excellent academic record, to enroll in graduate courses while completing requirements for the baccalaureate degree. University policy allows accelerated students to apply up to 12 graduate credit hours toward the completion of their undergraduate degree requirements. Individual, programs, however, may elect to allow a fewer number of graduate hours to fulfill undergraduate degree requirements, and programs determine which undergraduate degree requirements may be fulfilled by graduate coursework. Students will earn their undergraduate degree upon completion of all undergraduate requirements and will then continue with their graduate study.

The student's undergraduate advisor, in consultation with the graduate program director, will identify graduate coursework that will meet undergraduate requirements. Graduate courses may not be used to fulfill undergraduate degree requirements that have been satisfied by previously completed coursework. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the graduate program director in the student's academic discipline, the

student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, and the appropriate dean who is responsible for the undergraduate program.

Program advisors will develop an individualized curriculum for each student based upon opportunities for graduate courses to meet undergraduate degree requirements and space in the student's course schedule. Students typically enroll in 3 graduate credits per term but may enroll in additional credit hours in a term with the approval of the graduate program director. Accelerated students may register for a maximum of 15 total credit hours during any semester that he/she is registered for a graduate level course unless the dean who is responsible for the undergraduate program has given his/her approval otherwise.

Accelerated students can take no more than twelve (12) credits in any one graduate department.

Combined Baccalaureate/Master's Degree Programs

These programs allow an undergraduate student who has an excellent academic record to complete requirements for the baccalaureate, while also electing graduate courses. **Some graduate work may satisfy undergraduate degree requirements (not to exceed 12 credit hours).** Students typically enroll in 3 graduate credits per term but may enroll in additional graduate credit hours in a term with the approval of the graduate program director and the dean. A Combined BS/MS or BS/MBA student may register for a maximum of 15 total credit hours during any semester that he/she is registered for both graduate and undergraduate courses unless the dean who is responsible for the undergraduate program has given approval. Students will earn their undergraduate degree upon completion of all undergraduate requirements and will then continue with graduate study.

Admissions Requirements for Accelerated Master's Programs or the Combined Baccalaureate/Master's Degree Programs:

1. Completion of an application for Graduate Admissions
2. Three Letters of Recommendation
3. A Statement of Purpose
4. Completion and submission of any program specific admission requirements.

NOTE: A student, who has earned credits elsewhere, including transfer of credit from other colleges and 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.

Dual Degree Programs

A dual degree is a combination of two separate degrees into a single program. Dual degrees require further study than either degree alone, but less than if the degrees are pursued separately. The MBA/MHA dual degree program, for example, can be completed in 65- 70 credits, instead of the 88 credits required of a student if he or she enrolled in each separately. As such, the MBA/MHA degrees must be conferred simultaneously, upon completion of all degree requirements for the dual degree program. Students in officially recognized dual degree programs must apply to graduate for both degrees at the same time by filing an Application for Degree form. Degrees will be conferred simultaneously.

While enrolled, students are responsible for consulting regularly with their advisors in both colleges of the program.

Withdrawal from the dual degree program must be initiated through the Kania School of Management. The Panuska College of Professional Studies will then be notified. Withdrawal from the dual degree program does not constitute admission to nor enrollment in either the MBA program or the MHA program. A student seeking to change their degree to the MBA program or the MHA program must formally apply to that program. Degree requirements for each of these programs differ from the degree requirements of the MBA/MHA program.

In order to be eligible for admission to the MBA/MHA dual degree program, a student matriculated in either the MBA or MHA degree program must apply before completing 75% of their respective degree program's graduation requirements.

Doctoral Programs

The University offers the following doctoral degrees:

Doctorate in Business Administration with a concentration in Accounting

Doctor of Nursing Practice

Doctor of Physical Therapy

Further information about these programs is available in throughout the Graduate Studies Catalog in their respective departments.

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 students must act within the time frames listed below and must complete and submit to the Office of Graduate Admissions a Second Degree or Program Request Form with the required supporting material. The form may be obtained from the Office of Graduate Admissions or by visiting the Office of Graduate Admissions Downloadable Forms and Resources.

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, 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, three letters of reference and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton.

State Authorization

Programs that Lead to Professional Licensure or Certification

The University of Scranton has been approved by Pennsylvania to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

For professions such as teacher preparation, education, nursing, counseling, occupational therapy and physical therapy, each state approaches licensure and certification in its own way. The University of Scranton's programs are designed to meet the licensure and certification requirements for the Commonwealth of Pennsylvania. The University cannot confirm whether our program requirements meet the professional licensure or certification requirement of the various states. Students should determine whether the program meets requirements for licensure or certification in the state in which they are or wish to be employed. Information regarding licensure/certification for specific states can be found at https://www.careeronestop.org/toolkit/training/find-licenses.aspx or www.teach.org.

Retention of Application Files

Applications for admission will be kept for *one year* from the date of receipt. There will be no action on incomplete applications for admission.

Admission is for the academic year beginning in August/September, or in programs with duly noted rolling admissions, admission is for the time period stated in the admission letter. Once that time period expires, 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 <u>must</u> 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 the ways outlined below.

> Submission of an official TOEFL (Test of English as a Foreign Language) score of at least 80 on the Internet-based test. Certain degree programs may 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 an overall band score 6.5. Certain degree programs may require IELTS scores greater than overall band 6.5. 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).

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 ELS Language Centers as well as The Language Company. To learn more about these programs, see The University of Scranton Office of Admissions website for international students, http://www.scranton.edu/academics/graduate-education/international-students.shtml.

Application Materials and Certification of Finances – International applicants are required to submit a Certification of Finances 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.

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

Maintaining Immigration Status - The Office of Global Education (OGE), located in O'Hara Hall, will provide out-of-classroom support for international students. This support includes assistance in maintaining proper immigration status. International students must contact the Office of Global Education if any of the following circumstances occur:

1. To report a change of physical address to the OGE 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 OGE 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 OGE.

**International students must take a minimum of 6 credits per semester up until the start of the thesis. International students may take less than six credits during their last semester of attendance. Once the thesis begins, international students have one year to complete it.

Academic Regulations

Office of the Registrar and Academic Services

The Office of the Registrar and Academic Services supports the educational mission of the University by connecting students to the faculty, curriculum and classroom via the course scheduling and registration processes. As the custodian of the University's academic records, the office ensures the accuracy, integrity, and security of those records. Furthermore, as members of the University community, the office promotes equity and fairness by supporting the development and consistent application of effective policies and processes.

The Office of the Registrar and Academic Services strives to meet the diverse service needs of students, faculty, administrative staff, alumni, and the public. The Office serves current and former students on a daily basis by answering questions, issuing transcripts, certifying enrollment status, providing degree credentials and distributing schedules. Additionally, the office promulgates the master schedule of courses for each academic year, conducts registration, processes grades, certifies degree eligibility and manages several aspects of commencement.

Course registration for returning students is conducted in April for the subsequent summer and fall, and in November for the subsequent spring and intersession through the University's my.scranton.edu intranet portal. Self-Service in the my.scranton.edu portal also provides secure links to unofficial academic transcripts, registration options, student class schedules, address information, tuition accounts and financial aid information. Midterm and final grades are also available in Self-Service through my.scranton.edu .

Located in O'Hara Hall, the Office of the Registrar and Academic Services is open weekdays from 8:30 a.m. to 4:30 p.m. For more information, call (570) 941-7721 or e-mail registrar@scranton.edu. Additional information and resources (including the academic calendar, course schedules, registration information and student grade point average calculator) are available online at www.scranton.edu/registrar.

General Regulations

All entering students are held to the degree requirements listed in the catalog of the year in which they enter.

The University reserves the right to change any of the policies, 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. Curricular changes, however, shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate entity. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, academic department, or program shall inform all students affected by the change. Students can appeal issues related to the application of policies, rules, and requirements, including changes thereto, to the dean of their college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself in a manner that is contrary to the standards of the University. These standards (particularly in the area of academic integrity) are given clear expression in the University's Academic Code of Honesty published in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, to change tuition and fee charges, and to change the schedule of courses.

Enrollment Status and Attendance Policy

To be considered a full-time student, graduate students must be registered for at least 6 credits in any given term or semester, regardless of the number of credits remaining to complete degree requirements.

Students are expected to attend all scheduled meetings of the courses in which they are enrolled. Students are responsible for all material presented and announcements made during any class. Attendance policies for individual courses are determined by the instructor and must be promulgated in writing in the course syllabus.

Policy and Procedure for Distance and/or Online Student Verification of Identity

The University of Scranton complies with the Middle States Commission of Higher Education (MSCHE) and United States Federal Higher Education Opportunity Act (HEOA) regulations regarding policies and procedures to ensure student identity verification in distance education.

Identity Management

Upon admission, each University of Scranton student is assigned a unique Royal Identification number (R number), username and password to log into the University's portal. At initial login, the student is responsible for providing his/her complete and true identity information in the identification verification process and prompted to set up unique credentials for the purpose of creating a secure login. Students are encouraged to use the guidelines set forth by the University's Strong Passwords Guidelines when creating a password.

Students utilize their secure log in information and unique password to access the Learning Management Systems (LMS) and other content contained in the University of Scranton portal. Furthermore, students may register for courses, view grades, view their account and link to online courses through the portal. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

In the event that a student enrolling in an online course or program is required to engage in an educational experience in person, faculty are encouraged to verify their identity via a photographic ID.

Information Security

It is the student's responsibility for maintaining the security of user names, passwords, and any other access credentials assigned to them. This information may not be shared or given to anyone other than the person to whom they were assigned. Students are responsible for any use and activity of their account. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. Students are also responsible for knowing and abiding by the information contained within the Student Handbook, the Academic Code of Honesty, as well as the Information Technology Policies. Failure to read University guidelines, requirements and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

All sensitive data, including FERPA-governed and enrollment related records, are presented to students via encrypted transport methods, predominantly HTTPS. Access to such information requires valid credentials, in addition to authorization controls within the portal and LMS.

Costs

The University does not currently charge students to verify their identity, however, if a charge for student identification verification is implemented, students would be notified in writing at the time of registration.

Privacy

The University of Scranton is committed to maintaining the highest standards in ethics and compliance. Departments abide by the University Privacy and Confidentiality Policy, which guides practices to protect the privacy and confidentiality of students. Personally identifiable information is collected by the University and may be used as the basis for identity verification at its discretion. For example, a student may be asked to provide unique information that could be compared to data in the University's records, such as date of birth, phone number, street address, student Royal Identification number or other bio-demographic information, when requesting to have his/her password reset.

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. No information from records, files, or data directly related to a student shall be disclosed to individuals or agencies outside the University without the express written consent of the student unless otherwise permitted or required by law. The Student Rights and Confidentiality of Information policy details student's rights and University disclosure practices.

Policy Contact: The Office of the Registrar and Academic Services at 570-941-7721, or via email registrar@scranton.edu.
For questions regarding the technical procedures described in this document, or for technical support, contact the Division of Information Technology at 570-941-4357 or techsupport@scranton.edu.

Statement on the Expected Student Use of The University of Scranton E-mail Account

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 or if you encounter problems accessing your e-mail, contact the Technology Support Center at (570) 941-4357 or techsupport@scranton.edu.

Degree Requirements

All students beginning the first term of their degree/certificate program at The University of Scranton in the 2019-2020 academic year shall be governed by curricular policies stated in this catalog. A degree represents the successful completion of the entire curriculum, including all requirements.   Students are solely responsible for the selection of courses and for the knowledge and completion of all degree requirements appropriate to their program of study.

Mentors

Each new graduate student will be assigned a mentor to formulate a program of study and to supervise her/his academic and professional progress. 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.

Course Numbering System

Courses appearing in this catalog are numbered according to the system described below. The first digit of any course number indicates the level of the course; the second and third digits specify categories of courses. Levels at which courses are offered include the following:

500 and above	Graduate courses

Categories in which courses are offered are indicated according to the following system:

__00 – __79	Courses available for general education, majors, minors, concentrations and cognate. Refer to course descriptions and specific program requirements for details.
__80 – __81	Practicum, Internship or Co-op courses
__82 – __83	Independent study
__84	Special topics
__85 – __89	Honors courses
__90 – __92	Seminars
__93 – __94	Research
__95 – __96	Travel courses
__98 – __99	Thesis

Labs are indicated by an (**L**) following the number of the corresponding lecture courses.

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
AU	0.00	Audit
S	Not computed	Satisfactory or Pass
U	Not computed	Unsatisfactory or Fail

S/U grading is authorized only for certain courses.

"W" indicates that a student has withdrawn from a course.

"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 dean of the program 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.

Incomplete Grade (I)

A grade of "I-Incomplete" is a temporary grade which may be assigned at the instructor's discretion when illness, necessary absence, or other reasons beyond a student's control prevent completion of course requirements by the published last day of class. This grade may be awarded to a student when, in the estimation of the instructor,

(1) the student has a legitimate reason to request an Incomplete grade;

(2) the student attended the course and has successfully completed at least 60% of the required course work;[1]

(3) the student has a reasonable likelihood of completing the remaining course requirements. In all cases, the Incomplete grade is a privilege exercised by an instructor. It is not a right ascribed to a student.

The student is responsible for developing a work plan which itemizes outstanding coursework and expected completion date(s). The work plan must be submitted to the instructor before the published last day of class. The instructor is responsible for delineating the conditions and terms for the completion of the course. A student assigned a grade of Incomplete is required to complete outstanding course requirements by the deadline(s) established for him/her by the instructor. The final deadline for completion of all course requirements may not exceed the mid-point of the subsequent semester, which for students enrolled in a regular term is the mid-point of the subsequent regular fall, intersession, spring or summer term and for students enrolled in special terms is the mid-point of the subsequent 8-week part of the special term (i.e. incomplete work from an "A" term is due by the mid-point of the subsequent "B" term). [See chart on next page and academic calendar for specific dates.]

Term	Incomplete Grade Deadline
Regular Fall and Intersession	Mid-point Regular Spring
Special Fall A	Mid-point Special Fall B
Special Fall B	Mid-point Special Spring A
Regular Spring	Mid-point Regular Summer[2]
Special Spring A	Mid-point Special Spring B
Special Spring B	Mid-point Special Summer A
Regular Summer	Mid-point Regular Fall
Special Summer A	Mid-point Special Summer B
Special Summer B	Mid-point Special Fall A

An Incomplete grade cannot be assigned as a substitute for non-attendance or a low or failing grade. Credits for a course in which an Incomplete grade has been issued are not considered earned for purposes of determining academic standing, academic honors, federal financial aid eligibility, athletic eligibility, or other purposes.

The student may not register for alternate coursework in future terms for the purpose of completing outstanding course requirements or re-enroll in the course for which the grade of Incomplete has been awarded. Work submitted before or at the deadline will be assessed by the course instructor, and the grade of "I" will be changed to the earned grade for the course. Failure to complete the necessary work within the stipulated time results in automatic conversion of the temporary "I - Incomplete" grade to a permanent grade of "F - Failure." The grade of F is considered final and will be reflected in the student's GPA and Satisfactory Academic Progress calculations.

Requests for an extension of a deadline for completion of an Incomplete grade must be made by the original Incomplete grade deadline and are subject to the approval of the instructor and the dean (or his/her designee). Only in the most extenuating circumstances will extensions be granted. To make a request for an extension of a deadline for completion of an Incomplete grade, a student must complete a Petition to Extend an Incomplete Grade Form, which includes a justification for the request, a work plan that itemizes outstanding coursework with expected completion date(s) and relevant supporting documentation. The form must be submitted to the student's instructor and the dean of his/her respective college. If approved, an extension of the Incomplete grade deadline may not exceed one additional regular or special academic term.

[1]Pursuant the Higher Education Act, a school is required to monitor student enrollment to determine the earned and unearned portions of Title IV aid in the event a student ceases to attend. Title IV aid must be returned if a student completes less than 60% of the requirements within a payment period. A school's grading policy must differentiate between students who complete the course but fail to achieve the course objectives and those students who do not complete the course. HEA, Section 484B. 34 CFR 666.8.22. DCL GEN-11-14, July 2011.

[2] *The initial incomplete deadline by which a student must complete Regular Spring course requirements may be extended from the mid-point of the Regular Summer term to the first week of the Regular Fall term with permission of the instructor and the dean.*

In-Progress Grade (IP)

A grade of "In-progress (IP)" is a temporary grade which may be assigned by an instructor in specially designated courses that are longitudinal in nature. By design, the requirements of these courses exceed the length of one term. Examples of courses meeting this requirement include residencies, fieldwork, internships, practicums, theses and select honors and/or research courses.

Students assigned a grade of IP are assumed to be making satisfactory progress towards the completion of course requirements at a pace deemed acceptable to the instructor. Students assigned a grade of IP are required to complete course requirements by the deadline(s) established for him/her by the instructor. The final deadline for completion of all course requirements for which an IP grade has been assigned may not exceed one calendar year from the original start date of the course.

Credits for a course in which an IP grade has been issued are not considered earned for purposes of determining academic standing, academic honors, federal financial aid eligibility, athletic eligibility, or other purposes. Failure to complete the necessary work within the stipulated time results in automatic conversion of the temporary "IP – In-progress" grade to a permanent grade of "F - Failure." The grade of F is considered final and will be reflected in the student's GPA and Satisfactory Academic Progress calculations.

Audit (AU)

Entry of the audit grade (AU) on a transcript assumes satisfactory attendance. The student should consult with the instructor as to what constitutes satisfactory attendance. **A change to audit can be made only by passing students and before the end of the first half of a semester.**

Repeat of Course

Special permission is not needed to repeat a course at The University of Scranton. 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 grade point average with the exceptions that a W, I, IP, AU or NG grade cannot replace another grade;

(4) each attempt to complete a course will be reflected on the student's transcript even though the credits of the earlier attempts do not count in the cumulative grade point average. For example, a course with a grade of F will continue to appear on the transcript even after the course has been repeated with a passing grade, although the credits from the initial failed attempt will not be used in the calculation of the cumulative GPA).

The earlier course attempt or attempts (with the exception of W, I, IP, AU or NG) will be denoted on the transcript by an "E – Excluded." "E – Excluded" means that the course has been excluded from the earned hours and GPA calculations. The latest attempt (with the exception of W, I, IP, AU or NG) will be denoted on the transcript by an "I-Included." "I-Included" means that the course has been included in the earned hours and GPA calculations.

Final Grades

Final grades are determined by faculty for all registered students at the completion of each term and semester according to the grading scheme defined above. Final grades must be submitted through the official grading system as designated by the Office of the Registrar and Academic Services. Final grades are recorded on each student's official, academic transcript. Final grades are available to each student after the grade submission deadline published in the academic calendar. Students may access their grades through the my.scranton portal under the Self-Service section. Students may also grant and rescind third-party access to others through their Self-Service accounts.

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 chairperson 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 chairperson will attempt to facilitate a reasonable solution at the departmental level. The chairperson 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 the program 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. Ordinarily, no grade appeal will be considered unless it has been received by the dean's office within thirty calendar days of the time the original grade was available to the student.

Change of Grade

A student who believes the grade received for a course is inaccurate should first appeal the matter to the professor, whose decision is normally final. The student has the right, however, to appeal to the faculty member's chairperson, who will make a recommendation in writing to his or her dean. The student may request the dean to review the matter. The decision of the dean is final. Ordinarily, no grade change will be considered unless it has been reviewed by the dean's office within one month from the time the original grade was available to the student.

Grade Point Average

A standard used in judging a student's performance is the grade point average (GPA). The value of each semester hour of credit earned is determined as follows: a grade of A is valued at 4 quality points; A- at 3.67 quality points; B+ at 3.33; B at 3.00; B- at 2.67; C+ at 2.33; C at 2.00; C- at 1.67. An F yields no quality points. Thus, for example, a 3-credit course with a grade of A yields 12 quality points; a B yields 9; a C yields 6.

The GPA is computed by dividing the total number of quality points earned by the total of grade point average credit hours. For example, 15 GPA credit hours, all at C grade, would earn 30 Quality Points or a 2.00 GPA (30/15).

The total number of grade point average credit hours includes those courses with final grades of F as well as A, A-, B+, B, B-, C+. C, and C-. The grade designations of AU, CD, CR, CS, I, IP, NC, NG, S, W, TC and U do not count toward the GPA. This grade point average applies only to courses taken at The University of Scranton. Grades from other institutions are not computed into students' grade point average with the exception of those earned at Marywood University through The University of Scranton/Marywood University cross-registration agreement.

A grade point average listing is made at the end of each semester.

 Waiver or Partial Waiver of Regulations

A graduate student seeking waiver or partial waiver of a graduate 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 of the program. 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 3.00 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 3.00 in order to remain in good standing.

A graduate student whose cumulative graduate GPA falls between a 3.00 and 2.00 will be placed on academic probation. A graduate student whose cumulative graduate GPA falls below a 2.00 will be subject to dismissal.

Academic Probation

If a graduate student is placed on academic probation, the student is required to earn a cumulative graduate GPA of a least 3.00 within the next three courses taken (normally nine hours of course work).

Successful achievement of this expectation will result in the master's, DNP, or DBA student being reinstated to regular academic status.

Failure to fulfill this expectation may result in the dismissal of the master's, DNP, or DBA student.

Although there are no set limitations on the number of courses a master's, DNP, or DBA 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 3.00 within the next three courses.

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 of the program.

Graduation Procedures and Commencement

The University of Scranton provides the opportunity for students who have completed degree requirements to graduate at one of four points throughout the academic year: summer graduation (graduation date: August 31), fall graduation (graduation date: December 31), intersession graduation (graduation date: January 31), or spring graduation (graduation date coincides with the annual Commencement exercise). Commencement exercises are held once each academic year at the conclusion of the spring semester; the date is published in the official University academic calendar. Students who are certified to graduate in the summer, fall, intersession or spring may participate in Commencement.

Certification of graduation, receipt of a degree, and permission to participate in Commencement are not automatic. Students expecting to complete degree requirements for a spring graduation must make formal application online through their Self Service account in the University portal, my.scranton.edu by January 31st. Students who are expecting to complete degree requirements for an August graduation date must apply by July 10th; students who are expecting to complete degree requirements for a December or January graduation date must apply by November 10th. More information can be found on the Commencement webpage at www.scranton.edu/commencement.

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. Online Applications for Degree can be found at http://www.scranton.edu/academics/registrar/graduate/commencement-information.shtml

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.

Students expecting to complete degree requirements for a **spring graduation** must make formal application online through their Self-Service account in the University portal, my.scranton.edu **by January 31s**t. Students who are expecting to complete degree requirements for an **August graduation date must apply by June 30th**; students who are expecting to complete degree requirements for a **December or January graduation date must apply by October 31st**. More information can be found on the Commencement webpage at www.scranton.edu/commencement.

Walker Policy

Graduate students who are within six (6) academic credits of fulfilling all graduation requirements and are in good academic and disciplinary standing may request to "walk" at the spring Commencement ceremony. A student seeking to participate in May Commencement must present a plan that outlines his/her remaining degree requirements to his/her dean by January 31st. Outstanding coursework must be completed at The University of Scranton during the summer and/or fall semesters following the commencement ceremony. The dean reserves the right to approve or deny the student's request. Participation in Commencement does not signify receipt of degree. Degree conferral (graduation) occurs after submission of an Application for Degree form and upon successful completion of all degree requirements. If approved to walk, the student may not participate in a second commencement ceremony upon completion of all degree requirements.

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):

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

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 [degree] programs that require less than 39 credit hours for completion;

Courses to be transferred must be integral to the student's program of study;

Transferred credits must have been taken within six years of the date of requested transfer to The University of Scranton;

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;

The course to be transferred must be a regularly scheduled course and not a workshop.

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 their college.

Field Experiences and Internships

Many community agencies and organizations may require students completing course required hours, or volunteers completing elective hours to obtain clearances, vaccinations and/or health insurance prior to working with individuals within the organization. Students in certain disciplines may be required to apply and pay for clearances, vaccinations, and/or health insurance in regard to their respective majors in order to complete certain assignments within a course. It can take several weeks to receive clearance results. Please check with your department or field coordinator for details to see which requirements are needed for your major, and how often they need to be renewed.

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. Students failing the capstone experience twice are subject to dismissal.

Following are graduate 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 for on campus students at https://forms.scranton.edu/comprehensive-examination-on-campus-form/ and for online students at http://forms.scranton.edu/comprehensive-examination-form/. 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. For thesis submission instructions, visit 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 add courses anytime between the initial registration period and the published last day to add classes. Students who wish to drop one or more courses by the drop deadline, but who plan to continue attendance in at least one other course during the term, must secure their dean's permission. A dropped course is not reflected on a student's transcript. Specific dates are published in the official University academic calendar. A refund schedule for dropped courses applies to students paying on a per-credit basis or completely withdrawing from the University; the refund schedule dates are published in the official University academic calendar.

Note: There is a special fee assessed for any course-related schedule change made after the official add/drop period.

Withdrawal from a Course

After the period to drop a course concludes, students may withdraw from a course until the published withdrawal deadline. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. In all cases, students should first discuss the matter with the course instructor and/or mentor.

Students who wish to withdraw from one or more courses, but who plan to continue to attend at least one course for the term, must have a Schedule Change Form signed by their instructor and dean. Students who wish to withdraw from their last course(s) must submit the Complete Withdrawal/Leave of Absence Form. In either case, the forms are available online, through the Office of the Registrar and Academic Services and the academic department chairpersons' offices. The completed forms must be submitted to the Office of the Registrar and Academic Services by the withdrawal deadline as indicated in the University academic calendar. Failure to officially withdraw from a course will result in a grade of F (failing grade).

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 Office of the Registrar and Academic Services 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 of the program for programmatic reasons or in response to course cancellations.

Repeat of a Course

Special permission is not needed to repeat a course at The University of Scranton. 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 grade point average with the exceptions that a W, I, IP, AU or NG grade cannot replace another grade;

(4) each attempt to complete a course will be reflected on the student's transcript even though the credits of the earlier attempts do not count in the cumulative grade point average. For example, a course with a grade of F will continue to appear on the transcript even after the course has been repeated with a passing grade, although the credits from the initial failed attempt will not be used in the calculation of the cumulative GPA). The earlier course attempt or attempts (with the exception of W, I, IP, AU or NG) will be denoted on the transcript by an "E – Excluded." "E – Excluded" means that the course has been excluded from the earned hours and GPA calculations. The latest attempt (with the exception of W, I, IP, AU or NG) will be denoted on the transcript by an "I-Included." "I-Included" means that the course has been included in the earned hours and GPA calculations.

Credit Hour Policy

The University of Scranton complies with Federal (US DOE) and Middle States Commission of Higher Education (MSCHE) regulations regarding degree and credit hour requirements. The University of Scranton undergraduate degrees require the satisfactory completion of at least 120 semester credit hours, of which at least 63 credit hours satisfy, but are not exclusive to, fulfillment of general education requirements. Associates degrees require at least 60 semester credit hours. All master's degrees require at least 30 semester credit hours beyond the baccalaureate level. The number of credit hours for a degree beyond a master's degree is determined by the faculty and reflects the recommendation of professional associations or national learned societies.

The University's academic calendar includes an academic year divided into two semesters (fall and spring). Each is approximately 15 weeks in length. Accelerated sessions, such as Intersession and Summer, are variable in length and comply with the established University credit policy. In addition to the nonstandard, accelerated terms of intersession and regular summer, the University has three 16-week "special" terms

each academic year for some graduate programs. Each of these special terms is comprised of one full 16-week session, two 8-week sessions and four 4-week sessions designated as "parts-of-term" in the enterprise database. The special term calendar launches using the same start date as the standard fall semester.

The University of Scranton defines a credit hour pursuant to federal guidelines. A credit hour is "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester or trimester hour, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours" (34 CFR 600.2 as cited in FSA BB, Jan 2013, Vol. 3, p. 3-4; and DCL GEN-11-06).

The University also complies with the established curricular credit regulations of the Pennsylvania Department of Education (PDE): 22 Pa. Code Chapter 31, 31.21-31.22. One semester credit is defined as 14 hours of classroom instruction, exclusive of registration, final examinations and holidays.

Credit Hour Standard by Instructional Method

The University of Scranton measures credit hours using the Carnegie unit; a credit hour is expected to be a reasonable approximation of a minimum amount of student work in accordance with the Carnegie unit. PDE's curricular credit policy allows for determining activities that are the equivalent of classroom instruction. Definitions of The University of Scranton's instructional methods appear below. For purposes of the definitions below, 50 Carnegie minutes equals 1 hour.

Lecture: courses with multiple students that meet to engage in various forms of group instruction under the direct supervision of a University faculty member. One lecture, seminar, or discussion credit hour represents 1 hour per week of scheduled class/seminar time and a minimum of 2 hours of student preparation time. Lecture courses are typically offered in accordance with the University's standard block schedule.

Lecture Hours per Credit

Credit Awarded	Minimum Contact Time Per Week (excluding final exams)	Minimum Contact Time Per Week in Carnegie Hour Minutes (excluding final exams)	Total Instruction Time for a Standard Semester [1] (excluding final exams)	Minimum Total Instruction Time for a Standard Semester in Carnegie Hour Minutes (including final exams)
1	1 hour	50 minutes	14 hours	820 minutes [i.e.,700 minutes of teaching + 120 minutes of final exams]
2	2 hours	100 minutes	28 hours	1520 minutes [i.e., 1400 minutes of teaching + 120 minutes of final exams]
3	3 hours	150 minutes	42 hours	2220 minutes [i.e., 2100 minutes of teaching + 120 minutes of final exams]
4	4 hours	200 minutes	56 hours	2920 minutes [i.e., 2800 minutes of teaching + 120 minutes of final exams]

[1] Standard semester at The University of Scranton is 14 weeks of direct teaching plus 2 literal hours (120 minutes) of final exams. The University considers the "one hour of direct faculty instruction" within the Carnegie unit to be 50 minutes, rather than a literal 60 minutes per hour.

Laboratory and Studio: courses with a focus on experimental learning under the direct supervision of a University faculty member wherein the student performs substantive work in a laboratory or studio setting. One laboratory credit hour represents 1-2 hours per week of scheduled supervised laboratory work and a minimum of 2 hours of student preparation time.

Practicum: a practicum provides students with the opportunity to practice and enhance skills that they have acquired in previous coursework. Practicum coursework may include a mix of didactic, group supervision and clinical hours. One practicum hour is equivalent to approximately 3 or more hours of work per week for 14 weeks.

Education Practica: Student Teaching Practicum: supervised student teaching representing 3 lecture hours and at least 30 classroom hours each week for 14 weeks.

Internships, Clinical/Field experience, Residencies, Externships: courses developed for independent learning or experience involving directed and/or self-directed and often off-site learning. The content and learning outcomes are determined by the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of student's work and completion of agreed upon outcomes and assessment of those outcomes. The University requires a minimum of 14 hours of work for each credit hour earned in these types of experiences.

Accelerated Courses: courses offered in terms of length less than a traditional semester. These courses offer the same semester credit hours as traditional semester-length classes. Within the shortened time-frame, accelerated courses must meet the minimum contact hour requirements of the lecture format and the expectations of student preparation time equal that of a lecture course.

Experiential Learning: credit for experiential learning may be granted to individuals who submit evidence of learning equivalent to University level course objectives/learning outcomes. Considered evidence may include portfolios, summaries of learning experiences, letters from supervisors, CLEP, Excelsior College Examination, ACE-approved credit, portfolio credit, and PONSI credit and/or other materials that clearly illustrate achievement of each course learning outcome. Credit for experiential learning must be comparable in scope, content, academic rigor and student study time as courses offered in a lecture format.

Independent Study: courses of study in which a University faculty member regularly interacts and directs student outcomes with periodic contact. Students must illustrate achievement of the independent study course objectives/learning outcomes in order to receive credit. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course. Semester hour credit awarded must be comparable in scope, content, academic rigor and student study time as courses offered in a lecture format.

Hybrid: Hybrid courses are a combination of face-to-face and online distance learning methods. Contact time is satisfied through face-to-face instruction as well as other methods, such as, but not limited to: a) regular online instruction or interaction with a faculty member once a week for each week the course runs; b) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/group projects, engaging with class peers, journals, web-links, discussion board exchanges, chat room activities, blogs, on-line quizzes/exams, video conference, email correspondence, conference calls, etc. c.) computer tutorials graded and reviewed by faculty. Minimum student preparation time expectations equal that of a lecture course.

Online (web-based): courses offered entirely online without regard to face-to-face meetings. These courses have comparable learning outcomes and substantive components of a standard lecture course with alternate delivery methods. Minimum student preparation time expectations equal that of a lecture course. The University follows the definition of Distance Education/Distance Learning consistent with HEOA, PDE and Middle States standards and guidelines for all distance learning degree or certificate programs. Contact time is satisfied through several means which can include, but is not limited to, the following: a) regular online instruction or interaction with a faculty member once a week for each week the course runs; b) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/group projects, engaging with class peers, journals, web-links, discussion board exchanges, chat room activities, blogs, on-line quizzes/exams, video conference, email correspondence, conference calls, etc. c.) computer tutorials graded and reviewed by faculty.

Practices to Determine Amount and Level of Credit

The faculty is responsible for the curriculum. Credit values for courses are determined at the department level based upon faculty expertise, instructional method and course objectives. Upon departmental approval, the course undergoes additional evaluation as it moves through the course approval process. Faculty on the Curriculum Committees and the Faculty Senate review each new course and ensure that credit hours are in compliance before voting for approval of these new courses. The Office of the Provost reviews all new courses in order to ensure compliance with credit hours and course learning outcomes before awarding final approval of courses. Changes in curriculum are noted in the University Catalog (updated each July/August) and on the website.

Approved courses are sent to the Registrar's Office for inclusion in Schedule of Classes. The Office of the Registrar regularly audits scheduled course offerings to ensure compliance with credit hour requirements through its process for scheduling each semester. Discrepancies are brought to the attention of the appropriate department for correction.

Interruptions in Attendance: Leave of Absence and Complete Withdrawal

Leave of Absence

Students may request their dean's approval for a leave of absence by completing and submitting the Complete Withdrawal/Leave of Absence Form available in the Office of the Registrar and Academic Services, academic advising centers, and academic department chairperson offices. Graduation requirements in effect for a student at the time of his/her approved leave begins will remain in effect when a student returns from his/her leave under the following conditions:

- The student is in good academic and disciplinary standing at The University when their leave begins;
- The student may not take courses at another institution without first securing written approval from their dean;
- The student's leave is limited to one semester but may be renewed for one additional semester with the written permission of their dean;
- The student must report their address and phone number to the Office of the Registrar and Academic Services and promptly report a change of address/phone number to that office;
- The student understands that this policy does not bind The University to offer their curricula or major programs, which may have been discontinued or substantially altered during their leave of absence;
- A student who interrupts their education without an approved leave of absence must apply for readmission and will be subject to the catalog requirements in effect at the time of readmission;
- A student on an approved leave of absence must apply for readmission, however, the student will retain the same catalog requirements in effect at matriculation as long as their leave does not extend beyond a year.

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/Senior 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.

Complete Withdrawal from the University

Students wishing to drop or withdraw from all of their courses, thereby discontinuing their enrollment, must secure their dean's permission to withdraw from The University. Students should also discuss any questions with their advisor or department chairperson. The form for withdrawal may be obtained in the Office of the Registrar and Academic Services, the academic advising centers, or academic department chairpersons' offices. University withdrawal is not official until all signatures required on the Complete

Withdrawal/Leave of Absence Form have been obtained and the form is submitted to the Office of the Registrar and Academic Services.

Any tuition refund will be determined by the official date of University withdrawal. No grades for the term will be recorded on the student's academic record if the official University withdrawal date is on or before the last day for 25% tuition refund or the last day to drop courses according to the official University academic calendar. Grades of "W" will be recorded for course work if the official University withdrawal date coincides with the course withdrawal period. Final grades will be recorded for course work if the official withdrawal date is after the course withdrawal period for the term.

Readmission to the University

A student on an approved leave of absence must apply for readmission, however, the student will retain the same catalog requirements in effect at matriculation as long as their leave does not extend beyond a year.

University policy prohibits students dismissed from another institution or a college of the University from registering for courses in any of the colleges of the University in the semester following dismissal. An undergraduate student who has been dismissed from The University of Scranton and wishes to apply for readmission to the University may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to the dismissal will not present a continuing problem. Readmission is not permitted if a student is dismissed a second time from the University.

All students must apply for readmission to the University through the college in which the intended program of study is housed. The dean of that college (i.e., the readmitting dean) will confer with the student's dean of last attendance at the University, if different from the readmitting dean. When determining eligibility for readmission, the dean may review the student's academic transcript and record. The dean may also confer with Student Formation about any disciplinary or mental health issues that might preclude readmission, and if the student was on medical leave, may also require documentation from the health-care provider that the student may now resume their studies.

If the student is requesting readmission into a program other than the one of her/his last attendance, the readmitting dean will confer with the department chair or director of the program to which the student is requesting readmission regarding program-specific admission requirements. If the student attended another college or university subsequent to her/his last attendance at the University, the student must submit an official transcript from that institution to the readmitting dean before that dean will render a final decision on readmission.

The dean will render a final readmission decision and inform the student and Office of the Registrar and Academic Services. If the dean renders a decision to readmit the student, that official transcript will then be forwarded to the Office of the Registrar and Academic Services for analysis/determination of transfer credit acceptable toward the intended program of study. **Pre-permission to take courses elsewhere is valid only if the student continues in the same program, and if there have been no significant curricular changes mandated by relevant certification bodies in the interim that would affect the transfer credit.** Transfer courses would need to be reevaluated upon readmission if the student changes programs.

Academic Renewal Policy upon Readmission

Students who have not attended the University for at least five calendar years may request academic renewal. At the time of readmission, students seeking academic renewal must complete an academic renewal form and may petition their dean to have up to 16 credit hours of deficient grades removed from

their grade point averages (GPA). The deficient courses and their grades will remain on the transcript, however, they be excluded from the earned hours and GPA calculations and will not count toward graduation requirements. The courses with excluded grades on the transcript will be designated with an E, and the transcript key will explain that E means the course grade has been excluded from the GPA and earned hour calculations, yielding an amended GPA. A comment also will be added to the transcript indicating that the student received academic renewal and the date.

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

Policy Changes

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.

Academic Integrity: Academic Code of Honesty

Students have responsibility for governing their own conduct in compliance with the Academic Code of Honesty, which addresses behavioral integrity in the academic work of the University. Conduct that violates the Code includes plagiarism, duplicate submission of the same work, collusion, providing false information, unauthorized use of computers, theft and destruction of property, and unauthorized possession of tests and other materials. Steps taken in response to suspected violations may include a discussion with the instructor, an informal meeting with the dean of the college and a hearing before the Academic Dishonesty Hearing Board. Students who are found to have violated the Code will ordinarily be assigned the grade F by the instructor and may face other sanctions. The complete Academic Code of Honesty is available in the deans' offices, in the Student Handbook and on the web at.www.scranton.edu/studenthandbook.

Professional Standards of Conduct

Students in many of the programs offered by the Panuska College of Professional Studies (PCPS) also are bound by standards of conduct established by their chosen profession (check with your program director, program catalog and program handbook for program-specific standards). Violation of these behavioral codes or standards may delay or prevent placement of a student in fieldwork required for degree completion. Further, many programs in PCPS require criminal background and child abuse clearances. A criminal history may preclude placement of a student in fieldwork required for degree completion, which

would ultimately prevent a student from completing their degree program. A student's ability to obtain a state license or certification may be affected also. It is the student's responsibility, prior to selecting a PCPS program of study, to familiarize themselves with the standards of their chosen profession and, once selected, to adhere to the behavioral standards established by the University and their profession. Students should immediately inform their program director of any past or current behavioral issue, including background clearances, to understand how it may affect progress toward degree completion or licensure.

Student Conduct

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", (www.scranton.edu/studenthandbook) 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.

Student Rights of Confidentiality

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. No information from educational records, files, or other data directly related to a student shall be disclosed to individuals or agencies outside The University without the express written consent of the student. Except where prescribed by law, information regarding a student's education record may not be disclosed to a parent, guardian or spouse without the student's written authorization on file in the Office of the Registrar and Academic Services, academic advising center or dean's office, or unless the student has granted access to specific information to specific persons through the online Third Party Authorization Form in their Self-Service account in the www.scranton.edu portal.

FERPA does authorize the University to disclose information without consent to school officials with legitimate educational interests. Legitimate education interest means that the official has a need to know in order to fulfill his or her professional responsibilities on behalf of the University. Examples of people having legitimate education interest depending on their official duties and within the context of those duties include: persons or companies with whom The University has contracted, such as attorneys, auditors, collection agents, consultants and other parties to whom the school has outsourced institutional functions or services; students serving on official committees, such as disciplinary or grievance committees or assisting school officials in performing their tasks; persons or organizations to whom students have applied for financial aid; persons in compliance with a lawful subpoena or court order; and persons in an emergency in order to protect the health or safety of students or other persons. In January 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances of release to federal, state and local authorities to evaluate federal- or state- supported education programs, to researchers performing certain types of studies, and to state authorities in connection with Statewide Longitudinal Data Systems. In addition, the complete "Student Rights and Confidentiality of Information Policy" can be reviewed at the following link: http://www.scranton.edu/studenthandbook.

The University considers the following to be public information that may be made available, at its discretion, without prior consent of the student:

Name
Former name(s)
Address (local and permanent)
Telephone number (campus/local and permanent)
Date and place of birth
Photograph
Major field of study
Participation in officially recognized activities and sports
E-mail address
Dates of attendance
Enrollment status
Campus employment
Class level
Expected/actual date of graduation
Degrees, awards, academic honors
Weight and height of members of athletic teams

Students who wish to prevent the public disclosure of any or all the above information may complete and submit a request to the Office of the Registrar and Academic Services.

A directory of names, addresses and telephone numbers of students is promulgated by The University at the beginning of the fall semester. Students who do not wish to be listed in the campus directory must notify the University by the end of the first week of classes in the fall semester.
FERPA affords students the right to inspect and review their educational records within 45 days of the day The University receives such requests. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. University officials will make arrangements for access and notify requesting students of the time and place where their records may be inspected. Students have the right to request the amendment of any educational records that they believe are inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why they believe it is inaccurate or misleading. If The University decides not to amend the records as requested, The University will notify students of the decision and advise them of their right to appeal the decision and the process that must be undertaken to do so.

For more information regarding FERPA, please contact the Office of the Registrar and Academic Services, Room 106, O'Hara Hall. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by The University of Scranton to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920. In addition, The University of Scranton complies with the Student Right-to-Know Act by providing graduation rate information to current and prospective students upon request. Graduation rate information may be obtained by contacting the Institutional Research Office or by consulting the University's Consumer Information webpage at http://www.scranton.edu/pir/institutional-research/HEOA/index.shtml.

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

The 80,000-square-foot, five-story building, named for Harry and Jeanette Weinberg opened in 1992. The facility includes a variety of seating choices including 94 computer workstations, large tables, soft seating, individual study space, group study rooms, quiet study areas, and the Heritage Room, a large reading room on the fifth floor overlooking the campus. Three areas are available by card swipe 24/7:

- The Reilly Learning Commons, which includes lecture capture facilities, high-end computing, 6 Macs, a 3D printer, a Writing Center Satellite, and reservable group study rooms.
- The Pro Deo Room, which includes a computer lab, café seating, and a 46-inch touchscreen table PC.
- The Second Floor, which includes a computer lab, group study rooms, large tables, study carrels, Reference materials and Periodicals.

There are 15 laptops and 7 IPads available at the Circulation Desk for loan to students. Throughout the building, there is wireless access to the Internet including wireless printing. The Java City Café on the first floor provides hot beverages, smoothies, sandwiches, salads, soup, and snacks most hours the library is staffed during the fall and spring semesters. Food and drink may be consumed throughout the building.

In 2018, Library holdings of 829,534 volumes included: 726,863 books (print and electronic), 76,144 bound journal volumes, and 26,527 volume-equivalent microforms. The Library has 60,759 unique journal titles in print and electronic subscriptions. The Media Resources Collection, located on the third floor, holds 22,685 non-print items and provides access to 94,943 streaming media programs. The University Archives and Helen Gallagher McHugh Special Collections, located on the fourth floor, houses the University's historical records, rare books, faculty publications, and other special collections. The library's Digital Collections are available at http://digitalservices.scranton.edu/. In addition to the Library's own collection, books are available for direct borrowing through PALCI (Pennsylvania Academic Library Consortium Inc.) E-Z Borrow, and journal articles may be requested through Interlibrary Loan. Special services for delivery of materials are available for distance learners.

126 electronic databases are accessible on the Library's website. A proxy server provides remote access to databases and full text documents for those who are off campus. Research & Scholarly Services are available in-person on the second floor, and can also be reached by calling 570-941-4000, by texting 570-687-8787, by emailing askalibrarian@scranton.edu, or online via the Ask a Librarian chat box located on the Library homepage. The online Ask a Librarian chat box is staffed 24/7 and is conducted live. The Library also has a robust Information Literacy Program that instructs students in information discovery, evaluation, and use. Students can visit the Research Services Desk or call 570-941-4000 to schedule an appointment with a librarian. Faculty are encourage to schedule information literacy instruction sessions for their classes by calling the Research Services Desk at 570-941-4000.

Library hours are posted on campus and on the Library's website. The building is staffed 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 at http://www.scranton.edu/library. To find out what's new in the Library, visit http://sites.scranton.edu/library.

Career Development

The Gerard R. Roche Center for Career Development

The Center for Career Development staff advises students and alumni on all aspects of career planning, including, but not limited to: career decision-making/major choice, internship/job search, resume/cover letter preparation, interview skills, application processes and negotiations. In addition, programs are held throughout the year to provide information and guidance on topics related to career preparation. The career team coordinates an effort to locate new internship and full-time opportunities for students and alumni. All opportunities available to The University of Scranton students and alumni can be found at www.scranton.joinhandshake.com. All graduate students are encouraged to complete a profile and upload a resume to ensure easy applications and visibility to interested employers. The work of the Center for Career Development is enhanced by the utilization of students as graduate assistants, interns, and work-study students. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Contact the Center for Career Development in Ciszek Hall or call 570-941-7640 to arrange an appointment. Inquiries can also be sent to careers@scranton.edu or through the website at www.scranton.edu/careers.

Counseling Center

The Counseling Center provides a confidential, safe, comfortable and caring place for students. Sometimes students have personal concerns they might wish to discuss with a member of the staff. These concerns might be related to stress, relationships, transition, trauma, development, school, self-concept, family dynamics, etc. Other concerns may be alcohol and other drug use/abuse, anxiety, depression, eating disorders, learning disabilities/ADHD. Finding ways to identify and cope with these concerns can make a difference in the life of a college student.

The Counseling Center is staffed by licensed professionals including psychologists, counselors, and social workers who are available to help students make the most of their years at the University. We also provide referrals for psychiatric evaluations and consultation.

The Counseling Center, located in O'Hara Hall, sixth floor, is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. The Counseling Center does not provide online therapy services. After-hours emergency crisis consultation is available on a 24-hour basis from August through May while classes are in session by contacting the Campus Police Department at (570) 941-7777. For information only, our web address is www.scranton.edu/counseling. Due to the fact that email communication is not confidential, appointments need to be made by calling the Counseling Center at (570) 941-7620 or by stopping by the Center in O'Hara Hall, sixth floor.

Center for Health Education and Wellness

The Center for Health Education and Wellness (CHEW) strives to build a healthier campus community. In keeping with the Jesuit philosophy of Cura Personalis, we are dedicated to the promotion of wellness in mind, body, and spirit. We offer a wide-range of programs and classes on wellness topics such as mindfulness meditation, yoga, stress reduction and nutrition. Check out CHEW's Weekly Wellness Classes and many other health promotion events that are available free of charge for graduate students by visiting the CHEW website: www.scranton.edu/chew. CHEW is located in the Patrick and Margaret DeNaples Center – Room 205K.

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. The Weinberg Memorial Library 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: RoyalSecure, which is available in 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 Technology Support Center in Alumni Memorial Hall or on our website at www.scranton.edu/it. 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.

Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) provides academic services for students and opportunities for faculty to enhance teaching and learning. The CTLE can assist graduate students with reading comprehension, writing skills, overall learning strategies, and the use of instructional technologies 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 Specialist, the Learning Enrichment Specialist, and the Writing Consultants.

The CTLE is located on the 5th floor of the Loyola Science Center. To learn more about the CTLE's programs and services for students and faculty visit the Web site at 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 Pilarz apartment complex by paying a fee of $70.00 each semester or $140.00/year. Students may have the fee added to their account on-line through UIS system or may pay by cash or check in the Byron Office. All fees are non-refundable. 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. The fitness facility located on Mulberry St. is home to 50 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 or through the Student tab on my.Scranton.edu. The SHS fee is non-refundable.

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.

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/studenthealthservices.

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://www.scranton.edu/studentlife/studentaffairs/residence-life/grad-housing.shtml for specific information on housing for graduate students.

Graduate Assistantship Information

Graduate students who are offered positions of Graduate Assistantships 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. Graduate Assistantships also provide valuable and necessary services to the University. However, because Assistantships are primarily students, their duties should have a direct relationship to their academic program of study.

A graduate student must apply for vacant Graduate Assistantship positions **no later than February 1**. In all cases, applicants must have a minimum undergraduate GPA of 3.00, 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.

All students accepting Graduate Assistantship positions must participate in a workshop prior to the start of the fall semester. The required service commitment and compensation of a Graduate Assistantship may vary depending on level of hire. Graduate Assistantship positions may be available in several departments throughout campus.

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 Graduate Assistantship position, he/she is not permitted to hold any full-time or part-time employment at the University.

Students who accept a Graduate Assistantship position assigned to an academic department 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). An appropriate schedule should be worked out between supervisors and those holding Graduate Assistantship positions well in advance to clarify expectations.

Students holding Graduate Assistantship positions may be dismissed for failure to remain in good academic standing. Each semester the University will review the academic progress of students to determine if any fall below the required 3.00 GPA. If an Assistant is placed on academic probation, he/she must meet with the Graduate Program Director of the home department. The decision to allow an assistant to continue with an assistantship while on academic probation will be made by a University representative in consultation with the Graduate Program Director taking into account the individual circumstances of the student holding the assistantship.

The Graduate Assistantship process is currently under review. Further details will be available once they are available.

Financial Aid 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 the Comprehensive Guide to Financial Aid Programs, at scranton.edu/financialaid, click on Publications.

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. Students enrolled in the Master of Occupational Therapy Program are eligible for University of Scranton grants and scholarship for two additional terms for fall and spring during the graduate years, exclusive of internal transfers. Aid not to exceed Gift Aid policy.

Financial Aid Notifications: 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 Award Letter on the my.scranton portal, click on Home and Self Service.

Terms and Conditions: In accepting the award package offered, all students must read the Terms and Conditions in the Comprehensive Guide to Financial Aid Programs, click on Publications.

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 fafsa.gov. Students applying for federal work study must complete the Online Work Study Application available at my.scranton.edu, click on Self Service, select Student Services and Financial Aid and complete the Work Study Application. Federal Work Study applicants must indicate this request when completing the FAFSA form. 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 scranton.edu/bursar under common forms.

Federal Direct Stafford Loans: The Federal Direct Stafford Unsubsidized Loan Program is the primary source of financial aid for many graduate students. Repayment begins six months after students complete a program of study or leave of absence for more than six months or drop below half-time. Students must also complete a Master Promissory Note (MPN) and Entrance Counseling. Visit scranton.edu/financialaid and

click on Loans & Financing Options, Graduate Students, click on Federal Direct Stafford Loans, click on the Master Promissory Note and then Entrance Counseling. Please read and complete all required items. The MPN is valid for 10 years, but the FAFSA must be filed each year.

Aggregate and Annual Loan Eligibility for Graduate Students: The annual maximum Stafford Loan for graduate students is $20,500 and $33,000 for Masters Health Administration and MBA/MHA Dual Degree only 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 and $224,000 for Masters Health Administration and MBA/MHA Dual Degree only.

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 a MPN and Entrance Counseling. Visit scranton.edu/financialaid, click on Loans & Financing Options, Graduate Students, click on Federal Direct Plus Loan, click on the Master Promissory Note and then Entrance Counseling. Please read and complete all required items. The MPN is valid for 10 years provided you do not require an endorser, but the FAFSA must be filed each year.

Federal Work Study Program: A federal campus-based program that provides employment during the academic year and in the summer for students demonstrating financial need. The majority of the jobs are on-campus positions in various departments and administrative offices. Some jobs, both on and off campus, involve community service. Students seeking campus employment must file a FAFSA. Indicate that you are interested in the work-study program and complete an online application.

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 pre-requisite 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.

Alternative Loan Programs are available to credit-worthy students and co-applicants. There are variable and fixed rate loans. Application and credit requirements vary. For more information, visit scranton.edu/financialaid, click on Loans & Financing Options, Graduate Students, and click on Alternative Loan.

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 and eligible dependents should consult their regional Veterans Administration (VA) counselor to establish their eligibility for veterans' education benefits or apply online. Information is available on the Veterans Administration website at www.gibill.va.gov. Once eligibility is established through the VA, students must submit a copy of their Certificate of Eligibility to the Financial Aid Office. (Students need to submit another copy of their Letter of Eligibility only if they elect benefits under a different chapter of the GI Bill at a later date.) In addition, veterans or their dependents must submit a University of Scranton Request for Certification form to the Financial Aid Office prior to each term for which they wish Scranton to certify their enrollment to the VA. This form is available to students through student's my.scranton, Home Tab, University Links and click on Veterans Request for Certification Form or by contacting the Financial Aid Office at finaid@scranton.edu.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Resources: Graduate Assistants, Graduate Teaching Assistants, Graduate Research Assistants, Employer Reimbursement and any other outside award will be considered as a resource and will be taken into account when determining 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 Work Study, Federal Direct Stafford Loans, and Federal Direct 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.

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- 39 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 Earned	Percentage Completed	Meeting Pace
Fall First Year	6	3	6	3	50%	
Spring First Year	8	6	14	9	64%	
First Annual Measurement					64%	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					74%	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.

Appeals: If, due to extenuating circumstances, students fail to meet academic progress requirements, they may appeal the termination of their financial aid. SAP Appeal Form and student instructions are located on the Financial Aid website under forms. 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.

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 each time attempted and will be only counted in earned once. However, if a course which had been passed is repeated and the latter grade is an F, the course will no longer be counted in earned. For more information visit http://catalog.scranton.edu/content.php?catid+7&navoid=129#Standards_of_Progress.

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.

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 scranton.edu/financialaid and click on Loans & Financing Options.

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 (Direct Stafford Loans and Direct Graduate 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. This percent is calculated by dividing the number of days in the semester (excluding breaks of five days or longer) into the number of days completed prior to the withdrawal. 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 scranton.edu/financialaid, click on Publications for specific information on aid adjustment policies due to complete withdrawals during a term.

WHEN A STUDENT FAILS TO EARN A PASSING GRADE

DURING AN ENROLLMENT PERIOD

For students who began attendance and have not officially withdrawn and fail to earn a passing grade in at least one course offered (ALL "F" GRADES) during an enrollment period will be considered to have withdrawn at the midpoint of that semester/module(s) if a last date of attendance cannot be determined for financial aid purposes. For students who receive all "I" grades, "I's" indicate postponement of the completion of the courses and are given an extension; students must complete all of the required work before the mid-point of the next regular semester. If students do not earn a passing grade in at least one course offered, they will be considered to have withdrawn at the mid-point of that semester/module(s) for financial aid purposes. For students who receive all "NG" grades, "NG" will indicate temporary grades. Temporary grades are issue when a faculty member fails to meet the deadline for submission for grade reports. Such temporary grades will be changed to permanent grades when issued by the professor. If students do not earn a passing grade in at least one courses offered, they will be considered to have withdrawn at the midpoint of that semester/module(s) for financial aid purposes. Students should consult

the Comprehensive Guide to Financial Aid Programs at scranton.edu/financialaid, click on Publications for specific information on aid adjustments policies due to complete withdraws during a term.

For a more complete description of aid programs and policies, review the Comprehensive Guide to Financial Aid Programs at scranton.edu/financialaid, click on Publications.

Endowed Scholarships

The Pakistani Student Fellowship: Established by longtime University Economics/Finance professor, Riaz Hussain, Ph.D. G'80, this fellowship provides funds for students pursuing graduate studies in business administration, chemistry, counseling, health administration, nursing, occupational therapy, physical therapy or software engineering. The recipient must be a citizen of Pakistan or Bangladesh.

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 the Central Asian countries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistand. If there are no graduate students eligible for the scholarship, consideration will be given to Kania School of Management undergraduate students from these countries.

The Regina B. Inch Bennett '93, G'96 Scholarship: When Regina retired as Assistant Dean in the College of Graduate & Continuing 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 either campus-based or online graduate programs who hold full-time employment. The student must be in good academic standing. If two equally qualified candidates are identified, the candidate with the higher cumulative GPA (and if necessary, greater quality points) will receive the scholarship.

Annual Scholarships

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.

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 for current information.

Tuition (per semester hour of credit)	$965.00
New Graduate Students- Fiscal Year 1	965.00
Graduate Students on Tuition Guarantee Program- Fiscal Year 2	965.00
Graduate Students on Tuition Guarantee Program- Fiscal Year 3	965.00
Graduate Students on Tuition Guarantee Program- Fiscal Year 4	965.00

    [A tuition guarantee continuing into Fiscal Year 4 is dependent upon

     the term in which the student is admitted (Nurse Anesthesia Program

     is excluded from the Tuition Guarantee)]

Counseling (MS: Clinical Mental Health; Rehabilitation; School)	757.00
Certificate of Advanced Graduate Study (Applied Behavioral Analysis	757.00
Doctor of Business Administration	1,888.00
Doctor of Nursing Practice, Post Master's Specialization	772.00
Doctor of Nursing Practice, Nurse Anesthesia Specialization	1200.00
Accountancy Program MAcc (per semester hour of credit)	895.00
Online Business Administration Program MBA (per semester hour of credit)	965.00
Online Education Program MS (per semester hour of credit)	510.00
Online Finance Program MS (per semester hour of credit)	965.00
Online Health Administration MHA (per semester hour of credit)	940.00
Online Health Informatics Program MSHI (per semester hour of credit)	757.00
Online Human Resources Program MSHR (per semester hour of credit)	875.00
Superintendent Letter of Eligibility (per semester hour of credit)	677.00

Theology (1/2 tuition rate per semester hour of credit)

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
Nurse Practitioner Program Practicum Fee, per clinical course	110.00

MSN Graduate Program in Nurse Anesthesia

Liability Insurance Fee, per Fall Semester (Billed in 1st & 2nd year)	275.00
Self-Evaluation Exam Fee, per Spring Semester (Billed in the 1st & 2nd Year)	160.00
Medatrax Fee, per Fall Semester (Billed in the 1st & 2nd Year)	100.00
Clinical Practicum Fee, per clinical course	1,000.00

Transcripts

Certified transcript (per copy)	9.00

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

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 term	25%
Beyond seventeenth calendar day of the term	No Refund

Further Refund Information for students in the state of Maryland: http://www.scranton.edu/bursar/refund-information.shtml.

Accountancy

Dr. Douglas M. Boyle, Chair, Department of Accounting
570-941-4047- douglas.boyle@scranton.edu

Dr. James F. Boyle, Online & On-Campus Masters in Accountancy Program Director
570-941-6594 - james.boyle@scranton.edu

Department of Accounting Faculty: Professors - Brian W. Carpenter, PhD, CMA; Daniel P. Mahoney, PhD, CPA, CFE, CMA; Associate Professors - Douglas M. Boyle, DBA, CPA, CMA, (Chair, Doctor of Business Administration Director), James F. Boyle, DBA, CPA, (Master of Accountancy Director), Robyn Lawrence, PhD, CMA, David F. Salerno, CPA; Assistant Professors - Amanda S. Marcy, CPA; Faculty Specialists - Andrew J. Gregorwicz, Linda C. Mlodzienski, CPA; Richard C. O'Hara, CFA; Ashley L. Stampone, CPA.

Competitive Master of Accountancy Programs should include concentrations in market relevant areas. The two most market relevant areas that are being underserved by MAcc programs include Business Analytics and Forensics. Therefore, University of Scranton students have the opportunity to complete a MAcc degree including the following concentrations: (1) General including business analytics elective courses, (2) Accounting Analytics, or (3) Forensic Accounting.

The demand for flexible, high quality accounting education at the master's level is at an all-time high and is expected to continue growing at a rapid rate. Such growth is fueled by two key market dynamics: (1) most State Boards of Accountancy now require candidates to fulfill 150 credit hours in order to obtain a license (for most CPA candidates who are bachelor degree holders, this means at least 30 credit hours of extra coursework is necessary), and (2) current hiring by public accounting firms is not only at a record high, but continued growth is projected.

Given the robust current and projected demand for high-quality flexible masters-level accounting education, students may enter the Master of Accountancy program in the following ways:

1. A masters in accountancy program delivered entirely online or on campus and targeted toward recent graduates from bachelor's in accounting programs as well as young professionals working in public accounting firms (within their first three years). Students must hold an undergraduate bachelor's in accounting degree or hold an undergraduate bachelor's degree in business with the completion of satisfactory accounting coursework at the intermediate level such as: ACC 361 Intermediate Accounting I, ACC 362 Intermediate Accounting II, ACC 363 Federal Taxation, ACC 461 Cost Accounting, and ACC 464 Auditing Theory, as determined by the Accounting Department Chair;

2. A five-year, combined bachelors/masters in accountancy program.

The Kania School of Management has established the following Learning Goals for the Accountancy Program.

Students will gain extensive knowledge in the field of accounting and understand the manner in which accounting information is generated and disseminated.

Students will research advanced current topics in accounting and demonstrate an understanding of both theoretical and practical applications of their findings.

Students will understand the processes of the governing bodies charged with the creation and oversight of the various accounting and auditing standards/practices.

Students will understand how accounting information is generated and how it is used by key stakeholders.

Students will be capable of applying an advanced level of accounting knowledge as a means of solving business problems.

Students will demonstrate an understanding of advanced accounting concepts and the ways in which such concepts can be applied to current reporting requirements.

Students will demonstrate the ability to use accounting information in solving current real world problems commonly faced by key stakeholders like managers and current and prospective investors/creditors.

Students will be capable of critically analyzing accounting information and utilizing their knowledge of the field to disseminate value-added insights throughout the firm.

Students will analyze business situations and provide value-added insights and recommendations to contribute to the decision making process.

Using appropriate accounting methods, students will critique the firm's performance and provide a foundation for performance improvement.

Students will be able to effectively identify and evaluate the kinds of ethical challenges often faced by accounting professionals and express their ability to appropriately respond in a manner that is consistent with the profession's high ethical expectations.

Students will demonstrate a comprehensive understanding of ethical theory, principles, and rules via direct application to practical ethical dilemmas.

Students gain an understanding of the high ethical expectations of the profession and how to become more aware of their own behaviors and life choices as a means of fulfilling such expectations.

Students will understand the global environment of the accounting profession and the critical leadership role they must be able to fill within the broader business environment.

Through analyses of specific management scenarios, students will analyze the critical role accounting professionals play in the global business environment.

Students will apply accounting techniques to add value and insights and thus enable the firm to capitalize on emerging business opportunities.

Students will demonstrate the kinds of advanced communication skills that are consistent with the profession's high demands and expectations.

Students will understand the importance of providing effective communication to key stakeholders within and outside of the firm.

By way of a series of writing assignments targeted toward satisfying the expectations of key stakeholders, students will demonstrate a mastery of writing skills.

Combined Bachelor and Masters in Accountancy (MAcc) Program

The Accounting Department offers interested and qualified students the opportunity to earn both a Bachelor of Science degree in accounting and a Master of Accountancy degree. With judicious course scheduling, students can complete the program within as few as four academic years. This program was developed in response the to the adoption by most states of a 150 credit-hour educational requirement to become a Certified Public Accountant and to provide students with the opportunity to work full-time in the profession, while completing the last year of the program either online or on campus.

Students interested in the combined BS/MAcc degree program should apply as incoming freshmen to reserve a seat and inform academic advising. In addition, students should apply to Graduate Admissions as early as December of their junior year. Acceptance into the combined program is based on the student's previous academic performance and statement of purpose. Students must adhere to requirements as listed in the Graduate Studies Catalog.

Once a student is admitted to this combined program, he/she would be permitted to take two graduate courses per term while still classified as undergraduate student. If the two courses are "cross-listed" (graduate/undergraduate) courses as indicated below, they may count toward both the Bachelor of Science degree in Accounting and the Master of Accountancy degree:

ACC 460 - Advanced Accounting I	ACC 540 - Contemporary Financial Accounting Topics
ACC 461 - Cost Accounting	ACC 526 - Managerial Accounting
ACC 462 - Advanced Managerial Accounting	ACC 536 - Advanced Managerial Accounting
ACC 463 - Financial Statement Analysis	ACC 527 - Financial Reporting and Research
ACC 465 - Accounting Communications	ACC 538 - Accounting Communications
ACC 472 - Advanced Accounting II	ACC 537 - Advanced Financial Accounting
ACC 473 - Advanced Auditing	ACC 531 - Advanced Auditing
ACC 475 - International Accounting	ACC 525 - International Accounting

A minimum overall undergraduate GPA of 3.00 and a minimum GPA of 3.00 in the undergraduate accounting major is required in order to advance from the undergraduate component of the accounting program into graduate study. A minimum overall GPA of 3.00 must be achieved and maintained for all graduate courses. The student is awarded the Master of Accountancy degree upon completion of the graduate requirements.

Combined Program Course Requirements

Three Undergraduate Tracks:

General, Forensic Accounting, and Accounting Analytics

The required and elective MAcc courses needed to complete the combined program is provided in the next section and will depend on which of the three undergraduate tracks (general, forensic accounting, or accounting analytics) that the student selects.

Masters in Accountancy (MAcc) Program

For a student to be eligible for admission into the Masters in Accountancy program, he/she must hold a bachelor's degree in accounting or students must hold an undergraduate bachelor's in accounting degree or hold an undergraduate bachelor's degree in business with the completion of satisfactory accounting coursework at the intermediate level such as: ACC 361 - Intermediate Accounting I, ACC 362 - Intermediate Accounting II, ACC 363 - Federal Taxation, ACC 461 - Cost Accounting, and ACC 464 - Auditing Theory, as determined by the Accounting Department Chair. A minimum overall undergraduate GPA of 3.00 and a minimum GPA of 3.00 in the undergraduate accounting major is required for admittance to graduate study. A minimum overall GPA of 3.00 must be achieved and maintained for all graduate courses. The student is awarded the Master of Accountancy degree upon completion of the graduate requirements.

Masters in Accountancy Program Course Requirements

MAcc Program – General Track

Required Graduate Courses (15 credits total; 3 credits each course)

ACC 536 - Advanced Managerial Accounting
ACC 538 - Effective Accounting Communication
ACC 539 - Accounting Ethics: The Foundation of the Profession
ACC 540 - Contemporary Financial Accounting Topics
ACC 550 - Applied Accounting Research (capstone)

Elective Graduate Courses (15 credits total; 3 credits each course; select any 5)

ECO 507 - Managerial Economics
FIN 508 - Financial Management
ACC 514 - Accounting Integration and Configuration
ACC 525 - International Accounting
ACC 527 - Financial Reporting and Research
ACC 531 - Advanced Auditing
ACC 532 - Advanced Taxation & Regulation
ACC 541 - Financial Reporting Fraud Detection & Prevention
ACC 542 - Occupational Fraud & Abuse
BUAN 571 - Introduction to Business Analytics
BUAN 572 - Data Mining
BUAN 573 - Business Analytics Using R
BUAN 574 - Business Forecasting Models
BUAN 575 - Business Simulation
BUAN 576 - Business Database Management
BUAN 578 - Business Intelligence

Program Total: 30 credits

MAcc Program – Forensic Accounting Concentration

Required Graduate Courses (30 credits; 3 credits each)

ACC 527 - Financial reporting and Research
ACC 531 - Advanced Auditing
ACC 536 - Advanced Managerial Accounting

ACC 538 - Effective Accounting Communication
ACC 539 - Accounting Ethics: The Foundation of the Profession
ACC 540 - Contemporary Financial Accounting Topics
ACC 541 - Financial Reporting Fraud
ACC 542 - Occupational Fraud & Abuse
ACC 550 - Applied Accounting Research (capstone)
BUAN 571 - Introduction to Business Analytics
Program Total: 30 credits

MAcc Program – Accounting Analytics Concentration

Required Graduate Courses (21 credits total; 3 credits each course)

ACC 536 - Advanced Managerial Accounting
ACC 538 - Effective Accounting Communication
ACC 539 - Accounting Ethics: The Foundation of the Profession
ACC 540 - Contemporary Financial Accounting Topics
ACC 550 - Applied Accounting Research (capstone)
BUAN 571 - Introduction to Business Analytics
BUAN 572 - Data Mining

Elective Graduate Courses (9 credits total; 3 credits each course; select any 3)

BUAN 573 - Business Analytics Using R
BUAN 574 - Business Forecasting Models
BUAN 575 - Business Simulation
BUAN 576 - Business Database Management
BUAN 578 - Business Intelligence

Program Total: 30 credits

Capstone Experience

ACC 550 - Applied Accounting Research - The capstone experience immerses the student (through discussion, analysis, data gathering, and writing) in current practitioner research topics requiring him/her to demonstrate a mastery of the research process, tools, techniques, findings, and journals while applying critical thinking skills. The research spectrum will include ethical, financial, international, forensic, and auditing topics.

Other Graduate Level Accounting Courses

The MAcc Program Director may recommend that other graduate level accounting courses count as MAcc program elective courses, such as ACC 502 - Accounting for Management.

Masters in Accountancy (MAcc) Program Provisional Acceptance

A student who has not completed an undergraduate bachelor's degree in accounting may be eligible for provisional acceptance into the Master's in Accountancy Program if he/she completed an undergraduate bachelor's degree in business. The MAcc Program Director will consider any accounting courses completed by each student applicant, as well as any relevant accounting professional work experience, in making a recommendation about whether to provisionally accept a student applicant into the Master's in Accountancy Program and in determining each accepted student's required bridge coursework.

Generally, in addition to the normal MAcc program required coursework, provisionally accepted students must complete the following courses:

ACC 502 - Accounting for Management Accounting
ACC 505 - Intermediate Accounting I
ACC 506 - Intermediate Accounting II
ACC 507 - Intermediate Accounting III

In view of the above additional required accounting coursework, ACC 540 is normally waived. Therefore, provisionally accepted Master's in Accountancy Program students must normally complete 39 credits of required coursework (36 credits if ACC 502 is waived). The MAcc Program Director may also recommend additional required courses as appropriate, such as MBA 502A - Financial Accounting Module and MBA 502B - Managerial Accounting Module, or may waive ACC 502, depending on each student's previous accounting courses completed and the grade(s) earned, as well as any relevant accounting professional work experience.

Masters in Accountancy (MAcc) Program Probationary Acceptance

A student with less than an overall undergraduate GPA of 3.00, and/or with less than a GPA of 3.00 in undergraduate accounting courses, may receive probationary acceptance into the Master's in Accountancy Program with reasonable cause and the recommendation of the MAcc Program Director.

Probationary acceptance status requires the student to achieve a cumulative GPA of at least 3.00 in the first nine credits of coursework in the MAcc program.

Masters of Accountancy (MAcc) Program Academic Honesty Zero Tolerance Policy

In recognition of the high ethical demands of the accounting and financial management profession, the University of Scranton MAcc program has adopted a zero tolerance policy for any academic dishonesty. All University of Scranton MAcc program applicants must sign the Master of Accountancy (MAcc) Program Student Applicant Academic Honesty Certification and Agreement Form as a condition of acceptance into the program. Immediate, appropriate sanctions will result for any MAcc student violation of the University of Scranton Academic Code of Honesty.

Business Administration

On-Campus MBA Program, Dr. Robyn Lawrence, Program Director
570-941-7786 • robyn.lawrence@scranton.edu
www.scranton.edu/MBA

Online MBA Program: Dr. Kingsley Gnanendran, Program Director
570-941-4190 • skingsley.gnanendran@scranton.edu
www.scranton.edu/OnlineMBA

Graduate Certificate in Enterprise Resource Planning Certificate: Dr. Satya Prattipati, Program Director
570-941-6159 • satyanarayana.prattipati@scranton.edu

Graduate Certificate in Supply Chain Management Certificate: Dr. Kingsley Gnanendran, Program Director
570-941-4190 • skingsley.gnanendran@scranton.edu

Department of Accounting Faculty: Professors- Brian Carpenter, PhD, CMA, Daniel Mahoney, PhD, CPA, CFE, CMA; Associate Professors- Douglas M. Boyle, DBA, CPA, CMA, (Chair), James Boyle, DBA, CPA, Robyn Lawrence, PhD, CMA, David Salerno, PhD, CPA; Assistant Professors - Amanda S. Marcy, CPA; Faculty Specialists- Andrew J. Gregorwicz, Linda C. Mlodzienski, CPA, Richard C. O'Hara, CFA, Ashley L. Stampone, CPA.

Department of Economics/Finance Faculty: Professors- Satyajit P. Ghosh, John Kallianiotis; Associate Professors- Aram Balagyozyan, Eleni Gousgounis, Hong V. Nguyen, Christos Pargianas, Iordanis Petsas (Chair), Murli Rajan, CFA, Edward M. Scahill, Susan Trussler; Assistant Professors- Jinghan Cai, John Ruddy.

Department of Marketing, Management, & Entrepreneurship Faculty: Professor- Abhijit Roy, Associate Professors- Satya P. Chattopadhyay (Chair), Jafor Chowdhury, Robert Giambatista, Irene Goll, Taewan Kim, Robert L. McKeage, John Sailors, John M. Zych; Assistant Professor- Peter Anderson; Faculty Specialist- Nancy "Ann" Cummings.

Department of Operations & Information Management Faculty: Professors- Kingsley Gnanendran, Rose Sebastianelli, Nabil Tamimi (Chair); Associate Professors- Ahmed Gomaa, Deborah J. Gougeon, Yibai Li, Satyanarayana Prattipati; Assistant Professors- Hamza Adeinat, Ozgur Isil; Faculty Specialist- Vincent Rocco.

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

Accreditation and Rankings

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 the premier accreditation body for business schools, AACSB International - The Association to Advance Collegiate Schools of Business. Additionally, the school has for fourteen consecutive years been included in Princeton Review's "Best Business Schools," its MBA program has been ranked among the top 15 general-management programs by Princeton Review and Entrepreneurship Magazine and has been ranked number 117th in the nation for part-time MBA programs in the 2020 rankings published by U.S. News & World Report. Additionally, the rankings for the on campus MBA specialty areas are as follows: Accounting #27, Information Systems #19, Finance #39, and Production/Operation #18. 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 MBA 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 website for more information about the computer-adaptive test.

For current University of Scranton students who upon the completion of at least 75 undergraduate credits have earned a current cumulative GPA of a 3.5 or higher, the GMAT requirement is waived.

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 MBA Program

The admission requirements for the online program are similar to those for the on-campus program except in regard to work experience and 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.

Graduate Certificate in Enterprise Resource Planning

All applicants for the certificate program must be admitted to 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.

Graduate Certificate in Supply Chain Management

Supply chain management has been gaining popularity in recent years as companies recognize the strategic importance of efficiently managing the flow of raw materials, inventories, and finished goods from point-of-origin to point-of-consumption. This involves the study of a variety of topics such as managing suppliers and procurement, outsourcing, assuring product quality, and customer relationship management, among others. Since a chain is only as strong as its weakest link, integrating such activities across the supply chain is key to extracting synergies that lead to a "win-win" outcome for all partners. The graduate certificate in supply chain management will provide managers/supervisors with the skills they need to succeed in this rapidly growing business discipline.

Academic Integrity

MBA students in both programs are required to take the Graduate Academic Integrity Tutorial and adhere to the standards and principles articulated therein. 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

Graduate assistantships are available each year on a competitive basis for outstanding full-time on-campus MBA students. The KSOM assistants may work with the Kania School faculty in support of their research, teaching, and other academic duties. Assistants receive a stipend and are eligible for a tuition scholarship. 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 from an AACSB International-accredited school may be transferred to The University of Scranton in fulfilling MBA course requirements. 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, MBA

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

- Cornerstone course (3 credits): MGT 501
- Core courses (12 - 21 credits): four to seven courses
- Advanced Elective courses (9 - 18 credits): three to six courses, at least one of which is designated "International"
- Capstone course (3 credits): MGT 509

The following grid shows the classification of the Core courses into three clusters: Accounting, Economics, and Finance Core (minimum of two courses required): Operations and Information Management Core (at least one course required); and Management and Marketing Core (at least one course required). With the approval of the MBA Program Director, 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).

Post-MBA Specializations

Graduates of the University of Scranton's on-campus or online MBA programs have the opportunity to receive transcript notation and a letter of recognition for completing the requirements of an MBA specialization after graduating with their MBA degree. New specializations have been, and are expected to continue to be, added to our MBA programs. These specializations may be of interest to our MBA graduates who want to retool, augment current areas of expertise and/or satisfy continuing professional education requirements. Courses in the focus area taken more than six years prior may have to be repeated. Graduates interested in this program should apply for admission as "self-improvement" students. For more information please contact the Admissions Office and/or the MBA Director.

Specializations

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 through the choice of specialization. Students may specialize in an area by completing three Advanced Electives in that area. The following specializations are available currently:

On-campus program: Accounting, Business Analytics, Finance, Healthcare Management, International Business, Management Information Systems, Marketing, and Operations Management.

Online program: Accounting, Business Analytics, Enterprise Resource Planning, Finance, Healthcare Management, Human Resources Management, International Business, and Operations Management.

Instead of focusing narrowly on a single functional area, students in either program can broaden their exposure by choosing the General Business option which facilitates the choice of elective courses from multiple areas. Under this option, students may choose no more than two advanced electives in a given focus area.

Students may obtain a dual specialization by completing three advanced electives in each of two focus areas. Note that a given elective may only be used to satisfy the requirements of a single specialization. For example, the international course in finance may be used to fulfill the requirement for the specialization in Finance, or the specialization in International Business, but not both.

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"). 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 instead of the module. Graduate students are expected to complete all provisional requirements (Foundation Modules) within their first year of enrollment in the program.

Curriculum

Foundation Modules All required unless waived 1 credit each; 12 credits total		MBA 501A MBA 501B MBA 501C	MBA 502A MBA 502B MBA 502C	MBA 503A MBA 503B MBA 503C	MBA 504A MBA 504B MBA 504C
Cornerstone Required, 3 credits		MGT 501: Responsibility, Sustainability, and Justice			
Core Minimum 4 courses required, maximum 7 courses 12 - 21 credits	Accounting, Economics, and Finance Core (at least two)	ACC 502: Accounting for Management			
		ECO 507: Managerial Economics			
		FIN 508: Financial Management			
	Operations, Analytics, and Information Core (at least one)	OM 503: Operations Management			
		MIS 504: Management Information Systems			
		BUAN 571: Introduction to Business Analytics			
	Management and Marketing Core (at least one)	MGT 505: Organizational Behavior			
		MKT 506: Marketing Management			
Advanced Electives *Choose 3 to 6 courses* 9-18 credits	Accounting	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 538, ACC 539, ACC 541, ACC 542			
	Business Analytics	BUAN 571, BUAN 572, BUAN 573, BUAN 574, BUAN 575, BUAN 576, BUAN 578, BUAN 579			
	Enterprise Resource Planning	ERP 510, ERP 511, ERP 512, ERP 513, ERP 514, ERP 515, ERP 516, MBA 519			
	Finance	FIN 581, FIN 582, FIN 583, FIN 584*, FIN 585, FIN 586, FIN 587, FIN 589			
	Healthcare Management	HAD 502, HAD 510, HAD 517*, HAD 519, HAD 521, HINF 520			
	Human Resources Management**	HR 505, HR 506, HR 511, HR 512			
	International Business	ACC 525*, ECO 583*, FIN 584*, HAD 517*, IB 505*, MGT 556*, MIS 577*, MKT 563*, MKT 596*, OM 540*			
	Management Information Systems	MIS 546, MIS 548, MIS 571, MIS 573, MIS 574, MIS 575, MIS 577*, MIS 579			
	Marketing	MKT 512, MKT 561, MKT 562, MKT 563 *, MKT 564, MKT 565, MKT 569, MKT 596*			
	Operations Management	OM 540*, OM 543, OM 544, OM 545, OM 546, OM 547, OM 549			
	Miscellaneous	ECO 581, ECO 582, ECO 589, MGT 553, MGT 554, MGT 555, MGT 559, MBA 590			
Capstone: Required, 3 credits		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 (core) along with FIN 583, FIN 584, and FIN 587 (three advanced electives).
3. Students are expected to take MGT 501 early in the program, ideally as their FIRST regular course, but no later than as their THIRD regular 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 Core/Elective 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 * on the curriculum grid).
6. Many students have acquired "experiential learning" outside a formal college or university classroom in jobs or military service. The MBA program may waive Foundation Module requirements related to such experiences. Students wishing to have their learning assessed for possible course waiver must document relevant experiences and the knowledge gained from them for review by faculty of the program.
7. Students opting for Human Resources Management Specialization** will be required to complete MGT 505; this course will serve as the prerequisite for the HRM courses for the specialization.
8. BUAN 571 and BUAN 572 are required courses for the Business Analytics specialization.

Graduate Certificate in Enterprise Resource Planning

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. Each course is of eight weeks duration. To earn the ERP Certificate students must complete the two required courses (indicated by an * below) and two elective courses.

Required Courses:
- ERP 510 - Integrated Enterprise Management Systems
- ERP 514 - Accounting Integration and Configuration
  Elective Courses: choose two
- ERP 511 - Production Planning & Control
- ERP 512 - Customer Relationship Management
- ERP 513 - Treasury Management
- ERP 515 - Business Intelligence

Prerequisites

Students lacking appropriate undergraduate coursework or background in the areas of information management, accounting, finance, marketing, or operations management may be required to complete the corresponding 1 - credit foundation module listed below:

- MBA 501C - Information Management Module
- MBA 502A - Financial Accounting Module
- MBA 502B - Managerial Accounting Module
- MBA 503C - Finance Module
- MBA 504B - Marketing Module
- MBA 504C - Operations Management Module

SAP Certification

Students who complete the Certificate Program in ERP will be eligible to enroll in an on-line SAP certification course and take the appropriate certification exam. For more information, please contact the ERP Director.

Graduate Certificate in Supply Chain Management

Supply chain management has been gaining popularity in recent years as companies recognize the strategic importance of efficiently managing the flow of raw materials, inventories, and finished goods from point-of-origin to point-of-consumption. This involves the study of a variety of topics such as managing suppliers and procurement, outsourcing, assuring product quality, and customer relationship management, among others. Since a chain is only as strong as its weakest link, integrating such activities across the supply chain is key to extracting synergies that lead to a "win-win" outcome for all partners. The graduate certificate in supply chain management will provide managers/supervisors with the skills they need to succeed in this rapidly growing business discipline.

Admission requirements include a 3.00 undergraduate GPA (on a 4.00 scale) and three or more years of supervisory/ professional work experience.

Curriculum

The certificate program comprises the following four 3-credit courses:

- OM 503 - Operations Management
- OM 540 - Supply Chain Management
- OM 545 - Quality Management
- ERP 510 - Integrated Enterprise Management Systems

Prerequisites

Students lacking appropriate undergraduate coursework or background in the areas of statistics, management science, or operations management will be required to complete the corresponding 1-credit foundation modules:

- MBA 501A - Statistics Module
- MBA 501B - Management Science Module
- MBA 501C - Information Management Module
- MBA 502A - Financial Accounting Module

- MBA 502B - Managerial Accounting Module
- MBA 503C - Finance Module
- MBA 504B - Marketing Module
- MBA 504C - Operations Management Module

Dual Degree: Business Administration/ Health Administration

The MBA/MHA Dual Degree Program integrates the AACSB-accredited MBA curriculum with the CAHME-accredited MHA curriculum for both the residential and online student. Competencies have been mapped to assure compliance with both accreditation bodies. The total credit hour completion for this dual degree is seventy (70) credits if HAD 581 - Administrative Residency is required, or sixty-five (65) credits if HAD 580 - Internship is required. Students must meet all admission criteria for both programs.

- All of the degree requirements of both the MBA and MHA must be satisfied;
- Up to seven one-credit MBA Modules may be required depending upon the student's undergraduate education. MBA Foundation Modules are to be completed within the first year of the program.

MBA 501B - Management Science Module	MBA 503C - Finance Module
MBA 501C - Information Management Module	MBA 504B - Marketing Module
MBA 503A - Microeconomics Module	MBA 504C - Operations Management Module
MBA 503B - Macroeconomics Module	

- 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.
- Students are expected to take the cornerstone course MGT 501 early in the program, ideally as their first regular course, but no later than as their third regular course.
- HAD 501, HAD 505, HAD 519 and MGT 505 are foundational/core courses that are to be taken in the first year.
- To be eligible to enroll in MGT 509 , a student must (i) have completed MGT 501, (ii) have completed (or received waivers) for all twelve Foundation Modules, and (iii) be in their final semester of coursework prior to their Administrative Residency.
- In meeting the MBA requirements, 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. A specialization consists of three courses above 509 in one focus area.
- All students must take at least one course that has been designated as an "International course" (ACC 525, ECO 583, FIN 584, HAD 517, IB 505, MGT 556, MIS 577, MKT 563, MKT 596 and OM 540).
- All combined MBA/MHA dual degree students are required to complete one (1) MHA elective course, and one (1) MBA core/advanced elective.
- **Please note:** In order to be eligible for admission to the MBA/MHA dual degree program, a student matriculated in either the MBA or MHA degree program must apply **before** completing 75% of their respective degree program's graduation requirements.

o **Note to students transferring from MBA or MHA:** Credit will be given for any MBA or MHA course taken by the student only if it belongs to the dual MBA-MHA curriculum.

Admission Requirements for On-campus Program

Applicants must meet the admissions requirements of both residential MHA and the MBA programs to be admitted into the MBA/MHA Dual Degree Program.

The following is required to apply for admission:

- Bachelor's degree from an American college or university which is accredited, or equivalent from an international college or university;
- Undergraduate GPA of at least 3.0 on a grading scale of 4.00;
- Completed Graduate School Application;
- Official transcripts;
- Three letters of reference from people capable of evaluating an applicant's ability to succeed in this program;
- Resume and career statement with career goals;
- Score of 550 (paper) or 213 (computer) or 80 (internet) on the TOEFL exam for international students; Step Test-Pre-1st; IELTS-Band 6;
- Personal interview with the MHA Program Director and others;
- Official GMAT score report (Students with three or more years of professional, full-time work experience may be eligible to submit a solution to a case study in lieu of the GMAT).

Admission Requirements for Online Program

Applicants who wish to meet some or all of the program requirements online must meet the admissions requirements of the residential MBA/MHA Dual Degree Program (above) as well as the following requirements for online programs.

- Must have at least 3 years of managerial or supervisory work experience;
- Submit a signed affidavit from a senior executive verifying at least 3 years of managerial work experience;
- Submit a case study (topic provided by your MBA Program Manager during the application process);
- At least one of the letters of reference must be from senior executive other than the one signing the affidavit verifying 3 years of managerial experience;
- International students must have a minimum TOEFL of 575 (paper).

Course Requirements *(All courses are 3 credits unless otherwise noted.)*

MBA Foundation Modules – up to seven 1-credit modules required

Core Courses - 56 credits required
ACC 502 - Accounting for Management
FIN 508 - Financial Management
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 519 - Health Services and Systems*

HAD 521 - Health Care Financial Management II

HAD 523 - Health Care IT Management (2 cr.)

HAD 525 - Health Care Ethics

MGT 501 - Responsibility, Sustainability & Justice*

MGT 505 - Organizational Behavior*

MGT 509 - Business Policy

MKT 506 - Marketing Management

OM 503 - Operations Management

OM 545 - Quality Management

(* indicates foundation courses to be taken in first year)

MHA 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 526 - Grants Writing and Management

MBA Core and Advanced Electives – 3 credits required

International Requirement

All students must take at least one course that has been designated as an "International course" (ACC 525, ECO 583, FIN 584, HAD 517, IB 505, MGT 556, MIS 577, MKT 563, MKT 596 and OM 540).

HAD Fieldwork Courses – 3 to 8 credits required

(Credits required based upon prior work experience; to be determined at time of admission)

HAD 580 - Internship in Health Administration (3 credits)

HAD 581 - Administrative Residency (8 credits)

HAD 583 - Externship in Health Administration (1 credit)

Credits for the Combined Degree: 62 credits coursework plus 3-8 credits fieldwork plus any required MBA Foundation Modules

Doctor of Business Administration, DBA

Our Doctorate of Business Administration (DBA) with a concentration in accounting is a rigorous research degree designed to provide experienced professionals with the advanced skills and credentials required to secure and succeed in full-time, tenure-track faculty positions at accredited institutions. This program offers a concentration in accounting and is delivered through on-campus residency requirements that are fulfilled while the student maintains his/her current position. These scholars will understand the global environment of academia and demonstrate advanced applied research, communication, and teaching skills. They will be poised to make a transformational contribution to both academia and business and, in the words of St. Ignatius, they will thus be positioned to "set the world on fire."

Course of Study

The following courses are required of all students in the Doctorate of Business Administration program:
- DBA 700 - Applied Business Theory & Constructs
- DBA 701 - Business Research Process & Design
- DBA 702 - Academic Governance
- DBA 703 - Business Literature Review
- DBA 704 - Research Methods I
- DBA 705 - Ignatian Seminar I
- DBA 706 - Fraud Research Seminar
- DBA 707 - Research Methods II
- DBA 708 - Ignatian Seminar II
- DBA 709 - Auditing Research Seminar
- DBA 710 - Research Methods III
- DBA 711 - Practice Research
- DBA 712 - Dissertation Design
- DBA 713 - Accounting Instruction
- DBA 714 - Dissertation Research Proposal
- DBA 715 - Ignatian Seminar III
- DBA 716 - Dissertation Research I
- DBA 717 - Dissertation Research II
- DBA 718 - Dissertation Research III

Accelerated BS/MBA 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 MBA 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 combined program. Minimum admission requirements include an undergraduate GPA of 3.00 in the major and 3.00 overall. Students may apply upon completion of 64 undergraduate credits. Interested undergraduate students should submit an application, three letters of reference, and a GMAT score to the Graduate Admissions Office. Upon acceptance into the Accelerated BS/MBA in Accounting program, students must complete a Curriculum Approval Worksheet. Students accepted into the combined program are expected to maintain an overall GPA of 3.00 for all graduate courses.

Each student in the Accelerated Master of Business Administration Degree program must complete at least three graduate advanced elective accounting courses. Depending upon the student's prior accounting background, acceptable advanced elective accounting courses could include the following: ACC 514, ACC 522, ACC 525, ACC 527, ACC 529, and elective accounting courses numbered 530 or greater.

Accelerated CAS Bachelor's/MBA 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 some graduate course requirements while still enrolled as undergraduates.

Application Process and Admissions Standards

An undergraduate student may make formal application to the accelerated program following the completion of at least 60 semester hours and at least by the end of the fall semester of the junior year. Application forms can be found at http://www.scranton.edu/admissions/graduate-admission.shtml.

Students must satisfy all admission requirements including a minimum GMAT of 500 and that he/she:

- Has earned a cumulative GPA of 3.00 in all coursework; and
- Has earned a cumulative GPA of 3.00 in his/her major.

Once admitted the undergraduate student must maintain:

- A 3.00 undergraduate cumulative GPA;
- A 3.00 cumulative GPA in the major; and
- A 3.00 cumulative GPA in all graduate coursework.

Accelerated 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 Graduate Admissions Office 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.

1. Following the completion of 60 semester hours, an undergraduate student may make application to the accelerated program provided he/she:

- has earned a cumulative GPA of 3.00 in all coursework;
- has earned a cumulative GPA of 3.00 in his/her major.

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

- Completing the online Application for Graduate Admission;
- Submitting a GMAT score;
- Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals;
- Resume;
- Statement of purpose; and
- Meeting with the Graduate Operations Management mentor for assistance in the process.

2. Upon acceptance into the OM BS/MBA program students must complete a Curriculum Approval Worksheet. 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 MBA Program Director;
- The KSOM Dean.

Once the student is admitted into the program, the following graduate courses may be used to satisfy undergraduate requirements:

- MKT 506 - Marketing Management (3 cr.) satisfies the undergraduate requirement of MKT 351 - Principles of Marketing;
- MGT 505 - Organizational Behavior (3 cr.) satisfies the undergraduate requirement of MGT 352 - Principles of Management II;
- MGT 501 - Responsibility, Sustainability and Justice (3 cr.) satisfies the undergraduate requirement of MGT 455 - Business Policy and Strategy;
- MIS 504 - Management Information Systems (3 cr.) satisfies the undergraduate requirement of OIM 471 - Business Information Management.

Each student in the Accelerated Bachelor of Science/Master of Business Administration in Operations Management Degree program must complete three advanced electives in the OM area. The following advanced OM electives are offered in the program: OM 540, OM 543, OM 544, OM 545, OM 546, OM 547, and OM 549.

Accelerated BS/MBA in Finance

The Department of Economics and Finance offers interested and qualified undergraduate finance students the opportunity to earn both a Bachelor of Science and a Master of Business Administration. With judicious course scheduling, most students can complete the program within five academic years.

Students interested in this Accelerated BS/MBA degree program should apply to the program as prescribed by the Graduate Studies Catalog. Criteria for acceptance into the program include the student's previous academic performance, GMAT score, letters of recommendation and a statement of purpose.

Accelerated BS in Management/MBA Program

The Department of Marketing, Management and Entrepreneurship offers interested and qualified undergraduate marketing, management, entrepreneurship, general business administration students the opportunity to earn both a Bachelor of Science and a Master of Business Administration. With judicious course scheduling, most students can complete the program within five academic years.

Students interested in this Accelerated BS/MBA degree program should apply to the accelerated program as prescribed by the Graduate Studies Catalog. Criteria for acceptance into the accelerated program include the student's previous academic performance, GMAT score, letters of recommendation and a statement of purpose.

Chemistry, Biochemistry, Clinical Chemistry

Dr. Joan M. Wasilewski, Chair, Chemistry
570-941-7705 • joan.wasilewski@scranton.edu

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

Department Faculty: Professors - Christopher Baumann, Timothy Foley, David A. Rusak; Associate Professors – Arthur Catino, John C. Deak, Michael Fennie, David E. Marx, Katherine A. Stumpo, Joan M. Wasilewski; Assistant Professor - Nicholas Sizemore.

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

Chemistry and Biochemistry Programs

Master of Science programs are offered in Chemistry and Biochemistry. The MS has an optional Thesis track 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 9 of the 30 credits are devoted to the thesis research.

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 M.S. program in Clinical Chemistry has two tracks: Thesis and Administration. The Thesis track is designed for students who wish to emphasize development of research capabilities. 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. Both tracks require a minimum of 36 graduate credits.

Admissions Requirements

Chemistry and Biochemistry Programs

Applicants for the 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. Students with limited undergraduate course deficiencies may be admitted with the approval of the department 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 background 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.

Capstone Experience

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

Thesis

MS candidates in the Thesis Tracks for Chemistry, Biochemistry, and Clinical Chemistry are required to do independent research and write a thesis.

Each student interested in pursuing the MS in the Thesis Track should enroll in CHEM 509, Introduction to Research, in her/his first semester of study. By the end of the first semester, each student should

(a) choose a research mentor,

(b) decide on a research project,

(c) assemble a thesis committee consisting of the research mentor and two readers from the department,

(d) prepare a proposal for the research project and obtain the approval of the proposal by the members of the thesis committee.

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 eight, depending on the needs of the student.

The requirement of a comprehensive examination will be waived for any student who has successfully completed the master's thesis.

Comprehensive Examination

Candidates for the non-thesis MS 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

Students enrolled in the Chemistry programs may 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 MS Thesis Track. 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. A graduate assistant receives a stipend and is eligible for a tuition scholarship. Application for all assistantships must be made by **February 1**.

Biochemistry, MS

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 MS degree in Biochemistry are:

- 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.

Elective Credits

Students take elective credits to get to the thirty credit level required for the degree. Electives may be taken from any of the following categories:

Thesis: Students in the Thesis track will take one credit of CHEM 509 (Introduction to Research) and two to eight 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, eight thesis credits are devoted to the project.

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

Chemistry, MS

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 MS degree in Chemistry are:
- 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.

Elective Credits

Students take elective credits to get to the thirty credit level required for the degree. Electives may be taken from any of the following categories:

Thesis: Students in the Thesis track will take one credit of CHEM 509 (Introduction to Research) and two to eight 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, eight thesis credits are devoted to the project.

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

Clinical Chemistry, MS

Course Requirements: Prior to entering the program, students should complete the following courses: CHEM 112/112L, 113/113L, 232/232L, 233/233L; CHEM 350 and 351 should be taken in the junior year.

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

Core courses for the MS degree in Clinical Chemistry are:

- 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

Elective credits

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

Thesis: Students in the Thesis track will take one credit of CHEM 509 (Introduction to Research) and two to eight 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, eight 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 BS/MS in Biochemistry, Chemistry and Clinical Chemistry

The Chemistry department offers outstanding undergraduate students in the Chemistry, Forensic 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. Outstanding students in other natural science majors may apply for the accelerated program in Clinical Chemistry.

Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling

Dr. Lori Bruch, Department Chair, Counseling and Human Services
570-941-4308 - lori.bruch@scranton.edu
http://academic.scranton.edu/department/chs/

Department Faculty: Professors - Oliver J. Morgan, Kevin Wilkerson, Rebecca Spirito Dalgin (Rehabilitation Counseling Program Director); Associate Professors – Lori A. Bruch, Julie A. Cerrito (School Counseling Program Director), Paul Datti (CHS Undergraduate Program Director), LeeAnn Eschbach, Vanessa Ann Jensen (Verified Course Sequence Director), Benjamin T. Willis (Clinical Mental Health Counseling Co-Program Director); Assistant Professors – Tiffany Bordonada (Clinical Mental Health Counseling Co-Program Director), Mary Troy; Counseling Training Center Director - Geri Barber.

The Department offers course work leading to Master of Science degrees in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. The Department also offers a Certificate of Advanced Graduate Study (CAGS) in professional counseling and a Certificate of Advanced Graduate Study in Applied Behavior Analysis. The following policies and procedures apply to all of 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 3.00 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 the International Student Section for information on acceptable English proficiency tests and test score requirements.

New students may start course work in the fall semester. Students must submit their completed application to the Office of Graduate Admissions for early consideration and decision by November 15. March 1 is the cut off for regular review and decisions. Applications received after March 1 may also be considered at the Program Director's discretion. The 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. Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling applicants participate in a group interview. All interviews are scheduled by program faculty shortly after the application deadline. All applicants must complete the specially developed recommendation forms for the program and respond to program specific essays in order to finalize their admissions packets. Online application materials for each graduate program 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).

The admissions process is highly competitive and faculty will select only those applicants who are 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 development. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Director.

Program Learning Outcomes

Our three graduate counseling programs are guided by curricular experiences designed towards student achievement of the following Program Learning Outcomes (PLOs):

1. Demonstrate master's level professional counseling dispositions;
2. Demonstrate master's level theoretical knowledge and competencies in all core counseling domains;
3. Demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice;
4. Use of research and program evaluation to inform professional counseling practice; and
5. Program specific outcomes:
   - Clinical Mental Health Counseling: Demonstrate knowledge pertaining to the provision of evidence-based clinical mental health counseling services that enhance the emotional, cognitive, behavioral, relational, and spiritual well-being of individuals, families, and groups seeking help with either everyday life concerns or significant challenges.
   - Rehabilitation Counseling: Apply the specialized knowledge, skills, and attitudes to identify and implement evidence-based practices in collaboration with individuals who live with disabilities to achieve their personal, social, psychological, and vocational goals.
   - School Counseling: Design, develop, and implement all aspects of the ASCA National Model.
   - Applied Behavior Analysis: Demonstrate the specialized knowledge and skills to satisfy the Behavior Analyst Certification Board's (BACB) Board Certified Behavior Analyst (BCBA) Option 1 coursework requirements for examination applications. Beginning in 2022, completion of a Verified Course Sequence will satisfy Pathway 2 for BCBA coursework requirements for examination applications.

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. Students who wish to waive a required course may petition their Program Director who will make a recommendation to the Dean of the program. 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, 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 faculty identify deficiencies in progress which make a student unsuitable for performance of the professional expectations, the student and the Dean of the program will be advised by the mentor. Utilizing the "Fitness for the Profession" document available in each Program Manual, mentors 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 program 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 clinical competence prior to graduation. Evidence of clinical competency is demonstrated through end of semester evaluations in clinical courses. Evidence of theoretical competence is demonstrated through performance on the Counselor Preparation Comprehensive Exam (CPCE). The comprehensive exam may be completed when the student has completed coursework in six of the eight core areas and is actively taking coursework in the other two core areas as outlined in the Program Manuals.

Students matriculating into a graduate counseling program will be required to take the Counselor Preparation Comprehensive Examination (CPCE) near the conclusion of their program. Students must score greater than or equal to one standard deviation below the national mean for that test administration to pass the exam. Students will have two opportunities to pass the exam successfully. Students who do not pass the exam after the second administration may be required to meet with their program director to develop a time limited plan that allows them to demonstrate competency and proficiency as set forth in the Program Manuals. Ultimately, students who are unable to demonstrate competency and proficiency within the specified timeline will not successfully finish their program of study or earn a master's degree.

Clinical Experiences

Our department programs include a 100-hour counseling practicum experience (a prerequisite to internship) and a 600-hour counseling internship experience. The Applied Behavior Analysis program includes 750 intensive practicum hours. Consult with your 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 (background check)
- 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. Students must contact their Program Director and the Counselor Training Director as soon as possible to discuss implications. As a result, there may also be consequences with respect to counselor licensure, board certification and/or future employment. All graduate counseling students are required to provide proof of individual professional counseling liability

insurance while enrolled in practicum and internship. Students can gain access to liability insurance through HPSO (www.hpso.com) or the American Counseling Association.

Application for Degree

Application for degree should be made during 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. Students must be accepted as a student in one of the departmental programs to be considered for an assistantship for the following fall semester and complete an application for a graduate assistantship by the University deadline.

Scheduling

Classes are generally offered from 4:30pm to 7:10pm and from 7:20pm to 10:00pm 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 per week in the fall and spring semesters and twice weekly during intersession and summer sessions. (Note: intersession and summer courses generally meet from 5:00pm to 10:00pm). 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 much faster than average pace through the year 2024. In addition, numerous openings are expected to occur as many counselors reach retirement age.

Other Information

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

Clinical Mental Health Counseling, MS

Dr. Benjamin T. Willis, Co-Program Director
570-941-6172
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Dr. Tiffany Bordonada, Co-Program Director
570-941-7487
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Mission Statement

The Clinical Mental Health Counseling Program prepares professional counselors to provide evidence-based culturally and developmentally competent counseling services that enhance the emotional, cognitive, behavioral, relational, and spiritual well-being of individuals, couples, families, and groups across the lifespan. Graduates of this program are prepared to counsel a wide variety of clients varying from those who seek help with everyday life concerns to those who struggle with significant emotional, cognitive, and behavioral challenges. The importance of advocacy, leadership, social justice, client empowerment, and wellness are emphasized throughout the program.

Clinical Mental Health Counseling Program

The Clinical Mental Health 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: a) Enhance knowledge of counseling concepts and practices; b) Provide individuals with the counseling skills necessary to function in agency settings; c) Prepare individuals for certification and licensure in counseling; and d) Enhance individuals' employability in entry-level or advanced positions in the counseling profession.

Further, graduates of the Clinical Mental Health 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.

Clinical Mental Health Counseling Profession

According to the American Counseling Association, counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Clinical Mental Health Counseling is a specific field within the broader profession of counseling that provides services to clients who seek help with everyday life concerns as well as to those who struggle with significant emotional, cognitive, and behavioral challenges. Depending on the needs of the client, Clinical Mental Health Counselors may provide many services including advocacy, prevention and education, outpatient, intensive outpatient, inpatient, residential, and crisis/emergency. The settings in which Clinical Mental Health Counseling is performed are broad and include mental health agencies, college counseling centers, substance abuse and eating disorder treatment centers, psychiatric hospitals, and private practice to name a few. Across all settings, Clinical Mental Health Counselors may utilize individual, couple, family, and/or group counseling to help clients meet their goals. Regardless of the

specific services or setting, Clinical Mental Health Counseling is a collaborative effort between the counselor and client that empowers clients to grow towards optimal emotional, cognitive, behavioral, relational, and spiritual well-being.

The counseling profession is growing rapidly. According to the U.S. Department of Labor's Occupational Outlook Handbook projections for 2024, employment opportunities for counselors are projected to grow "much faster than the average for all occupations" through the year 2020. Jobs specific to Clinical Mental Health Counseling are projected to grow "much faster than the average for all occupations" through the year 2020, as well.

Curriculum

The Clinical Mental Health 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, Clinical Mental Health Counseling Courses, Clinical Experience, and Electives for Specialization. Required credits include course work in the principles and practice of counseling, three credits of practicum (100 hours of supervised counseling experience), and six credits of internship (600 hours of supervised counseling experience). Six 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 Clinical Mental Health Counseling Program transitioned from the previously existing Community Counseling Program. The Community Counseling Program has been accredited since 1992 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Clinical Mental Health Counseling program is fully accredited. Hence, graduates meet all 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 the CHS NCE Coordinator, Dr. Tiffany Bordonada:

Clinical Mental Health Counseling Curriculum

Foundations of Professional Counseling (27 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 509 - Professional Issues for Counselors (course pending)
- COUN 509C - Professional Issues: Clinical Mental Health Counseling

Clinical Mental Health Counseling Courses (18 credits required)
- COUN 540 - Family Counseling and Therapy
- COUN 549 - Assessment and Diagnosis
- COUN 560 - Addictive Behaviors
- COUN 563 - Crisis Intervention
- COUN 577 - Evidence-Based Practice
- COUN 578 - Organizational Systems in CMHC

Clinical Experience (9 credits required)
- COUN 590 - Practicum: Clinical Mental Health Counseling (100 hours)
- COUN 595 - Internship: Clinical Mental Health Counseling (600 hours)*
  *Note: Students require six credits of COUN 595 to complete their degree. Students can take internship over one or two semesters to complete internship requirements. Students will either take one semester of internship for six credits or take two semesters of internship for three credits per semester.

Electives for Specialization (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. Rebecca Spirito Dalgin, Program Director
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rebecca.dalgin@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 lifelong 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 community 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. Students are expected to 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 lifelong 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 2024." 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. Forty-two required credits include 33 credits of course work in principles and practices of rehabilitation counseling, nine specialty credits in the areas of Psychiatric Rehabilitations, Family, and Substance Abuse, three credits of practicum (100 hours of supervised counseling experience) and three credits of internship (600 hours of supervised field experience). Students interested in licensure can earn an additional 12 credits by enrolling in the *Certificate of Advanced Graduate Study in Professional Counseling* (see details below). Professional experience in a counseling-related field is beneficial.

Accreditation and Certification

The Rehabilitation Counseling program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP), 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.crccertification.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
48 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 and Psychosocial Aspects of Disability
- COUN 522 - Disability and Employment
- COUN 591 - Practicum: Rehabilitation Counseling
- COUN 596 - Internship: Rehabilitation Counseling

Specialty Areas:

3 credits in Psychiatric Rehabilitation (COUN 547-Psychiatric Rehabilitation OR COUN 549-Assessment and Diagnosis)

3 credits in Family (COUN 540-Family Counseling and Therapy OR COUN 542-Family Violence OR COUN 584-ST: Families, Disability, and Illness)

3 credits in Substance Abuse(COUN 560-Addictive Behaviors OR COUN 562-Issues in Substance Abuse)

Credits for Degree: 48

School Counseling, M.S.

Dr. Julie A. Cerrito, Program Director
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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, and social/emotional 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.

Guided 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 socially and emotionally.

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) National Model for School Counseling Programs, the Education Trust's National Center for Transforming School Counseling (NCTSC), the Pennsylvania School Counselors Association (PSCA), the National Office for School Counselor Advocacy (NOSCA), and the National Consortium for School Counseling and Postsecondary Success (NCSCPS). These organizations and the National Model strongly adhere to the position that professionals in this field can best facilitate academic, career, and social/emotional 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 and post-secondary enrollment gaps among student groups by developing responses that enhance the academic and college/career goals for 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 students with specific problems or who are in crisis. 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, and 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, and social/emotional development.

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow comparable to other occupations through 2024 according to the U.S. Department of Labor's Occupational Outlook Handbook (OOH). The OOH projects 22,500 school counseling employment opportunities through 2024. School Counseling is noted as having the largest number of projected employment opportunities of all specialty areas of professional counseling practice.

Curricula

The School Counseling Program is a 60-credit curriculum leading to the Master of Science degree. This curriculum prepares students for certification as a PreK-12 Elementary and Secondary School Counselor. A three-credit practicum and six-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 content areas, School Counseling Core, Counseling Practice Sequence, and Foundations of Professional Counseling.

In addition to the portfolio, students must also register for and complete the Counselor Preparation Comprehensive Examination (CPCE) near the completion of their program and prior to graduation. Specific details regarding this exam can be found in the School Counseling Program Manual.

Accreditation and Certification

The School Counseling Program is designed to meet the standards for certification as a PreK-12 Elementary and Secondary School Counselor as established by the Pennsylvania Department of Education (PDE). Upon completion of the program, students meet the academic requirements to apply for the Education Specialist I Certificate as a PreK-12 Elementary and Secondary School Counselor. 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 to ascertain the appropriate tests. Information on required tests is available in the Student Program Manual. 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 https://www.education.pa.gov/Educators/Certification/Pages/default.aspx.

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]). Students may apply to the National Board for Certified Counselors to take the National Counselor Examination during their last semester of course work or within six months of degree completion. Students

who pass the certification examination will be granted recognition as NCCs. All inquiries regarding NCC certification 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 Education, Psychology, or Social Work are markedly different from a Master's degree in School Counseling 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, including Chapter 49 standards, "Accommodations for Students with Special Needs and English Language Learners," will be recommended to the applicant. 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

PreK-12 Elementary and Secondary School Counseling Specialization

School Specialty Area: (6 credits required)
- COUN 584 - Special Topics
- COUN 533 - School Counseling Program Planning

Counseling Practice Sequence: (9 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 experiences. If completed in one semester, it is a one, six-credit experience)

- COUN 592 - Practicum: School Counseling
- COUN 597 - Internship: School Counseling

Foundations of Professional Counseling: (36 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 509 - Professional Issues for Counselors (course pending)
- COUN 509S - Professional Issues: School Counseling (course pending)
- COUN 549 - Assessment and Diagnosis
- COUN 563 - Crisis Intervention
- COUN 584 - Special Topics

Electives (9 credits)

Credits for Degree: 60

Certificate of Advanced Graduate Study in Applied Behavior Analysis, CAGS

Dr. Lori Bruch, Department Chair
570-941-4308
lori.bruch@scranton.edu

Dr. Vanessa Ann Jensen, Verified Course Sequence Director
570-941-5810
vanessa.jensen@scranton.edu

The Department of Counseling and Human Services offers a Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis which is designed to meet the required competencies for coursework that, together with the supervised practicum hours, enable one to sit for the Behavior Analyst Certification Board (BCBA) exam. The purpose of the Certificate of Advanced Graduate Study in Applied Behavior Analysis is to prepare practitioners to contribute to the field of behavior analysis through research, education, and practice. The program includes master's level coursework in the principles of behavior, within-subjects research methodology and direct observation of behavior, applied behavior analysis, conceptual issues, ethics, and behavioral interventions. A minimum of 18 total graduate credits in applied behavior analysis must be attained before the certificate is granted. Specific course work and clinical instruction requirements are subject to modification in accordance with any changing requirements from the Behavior Analyst Certification Board (BACB). Further information will be available in the near future.

The Certificate of Advanced Graduate Studies in Applied Behavior Analysis (ABA) prepares professional counselors to have a well-rounded understanding of Applied Behavior Analysis, with specific focus on the following specialized expertise and skills: basic behavior analytic skills, client-centered responsibilities, foundational knowledge of ABA, behavior change considerations, assessment, intervention, implementation, management, and supervision. It will also provide them with the necessary coursework to sit for the Behavior Analyst Certification Board (BACB) exam in order to become a Board Certified Behavior Analyst.

Verified Course Sequence (VCS) in Applied Behavior Analysis

The Association for Behavior Analysis International has verified the Applied Behavior Analysis Certificate of Advanced Graduate Studies (CAGS) courses toward the coursework requirements for eligibility to take

the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. A Verified Course Sequence (VCS) is a set of courses that has been verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards. Completion of a Verified Course Sequence may not grant completion of a degree; a university or institution awards the degree after all institutional requirements are met. Completion of a Verified Course Sequence does not grant approval of an examination application. Each application is reviewed by the BACB and include additional requirements. Completion of a Verified Course Sequence does not award BACB certification. Certificates of completion provided by a program or university are not to be confused with BACB certification. (©Copyright 2019 The Association for Behavior Analysis International)

APPLIED BEHAVIOR ANALYSIS INTENSIVE PRACTICUM

125 intensive practicum hours are embedded in each course for a total of 750 intensive practicum hours throughout the program, which meets the practicum requirements of the BACB. No fewer than 10 hours but no more than 30 hours, including supervision hours, may be accrued per week. The intensive practicum hours are offered through the University of Scranton Verified Course Sequence agreement with the Behavior Analyst Certification Board. Supervisees and supervisors must pass an online, competency-based training module on BACB® experience standards prior to the onset of experience. During the experience period, the supervisor must be a BCBA or BCBA-D in good standing, be a licensed psychologist certified by the American Board of Professional Psychology in Behavioral and Cognitive Psychology who was tested in Applied Behavior Analysis, or be an authorized supervisor who is only providing supervision in a verified experience. Supervisors who hold BACB® certification must also meet an ongoing supervision CEU requirement in order to continue providing supervision after meeting the initial supervisor requirements. The supervisor must observe and provide feedback to the supervisee on his/her behavior-analytic activities with a client in the natural environment during each required supervisory period (10% of total hours per week). In person, on-site observation is preferred, however this may be conducted via videoconferencing or similar means. (BACB® Experience Standards, 10/13/17)

Applied Behavior Analysis (Certificate of Advanced Graduate Study) Curriculum (18 credits required)
- ABA 600 - Concepts and Principles of Behavior Analysis
- ABA 610 - Ethical and Professional Conduct in Behavior Analysis
- ABA 620 - Problem Identification and Behavior Change Considerations in Behavior Analysis
- ABA 630 - Applied Behavior Analysis I
- ABA 640 - Measurement and Experimental Design in Behavior Analysis
- ABA 650 - Applied Behavior Analysis II

Each course includes 125 hours of intensive practicum.

Accelerated MS Degree Programs in Counseling

Undergraduate Counseling and Human Services majors with outstanding academic records may be eligible for early admission to either the Clinical Mental Health, Rehabilitation, or School Counseling graduate degree program through the Accelerated Master's Degree Program. Interested undergraduate students from other relevant discipline areas may also be considered.

Interested students must commit to this program no later than the end of their junior year of academic study and adhere to the admissions deadlines published on the University of Scranton Graduate Admissions website. Contact Tammy Manka, Coordinator of PCPS Graduate Academic Services, for additional information.

Interested applicants must have a 3.5 cumulative grade point average after completion of 63 semester hours, 3.4 after 80 semester hours, 3.3 grade point average after 96 semester hours, or 3.2 grade point average after 112 hours. In addition to meeting the minimum grade point average outlined for the accelerated program in counseling, each candidate will participate in the admissions process for the graduate program to which they are applying. The Clinical Mental Health Counseling, the Rehabilitation Counseling, and the School Counseling programs all require participation in a group interview as part of the application process.

Advanced Certificate in Applied Behavioral Analysis

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 (CAGS) 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 post-master's degree graduate credits in professional counseling that can fulfill educational requirements for counselor licensure.

According to the provisions of Act 136, applicants for counselor licensure 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.

All students will go through the same application process regardless of specialty area, but will be advised/mentored by the Program Director in the specialty area of counseling congruent with their Master's Degree (e.g., Rehabilitation Program Director for students with an MS in Rehabilitation Counseling and School Counseling Program Director for students with a MS in School Counseling).

Admissions Criteria

All applicants for the CAGS program must apply for formal admission to the program. Applicants must possess:

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 formally 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.

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

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

Education

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Director of Clinical Practice – Dr. Barbara Conway
Director of Field Experiences – David Angeloni
Assistant Director of Field Experiences – Scott Reilly
Certification Officer – Dr. Vanessa Silla
Coordinator of PCPS Graduate Academic Services - Tammy Manka

Department Faculty: Professor - Darryl DeMarzio, Tata J. Mbugua; Associate Professors- Jennifer Kaschak, Maria Oreshkina; Assistant Professor – Catherine Cullen

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 preparation for initial certification for a number of positions as well as for second certifications. The department 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 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 online Master's 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 elective courses. For more information concerning the online programs, log onto http://www.uscranton.com.

Departmental Requirements

Admission requirements for all programs in the Department of Education include those as described in the Admission and Registration section of this catalog. Applicants should include their resume as a part of their application packet. In addition, all individuals applying to the Department of Education are expected to possess an undergraduate GPA of 3.00 (on a 4.00 scale). The Department will make an admission recommendation based on an applicant's academic performance as evidenced by transcripts, a letter for admission, and three letters of recommendation. An applicant whose undergraduate GPA falls below the level of 3.00 must submit other evidence of his/her ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses/programs, scores from examinations (e.g. Graduate Record Examination), or a record of successful completion of progressively higher work responsibilities. In addition to the application material, the Education Department may request a phone or in-person interview with an applicant.

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.

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. Act 114 FBI Fingerprint, Act 34 Background Checks, Act 151 Child Abuse History Clearance, Act 24 of 2011, and TB test 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 MS degree in Special Education and Secondary Education. Comprehensive examination questions reflect theory, practice, and the synergy of both to the student. The comprehensive examination is taken near the end of the student's program of study. Students must pass the comprehensive examination before being awarded a Master's degree.

A *comprehensive practicum* is the capstone experience for all students in the Educational Administration and Curriculum and Instruction programs.

The *thesis* is the comprehensive, research-based 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 Background checks, Act 151 Pennsylvania Child Abuse History, Act 114 FBI Fingerprint clearances, Act 24 of 2011 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, Act 24 and Act 114 FBI Fingerprint Clearance 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 (professional dispositions) is deemed unsatisfactory in these areas are subject to department probation and may be recommended to the Academic 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 Dean of PCPS, 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 or PECT test requirements. The required tests are listed in the Praxis Series Registration Bulletin available on line at www.ets.org/praxis. Additional information can be found here.

Federal regulations in the Higher Education Act of 1998 require that departments of teacher education report their students' performance on the Praxis/PECT 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, certification officer, and graduate program director 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 Education Department Director of Graduate Programs 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. If students plan to be certified in states other than Pennsylvania, students are advised to research certification requirements for the respective states.

International Students

International students have the opportunity to complete Curriculum & Instruction or Secondary Education Master's degree programs; 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 Praxis II assessments. International students interested in Secondary Education programs should contact the Graduate Program Director to discuss how their undergraduate course work corresponds to grades 7-12 content areas.

Curriculum and Instruction, MS

IMPORTANT NOTE: Applications to the Curriculum and Instruction program are not currently being accepted.

The Curriculum and Instruction program is an on-line program and is available only to individuals who already hold a valid instructional certificate or hold a teaching or educational specialist position in a parochial or private school. Applicants from parochial and private schools must submit a letter from a principal confirming their current position as a part of their application package. International students may be permitted to complete this program upon demonstrating evidence of an undergraduate degree from their respective countries and satisfaction of admission requirements from the Education Department.

Program of study for the MS in Curriculum & Instruction

The MS in Curriculum and Instruction requires a total of 36 credits of course work including completion of a practicum.

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

Educational Research 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 Assessment
- 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 - Integrating Technology into the Classroom
- ECUI 516 - Group Processes in Classrooms
- ECUI 536 - Teaching the Gifted Child

Reading/Special Education Courses (6 credits)
- ERDG 516 - Literacy and Learning Across the Disciplines
- ESPC 501 - Inclusionary Classroom Practices

Curriculum and Instruction Course (3 credits)
- ECUI 539 - Practicum in Curriculum and Instruction
  Students in the 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.

Total: 36 credit hours

Secondary Education, MS

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. **The application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.** 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. Students working toward certification in grades K-12 Latin, French, German or Spanish will complete 36 credits. Students working toward certification in grades 7-12 Biology, Chemistry, Citizenship, Communication, English, General Science, Mathematics or Physics will complete 34 credits. These programs require 70 hours of field experience, a semester of student teaching, and pass a comprehensive

examination. Applicants who do not possess an undergraduate degree in the outlined above content areas may be required to take additional undergraduate 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 3.00 at the conclusion of these 9 credit hours.

Program of Study for MS in Secondary Education

Students pursing the Master's in Secondary Education must complete a total of 36 graduate credit hours, including 80 hours of field experience and a semester of student teaching, and pass a comprehensive examination.

Certification Areas: Biology, Chemistry, Citizenship with History, Citizenship with Political Science, Communications, English, General Science, Mathematics, Physics, Modern Languages and Latin.

Research Course Requirement (3 credits)
- EFND 506 - Educational Research and Statistics

Foundation Course Requirements (9 credits)
- EFND 510 - Interdisciplinary Assessment
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

Secondary Education Requirements
- ESPC 501 - Inclusionary Classroom Practices
- ESPC 506 - Education of the Exceptional Child
- ESLS 503 - Introduction to English Language Learners
- ERDG 517 - Literacy on the Secondary Level
- ESEC 502 - Planning and Instruction, Grades 7-12
- ESEC 541 - Subject Methods: Foreign Languages
- ESEC 552 - Subject Methods: Citizenship/Communication/English
- ESEC 553 - Subject Methods: Mathematics/Science
- ESEC 566 - Secondary Classroom Management and Discipline
- ESEC 565 - Secondary Classroom Internship

Total Credits for: Secondary Education Certification in Biology, Chemistry, Citizenship with History, Citizenship with Political Science, Communication, English, General Science, Mathematics, Physics : **34 credits**

Latin & Modern Languages= **36 credits**

Student Teaching and Praxis

Application for student-teaching must be uploaded into Taskstream. *Students must pass the requisite Praxis Subject Assessment test(s), which are mandated by the Pennsylvania Department of Education, prior to student-teaching and upload the score into Taskstream.* The due dates for submitting student teaching application and Praxis scores are provided below. Taskstream will not be available for submitting applications after the established dates and time.

	Deadlines for	
Term	**Student teaching application**	**Submission of Praxis scores**
Spring	No later than October 1, 11:59 p.m. for student teaching in spring semester	No later than January 1, 11:59 p.m., prior to the spring student teaching semester
Fall	No later than March 1, 11:59 p.m. for Student Teaching in Fall semester	No later than August 1, 11:59 p.m., prior to the fall student teaching semester

Special Education, MS

The program offers two certification pathways. Students can enroll in a course of study leading to Pre K- 8 certification or in a course of study leading to 7- 12 certification, as noted below. Both pathways require 33 credit hours of coursework and include an internship. **The application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.**

Graduate students entering the Pre K- 8 program must already hold or plan on obtaining the N-3, K-6, Pre K-4, 4-8, K-12, or Reading Specialist PA certification prior to being eligible to apply for the Special Education Pre K-8 certificate upon graduation from the program. Graduate students entering the Special Education 7-12 program must already hold or plan on obtaining a 7-12, K-12, or Reading Specialist PA certification prior to being eligible to apply for the Special Education 7-12 certificate upon graduation from the program.

Program of Study for MS in Special Education

Students pursuing the Master's in Special Education must complete a total of 36 graduate credit hours, including an internship, and pass a comprehensive examination.

Research Course Requirement (3 credits required)*
- EFND 506 - Educational Research and Statistics

Foundation Course Requirements (3 credits required)
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education
- ESPC 545 - Single Subject Design in Educational Settings

Pre K- 8 Certification Pathway (30 credits)
- ESPC 501 - Inclusionary Classroom Practices
- ESPC 507 - Foundational Knowledge of Behavioral Analysis for Educators
- ESPC 510 - Introduction to Early Childhood Special Education
- ESPC 516 - Special Education Assessment
- ESPC 530 - Introduction to Assistive Technology in the Classroom
- ESPC 531 - Evidenced Based Practices for Students with Low Incidence Disabilities
- ESPC 536 - Evidence-Based Practices for Students with High Incidence Disabilities
- ESPC 541 - Principles of Behavior Change for Educators
- ESPC 551 - Special Education Teaching Internship: Planning
- ESPC 552 - Special Education Teaching Internship: Instruction
- ESPC 553 - Special Education Teaching Internship: Classroom Management
- ERDG 506 - Advanced Linguistics: Language Foundations for Teachers of Reading and Writing

7- 12 Certification Pathway (30 credits)
- ESPC 501 - Inclusionary Classroom Practices
- ESPC 507 - Foundational Knowledge of Behavioral Analysis for Educators
- ESPC 516 - Special Education Assessment
- ESPC 526 - Secondary, Transitional and Vocational Services
- ESPC 530 - Introduction to Assistive Technology in the Classroom
- ESPC 531 - Evidenced Based Practices for Students with Low Incidence Disabilities
- ESPC 535 - Evidence-Based Practices for Students with High Incidence Disabilities, Grades 7- 12
- ESPC 541 - Principles of Behavior Change for Educators
- ESPC 551 - Special Education Teaching Internship: Planning
- ESPC 552 - Special Education Teaching Internship: Instruction
- ESPC 553 - Special Education Teaching Internship: Classroom Management
- ERDG 506 - Advanced Linguistics: Language Foundations for Teachers of Reading and Writing

Total: 36 credit hours

Student Teaching and PECT

Application for student-teaching must be uploaded into Taskstream. Students in the M.S. Special Education program are required to submit evidence of *taking* a PECT examination by the last day of classes of their final semester in the program. Students will submit evidence of taking the test to the Director of Graduate Programs and must upload this evidence into Taskstream. Taskstream will not be available for submitting applications after the dates and times below.

The due dates for submitting student teaching application and PECT scores are provided below.

	Deadlines for	
Term	**Student teaching application**	**Submission of PECT scores**
Spring	No later than October 1, 11:59 p.m. for student teaching in spring semester	Final day of classes of spring semester.
Fall	No later than March 1, 11:59 p.m. for Student Teaching in Fall semester	Final day of classes of fall semester.

Educational Administration (Principal PK-12), MS

IMPORTANT NOTE: Applications to the Educational Administration program are not currently being accepted.

The Educational Administration program is offered as an <u>online</u> program. The program is designed to prepare principals for grades PK–12. For admission to the program, an applicant must meet the departmental requirements outlined in the Admission section of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate or hold a teaching or educational specialist position in a parochial or private school. Applicants from parochial and private schools must submit a letter from a principal confirming their current position as a part of their application package.

Program of study for the MS in Educational Administration

The MS in Educational Administration requires a total of 39 credits of course work including completion of two practicums.

Educational Research Course (3 credits)
- EFND 506 - Educational Research and Statistics

Foundations of Education Course (6 credits)
- EFND 516 - Advanced Educational Psychology
- EFND 521 - Advanced Foundations of Education

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 in addition to the above requirements. Students must also have at least three years of appropriate certificated experience in basic education to achieve a Commonwealth of Pennsylvania administrative certificate.
Students in the Educational Administration degree program must have a practicum site visit by a site supervisor of the University of Scranton. Site visits must be completed prior the student completing their program and/or degree conferral.

Administrative Certification without Master's Degree

The Administrative Certification program is designed to prepare principals for grades PK–12. For admission to the program, an applicant must meet the departmental requirements outlined in the Admission section of this catalog and 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 in addition to the above requirements. Students must have at least three years of appropriate certificated experience in basic education to achieve a Commonwealth of Pennsylvania administrative certificate.
> Students in the Administrative Certification without a Master's degree program must have a practicum 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.

Accelerated MS Degree Programs in Education

Accelerated Program in Special Education[2]

A student enrolled in any of the Education Department's undergraduate programs may apply for admission to an accelerated graduate program leading to a second instructional certification during their sophomore year. **The application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.** Full admission to the graduate program requires an earned Bachelors of Science in education and submission of application for initial teacher certification to PDE.

Provisional admission to the program is contingent upon successful satisfaction of the following requirements:

- completion of 60 credit hours of undergraduate work;
- cumulative GPA of 3.20;
- advanced to teacher-candidacy; and
- positive record of professional dispositions and behaviors.

An accelerated student may complete a maximum of 12 hours of graduate work while still classified as an undergraduate student. Generally, an accelerated undergraduate student may register for three or six graduate credit hours per semester. An accelerated student is limited to a maximum of 15 credit hours during any semester that he/she is registered for a graduate level course. Exception to the 15 credit hours limit should be approved by the Dean of the college. Undergraduate students enrolled in an accelerated program are not permitted to be enrolled in graduate courses during their student teaching.

In order to maintain the enrollment in an accelerated graduate program, an undergraduate student must:

- maintain a 3.00 cumulative undergraduate GPA;
- maintain a 3.00 in "Education" courses and "Teaching Area" courses;
- maintain a 3.00 cumulative graduate GPA;
- maintain a good record of professional dispositions and behaviors; and
- pass all Praxis Series or PECT test(s) required for the initial certificate prior to taking graduate work in their 5th year.

Failure to meet these performance standards will negate the provisional acceptance into the accelerated program. To ensure timely completion of the program, students are encouraged to adhere to the program of study offered by the Education Department. The completion of the graduate course work may require summer and intersession course and field work.

Accelerated MS in Secondary Education

A student pursing a *non-education undergraduate major* that is consistent with PDE content area certification in grades 7-12 (e.g., English, Citizenship/History, Citizenship/Political Science, Biology, Physics, Communication, Modern Language (French, German, Spanish), Latin, Chemistry, General Science, Mathematics[1]) may apply for admission to the Accelerated MS 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 may make application to the Accelerated MS program as early as the spring semester of their sophomore year. T**he application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.**

Provisional admission to the program is contingent upon successful satisfaction of the following requirements by a date established by the Education Department:

- completion of 60 credit hours of undergraduate work;
- cumulative undergraduate GPA of 3.20;
- GPA in Major 3.00;
- GPA in Cognate of 3.00;
- positive record of professional behaviors.

An accelerated student may complete a maximum of 12 hours of graduate work while still classified as an undergraduate student. Generally, an accelerated undergraduate student may register for three or six graduate credit hours per semester. An accelerated student is limited to a maximum of 15 credit hours during any semester that he/she is registered for a graduate level course. Exception to the 15 credit hours limit should be approved by the Dean of the college where an undergraduate student is pursuing their undergraduate degree. The twelve graduate credits taken as an undergraduate will contribute toward both the BA or BS and MS degrees. Graduate courses are usually completed towards BS/BA undergraduate electives.

The student will need to have Act 24, Act 34, Act 151, the FBI fingerprint clearances, and valid TB test results prior to enrollment in graduate courses that have a field component.

In order to maintain the enrollment in an accelerated graduate program, an undergraduate student must:

- maintain a 3.00 cumulative undergraduate GPA;

- maintain a 3.00 cumulative graduate GPA;
- maintain a 3.00 GPA in Cognate area;
- maintain a good record of professional dispositions and behaviors; and
- pass all Praxis Content Knowledge Series test(s) before beginning the graduate student teaching.

To be eligible to receive the MS degree, a non-education undergraduate major accepted into the Accelerated MS program must meet undergraduate requirements for initial certification; complete with a grade of C or above minimum 6 credits of English (3 credits Composition and 3 credits Literature) and minimum 6 credits of Math. Students should consult with their undergraduate advisor, as well as with the Director of Graduate Programs for Education to chart out a program completion plan.

[1]Mathematics or BA Mathematics programs are eligible to apply.
[2] Current students will need to consult with their undergraduate advisor, graduate program director and receive approval of the Dean of the college to be admitted to an accelerated program.

Finance

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The Master of Science in Finance program is designed to provide an opportunity to students to have a well-rounded understanding of finance. Our program will provide students with specialized knowledge of financial securities, financial markets and institutions, foreign exchange markets, risk metrics investment criteria, capital budgeting techniques and hedging strategies. It can also help to prepare students for various professional certifications, such as the Chartered Financial Analyst (CFA) certification and the Certified Financial Planner (CFP). This graduate degree program is housed in the AACSB-accredited Kania School of Management. Students can choose to earn this degree entirely online or on-campus.

The Program of Study

Courses for this program may be completed on a full-time or part-time basis. With appropriate planning, it *may* be possible that students can complete the degree in 12 months of full-time study. Students must take eight required courses in the program, two three-credit electives. These courses focus on business ethics, competencies, social justice, and sustainability issues, which contribute toward the advancement of our University Mission and KSOM goals. In addition, students can participate in an optional on-campus residency. The residency normally will take place during the week of the graduation ceremony. The interactive residency includes three days of coursework utilizing Bloomberg terminals located in the Alperin Financial Center.

Student Learning Goals and Objectives

1. Core of Finance Knowledge

Each student will acquire a comprehensive knowledge of the core concepts in Finance.

- *Students will demonstrate the ability to comprehend the performance of financial markets and institutions, manage investments, portfolios and the use of derivative securities.*
- *Students will demonstrate the ability to solve basic valuation, risk, return and optimization problems analytically.*

2. Analytical Skills

Each student will be capable of analyzing information to make sound critical financial decisions.

- *Students will develop or identify and solve advanced financial problems by integrating the skills learned in the core Finance area.*
- *Students will evaluate financial data, documents and other market sources to support financial decisions.*
- *Students will develop the skills to analyze financial statements and market data.*

3. Research Skills

Each student will possess the research skills needed to study domestic and global financial issues.

- *Students will develop a knowledge of appropriate statistical/econometric techniques to identify and evaluate complex financial issues.*
- *Students will use appropriate technologies in gathering and analyzing domestic and international (country, market and firm-specific) data relevant to financial decision-making.*
- *Students will write comprehensive research reports or projects, recommending solutions to managers and investors.*

4. Value System

Each student will be ethical, socially responsible, and just when making financial decisions.

- *Students will evaluate financial decisions within an ethical framework.*
- *Students will critique financial decisions on the basis of social responsibility.*
- *Students will evaluate financial decisions with regard to their impacts on environmental sustainability.*

Application to the Program

All applicants must submit the following documents to be considered for acceptance:

- Application for Admission
- Statement of Intent;
- Official transcripts from all schools attended. A bachelor's degree from a regionally accredited US college of university, or the equivalent from an international college of university, is required. Undergraduate GPA for regular admission is 3.00 (on a 4.00 scale);
- International Students Only: Proof of English proficiency by submitting TOEFL, STEP or IELTS scores;
- Three letters of Reference (at least one of these letters must be from a supervisor or other professional reference);
- Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) score. The GMAT or GRE requirement may be waived for applicants who possess three or more years of relevant supervisory or professional experience, or possess CFA, CFP or an MBA or doctoral degree in a business-related program from a regionally accredited school. These applicants will be asked to provide a written response to a case depicting a hypothetical business scenario. The exercise is intended to measure the applicants writing and critical thinking skills, facility with numeric data as well as attitudes toward ethics and social-justice issues (case study will be provided during the application process).

Entering students should possess the requisite background knowledge in the relevant business functional areas. These include the areas of statistics, accounting, economics, and finance. Students lacking such background will be required to remedy the deficiency by taking up to six (6) one (1) credit qualifying courses (known as foundational modules).

MBA 501A	Statistics Module	MBA 503A	Microeconomics Module
MBA 502A	Financial Accounting Module	MBA 503B	Macroeconomics Module
MBA 502B	Managerial Accounting Module	MBA 503C	Finance Module

These modules may be taken concurrently with the regular courses in the MS in Finance program as long as any specific course prerequisite condition is not violated. A student may elect to take an equivalent undergraduate course or pass a challenge exam instead of the module. Graduate students are expected to complete all provisional requirements (foundational modules) within their first year of enrollment in the program.

Many students have acquired experiential learning outside a formal college or university classroom in jobs or military service. A foundation module may be waived for such experience. Students wishing to have their learning assessed for possible course waiver must document relevant experience and the knowledge gained for review by faculty of the program.

Core Courses (24 credits)
- FIN 508 - Financial Management
- FIN 582 - Advanced Financial Management
- FIN 583 - Investment Analysis
- FIN 585 - Derivative Securities
- FIN 586 - Portfolio Theory
- FIN 588 - Quantitative Analysis of Finance
- ECO 507 - Managerial Economics
- MGT 501 - Responsibility, Sustainability & Justice

Choose two of the following electives:
- FIN 581 - Financial Institutions
- FIN 584 - International Finance
- FIN 587 - Treasury Management
- ECO 583 - Macroeconomic Analysis: A Global Perspective
- ACC 527 - Financial Reporting and Research

Total: 30 credit hours

Health Administration and Human Resources

Dr. Daniel J. West, Jr., Chair, Health Administration and Human Resources
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http://www.scranton.edu/academics/pcps/hahr/index.shtml

Department Faculty: Professors – Daniel J. West, Jr., Steven J. Szydlowski; Associate Professors-Kenneth J. Zula; Assistant Professors – Rita DiLeo, Terri Freeman Smith, Hengameh Hosseini, Robert J. Spinelli; Faculty Specialists – Gunjan Bansal, Michael Costello, Margaret Koehler, William F. Miller, John Wiercinski.

Admission Requirements

The applicant for admission to Health Administration or Human Resources programs 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.

On Campus Program

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 required 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.

Online Program

Courses will be offered in six 8 week terms each year. A new intake of students will occur six times per year.

Start and end dates for the eight-week terms will be consistent with those used by the Scranton HR Online Program and the Scranton MBA Online Program.

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 on-campus MHA students. Students must be accepted in one of the departmental programs before the assistantship application deadline in order to be considered for an assistantship for the following fall semester.

Other Information

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

Health Administration, MHA

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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 MHA Program

The Graduate Program in Health Administration was established in 1987 and is framed by our Jesuit emphasis on ethics and education for justice. The program 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. The MHA program employs the Healthcare Leadership Alliance competency model.

Admission Requirements

The Health Administration program may require a GRE or GMAT score, depending on the strength of other qualifications and information submitted by the applicant. New campus-based MHA students may start course work in the fall semester only. Applicants for the campus-based 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 admitted before starting courses. International students whose native language is not English must demonstrate their proficiency by submitting TOEFL scores. Please refer to the International Student section for acceptable English proficiency tests, test score requirements and other information.

The campus-based 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.

Clearances

Students participating in field work experience are required to comply with the criminal background check and specific clearance requirements of the University and each facility to which he /she is assigned. Prior to completion of twenty–one credits in the Master in Health Administration program, at which time students are eligible for placement in an internship, students shall undergo a criminal background check and program specific clearances at their own expense.

Information gained by the criminal background check and required clearances will be shared with the Facility as deemed necessary prior to clinical placement of students. The Facility shall determine whether the results of the criminal background check and pre-field work clearances meet Facility requirements. As participation in field work experience is a required part of the curriculum and a requirement for graduation, denial of participation by any Facility may result in delay of graduation or the inability to graduate from the program.

Fieldwork includes administrative residency, internships, externships, clinical observation, directed studies and in some cases course projects. These clearances may result in additional fees to the student and generally include the following:

- FBI fingerprinting;
- State specific criminal background checks;
- Child abuse clearances;
- Two step TB testing;
- Hepatitis B vaccination;
- Flu vaccine;
- History of immunizations and in some cases titer testing;
- Drug screen panels.
- Please note: Additional testing could be requested by an organization.

Admission Criteria

On-Campus Program
Bachelor's Degree from an American College or University which is accredited, or equivalent from an
International College or University;

- Undergraduate GPA of at least 3.00 on a grading scale of 4.00;
- Complete Graduate School Application;
- Official Transcripts;
- Three letters of reference from people capable of evaluating educational background and work
  experience or personal character;
- Resume and career statement with career goals;
- TOEFL exam for international students:
  - 550 Written Score
  - 210 Online Score
- Personal Interview with the Program Director.

Online Program
- Bachelor's degree from an accredited university with a minimum GPA of 3.00;
- International students should score at least 575 on the TOEFL;
- Minimum of three years of work experience in a managerial or professional capacity with or
  without direct supervisory experience;
- The applicant will submit an affidavit from a senior executive stipulating to the applicant's
  management or professional work experience;
- The applicant will also submit three letters of recommendation, at least one of which should come
  from a different senior executive within the applicant's organization;
- Completed online application.

Additional Notes:
- Admitted students will complete a mandatory online tutorial on academic honesty and submit a
  signed statement agreeing to abide by the University's academic honor code.
- Students will also complete non-credit professional requirements.
- Students admitted to the on-campus program may not take on-line courses and students admitted
  to the on-line program may not take on-campus courses.
- Upon program completion, both on-campus and online MHA students are invited to participate in
  the University's graduation ceremonies in Scranton.

Assessment:
- Both the on-campus and online MHA programs use a HLA Competency Model.
- Student learning outcomes of the online MHA program will be similar to those of the on-campus
  MHA program. The programs will be assessed using an existing assessment plan and related
  techniques.
- Because of the delivery format and special needs of working professionals, students will be
  surveyed on an annual basis on how to improve convenience and effectiveness of course
  scheduling and delivery.

Curriculum

On-Campus MHA Program

The MHA program requires 44 credits plus fieldwork for the degree. The curriculum consists of 41 core credits, 3 elective credits, and fieldwork, which is typically 8 credits. 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.). Prior to starting the fieldwork, students must meet specific requirements mandated by the host site. The specific fieldwork requirement for each student is discussed during the admission interview and during the student's studies.

There are five non-credit requirements, which help prepare students 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 perform 24 hours of community service with healthcare or related organizations. Fourth, students must complete the University's online academic integrity tutorial. Fifth, students must complete an Excel tutorial. These requirements are further explained in the separate Non-Curriculum Requirements Manual.

Fit-for-the-Profession

In order to provide increased non-classroom based competencies, the Department of Health Administration & Human Resources has developed a new program for our Masters in Health Administration students called Fit-for-the-Profession. The purpose of the program is to provide a faculty-based interdisciplinary approach to further developing and enhancing our students behavioral and "soft skills" through a select series of extracurricular activities and other professional interactions. It is expected that this additional professional exposure and redundancy of activities will better prepare our students to function in an active workplace environment and better meet the needs and expectations of their future employers.

At the onset of each students first year in the MHA program, each student will be assigned to a three-person faculty team to include their academic adviser, executive-in-residence career advisor and residency fieldwork advisor. In collaboration with the student, this interdisciplinary group will serve as professional advisory team for each student's unique and ongoing needs in respect to coursework selection, career advising/monitoring and internship/ residency fieldwork placement. The interdisciplinary group will be the student's individualized "Fit-for-the-Profession Advising Team."

In addition to evaluation of academic competencies, the student will be continuously evaluated relative to his/her commitment to the program and the profession, and on personal and emotional characteristics and qualities related to successful professional performance. The program adheres to the American College of Healthcare Executive's Code of Ethics, available at http://www.ache.org/ABT_ACHE/code.cfm. To quote from the Code's Preamble, "The purpose of the Code of Ethics of the American College of Healthcare

Executives is to serve as a standard of conduct for members. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include colleagues, patients or others served; members of the healthcare executive's organization and other organizations; the community; and society as a whole." Feedback on progress is provided by the student's mentor on a regular basis.

Online MHA Program

As with the on-campus program, the online MHA program consists of 41 core credits, 3 elective credits, and fieldwork. The fieldwork in the online MHA consists of a 3-credit internship.

Courses are offered in six 8-week terms each academic year in a web-based delivery format. Computer applications are utilized throughout the curriculum; therefore, entering students are expected to have proficiency in word processing, spreadsheet, and internet applications. While the vast majority of coursework can be completed according to your own schedule, some courses require synchronous elements in order to remain aligned with CAHME accreditation requirements. Some courses will require one to three hours of synchronous learning over eight weeks that may cover course overviews, lectures, faculty-student discussions, review of assigned case studies, etc. At these times, students and faculty must log into the course at a predetermined time as specified in individual course syllabi.

The capstone course, HAD 509 - Administrative Issues, is normally taken in the final semester prior to graduation, and draws upon the knowledge, skills, and abilities developed throughout the MHA program. A 3-credit 150 hour internship is required (HAD 580). HAD 580 can be taken contemporaneously with HAD 509 or immediately after HAD 509.

Specializations

The University of Scranton MHA degree provides the opportunity for a several specializations: Global Health, Health Informatics and Population Health Management. Each of these specializations requires 3 courses but only adds 6 required credits to the MHA curriculum. For compliance with Federal Financial Aid Regulations, students enrolled in the campus-based MHA program may only complete specializations that are offered in the campus-based format and students enrolled in the on-line MHA program may only complete specializations offered in the on-line format during the special terms.

Course Requirements

Foundation Courses (12 credits) taken in first year
- HAD 519 - HC Serv. and System
- HAD 501 - HC Financial Mgt. I
- HAD 500 - HC Organizations/Ad
- HAD 505 - HC Stats/Research

Additional Required Courses
- HAD 504 - Human Resources Mgt.
- HAD 521 - HC Financial Mgt. II
- HAD 522 - HC Operations and Quality
- HAD 523 - HC IT Mgt.
- HAD 525 - HC Ethics
- HAD 508 - Leadership in Health Admin.
- HAD 502 - HC Law
- HAD 515 - HC Planning and Marketing

- HAD Free Elective
- HAD 506 - HC Economics and Policy
- HAD 509 - Administrative Issues
- HAD 583 - Externship in Health Administration (1 credit)

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 (Required for Specialization- see below)
- HAD 526 - Grants Writing and Management
- HAD 582 - Directed Study (1-3 cr.)
- HAD 584 - Special Topics

Fieldwork Courses (3 or 8 credits required, which depends upon prior work experience & will be determined at time of Admission)
- HAD 580 - Internship in Health Administration (3 credits)
- HAD 581 - Administrative Residency (8 credits)
- HAD 583 - Externship in Health Administration (1 credit)

Additional Required Courses for Specialization in Global Health
- HAD 517 - Global Health Management
- HAD 596 - European Health Systems (Study Abroad Component)
- HAD 595 - South American Health Systems (Study Abroad Component)

Additional Required Courses for Specialization in Health Informatics
- HINF 520 - Introduction to Health Informatics
- HINF 550 - Community Health for Health Informatics
- HINF 570 - Public Policy for Health Informatics

Additional Required Courses for Specialization in Population Health
- HAD 540 - Epidemiology and Population Health Management
- HAD 541 - Population Health and Systems Science
- HAD 542 - Population Health Science: An Interdisciplinary Approach

Credits for On Campus Program: 44 credits + 3 or 8 credits for fieldwork

Credits for Online Program: 44 credits + 3 credits for fieldwork

Credits for MHA with Specialization in Global Health or Health Informatics Programs: 53 or 58 credits

Accreditation

On-Campus Program

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).

Online Program

The online graduate health administration program has received accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME) and full program membership with AUPHA.

Students in the Global Health Specialization will achieve six program level outcomes/competencies beyond the 25 covered by the regular MHA program:

1) Explain the ethical, social, and environmental consequences of local and national decisions on global health systems;

2) Analyze major elements of global health systems to derive solutions to complex problems;

3) Apply cultural, historical, and scientific perspectives using applied research techniques to plan and evaluate solutions to global health challenges;

4) Articulate personal values in the context of personal identities to recognize and contemplate diverse positions on social, civic, and population health problems;

5) Comprehend multiple worldviews, experiences, histories, and power structures on important issues; and

6) Initiate and engage in meaningful interaction with people from other cultures in the context of health problems and solutions.

Global Health Specialization

The Global Heath Specialization is available to both on-campus and online students. It requires 6 credits in addition to the regular MHA curriculum (a total of 50 credits plus fieldwork). Students in this specialization are required to take HAD 517 - Global Health Management in place of the current 3-credit elective in the MHA program and two additional travel courses HAD 595 - South American Health Systems and HAD 596 - European Health Systems.

In addition to tuition, students will be required to pay program/travel expenses associated with HAD 595 and HAD 596, which historically ranged from $3300 - $3500 per travel course.

Health Informatics Specialization

This specialization provides students the opportunity to learn about and experience the growing field of Health Informatics. It provides students with additional skills and competencies beyond HAD 523- Health Care IT Management.

The Health Informatics Specialization is only available to online students. It requires 9 credits in addition to the regular MHA curriculum, but 3 of those credits could be taken in place of the 3-credit elective in the

MHA program. Thus, the program requires a total of 50 or 53 credits plus fieldwork. Students in this specialization are required to take HINF 520- Introduction to Health Informatics, HINF 550- Community Health for Health Informatics and HINF 570- Public Policy for Health Informatics.

Population Health Specialization

This specialization will provide students additional skills (beyond the traditional graduate program structure) that are necessary to address the growing demand for individuals that are able to improve the overall health of populations and engage patients in a plan to improve their individual health. This specialization supports select competencies from the 27 specific competencies covered by the MHA program. The Population Health Specialization is available to both residential and online students. It requires nine credits in addition to the regular MHA curriculum. Three of the nine credits could be taken in place of the current 3-credit elective in the MHA program: thus the program requires a total of 50 or 53 credits plus fieldwork. Students in this specialization are required to take HAD 540- Epidemiology and Population Health Management, HAD 541- Population Health and Systems Science, and HAD 542- Population Health Science: An Interdisciplinary Approach.

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. Students complete three required courses and select two electives after completion of the first two required courses.

HAD 519 - Health Services and Systems

HAD 500 - Health Care Organization and Administration

HAD 501 - Health Care Financial Management I

6 credits of HAD electives

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. Regular admission requirements and graduate procedures must be met. Once admitted the established tuition and three-year tuition guarantee becomes effective for campus based students only. (Online students are subject to yearly tuition changes). 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 MHA Program

An Accelerated Master of Health Administration Degree Program is available to University of Scranton undergraduate students who meet specific admissions criteria. In the Accelerated program, a maximum of 12 graduate credits may be applied toward the completion of the undergraduate degree. Students are eligible to apply if they have achieved a GPA of: 3.4 after 64 semester hours; 3.3 after 80 semester hours; or a 3.2 after 96 semester hours. Contact the MHA Program Director for additional information.

Human Resources Management, MS

Kenneth J. Zula, Ph.D., SPHR, SHRM-SCP, Program Director
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The Human Resources Management 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 human resource management, 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.

SHRM Alignment

The online Master of Science in Human Resources Management program offers a curriculum that fully aligns with the Society for Human Resource Management's (SHRM) HR Curriculum Guidebook and Templates.

Employment Opportunities

According the Occupational Outlook Handbook, US Dept of Labor, employment of human resources specialists is projected to grow 8 percent, about as fast as the average for all occupations from 2012-2022.

Curriculum

The HR curriculum requires 33 credits offered in six 8-week terms each academic year. Courses are offered in a web-based delivery format utilizing the Engage course management system. Computer applications are utilized throughout the curriculum; therefore, entering students are expected to have proficiency in word processing, spreadsheet, and Internet applications. The prerequisite courses, HR 500 - Organizational Behavior & Leadership and HR 501 - Human Resources, provide foundational knowledge in organization concepts, theories and human resources practices and should be taken as the first two courses. The capstone course, HR 520 - Capstone: Applied HR, is normally taken in the final semester prior to graduation and draws upon the knowledge, skills, and abilities developed throughout the HR program.

Capstone Experience

Students 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 HR 520, which is the capstone course for the Human Resource Management program.

Professional Certifications

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://staffingtoday.net/
AHRD	Academy of Human Resource Development. http://www.ahrd.org/
AOM	Academy of Management. http://aom.org/journals/
ASHHR	American Society for Healthcare Human Resources Administration. http://www.ashhra.org/
ATD	*Association for Talent Development (formerly ASTD). http://www.td.org/
IFEBP	*International Foundation of Employee Benefit Plans. 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 Resource Management Curriculum

- HR 500 - Organizational Behavior and Leadership (Prerequisite Course)
- HR 501 - Human Resources (Prerequisite Course)
- HR 503 - Control and Budgeting Systems
- 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 (not required for students admitted for spring 2018 & thereafter)
- HR 516 - Ethics in Human Resources
- HR 517 - Evaluative Research (not required for students admitted for spring 2018 & thereafter)
- HR 520 - Capstone: Applied HR (Capstone Experience)

Credits for Degree: 33

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. Regular admission requirements and graduate procedures must be met. Once admitted the established tuition and three-year tuition guarantee becomes effective for campus based students only. (Online students are subject to yearly tuition changes.) 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 MHA Program

An Accelerated Master of Health Administration Degree Program is available to University of Scranton undergraduate students who meet specific admissions criteria. In the Accelerated program, a maximum of 12 graduate credits may be applied toward the completion of the undergraduate degree. Students are eligible to apply if they have achieved a GPA of: 3.4 after 64 semester hours; 3.3 after 80 semester hours; or a 3.2 after 96 semester hours. Contact the MHA Program Director for additional information.

MD - MHA Dual Degree

The University of Scranton and Geisinger Commonwealth School of Medicine (GCSOM) signed a Memorandum of Understanding to offer a dual degree program in Medicine (M.D.) and Health Administration M.H.A.). The Doctor of Medicine and the Master of Health Administration (MD-MHA) is an innovative dual degree program 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 Geisinger Commonwealth School of Medicine and the MHA degree by The University of Scranton.

Generally, students will apply first to GCSOM. Accepted CGSOM students will then apply to The University of Scranton. A MHA student may make application to the MD program at GCSOM. 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
Year 1	Fall	Medical Courses	
	Spring	Medical Courses	
	Summer		HAD 522, 523. 525
Year 2	Fall	Medical Courses	HAD 519
	Spring	Medical Courses	HAD 500
	Summer		HAD 582
Year 3	Fall		HAD 501, 502, 504, 508, 515
	Spring		HAD 505, 506,509, 521
	Summer	Medical Courses	
Year 4	Fall	Medical Courses	
	Spring	Medical Courses	
	Summer	Medical Courses	
Year 5	Fall	Medical Courses	HAD 581
	Spring	Medical Courses	HAD 581

Financial Aid

Students will apply for financial aid with GCSOM 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/department/HAHR/mha/

For information about the combined MD-MHA program, please visit www.geisinger.edu/education/academics/md-program/md-mha-dual-degree

Health Informatics

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Program Objectives

The Master of Science in Health Informatics at The University of Scranton will provide graduates with an innovative and forward-looking understanding of an ever-evolving discipline located at the intersection of information science, computer science, and health care. This interdisciplinary focus is used to explore the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health care. The program explores a number of health informatics tools that include not only information and communication systems, but also emerging and innovative technologies. Graduates will understand how health informatics is applied across the broad-spectrum of health care and learn how to work collaboratively in multidisciplinary teams to achieve goals in person-centered environments.

Program of Study

The program of study consists of eleven, 3- credit hour online courses modules, for a total of 33 graduate credit hours. Each course is offered on-line in an 8-week format. The capstone course at the end of the program provides the opportunity to use learning from previous courses for a precepted experience to complete an applied health informatics project.

Admission Requirements

An applicant for the program must possess a baccalaureate degree from a regionally accredited college or university and have an undergraduate GPA of at least 3.00 on a grading scale of 4.00. Applicants falling below this level may submit other evidence of their ability to complete graduate work such as grades in other graduate level courses, scores on the Graduate Record Examination, and/or a record of progressively higher work responsibilities. A completed application, 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 at least ten days before the term in which the student wishes to begin graduate study. If an applicant does not have the necessary background in either healthcare or information technology, the student will be required to complete a foundational one-credit module in either or both areas (HINF 501 and/or HINF 502). Students may also opt to take an examination to place out of the one-credit modules. These modules are taken concurrently with the first three-credit course, HINF 520. International students, whose native language is not English, must demonstrate their proficiency in English by meeting criteria established for admission to the University.

Curriculum

- HINF 520 - Introduction to Health Informatics
- HINF 530 - Healthcare Knowledge for Health Informatics
- HINF 535 - Principles of Computer Science and Software Development
- HINF 540 - Information Technology for Health Informatics
- HINF 545 - Database Principles and Applications
- HINF 550 - Population Health for Health Informatics
- HINF 560 - Business Management and Communication for Health Informatics

- HINF 570 - Public Policy for Health Informatics
- HINF 580 - Current Trends in Health Informatics
- HINF 590 - Health Informatics Capstone
- One 3-credit elective from the following: ERP 510, ERP 515, HAD 501, HAD 510, HAD 512, HAD 513, HAD 517, HR 501, NURS 507, NURS 590, NURS 591, OM 543

Those students without the requisite background in healthcare and computer information technology may be required to take one or both of the following:

- HINF 501 - Introduction to Healthcare
- HINF 502 - Computer Information Technology for Health Professionals

Clearances: Students are required to comply with clearance and other requirements for the healthcare organization or agency for the capstone course. These clearances generally include a criminal background check and may include FBI fingerprinting, two-step tuberculosis testing, hepatitis B vaccination, flu vaccination and/or drug screening as well as other requirements. These clearances may require additional fees at the student's own expense. Delays in completion of these requirements may delay enrollment and/or completion of capstone course requirements.

Health Informatics Certificate

The certificate program in Health Informatics is comprised of courses that introduce professionals to the discipline of health informatics, providing them with a foundation in the intersection of health care and informatics. The program provides a foundation in the theoretical knowledge and practical applications of informatics and the use of the electronic health record. This also includes application of the knowledge of emerging health care trends impacting information technologies, algorithm evaluation and software development processes as applied to information needs and the information infrastructure of health care organizations. The certificate is designed for professionals from business, computer science and health care as well as clinicians from a variety of health care disciplines who are interested in pursuing a career in health informatics as well as those health informatics professionals who want to broaden their expertise with formal course work. The certificate enables professionals to take advantage of opportunities for growth in a rapidly expanding discipline, and career advancement while bringing value to their organizations.

Program of Study

The program consists of four, 3-credit hour on line modules for a total of 12 graduate credit hours. Each is offered on line in an eight-week format. Courses are offered sequentially, and learning is cumulative.

Nursing

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Department Faculty: Professors – Dona Rinaldi Carpenter, RN, Mary Jane DiMattio, RN, Marian Farrell, RN, CRNP, CNS, Mary Jane S. Hanson, RN, CRNP, CNS, Sharon Hudacek, RN, CNS, Patricia Wright, RN, CRNP, CNS; Margarete Lieb Zalon, RN, CNS; Associate Professors – Barbara Buxton, RN, CNS; Teresa Conte, RN, CRNP, Ann Feeney, RN, CNM, CRNP, Lisa Ann Lesneski, RN, Catherine P. Lovecchio, RN, Kimberly Subasic, RN; Assistant Professors – Wendy Manetti, RN, CRNP, Jo Ann Nicoteri, RN, CRNP; Faculty Specialists - Ann Culp, RN, CRNA, Susan Elczyna, RN, CRNA, Mary Kovaleski, RN, CNS, Linda Lewis, RN, Tracy Murray, RN, CRNA, Annette T. Tross, RN, CRNP, Laurie Valunas, RN, CRNP, Cristen Walker, RN, CRNP.

The Department offers course work leading to a Master of Science in Nursing (MSN) degree with specialization in either Family Nurse Practitioner (FNP), Adult-Gerontology Clinical Nurse Specialist (CNS), Executive Nurse Leadership, or Nurse Anesthesia (NA). 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), Accreditation Commission for Education in Nursing (ACEN), or Commission for Nursing Education Accreditation (CNEA) accredited program, and who wish to become Family Nurse Practitioners or Nurse Anesthetists. Note: The MSN with a focus in nurse anesthesia and the Post- Master's certificate program with a focus in nurse anesthesia are no longer accepting applications. The nurse anesthesia program transitioned to a Doctor of Nursing Practice program with the class entering in summer 2019.

The Department offers course work leading to a Doctor of Nursing Practice (DNP) degree with specialization in either the Post -Master's DNP or entry level Nurse Anesthesia DNP.

MSN Program Outcomes

Upon completion of the Master's program, the graduate is prepared to: 1. Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level. 2. Apply leadership skills that emphasize ethical principles and critical-decision making to promote quality and safety in master's level nursing practice. 3. Articulate the process of quality improvement and apply quality and safety principles within an organization. 4. Incorporate research outcomes within the clinical setting to resolve practice problems and disseminate results. 5. Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level. 6. Employ advocacy strategies to promote health and improve health care. 7. Establish interprofessional relationships to mobilize resources and coordinate quality health care. 8. Engage in master's level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of patient-centered and culturally appropriate clinical prevention and population health activities. 9. Demonstrate master's level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and

populations. 10. Articulate a commitment for continuous professional development and service to others based on Jesuit values.

Program of Study

The graduate nursing program is comprised of four core courses that cover current issues in advanced practice nursing, research, health promotion, and systems leadership. These core courses provide the foundation for graduate nursing study and are taken by all MSN students. Additionally, students in the direct care specializations (FNP, CNS, and NA tracks) take advanced physiology and pathophysiology, advanced pharmacology, and advanced clinical assessment. Each student is required to take the advanced practice specialty courses in their selected track of study. The specialty courses are listed under each specialization heading.

Admission Requirements

An applicant for the degree program must possess a baccalaureate degree in nursing from a CCNE, ACEN, or CNEA accredited program; have an undergraduate GPA of at least 3.00 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 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. Applicants for the certificate program must possess a master's degree in advanced practice nursing from a CCNE, ACEN, or CNEA 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).

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 nursing clinical practice. A grade of Unsatisfactory will result in the failure of the practicum and dismissal from the program.

Capstone Experience

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

Health Requirements

The health requirements for the Department of Nursing are to assure that the student:

1. maintains that level of health necessary to complete the course of studies and ultimately to perform the duties of a professional advanced practice nurse;

2. is free of any illness or disease that may endanger the health and welfare of themselves and others.

The pre-clinical physical examination shall include a complete physical examination administered by a certified nurse practitioner or physician with verified evidence of the following: current negative tuberculin skin test (PPD) within previous 12 months; immunization for diphtheria, tetanus, and pertussis within the previous ten years; immunizations for measles, mumps, rubella, and varicella OR documented laboratory immunity. Influenza vaccine is required each year for the current flu season. The deadline date to receive the influenza vaccine is October 15. In addition, students are required to submit proof of Hepatitis B immunization or sign a declination form.

The PPD skin test must be administered every 12 months while the student is in the clinical nursing courses. Documented evidence of the test must be provided. If the PPD test is positive or the student has a history of a positive PPD, a chest X-ray or Quantiferon Gold TB laboratory test is required. The PPD can be obtained at Student Health Services, which has a facility in the Roche Wellness Center at 1130 Mulberry Street. In the event that specific agencies have further requirements, it is expected that students will meet the agency's requirements.

Students are responsible for all costs associated with meeting the health requirements.

Accreditation

The Master of Science in Nursing (MSN) program and Post-graduate APRN Certificate program are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Adult-Gerontology Clinical Nurse Specialist, MSN

The Adult-Gerontology Clinical Nurse Specialist (CNS) specialization prepares clinical nurse specialists with advanced competencies in nursing practice and strategies for improving the quality of patient care. This specialization is offered as a 33-credit master's degree for baccalaureate prepared nurses. The curriculum emphasizes the development of adult-gerontology nursing clinical expertise based on an in-depth understanding of nursing practice and theory.

Each student is required to complete a clinical practicum. Faculty will assign the student to a practitioner(s) who will serve as preceptor(s) for the clinical practicums. The preceptor(s) must be a master's prepared nurse or licensed physician with at least one year of clinical practice experience. Each credit of clinical equals 125 clock hours per semester so that total clinical practicum time for the CNS program is 500 hours.

Graduates will be eligible for certification as an adult-gerontology 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-Gerontology from the American Nurses Credentialing Center.

Course of Study (33 credits)
Required Core Courses (20 credits)
- NURS 591 - Issues in Advanced Practice Nursing
- NURS 593 - Research Methodology and Application
- NURS 597 - Systems Leadership in Advanced Practice Nursing
- 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

Concentration/ Specialization (13 credits)
- NURS 563 - Advanced Theory in Adult-Gerontology Nursing I
- NURS 564 - Advanced Applications in Adult-Gerontology Nursing I
- NURS 573 - Advanced Theory in Adult-Gerontology Nursing II
- NURS 574 - Advanced Applications in Adult-Gerontology Nursing II
- NURS 567 - Professional Practice for the Clinical Nurse Specialist
- NURS 568 - Advanced Applications of the Professional Practice of the Clinical Nurse Specialist

Family Nurse Practitioner, MSN and Post-Master's Certificate

The Family Nurse Practitioner (FNP) specialization 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 specialization is offered as a 36-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.

Each student is required to complete a clinical practicum. The practicum (NURS 542, NURS 552, NURS 562, and NURS 572) is taken over four semesters. The faculty will assign the student to 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 with at least one year of clinical practice experience. Each credit of clinical equals 125 clock hours per semester so that total clinical practicum time is 875 hours for the FNP program.

Scheduling

The FNP program can be completed in 21 months of full-time study, with generally one day of classes per week and two days of clinical practicum in the fall and spring semesters. Some of the core courses are offered online, while the specialty didactic courses are all offered face-to-face. Part-time study is also available.

Required Software

Family nurse practitioner students are required to purchase the nurse practitioner student tracking soft-ware program to record their clinical experiences.

Academic Regulations

Any student who fails to receive a final course grade of "B" or higher in the FNP specialty courses (NURS 530, NURS 541, NURS 551, and NURS 561 and NURS 571) cannot progress in the program. The student may make application to the Department of Nursing to repeat the course when it is next offered. The student shall also be required to repeat the co-requisite clinical course, regardless of the clinical grade. Any student who fails to obtain a final course grade of "B" or higher on the second attempt will be dismissed from the program. A student may repeat only one specialty course. Any student who receives an Unsatisfactory in a clinical practicum course will be dismissed from the program.

Family Nurse Practitioner Specialization

Twenty-one Month Full-Time Course of Study (36 credits)

First Year
Fall
- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 541 - Family Health Promotion
- NURS 542 - Family Clinical Practicum I

Spring
- NURS 520 - Advanced Pharmacology
- NURS 551 - Health Problems in the Developing Family
- NURS 552 - Family Clinical Practicum II

Summer
- NURS 591 - Issues in Advanced Practice Nursing

Second Year
Fall
- NURS 561 - Health Problems in the Established Family
- NURS 562 - Family Clinical Practicum III
- NURS 593 - Research Methodology and Application

Spring
- NURS 571 - Family Health Synthesis
- NURS 572 - Family Clinical Practicum IV
- NURS 597 - Systems Leadership in Advanced Practice Nursing

Family Nurse Practitioner Post-Master's Certificate Only

Twenty-one Month Course of Study

First Year
Fall
- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 541 - Family Health Promotion
- NURS 542 - Family Clinical Practicum I

Spring
- NURS 520 - Advanced Pharmacology
- 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

Nurse Anesthesia, MSN and Post-Master's Certificate

Note: The Nurse Anesthesia MSN and Post-Master's Certificate programs are no longer accepting applications. The Nurse Anesthesia program transitioned to a Doctor of Nursing Practice program with the class entering in summer 2019. The last class of MSN Nurse Anesthesia and Post-Master's certificate students is scheduled to graduate in December 2020.

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Dr. Ann Culp, Nurse Anesthesia Program Administrator
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The Nurse Anesthesia (NA) specialization 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 NA specialization is offered as a 68-credit master's degree for baccalaureate-prepared nurses, and as a 56-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.

Academic Regulations

Any student who fails to receive a final course grade of "B" or higher in the NA specialty courses will be dismissed from the NA specialization. This applies to all courses in the specialization except for NURS 591, NURS 593, NURS 594, and NURS 595.

In addition to course work, each student is required to complete clinical practicum and residency courses NURS 546, NURS 556, NURS 565, NURS 575, NURS 585. Any student who receives an Unsatisfactory in a clinical practicum or residency course will be dismissed from the program.

Accreditation

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accredits the University of Scranton Nurse Anesthesia Program. In 2012, the program received the maximum accreditation status of ten years from the COA.

Date of Last Review: 10/2012
Date of Next Review: 10/2022

Accreditation Status: Continued Accreditation

Council on Accreditation
222 South Prospect Avenue, Suite 304
Park Ridge, IL 60068-4010
847-655-1168
http://home.coa.us.com

Scheduling

The specialization can be completed in 28 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, some evening classes and clinicals are also required.

Nurse Anesthesia Program Statistics

Year	University of Scranton Certification Pass Rate for First-time Test Takers	National Average Certification Pass Rate for First-time Test Takers	University of Scranton Certification Pass Rate for All Test Takers	Attrition Rate	Number of Graduates	Graduate Employment Rate
2018	65%	84.3%	91%	4%	23	91%
2017	67%	82.6%	100%	10%	18	100%
2016	94%	84.5%	100%	0%	16	100%
2015	93%	85%	100%	6%	14	100%
2014	75%	87.8%	100%	14%	12	100%
2013	100%	88.4%	100%	0%	14	100%

28 Month Full-Time Course of Study (68 credits)

First Year
Fall
- NURS 504 - Anatomy and Physiology for Nurse Anesthesia
- NURS 504L - Anatomy and Physiology for Nurse Anesthesia Lab
- NURS 514 - Chemistry and Physics for Nurse Anesthesia
- NURS 517 - Advanced Pharmacology of Nurse Administered Anesthesia I
- NURS 529 - Nurse Anesthesia Principles I
- NURS 593 - Research Methodology and Application *

Spring
- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 518 - Advanced Pharmacology of Nurse Administered Anesthesia II
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 539 - Nurse Anesthesia Principles II
- NURS 539L - Nurse Anesthesia Principles II Lab
- NURS 594 - Theory and Research Application *

Summer
- NURS 546 - Nurse Anesthesia Clinical Practicum I
- NURS 549 - Nurse Anesthesia Principles III
- NURS 591 - Issues in Advanced Practice Nursing *

Second Year
Fall
- NURS 556 - Nurse Anesthesia Clinical Practicum II
- NURS 559 - Nurse Anesthesia Principles IV
- NURS 595 - Nursing Ethics *

Spring
- NURS 565 - Nurse Anesthesia Residency I

Summer
- NURS 575 - Nurse Anesthesia Residency and DNP Scholarship II

Third Year
Fall
- NURS 585 - Nurse Anesthesia Residency III

Total Credits 68 for MSN Degree
Total Credits 56 for Post-Master's Certificate

*Courses not required in post-master's certificate program

Certified Advanced Practice Nurses, MSN

The Master of Science in Nursing degree for certified advanced practice nurses 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 specialization 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 specialization is offered as a 42-credit master's degree for baccalaureate prepared nurses. The specialization 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 specialization can be completed in one year of 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 ACEN or CNEA 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 and Application
- 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 MSN Degree
An Accelerated Master of Science in Nursing (MSN) degree is available for any student in the undergraduate nursing program, including registered nurse students (RN to BSN students), LPN students (LPN to BSN students), and traditional undergraduate nursing majors. To qualify for admission to the accelerated program, the applicant must have completed 90 credits and obtained a cumulative undergraduate GPA of 3.2 or higher. After acceptance to the accelerated program, the student must maintain at least a 3.20 cumulative undergraduate GPA, a 3.00 GPA in the nursing major, and a 3.00 cumulative graduate GPA. 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 are: (1) Undergraduate NURS 493 - Research in Nursing (three credits) requirement may be satisfied by graduate NURS 593 - Research Methodology and Application in Nursing (three credits); (2) Undergraduate nursing or free elective courses may be satisfied by graduate NURS 510 - Advanced Physiology and Pathophysiology (three credits), or graduate NURS 520 - Advanced Pharmacology (three credits), or graduate NURS 591 - Issues in Advanced Practice Nursing (three credits) or graduate NURS 594 - Theory and Research Application (three credits),

or graduate NURS 595 - Nursing Ethics (three credits) or graduate NURS 597 - Systems Leadership in Advanced Practice Nursing (three credits). The student must complete the application for graduate admission to the accelerated program. Upon acceptance into the accelerated program, all policies and procedures of the graduate program apply. Applicants are accepted in the fall and spring of each year.

Doctor of Nursing Practice, DNP

Dr. Mary Jane S. Hanson, Director DNP Program
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570-941-4060

The Department of Nursing offers course work leading to a Doctor of Nursing Practice (DNP) degree. The DNP program is designed to prepare graduates for independent practice in advanced practice nursing specialties. The DNP graduate will possess enhanced organizational and leadership skills in health care delivery, expertise in the application of evidence-based practice to improve patient and health care outcomes, and the ability to lead inter-professional teams.

The Department offers course work leading to a Doctor of Nursing Practice (DNP) degree with specialization in either the Post -Master's DNP or entry level Nurse Anesthesia DNP.

DNP Program Outcomes

Upon completion of the DNP program, the graduate is prepared to:

1. Incorporate science-based theories from nursing and other disciplines to develop, implement, and evaluate practice approaches that improve health care; 2. Utilize organizational and systems leadership to promote quality, cost effectiveness, and patient safety in the delivery of health care; 3. Demonstrate leadership in the application and critical evaluation of evidence-based practice to improve patient and health care outcomes; 4. Apply information systems/technology to monitor and improve patient care and health care delivery systems; 5. Consistent with Jesuit values, advocate for health care policies that comply with ethical principles and address health disparities and vulnerable populations; 6. Organize and lead inter-professional teams to improve patient and population health outcomes; 7. Analyze epidemiological, biostatistical, and environmental data to develop, implement, and evaluate clinical prevention and population health initiatives; 8. Function independently in an advanced nursing practice role to improve patient outcomes in a specialty area of practice; 9. Engage in lifelong learning and service to others.

Health Requirements

The health requirements for the Department of Nursing are to assure that the student:

   1. maintains that level of health necessary to complete the course of studies and ultimately to perform the duties of a professional advanced practice nurse;

   2. is free of any illness or disease that may endanger the health and welfare of themselves and others.

The pre-clinical physical examination shall include a complete physical examination administered by a certified nurse practitioner or physician with verified evidence of the following: current negative tuberculin skin test (PPD) within previous 12 months; immunization for diphtheria, tetanus, and pertussis within the previous ten years; immunizations for measles, mumps, rubella, and varicella OR documented laboratory immunity. Influenza vaccine is required each year for the current flu season. The deadline date

to receive the influenza vaccine is October 15. In addition, students are required to submit proof of Hepatitis B immunization or sign a declination form.

The PPD skin test must be administered every 12 months while the student is in the clinical nursing courses. Documented evidence of the test must be provided. If the PPD test is positive or the student has a history of a positive PPD, a chest X-ray or Quantiferon Gold TB laboratory test is required. The PPD can be obtained at Student Health Services, which has a facility in the Roche Wellness Center at 1130 Mulberry Street.

In the event that specific agencies have further requirements, it is expected that students will meet the agency's requirements.

Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Post-Master's DNP

The Post-Master's DNP program is a 30-credit program with a focus in organizational and systems leadership. In addition to coursework, each student will complete an evidence-based scholarly capstone project with significant potential to positively change health care delivery or improve patient outcomes for vulnerable patients, families, communities, or populations. Also, each student will complete clinical practice hours related to the scholarly project and /or to advance knowledge in the student's area of specialization. Advanced nursing practice students will be given credit for the clinical hours completed in their master's specialty program and will complete additional hours to fulfill the 1000 clinical hours total required for the DNP program. The number of clinical hours required for each student will be divided between the two DNP Scholarly Project courses (NURS 780 and NURS 790). A minimum of 125 hours is required in each DNP Scholarly Project course. Additional hours above the 125-hour minimum will be dependent upon the student's prior precepted clinical experience at the master's level.

Admission Requirements

An applicant for the Post-Master's DNP degree program must possess a master's degree in nursing (MSN) from a CCNE, ACEN or CNEA accredited program with preparation or certification in an advanced nursing practice specialty, have an MSN GPA of 3.2 or higher, and be licensed as a registered nurse. The applicant must submit three professional references and a three to four-page essay describing current and past clinical practice, scholarly career achievements, and the proposed topic for the scholarly project. The topic may be a practice improvement issue or a clinical management problem. The paper should cite appropriate sources where applicable and follow APA format. An interview with the program director or a faculty member to clarify goals and objectives is required. Students are admitted to the Post-Master's DNP program for the fall semester.

Academic Regulations

Post-Master's DNP students are expected to conform to the regulations stated in both The University of Scranton Graduate Studies Catalog and the Department of Nursing Doctor of Nursing Practice Student Handbook.

Post-Master's DNP students must receive a grade of Satisfactory in the scholarly project courses (NURS 780 and NURS 790). 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 scholarly project course and *may* result in dismissal from the program.

Scheduling

The Post-Master's DNP program can be completed in 21 months. Full-time students are admitted as a cohort in fall and graduate two years later in May. Part-time students are also admitted in fall and may take up to 6 years to complete the program. Courses are taken sequentially and learning is cumulative, building to completion of the scholarly capstone project. Full-time students are expected to take two courses (six credits) per semester for five semesters, which includes the summer between the first and second years. Students wishing to complete the program on a part-time basis should meet with the program director.

Capstone

All DNP students are expected to satisfactorily complete and defend a scholarly project as the capstone experience and part of the graduation requirements.

Course of Study (30 credits) - Full Time

First Year
Fall
- NURS 700 - Epidemiology and Biostatistics
- NURS 710 - Information Systems and Health Care Technology

Spring
- NURS 720 - Advanced Scientific Inquiry
- NURS 730 - Translating Evidence into Practice

Summer
- NURS 740 - Health Care Management for Advanced Practice Nurses
- NURS 750 - Promoting Health in Vulnerable Populations

Second Year
Fall
- NURS 760 - Advanced Health Care Policy
- NURS 780 - DNP Scholarly Project I

Spring
- NURS 770 - Professional Leadership and Organizational Change
- NURS 790 - DNP Scholarly Project II

Executive Nurse Leadership, MSN

Nurse executives require sound clinical knowledge and administrative skills to function effectively as leaders within today's integrated healthcare delivery systems. The executive nurse leadership specialization, offered in conjunction with the Department of Health Administration and Human Resources, prepares nurse executives to be leaders in the increasingly complex and rapidly changing healthcare climate. The curriculum emphasizes content in organizational and financial management perspectives, as well as the

knowledge and skills to exert a leadership role in health care and contribute to the art and science of nursing.

Curriculum

The executive nurse leadership specialization is a 30-credit Master of Science in Nursing degree program for baccalaureate-prepared nurses. Students are admitted in the fall or spring semester. The program can be completed in 21 months. Some of the courses are on line.

Each student is required to complete a 125-clock hour executive nurse leadership practicum. Faculty will provide guidance and support in selection of a preceptor for the practicum who will work with the student to facilitate real-world experience in the application of leadership and management principles. The preceptor and clinical site selection will be based on the student's career goals. The preceptor will have a minimum of a master's degree in nursing or related field.

Course of Study (30 credits)
- NURS 591 - Issues in Advanced Practice Nursing
- NURS 593 - Research Methodology and Application
- NURS 597 - Systems Leadership in Advanced Practice Nursing
- NURS 541 - Family Health Promotion

Concentration/ Specialization (19 credits)
- HAD 501 - Health Care Financial Management I
- HAD 504 - Human Resources Management
- HAD 508 - Leadership in Health Care Organizations
- NURS 598 - Executive Nurse Leadership Practicum
- Nursing Electives (6 credits)
- Free graduate elective (3 credits)

Nurse Anesthesia, DNP

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570-941-5530

The Nurse Anesthesia program 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 BSN to DNP nurse anesthesia program is offered as an 83-credit doctoral degree for baccalaureate-prepared registered nurses.

Accreditation

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accredits the University of Scranton Nurse Anesthesia Program. Both the MSN and DNP nurse anesthesia programs are fully accredited by COA.

Date of Last Review: 10/2012
Date of Next Review: 10/2022

Accreditation Status: Continued Accreditation

Council on Accreditation
222 South Prospect Avenue, Suite 304
Park Ridge, IL 60068-4010
847-655-1168
http://home.coa.us.com

Admission Requirements

An applicant for the program must possess a baccalaureate degree in nursing from a CCNE, ACEN, or CNEA accredited program; have an undergraduate GPA of at least 3.00 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 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.

In addition, nurse anesthesia DNP 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. Critical care registered nurse certification (CCRN) is strongly recommended, but not required.

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

Scheduling

The program can be completed in 36 months of continuous full-time study. There is no part-time option. Students are accepted for the summer semester to the full-time program, with projected graduation 3 years later in May. Most classes and clinical practicums are scheduled during the day. However, some evening and weekend classes and clinicals are also required.

Academic Regulations

Nurse Anesthesia DNP students are expected to conform to the regulations stated in both The University of Scranton Graduate Studies Catalog and the Department of Nursing Doctor of Nursing Practice Nurse Anesthesia Student Handbook.

Any student who fails to receive a final course grade of "B" or higher in the NA specialty courses cannot progress in the DNP NA specialization. This applies to the following courses in the specialization: NURS

504, NURS 514, NURS 517, NURS 518, NURS 529, NURS 539, NURS 549, NURS 559, and NURS 778. The student may make application to the Department of Nursing to repeat the course when it is next offered. The student shall also be required to repeat any co-requisite laboratory course, regardless of the laboratory grade. Any student who fails to obtain a final course grade of "B" or higher on the second attempt will be dismissed from the program. A student may repeat only one specialty course. Any student who receives an Unsatisfactory in a clinical practicum (NURS 546, NURS 556) or residency course (NURS 765, NURS 775, NURS 785) will be dismissed from the program.

Costs

Tuition, which includes clinical fees, for the 83-credit program is $1,200 per credit. In addition to tuition, nurse anesthesia students are responsible for the following out-of-pocket expenses: student nurse anesthetist liability insurance; self-evaluation examination during the second and third years, background clearances and drug testing; one-time student tracking software; one-time certification review course; and attendance at one anesthesia conference during the program. Students are also required to join the American Association of Nurse Anesthetists. All students must maintain Pennsylvania and New York registered nurse licenses and current ACLS and PALS certification. All students must have health insurance.

A one-time, nonrefundable fee is payable at the time of admission to the DNP program with a specialization in nurse anesthesia. This fee assures the student's place in class and will be applied to tuition for the initial summer semester of full-time nurse anesthesia study.

36 Month Full-Time Course of Study (83 credits)

First Year (36 credits)
Summer

- NURS 520 - Advanced Pharmacology
- NURS 593 - Research Methodology and Application

Fall
- NURS 504 - Anatomy and Physiology for Nurse Anesthesia
- NURS 510 - Advanced Physiology and Pathophysiology
- NURS 517 - Advanced Pharmacology of Nurse Administered Anesthesia I
- NURS 700 - Epidemiology and Biostatistics
- NURS 710 - Information Systems and Health Care Technology

Spring
- NURS 514 - Chemistry and Physics for Nurse Anesthesia
- NURS 518 - Advanced Pharmacology of Nurse Administered Anesthesia II
- NURS 529 - Nurse Anesthesia Principles I
- NURS 720 - Advanced Scientific Inquiry
- NURS 730 - Translating Evidence into Practice

Second Year (26 credits)
Summer
- NURS 530 - Advanced Clinical Assessment
- NURS 530L - Advanced Clinical Assessment Lab
- NURS 539 - Nurse Anesthesia Principles II
- NURS 539L - Nurse Anesthesia Principles II Lab

Fall
- NURS 546 - Nurse Anesthesia Clinical Practicum I
- NURS 549 - Nurse Anesthesia Principles III
- NURS 549L - Nurse Anesthesia Principles III Lab
- NURS 760 - Advanced Health Care Policy

Spring
- NURS 556 - Nurse Anesthesia Clinical Practicum II
- NURS 559 - Nurse Anesthesia Principles IV
- NURS 778 - Organizational and Systems Leadership for Nurse Anesthesia

Third Year (21 credits)
Summer
- NURS 765 - Nurse Anesthesia Residency and DNP Scholarship I

Fall
- NURS 775 - Nurse Anesthesia Residency and DNP Scholarship II

Spring
- NURS 785 - Nurse Anesthesia Synthesis and Residency III

Occupational Therapy

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Department Faculty: Associate Professors - Carol Cote, Marlene J. Morgan, Carol Reinson; Assistant Professors – Michael A. Bermudez, Deborah Budash, Karen L. Brady, Julie A. Nastasi; Faculty Specialists - Chandra Dombroski, Julia Guzman, Lisa Kozden, William L. Lambert, Patricia Wisniewski.

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) 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's phone number is c/o AOTA (301) 652-AOTA and its web address is WWW.ACOTEONLINE.ORG.

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, MS

Students enter the Entry Level Occupational Therapy Master's Degree (MS) after successful completion of the Bachelor of Science Degree in Health Sciences from the Panuska College of Professional Studies at The University of Scranton. Students are awarded the MS 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 maintained throughout the graduate program. 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 MS in OT degree following completion of all academic and clinical requirements.

Capstone Experience

Each student is required to complete a faculty mentored research internship. The foundation for this experience is OT 350: Quantitative and Qualitative Research Methods, then in the spring semester of senior year students begin a three-semester, project-based scholarly experience: OT 492: Research and Scholarship I, OT 592: Research and Scholarship II, and OT 593: Research and Scholarship III. 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 520 - Advanced Occupational Performance I
- OT 521 - Advanced Occupational Performance II
- OT 525 - Occupational Therapy in Community Settings
- OT 526 - Neurocognitive and Neuromotor Challenges
- OT 530 - Topics in Occupational Therapy I
- OT 531 - Topics in Occupational Therapy II
- OT 542 - Understanding Disability and the Therapeutic Relationship
- OT 544 - Leadership Principles, Ethics and Pragmatics
- OT 550 - Graduate Seminar in Theory
- OT 592 - Research and Scholarship II
- OT 593 - Research and Scholarship III
- OT 581 - OT Level II Fieldwork-I (Equivalency Credit)
- OT 582 - OT Level II Fieldwork- II (Equivalency Credit)

Physical Therapy

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Department Faculty: Professor – Renée M. Hakim; Assistant Professors – Tracey L. Collins; Peter M. Leininger; Instructors - Nicholas J. Rodio, Anthony F. Carusotto; Faculty Specialists --Dana R. Maida, Janette M. Scardillo, Jennifer J. Schwartz.

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.

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 felony or other serious crime may affect a graduate's eligibility to sit for the licensing examination or obtain state licensure.

Physical Therapy, DPT

Overview
The Doctor of Physical Therapy (DPT) is a graduate level full-time program with no option for part-time study. Qualified DPT applicants will have earned a baccalaureate degree, completed all of the 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, confident, adaptable, culturally competent, and reflective physical therapists. The Department of Physical Therapy promotes the quest for excellence and knowledge along with a commitment to life-long learning, social responsibility, and advocacy. 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 as "men and women for and with others".

Following completion of all prerequisites and acceptance into the DPT program, the course work begins in Summer session with Anatomy for PT. Completion of the program requires three years of course work comprised of six semesters and three summer sessions. The four, eight-week clinical experiences occur during the second and third summer sessions and the entire final semester of the program. Clinical sites are primarily located in the Middle Atlantic and Northeast regions of the United States, but the department also maintains clinical experience contracts throughout the country. All contacts with clinical sites are handled exclusively by the PT Department. Interference with clinical assignments may jeopardize normal progression through the curriculum and may result in a delay of one year beyond anticipated graduation date.

Clearances and Immunizations

Students will be required to submit a Pennsylvania criminal background check and child abuse clearance prior to the first clinical experience in the Doctor of Physical Therapy program. In addition, students may need to meet the following requirements in order to participate in clinical education experiences: physical exam within the past year, Hepatitis B series of vaccinations, 2 step PPD, current Tdap and influenza vaccinations, MMR vaccination x 2, rubella, rubeola, mumps and varicella titer, and 10-panel drug screen. All students must be immunized in order to complete the DPT curriculum. Clinical site requirements are subject to change as affiliating organizations continue to develop more stringent requirements or timeframes. In addition, the affiliating organization may refuse placement of a student based on failure to meet its requirements.

Curriculum

The DPT curriculum is 111 credits, which progresses from basic science courses to clinical application and addresses the practice of physical therapy in all settings throughout the lifespan. Clinical experiences account for 24 credits with a total of 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 and the department website. Students will receive a copy of the handbook at the beginning of the first summer session.

Academic Progress

- A DPT student who earns less than a C (a C- is not acceptable) in a DPT course will be dismissed from the program. The student may reapply to the program for the subsequent year, but there is no guarantee of readmission.
- A DPT student whose cumulative GPA falls below 3.00 will be placed on academic probation.
- A DPT student must earn a 3.00 cumulative GPA or higher in order to enroll in clinicals. A DPT student who does not earn a 3.00 cumulative GPA prior to a clinical experience will be dismissed from the program. The student may reapply to the program, but there is no guarantee of readmission.
- Students who interrupt normal progression through the curriculum for any reason will be required to successfully retake the final written examination and all skill check-offs and practicum examinations in clinically based courses previously completed successfully.

DPT Guaranteed Seat

A select group of incoming freshman who indicate an interest in the Doctor of Physical Therapy program on their application for admission will be offered a guaranteed seat in the DPT program as they enter The University of Scranton. The guaranteed seat is conditional and is based on the overall strength of the student's application to the University. Students who receive a guaranteed seat must complete all prerequisite courses with a grade of C or better (a C- is not an acceptable grade). Beginning in 2018, all students admitted in the undergraduate class with a guaranteed seat in the DPT program must also achieve an overall GPA of 3.20 or higher and a science GPA of 3.20 or higher (Anatomy & Physiology, Biology, Chemistry, Physics) as calculated by the Physical Therapy Centralized Application Service (PTCAS). (These will be the admission requirements for the DPT program beginning in 2022). Students with a guaranteed seat must also complete the required clinical observation hours as outlined below by the date of the application through PTCAS. Students with a guaranteed seat will be expected to annually confirm their intention to enroll in the DPT program and must apply to the DPT Program by September 15 of their senior

year by completing the application using PTCAS for admission. No updates/corrections to GPA will be considered after December 31 of their senior year. Waiver and/or partial waiver of policy regarding acceptance into the DPT Program requires approval of the Dean of the Panuska College of Professional Studies. Regardless of the applicant's undergraduate academic performance, unprofessional behavior may be grounds for revocation of the guaranteed seat.

Admission

Admission to the DPT program is competitive and limited. All applicants must submit an application for admission using PTCAS and will be evaluated using the same standards. Late applications will be reviewed on a space available basis. Admission of applicants without a guaranteed seat will be limited by the available space in the program for a particular year. The PTCAS application deadline for students without a guaranteed seat is November 15. All students approved for admission will have to confirm their intent to enroll by making a non-refundable deposit, which will be applied to summer tuition.

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 Kinesiology, 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.

Admission Requirements and Prerequisites

Prerequisite Courses must be completed with a grade of C or better (a C- is not an acceptable grade). In order to be eligible for admission into the DPT program students must repeat any deficient prerequisite course until a grade of C or better is attained.

To be eligible for admission to the DPT program in 2019, applicants must have an overall undergraduate GPA of 3.20 or higher, and a science GPA of 3.00 or higher (Anatomy & Physiology, Biology, Chemistry, Physics) as calculated by the Physical Therapy Centralized Application Service (PTCAS).

- 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, such as pre-calculus or calculus): 1 course, 3 credits minimum

Applicants for 2019 must submit documentation and verification of 60 hours of physical therapy patient contact experience by the time the application to the DPT program is submitted. All experiences must be supervised by a licensed physical therapist. Experiences must be in at least two distinctly different settings

and must be a minimum of 20 hours each. Documentation and verification must be submitted through the PTCAS application process.

To be eligible for admission to the DPT program in 2020, applicants must have an overall undergraduate GPA of 3.20 or higher, and a science GPA of 3.00 or higher (Anatomy & Physiology, Biology, Chemistry, Physics) as calculated by the Physical Therapy Centralized Application Service (PTCAS).

* Biology with labs: (May include general biology, genetics, microbiology, additional anatomy/physiology; not botany) 2 courses, 8 credits minimum

- Anatomy and/or Physiology: 1 course, 3 credits minimum (human or mammalian)
- General Chemistry with labs: 2 courses, 8 credits minimum
- General Physics with labs: 2 courses, 8 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

*NOTE: Science prerequisite courses must be taken at The University of Scranton if the undergraduate degree is earned at The University of Scranton. Exceptions may be approved in special cases, but the courses must be taken at another four-year college with the approval of the department chair of the respective department.

Observation Hours- Applicants for 2020 must submit documentation and verification of 30 hours of physical therapy patient contact experience by the time the application to the DPT program is submitted. All experiences must be supervised by a licensed physical therapist. Experiences in at least one type of setting is required (e.g., acute care, outpatient, rehabilitation center); more than one setting is strongly encouraged. Documentation and verification must be submitted through the PTCAS application process.

ESSENTIAL FUNCTIONS FOR PARTICIPATION IN THE

DOCTOR OF PHYSICAL THERAPY PROGRAM

The purpose of this document is to delineate the cognitive, affective, and psychomotor skills deemed essential to complete the DPT Program at the University of Scranton and to perform as a generalist physical therapist in a competent and safe manner. For continued progression and completion of the physical therapy curriculum, a student must be able to possess or perform the identified essential functions.

If a student needs assistance to demonstrate the following skills and abilities, it is the responsibility of the student to request accommodation through the Center for Teaching and Learning Excellence (CTLE). The University and the Physical Therapy Department will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered, or impose an undue hardship such as those which cause a significant expense, difficulty, or are unduly disruptive to the educational process.

A. Cognitive/Critical Thinking Skills
The student must be able to (with or without accommodations):

- Master relevant content in all coursework at a level deemed appropriate by the PT profession.
- Receive, remember, analyze, interpret, evaluate, and synthesize information from multiple sources, in a timely fashion.
- Attend to multiple tasks throughout the day of scheduled classes and clinical experiences.

- Organize and prioritize information in the academic setting and possess critical thinking abilities sufficient for making sound judgments in the classroom and clinical settings.
- Organize and prioritize information to make safe, appropriate, and timely decisions regarding patients for the purpose of further examination, intervention, or referral.
- Problem solve, recognize deviations from a norm, formulate evaluations, and derive clinical judgments from information collected, in a timely fashion.
- Observe and accurately interpret patient responses and adjust examination and/or intervention(s) as indicated by the patient response, in the classroom, laboratory, and clinical settings.

B. Psychomotor Skills
The student must be able to (with or without accommodations):

- Possess adequate strength, dexterity, balance, and sensation to accurately carry out physical activities including:
- variety of patient examinations and interventions including (but not limited to): palpation, auscultation, joint mobilizations, patient transfers, ambulation training
- safely guard patients with limited mobility or unsafe balance responses
- provide safe, reliable, efficient emergency care
- Maintain the stamina to perform satisfactorily in clinical physical therapy settings throughout four clinical experiences which involve a minimum of 8 weeks of full time (40 hours/week) patient care that occur during predetermined dates.
- Competently perform and/or supervise cardiopulmonary resuscitation (CPR).
- Physically ensure the safety of themselves and patients at all times.

C. Affective/ Emotional Skills
The student must possess/demonstrate the following affective skills (with or without accommodations):

- Appropriate affective behaviors and mental attitudes to avoid jeopardizing the emotional, mental, and behavioral safety of any individual with whom one interacts in the academic or clinical setting.
- Act in compliance with the ethical standards outlined by the American Physical Therapy Association (APTA).
- Exhibit personal attributes of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility as well as cultural competence as outlined by the American Physical Therapy Association (APTA) Core Values.
- Demonstrate the emotional health and mental stability necessary to fully apply and use their intellectual abilities in all aspects of the physical therapy curriculum.
- Interact with others in a respectful and responsible manner during all interactions, academic and clinical, remembering that one represents the name of the University of Scranton.
- Acknowledge and respect individual values and opinions to foster professional working relationships with colleagues, peers, and patients/clients.

D. Communication
The student must be able to (with or without accommodations):

- Communicate verbally and nonverbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care.
- Demonstrate the ability to see, speak, hear, read, write effectively in appropriate language, and utilize technology effectively.

- Communicate effectively with instructors, fellow students, patients and family/caregivers, physicians, and other members of the healthcare team verbally, nonverbally, and in written formats.

* Compiled and adapted from: Daemen College Technical Standards and Essential Functions for Physical Therapy Practice, Ithaca College Essential Functions for Physical Therapy Practice, Lebanon Valley College's Essential Requirements of Physical Therapist Education, Misericordia University Essential Functions for the Student Physical Therapist, and Quinnipiac University Essential Function Requirements of the Program; Ranel A, Wittry AS, Boucher B, Sanders B. (2001) A survey of Essential Functions and Reasonable Accommodations in Physical Therapist Education Programs. *Journal of Physical Therapy Education*, 15(1), 11.

DPT Curriculum

Summer
- PT 700 - Anatomy for PT
- PT 700L - Anatomy for PT Lab

First Year
- PT 701 - Introduction to PT
- PT 702 - Basic Patient Management in PT
- PT 702L - Basic Patient Management in PT Lab
- PT 703 - Advanced Patient Management in PT
- PT 703L - Advanced Patient Management in PT Lab
- PT 704 - Therapeutic Exercise in PT
- PT 704L - Therapeutic Exercise in PT Lab
- PT 705 - Therapeutic Modalities in PT
- PT 705L - Therapeutic Modalities in PT Lab
- PT 706 - Kinesiology and Pathokinesiology for PT
- PT 706L - Kinesiology and Pathokinesiology for PT Lab
- PT 707 - Applied Clinical Neuroscience for PT
- PT 707L - Applied Clinical Neuroscience for PT Lab
- PT 711 - Neurological PT I
- PT 713 - Orthopedic PT I
- PT 713L - Orthopedic PT I Lab
- 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 712L - Neurological PT II Lab
- PT 714 - Orthopedic PT II
- PT 714L - Orthopedic PT II Lab
- PT 721 - Rehabilitation I for PT
- PT 721L - Rehabilitation I for PT Lab
- PT 731 - Pediatric PT
- PT 731L - Pediatric PT Lab

- PT 732 - Geriatric PT
- PT 741 - Cardiovascular and Pulmonary PT
- PT 741L - Cardiovascular and Pulmonary PT Lab
- PT 744 - Motor Control/Motor Learning for PT
- PT 744L - Motor Control/Motor Learning for PT Lab
- 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 Clinical Experience I
- PT 793 - PT Clinical Education Seminar II

Third Year
- PT 722 - Rehabilitation II for PT
- PT 722L - Rehabilitation II for PT Lab
- 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 Clinical Experience II
- PT 795 - PT Clinical Education Seminar III
- PT 796 - PT Internship III

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, two state level conferences or earn 24 hours of APTA or Chapter approved continuing education. Documentation of these activities is required.

Software Engineering

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Department faculty: Professors –Yaodong Bi, Benjamin J. Bishop; Associate Professors – Richard Plishka; Assistant Professors – Paul M. Jackowitz, Robert McCloskey, Oleksandr Rudniy.

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, MS

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. The following are the admission requirements for the program. All of the factors will be considered in determining the applicant's potential for succeeding in the program, which is the basis for admission. Applicants may be requested to submit a Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) score. A bachelor's degree from an accredited institution with a minimum grade average of 3.00 (based on a scale of 4.00). 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.

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 are normally admitted for entrance in the fall term.

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 development 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

Combined BS/MS in Software Engineering

Undergraduate students of the University may be admitted to the combined program of their undergraduate degree and the Master of Science in Software Engineering (MSSE) graduate degree. To be admitted, the applicant must have completed CMPS 134/134L,144/144L, 240, 250 and Math 142 (or demonstrated a math background at or beyond Math 142) with

- a minimum GPA of 3.0 in those courses; and
- a minimum GPA of 3.0 in all completed undergraduate courses.

A student in the combined program must complete undergraduate CMPS 340 and CMPS 352, and he/she must maintain

- a minimum GPA of 3.0 in all of the CMPS courses;
- a minimum GPA of 3.0 in all undergraduate courses; and
- a minimum GPA of 3.0 in all Software Engineering graduate courses.

Failure to maintain the required GPAs may result in dismissal from the combined program.

Interested students should contact the director of the Master of Science in Software Engineering graduate program and the department of their undergraduate major to determine what Software Engineering graduate courses may be used to satisfy their undergraduate degree requirements.

Theology

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Department faculty: Professors –Charles Pinches, Marc Shapiro, Maria Poggi Johnson; Associate Professors – Michael Azar, Patrick Clark, Brigid Curtin Frein, Nathan Lefler, Cyrus Olsen, Eric Plumer, Will Cohen, Christian Krokus; Assistant Professors – Joel Kemp, Christopher Haw.

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.

Accelerated MA Program in Theology

Following the completion of 60 semester hours, Undergraduate Theology majors at the University of Scranton, who have a cumulative GPA of 3.0 and a GPA in Theology of 3.5 are eligible for the Accelerated Program. Students accepted into this program may take four 500-level courses that will count towards both the Bachelors and the Masters degrees. Students accepted into the program must maintain a cumulative GPA of 3.0 and a GPA in Theology of 3.5.

Theology, MA

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.

The Master of Arts in theology requires completion of 30 credits of graduate study.

Core Requirements. The following courses are required of all students (in addition to one from Moral Theology, Systematic Theology, & History):
- 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 527 - Doctrine of Grace
- 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 510 - Salvation Outside the Church?
- T/RS 520 - Theology of the Church Fathers
- T/RS 521 - The Church from Medieval to Modern Times
- T/RS 522 - Theology in the 19th Century
- T/RS 526 - History of Christian Spirituality
- 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: there are four options for how these are distributed. Students who take the theology thesis option, will take 9 elective credits in Theology, and devote six credits to the thesis. Students who take the standard non-thesis option will take all 15 elective credits in theology courses, and complete comprehensive exams. Students who take the Education option will take 9 elective credits in theology and 6 in Education (EFND 516 and EFND 521), will work with a teaching mentor in the theology department, and will complete comprehensive exams. Students who take the Counseling options will take 9 elective credits in Theology, and 6 credits in Counseling (COUN 501, and one chosen from among COUN 502, COUN 503, COUN 506, COUN 508, COUN 584) and will complete comprehensive exams.

Capstone Experience

As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, students taking all their courses in the Theology department 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. All students taking either Education or Counseling credits will take the comprehensive exam.

World Languages and Cultures

Dr. Yamile Silva, Chair
570-941-7778 • yamile.silva@scranton.edu
http://academic.scranton.edu/department/forlang

Department Faculty: Professors – Marzia Caporale, Virginia A. Picchietti, Joseph P. Wilson; Associate Professors - Yamile Silva (Chair), Habib K. Zanzana; Assistant Professors - Ana Ugarte; Faculty Specialist - Jaime Meilán del Río.

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 and Cultures.*

Course Descriptions

ABA 600 - Concepts and Principles of Behavior Analysis
3 cr. This class emphasizes Section #3 Foundational Knowledge (FK) of the Behavior Analyst Certification Board Fourth Edition Task List. The course will focus on the philosophical assumptions of behavior analysis, definitions and examples of terms in behavior analysis, verbal operants, and measurement concepts. The course contains 125 hours of intensive practicum. Clearances are required.

ABA 610 - Ethical and Professional Conduct in Behavior Analysis
(Co- or prerequisite ABA 600) In this course, students will apply the Behavior Analyst Certification Board's Ethical Compliance Code when making decisions about case studies and ethical dilemmas in the field of behavior analysis. The course contains 125 hours of intensive practicum under a board certified behavior analyst in the field. Clearances are required.

ABA 620 - Problem Identification and Behavior Change Considerations in Behavior Analysis
3 cr. (Prerequisite ABA 610) The class emphasizes Section #2 Identification of the Problem (G) Assessment (I) and Intervention (J) as well as Section #1 Behavior-Change Considerations (C) of the Behavior Analyst Certification Board Fourth Edition Task List. This course contains 125 hours of intensive practicum. Clearances are required.

ABA 630 - Applied Behavior Analysis I
3 cr. (Co- or prerequisite ABA 620) The class emphasizes Section #1 Fundamental Elements of Behavior Change (D) and Specific Behavior-Change Procedures (E) of the Behavior Analyst Certification Board Fourth Edition Task List. This course contains 125 hours of intensive practicum. Clearances are required.

ABA 640 - Measurement and Experimental Design in Behavior Analysis
3 cr. (Co- or prerequisite ABA 620) The class emphasizes Section #1 Fundamental Elements of Behavior Change (D) and Specific Behavior-Change Procedures (E) of the Behavior Analyst Certification Board Fourth Edition Task List. This course contains 125 hours of intensive practicum. Clearances are required.

ABA 650 - Applied Behavior Analysis II
3 cr. (Prerequisite ABA 630; Prerequisite or co-requisite 640) The class emphasizes Section #1 Behavior-Change Systems (F) and Section #2 Implementation, Management, and Supervision (K) of the Behavior Analyst Certification Board Fourth Edition Task List. This course contains 125 hours of intensive practicum. Clearances are required.

ACC 502 - Accounting for Management
3 cr. (Prerequisites MBA 502A & 502B) 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 505 - Intermediate Accounting I
3 cr. (Prerequisite ACC 502) This course will require the student to apply contemporary accounting theory to various balance sheet and income statement accounts. Current conceptual framework and

pronouncements of accounting organizations and the Time Value of Money will be emphasized as well as the Cash, Receivables, and Intangible Asset accounts.

ACC 506 - Intermediate Accounting II

3 cr. (Prerequisites ACC 502 and/or ACC 505, as required by program director) This course will require the student to apply contemporary accounting theory to various balance sheet and income statement accounts. Inventory, Fixed Asset, Long-Term Liability and Equity accounts will be emphasized.

ACC 507 - Intermediate Accounting III

3 cr. (Prerequisites ACC 502, ACC 505, and ACC 506) This course will require the student to apply contemporary accounting theory to various balance sheet and income statement accounts. Investment, Revenue, Tax, Pension, and Lease accounts will be emphasized.

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. (Prerequisites ERP 510, MBA 502A and MBA 502B or 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 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 and Regulation
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
3 cr. (Prerequisite ACC 502 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).

ACC 539 - Accounting Ethics: The Foundation of the Profession
3 cr. (Prerequisite ACC 502 or equivalent) This course is designed to provide a student with an understanding of the critical role that ethics plays in the accounting profession and will advance his/her ability to effectively navigate ethical dilemmas commonly faced by professional accountants. In addition, the student will gain an understanding of current codes of ethics and ethical pitfalls to avoid during his/her career.

ACC 540 - Contemporary Financial Accounting Topics
3 cr. (Prerequisite ACC 502 or equivalent) This course presents the student with an in-depth analysis of several financial accounting topics of an advanced nature. The student critiques each reading assignment

and, in doing so, assesses both the strengths and shortcomings of various accounting standards (both U.S. GAAP and IFRS).

ACC 541 - Financial Reporting Fraud: Detection & Prevention
3 cr. (Prerequisite ACC 502 or equivalent) This course examines the most common means by which financial reporting fraud is committed. A case study approach is combined with discussions of the accounting and legislative (e.g. Sarbanes-Oxley Act) issues surrounding the commission, prevention, and detection of financial reporting fraud.

ACC 542 - Occupational Fraud & Abuse
3 cr. (Prerequisite ACC 502 or equivalent) This course provides the student with an understanding of the more common forms of occupational fraud and abuse, including: skimming, cash larceny, billing schemes, check tampering, payroll schemes, and expense reimbursement schemes. Special attention is given to the means by which these frauds are typically committed.

ACC 543 - Fraud Behavior
3 cr. This course introduces students to the theories, models, and practices used to assess, prevent, and detect business fraud behavior at the C-Suite level. Topics will include: the impact of fraud on society, business, and the individual; pressures and rationalization that enable fraud behavior; and techniques used to avoid fraud pitfalls.

ACC 550 - Applied Accounting Research
3 cr. (Prerequisite ACC 502 or equivalent) This course is designed to advance a student's research, writing and presentation skills in accounting. In addition, the student will gain an understanding of current accounting research topics and practitioner journals. **To be eligible to enroll in the capstone, a student must have completed all other core courses and two electives for a total of 21 credits.**

BUAN 571 - Introduction to Business Analytics
3 cr. (Prerequisites MBA 501A, MBA 501B, and MBA 501C) Business analytics is widely recognized as a strategic weapon in today's competitive business environment as being merely a supporting tool. As the gateway to the MBA specialization in Business Analytics, the goal of this introductory course is to provide an overview and exposure to the areas of descriptive, predictive, and prescriptive analytics. It will combine the study of key analytics concepts with hands-on exercises in data visualization and mining, statistical and predictive modeling, optimization and simulation.

BUAN 572 - Data Mining
3 cr. (Prerequisites MBA 501A, MBA 501B & MBA 501C) Data mining refers to an analytic process designed to explore "big data" in search of consistent patterns and/or systematic relationships between variables, and to validate the findings by applying the detected patterns involved in a variety of phases that will involve data preparation, modeling, evaluation, and application. The instructor will provide hands-on demonstrations using a variety of data mining techniques (e.g. classification, association analysis, clustering, text mining, anomaly detection, feature selections) using widely adopted data mining software tools.

BUAN 573 - Business Analytics Using R

3 cr. (Prerequisite BUAN 571) This course focuses on using the programming language R in the field of business analytics. Students will be exposed to the wealth of information in R and its packages as it relates to data visualization, regression models, regression trees, text mining, clustering, and optimization.

BUAN 574 - 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.

BUAN 575 - Business Simulation

3 cr. (Prerequisite BUAN 571) This course focuses on the use of simulation modeling as a tool to analyze various business applications in the face of risk/uncertainty. Students will gain hands-on experience in using an appropriate software to build simulation models to tackle applications in project management, inventory stocking policies, financial planning, and revenue management.

BUAN 576 - 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.

BUAN 578 - 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 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.

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 co-requisite 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
2-8 cr.

COUN 500 - Professional Issues: Clinical Mental Health Counseling
3 cr. This course is designed to orient students to the history, philosophy, trends, ethics, logistics and structure of the counseling profession and the clinical mental health counseling specialization. Students will gain an understanding of relevant professional issues and begin to develop their own 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 509 - Professional Issues for Counselors (course pending)
2 cr. This course is designed to orient students to the history, philosophy, ethics credentialing, and trends of the counseling profession. Students will gain an understanding of relevant professional issues and begin to develop their own professional counselor identity.

COUN 509C - Professional Issues: Clinical Mental Health Counseling
1 cr. This course is designed to orient students to the specific roles and functions of the clinical mental health counseling profession. Students will gain an understanding of relevant professional issues and begin to develop their own professional counselor identity.

COUN 509R - Professional Issues: Rehabilitation Counseling
1 cr. This course is designed to examine the specific roles and functions of the rehabilitation counseling profession. Identification of the philosophy and principles underlying rehabilitation, legislation and study of the rehabilitation process from referral through case closure, will be covered. Students will begin to develop their professional rehabilitation counselor identity.

COUN 509S - Professional Issues: School Counseling (course pending)
1 cr. This course is designed to orient students to the roles and functions of the school counseling profession. Students will gain an understanding of the developing role of the professional school counselor and the impact of that role in a pluralistic society. Development of professional school counselor identity is included.

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 and Psychosocial Aspects of Disability
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 - Disability and Employment
3 cr. (Prerequisite COUN 507) Theories and models of vocational choice, career development, vocational counseling, and selected vocational assessment measures are presented. An in-depth study of the rehabilitation concerns dealt with by the counselor in assisting individuals with disabilities with obtaining and maintaining employment are included. Job analysis, labor market surveys, and employer 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 - College and Career Readiness

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 547 - Psychiatric Rehabilitation

3 cr. This course focuses on the rehabilitation of adults with significant mental health disorders. The course covers assessment, planning and implementation of interventions used in psychiatric rehabilitation, as well as the individual, programmatic and systemic variables that affect recovery. Principles and evidenced based practices of psychiatric rehabilitation will be presented.

COUN 549 - Assessment and Diagnosis

3 cr. This course is designed to familiarize students with the assessment and diagnosis of clients' emotional, cognitive, and behavioral symptoms. Course content will cover the process, tools, nomenclature, and criteria of diagnosis. Relevant ethical, legal, and cultural considerations will be explored, as well.

COUN 559 - Spirituality in Counseling

3 cr. Spirituality in Counseling *as*sists participants to understand the field of spirituality as it relates to clinical practice. **A Personal Project and practice research are required in this course.** The course goal is to lay a foundation for "spirituality-sensitive practice, "and focuses on acquisition of "self-awareness, knowledge and skills. Format: Online Annual

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 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 577 - Evidence-Based Practice
3 cr. (Prerequisites COUN 500, 501, 502, 504, and 549) Intended to build upon the content of COUN 549: Assessment and Diagnosis, this course focuses on evidence-based practice including treatment planning, counseling procedures, and evaluation of counseling outcomes. Students will acquire the knowledge and skills necessary to provide effective and culturally appropriate counseling services.

COUN 578 - Organizational Systems in CMHC
3 cr. (Prerequisite COUN 500; Co-requisite COUN 590) This course is designed to build upon the content of COUN 500 and complement the Internship experience. Students will gain an understanding of the organizational and systemic aspects of Clinical Mental Health Counseling including service delivery, roles of counselors, relevant policy, program development and evaluation, advocacy, management, and clinical supervision.

COUN 581A, B, C, D - Advanced Group Supervision for Licensure
1.5 cr. (MS degree in Counseling, which included a 600-hr. clinical internship and the nine educational requirements specified in the Pennsylvania Code) The Advanced group supervision seminar will enable students to integrate and apply theoretical and research perspectives for counseling interventions in a counseling setting. A relevant placement, typically a work position, will be utilized. Group supervision will be ongoing. Group supervision is structured and meets group supervision requirements for becoming a Pennsylvania Licensed Professional Counselor**. Please note:** *This is a 1.5 credit course that meets every other week during the academic semester (8 class sessions) for 1.5 credits. Each class session will meet during a regular graduate course time period (e.g., 4:30 -7:10 or 7:20 - 10:00) for a total of 2 hours and 30 minutes of instructional time (allowing a 10 minute break). Eight class sessions during an academic semester will provide 20 contact hours of group supervision for licensure.*

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: Clinical Mental Health 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: Clinical Mental Health Counseling
Variable 3 or 6 cr. (Prerequisite COUN 590) Internship requires 600 hours of supervised clinical experience in a setting consistent with students' program and career goals. Interns are expected to perform activities typical of full-time clinical mental health counselors. Students requiring more than one semester to complete internship must register for three credits of internship per semester.

COUN 596 - Internship: Rehabilitation Counseling
Variable 3 or 6 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
Variable 3 or 6 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 "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.

DBA 700 - Applied Business Theory & Constructs
3 cr. This course provides the student with a foundational level of knowledge in the theory/constructs commonly used in business research. The student will analyze, critique, and present (orally and in writing) the theory/constructs used in top-tier journals and discuss how such theories/constructs may be utilized in his/her own future research.

DBA 701 - Business Research Process & Design
3 cr. This course provides the student with a detailed understanding of the processes and approaches used in business research. The course also requires the student to demonstrate proficiency in research design and the use of relevant library tools. The student will research specific topics and present key findings orally and in writing.

DBA 702 - Academic Governance
1 cr. This course investigates the global environment of academia with a particular focus on governance structure, culture, processes, and the role of academia in society. The student demonstrates an understanding of academic governance both orally and in writing and prepares a plan for his/her own transition into an academic career.

DBA 703 - Business Literature Review
3 cr. (Prerequisite DBA 701) This course requires the student to perform reviews of select topics in the business literature through assigned manuscripts. The student acquires a broad understanding of the

literature and identifies potential research questions. The student is required to summarize and present research gaps from the literature (both orally and in writing).

DBA 704 - Research Methods I
3 cr. This course presents the student with a foundational level of knowledge in the methods/tools used in business research including data sampling and collection, questionnaire design, regression, and other multivariate techniques. Through a series of readings and assignments, the student demonstrates mastery of this foundational knowledge.

DBA 705 - Ignatian Seminar I
1 cr. This course exposes the student to the components of the Ignatian identity and mission of The University of Scranton. Through appropriate research, readings, and reflection, the student determines how the Ignatian identity and mission may influence his/her philosophy of research, teaching, and service.

DBA 706 - Fraud Research Seminar
3 cr. (Prerequisites DBA 700, DBA 701, and DBA 703) This course examines theories/constructs commonly used in the fraud behavior literature. The student is required to research, analyze and present the constructs and findings of select literature pertaining to a series of practice-relevant research questions. The student produces a manuscript investigating one of the research questions.

DBA 707 - Research Methods II
3 cr. (Prerequisite DBA 704) This course provides the student with an advanced level of knowledge in methods/tools used in business research on topics such as data preparation, multivariate analysis, and dependence techniques. Through a series of assignments, the student demonstrates mastery of this knowledge and proficiency in the use of such tools.

DBA 708 - Ignatian Seminar II
1 cr. (Prerequisite DBA 705) This course continues to expose the student to the components of the Ignatian identity and mission of The University of Scranton. Through continuing research, reflection, and contemplation, the student determines the specific impact of the Ignatian identity on his/her philosophy of research, teaching, and service.

DBA 709 - Auditing Research Seminar
3 cr. (Prerequisites DBA 700, DBA 701, and DBA 703) This course examines theories/constructs found within the auditing literature. The student is required to research, analyze, and present the ways in which such theories/constructs are used in addressing a series of practice-relevant research questions. In addition, the student produces a manuscript on the subject of one such research question.

DBA 710 - Research Methods III
3 cr. (Prerequisites DBA 704 and DBA 707) This course provides the student with an advanced level of knowledge in the methods/tools used in business research on topics such as interdependence techniques and structural equation modeling. Through a series of assignments, the student demonstrates mastery of this knowledge and proficiency in the use of such tools.

DBA 711 - Practice Research
3 cr. (Prerequisite DBA 701) This course requires the student to research current developments and announcements within the accounting profession and, in turn, identify a timely and relevant topic for

research. The student researches the selected topic and produces high-quality manuscript to be presented in class and submitted for publication consideration.

DBA 712 - Dissertation Design
3 cr. (Prerequisites DBA 700, DBA 701, DBA 703, DBA 704, DBA 706, and DBA 709) This course requires the student to produce a comprehensive design for his/her dissertation research topic. Through an appropriate integration of a comprehensive literature review, identification of research questions, and creation of constructs/hypotheses that are supported by theory, the student provides written and oral reports on his/her specific design.

DBA 713 - Accounting Instruction
3 cr. (Prerequisites DBA 705 and DBA 708) This course provides the student with in-depth exposure to a series of pedagogies and other considerations designed to ensure highly-effective instructional skills. Coverage includes learning goals/objectives, syllabus design, alternative teaching methods and related critiques, and assessment. The student integrates The University of Scranton's mission and vision into his/her instruction content.

DBA 714 - Dissertation Research Proposal
4 cr. (Prerequisite DBA 712) This course is a continuation of DBA 712. The student provides additional empirical support for the literature review, constructs/hypothesis, and related theory. The student also develops a comprehensive methods/analysis section and project plan for the proposal. The student publicly presents the proposal to faculty at The University of Scranton.

DBA 715 - Ignatian Seminar III
1 cr. (Prerequisite DBA 708) This course requires the student to further reflect upon the specific role of the University of Scranton's Ignatian identity with respect to his/her philosophy of research, teaching, and service. The student identifies the ways in which his/her philosophy has evolved during the DBA program. Oral and written presentation is required.

DBA 716 - Dissertation Research I
4 cr. (Prerequisite DBA 714) This course requires the student to formally execute his/her applied dissertation proposal project plan and provide timely updates to the Dissertation Chair and Content Expert Scholar (both orally and in writing). A particular assurance is provided as to the propriety and timing of the student's data collection and analysis.

DBA 717 - Dissertation Research II
4 cr. (Prerequisite DBA 716) This course is a continuation of DBA 716. The student continues to execute his/her applied dissertation research proposal project plan and provide timely updates to the Dissertation Chair and Content Expert Scholar (both orally and in writing).

DBA 718 - Dissertation Research III
4 cr. (Prerequisite DBA 717) This course is a continuation of DBA 717. The student moves toward completion of his/ her applied dissertation research project and provides closing updates to the Dissertation Chair and Content Expert Scholar (both orally and in writing). The student publicly defends his/her dissertation to the faculty at The University of Scranton.

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 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.)

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. (MBA 503A and MBA 503B) 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.

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 502 - Practicum in Improving Instruction
3 cr. (Completion of all Curriculum & Instruction Supervision coursework. This course is taken in the semester just previous to EADM 546 Practicum in Curriculum & Instruction Supervision)Students will complete 150 hours of direct field work and 30 hours of a field-based project related to designing a school-wide instructional improvement plan. Work is done under supervision in a school according to a schedule approved by the instructor and school administrator. ***Admission by special arrangement.**

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 - Integrating Technology into the Classroom
3 cr. In this course, students will demonstrate effective technology and curriculum integration that aligns with the National Educational Technology Standards. Students will develop knowledge and skills in transforming learning with powerful technology, using various tools and educational materials to promote success for ALL learners.

ECUI 512 - Cross-Cultural and Global Perspectives in Education

3 cr. 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. (Clearances are required) Students will develop competencies in observation of various aspects of learning environments, including planning, classroom management, instructional delivery, and teaching diverse learners. Students will be introduced to the professional conduct of educators. A field component is part of course expectations. Clearances are required.

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 & 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 540 - Differentiation and Specially Designed Instruction for Students with Disabilities
3 cr. This course is designed to assist the Curriculum and Instruction specialist to guide educators who must differentiate instruction and accommodate students with learning differences. The course guides specialists in using the IEP goals in planning instruction in a general education classroom. Co-teaching models are discussed as part of specially designed instruction.

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 MA theses. Registration is only with permission of advisor and the department chair.

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.

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 510 - Interdisciplinary Assessment
3 cr. This course focuses on strategies, methods, and instruments for assessing all students. Theories of assessment and best practices for all student populations will be reviewed and evaluated.

EFND 511 - Educational Assessment
3 cr. The course will assist in developing knowledge and skills of constructing quality assessments, evaluating assessments constructed by others, and interpreting and utilizing classroom and large scale assessment results for making sound educational decisions.

EFND 516 - Advanced Educational Psychology

3 cr. The course is designed to explore psychological theories and current research on learning, development and motivation and to assist candidates in creating learning environments and making instructional decisions that support learning of all students.

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.

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 - Advanced Linguistics: Language Foundations for Teachers of Reading and Writing

3 cr. (Prerequisite ERDG 501 or consent of instructor) This course is designed to assist students in understanding the language processing requirements of proficient reading and writing (Phonological, Orthographic, Semantic, Syntactic, and Discourse). The course provides an in-depth analysis of the domains of language and the language processes underlying reading and writing.

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 - Literacy and Learning Across the Disciplines

3 cr. This course will assist students in becoming proficient at integrating literacy-related strategies and practices into instructional routines in content area classrooms. Students will be introduced to a multitude of evidence-based instructional strategies that address the conceptual and textual demands inherent in disciplinary learning.

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 - Best Practices for Contemporary Literacy Leadership

3 cr. This course describes the evolving roles of reading specialists and literacy coaches. As future leaders, students will be expected to demonstrate the ability to facilitate professional learning and develop high quality literacy programs. This course will provide students with an opportunity to acquire the skills necessary for providing quality leadership in all school settings.

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 - Introduction to the World of Children's and Adolescent Literature
3 cr. This course provides an introduction to the exciting and growing field of literature for children and adolescents. Students will study children's and adolescent literature from its beginnings in eighteenth-century chapter books and fairy tales, through nineteenth-century novels, to contemporary examples of fiction illustrating current trends. The course also includes the study multicultural works of fiction and nonfiction.

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.

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.

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 MBA 504B or permission of instructor) The course focuses on an 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 MBA 503C or 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. (Prerequisites ERP 510, MBA 502A, and MBA 502B or 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 MBA 501C 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 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

3 cr. (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.

ESEC 502 - Planning and Instruction, Grades 7-12

3 cr. (Co-requisite Clearances required) This course introduces students to unit planning, lesson planning, and methods of instruction applied in middle level and secondary education classrooms. It addresses the integration of technology to support learning, as well as theories and practices of classroom management. *A field component is part of the course requirements.*

ESEC 502` - Planning and Instruction, Grades 7-12

3 cr. Co-requisite: Clearances required. This course introduces students to unit planning, lesson planning, and methods of instruction applied in middle level and secondary education classrooms. It addresses the integration of technology to support learning, as well as theories and practices of classroom management. *A field component is part of the course requirements.*

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 Languages
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 552 - Subject Methods: Citizenship/Communication/English
1 cr. (Co-requisite Clearances required) Utilizing knowledge of planning and teaching, students are guided in the analysis of instruction and assessment in specific content areas of English, communication, and social studies. *A field component is part of the course requirements.*

ESEC 553 - Subject Methods: Mathematics/Science
1 cr. (Co-requisite Clearances required) Utilizing knowledge of planning and teaching, students are guided in the analysis of instruction and assessment in specific content areas of mathematics and science. *A field component is part of the course requirements.*

ESEC 556 - The Secondary School Mathematics Curriculum
3 cr. (Co- or prerequisite 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 565 - Secondary Classroom Internship
3 cr. (Prerequisites Completion of Education courses leading to student teaching, PRAXIS scores, Clearances, Application for Field Placement) Competency will be developed in curriculum planning, instruction, and classroom management during teaching practice in a middle level or secondary school. Professional growth will be documented. The internship includes participation in a weekly seminar.

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 in-depth 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.

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.

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 507 - Foundational Knowledge of Behavioral Analysis for Educators
3 cr. This course is an introduction to the basic behavior analytic skills. An emphasis is placed on fundamental elements of behavior change, specific behavior-change procedures, and behavior-change systems as they relate to working with students with emotional behavioral disabilities in educational environments. The course has a field component. **Clearances are required.**

ESPC 510 - Introduction to Early Childhood Special Education
3 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. 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 in the Classroom
3 cr. 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 - Evidenced Based Practices for Students with 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 535 - Evidence-Based Practices for Students with High Incidence Disabilities, Grades 7- 12
3 cr. This course will introduce the students to methods, materials, and evidence-based strategies for students 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 536 - Evidence-Based Practices for Students with High Incidence Disabilities
3 cr. This course is designed to prepare teachers to work with children with high-incidence disabilities in grades K- 12. It provides an overview of curriculum and instructional methods. Students will be able to be design lessons using Explicit Instruction model. Emphasis is placed on understanding and analysis of learning problems and evidence based academic interventions. This course has a field component.

ESPC 541 - Principles of Behavior Change for Educators
3 cr. This course is an introduction to the basic behavior analytic skills. An emphasis is placed on fundamental elements of behavior-change, specific behavior-change procedures, and behavior-change systems as they relate to working with students with emotional behavioral disabilities in educational environments. The course has a field component. **Clearances are required**.

ESPC 545 - Single Subject Design in Educational Settings
3 cr. This course will focus on single-subject design in educational settings. Students will master basic behavior analytic skills such as measurement and experimental design in various educational settings.

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.**

ESPC 560 - Ethical Client-Centered Practices in Applied Behavior Analysis
3 cr. Students will apply the Behavior Analyst Certification Board's Ethical Compliance Code when making decisions about case studies and ethical dilemmas in the field of behavior analysis. Students will also utilize client-centered practices to identify the problem, target the intervention, and implement and manage programs.

ESPC 562 - Assessment in Applied Behavior Analysis
3 cr. This course will focus on behavior observation and assessment procedures necessary in the development of behavioral programs. An emphasis will be placed on measuring behavioral change, the behavioral functional assessment, data-based decision making and precision teaching.

ESPC 564 - Advanced Principles of Behavior and Supervision
3 cr. This course will focus on advanced principles of behavior and client-centered responsibilities as they relate to intervention, implementation, management, and supervision of applied behavior analysis interventions.

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: MBA 503C or 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 ERP 513.

FIN 588 - Quantitative Analysis of Finance
3 cr. (Prerequisite FIN 508) This course introduces quantitative tools used in finance with fundamental aspects on corporate financial policy and practice through statistical and econometric analysis. Financing and investment decision making will be examined through discussions on valuations and strategic financing decisions. Topics include risk and return, portfolios, financial assets and corporate valuation, options, cost of capital, capital budgeting under uncertainty, dividend policy, optimal capital structure, and lease financing.

FIN 589 - Special Topics in Finance
3 cr.

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, and 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. (Prerequisite 36 core HAD credits or approval by the Program Director) 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.

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 global healthcare services and systems. Provides a foundation for comparing and analyzing cultural, historical, geographic, environmental, economic and political factors that influence health. Examines determinants of health and illness, health status, public health, health policy and global healthcare management.

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.

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, and 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 for 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 540 - Epidemiology and Population Health Management
3 cr. (HAD 500 and HAD 519 or permission of instructor) This course studies the principles and methods of descriptive and social epidemiology related to population health management and the effects of disease distribution and transmission on understanding etiology and mode of transmission. Students will review quantitative research designs as they relate to risk, disease, and measures of morbidity and mortality.

HAD 541 - Population Health and Systems Science
3 cr. (HAD 500 and HAD 519 or permission of instructor) This course examines population health from a systems science perspective. Students will analyze the influences and interactions of select population health management factors and explore the complexity of each of these components separately and the increased difficulties that arise when these factors combine as part of an overall population health system.

HAD 542 - Population Health Science: An Interdisciplinary Approach
3 cr. (Prerequisites HAD 500 and HAD 519 or permission of instructor) This course prepares students to work as part of an interdisciplinary team. Students will examine the importance of the determinants of health, including but not limited to, public health, medical care, health reform, personal behaviors genetics, lifestyle, as well as economic, social, and environmental factors and the various disciplines associated with each other.

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.

HAD 595 - South American Health Systems

3 cr. [Prerequisites HAD 519 & HAD 517 (Specialization Only)] This course focuses on global health care services and systems in South America. A foundation for understanding, comparing, and analyzing South American countries is provided. Context includes reference to Central America and the Caribbean region. Emphasis is placed on population health, health disparities, tropical medicine, services and systems, and health management strategies. International travel is required.

HAD 596 - European Health Systems

3 cr. [Prerequisites HAD 519 & HAD 517 (Specialization Only)] Global health care services and systems in Europe is emphasized. A foundation for understanding, comparing, and analyzing European countries is provided. Focus on public health, determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered. International travel is required.

HINF 501 - Introduction to Healthcare

1 cr. This module introduces the student to the healthcare system in the United States. The players, providers, and agencies involved are identified along with their roles and responsibilities.

HINF 502 - Computer Information Technology for Health Professionals
1 cr. This module covers the foundations of today's computer information technology. Topics include computer organization, data representation, operating systems, the Internet and Web, application software such as word processing, spreadsheet, and presentation, and computer security.

HINF 520 - Introduction to Health Informatics
3 cr. This course provides an introduction to the health informatics discipline, as the foundation for further study in this inter-professional /multidisciplinary field. This course traces the history of health data management and the role of the Electronic Health Record (EHR) and other clinical informatics applications in healthcare organizations. This course provides knowledge essential for self-selection of subspecialty or pursuit of general practice within the health informatics field. Emphasis is given to clinically transformative technologies, communication processes and information practices in health care.

HINF 530 - Healthcare Knowledge for Health Informatics
3 cr. (Prerequisite HINF 501 or equivalent knowledge demonstrated on the placement examination) This course discusses healthcare knowledge essential for practice in the health informatics field. The structure and function of healthcare systems in the United States and abroad are analyzed. Concepts related to management and leadership in healthcare are described. Emphasis is given to current trends in health care.

HINF 535 - Principles of Computer Science and Software Development
3 cr. (Prerequisite HINF 502 or equivalent knowledge demonstrated on the placement examination.) This course introduces students to the principles of computer science and software development as a foundation of health informatics. Topics include computer architecture and organization, programming languages, computer programming, data structures and algorithm design, software life cycle, and software development cycle.

HINF 540 - Information Technology for Health Informatics
3 cr. (Prerequisite HINF 535) This course studies the application of today's information technology in health information management. Topics include: computer information technology infrastructure and architecture, systems interoperability, interface and integration, information assurance, knowledge management and decision support systems, and technology for communication.

HINF 545 - Database Principles and Applications
3 cr. (Prerequisite HINF 540) This course introduces students to database principles and database applications in health informatics. Main topics include entity relationship data model, relational model, relational database design, database queries using SQL, and database recovery and security. The course also covers emerging technologies and issues relevant to health informatics such as NoSQL, data warehousing, and data mining.

HINF 550 - Population Health for Health Informatics
3 cr. (Prerequisite HINF 545) This course explores population health from a systems and organizational perspective with an emphasis on health information technology. Research in health care is analyzed in relation to evidence-based practice, use of large databases, data mining, consumer information, health promotion and maintenance, and quality assessment. The management of health data in the achievement of healthcare organization objectives is emphasized.

HINF 560 - Business Management and Communication for Health Informatics
3 cr. (Prerequisite HINF 545) This course examines business management principles and practices essential to the health informatics field. Concepts focus on what it takes to effectively manage, budget, govern, and evaluate information technology services in a health care organization. Topics include market analysis, the budget planning process, construction and evaluation of the RFP process, financial management, project management, and communication strategies.

HINF 570 - Public Policy for Health Informatics
3 cr. (Prerequisite HINF 545) This course focuses on conceptual and theoretical foundations of health policy formulation, implementation and analysis in the health care sector with specific applications to health informatics. The framework includes environmental assessment, competition, demand, utilization, compliance, law, healthcare reform, professionalism, elements of grantsmanship, market structure, with a strong emphasis on competency development.

HINF 580 - Current Trends in Health Informatics
3 cr. (Prerequisite HINF 545) This course will examine trends impacting the health informatics field and their impact on the structure, behavior, and interactions of natural and artificial systems that store, process and communicate information. Emphasis is given to prediction of clinically transformative technologies, communication processes and information practices in health care.

HINF 590 - Health Informatics Capstone
3 cr. (Prerequisite Completion of 30 credits in the Health Informatics Curriculum) This course will give student an understanding of the systematic application of digital information technologies to public health, research, and learning. Students must integrate and apply knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values and professional viewpoints developed throughout the curriculum to resolve complex case studies and to complete an applied health informatics project. The course uses knowledge gained in all modules and requires critical thinking, problem solving, decision making, creative capacities, communication and interpersonal skills, qualitative and quantitative analysis.

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 503 - Control and Budgeting Systems
3 cr. The functions of finance including accounting conventions, financial statements, capital budgeting and financing, revenue and expense budgets, cash flow and cash management, contract pricing, cost-benefits analysis.

HR 504 - Strategic Planning
3 cr. (Prerequisites 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. (Prerequisites 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. (Prerequisites 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. (Prerequisites 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. (Prerequisites 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 (not required for students admitted for spring 2018 & thereafter)

3 cr. (Prerequisites 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. (Prerequisites 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 (not required for students admitted for spring 2018 & thereafter)

3 cr. (Prerequisites 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 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.

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.

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.

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.

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. (Prerequisites MGT 501 and 24 credits of core/elective 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 MBA 501C 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 or by permission of instructor) 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 MBA 504B or permission of instructor) The course focuses on an 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.

NURS 504 - Anatomy and Physiology for Nurse Anesthesia
3 cr. This course provides an in depth study of gross anatomy and clinical anatomy and physiology as a basis for the delivery of anesthesia care. Anatomical structures and related physiologic concepts relevant to nurse anesthesia practice are emphasized. Laboratory experience with cadavers is included.

NURS 504L - Anatomy and Physiology for Nurse Anesthesia Lab
1 cr. Lab course on gross and clinical anatomy for nurse anesthesia. Three hours per week on-campus laboratory.

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 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. The course is open to all majors.

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 514 - Chemistry and Physics for Nurse Anesthesia
3 cr. This course introduces principles of physics and chemistry as related to the practice of nurse anesthesia. Chemical and physical properties of the anesthetic gases and vapors, intravenous anesthetics, accessory agents, and therapeutic gases are presented. Radiation safety, 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 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 529 - Nurse Anesthesia Principles I
3 cr. This course provides an introduction to the theories, concepts and principles from the disciplines of nursing and anesthesiology as a foundation for the practice of nurse anesthesia. NOTE: The student must obtain a grade of "B" or higher in this course to progress to NURS 539 Nurse Anesthesia Principles II.

NURS 530 - Advanced Clinical Assessment
2 cr. Lecture provides theory and skills needed to obtain compressive 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 539 - Nurse Anesthesia Principles II
3 cr. (Prerequisite Grade of "B" or higher NURS 529 Nurse Anesthesia Principles I) This course provides an in-depth study of the medical management of patients with specific disease states in the perioperative period. NOTE: The student must obtain a grade of "B" or higher in this course to progress to NURS 549.

NURS 539L - Nurse Anesthesia Principles II Lab
1 cr. Lab course on standards of care and clinical skills relevant to nurse anesthesia. Four hours per week on-campus laboratory.

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. The first clinical practicum is designed to introduce the student to the role of the nurse anesthetist and promote development of basic nurse anesthesia skills. Clinical correlative seminars are included to discuss the application of principles of nurse anesthesia to the clinical setting.

NURS 549 - Nurse Anesthesia Principles III

4 cr. (Prerequisite Grade of "B" or higher in NURS 539 Nurse Anesthesia Principles II) This course discusses anesthetic management of patients undergoing specific surgical procedures. Students will learn to incorporate the knowledge of anatomy, physiology, pathophysiology, and nurse anesthesia principles obtained in previous courses to provide safe anesthesia in the surgical environment. NOTE: The student must obtain a grade of "B" or higher in this course to progress to NURS 559.

NURS 549L - Nurse Anesthesia Principles III Lab

1 cr. (Prerequisite NURS 539) This course will provide simulated laboratory experience in the administration of different types of anesthesia for specific surgical procedures. Students will apply theoretical principles to facilitate understanding and application of anesthetic management.

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 562. (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. Emphasis is on the primary health care of women of childbearing age and children from infancy through adolescence. Students will be placed in primary care settings that provide opportunities to care for patients in these stages of life.(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. The second clinical practicum is designed to facilitate continued development and application of skills specific to the role of the nurse anesthetist. Clinical correlative seminars are included to analyze the application of principles of nurse anesthesia to the clinical setting.

NURS 559 - Nurse Anesthesia Principles IV
4 cr. (Prerequisite Grade of "B" or higher in NURS 549 Nurse Anesthesia Principles III) This course introduces the principles of nurse anesthesia relevant to the care of obstetric, pediatric, geriatric, and trauma patients. Regional anesthesia and management of the difficult airway will also be emphasized. NOTE: The student must obtain a grade of "B" or higher in this course to progress to NURS 565: Nurse Anesthesia Residency I.

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. Emphasis is on the primary health care of adults. Students will be placed in a variety of clinical settings that provide opportunities to care for adult patients. (Offered in fall semester even years.)

NURS 563 - Advanced Theory in Adult-Gerontology Nursing I
3 cr. (Prerequisite NURS 510; co-requisite NURS 564) This course focuses on the care of acutely ill adult and geriatric patients. The role of the clinical nurse specialist as advanced nursing practice clinician, educator, and leader in promoting safe, evidence-based, interdisciplinary care is emphasized.(Offered in spring semester odd years.)

NURS 564 - Advanced Applications in Adult-Gerontology Nursing I
1 1/2 cr. (Pre - or co-requisite NURS 530) This clinical practicum is designed to facilitate the application of advanced nursing practice knowledge and competencies in caring for an acutely ill adult and geriatric population. Role development of the clinical nurse specialist is emphasized. (Offered in spring semester odd years.)

NURS 565 - Nurse Anesthesia Residency I
6 cr. (Prerequisites NURS 556 and a Grade of "B" or higher in NURS 559) The first of three residencies designed for the nurse anesthesia student to apply concepts learned in the didactic portion of the program. Emphasis will be placed on utilizing appropriate critical thinking skills to manage the complex

needs of the patient throughout the perianesthetic period. Under the guidance of the clinical preceptors, the student will assume increasing responsibility for anesthetic care throughout the perioperative period.

NURS 567 - Professional Practice for the Clinical Nurse Specialist
3 cr. The focus of this course is the analysis of the spheres of influence and the practice domains of the CNS in relation to current healthcare trends, models of care delivery and advanced practice nursing. Evaluation of care and key issues influencing CNS practice including leadership, interprofessional collaboration, healthcare policy, and advocacy are emphasized.

NURS 568 - Advanced Applications of the Professional Practice of the Clinical Nurse Specialist
3 cr. The clinical practicum is designed to facilitate the application of advanced nursing practice knowledge and competencies in the domains of CNS practice in relation to current healthcare trends, models of care delivery and advanced practice nursing. Evaluation of care and key issues that influence the role of the CNS, such as interprofessional collaboration, healthcare policy, and advocacy are emphasized.

NURS 571 - Family Health Synthesis
3 cr. (Prerequisites NURS 561 and 562; co-requisite NURS 572) Lecture focuses on diagnosis and management of acute and chronic problems with emphasis on geriatric patients, and complex health issues and psychosocial disorders across the lifespan. In this final semester, students are expected to synthesize concepts from prior courses to manage 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 in Adult-Gerontology Nursing II
3 cr. (Prerequisite NURS 510; co-requisite NURS 574) This course focuses on the care of chronically ill adult and geriatric patients. The role of the clinical nurse specialist as advanced nursing practice clinician, educator, and leader in promoting safe, evidence-based, interdisciplinary care is emphasized.(Offered in fall semester odd years.)

NURS 574 - Advanced Applications in Adult-Gerontology Nursing II
1 1/2 cr. (Pre- or co-requisite NURS 530) This clinical practicum is designed to facilitate the application of advanced nursing practice knowledge and competencies in caring for a chronically ill adult and geriatric population. Role development of the clinical nurse specialist is emphasized. (Offered in fall semester odd years)

NURS 575 - Nurse Anesthesia Residency and DNP Scholarship II
6 cr. (Prerequisite NURS 565 Nurse Anesthesia Residency I) The second of three residencies designed for the nurse anesthesia student to apply concepts learned in the didactic portion of the program. Emphasis will be placed on the further refinement of critical thinking skills to manage the complex needs of the patient. The student will collaborate with the clinical preceptor to progress toward autonomy in the care of the perioperative patient.

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 585 - Nurse Anesthesia Residency III
6 cr. (Prerequisite NURS 575 Nurse Anesthesia Residency II) The third and final clinical residency designed for the nurse anesthesia student to apply concepts learned in the didactic portion of the program. Emphasis will be placed on developing a high degree of autonomy and demonstrating leadership in the application of evidence based practice to the discipline of nurse anesthesia.

NURS 590 - Rural Health
3 cr. Focuses on the interaction between rural environments and the unique health care needs of rural populations. This course covers basic rural health principles, rural health care policy, and health issues specific to such groups as Native Americans, Agricultural and Migrant workers, Amish populations, and Extracting occupations. This is a web-based, asynchronous course that utilizes discussion and written assignments for learning and evaluation.

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 and ethical issues, healthcare policy, cultural diversity, and alternative healthcare practices.

NURS 593 - Research Methodology and Application
3 cr. Comprehensive coverage of the research process including problem formulation, ethics, theoretical framework, research design, sampling, instrument evaluation, data collection and statistical analyses presented. Emphasis is on evaluating theoretical foundations and scientific merit of nursing research, and application of evidence to practice.

NURS 594 - Theory and Research Application
3 cr. (Prerequisite NURS 593) This course provides an intermediate study of levels of theory construction and the research process in nursing. Emphasis will be on the application of research evidence, statistical interpretation, and integration of concepts in the design of research to address a problem in nursing.

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 597 - Systems Leadership in Advanced Practice Nursing
3 cr. In this course students explore the role of the advanced practice nurse as a leader within healthcare systems. Concepts and theories related to planning, organizational dynamics, healthcare financing and healthcare regulation will be emphasized. Models of quality improvement, ethical decision-making, and patient safety initiatives are also addressed.

NURS 598 - Executive Nurse Leadership Practicum
1 cr. (Prerequisites HAD 501, 504, 508, NURS 593, 597) This executive nurse leadership practicum will be individually tailored to meet each student's career goals. The setting may vary per the student's interests and objectives. Throughout the course, the student is expected to synthesize management and leadership principles in the nurse executive role.

NURS 599 - Nursing: Thesis
2-5 cr.

NURS 700 - Epidemiology and Biostatistics
3 cr. This course provides the student with the competencies to analyze epidemiological, biostatistical, occupational, and environmental data as it relates to clinical prevention and population health. An overview of epidemiological investigation is presented. Biostatistical techniques and basic concepts in statistical inference are discussed as they relate to the analysis of epidemiological data.

NURS 710 - Information Systems and Health Care Technology
3 cr. This course focuses on the utilization of information systems to support and improve patient care and health care systems. The role of the advanced practice nurse in the application of information systems to evaluate programs of care, outcomes of care, and health care systems is emphasized. In addition, the application of information systems in quality improvement initiatives and administrative decision-making will be discussed.

NURS 720 - Advanced Scientific Inquiry
3 cr. (Prerequisite NURS 700; Co-requisite NURS 730) This course presents an overview of the philosophical and scientific underpinnings of the discipline of nursing. The relationship between theory and practice is explored. The course prepares students to identify practice problems and evaluate research in nursing and related disciplines for relevance and application to nursing practice.

NURS 730 - Translating Evidence into Practice
3 cr. (Prerequisite NURS 700; Co-requisite NURS 720) This course provides the student with the competencies to translate research into practice and disseminate, integrate, and evaluate new science for clinical practice. The application of knowledge to solve practice problems and improve health outcomes at the individual, family, systems, and population level is discussed. In addition, emphasis will be placed on the scholarship of discovery, application, and integration.

NURS 740 - Health Care Management for Advanced Practice Nurses
3 cr. This course focuses on finance and quality management in complex health care systems. Students will evaluate the cost effectiveness of care and study principles of health care economics and finance for quality outcomes. Budget development, staffing, forecasting, and outcome management are discussed in order to analyze, develop, and implement practice-level and system-wide practice initiatives.

NURS 750 - Promoting Health in Vulnerable Populations
3 cr. This course presents current concepts of public health, levels of prevention, evidence-based health promotion recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity as it relates to the role of the advanced practice nurse. Special emphasis is placed on health promotion among vulnerable populations. In addition, emerging knowledge regarding infectious diseases and emergency/disaster preparedness are addressed.

NURS 760 - Advanced Health Care Policy
3 cr. This course focuses on the analysis of health care policy and policy making influences at the institutional, local, state, national, and international level. Principles of health care financing and its impact on health care policy development are discussed. The role of an advanced practice nurse in influencing policy in health care delivery, outcomes, and professional nursing is emphasized. Students learn skills to analyze policy processes and engage in politically relevant actions.

NURS 765 - Nurse Anesthesia Residency and DNP Scholarship I
7 cr. (Prerequisites NURS 556 and NURS 559 with a grade of B or better.) The first three residencies designed for the nurse anesthesia student to apply concepts learned in didactic portion of the program and to develop a comprehensive case analysis. Emphasis will be placed on utilizing appropriate critical thinking skills to manage the complex needs of the patient throughout the perianesthetic period. Under the guidance of the clinical preceptors, the student will assume increasing responsibility for anesthetic care throughout the perioperative period.

NURS 770 - Professional Leadership and Organizational Change
3 cr. This course focuses on the analyses of leadership models and spheres of influence of the advanced practice nurse in the delivery of health care. Organizational assessment and the process of implementing change at an organizational/systems level are examined. Collaboration with interdisciplinary teams to promote patient safety and high quality health care outcomes for individuals, families, staff, and health care systems is emphasized.

NURS 775 - Nurse Anesthesia Residency and DNP Scholarship II
7 cr. (Prerequisite NURS 765) The second of three residencies designed for the nurse anesthesia student to apply concepts learned in the didactic portion of the program and develop a comprehensive analysis of a complex case. Emphasis will be placed on the further refinement of critical thinking skills to manage the complex needs of the patient. The student will collaborate with the clinical preceptor to progress toward autonomy in the care of the perioperative patient.

NURS 778 - Organizational and Systems Leadership for Nurse Anesthesia
3 cr. This course focuses on the analyses of leadership models and spheres of influence of the nurse anesthetist in the delivery of health care. Organizational assessment and the process of implementing change at an organizational/systems level are examined. The principles of health care economics and finance for quality outcomes will be addressed. Collaboration with interdisciplinary teams to promote patient safety and high quality health care outcomes are emphasized.

NURS 780 - DNP Scholarly Project I
3 cr. (Prerequisites NURS 720; NURS 730; NURS 740 and NURS 750; Co-Requisite NURS 760) In this course the student will formalize and begin implementation of the scholarly project. The project will require the student to synthesize and apply the competencies of the program to positively change health care delivery or improve patient outcomes for vulnerable patients, families, communities, or

populations. The student will complete a minimum of 125 clinical hours. Additional hours will be completed depending on prior graduate level precepted clinical contact hours so that the student meets the 1000 clinical hour DNP program requirement. Seminar discussions will focus on the science of translation.

NURS 785 - Nurse Anesthesia Synthesis and Residency III

7 cr. NURS 775 - The third and final clinical residency directed toward clinical application of the synthesis of theoretical principles from nurse anesthesia and supporting doctoral coursework. Emphasis will be placed on developing a high degree of autonomy and demonstrating leadership in the application of evidence-based practice to the discipline of nurse anesthesia.

NURS 790 - DNP Scholarly Project II

3 cr. (Prerequisite NURS 780; Co-requisite NURS 770) In this course the student will finalize and present the scholarly project. The student will complete a minimum of 125 clinical hours. Additional hours will be completed depending on prior graduate level precepted clinical contact hours so that the student meets the 1000 clinical hour DNP program requirement. Seminar discussions will focus on evaluation and dissemination of evidence-based practice implementation outcomes.

OM 542 /MIS 572 - Data Mining

3 cr. (Prerequisites MBA 501A; MBA 501C) Data mining refers to an analytic process designed to explore "big data" in search of consistent patterns and/or systematic relationships between variables, and to validate the findings by applying the detected patterns to new data subsets. Using a hands-on data mining project, students will be involved in a variety of phases that will involve data preparation, modeling, evaluation, and application. The instructor will provide hands-on demonstrations using a variety of data mining techniques (e.g. classification, association analysis, clustering, text mining, anomaly detection, feature selections) using widely adopted data mining software tools.

OT 503 - Evaluation Intervention for Visual Impairment in Older Adults

3 cr. (Prerequisites OT 460 and OT 461) An overview of visual impairment in older adults, evaluations, and interventions used to enhance functional independence. Emphasis is placed on evaluating and providing therapeutic interventions for the visually impaired. The ability to provide holistic and humanistic care is facilitated through lab simulations. Two hours lecture, two hours lab/week.

OT 520 - Advanced Occupational Performance I

3 cr. Students integrate cumulative knowledge and experience to design and apply effective solutions in natural, complex, real-world contexts. The focus is on the lived experiences and needs of the birth through young adult population who are disabled or experience disparities. Principles of occupational performance are applied in traditional and non-traditional settings.

OT 521 - Advanced Occupational Performance II

3 cr. Students integrate cumulative knowledge and experience to design and apply effective solutions in natural, complex, real-world contexts. The focus is on the lived experiences and needs of the adult population who are disabled to experience disparities. Principles of occupational performance are applied in traditional and non-traditional settings.

OT 525 - Occupational Therapy in Community Settings

3 cr. In this course students examine community-based programs, non-medical settings, alternative care and natural environments. The benefits and challenges of family-and client-centered programs are explored. Students discover the value of advocacy for occupational therapy as vital to community practice settings.

OT 526 - Neurocognitive and Neuromotor Challenges

3 cr. (Prerequisite OT 581) This course focuses on components of occupational therapy evaluation and intervention in adults and older adults with neurological impairment. Evaluations, treatment planning, implementation, and review of functional, evidence based interventions, and overall outcomes will be addressed. Learning activities will include, case-based scenarios, simulated patients and community based projects.

OT 530 - Topics in Occupational Therapy I

1 cr. (Prerequisite OT 581) This course provides an opportunity for the students to gain advanced skills in clinical practice, research, leadership, or advocacy. Seminar topics are provided by experts in their fields to offer in-depth exploration of emerging areas of occupational therapy practice or areas of significance to the interdisciplinary team.

OT 531 - Topics in Occupational Therapy II

1 cr. (Prerequisite OT 581) This course provides an opportunity for the students to gain advanced skills in clinical practice, research, leadership, or advocacy. Seminar topics are provided by experts in their fields to offer in-depth exploration of emerging areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

OT 542 - Understanding Disability and the Therapeutic Relationship

3 cr. (Prerequisite OT 581) An in-depth analysis of disability from the perspective of the individual is examined through engaged discussion, group problem-solving and invited presentations. Students reflect on personal and professional experiences. Concepts, skills and application of therapeutic use of self is developed and refined for successful engagement in therapeutic relationships.

OT 544 - Leadership Principles, Ethics and Pragmatics

3 cr. (Prerequisite OT 581) 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. Systematic challenges to ethical leadership and professional supports for sustaining ethical practice are investigated.

OT 550 - Graduate Seminar in Theory

3 cr. (Prerequisite OT 581) This course emphasizes the critical nature of theory in practice. The occupational therapy paradigms and the theories that have influenced practice will be critiqued in-depth. Through various learning activities students will demonstrate how their analyses of occupational therapy theories and related assessments are used to frame practice.

OT 560 - Advanced Interpersonal Dynamics

3 cr. (Prerequisite 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. (Prerequisite 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-I (Equivalency Credit)

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 (Equivalency Credit)

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 and 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 592 - Research and Scholarship II

2 cr. Following OT 492, students will actively engage in participant recruitment and data collection for their project. Students work collaboratively under the supervision of a faculty mentor.

OT 593 - Research and Scholarship III

2 cr. (Prerequisite OT 592) This is the third and final course of the process of designing, conducing and reporting a research study. Students will analyze, interpret and connect the findings to the research question. A scholarly presentation is the capstone of this course series.

OT 597 - Faculty Research Internship in OT I
1 cr. (Prerequisites PSYC 210, OT 393, and 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.

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.

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 700L - Anatomy for PT Lab

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 702L - Basic Patient Management in PT Lab

PT 702L - Lab

PT 703 - Advanced Patient Management in PT
2 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 703L - Advanced Patient Management in PT Lab

PT 704 - Therapeutic Exercise in PT
4 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 704L - Therapeutic Exercise in PT Lab

PT 705 - Therapeutic Modalities in PT
3 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 705L - Therapeutic Modalities in PT Lab

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 706L - Kinesiology and Pathokinesiology for PT Lab

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 707L - Applied Clinical Neuroscience for PT Lab

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 712L - Neurological PT II Lab

PT 713 - Orthopedic PT I

4 cr. This course prepares the student to practice entry-level orthopedic 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 orthopedic assessment and intervention practices utilizing evidence-based literature.

PT 713L - Orthopedic PT I Lab

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 orthopedic 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 714L - Orthopedic PT II Lab

PT 721 - Rehabilitation I for PT

2 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 721L - Rehabilitation I for PT Lab

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 722L - Rehabilitation II for PT Lab

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 731L - Pediatric PT Lab

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 741L - Cardiovascular and Pulmonary PT Lab

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 744L - Motor Control/Motor Learning for PT Lab

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 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 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 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
1 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
1 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 Clinical Experience I
7 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 Clinical Experience II
7 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 Clinical Experience 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
10 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.

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 542 - Data Mining
3 cr. (Prerequisites MBA 501A and MBA 501C) Data mining refers to an analytic process designed to explore "big data" in search of consistent patterns and/or systematic relationships between variables, and to validate the findings by applying the detected patterns to new data subsets. using a hands-on data mining

project, students will be involved in a variety of phases that will involve data preparation, modeling, evaluation and application. The instructor will provide hands-on demonstrations using a variety of data mining techniques (e.g. classification, association analysis, clustering, text mining, anomaly detection, feature selections) using widely adopted data mining software tools.

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 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 ERP 511.

OM 549 - Special Topics in Operations Management

3 cr.

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 SE 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.

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 510 - Salvation Outside the Church?
3 cr. (Prerequisite Enrollment in T/RS M.A. program) A historical and Catholic-theological engagement with key questions in relation to religious pluralism such as: Can non-Christians be saved? Does God intend the existence of many religions? What status do non-Christian religions have vis-a-vis the Church? What may Christians learn from non-Christian religious traditions?

T/RS 510 and 410 - Salvation Outside the Church?
3 cr. (Prerequisite Enrollment in T/RS M.A. program or T/RS 121 and T/RS 122) A historical and Catholic-theological engagement with key questions in relation to religious pluralism such as: Can non-Christians be saved? Does God intend the existence of many religions? What status do non-Christian religions have vis-á-vis the Church? What may Christians learn from non-Christian religious traditions? Alternate years

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 520 - Theology of the Church Fathers
3 cr. This course will provide an overview of the crucial theological issues of the first centuries of Christianity, such as the Trinitarian and Christological debates. Emphasis will be on the reading of primary texts by such authors as Irenaeus, Tertullian, Augustine, and others.

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 522 - Theology in the 19th Century
3 cr. A survey of the fertile religious and theological debates of the 19th century, covering such topics as hermeneutics, historicism, and the status of religious authority. Emphasis will be on the reading of primary texts from Protestant and Catholic authors such as Kierkegaard, Feuerbach, Newman and Leo XIII.

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 526 - History of Christian Spirituality
3 cr. The course will explore the nature and evolution of spirituality in Christian history primarily through close reading of selected texts.

T/RS 527 - Doctrine of Grace
3 cr. An introduction to the Christian understanding of grace, according to the Catholic Tradition, and particularly in light of the writing and thought of Flannery O'Connor.

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, Maximos, and Gregory of Palamas.

T/RS 555 - Christian Unity and Division
3 cr. This course explores historical Christian divisions that have given rise to separate church bodies - Catholic, Orthodox, Anglican, Lutheran, etc. The course asks how the church may be understood as one amidst such divisions and the modern ecumenical movement. It considers how Christian unity differs from mere coexistence or mutual toleration.

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.

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