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Accreditations and Licensures

The University of Scranton is accredited by The Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. Visit www.msche.org to access the University's current Statement of Accreditation Status (SAS). Information about filing a complaint regarding an MSCHE-accredited institution is also available via the Commission's web site.

In addition to this institutional accreditation, many graduate programs hold disciplinary accreditations. The graduate program areas and associated accreditations are listed below.

In addition to accreditations, selected programs are approved by the relevant agency within the State of Pennsylvania. The Master of Science degrees in Secondary Education and Special Education, and the Master of Science degree in School Counseling, are approved by the Pennsylvania Department of Education (PDE). The Family Nurse Practitioner program is approved by the Pennsylvania State Board of Nursing.

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. As part of Title IV of the Higher Education Act of 1965 (as amended), the University makes available contact information for filing a complaint with individual state agencies. Information about these processes is available on the University's Consumer Information web site.

Doctor of Nursing Practice degree

Commission on Collegiate Nursing Education (CCNE)
Council on Accreditation of Nurse Anesthesia Educational Programs (COA) [Nurse Anesthesia Program]

Doctor of Physical Therapy degree

Commission on Accreditation in Physical Therapy Education (CAPTE)

Master of Business Administration degree, Doctor of Business Administration degree

The Association to Advance Collegiate Schools of Business (AACSB)

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 Health Informatics

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

Master of Science degree in Rehabilitation 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)

Master of Science in Nursing degree, Doctor of Nursing Practice degree

Commission on Collegiate Nursing Education (CCNE)

Master of Science degree in Occupational Therapy

Accreditation Council for Occupational Therapy Education (ACOTE)

State Authorization

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.

Professional Licensure

The University of Scranton offers several academic programs that prepare students for professional licensure and certification. States vary in what professions they require to be licensed or certified, the educational requirements for professional licensure or certification, other requirements in addition to educational preparation, and how licensure or certification is acquired and maintained. These requirements may change over time, and changes may impact the program's ability to prepare students to meet state requirements. The University has determined that its programs that lead to professional licensure or certification meet requirements within the Commonwealth of Pennsylvania and is in the process of determining whether programs that lead to professional licensure or certification meet requirements for other states. Click [here](#) to view a listing of these programs and current determinations. Students should review the educational requirements for licensure for any state in which they are or wish to seek employment. More information, including a listing of these programs and contact information to learn more about licensure requirements by discipline, is available on the University's Consumer Information web page. Information regarding licensure/certification for specific states can be found at <https://www.careeronestop.org/toolkit/training/find-licenses.aspx> or www.teach.org.

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.

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)
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 Calendars

On-Campus Programs

Accountancy, Business Administration, Business Analytics, Chemistry, Biochemistry, Clinical Chemistry, Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling, Education, Finance, Health Administration, Nursing, Occupational Therapy, Physical Therapy, Software Engineering, Theology.

Fall 2023- Intersession 2024- Spring 2024

	Fall 2023	INT Full Term 2024	INT Mini Term 1 2024	Spring 2024
	202310	202320	202320	202330
Orientation for Graduate Students	24-Aug	N/A	N/A	22-Jan
Classes Start	28-Aug	18-Dec	02-Jan	24-Jan
Convocation	31-Aug	N/A	N/A	N/A
Holy Spirit Liturgy	07-Sept	N/A	N/A	N/A
Last Day to Add Classes	01-Sept	18-Dec	02-Jan	30-Jan
Last Day 100% Tuition Refund (non-flat rate only)	06-Sept	20-Dec	04-Jan	02-Feb
Last Day 75% Tuition Refund (non-flat rate only)	13-Sept	N/A	N/A	09-Feb
Last Day 50% Tuition Refund (non-flat rate only)	20-Sept	21-Dec	05-Jan	16-Feb
Last Day 25% Tuition Refund (non-flat rate only)	27-Sept	N/A	N/A	23-Feb
Last Day to Drop/No Grade with Refund*	27-Sept	21-Dec	05-Jan	23-Feb
Last Day to Elect Audit Option	18-Oct	02-Jan	12-Jan	20-Mar
Last Day to Register for Graduate Comprehensive Exams	27-Sept	N/A	N/A	23-Feb
Last Day of Class Before Semester Break Begins	06-Oct	N/A	N/A	08-Mar
Classes Resume After Semester Break	11-Oct	N/A	N/A	18-Mar
Mid-Semester Grades Due	18-Oct by noon	N/A	N/A	20-Mar by noon
Incomplete Grades Due from Prior Term	18-Oct	N/A	N/A	20-Mar
Thanksgiving/ Easter Break Begins	22-Nov	N/A	N/A	28-Apr
Graduate Comprehensive Exams	21-Oct	N/A	N/A	23-Mar
Classes Resume after Thanksgiving/Easter Break	27-Nov	N/A	N/A	02-Apr
**Classes Run on Monday Schedule	N/A	N/A	N/A	03-Apr

Holiday, No On-Campus Classes	04-Sept, 23-Nov	24-Dec, 25-Dec, 31-Dec, 01-Jan, 15-Jan	15-Jan	31-Mar
Last Day to Withdraw/ "W" Grade	10-Nov	16-Jan	16-Jan	12-Apr
Last Day to Submit Theses, Scholarly Papers for Dec/Jan Graduation	10-Nov	N/A	N/A	12-Apr
Last Week of Classes (No Exams Permitted)	05-Dec- 11-Dec	N/A	N/A	06-May-10-May
Last Day of Classes	11-Dec	23-Jan	23-Jan	10-May
*Final Examinations Begin	12-Dec			13-May
Make-up Date and/or Make-up Final Exams		23-Jan	23-Jan	
Last Day of Term	16-Dec	23-Jan	23-Jan	17-May
Final Grades Due	19-Dec by 3:00pm	26-Jan by 3:00pm	26-Jan by 3:00pm	21-May by 3:00pm
Last Day to Apply for Graduation without a Late Fee	31-Oct (for Dec or Jan Graduation)	31-Jan (for May Graduation)	31-Jan (for May Graduation)	31-Jan (for May Graduation)
Degree Conferral	31-Dec	31-Jan	31-Jan	31-May
Graduate Commencement (Held in May Only)	N/A	N/A	N/A	19-May

*Important Note: In Fall Semester 2023, final exams for Monday classes with a start time of 4:30pm or later will be held on Friday, December 15 in the evening time slot, as designated on the final exam schedule.

****Important Note: Wednesday, April 3, 2024, classes will run on a Monday schedule. Also, the last day to apply for a May graduation date without a late fee is January 31, 2024.**

Summer 2024

	Full Term	Mini Term S1 (4 weeks)	Mini Term S2 (4 weeks)	Mini Term S10 (10 weeks)
Session Classes Start	20-May	28-May	08-Jul	28-May
Last Day to Add Classes on Web	24-May	28-May	08-Jul	28-May
Last Day 100% Tuition Refund	29-May	30-May	10-Jul	04-Jun
Last Day 75% Tuition Refund	05-Jun	N/A	N/A	07-Jun
Last Day 50% Tuition Refund	12-Jun	31-May	11-Jul	12-Jun
Last Day to Register for Graduate Comprehensive Exams	14-Jun	N/A	N/A	N/A
Last Day 25% Tuition Refund	20-Jun	N/A	N/A	17-Jun
Last Day to Drop/No Grade with Refund*	20-Jun	31-May	11-Jul	17-Jun
Holiday, No On-Campus Classes	27-May; 04-Jul	19-Jun	N/A	04-Jul
Last Day to Apply for August Graduation	30-Jun	30-Jun	30-Jun	30-Jun

Last Day to Elect Audit Option	08-Jul	06-Jun	17-Jul	28-Jun
Incomplete Grades Due from Prior Term	08-Jul	N/A	N/A	N/A
Graduate Comprehensive Exams	13-Jul	N/A	N/A	N/A
Last Day to Withdraw /"W" Grade	26-Jul	18-Jun	26-Jul	01-Aug
Last Day to Submit Theses, Scholarly Papers	26-Jul	N/A	N/A	N/A
Make-up Date and/or Make-up Final Exam	23-Aug	25-Jun	02-Aug	08-Aug
Session Ends	25-Aug	25-Jun	02-Aug	08-Aug
Final Grades Due	29-Aug by 8am	28-Jun by 8am	12-Aug by 8am	12-Aug by 8am
Degree Conferral	31-Aug	31-Aug	31-Aug	31-Aug

* See refund schedule

Important Note: The last day to apply for August graduation without a late fee is June 30, 2024.

Calendars for Online Graduate Programs

Online Programs: Accountancy, Business Administration, Business Analytics, Finance, Health Administration, Health Informatics, Human Resources Management, Educational Administration (currently not accepting applications), and Curriculum & Instruction (currently not accepting applications)

Campus-Based Online Distance Ed Programs

Applied Behavioral Analysis, Cybercrime Investigation and Cybersecurity, Speech-Language Pathology

Online Seven-Week Sessions 2023-2024

Applications for Degree Deadlines:	
Fall and Intersession	Oct 31, 2023
May	Jan 31, 2024
August	June 30, 2024
Degree Conferral Dates:	
Fall	31-Dec
Intersession	31-Jan
Spring	31-May
Commencement (May only)	19-May
Summer	31-Aug

Online Fall 2023 - 202310

Part of Term	H1 (7 weeks)	H2 (7 weeks)	M1 (4 weeks)	M2 (4 weeks)	M3 (4 weeks)
CLASSES START	28-Aug	23-Oct	28-Aug	25-Sep	23-Oct
Last Day to Add Classes on Web	27-Aug	22-Oct	27-Aug	24-Sep	22-Oct
Last Day 100% Tuition Refund	31-Aug	26-Oct	30-Aug	27-Sep	25-Oct
Last Day 75% Tuition Refund	04-Sep	30-Oct	N/A	N/A	N/A
Last Day to Elect Audit Option	05-Sep	31-Oct	05-Sep	03-Oct	31-Oct
Last Day 50% Tuition Refund	08-Sep	03-Nov	31-Aug	28-Sep	26-Oct
Last Day 25% Tuition Refund	12-Sep	07-Nov	N/A	N/A	N/A
Last Day to Drop/No Grade with Refund*	12-Sept	07-Nov	31-Aug	28-Sept	26-Oct
Last Day to Withdraw/"W" Grade	04-Oct	29-Nov	17-Sep	15-Oct	12-Nov
Last Day of Term	15-Oct	10-Dec	24-Sep	22-Oct	19-Nov
Final Grades Due	19-Oct by 8am	14-Dec by 8am	19-Oct by 8am	14-Dec by 8am	14-Dec by 8am

Online Spring 2024-202330

Part of Term	H1 (7 weeks)	H2 (7 weeks)	M1 (4 weeks)	M2 (4 weeks)	M3 (4 weeks)
CLASSES START	29-Jan	25-Mar	29-Jan	26-Feb	25-Mar
Last Day to Add Classes on Web	28-Jan	24-Mar	28-Jan	25-Feb	24-Mar
Last Day 100% Tuition Refund	01-Feb	28-Mar	31-Jan	28-Feb	27-Mar
Last Day 75% Tuition Refund	05-Feb	01-Apr	N/A	N/A	N/A
Last Day to Elect Audit Option	06-Feb	02-Apr	06-Feb	05-Mar	02-Apr
Last Day 50% Tuition Refund	09-Feb	05-Apr	01-Feb	29-Feb	28-Mar
Last Day 25% Tuition Refund	13-Feb	09-Apr	N/A	N/A	N/A
Last Day to Drop/No Grade with Refund*	13-Feb	09-Apr	01-Feb	29-Feb	28-Mar
Last Day to Withdraw/"W" Grade	06-Mar	01-May	18-Feb	17-Mar	14-Apr
Last Day of Term	17-Mar	12-May	25-Feb	24-Mar	21-Apr
Final Grades Due	21-Mar by 8am	16-May by 8am	21-Mar by 8am	16-May by 8am	16-May by 8am

Online Summer 2023-202340

Part of Term	H1 (7 weeks)	H2 (7 weeks)	M1 (4 weeks)	M2 (4 weeks)	M3 (4 weeks)
CLASSES START	20-May	08-Jul	20-May	17-Jun	15-Jul
Last Day to Add Classes on Web	19-May	07-Jul	19-May	16-Jun	14-Jul
Last Day 100% Tuition Refund	23-May	11-Jul	22-May	19-Jun	17-Jul
Last Day 75% Tuition Refund	27-May	15-Jul	N/A	N/A	N/A
Last Day to Elect Audit Option	28-May	16-Jul	28-May	25-Jun	23-Jul
Last Day 50% Tuition Refund	31-May	19-Jul	23-May	20-Jun	18-Jul
Last Day 25% Tuition Refund	04-Jun	23-Jul	N/A	N/A	N/A
Last Day to Drop/No Grade with Refund*	04-Jun	23-Jul	23-May	20-Jun	18-Jul
Last Day to Withdraw/"W" Grade	26-Jun	14-Aug	09-Jun	07-Jul	04-Aug
Last Day of Term	07-Jul	25-Aug	16-Jun	14-Jul	11-Aug
Final Grades Due	11-Jul by 8am	29-Aug by 8am	11-Jul by 8am	29-Aug by 8am	29-Aug by 8am

* 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 31st**. 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 3,600 undergraduates and more than 1,100 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 29 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 "Best Undergraduate Teaching," "Best Colleges," "Best Buys in College Education," "America's Best Colleges," "Best Value," "Best Run Colleges," "Best Labs," "Friendliest Colleges" – these are just a few of the ways that the nation's leading college rankings and guidebooks have, in recent years, referred to The University of Scranton.

In its 2023 Best Graduate Schools guidebook, *U.S. News & World Report* ranked Scranton's part-time MBA program No. 100 in the nation and its graduate program in nursing ranked No. 95. The publication ranked several of Scranton's master's degree programs among the top in the nation, including accounting (14); business analytics (29) and finance (34). Scranton's graduate programs ranked by *U.S. News* on its website, include rehabilitation counseling (32); healthcare management (46); physical therapy (137); occupational therapy (68) and nurse anesthesia (65). *U.S. News* also ranked Scranton at No. 65 in the country for "Best Online MBA Programs for Veterans." *Fortune* ranked the University's online MBA program at No. 72 in the nation in its inaugural ranking of the "Best Online MBAs."

Our master's in health administration (MHA) program ranked No. 1 in the nation for full-time enrolled students in a list published by *Modern Healthcare*, a health care business weekly magazine, and our online MHA program was ranked No. 2 in the nation by *College Choice. Best Colleges*, an independent online higher education resource, ranked Scranton's Master of Accountancy degree program No.1 in the nation.

For the past 21 years, *The Princeton Review* has included Scranton among its "Best Colleges" in the nation. *Washington Monthly* ranked Scranton #47 among master's universities in the nation for its "contribution to the greater good." *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 student engagement and outcomes.

Scranton is among just 311 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 18 consecutive years, the University's Kania School of Management has been included among the *Princeton Review's* "Best Business Schools." For 14 years, Scranton has ranked among the nation's elite universities included in Forbes magazine's online listing of "America's Top Colleges." In the past six years, *The Princeton Review* has recognized the University as "Top Green College" for its commitment to sustainability. The University ranked among the 26 "Healthiest" colleges in the U.S., according to a September 2016 listing posted on Greatist.com, an online source for health and fitness information.

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:

Doctoral Programs

Doctor of Philosophy in Accounting- PhD

Doctor of Nursing Practice in Nurse Anesthesia- DNP

Doctor of Nursing Practice with Post Master's Leadership- DNP

Doctor of Occupational Therapy- OTD

Doctor of Physical Therapy- DPT

Master's Programs

Accountancy	MAcc
Applied Behavior Analysis	MS
Biochemistry	MS
Business Administration	MBA
Business Administration/Health Administration (Dual Program)	MBA/MHA
Business Analytics	MS
Chemistry	MS
Clinical Chemistry	MS
Clinical Mental Health Counseling	MS
Clinical Rehabilitation Counseling	MS
Cybercrime Investigation and Cybersecurity	MS
Executive Nurse Leadership	MSN
Family Nurse Practitioner	MSN
Finance	MS
Health Administration	MHA
Health Informatics	MS
Human Resources Management	MS
Occupational Therapy	MS
School Counseling	MS
Secondary Education	MS
Software Engineering	MS
Special Education	MS
Speech-Language Pathology	MS
Theology	MA

Certificate Programs

Applied Behavior Analysis, Certificate of Advanced Graduate Study
 Business Analytics Certificate
 Enterprise Resource Planning Certificate
 Executive Certificate in Health Administration
 Health Informatics Certificate
 Supply Chain Management Certificate

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/Biology	Secondary Education/General Science
Secondary Education/Chemistry	Secondary Education/Latin
Secondary Education Citizenship (with History)	Secondary Education/Mathematics
Secondary Education Citizenship (with Political Science)	Middle Level Education
Secondary Education /Communication	Secondary Education/Modern Language (French, Spanish)
Early & Primary Education	Secondary Education/Physics
Elementary & Secondary School Counselor, PK-12	*Principal, K-12
Secondary Education/English	Special Education, PK-12

Supervisor Certificates* in:

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

*Not currently accepting students

Mission and Vision

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."

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 Division of Information Technology. For more information on how to access your University of Scranton e-mail account, visit the Information Technology website at <http://www.scranton.edu/itgradorientation>. 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 is committed to providing an educational, residential, and working environment that is free from harassment and discrimination. Members of the University community, applicants for employment or admissions, guests and visitors have the right to be free from harassment or discrimination based on race, color, religion, ancestry, gender, sex, pregnancy, sexual orientation, gender identity or expression, age, disability, genetic information, national origin, veteran status, or any other status protected by applicable 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.

Anyone who has questions about the University's Sexual Harassment and Sexual Misconduct Policy, or the University's Non-Discrimination or Anti-Harassment Policy, or wishes to report a possible violation of one of the policies should contact:

Elizabeth M. Garcia, Esq.
Title IX Coordinator
The Office of Equity and Diversity
Institute of Molecular Biology & Medicine, Rm 311
elizabeth.garcia2@scranton.edu
(570) 941-6645
<https://www.scranton.edu/equity-diversity>

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, applied behavior analysis, business administration, business administration/health administration (dual degree), business analytics, 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, Applied Behavior Analysis, Business Administration, Business Administration/ Health Administration (Dual Degree), Business Analytics, Cybercrime Investigation and Cybersecurity, 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 Business Analytics, 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 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:

- Doctor of Nursing Practice
- Doctor of Occupational Therapy
- Doctor of Philosophy in Accounting
- 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 begin a new graduate program of study or take additional courses must again apply through the Graduate Admissions Office (<https://gradapply.scranton.edu/apply/>).

Retention of Application Files

Applications for admission will be kept for *two years* 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 must attend in the year in which they were admitted. If the student does not attend, he/she must reapply if they wish to be considered for a subsequent year.

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

International Students

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

Submission of an official Pearson Test of English (PTE) score of at least 53. Certain degree programs may require PTE scores greater than 53.

Submission of an official Duolingo score of at least 105. Certain degree programs may require Duolingo scores greater than 105.

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, The Language Company and Marywood University's ESL program. 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 March-April for the subsequent summer and fall, and in October-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, degree audit instructions, 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.

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 Technology 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.

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, 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 in the online learning management system and/or 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.

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.

Degree Requirements

All students beginning the first term of their degree/certificate program at The University of Scranton in the 2023-2024 academic year shall be governed by curricular policies stated in this catalog. Catalog requirements will change to the catalog in effect when a change in program is declared and approved. A student's complete program of study may only be governed by one given 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.

Registration

Current students at the University of Scranton register online for courses through the University's My.Scranton portal.

To access web registration, students will need a registration term PIN issued by your Program Director. The date and time for which that PIN will give you initial access to web registration can be found on the Office of the Registrar and Academic Services' website.

Web registration is available beginning on the dates indicated on the web registration timetable and up until the last day to add courses for a term according to the academic calendar. During this time period, web registration is available 22 hours a day from midnight to 10:00 pm, except Saturdays from 6:00 am to noon.

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 grade of "W" 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).

Registration Policy for Web-Based Course Offered Through Online Programs

Graduate students admitted to campus-based degree programs may enroll in a maximum total of six (6) web-based credits offered in the University's online degree programs through the Wiley Learning Management System (DLT campus). The six (6) credit limit is applicable to each student's level of degree program sought (ex. master's, doctorate). Each attempted credit is applied to the limit regardless of whether or not the course is completed.

Undergraduate students admitted to accelerated/combined programs that do not offer campus-based graduate coursework may enroll in a maximum total of twelve (12) web-based credits offered in the University's online degree programs through the Wiley Learning Management System (DLT campus). Each attempted credit is applied to the limit regardless of whether or not the course is completed.

Campus-based students must seek approval to register in web-based courses offered in the University's online degree programs through the DLT campus from their Chairperson/Program Director and Dean's Office using the Approval to Enroll in Web-based Credits Offered in Online Degree Programs Form.

Students enrolled in online degree programs offered through our DLT campus may register for up to a maximum total of six (6) campus -based course credits (campus code = 1). The six (6) credit limit is applicable to each student's level of degree program sought (ex. master's, doctorate). Each attempted credit is applied to the six (6) limit regardless of whether or not the course is completed.

Students enrolled in online degree programs offered through our DLT campus must seek approval to register in campus-based courses from their Chairperson/Program Director and Dean's Office using the Approval to Enroll in Coursework Offered Through Another UofS Campus form.

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.

Course and Grading Information

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
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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

Final grades are determined by faculty for all registered students at the completion of each part-of-term and full term according to the grading scheme defined in this section. 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.

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.

Additional Grading Codes

W	Withdrew officially; deadline is one month before the last day of classes for the semester
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 requirement by the published last day of class.
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.
NG	A grade of "NG" - No grade assigned is a temporary grade issued when a faculty member fails to meet the deadline for the submission of grade reports; converts to F if not resolved by midpoint of following semester

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 below and academic calendar for specific dates.]

Term	Incomplete Grade Deadline
Regular Fall and Intersession	Mid-point Regular Spring
Fall Part-of-term H1	Mid-point Fall Part-of-term H2
Fall Part-of-term H2	Mid-point Spring Part-of-term H1
Regular Spring	Mid-point Regular Summer ²
Spring Part-of-term H1	Mid-point Spring Part-of-term H2
Spring Part-of-term H2	Mid-point Summer Part-of-term H1
Regular Summer	Mid-point Regular Fall
Summer Part-of-term H1	Mid-point Summer Part-of-term H2
Summer Part-of-term H2	Mid-point Fall Part-of-term H1

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 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 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 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.

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.

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.

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.

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 an overall cumulative graduate GPA of at least 3.00 in order to remain in good standing.

A graduate student whose overall cumulative graduate GPA falls between a 3.00 and 2.00 will be placed on academic probation. A graduate student whose overall 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 at least 3.00 within the next three courses taken (normally nine hours of course work).

Successful achievement of this expectation will result in the graduate student being reinstated to regular academic status.

Failure to fulfill this expectation may result in the dismissal of the graduate student.

Although there are no set limitations on the number of courses a graduate 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.

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 parts-of-terms" within each term during which various courses and graduate programs run. 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.

Credit for Life/Work Experience: credit for life/work experience 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 Life/Work Experience 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.

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 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.

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 31st**. 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 policy:

Graduate applicants are required to submit official post-baccalaureate transcripts to their Program Director for review. Credit is reviewed on an individual basis after the student has matriculated. Credit will be granted for previously completed courses from accredited institutions when: they are equivalent or comparable to courses at the University; the student was enrolled as a graduate student and received a grade of B or better; the courses satisfy requirements for the student's degree program; and the course to be transferred was a regularly scheduled course and not a workshop. A grade of Pass or Satisfactory is not acceptable for transfer credit. Graduate coursework must have been taken within six years of the date of requested transfer to the UofS.

Transfer credit is recorded as a grade of "TC" on the student's transcript. If the student changes their program at a later date, a new review of transfer credits will be made at that time upon a student's request. At that time, the student will be given a written evaluation clearly indicating how transfer credits apply to the program. The information recorded on the transfer credit evaluation becomes part of the student's permanent academic record and may not be deleted.

A maximum of nine graduate credits may be transferred for graduate degree 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.

It is possible that errors in the articulation of coursework, or omission of prior coursework can occur. In the event a student believes that this has happened, the appeal procedure follows.

- a. Student appeals must be submitted no later than two months after the completion of the initial evaluation.
- b. A student should first contact the Office of Registrar and Academic Services to discuss the evaluation results with a Transfer Credit Analyst. The student may be asked to provide any additional documentation needed to assist with the review (e.g., an updated transcript or college catalog, or other documentation from the sending institution). The ORAS Transfer Credit Analyst will discuss the student's appeal with the Department Chair/Program Director who rendered the original transfer credit decision.
- c. If the issue is not resolved in step A, the student may request reconsideration of the transfer credit via a written appeal addressed to the Dean of the College in which the course is housed. The letter must articulate the reason(s) the student believes the course should transfer. The Dean, after consultation with the respective Department Chair/Program Director, will render a final written decision to the student within ten working days.

The UofS shall determine if it will accept credits granted by an institution outside the United States on a case-by-case basis. Institutions outside of the United States must be recognized as degree granting institutions by their home country. A standardized international credit evaluation, such as WES, is required in order to determine transfer credit equivalency(ies).

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.

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

Leave

If a student is called to active military duty while attending The University of Scranton, the University will abide by federal regulations in order to protect the academic and financial interest of the student within the norms of good academic judgment. Military service, for the purpose of this policy, is defined as voluntary or involuntary duty in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the University, care of the student's Dean's Office, as far in advance as is reasonable under the circumstances. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice. The student's Dean, after conferring with the director of financial aid, the treasurer, the student's current faculty, and the student, will decide the most prudent course of action pursuant to federal regulations. The student is responsible for all room and board and related expenses incurred through the call to duty. Deans must confer with the Financial Aid and Treasurer's Offices before making a final decision regarding tuition refunds. The cumulative length of the absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends actually performing service is counted.

Readmission

A student formerly called to active military duty must give oral or written notice of her intent to return to the University, care of the student's Dean's Office, within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury

incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission but is subject to the University's established leave of absence policy and general practices. Upon receiving a student's request for readmission, the University will readmit the student with the same academic status into the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program. The student will be enrolled with the next class or classes in the program, unless the student requests a later enrollment date.

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.

If a student seeks to return to the University within 5 years of his/her last date of attendance, the student 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.

If a student's separation from the university exceeds 5 years, the student must reapply through the Office of Admissions.

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 learning environments, including 58 computer workstations, large tables, soft seating, study carrels, group study rooms, quiet study areas, and the Charles Kratz Scranton Heritage Room, a large reading room on the fifth floor overlooking the campus. Four areas are available by card swipe 24/7:

- The Reilly Learning Commons, which includes lecture capture access, podcasting space, high-end computing, 6 Macs, 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 room also houses the Scranton Marketplace, a 24/7 self-service food market.
- The Second Floor, which includes a computer lab, reservable group study rooms, quiet study space, large tables, study carrels, and soft seating. Some Reference Books, Periodicals, and Microform materials are shelved here.
- The Third Floor, which includes large tables, study carrels, and group study rooms.

There are 15 laptops and 7 iPads available at the Library Services Desk for loan to students. Throughout the building, there is wireless access to the Internet including wireless printing.

In 2022, Library holdings of 1,134,263 volumes included: 333,793 print books; 697,434 electronic books; 76,440 bound journal volumes, and 26,596 volume-equivalent microforms. The Library has 73,483 unique journal titles in print and electronic subscriptions. The Media Resources Collection, located on the third floor, holds 24,492 non-print items and provides access to 124,648 streaming media programs. The University of Scranton Archives and McHugh Family 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 <https://digitalservices.scranton.edu>. In addition to the Library's collection, books are available for direct borrowing through PALCI (Partnership for Academic Library Collaboration & Innovation) EZBorrow, and journal articles may be requested through Interlibrary Loan. Special services for delivery of materials are available for distance learners.

We have 159 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 Librarians are available in-person on the second floor, and can also be reached by calling 570-941-4000, 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. Faculty are encouraged to schedule information literacy instruction sessions for their classes by going to <https://www.scranton.edu/academics/wml/infolit/instruction.shtml>.

Library hours are posted on campus and on the Library's website. The building is staffed 88 hours per week, with extended hours during exam periods. For information about the Library, including its services and resources, see the Weinberg Memorial Library homepage at <https://www.scranton.edu/library>. To find out what's new in the Library, visit <https://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 at 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

Location: 6th Floor O'Hara Hall
Telephone: (570) 941-7620
Website: www.scranton.edu/counseling

The Counseling Center provides free and confidential treatment for all full-time graduate students of the University of Scranton. Part-time graduate students are welcome to utilize our consultative services for 1-3 sessions to assess their mental health needs in order to develop an appropriate referral within the community.

Hours of operation are as follows:

Monday through Friday 8:30 A.M. – 4:30 P.M.

The Center is staffed by licensed psychologists, counselors and social workers. We provide individual and group counseling, consultations, assessment, and crisis intervention for students. All of these services are provided from the beginning of the Fall semester to the conclusion of the Spring semester, including Intercession. For additional information, contact the Counseling Center at (570) 941-7620 or visit our website.

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, Flu Shot Clinics, annual Fitness Challenge 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.

For further information or technology assistance please contact the 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 570-941-4357 or by email at techsupport@scranton.edu.

Office of Student Support and Success

The Office of Student Support and Success (OSSS) provides academic services for students and opportunities for faculty to enhance teaching and learning. The OSSS 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. The Writing Center at the OSSS provides in-person and online consultations. Students with a documented disability should register with the OSSS so that they can receive appropriate academic accommodations. To assist students in achieving academic success, individual consultations are encouraged with the OSSS Reading Specialist, the Learning Enrichment Specialist, and the Writing Consultants.

The OSSS is located on the 5th floor of the Loyola Science Center. To learn more about the programs and services for students and faculty visit the website 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 are eligible to receive care at Student Health Services after *opting-in* through their my.scranton account. A per semester non-refundable fee will be billed by the Bursar's Office.

Student Health Services offers health and wellness information, treatment of routine illnesses and injuries, nursing assessments and medical services provided by certified registered nurse practitioners or a physician by appointment. Referrals are made to local community health care facilities or providers for services not available at Student Health Services.

All students are advised to have their own private health insurance coverage. Although Student Health Services does not bill insurance, and does not handle insurance claims or third-party carriers, community providers will require health insurance or private payment for services such as hospitalization, laboratory testing or radiologic imaging, etc.

For further information visit our website 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 Assistantships enable graduate students to pursue graduate education, strengthen 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 who would like to be considered for a Graduate Assistant position, should apply no later than February 1. Applications will, however, be accepted after this date. In all cases, applicants must have a *minimum* undergraduate cumulative 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 effective in his/her field of training.

All students accepting Graduate Assistant positions *must* participate in an orientation workshop prior to the start of the semester in which the Assistantship will begin. The required service commitment and compensation of a Graduate Assistantship may vary depending on level of hire. Graduate Assistant positions are available in several departments throughout campus.

Stipend payments are made in equal monthly allotments on the first day of the month following the 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 Assistant position, he/she is limited in holding full-time or part-time employment outside of the University.

Students who accept a Graduate Assistant position assigned to an academic department are expected to satisfy their service commitment during each of the academic semesters, including the week of final exams. An appropriate schedule should be worked out between supervisors and those holding Graduate Assistantship positions well in advance to clarify expectations.

Students holding Graduate Assistant 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 cumulative 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 and the Dean, taking into account the individual circumstances of the student holding the assistantship.

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 Financial Aid, click on Publications.

Financial Aid Application Procedures for Graduate Students

Students accepted to a graduate studies program and enrolled in at least three credits of graduate level work per term may apply for the Federal Direct Stafford Loan Program, Federal Direct Graduate PLUS Loan Program and the Federal Work Study Programs. 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 studentaid.gov/fafsa.

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 Notification on the my.scranton.edu 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, at scranton.edu/financialaid, 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 studentaid.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 withdraw for more than six months or drop below half-time. Students must also complete a Master Promissory Note (MPN) and Entrance Counseling. Visit Financial Aid 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 Master's 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 Master's 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. The maximum amount Graduate students may borrow per academic year is the difference between the cost of attendance minus other Financial Aid. Apply for the full academic year. Students must complete the Graduate PLUS Request Form and complete a MPN and Entrance Counseling. Visit Financial Aid, click on Loans & Financing Options, Graduate Students, click on Federal Direct Plus Loan, select Federal Direct PLUS Loan Request Form. Go back and 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.

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 Financial Aid, click on Loans & Financing Options, Graduate Students, and click on Alternative Loan.

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.

Graduate Merit Scholarships

Accelerated Master of Business Administration: Students accepted into the Accelerated Master of Business program as incoming first-year students beginning fall 2021 qualify for a \$3,000 scholarship for their graduate year provided student meets all University of Scranton requirements. The award will be split between fall and spring terms of the fifth year, this one-year merit-based scholarship applies to on-campus graduate business degree.

Accelerated Master of Health Administration: Students accepted into the Accelerated BS/MHA program as incoming first-year students beginning fall 2022 qualify for a \$3,000 scholarship for their graduate year to complete a degree in the Panuska College of Professional Studies. The award will be split between fall and spring terms of the student's fifth year; this one-year merit-based scholarship applies to the on-campus, graduate health administration degree.

Accelerated CAS Bachelor's/MBA: Students accepted into the Accelerated BS/MBA program as incoming first-year students beginning fall 2022 qualify for a \$3,000 scholarship for their graduate year provided the student meets all University of Scranton requirements. The award will be split between fall and spring terms of the student's fifth year; this one-year merit-based scholarship applies to the on-campus, graduate business administration degree.

Accelerated Human Resources: Students accepted into the Accelerated BS/HR program as incoming first-year students beginning fall 2022 qualify for a \$3,000 scholarship for their graduate year, provided all University of Scranton requirements are met. To be split between the fall and spring terms of the fifth year, this one-year, merit-based scholarship applies to the student's graduate Human Resources Management degree.

Doctor of Physical Therapy (DPT) Scholarship: Students accepted as guaranteed seating for our Doctorate of Physical Therapy program as incoming freshmen beginning fall 2020 qualify for a \$4,500 scholarship for their graduate years. The award, offered as \$1,500 annually, will be split between the fall and spring semesters for each of your 3 years of the doctoral program and applies to your on-campus, graduate DPT Degree in the Panuska College of Professional Studies.

Masters of Accountancy and MS in Applied Behavior Analysis Programs Only

University Graduate Award: On-campus, traditional applicants only (excludes combined/accelerated and international applicants). One-time award offered to new students in main terms (fall or spring). GPA requirements:

*3.25-3.49 GPA: \$1,000 award

*3.50-4.00 GPA: \$1,500 award

Application deadline of June 15th for admission into the Fall 2022 term and November 15th for admission into the Spring 2023 term.

Masters of Occupational Therapy Students accepted as freshmen into our Occupational Therapy program beginning Fall 2021: Students will qualify for merit-based

scholarship for our Masters Occupational Therapy program based on their final undergraduate cumulative grade point average, \$10,000 for a cumulative GPA 3.25-3.49 and \$12,000 for a cumulative GPA 3.50 or greater. The award will be split between fall and spring terms.

Master of Occupational Therapy Students accepted as freshman into our

Occupational Therapy program prior to Fall 2021: 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.

Graduate Assistants: Graduate Assistants are eligible for a tuition scholarship based on the Graduate Assistant Agreement. The graduate assistantship amount is taken into account when determining eligibility for Financial Aid.

Veterans Education Programs

The University of Scranton is partnering with the federal government and Department of Defense to help fund the cost of tuition for military veterans, their eligible dependents, members of the Guard Reserves and Active Duty personnel by offering Veterans Administration (VA) Education Benefits and Tuition Assistance. Further, the University proudly participates in the Yellow Ribbon Program along with the VA and has chosen to contribute the maximum 50% funding for eligible recipients. 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 that 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 have met the delimiting date.

Service members, veterans, and eligible dependents should consult their regional VA counselor to establish their eligibility for veterans' education benefits or apply online. Information is available on the Veteran's Administration website at va.gov. Once eligibility is established through the VA, students must submit a copy of their Certificate of Eligibility or Statement of Benefits to the Financial Aid Office. (Students need only to submit another copy of their Letter of Eligibility if they elect benefits under a different chapter of the GI Bill® at a later date). In addition, students using VA or TA benefits 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 the my.scranton, Home Tab, Student Link (found to the left) and click on Veteran to locate the Request for Certification Form. For additional information, please contact the Financial Aid office at finaid@scranton.edu.

Tuition Assistance information and application must be made by consulting your individual Unit or base education office for procedures on establishing your benefit as well as rules and payment rates. Once you receive your TA Authorization form, please provide it to the University of Scranton by emailing it to finaid@scranton.edu. In addition, service members must submit a University of Scranton Request for Certification form to the Financial Aid Office prior to each term. This form is available to students through the student's my.scranton, Home Tab, Student Link (found to the left) and click on Veteran to locate the Request for Certification Form. If using both VA & TA education benefits in the same semester, consult your School Certifying Official in the Financial Aid department. For additional information, please contact the Financial Aid office at finaid@scranton.edu. For more information, visit scranton.edu/financialaid and click on Veterans Information.

*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.

Department of Defense Tuition Assistance

The University of Scranton offers Tuition Assistance (TA) to Service members for voluntary off-duty education programs in support of professional and personal self-development goals.

The TA program provides financial assistance to service members for voluntary off-duty education programs in support of professional and personal self-development goals. TA provides up to a maximum of \$250 *per credit* and a personal maximum of \$4,500 per fiscal year per student in tuition covered costs by the individual branches of military services.

Active duty, National Guard and Reserve Component Service members who are interested in enrolling in an approved program of study by the VA may be eligible for TA and *need to consult their individual Unit or Base Education office* for procedures on establishing benefits, as well as rules and payment rates, as all branches of service have different rules and regulations for service members to follow. Once application is made through the individual's Unit, contact the University of Scranton's Financial Aid office for information on certification and next steps.

More information on TA and VA education benefits can be found on the Veteran Information page of our website.

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.

Financing Your Education at The University of Scranton: Graduate students should develop their own unique financing plan that is based on their individual financial situation. A financing plan provides different approaches, including loans and monthly payment plans that may consider as options for meeting costs not covered. We recommend direct payment to the University, Nelnet monthly payment plan, Federal Direct Stafford Loan, Federal Direct Graduate PLUS Loan program, and Alternative Loans. Visit scranton.edu/financialaid and select Loans & Financing Options.

Summer Aid: Main campus graduate students may be eligible for the Federal Direct Stafford and/or Graduate PLUS Loan (mandatory credit check required) programs on a case-by-case basis. Alternative Loans can be awarded during the summer as long as the student is approved. Graduate students must be enrolled half-time, three credits, to be eligible. Students must contact the Financial Aid Office to be reviewed for possible summer Financial Aid.

Employer Reimbursement: 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.

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
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 for a 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 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 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. Students that fail to meet satisfactory academic process will be notified of their deficiencies in writing and a formal letter will be mailed to the address on file with the University. In addition, the student will receive an email to their scranton.edu email address with a link to the online SAP Appeal Form.

Deadline: An appeal with all appropriate documentation must be submitted no later than 30 days of the start of the semester for which the student's aid is being requested (contact the Financial Aid Office for specific dates).

Appeals must be entered online by using the link provided when you are notified you did not meet satisfactory academic progress and must specify the reason(s) why satisfactory academic process was not achieved and how the deficiencies can be remediated during any approved probationary period. The appeal committee assumes that each student appealing is dependent upon financial aid for the completion of his/her degree. Please do not discuss your need for financial aid in your appeal. Documentation of the reason(s) for the appeal—letters from physicians, copy of death certificate for a family member, etc. must accompany the Appeal or it will not be processed. All applicants will receive a written response as soon as possible, but no later than 10 business days after submitting all necessary forms.

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 satisfactory academic process standard during the subsequent payment period or develops an academic plan for a student that, if followed, will ensure that he or she is able to meet satisfactory academic progress by a specific point of time to meet 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.

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 Financial Aid, click on Loans & Financing Options, then click on Alternative Loans.

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.

Students who do not follow the official withdrawal procedure, but who stop attending classes for all their courses will be considered to have withdrawn at the midpoint of the semester unless attendance is documented after that time. There will be no adjustment to federal financial aid after 60% of the semester is completed.

You will not be subject to returns of your Title IV program assistance if you meet one of the following exemptions for enrollment in modules:

- You complete all of the requirements for graduation;
- You successfully complete a class or multiple classes that comprise at least 49 percent of the days in the term; or
- You successfully complete a class or multiple classes that comprise at least half-time enrollment.

Students who must 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 Financial Aid, 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 Financial Aid, click on Publications.

Consumer Information

The Higher Education Opportunity Act of 2008 (as amended) requires all post-secondary institutions receiving Title IV federal financial aid to provide prospective and enrolled students with consumer information that includes general information and reports on various policies, procedures, and operations including data on student outcomes, student financial assistance, health and safety, and intercollegiate athletics. The University of Scranton provides links to consumer information and required disclosures at scranton.edu/consumerinfo. The page can be accessed through the Consumer Information link in the footer of all University webpages and is updated periodically as the most current data becomes available.

Endowed Scholarships

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.

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 Uzbekistan. 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 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 Judy Hashem Shea '85 Memorial Scholarship: This scholarship was established in 2020 by Judy's husband, Dan Shea '83, members of the Shea Family, and friends and family of Judy to honor her memory. This scholarship benefits graduate students with have financial need and are enrolled in the University's Physical Therapy Doctoral Program.

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.

The Louis G. Holterhoff G'91 Annual Scholarship: This scholarship was established in 2019 by Judith Holterhoff to honor the memory of her husband, Louis G'91. This scholarship is awarded to an on-campus graduate student pursuing a Master's Degree in Clinical Mental Health Counseling or School Counseling. Preference should be given to non-traditional student such as mid-career professionals returning to school after an absence.

Tuition and Fees

Tuition and fees are subject to change without notice. Consult the University's Bursar's Office web site at <https://www.scranton.edu/bursar/tuition-graduate-students.shtml> for current information.

Graduate School 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
Graduate Speech-Language Pathology	900.00
Certificate of Advanced Graduate Study (Applied Behavioral Analysis)	757.00
Graduate MBA Geisinger Executive-Danville	795.00
Graduate MBA Geisinger Executive-Danville (New Fall 2021)	819.00
Graduate MBA Geisinger Executive-Wyoming Valley (New Fall 2020)	819.00
RN to BSN	500.00
Doctor of Business Administration, DBA (Returning)	1,888.00
Doctor of Business Administration, DBA (as of FY 2022- Summer/Fall 2021)	1,981.00
Doctor of Philosophy in Accounting, PhD	2,075.00
Doctor of Nursing Practice, Post Master's Specialization	772.00
Doctor of Nursing Practice, Nurse Anesthesia Specialization	1200.00
Doctor of Occupational Therapy	1013.00
Applied Behavior Analysis Program MS (per semester hour of credit)	920.00
Accountancy Program MAcc (per semester hour of credit)	895.00
Occupational Therapy, Graduate	1,038.00
Online Business Administration Program MBA (per semester hour of credit)	965.00
Online Finance Program MS (per semester hour of credit)	965.00
Online Health Administration MHA (per semester hour of credit)	965.00
Online Health Informatics Program MSHI (per semester hour of credit)	757.00
Online Human Resources Program MSHR (per semester hour of credit)	875.00
Theology (1/2 tuition rate per semester hour of credit)	
Fees	
Binding of Thesis	80.00
Graduation Application Fee (Master's Programs)	175.00
Graduation Application Fee (Doctoral program)	200.00
Late Graduation Application Fee	100.00
Reader Fee (per credit in addition to tuition)	60.00
Registration Fee (per semester)	25.00
Additional Late Registration Fee	25.00
Schedule change fee (after 1st week of term)	30.00
Nurse Practitioner Program Practicum Fee, per clinical course	110.00
Nurse Practitioner Program, Liability Insurance Fee, per fall semester (billed in the 1st and 2nd year)	274.00
Nurse Practitioner Program, Self-Evaluation Exam Fee, per spring semester (billed in the 1st and 2nd year)	110.00
Nurse Practitioner Program, Medatrax Fee, per fall semester (billed in the 1st and 2nd year)	110.00
Occupational Therapy Clinical Lab Fee, per hour, per semester	40

Transcripts	
Certified transcript (electronic)	9.00
Certified transcript (per paper copy)	15.00
Fees - Optional University Services	
Parking Fee (per year)	200.00
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

Campus-Based 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 Seven- Week Terms	
Until the fourth calendar day of the term	100%
Fifth through eighth calendar day of the term	75%
Ninth through twelfth calendar day of the term	50%
Thirteenth through sixteenth calendar day of the term	25%
Beyond sixteenth calendar day of the term	No Refund

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 four or five-year, combined bachelors/masters in accountancy program.

Combined Bachelor and Masters of 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 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 of Accountancy (MAcc) Program

For a student to be eligible for admission into the Masters of 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.

Course Requirements

There are 3 tracks for the Masters of Accountancy (MAcc) program:

MAcc General Track- 30 credits total

MAcc Accounting Analytics Concentration- 30 credits total

MAcc Forensic Accounting Concentration- 30 credits total

	Track/ Concentration	Additional Required Courses	Elective Courses	Total Program Credits
Required Courses for All MAcc Tracks/ Concentrations (5 courses, 15 credits) ACC 536, ACC 538, ACC 539, ACC 540, ACC 550	General Track	N/A	(Select 5 courses) ECO 507, FIN 508, ACC 512, ACC 514, ACC 525, ACC 526, ACC 527, ACC 529, ACC 531, ACC 532, ACC 537, ACC 541, ACC 542, ACC 543, BUAN 571, BUAN 572, BUAN 573, BUAN 574, BUAN 575, BUAN 576, BUAN 578	30 credits [15 cr. required and 15 cr. electives]
	Accounting Analytics Concentration	BUAN 571, BUAN 572	(Select 3 courses) BUAN 573, BUAN 574, BUAN 575, BUAN 576, BUAN 577	30 credits [21 cr. required and 9 cr. electives]
	Forensic Accounting Concentration	ACC 527, ACC 531, ACC 541, ACC 542, BUAN 571	N/A	30 credits [30 cr. required]

Notes:

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.

Enhanced Tracks

Degree: Master of Acct (MAcc): Enhanced Track

The Master of Accountancy Enhanced Track has up to 8 additional courses that may be assigned to students during the admissions process.

- ACC 502: Accounting for Management Accounting (3 credits)
- ACC 505: Intermediate Accounting I (3 credits)
- ACC 506: Intermediate Accounting II (3 credits)
- ACC 507: Intermediate Accounting III (3 credits)
- MBA 502A: Financial Accounting Module (1 credit)
- MBA 502B: Managerial Accounting Module (1 credit)

Degree: Master of Accountancy (MAcc): Acct Analytics Specialization- Enhanced Track

The Master of Accountancy: Accounting Analytics Specialization Enhanced Track has up to 8 additional courses that may be assigned to students during the admissions process.

ACC 502: Accounting for Management Accounting (3 credits)
ACC 505: Intermediate Accounting I (3 credits)
ACC 506: Intermediate Accounting II (3 credits)
ACC 507: Intermediate Accounting III (3 credits)
MBA 502A: Financial Accounting Module (1 credit)
MBA 502B: Managerial Accounting Module (1 credit)

Degree: Master of Accountancy (MAcc): Forensic Acct Specialization- Enhanced Track

The Master of Accountancy: Forensic Accounting Specialization- Enhanced Track has up to 8 additional courses that may be assigned to students during the admissions process.

ACC 502: Accounting for Management Accounting (3 credits)
ACC 505: Intermediate Accounting I (3 credits)
ACC 506: Intermediate Accounting II (3 credits)
ACC 507: Intermediate Accounting III (3 credits)
MBA 502A: Financial Accounting Module (1 credit)
MBA 502B: Managerial Accounting Module (1 credit)

Masters of 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.

Doctor of Philosophy in Accounting, PhD Curriculum

Our Doctor of Philosophy in Accounting, (PhD) program 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."

Program Credit Total: 53 credits

Core 1st Year	Courses	Credits
BUS 700	Applied Business Theory & Constructs	3 credits
BUS 701	Business Research Process & Design	3 credits
BUS 702	Academic Governance	1 credit
BUS 703	Business Literature Review	3 credits
BUS 704	Research Methods I	3 credits
BUS 705	Ignatian Seminar I	1 credit
ACC 706	Fraud Research Seminar	3 credits
BUS 707	Research Methods II	3 credits
BUS 708	Ignatian Seminar II	1 credit
Total Required Credits 1st Year		21 credits
Core 2nd Year	Courses	Credits
ACC 709	Auditing Research Seminar	3 credits
BUS 710	Research Methods III	3 credits
ACC 711	Practice Research	3 credits
ACC 712	Dissertation Design	3 credits
ACC 713	Accounting Instruction	3 credits
ACC 714	Dissertation Research Proposal	4 credits
BUS 715	Ignatian Seminar III	1 credit
Total Required Credits 2nd Year		20 credits
PhD Comp Exam		
Core 3rd Year	Courses	Credits
ACC 716	Dissertation Research I	4 credits
ACC 717	Dissertation Research II	4 credits
ACC 718	Dissertation Research III	4 credits
Total Required Credits 3rd Year		12 credits
Total Program Credits		53 credits

The PhD Program Director will consider any business-related courses completed by each student applicant, as well as any professional work experience, in making a recommendation about whether to accept an international student applicant into the PhD Program. The student's academic record and professional experience will be used to determine each accepted student's required coursework in the program.

Business Administration

On-Campus MBA Program: Dr. Ashley Stampone, Program Director

570-941-7762 • ashley.stampone@scranton.edu

www.scranton.edu/MBA

**Online MBA Program, Graduate Certificate in Enterprise Resource Planning,
Graduate Certificate in Supply Chain Management**

Professor Vince Rocco, Faculty Advisor

570-941-4398 • vincent.rocco@scranton.edu

www.scranton.edu/OnlineMBA

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

Department of Economics, Finance, and International Business Faculty: Professors- Satyajit Ghosh, PhD, John Kallianiotis, PhD, Iordanis Petsas, PhD (Chair); Murli Rajan, PhD; Associate Professors- Aram Balagoyzian, PhD, Jinghan Cai, PhD, Hong V. Nguyen, PhD, Christos Pargianas, PhD, John Ruddy, DPS, CFA, Edward M. Scahill, PhD, Assistant Professor- Pedro Monteiro, PhD, CFA.

Department of Marketing, Management, & Entrepreneurship Faculty: Professor- Abhijit Roy, PhD, Associate Professors- Satya P. Chattopadhyay, PhD (Chair), Robert Giambatista, PhD, Irene Goll, PhD, Taewan Kim, PhD, Robert L. McKeage, PhD, John M. Zych, DBA; Assistant Professors- Peter Andersen, PhD; Ovidiu Cocieru, PhD, Faculty Specialists- Ann "Nancy" Cummings, MBA, Gregory O'Connell, JD, Ash Zareian, PhD.

Department of Operations & Analytics Faculty: Professors- Kingsley Gnanendran, PhD, Rose Sebastianelli, PhD, Nabil Tamimi, PhD (Chair); Associate Professors- Ahmed Gomaa, PhD, Ozgur Isil, PhD, Yibai Li, PhD; Assistant Professors- Wesam AlRamadeen, PhD, Ziqian Song, PhD; Faculty Specialists- David Mahalak, DEng, Vincent Rocco, MBA.

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. For information specific to the online program, please refer to the following website: www.scranton.edu/OnlineMBA

Accreditation and Rankings

The University of Scranton's business school, the Arthur J. Kania School of Management, is one of only 5% of worldwide educational institutions offering business programs that have achieved the distinction of accreditation by the premier accrediting body for business schools, AACSB International (The Association to Advance Collegiate Schools of Business). Additionally, the school has, for many years, been included in Princeton Review's "Best Business Schools" and its MBA program is consistently ranked among the top programs in the nation by Princeton Review, Entrepreneurship Magazine, Fortune, and U.S. News & World Report among others.

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.

Please note: The GMAT requirement is currently suspended.

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).

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

Admission requirements include a 3.00 undergraduate GPA (on a 4.00 scale) and three or more years or supervisory/professional work experience. Upon completion of the certificate, students may apply their earned credits towards an MBA, if they meet all admission requirements for the MBA program.

Academic Integrity

MBA students in both programs are required to complete 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.

Please note: The GMAT requirement is currently suspended.

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 Curriculum

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

- Cornerstone course (3 credits): MGT 501
- Core courses (12 - 24 credits): four to eight courses
- Advanced Elective courses (6 - 18 credits): two 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, Analytics and Information 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 8 courses 12 - 24 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 <i>Choose 2 to 6 courses</i> 6-18 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 572, BUAN 573, BUAN 574, BUAN 575, BUAN 576, BUAN 577, BUAN 578, BUAN 584, BUAN 586, BUAN 587, BUAN 588			
	Enterprise Resource Planning	ERP 510, ERP 511, ERP 512, ERP 513, ERP 514, ERP 515, ERP 516, ERP 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 572, 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 542, OM 543, OM 544, OM 545, OM 546, OM 547, OM 549, OM 575			
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, in addition to two advanced electives to earn this 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 S/4HANA 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 seven weeks duration. To earn the ERP Certificate students must complete the two required courses and two elective courses.

Total Program Credits: 12 credits

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.	MBA 501C, MBA 502A, MBA 502B, MBA 503C, MBA 504B, MBA 504C
Required Courses	Courses	Credits
ERP 510	Integrated Enterprise Management Systems	3
ERP 514	Accounting Integration and Configuration	3
Elective Courses	(choose 2)	
ERP 511	Production Planning & Control	3
ERP 512	Customer Relationship Management	3
ERP 513	Treasury Management	3
ERP 515	Business Intelligence	3
Total Program Credits		12 credits

SAP Certification

Students who complete the Graduate Certificate 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.

Curriculum

Total Program Credits: 12 credits

Prerequisite Courses	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 module:	MBA 501A, MBA 501B, MBA 504C
Required Courses	Courses	Credits
OM 503	Operations Management	3
OM 540	Supply Chain Management	3
OM 545	Quality Management	3
ERP 510	Integrated Enterprise Management Systems	3
Total Program Credits		12 credits

Dual Degree: Business Administration/ Health Administration Curriculum

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, MBA 501C, MBA 503A, MBA 503B, MBA 503C, MBA 504B, MBA 504C).

- 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 required Foundation Modules, and (iii) be in their final semester of coursework prior to their Administrative Residency.
- 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 MBA/MHA dual degree students are required to complete one (1) MHA elective course, and one (1) MBA core/advanced elective.
- **Students transferring from MBA or MHA:** In order to be eligible for admission to the MBA/MHA dual degree program, a student matriculated in either the MBA or MHA degree programs must apply before completing 75% of their respective degree program's credit hour requirements. Any MBA or MHA course that the student completed that also belongs to the dual MBA-MHA curriculum may be counted toward the dual program's requirements.

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 supervisory or professional work experience;

- Submit a signed affidavit from a senior executive verifying at least 3 years of managerial work experience;
- 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).

Total Program Credits: 62 credits of coursework plus 3-8 credits of fieldwork plus MBA Foundational Modules

The following 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 501C- Information Management Module; MBA 503A- Microeconomics Module; MBA 503B- Macroeconomics Module; MBA 503C- Finance Module; MBA 504B- Marketing Module; MBA 504C- Operations Management Module		
Core Courses (56 cr required)	Courses	Credits
ACC 502	Accounting for Management	3
FIN 508	Financial Management	3
HAD 501 taken 1st year	Health Care Financial Management	3
HAD 502	Health Care Law	3
HAD 504	Human Resource Management	3
HAD 505 taken 1st year	Health Care Statistics & Research Methods	3
HAD 506	Health Care Economics and Policy	3
HAD 508	Leadership in Health Care Organizations	3
HAD 509	Administrative Issues	3
HAD 519 taken 1st year	Health Services and Systems	3
HAD 521	Health Care Financial Management II	3
HAD 523	Health Care IT Management	2
HAD 525	Health Care Ethics	3
MGT 501 taken 1st year	Responsibility, Sustainability, & Justice	3
MGT 505 taken 1st year	Organizational Behavior	3
MGT 509	Business Policy	3
MKT 506	Marketing Management	3
OM 503	Operations Management	3
OM 545	Quality Management	3
MHA Elective (3 cr required)		
HAD 510	Hospital Administration	3
HAD 512	Medical Practice Administration	3
HAD 513	Long Term Care Administration	3
HAD 517	Global Health Management	3
HAD 526	Grants Writing and Management	3
MBA Core or Advanced Elective (3 cr required)		3
International Requirement: All students must take one course designated as "International Course" (ACC 525, ECO 583, FIN 584, HAD 517, IB 505, MGT 556, MIS 577, MKT 563, MKT 596, or OM 540)		
HAD Fieldwork (3-8 cr required)	Credits based on prior work experience-determined at time of admission (HAD 580, HAD 581, HAD 583)	3 to 8
Total Program Credits		62 credits of coursework + 3-8 credits of fieldwork + MBA Modules

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

Students in the Dual MBA-MHA program automatically earn the MBA specialization in Healthcare Management and the MHA specialization in Health Administration. Students wishing to pursue a further third specialization may consider one of the following, all of which require additional coursework as indicated in the last column below.

MHA Specialization	MBA Elective	MHA Elective	Additional Courses
Global Health	3 credits	HAD 517	HAD 595 and HAD 596
Health Informatics	International Advanced Elective	HINF 520	HINF 550 and HINF 570
Population Health Management	International Advanced Elective	HAD 540	HAD 541 and HAD 542
MBA Specialization	MBA Elective	MHA Elective	Additional Courses
Accounting*	ACC Advanced Elective	3 credits	2 ACC Electives
Business Analytics	BUAN 571	HAD 517	BUAN 572 and 2 Advanced Electives
Enterprise Resource Planning	ERP Advanced Elective	HAD 517	2 ERP Advanced Electives
Finance ^{1,2}	FIN Advanced Elective	3 credits	2 FIN Advanced Electives
Human Resource Management	HR Advanced Elective	HAD 517	2 HR Advanced Electives
International Business	International Advanced Elective	HAD 517	1 International Advanced Elective
Management Information Systems ³	MIS Advanced Elective	3 credits	2 MIS Advanced Electives
Marketing ⁴	MKT Advanced Elective	3 credits	2 MKT Advanced Electives
Operations Management ⁵	OM Advanced Elective	3 credits	1 OM Advanced Elective

- *1 Must take ACC 525 as the MBA elective or HAD 517 as the MHA elective to fulfill the international requirement.
- 2 Must take FIN 584 as the MBA elective or HAD 517 as the MHA elective to fulfill the international requirement.
- 3 Must take MIS 577 as an MBA advanced elective or HAD 517 as the MHA elective to fulfill the international requirement.
- 4 Must take MKT 563 as the MBA as the MBA elective or HAD 517 as the MHA elective to fulfill the international requirement.
- 5 Must take OM 540 as the MBA elective or HAD 517 as the MHA elective to fulfill the international requirement.

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 KSOM BS/MBA Program

Current KSOM undergraduate students with excellent academic records may apply for admission to the Accelerated KSOM BS/MBA Program that enables them to earn, generally in five years or less, both a Bachelor of Science degree in their chosen major along with the MBA (in the specialization of their choice) more efficiently than if they were to earn the two degrees sequentially. For Accounting majors, this program provides a path to earn an MBA, while meeting the 150-credit-hour educational requirement of most states to become a Certified Public Accountant. The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon acceptance into an accelerated program.

Students interested in the Accelerated KSOM BS/MBA Program should consult their academic advisors as early as the beginning of their sophomore year. Students with a cumulative GPA of 3.0 or above may apply after the completion of 60 undergraduate credits, following the procedure prescribed in the Graduate Studies Catalog. Factors considered for acceptance into the program include the student's previous academic performance, GMAT or GRE score (waived for current students who have completed at least 75 credits with a cumulative GPA of 3.50 or more), work experience, three letters of recommendation, a current resume, and a statement of intent.

Once the student is admitted to the program, the student's undergraduate advisor will recommend the undergraduate course work for which up to twelve graduate credits may be substituted. These graduate credits also count toward the 36 credits required of most students who enter the MBA program with an extensive business undergraduate academic background (see the paragraph below regarding Economics majors and foundation modules). Typically, these credits come from not more than four of the following list of courses:

MGT 501: Responsibility, Sustainability and Justice (3 cr.) satisfies the undergraduate requirement of MGT 455: Business Policy and Strategy;

OM 503: Operations Management (3 cr.) satisfies the undergraduate requirement of OIM 352: Operations Management;

MIS 504: Management Information Systems (3 cr.) satisfies the undergraduate requirement of OIM 471: Business Information Management or ACC 474: Accounting Information Systems;

MGT 505: Organizational Behavior (3 cr.) satisfies the undergraduate requirement of MGT 352: Principles of Management and Entrepreneurship II;

MKT 506: Marketing Management (3 cr.) satisfies the undergraduate requirement of MKT 351: Principles of Marketing; or

IB 505: International Business (3 cr.) or MGT 556: International Management (3 cr.) satisfies the undergraduate requirement of ECO/IB 351: Environment of International Business.

KSOM Economics majors may be required to complete coursework to satisfy up to seven foundations areas in addition to the minimum requisite 36 credits of graduate coursework to complete the MBA degree. For these majors, the one-credit graduate foundation modules may be used to satisfy undergraduate free elective credits. The foundation modules and MBA courses such as those from the list above, not to exceed a total of twelve credits, may be used to satisfy undergraduate program requirements.

The selection of the graduate coursework and the number of credits to be applied toward an undergraduate degree (not to exceed twelve credits) requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the MBA director, and the KSOM dean.

Business Analytics

Nabil Tamimi, Chair, Operations and Analytics Program
Director, Business Analytics Program
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Department of Operations & Analytics Faculty: Professors- Kingsley Gnanendran, PhD, Rose Sebastianelli, PhD, Nabil Tamimi, PhD (Chair); Associate Professors- Ahmed Gomaa, PhD, Ozgur Isil, PhD, Yibai Li, PhD; Assistant Professors- Wesam AlRamadeen, PhD, Ziqian Song, PhD; Faculty Specialists- David Mahalak, DEng, Vincent Rocco, MBA.

Business Analytics, MS

Business analytics is the practice of evaluating data to extract insights that help organizations make better business decisions and solve problems. The 30 credit-hour MS in Business Analytics program curriculum is designed to provide students with specialized knowledge in using advanced analytics techniques such as data visualization, predictive analytics and prescriptive analytics to make informed business decisions. Business analytics is one of the fastest growing professions in the country, with job opportunities available in virtually every type of industry.

Curriculum

The Business Analytics program is comprised of 10 courses (5 core courses and 5 elective courses- 3 credits each) totaling 30 credits and is STEM designated. Courses may be completed on a full-time or part-time basis and are delivered on-campus and online.

Total Program Credits: 30

	Courses	Credits
Core Courses: 15 credits		
BUAN 571	Introduction to Business Analytics	3
BUAN 572	Data Mining	3
BUAN 576	Business Database Management Systems	3
BUAN 578	Business Intelligence	3
BUAN 590	Big Data Capstone Project	3
Choose 5 Elective Courses: 15 credits		
BUAN 573	Business Analytics Using R	3
BUAN 574	Business Forecasting Models	3
BUAN 575	Business Simulation	3
BUAN 577	Data Visualization	3
BUAN 584	Special Topics in Business Analytics	3
BUAN 585	Big Data Ethics	3
BUAN 586	Applied Business Statistics	3
BUAN 587	Customer Relationship Management	3
BUAN 588	Business Analytics Using Python	3
Total Program Credits		30

Enhanced Track

Degree: Master of Science in Business Analytics: Enhanced Track

The Master of Science in Business Analytics Enhanced Track has up to 4 additional courses that may be assigned to students during the admissions process.

MBA 501A: Statistics Module (1 credit)

MBA 501B: Management Science Module (1 credit)

MBA 501C: Information Management Module (1 credit)

MBA 504B: Marketing Module (1 credit)

Business Analytics Certificate

Business analytics is one of the fastest growing areas in the industry as employers seek qualified employees capable of analyzing complex data to make informed decisions. The graduate certificate in business analytics, offered through our AACSB accredited and nationally ranked Kania School of Management, can be completed in as little as 6 months. Classes are offered on-campus or online in an asynchronous modality.

The curriculum is comprised of 4 courses (12-credits), 2 required (BUAN 571 and BUAN 572) and 2 electives. Students without business knowledge in statistics, management science, and information systems may need to take up to 3 credits of extra foundational courses (based on the student's prior academic preparation and work experience, some, or all these one-credit modules may be waived).

Admission requirements include a 3.00 undergraduate GPA (on a 4.00 scale) from an accredited institution. GRE or GMA is not required.

Required Program Credits: 12 credits

Prerequisite Courses	Students lacking appropriate undergraduate coursework or background in the areas of statistics, management science, or information management will be required to complete the corresponding 1-credit foundation modules: MBA 501A, MBA 501B, MBA 501C	
Required Courses	Course Title	Credits
BUAN 571	Introduction to Business Analytics	3
BUAN 572	Data Mining	3
Electives		
BUAN 573	Business Analytics Using R	3
BUAN 574	Business Forecasting Models	3
BUAN 575	Business Simulation	3
BUAN 576	Business Database Management Systems	3
BUAN 577	Data Visualization	3
BUAN 588	Business Analytics Using Python	3
Total Program Credits		12

Chemistry, Biochemistry, Clinical Chemistry

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Department Faculty: Professors - Christopher Baumann, Timothy Foley, David A. Rusak; Associate Professors – Arthur Catino, John C. Deak, Gerard Dumancas, Michael Fennie, Nicholas Sizemore, Joan M. Wasilewski; Assistant Professor- Riddiman Medhi.

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 MS 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

Curriculum

Total Program Credits: 30

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 (18 credits)	Courses	Credits
CHEM 531	Mechanistic Organic Chemistry	3
CHEM 550	Biochemical Structure and Function	3
CHEM 551	Biocatalysis and Metabolism	3
CHEM 563	Advanced Thermodynamics and Equilibrium	3
CHEM 570	Advanced Analytical Chemistry	3
CHEM 571	Analytical Methods*	3
Electives (12 credits)	Thesis/Electives	12
Total Program Credits		30

*May be waived for those individuals who have previously taken an equivalent instrumental analysis laboratory course.

Chemistry, MS

Curriculum for 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.

Total Program Credits: 30 credits

Core Courses	Courses	Credits
CHEM 530	Structural Organic Chemistry	3
CHEM 531	Mechanistic Organic Chemistry	3
CHEM 540	Advanced Inorganic Chemistry	3
CHEM 562	Advanced Quantum Chemistry	3
CHEM 563	Advanced Thermodynamics and Equilibrium	3
CHEM 570	Advanced Analytical Chemistry	3
CHEM 571	Analytical Methods*	3
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.	
Total Program Credits		30 credits

*May be waived for those individuals who have previously taken an equivalent instrumental analysis laboratory course.

Clinical Chemistry, MS

Curriculum

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.

Course	Course Title	Credits
CHEM 531	Mechanistic Organic Chemistry	3
CHEM 550	Biochemical Structure and Function	3
CHEM 551	Biocatalysis and Metabolism	3
CHEM 554	Biochemistry of Disease	3
CHEM 555	Chemical Toxicology	3
CHEM 556	Clinical Quality Control	3
CHEM 565	Instrumental Electronics	3
CHEM 570	Advanced Analytical Chemistry	3
CHEM 571	Analytical Methods	3
Electives	Elective/Thesis	9
Total Program Credits		36 credits

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, Clinical Rehabilitation Counseling, School Counseling, Applied Behavior Analysis

Dr. Lori Bruch, Department Chair, Counseling and Human Services

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<http://academic.scranton.edu/department/chs/>

Department Faculty: Professors - Kevin Wilkerson (School Counseling Program Director), Rebecca Spirito Dalgin (Clinical Rehabilitation Counseling Program Director), Paul Datti (CHS Undergraduate Program Director); Associate Professors – Lori A. Bruch (Chair), Samantha Herrick, Vanessa Ann Jensen (Program Director of Applied Behavior Analysis and Verified Course Sequence Director), Benjamin T. Willis (Clinical Mental Health Counseling Program Director); Assistant Professors – Kathryn Stefanelli, Mary Troy, Megan Whitbeck; Counseling Training Center Director - Geri Barber.

The Department offers course work leading to Master of Science degrees in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Applied Behavior Analysis. 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, Clinical Rehabilitation Counseling, School Counseling and Applied Behavior Analysis 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 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.

Clinical 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" document available in each program manual or from the Department Chair or Program Directors, outlines appropriate professional 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, the Department Chair, 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

Counseling Students

All graduate counseling students 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.

Applied Behavior Analysis Students

Thesis/Capstone options: The MS in ABA degree program includes an option for a thesis or a capstone project. If students elect to do a thesis and they are not making satisfactory progress by the end of the second fall semester in the program (i.e., they have not satisfactorily proposed their topic to their committee members in a formal meeting), their faculty advisor may require that they switch to a capstone project and not complete the thesis. If this is the case, students may lose up to 3 credits of thesis and will be required to take 3 additional credits (beyond the total credits required for the degree) in order to graduate. Thesis defenses can be open to the public, at the student's request, but they are not required to be open to the public. The portion of thesis defenses in which the committee formally evaluates student performance is always closed to the public.

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. All clearances are coordinated through the PCPS Field Office and acquired through Castle Branch, a clinical compliance platform. 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. Counseling students can gain access to liability insurance through HPSO (www.hpsso.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 in the counseling master's programs 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.

Courses in the Applied Behavior Analysis master's and certificate programs are offered on-line in seven-week blocks. Courses include both synchronous and asynchronous components.

Employment Opportunities

According to the Occupational Outlook Handbook, U.S. Department of Labor, employment in the fields of Counseling and Applied Behavior Analysis is predicted to grow at a much faster than average pace through the year 2024. In addition, numerous openings are expected to occur due to retirement.

Other Information

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

Accelerated BS in Psychology and MS in Applied Behavior Analysis

Students interested in the Accelerated BS in Psychology and MS in Applied Behavior Analysis program may apply as sophomores or juniors to reserve a seat and maximize their program completion and academic advising. Admitted students will need to achieve an overall GPA of at least 3.50 after 64 semester hours, 3.40 after 80 semester hours, 3.30 after 96 semester hours, or 3.20 after 112 semester hours to be eligible for the Accelerated program. Students admitted to the Accelerated program may begin taking graduate classes as early as the fall semester of their junior year to maximize graduate credits during the undergraduate matriculation. Acceptance into the Accelerated program is based on the student's academic performance. Students must follow the program requirements as listed in the Graduate Studies Catalog. The University of Scranton's MS program in Applied Behavior Analysis is entirely online. As a consequence, undergraduate psychology students admitted to the Accelerated program will be taking online courses during their fall and spring semesters.

Once students are admitted to this accelerated program, they will be permitted to take a maximum of 3 graduate credits per term while undergraduate students, up to a total of 12 graduate credits. Most psychology majors would most likely take 9 graduate credits as undergraduates (see grid below). The ABA master's curriculum consists of 36 credits (8 required courses, 2 elective courses, and 6 credits of either Thesis or Capstone; see below). Undergraduate students pursuing the 5-year option for the Accelerated BS in Psychology and MS in Applied Behavior Analysis will be allowed to apply up to 12 graduate credits toward their undergraduate degree. Twelve (12) graduate credits will be earned during summer terms. For the Psychology and ABA accelerated program, 9 or 12 credits of undergraduate free electives will be replaced by 9 or 12 credits of ABA courses; 18 or 21 credits of undergraduate free electives will remain. The remaining graduate credits will be taken subsequent to graduation with the BS in Psychology, starting in the Summer session (Summer 1). In a typical course of study, students will take 6, 6, 6, and 6 credits in the summer, fall, spring, and summer semesters, respectively. Students must maintain a 3.0 average in their graduate courses and a 3.0 average in their undergraduate courses to remain in the accelerated program.

Curriculum

First Year	Department and Course Number		FALL	SPRING
MAJOR	PSYC 110 - (S)	Fundamentals of Psychology - PSYC Elective	3	3
GE EP	PSYC 140 (FYOC/FYDT)	Current Topics in Psychological Science	3	
GE QUAN	MATH	Mathematics	3	
GE S/BH	SOC 110 - (S)	Introduction to Sociology (recommended)		3
GE WRTG	WRTG 107 - (FYW)	Composition		3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE PHIL	PHIL 120 - PHIL 210	Introduction to Philosophy / Ethics	3	3
GE FSEM	First Year Seminar (FYS)	Elective		
TOTAL CREDITS YEAR ONE			12	15
Second Year				

MAJOR	PSYC 211	Research Methods and Statistical Analysis I	4			
MAJOR	PSYC 212 (EP2W)	Research Methods and Statistical Analysis II				4
MAJOR	MAJOR ELECT	Psychology Electives	3			3
GE ELECT	FREE ELECT					6
GE NSCI	NSCI ELECT	Elective- Elective	3			3
GE S/BH	S/BH ELECT	Soc/Beh Science Elective	3			
GE HUMN	HUMN ELECT	Humanities Elective	3			
MAJOR	PSYC 390	Career Development in Psychology				1
TOTAL CREDITS YEAR TWO			16			17
Third Year						
MAJOR	MAJOR ELECT	Psychology Electives	6			9
GE HUMN	HUMN ELECT	Humanities Electives	3			
GE T/RS	T/RS 121 - (P)	Theology I: Introduction to the Bible	3			
GE T/RS	T/RS 122 - (P)	Theology II: Introduction to Christian Theology				3
GE ELECT	FREE ELECT	Free Electives	0			0
ABA MS	ABA 605	Philosophical Underpinnings of ABA (count as Free Elective)	3			
ABA MS	ABA 600	Concepts and Principles in ABA (count as Free Elective)				3
TOTAL CREDITS YEAR THREE			15			15
Fourth Year						
MAJOR	MAJOR ELECT	Psychology Elective	3			
MAJOR	PSYC 490	History and Literature of Psychology I Theology	1.5			
MAJOR	PSYC 491- (EP2W)	History and Literature of Psychology II Theology				1.5
GE PHIL/T/R	PHIL ELECT	Philosophy or T/RS ELECT - T/RS Elective	3			
GE HUMN	HUMN ELECT	Humanities Elective				3
GE ELECT	FREE ELECT	Free Electives	3			12
ABA MS	ABA 640	Measurement and Experimental Design in ABA (count as Free Elective)	3			
TOTAL CREDITS YEAR FOUR			13.5			16.5
Fifth Year			SUMMER 1	FALL	SPRING	SUMMER 2
ABA MS	ABA 590 or ABA 599	Thesis or Capstone	3			3
ABA MS	ABA	Elective	3			
ABA MS	ABA 610	Ethics in ABA		3		
ABA MS	ABA 615	Behavior Assessment in ABA		3		
ABA MS	ABA 625	Behavior-Change Procedures in ABA		3		
ABA MS	ABA 635	Personnel Supervision and Management Interventions			3	
ABA MS	ABA 545	Basic Behavior Analysis			3	
ABA MS	ABA	Elective				3
			6	9	6	6
TOTAL PROGRAM CREDITS						144 CREDITS

Total Credits Required for Accelerated Psychology BS to Applied Behavior Analysis MS is 144 credits.

Accelerated Counseling and Human Services BS to Applied Behavior Analysis MS

Students interested in the Accelerated BS in Counseling and Human Services and MS in Applied Behavior Analysis degree program may apply as sophomores or juniors to reserve a seat. Applicants may apply for the program if they have a GPA of 3.5 after 64 semester hours, 3.4 after 80 semester hours, 3.3 after 96 semester hours, or 3.2 after 112 semester hours to be eligible for the accelerated program.

Admitted students may begin taking graduate classes as early as the fall semester of their junior year to maximize graduate credits during their undergraduate matriculation. Acceptance into the accelerated program is based on the student's academic performance. Students must follow the program and GPA requirements as listed in the Graduate Studies Catalog. Once a student is admitted to this accelerated program, they will be permitted to take a maximum of 3 graduate credits per term (academic semester: fall/spring) while still classified as an undergraduate student, up to a total of twelve graduate credits. In accordance with the undergraduate catalog, accelerated undergraduate students may only register for a maximum of fifteen credit hours during any semester that they are registered for a graduate level course unless the responsible Dean gives their approval. During the junior year, first semester, students will be registered for 16 credits, due to a one credit required career seminar. The PCPS Dean is aware of this and supports approval of the additional credit. The ABA curriculum consists of 36 credits (8 required courses, 2 elective graduate courses, and 6 credits of either Thesis or Capstone; see below). Any undergraduate student pursuing the accelerated BS in Counseling and Human Services and MS in ABA degrees will be allowed to apply up to 12 graduate credits toward their undergraduate degree.

Note that some of the graduate credits are earned during two summer terms. Twenty-four (24) graduate credits will be taken subsequent to the fourth (senior) year, starting in the summer session (Summer 1). In a typical course of study for the MS in ABA, students will take 6, 6, 6, and 6 credits in the summer, fall, spring, and summer semesters, respectively. However, students will retain flexibility in course scheduling. Every effort will be made to provide students with flexibility to achieve both the BS in Counseling and Human Services and the MS in ABA degrees.

For the CHS and ABA accelerated program, six (6) credits of CHS electives will be replaced by six credits of ABA courses; and six credits of social/behavioral credits will be replaced by six credits of ABA courses. No free electives will be used for this program, and the required six credits of social/behavioral remain intact.

			Credits	
First Year			Fall	Spring
MAJOR	CHS 111- (S)	Introduction to Human Adjustment	3	
MAJOR	CHS 112	Human Service Systems*		3
Cognate (GE S/BH)	PSYCH 110- (S)	Fundamentals of Psychology		3
GE WRTG	WRTG 107- (FYW)	Composition		3
GE C//IL	EDUC 102/ Other FYOC, FYTD	Educational Skills in Global Society/ Other EP	3	
GE PHIL	PHIL 120	Introduction to Philosophy	3	
T/RS	T/RS121 (P)	Theology I: Introduction to the Bible		3
GE HUMN	HUMN ELECT	Humanities Electives	3	3
GE NSCI	NCSI ELECT	Natural Sciences Elective	3	
FE FSEM	First Year Seminar			
Total Credits Year 1			15	15
Second Year				
MAJOR	CHS 241*	Case Mgt. and Interviewing in ABA	3	
MAJOR	CHS 242	Counseling and Human Services Theories		3
MAJOR	CHS 293***	Research Methods (EPW Designations)		3
MAJOR	CHS ELECTIVE			3
COGNATE (GE/S/BH)	PSYC 226	Lifespan Development: Cog/Beh	3	
COGNATE	PSYC 227	Lifespan Development: Soc/Emot		3
GE QUAN	PSYC 210/EDUC 120	Statistics for the Behavioral Science	3	
GE PHIL-T/RS	PHIL 210- T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE ELECT	FREE ELECT	Free Elective		3
Total Credits Year 2			15	18
Third Year				
MAJOR	CHS 333*	Multiculturalism in CHS	3	
MAJOR	CHS 335	Administration in CHS	3	
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341*	Group Counseling	3	
MAJOR	CHS 380	Internship in CHS		3
MAJOR	CHS ELECT C/HS Electives			
COGNATE	S/BH ELECT Social/Behavioral Science Electives		3	3
GE HUMN	HUMN ELECTIVE Human Elective			3
GE T/RS/PHIL	PHIL/TRS ELECT Theology/Philosophy Electives			3
ABA MS	ABA 605	Philosophical Underpinnings of ABA	3	
ABA MS	ABA 610	Ethics in ABA		3
Total Credits Year 3			16	15

Fourth Year						
MAJOR	CHS 441* (EPW Designation)	Crisis Intervention	3			
MAJOR	CHS ELECT	Counseling and Human Services & Human Services Electives			6	
MAJOR	CHS 481	Advanced Internship in CHS	3			
COGNATE	S/BH ELECT	Social/Behavioral Electives				
GE ELECT	FREE ELECT	Free Electives	6		3	
GE HUMN	HUMN ELECT	Humanities Elective			3	
ABA MS	ABA 600	Concepts and Principles in ABA	3			
ABA MS	ABA 640	Measurement and Experimental Design in ABA			3	
Total Credits Year 4			15		15	
Fifth Year			Summer 1	Fall	Spring	Summer 2
ABA MS	ABA 590/ ABA 599	Thesis/Capstone	3			3
ABA MS	ABA Elective		3			
ABA MS	ABA 615	Behavior Assessment in ABA		3		
ABA MS	ABA 625	Behavior Change Procedures in ABA		3		
ABA MS	ABA 635	Personnel Supervision and Management Interventions			3	
ABA MS	ABA 545	Basic Behavior Analysis			3	
ABA MS	ABA Elective					3
Total Credits Year 5			6	6	6	6
Total Program Credits					148	

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, Clinical 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, Clinical Rehabilitation Counseling, and School Counseling programs all require participation in a group interview as part of the application process.

Applied Behavior Analysis, MS

Practice parameters for individuals with Autism have changed over the decades (www.bacb.com). The Association for Behavior Analysis International (ABAI; www.abainternational.org) sets the standards for accreditation of Master's and Doctoral Programs in Behavior Analysis. The Centers for Disease Control and Prevention (www.cdc.gov), National Institutes of Mental Health (www.nimh.gov), and many other organizations (e.g., Association of Professional Behavior Analysts, APBA; www.apba.com) agree on the science and associated practice for therapy delivery for those affected by Autism. There are many variables that affected the current educational and experience standards necessary to practice (and hence demand for education and training at the Master's level),

including the rapid development of the scientific literature underlying practice, increased educational and experiential demands for client care, national and international concerns about the quality of care and client safety, massive shortages of therapists at the Master's level who may supervise front-line staff, and increasing educational and experience requirements for certification. The Applied Behavior Analysis (ABA) Master's degree is housed in the Department of Counseling and Human Services. The Master's Program is offered for those individuals with a baccalaureate degree in Behavior Analysis, Psychology, Counseling and Human Services, Education, or a related field who aspire to gain education and experience in Behavior Analysis and the requirements for certification.

Seven of the courses are required for the Post-certificate for Advanced Graduate Study in Applied Behavior Analysis. Five additional courses specific to the Master's program will complete the 36-hour Master's Degree and are included for approval in this document. The 36-credit program can be completed in 2 years but may be extended to 3 years for part-time students. Students will take 30 credits of didactic coursework and 6 credits of Thesis OR Capstone, and 6 credits of fieldwork. Additional elective options will be developed in the future. The program is primarily designed to be deployed in a hybrid model (e.g., synchronous and asynchronous experiences in each didactic course). The principal advantage of the hybrid model is the ease with which it may be converted to alternative deployment strategies (e.g., synchronous virtual Zoom meetings and synchronous experiences in each didactic course).

Admission

The applicant for admissions to the ABA Master's of Science 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. Admission requirements include official transcripts, professional letters of recommendation, a statement of intention, and a required interview with program faculty. Further details are available in the University of Scranton Graduate Studies Catalog. New students start coursework in the Fall semester. The priority application deadline for all graduate Counseling programs, including the Master's in ABA, is November 15th. The regular application deadline is March 1st for admission into the following Fall term. Applications received after the March 1st deadline may be considered at the Program Director's discretion. 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. Group (and/or individual) interviews with program faculty prior to acceptance may be required. All interviews are scheduled by program faculty shortly after the application deadline. All ABA Master's of Science applicants must complete the specially developed recommendation forms for the program and respond to additional program specific essays in order to finalize their admissions packets. Applicants will be referred to specific program admissions policies for more specific admissions process information.

Applicants are likely to have completed courses in the following areas at the undergraduate level: psychology, sociology, social work, education, counseling, and related areas. Students without those or similar educational background coursework can still be considered for admission, consistent with the certification policies published by the Behavior Analysis Certification Board (BACB™). It is expected that applicants demonstrate some competency in computer literacy (e-mail, Internet, word processing). The admissions process is highly competitive, and faculty will select applicants best qualified for the program requested. Students will attend a virtual orientation with the program director and receive detailed instructions regarding registration prior to the beginning of the first semester. Students will also be required to participate in a virtual advising system through Brightspace, in which they must review PowerPoint presentations related to the advising process and University resources, sign attestation forms indicating they have reviewed those presentations, and sign an updated plan of study each term. Students will not be provided with the term registration pin or instructional email regarding registration without having submitted the

advising attestation form each semester. The faculty will review each student's professional and academic performance on a regular basis. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors.

Satisfactory progress in both professional and academic performance (See Fitness for Profession in the Department of Counseling and Human Services manual) is required for continuation in the program.

The admission standards and policies of the University of Scranton and the Department of Counseling and Human Services are free of any limitation, specification, or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, sexual orientation, age, or disability, except as provided by law. Applications for admission from members of groups that are traditionally underrepresented in the ABA profession are encouraged and welcomed. Applicants who do not meet all of the criteria for regular admission, but show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Recommendation for Probationary Admission must include a prescription for nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study. Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study may be considered for Provisional Admission or Provisional Acceptance. The applicant may gain Provisional Admission with the provision that s/he completes a specific prescription of undergraduate course work in conjunction with his /her graduate studies. Provisional Acceptance carries the provision that the applicant completes a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, prior to undertaking graduate course work. For more detailed admissions information and admission status categories consult the University's Graduate Studies Catalog.

Students enrolled in the ABA Master's Program will take both 500-and 600-level courses. Students will most often take 600-level and 500-level courses concurrently and will take 600-level courses prior to taking some of the 500-level courses. This is a consequence of the MS curriculum overlapping with the curriculum of the post-Master's Certificate. The courses in the Post-Master's Certificate have been assigned course numbers at the 600-level by the Registrar, since the certificate students have already earned a master's degree. The seven courses in the post-Master's Certificate contain foundational content in ABA that the MS students must master in their first few classes.

The MS in ABA has some additional coursework and fieldwork unique to the MS program. Because the MS students do not have a prior master's degree, those courses have been assigned 500-level numbers. Specifically, students may begin accruing supervised fieldwork hours as soon as their first day of class in the ABA Master's program; this arrangement for supervised experience accrual is both acceptable and encouraged by the BACB™.

Onset of Fieldwork

Trainees may not start accumulating fieldwork hours until they have:

- Started qualifying coursework for BCBA certification (they may begin accruing hours after attending the first class meeting); and
- Secured a qualified supervisor (see Supervisor Qualifications above).

Total Credits in ABA Master's program: 36 credits

Course	Course Title	Credits
ABA 605	Philosophical Underpinnings of Applied Behavior Analysis	3
ABA 600	Concepts and Principles in Applied Behavior Analysis	3
ABA 640	Measurement and Experimental Design in Applied Behavior Analysis	3
ABA 610	Ethics in Applied Behavior Analysis	3
ABA 615	Behavior Assessment in Applied Behavior Analysis	3
ABA 625	Behavior-Change Procedures in Applied Behavior Analysis	3
ABA 635	Personnel Supervision and Management Interventions	3
ABA 545	Basic Behavior Analysis	3
Electives (2 courses, 6 credits)		
ABA 584	ST: Early Intervention/ASD Related Disorders in Children and Adolescents	3
ABA 584	ST: Positive Behavior Intervention	3
Other Courses with Approval of Program Director		
Research		
ABA 599 or	Thesis	variable
ABA 590	Capstone	variable
Fieldwork		
Total Credits in Program		36 credits

Certificate of Advanced Graduate Study in Applied Behavior Analysis (5th Edition Task List)

Dr. Vanessa Ann Jensen
 Program Director and Verified Course Sequence Coordinator
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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 or intensive supervised fieldwork experiences*, 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 21 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 includes 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).

Please note that the supervised or intensive supervised fieldwork experiences are not embedded in the Certificate of Advanced Graduate Studies program. Students are responsible to obtain the fieldwork experiences and supervision on their own.

Curriculum

Total Program Credits: 21

	Courses Title	Credits
ABA 600	Concepts and Principles in Applied Behavior Analysis	3
ABA 610	Ethics in Applied Behavior Analysis	3
ABA 640	Measurement and Experimental Design in Applied Behavior Analysis	3
ABA 605	Philosophical Underpinnings of Applied Behavior Analysis	3
ABA 615	Behavior Assessment in Applied Behavior Analysis	3
ABA 625	Behavior-Change Procedures in Applied Behavior Analysis	3
ABA 635	Personnel Supervision and Management Interventions	3
Total Program Credits		21

Certificate of Advanced Graduate Study in Professional Counseling, CAGS

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.

Clinical Mental Health Counseling, MS

Dr. Benjamin T. Willis, Program Director

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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) Train individuals on the necessary 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.

Curriculum

Total Credits Required for Degree: 60

Foundations of Professional Counseling	Course Title	Credits
27 credits required		
COUN 501	Counseling and Interviewing Skills	3
COUN 502	Counseling Theories	3
COUN 503	Group Process and Practice	3
COUN 504	Appraisal Techniques	3
COUN 505	Research Methods	3
COUN 506	Diversity and Social Justice	3
COUN 507	Career and Lifestyle Development	3
COUN 508	Lifespan Development	3
COUN 509C	Professional Issues: Clinical Mental Health Counseling	3
Clinical Mental Health Counseling Courses		
18 credits required		
COUN 540	Family Counseling and Therapy	3
COUN 549	Assessment and Diagnosis	3
COUN 560	Addictive Behaviors	3
COUN 563	Crisis Intervention	3
COUN 577	Evidence-Based Practice	3
COUN 578	Organizational Systems in CMHC	3
Clinical Experience		
9 credits required		
COUN 590	Practicum: Clinical Mental Health Counseling (100 hours)	3
COUN 595	Internship: Clinical Mental Health Counseling	variable 3-6 cr.
	*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	6
Comprehensive Exam		
COUN 589	Comprehensive Exam	0
Total Credits Required for Degree		60

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.

Clinical Rehabilitation Counseling, MS

Dr. Rebecca Spirito Dalgin, Program Director

570-941-7819

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Effective August 26, 2019

Clinical Rehabilitation Counseling Mission

The Clinical 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 Clinical Rehabilitation program works towards this goal by creating an environment that 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 Clinical 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.

Clinical Rehabilitation Counseling Profession

The clinical 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 Clinical 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."

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.crc certification.com

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

Curriculum

The Clinical Rehabilitation Counseling program is a 60-credit curriculum leading 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 two categories; Foundations of Professional Counseling (39 credits), and Rehabilitation Counseling courses (18 credits), plus one 3 credit elective. Required credits include three credits of practicum (100 hours of supervised counseling experience) and six credits of internship (600 hours of supervised counseling experience).

Total Program Credits: 60 credits

Foundations of Professional Counseling (39 credits)	Course Title	Credits
COUN 501	Counseling and Interviewing Skills	3
COUN 502	Counseling Theories	3
COUN 503	Group Process and Practice	3
COUN 504	Appraisal Techniques	3
COUN 505	Research Methods	3
COUN 506	Diversity and Social Justice	3
COUN 507	Career and Lifestyle Development	3
COUN 508	Lifespan Development	3
COUN 540	Family Counseling and Therapy	3

COUN 547	Psychiatric Rehabilitation	3
COUN 549	Assessment and Diagnosis	3
COUN 560	Addictive Behaviors	3
COUN 563	Crisis Intervention	3
Rehabilitation Counseling Courses (18 credits)		
COUN 509R	Professional Issues in Clinical Rehabilitation Counseling	1
COUN 521	Physical and Psychosocial Aspects of Disabilities	3
COUN 522	Disability and Employment	3
COUN 591	Practicum: Rehabilitation Counseling	3
COUN 596	Internship: Rehabilitation Counseling	6
Elective Course (3 credits required)		3
COUN 589	Comprehensive Exam (CPCE)	0
Total Program Credits		60 credits

School Counseling, MS

**Effective August 26, 2019*

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.

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.

MS in School Counseling requires 60 credits.

Curriculum

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.

Total Program Credits Required for Degree: 60 credits

Core Counseling Courses (18 credits required)	Course Titles	Credits
COUN 509S	Professional Issues: School Counseling	1
COUN 533	School Counseling Comprehensive Program I	3
COUN 505	Research Methods	3
COUN 504	Appraisal Techniques	3
COUN 507	Career and Lifestyle Development	3
COUN 558	School Counseling Comprehensive Programming II	
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 501	Counseling and Interviewing Skills	3
COUN 503	Group Process and Practice	3
COUN 592	Practicum: School Counseling	3
COUN 597	Internship: School Counseling	variable 3 or 6 cr.
Foundations of Professional Counseling (18 credits required)		
COUN 502	Counseling Theories	3
COUN 506	Diversity and Social Justice	3
COUN 508	Lifespan Development	3
COUN 548	Counseling Children & Adolescents	3
COUN 563	Crisis Intervention	3
COUN 549	Assessment and Diagnosis	3
Electives (9 credits required)		9
COUN 589	Comprehensive Exam (CPCE)	0
Total Program Credits		60 credits

Cybercrime Investigation and Cybersecurity

Dr. Michael Jenkins
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Professors: Michael J. Jenkins, Ph.D., (Chair & Program Director), Meghan Ashlin Rich, Ph.D., James C. Roberts, Ph.D., Loreen Wolfer, Ph.D.; **Associate Professor:** Ismail Onat, Ph.D.; **Assistant Professors:** Sinchul Back, Ph.D., Mehmet F. Bastug, Ph.D.; **Faculty Specialist:** Jason A. Shrive, Esq..

Cybercrime Investigation and Cybersecurity, MS

The Master of Science in Cybercrime Investigation and Cybersecurity (CIC) program aims to provide students with specialized skills in preventing and responding to cybercrime and cybersecurity related issues. This program is aligned with the National Initiative for Cybersecurity Education (NICE) Cybersecurity Workforce Framework that is led by the National Institute of Standards and Technology (NIST) in the United States Department of Commerce.

In addition, this program helps to prepare students for various professional certifications, such as Certified Ethical Hacker (CEH), Computer Hacking Forensic Investigator (C/HFI), or other certifications by International Information System Security Certification Consortium (ISC)². The MS in CIC provides traditional-aged students as well as established professionals in the field with the knowledge and skills regarding how to identify solutions to local and global cyber threats while mastering legal, ethical, and policy issues in this critical field.

This program requires 10 three-credit courses comprised of 8 required and 2 elective courses for a total of 30 credits. These courses will be delivered online through our campus-based Learning Management System. Students will be provided experiential learning opportunities that allow the interaction with material and learn hands-on skills for responding to cybercrime threats in real-world settings. Experiential learning opportunities are in the form of labs, simulations, and gamification platform(s), which will provide students with hands-on training to prepare them for responding to and investigating cyberattacks.

Curriculum

Total Program Credits: 30 credits

Course	Course Title	Credits
Core Courses (24 credits)		
CIC 501	Cyber Criminology and Criminal Justice (F)	3
CIC 521	Cyber Risk Assessment and Management (F)	3
CIC 531	Cyber Defense and Countermeasures (F)	3
CIC 551	Digital Forensics Investigation (A)	3
CIC 561	Penetration Testing and Offensive Security (A)	3
CIC 541	Data Analysis (F)	3
CIC 571	Mobile Forensics (A)	3
CIC 590	Capstone Options	3
Electives (choose 2)		
CIC 512	Research in Cybercrime and Cybersecurity	3
CIC 542	Geographic Information System (GIS) for Cybercrime and Cybersecurity	3
CIC 511	Essentials in Cybersecurity	3
SE 501	Intro to Software Development	3

Note: F= Fundamental Course; A= Advanced Course

Education

Dr. Maria Oreshkina

Chair & Director of Graduate Programs

570-941-7421 or 570-941-6244

maria.oreshkina@scranton.edu

<http://academic.scranton.edu/department/education>

Director of Field Experiences – Scott Reilly

Certification Officer – Scott Reilly

Department Faculty: Professor - Tata J. Mbugua; Associate Professors- Jennifer Kaschak, Maria Oreshkina.

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 Science degree, 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.

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. Additional requirements for each program are described under the appropriate program description.

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.

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 CAS, 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 online at www.ets.org/praxis, where additional information can be found.

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 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 Secondary Education Master's degree programs. Applicants must earn a passing score on Praxis II examination before an admission decision to the program is made. Note that international students cannot be recommended for certification in Pennsylvania. 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.

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. 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 passing a comprehensive examination.

Applicants who do not possess an undergraduate degree in a content area of certification offered in the MS Secondary Education program (Biology, Chemistry, Communication, English, General Science, Mathematics, Physics, Latin, French, Spanish, German) may be required, in consultation with the Graduate Program Director, to complete up to 15 credits of additional undergraduate course work in the content area in which they plan to be certified prior to program completion.

International students may be permitted to complete this program, however, upon graduation, they will **not be eligible to apply for certification** in the Commonwealth of Pennsylvania due to state regulations. International students must submit a passing score on Praxis II examination prior to admission to the program. 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 pursuing the Master's in Secondary Education must complete a total of 36 graduate credit hours, (Modern Languages and Latin) or 34 (remaining certification areas) including 70 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.

Curriculum

For credit totals, please see bottom of grid.

Courses	Course Titles	Credits
Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (9 credits):		
EFND 510	Interdisciplinary Assessment	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
Secondary Education Requirements		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ESLS 503	Introduction to English Language Learners	3
ERDG 517	Literacy on the Secondary Level	3
ESEC 502	Planning and Instruction, Grades 7-12	3
ESEC 541	Subject Methods: Foreign Languages	3
ESEC 552	Subject Methods: Citizenship/Communication/ English	1
ESEC 553	Subject Methods: Mathematics/ Science	1

ESEC 566	Secondary Classroom Management and Discipline	3
ESEC 565	Secondary Classroom Internship	3
Total Credits for Secondary Education Certification in Biology, Chemistry, Citizenship with History, Citizenship with Political Science, Communication, English, General Science, Mathematics, Physics		34 credits
Total Credits for Latin and 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:		
	Student Teaching Application	Submission of Praxis Scores (Praxis II for MS Secondary Education or Fundamental Subjects for MS Special Education)
Spring	No later than October 1, 11:59pm for student teaching during the following spring semester	No later than January 1, 11:59pm prior to the spring student teaching semester
Fall	No later than March 1, 11:59pm for student teaching during the following fall semester	No later than August 1, 11:59pm prior to the fall student teaching semester

Special Education, MS

The MS Special Education program leads to initial PA certification in Special Education, PK-12. The program is 36 credits including a student teaching internship. The application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.

Graduate students who already hold or plan on obtaining their first N-3, K-6, PreK-4, 4-8, 7-12, K-12, or Reading Specialist PA certification, will be required to submit their first PA instructional certificate or a proof of application for their first PA instructional certificate no later than January 1st, before the spring semester of student teaching, or August 1st before the fall semester of student teaching. These individuals are required to take Special Education: Content Knowledge and Applications Test (5354) in order to be recommended for graduation. In addition, the graduate students are required to take and pass a Comprehensive Examination as designed and implemented by the Education Department in order to be recommended for graduation.

Graduate students who are planning on obtaining Special Education PK-12 as their initial PA certificate will be required to demonstrate 6 credits of college level Mathematics and 6 credits of English (3 credits of English Literature and 3 credits of Writing) and to submit a passing score on Fundamental Subject: Content Knowledge Test (5511) no later than January 1st, before the spring semester of student teaching, or August 1st before the fall semester of student teaching. These individuals are required to take Special Education: Content Knowledge Application Test (5354) in order to be recommended for graduation. In addition, the graduate students are required to take and pass a Comprehensive Examination as designed and implemented by the Education Department in order to be recommended for graduation.

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.

Curriculum

Total Program Credits: 36 credits

	Courses	Credits
Required Research Course (3 credits)		
EFND 506	Educational Research and Statistics	3
Required Foundation Courses		
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
Special Educ Coursework		
ERDG 506	Advanced Linguistics: Language Foundations for Teachers of Reading and Writing	3
ESPC 501	Inclusionary Classroom Practices	3
ESPC 510	Introduction to Early Childhood Special Education	3
ESPC 516	Special Education Assessment	3
ESPC 530	Introduction to Assistive Technology in the Classroom	3
ESPC 531	Evidenced-Based Practices for Students w/ Low Incidence Disabilities	3
ESPC 536	Evidence-Based Practices for Students w/ High Incidence Disabilities	3
ESPC 541	Principles of Behavior Change for Educators	3
ESPC 551	Special Education Teaching Internship: Planning	1
ESPC 552	Special Education Teaching Internship: Instruction	1
ESPC 553	Special Education Teaching Internship: Classroom Management	1
Total Program Credits		36

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 online 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 Learning Outcomes are not available for Educational Administration. This is under a teach-out phase.

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.

**There are no Program Learning Outcomes to list for Administrative Certification. This is under a teach-out phase.

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 Program in Special Education²

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 pursuing 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, Mathematics¹) 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. **The 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.

¹Mathematics 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.

Secondary Education Post-Baccalaureate

This Secondary Education Post-Baccalaureate Certificate program is an option for graduate students who are interested in seeking a program that prepares them for Pennsylvania teacher certification requirements in secondary education, without obtaining a Master's Degree. This program requires students to complete 28-30 credits in graduate-level secondary education coursework.

Admission Requirements

Applicants should include:

- resume,
- possess an undergraduate GPA of 3.00 (on a 4.00 scale),

- transcripts,
- letter for admission,
- 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.

The application deadline to the program is March 1st. Later applications may be accepted as program capacity allows.

International students will not be admitted to the proposed Secondary Education Postbaccalaureate Certificate program. International students are not eligible for teacher certification within the state of Pennsylvania and the program prepares only for certification.

Curriculum

Total Program Credits: 28-30 credits

Fall		
Course	Course Title	Credits
EFND 510	Interdisciplinary Assessment	3
ESPC 501*	Inclusionary Classroom Practices	3
ESEC 502*	Planning and Instruction, Grades 7-12	3
ESEC 541*	Subject Methods: Foreign Languages (for content areas in Latin and Modern Languages only)	3
ESEC 552*	Subject Methods – Citizenship/Communication/English (for content areas in Citizenship with History, Citizenship with Political Science, Communication, and English only)	1
ESEC 553*	Subject Methods – Mathematics/Science (for content areas in Biology, Chemistry, Gen Science, Mathematics, and Physics only)	1
Intersession		
EFND 516	Advanced Educational Psychology	3
ESPC 506	Education of the Exceptional Child	
Spring		
ESLS 503*(4)	Introduction of English Language Learners (Hybrid)	3
ERDG 517*	Literacy on the Secondary Level	3
ESEC 566*	Secondary Classroom Discipline and Management	3
ESEC 565	Secondary Classroom Internship 12 weeks of student teaching in local schools	3
Total Hours in Program		28-30 credits

*Face to Face Courses (sessions)

Finance

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<http://www.scranton.edu/academics/ksom/eco-fin/index.shtml>

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.

This program allows for two specializations: (1) Corporate Finance and Investments, (2) Financial Analytics. The Corporate Finance and Investments specialization allows students to broaden their career opportunities. It emphasizes financial analytical skills which students can take to the workplace in corporate finance, asset management, and investment banking. The Financial Analytics specialization meets the market demands and provides students the option to pursue a deeper understanding in data analysis.

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. 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. For the summer 2021 and fall 2021 terms, the GMAT/GRE requirements will be waived due to testing limitations surrounding the Covid-19 pandemic. In general, 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 502A Financial Accounting Module
MBA 502B Managerial Accounting Module
MBA 503A Microeconomics Module
MBA 503B Macroeconomics 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.

Curriculum

Total Program Credits: 30

Corporate Finance and Investments Specialization		
Core Courses (24 credits required)	Courses	Credits
FIN 508	Financial Management	3
FIN 582	Advanced Financial Management	3
FIN 583	Investment Analysis	3
FIN 585	Derivative Securities	3
FIN 586	Portfolio Theory	3
FIN 588	Quantitative Analysis of Finance	3
FIN 590	Capstone Completion (non-credit)	3
ECO 507	Managerial Economics	3
MGT 501	Responsibility, Sustainability & Justice	0
Electives (choose 2 of the following)		
FIN 565	Fixed Income Theory and Valuation	3
FIN 575	CFA (Level 1) Body of Knowledge	3
FIN 581	Financial Institutions	3
FIN 584	International Finance	3
FIN 587	Treasury Management	3
ECO 583	Macroeconomic Analysis: A Global Perspective	3
ACC 527	Financial Reporting and Research	3
Total Program Credits		30

Financial Analytics Specialization		
Core Courses (24 credits required)	Courses	Credits
BUAN 571	Introduction to Business Analytics	3
BUAN 572	Data Mining	3
FIN 508	Financial Management	3
FIN 582	Advanced Financial Management	3
FIN 583	Investment Analysis	3
FIN 585	Derivative Securities	3
FIN 586	Portfolio Theory	3
FIN 588	Quantitative Analysis of Finance	3
FIN 590	Capstone Completion	0
Electives (choose any 2 courses below)		
BUAN 573	Business Analytics Using R	3
BUAN 574	Business Forecasting Models	3

BUAN 575	Business Simulation	3
BUAN 576	Business Database Management	3
BUAN 577	Data Visualization	3
BUAN 588	Business Analytics Using Python	3
Total Program Credits		30

Health Administration and Human Resources

Health Administration

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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. Applicants for the campus-based MHA program are encouraged to apply by May 1 for fall semester entry; and October 1 for spring semester entry. Applications received after these dates 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 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 HAD 581 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 each facility to which he /she is assigned. Prior to beginning their fieldwork placement, students shall undergo a criminal background check and required clearances at their own expense.

The facility shall determine whether the results of the criminal background check and 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 may include, but are not limited to, the following:

- FBI fingerprinting;
- State specific criminal background checks;
- Child abuse clearances;
- Two step TB testing;
- Hepatitis B vaccination;
- Flu vaccine;
- Covid 19 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;
- Students with 0-3 years of work experience may be admitted to the program and will be required to take HAD 581 to meet the Applied Professional Experience requirement; admitted students with 3 or more years of work experience will complete HAD 580 or HAD 582 as their Applied Professional Experience;
- The applicant will also submit three letters of recommendation. If the applicant has three years of management experience, at least one of the letters should come from a different senior executive within the applicant's organization or prior organization of employment;
- Resumé;
- Background check disclosure form;
- Background check authorization form;
- 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 as specified in the Program Manual.
- 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 an Applied Practical Experience, 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 Applied Practical Experience HAD 581 Administrative Residency (1,000 hours) is generally required for students with no prior applied healthcare management experience.

Other types of Applied Practical Experience include HAD 580 Internship (3 cr.), HAD 583 Externship (1 cr.) or HAD 582 Directed Study (1-3 cr.). These Applied Practical Experiences can be used as an elective. 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 show evidence of attendance at two professional meetings. Examples would include ACHE, MGMA, HFMA or local affiliates. 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 student's 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

The online MHA program consists of 41 core credits, 3 elective credits, and a 3 or 8 credit Applied Practical Experience. All online MHA students will also participate and be evaluated in the Fit-for-the-Profession program.

Courses are offered in six 7-week terms each academic year in a web-based delivery format. In addition, courses may be offered during the five-week mini-term between the Fall and Spring terms. 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 seven 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. HAD 506 can be taken contemporaneously with HAD 509.

The Applied Practical Experience that is required will vary depending on the student's prior work experience. Either HAD 580 Internship in Health Administration (3 cr) or HAD 582 Directed Study (3 cr) is required for students with three or more years of work experience. HAD 581 Administrative Residency (8 cr) is required for students with less than 3 years of work experience.

Credit for Life Experience

Online MHA Degree students may be eligible for up to six (6) credits by applying for and receiving academic credit for documented life and/or work experience. The total number of credits awarded will count towards and not exceed the total transfer credits allowed by the program. This credit for prior learning will be evaluated via the review of a portfolio submitted to the Department Chair and/or Program Director which documents the experience and the learning outcomes and/ or competencies for the elective or required course for which the student is seeking credit. The portfolio should demonstrate the college-level learning gained through the work or life experience as it applies to the elective course for which the credit is being sought. At a minimum, the portfolio must consist of a cover letter, up to date resume, pertinent job descriptions, and at least one letter of attestation from an appropriate individual(s). The recommendation to grant Life/Work Experience credits for credit in lieu of a program elective or required course will be made by the Program Director and/or Department Chairperson. Final approval is made by the Dean.

In making this determination, faculty will consider and document the course learning outcomes and/or competencies met as evidenced by this portfolio of work. In addition to a completed Approval for Credit for Prior Learning Form, a written evaluation clearly indicating how the experience meets these outcomes will be prepared by the program director and/or chair and submitted to the Dean for approval. The information recorded on the evaluation will be maintained as part of the student's permanent academic record.

Specializations

The University of Scranton MHA degree provides the opportunity for several specializations: Global Health, Health Informatics, Population Health Management and Post-Acute Care Administration. Each of these specializations requires 3 courses but only adds 6 required credits to the MHA curriculum.

Foundation Courses (12 cr) taken in first year	Course	Credits
HAD 519	HC Serv. and Systems	3
HAD 501	HC Financial Mgt. I	3
HAD 500	HC Organizations/Ad	3
HAD 505	HC Stats/Research	3
Additional Required Courses		
HAD 504	Human Resources Mgt.	3
HAD 521	HC Financial Mgt. II	3
HAD 522	HC Operations and Quality	3
HAD 523	HC IT Mgt.	2
HAD 525	HC Ethics	3
HAD 508	Leadership in Health Admin.	3
HAD 502	HC Law	3
HAD 515	HC Planning and Marketing	3
Graduate Free Elective (Options Below)		3
HAD 506	HC Economics and Policy	3
HAD 509	Administrative Issues	3
Elective Courses (3 cr required)		
HAD 510	Hospital Administration	3
HAD 512	Medical Practice Administration	3
HAD 513	Long Term Care Administration	3
HAD 517	Global Health Management	3
HAD 526	Grants Writing and Management	3
HAD 528	Nursing Home Administration	3
HAD 529	Assisted living Administration	3
HAD 540	Epidemiology and Population Health	3
HAD 541	Population Health and Systems Science	3
HAD 542	Population Health Science: An Interdisciplinary Approach	3
HAD 582	Directed Study (May be an elective if not used to meet Applied Professional Experience requirement)	1-3
HAD 584	Special Topics	1-3
HAD 596	European Health Systems (Study Abroad Component)	3
HAD 595	South American Health Systems (Study Abroad Component)	3
HAD 580	Internship in Health Administration (May be an elective if not used to meet Applied Professional Experience requirement)	
HINF 520	Introduction to Health Informatics (only for Specialization in Health Informatics)	3
Applied Professional Experience Courses (3 or 8 cr required, dependent upon prior work experience. Determined at time of Admission)		

HAD 580	Internship in Health Administration	3
HAD 581	Administrative Residency	8
HAD 582	Directed Study	3
Required Courses for Specialization in Global Health		
HAD 517	Global Health Management	3
HAD 596	European Health Systems (Study Abroad Component)	3
HAD 595	South American Health Systems (Study Abroad Component)	3
Required Courses for Specialization in Health Informatics		
HINF 520	Introduction to Health Informatics	3
HINF 550	Population Health for Health Informatics	3
HINF 570	Health Information Policy and Governance	3
Required Courses for Specialization in Population Health		
HAD 540	Epidemiology and Population Health Management	3
HAD 541	Population Health and Systems Science	3
HAD 542	Population Health Science: An Interdisciplinary Approach	3
Required Courses for Specialization in Post-Acute Care Administration		
HAD 513	Long Term Care Administration	3
HAD 528	Nursing Home Administration	3
HAD 529	Assisted Living Administration	3
Credits for On-Campus Program		44 credits + 3 or 8 credits for fieldwork
Credits for Online Program		44 credits + 3 or 8 credits for fieldwork
Credits for MHA with a Specialization in Global Health, Health Informatics, Population Health, or Post-Acute Care Administration		50 or 53 + 3 or 8 credits for fieldwork

Global Health Specialization

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.

This specialization is available to both on-campus and online students. It requires 3 specific courses (9 credits) but a minimum of 6 credits in addition to the regular MHA curriculum (a total of 50 or 53 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 requires 3 specific courses (9 credits) but a minimum of 6 in addition to the regular MHA curriculum. One of the 3 of the required courses can be taken to satisfy 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 requires 3 specific courses (9 credits) but a minimum of 6 credits in addition to the regular MHA curriculum. One of the 3 required courses can be taken to satisfy 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.

Post-Acute Care Administration

This specialization will prepare MHA students for a meaningful career in Post-Acute Care Administration and meet some licensing requirements in Pennsylvania. The content of courses is based on federal guidelines and regulations, accepted principles, and practices in important domains of Post-Acute Care Administration identified by The National Association of Long-Term Care Administrator Boards (NAB).

It is available to residential and online MHA students. It requires 3 specific courses (9 credits) but a minimum of 6 credits in addition to the regular MHA curriculum. One of the 3 required courses can be taken to satisfy 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 513- Long Term Care Administration, HAD 528- Nursing Home Administration and HAD 529- Assisted Living Administration.

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 three required courses.

HAD 519- Health Services and Systems
HAD 500- Health Care Organization and Administration
HAD 501- Health Care Financial Management I
Plus 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. 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.

Accreditation

On-Campus Program and Online Degree Program

Both graduate health administration programs are 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.

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/

Human Resources

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 human resource management 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 to 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.

The Program

The human resource management 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.

Curriculum

Total Program Credits: 33 credits

		Courses	Credits
Prerequisite Course	HR 500	Organizational Behavior and Leadership	3
Prerequisite Course	HR 501	Human Resources	3
	HR 503	Control and Budgeting Systems	3
	HR 504	Strategic Planning	3
	HR 505	Recruitment and Staffing	3
	HR 506	Workplace Learning and Performance	3
	HR 510	Organizational Change	3
	HR 511	Total Rewards	3
	HR 512	Employee and Labor Relations	3
	HR 516	Ethics in Human Resources	3
Capstone Experience	HR 520	Capstone: Applied HR	3
Total Program Credits			33 credits

Professional Certification

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/
IFEBC	*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

Health Informatics

William Miller, Program Director
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570-941-4527

Program Description

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, 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, and other supporting documents, should be received at least ten days before the term in which the student wishes to begin graduate study. International students, whose native language is not English, must demonstrate their proficiency in English by meeting criteria established for admission to the University.

Data Analytics Specialization

This specialization provides students with additional competencies beyond the health informatics program to meet the growing demand for individuals who can help healthcare organizations to turn health data into actionable information. Students will have an overview of descriptive, predictive and prescriptive analytics, and will be able to use data mining and data visualization techniques. The Data Analytics Specialization consists of three 3-credit courses: BUAN 571, BUAN 572 and BUAN 577. HAD 522 is not required for the specialization. Prerequisites to BUAN 571 are MBA 501A and MBA 501B. These may be waived depending on the student's background. The MBA 501C Information Management module prerequisite for BUAN 571 is waived for students in the health informatics program. The MS in Health Informatics degree with this specialization requires 39-41 credits for completion.

Health Administration Specialization

This is a nine-credit specialization consisting of three courses from the MHA program: HAD 500 – Health Care Organization and Administration; HAD 501 – Health Care Financial Management I; and HAD 522 – Health Care Operations and Quality. Students are able to complete this specialization using only six additional credits as HAD 522 is currently part of the informatics curriculum.

Curriculum

Total Program Credits: 33-41 credits

Course	Course Title	Credits
*HINF 520	Introduction to Health Informatics	3
*HINF 530	Healthcare Knowledge for Health Informatics	3
*HINF 535	Principles of Computer Science and Software Development	3
*HINF 540	Information Technology for Health Informatics	3
HINF 545	Database Principles and Applications	3
HINF 550	Population Health for Health Informatics	3
HINF 560	Business Management and Communication for Health Informatics	3
HINF 570	Health Information Policy Governance	3
HINF 580	Current Trends in Health Informatics	3
Additional Courses Required for Data Analytics Specialization		
**MBA 501A	Statistics Module	3
**MBA 501B	Management Science Module	3
BUAN 571	Introduction to Business Analytics	3
BUAN 572	Data Mining	3
BUAN 577	Data Visualization	3
Additional Courses Required for Health Administration Specialization		
HAD 500	Health Care Organization and Administration	3
HAD 501	Health Care Financial Management I	3
HAD 522	Health Care Operations and Quality	3
HINF 591	Health Informatics Capstone I	1.5
HINF 592	Health Informatics Capstone II	1.5
Total Program Credits		33-41 credits

*All students must take these courses, however, these are the only ones in which Accelerated students can enroll prior to earning their undergraduate degree.

**MBA 501A and MBA 501B are pre-requisites to BUAN 571, however it is possible that some students will have met this requirement

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.

Accelerated Health Informatics Program

Students enrolled in any University of Scranton undergraduate program may seek early acceptance and admission into the MS in Health informatics (MSHI) Program. Students are eligible to apply for this admission option if they have achieved a GPA of at least 3.5 after completing 60 credit hours or a GPA of at least 3.25 after completing 90 credit hours. A completed application, together with official transcripts of undergraduate work to date, letters of recommendation, and other supporting documents, should be received at least ten days before the term in which the student wishes to begin graduate study.

Students are limited to taking up to the first four courses of the program prior to completing their undergraduate degree. These courses are HINF 520 –Introduction to Health Informatics; HINF 530 – Healthcare Knowledge for Health Informatics; HINF 535 – Principles of Computer Science and Software Development; and HINF 540 – Information Technology for Health Informatics.

Contact the MSHI Program Director for additional information.

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 for Health Informatics Certificate

The program consists of four, 3-credit hour on-line courses 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.

Curriculum

Total Program Credits: 12 credits

	Courses	Credits
HINF 520	Introduction to Health Informatics	3
HINF 530	Healthcare Knowledge for Health Informatics	3
HINF 535	Principles of Computer Science and Software Development	3
HINF 540	Information Technology for Health Informatics	3
Total Program Credits		12 credits

Nursing

Dr. Teresa Conte, Chair
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Department Faculty: Professors – Dona Rinaldi Carpenter, EdD, RN, Mary Jane DiMattio, PhD, RN, Marian Farrell, PhD, PMH-NP, BC, PMH-CNS, CRNP, CS, Patricia Wright, PhD, CRNP, CNS, ACNS-BC, CHPN, CPH; Associate Professors – Barbara Buxton, PhD, PMHCNS-BC, RN, CNS, Teresa Conte, PhD, CRNP (Chairperson), Ann Feeney, PhD, CRNP, CNM, Lisa Lesneski, PhD, RN, Wendy Manetti, PhD, CRNP; Assistant Professors – Laura Chavez, PhD, RN, Kelly Filchner, Julie Murphy, PhD, RN, Cristen Walker, PhD, CRNP (Undergraduate Program Director); Faculty Specialists - Michele Boland, MSN, RN, Ann Culp, BA, RN, DNP, Susan Elczynna, PhD, CRNA (Anesthesia Assistant Program Administrator), Natalie Gilboy, RN, MSN, CRNP, PMHS, Mary Kovalski, PhD, MSN, RN, ACNS-BC, CCRN, Linda Lewis, MSN, RN, CCNS, RN-BC, Tracy Murray, JD, CRNP, MSN, CRNA (Anesthesia Clinical Director), Jason Phillips, MSN, CRNP, AGACNP-BC, Laurie Valunas, MSN, RN, CPNP (Assistant to Undergraduate Program Director), Lecturer- Anna Grippi, MSN, RN.

Director of Graduate Programs- Mary Jane DiMattio, maryjane.dimattio@scranton.edu

Director of Family Nurse Practitioner Programs- Wendy Manetti, wendi.manetti@scranton.edu

Director of Psychiatric Mental Health Nursing Programs- Marian Farrell, marian.farrell@scranton.edu

Nurse Anesthesia Program Administrator- Ann Culp, ann.culp@scranton.edu

Director of Nursing Simulation- Autumn Forgione, RN, MSN, AGNP

Director of Nursing Clinical Operations- Michelle Van Pelt, RN, MSN

Nursing and Lab Educator- Shannon Kaspriskie, RN, MSN

Nursing Clinical Placement Coordinator- Melinda Finnerty

The Department offers course work leading to a Master of Science in Nursing (MSN) degree with specialization in either Family Nurse Practitioner (FNP) and Executive Nurse Leadership (ENL). In addition, post-master's certificate options are 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 Mental Health Nurse Practitioners.

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

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 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. In addition, students are required to submit proof of Hepatitis B immunization or sign a declination form. Influenza vaccine is required each year for the current flu season.

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

All applicants are required to submit proof of fully vaccinated Covid Status.

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

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at the University of Scranton are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

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. 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 software 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, 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

Total credits for program: 36 credits

Twenty-One Month Full-Time Course of Study

First Year	Required Courses	Course	Credits
Fall	NURS 510	Advanced Physiology and Pathophysiology	3
	NURS 530	Advanced Clinical Assessment	2
	NURS 530L	Advanced Clinical Assessment Lab	1
	NURS 541	Family Health Promotion	2
	NURS 542	Family Clinical Practicum I	1
Spring	NURS 520	Advanced Pharmacology	3
	NURS 551	Health Problems in the Developing Family	3
	NURS 552	Family Clinical Practicum II	2
Summer	NURS 591	Issues in Advanced Practice Nursing	3
Second Year			
Fall	NURS 561	Health Problems in the Established Family	3
	NURS 562	Family Clinical Practicum III	2
	NURS 593	Research Methodology and Application	3
Spring	NURS 571	Family Health Synthesis	3
	NURS 572	Family Clinical Practicum IV	2
	NURS 597	Systems Leadership in Advanced Practice Nursing	3
Total Program Credits			36 credits

Family Nurse Practitioner Post-Master's Certificate Only

Total credits for program: 27 credits

Twenty-One Month Course of Study

First Year	Required Courses	Course	Credits
Fall	NURS 510	Advanced Physiology and Pathophysiology	3
	NURS 530	Advanced Clinical Assessment	2
	NURS 530L	Advanced Clinical Assessment Lab	1
	NURS 541	Family Health Promotion	2
	NURS 542	Family Clinical Practicum I	1
Spring	NURS 520	Advanced Pharmacology	3
	NURS 551	Health Problems in the Developing Family	3
	NURS 552	Family Clinical Practicum II	2
Second Year			
Fall	NURS 561	Health Problems in the Established Family	3
	NURS 562	Family Clinical Practicum III	2
Spring	NURS 571	Family Health Synthesis	3
	NURS 572	Family Clinical Practicum IV	2
Total Program Credits			27 credits

Accelerated MSN Degree

An accelerated Master of Science in Nursing (MSN) degree is available for students in the undergraduate nursing program. 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 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.

Accelerated MSN students must complete all required graduate courses for their chosen specialization.

Doctor of Nursing Practice, DNP

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 with a focus on Leadership or entry level BSN-DNP with a focus in Nurse Anesthesia.

The DNP program is comprised of core courses that cover scientific inquiry, evidence-based practice, clinical prevention and population health, information systems, health care policy, and organizational management and leadership. These core courses provide the foundation for doctoral nursing study and are taken by all DNP students. Additionally, each student is required to take the specialty courses in their specialization. Courses for each specialization in the DNP program are listed under each specialization heading.

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 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. In addition, students are required to submit proof of Hepatitis B immunization or sign a declination form. In addition, proof of a Covid vaccine is required.

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.

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

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at the University of Scranton are 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 Post-Master's 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.

Curriculum

Total Program Credits: 30 credits

Full-Time

First Year	Required Courses	Course	Credits
Fall	NURS 700	Epidemiology and Biostatistics	3
	NURS 710	Information Systems and Health Care Technology	3
Spring	NURS 720	Advanced Scientific Inquiry	3
	NURS 730	Translating Evidence into Practice	3
Summer	NURS 740	Health Care Management for Advanced Practice Nurses	3
	NURS 750	Promoting Health in Vulnerable Populations	3
Second Year			
Fall	NURS 760	Advanced Health Care Policy	3
	NURS 780	DNP Scholarly Project I	3
Spring	NURS 770	Professional Leadership and Organizational Change	3
	NURS 790	DNP Scholarly Project II	3
Total Program Credits			30

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 online.

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.

Total credits for program: 30 credits

Required Courses (11 cr.)	Courses	Credits
NURS 591	Issues in Advanced Nursing Practice	3
NURS 593	Research Methodology and Application	3
NURS 597	Systems Leadership in Advanced Practice Nursing	3
NURS 541	Family Health Promotion	2
Concentration/ Specialization Courses (19 cr.)		
HAD 501	Health Care Financial Management	3
HAD 504	Human Resources Management	3
HAD 508	Leadership in Health Care Organizations	3
NURS 598	Executive Nurse Leadership Practicum	1
Nursing Electives		6
Free Graduate Elective		3
Total Program Credits		30 credits

Nurse Anesthesia, DNP

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.

	Courses Required	Courses	Credits
First Year (36 credits)			
Summer	NURS 520	Advanced Pharmacology	3
	NURS 593	Research Methodology and Application	3
Fall	NURS 504	Anatomy and Physiology for Nurse Anesthesia	3
	NURS 514	Chemistry and Physics for Nurse Anesthesia	3
	NURS 517	Advanced Pharmacology of Nurse Administered Anesthesia I	4
	NURS 700	Epidemiology and Biostatistics	3
	NURS 710	Information Systems and Health Care Technology	3
Spring	NURS 518	Advanced Pharmacology of Nurse Administered Anesthesia II	2
	NURS 510	Advanced Physiology and Pathophysiology	3
	NURS 529	Nurse Anesthesia Principles I	3
	NURS 720	Advanced Scientific Inquiry	3
	NURS 730	Translating Evidence into Practice	3
Second Year (26 credits)			
Summer	NURS 530	Advanced Clinical Assessment	2
	NURS 530L	Advanced Clinical Lab Assessment	1
	NURS 539	Nurse Anesthesia Principles II	3
	NURS 539L	Nurse Anesthesia Principles II Lab	1
Fall	NURS 546	Nurse Anesthesia Clinical Practicum I	2
	NURS 549	Nurse Anesthesia Principles III	4
	NURS 549L	Nurse Anesthesia Principles III Lab	1
	NURS 760	Advanced Health Care Policy	3
Spring	NURS 556	Nurse Anesthesia Clinical Practicum II	2
	NURS 559	Nurse Anesthesia Principles IV	4
	NURS 778	Organizational and Systems Leadership for Nurse Anesthesia	3
Third Year (21 credits)			
Summer	NURS 765	Nurse Anesthesia Residency and DNP Scholarship I	7
Fall	NURS 775	Nurse Anesthesia Residency and DNP Scholarship II	7
Spring	NURS 785	Nurse Anesthesia Synthesis and Residency III	7
Total Program Credits			83 credits

Accreditation

The program is accredited by The Council on Accreditation of Nurse Anesthesia Educational Programs (COA). In 2022, the program received the maximum accreditation status of ten years from the COA.

Date of Last Review: 10/2022

Date of Next Review: 10/2032

Accreditation Status: Continued Accreditation

Council on Accreditation

10275 W. Higgins Rd., Suite 906

Rosemont, IL 60018-5603

224-275-9130

<https://www.coacrna.org>

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 hold an unencumbered license as a registered nurse in either Pennsylvania or New York. 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 510, 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.

Master of Science in Nursing (MSN)

The master's 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 FNP and PMHNP specialization take advanced physiology and pathophysiology, advanced pharmacology, and advanced clinical assessment. Each student is required to take the advanced practice specialty courses in their specialization. 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 proof of fully vaccinated Covid status and a master's degree in nursing from a CCNE, ACEN, or CNEA accredited program. A gap analysis will be conducted on an individual basis. 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.

Curriculum

Total credits for program: 37 credits

Core (21 credits required)	Courses	Credits
NURS 510	Advanced Physiology and Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	2
NURS 530L	Advanced Clinical Assessment Lab	1
NURS 591	Issues in Advanced Practice Nursing	3
NURS 593	Research Methodology and Application	3
NURS 594	Theory and Research Application	3
NURS 595	Nursing Ethics	3
Specialty Courses (16 credits required)		
NURS 533	Nurse Educator Role	3
NURS 534	Strategies for Teaching Nursing	3
NURS 535	Nurse Educator Practicum	1
NURS 563	Advanced Theory in Adult-Gerontology Nursing I	3
NURS 564	Advanced Applications in Adult-Gerontology Nursing I	1.5
NURS 573	Advanced Theory in Adult-Gerontology Nursing II	3
NURS 574	Advanced Applications in Adult-Gerontology Nursing II	1.5
Total Program Credits		37 credits

Occupational Therapy

Dr. Carol Coté, Chair & Program Director
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<http://www.academic.scranton.edu/department/ot/>

Department Faculty: Associate Professors - Carol Coté, Marlene J. Morgan, Julie A. Nastasi; Assistant Professors – Michael A. Bermudez, Karen L. Brady, Deborah Budash, Laura Zagacki; Faculty Specialists - Stephanie DeNaples, Carrie Griffiths, Lisa Kozden, Chandra Nealon, Patricia Wisniewski.

Overview

The University offers a five-year, entry-level Master of Science (MS) degree program in Occupational Therapy (OT) and a six-year, entry-level Doctor of Occupational Therapy (OTD). Students enter these programs as freshmen and proceed through four years of undergraduate study to receive a Bachelor of Science degree in Health Sciences. Students enter the program undifferentiated for the MS or OTD track; at the end of the third year of study students can either apply to enter the OTD track or remain in the MS track. Both tracks lead to ability to sit for the national certification exam and qualify for licensing in all states. Following the awarding of the BS in Health Sciences, the students complete either the MS track or the OTD track and are awarded either the MS or OTD 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 grade of C (2.00) must be attained in every undergraduate cognate and OT course. A minimum overall undergraduate GPA of 3.00 is required in order to advance into graduate study; a minimum, overall GPA of 3.00 must be achieved and maintained throughout the graduate year.

The normal length of time for completion of the program is five and one-half years for the MS track and six and one-half years for the OTD track. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Required OT Level II Fieldwork are graded on a Credit/No Credit basis.

Accreditation

The Entry Level Occupational Therapy Programs are 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) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's phone number is c/o AOTA (301) 652-AOTA and its web address is WWW.ACOTEONLINE.ORG. The MS degree program is fully accredited and scheduled for reaccreditation in 2024. The OTD degree program has candidacy status and is scheduled for full accreditation status in 2025.

Graduates of the programs 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 completion of fieldwork for licensing in each state. 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.

Doctorate in Occupational Therapy (OTD) Overview

The Department of Occupational Therapy offers a doctorate in occupational therapy (OTD), an entry-level practitioner degree which is designed to give the motivated student increased exposure and experience in research, evidence-based practices and leadership roles. The full program requires 6 1/2 years: 4 years of undergraduate coursework (127 credits) and 2 1/2 years of graduate coursework including two summers of fieldwork (53 credits).

Admissions

During the junior year, students in good standing and with a GPA of a least 3.0 may apply for entry into the OTD track; admissions will be limited to top candidates and is not guaranteed. (*Students not entering the OTD track will remain in the MS track*).

Fieldwork Requirement

All students engage in three Level I fieldwork assignments during the undergraduate years: 40 hours for each rotation associated with practice courses in children and youth, mental health, and physical rehabilitation. Two 12-week Level II fieldwork assignments are completed during the two summers of the graduate years.

Capstone

Following successful completion of all coursework and fieldwork the OTD student must complete an off-site, 14-week Capstone Experience that furthers professional knowledge in one or more of the following eight areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and theory development. Preparation for the Capstone occurs over the course of three semesters under the supervision of a faculty mentor and in conjunction with a community mentor.

Academic Regulations

All OTD students are expected to conform to the regulations stated in both The University of Scranton Graduate Studies Catalog and the Department of Occupational Therapy Student Handbook. Additional information about the program is available at the Occupational Therapy website.

Curriculum OTD Degree

Total undergraduate (127) and graduate (53) credits for the OTD Degree: 180

	Course Titles	Credits
Undergraduate Courses	BS in Health Sciences required for admission into the graduate program, including OT 491 and OT 493 (see Undergraduate Catalog for full listing of required courses)	127 cr
OT 581	OT Level II Fieldwork- I (Equivalency Credit)*	6
OT 520	Advanced Occupational Performance I	3
OT 521	Advanced Occupational Performance II	3
OT 526	Neurocognitive and Neuromotor Challenges	3
OT 525	Occupational Therapy in Community Settings	3
OT 530	Topics in Occupational Therapy I	1
OT 531	Topics in Occupational Therapy II	1
OT 542	Understanding Disability and the Therapeutic Relationship	3
OT 550	Graduate Seminar in Theory	3
OT 582	OT Level II Fieldwork-II (Equivalency Credit)*	6
OT 701	Doctoral Capstone I	3
OT 702	Doctoral Capstone II	3
OT 703	Doctoral Capstone III	2
OT 730	Topics in Occupational Therapy III	1
OT 744	Advanced Leadership Principles, Ethics & Pragmatics	3
OT 750	Advanced Assessment Across the Lifespan	3
OT 780	Capstone Experience	6
Total Program Credits		180

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 scholarly experience. The foundation for this is experience is OT 350 - (EPW) Quantitative and Qualitative Research Methods. In the spring semester of senior year students begin their project-based scholarly experience, which will develop in coursework over

three semesters: OT 492 - Research and Scholarship I, OT 592 - Research and Scholarship II, and OT 593 - Research and Scholarship III. The experience involves active group participation in a faculty-mentored research project. Students are required to present the outcome of their research experience in a public forum during the graduate year.

MS Degree Curriculum

Total undergraduate (125) and graduate program credits (39) for the MS degree: 164 credits

	Course	Credits
Undergraduate Courses	<i>(BS in Health Sciences required for admission into the graduate program, including OT 492 (see Undergraduate Catalog for full listing of required courses)</i>	125 cr
OT 520	Advanced Occupational Performance I	3
OT 521	Advanced Occupational Performance II	3
OT 525	Occupational Therapy in Community Settings	3
OT 526	Neurocognitive and Neuromotor Challenges	3
OT 530	Topics in Occupational Therapy I	1
OT 531	Topics in Occupational Therapy II	1
OT 542	Understanding Disability and the Therapeutic Relationship	3
OT 544	Leadership Principles, Ethics and Pragmatics	3
OT 550	Graduate Seminar in Theory	3
OT 592	Research and Scholarship II	2
OT 593	Research and Scholarship III	2
OT 581	OT Level II Fieldwork- I*	6
OT 582	OT Level II Fieldwork-II*	6
Total Graduate Credits		39
Total Program Credits		164

*Level II Fieldwork I and II are required 12-week clinical rotations that are completed on a full-time basis in different practice areas including physical rehabilitation, mental health, pediatrics, hand therapy, and community-based settings.

Physical Therapy

Dr. Renée M. Hakim

Chair/Program Director Physical Therapy Department
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Department Faculty: Professors- Renée M. Hakim, Lori Walton; Associate Professor- Michael Crowell; Assistant Professor- Anthony F. Carusotto, Tracey L. Collins; Instructor- Nicholas J. Rodio; Faculty Specialists- Dana R. Maida, Janette M. Scardillo, Jennifer J. Schwartz; Emeritus Professor- John Sanko.

Accreditation

The Doctor of Physical Therapy (DPT) Program at the University of Scranton is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100 Alexandria, Virginia 22305-3085; telephone: (703)706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call or email the program director Renee Hakim, at: (570)941-7499 or renee.hakim@scranton.edu.

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. Two ten-week full-time clinical experiences occur during the second and third summer sessions and one fourteen-week full-time clinical experience during the entire final/spring semester of the program. Clinical sites are located primarily in the mid-Atlantic and northeastern regions of the United States, but the department also maintains clinical contacts 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.

Clearances and Immunizations

In preparation for clinical experiences and coursework involving children, students will be required to annually obtain annual background checks and clearances. Pennsylvania Child Abuse History Clearance and PA State Police Criminal Background Check are required prior to the fall semester of year 1 and will be submitted annually through the clinical education data management system. A ten-panel drug screen and FBI fingerprinting will be required by the beginning of the spring semester Year 1 for inpatient integrated clinical experience clearance. Other clearances may be necessary as demanded by clinical sites. Failure to receive clearances in a timely manner may result in a delayed start of the clinical experience.

In addition, all students will be required to meet the following requirements prior to the fall semester of year 1: physical exam within the past year and immunizations listed on the back of the department's Student Information Form, including 1-step PPD test. All students must be immunized in order to complete the DPT curriculum. Clinical sites may have other specific requirements (subject to change) which must be met prior to beginning each clinical experience. Clinical site requirements are subject to change as affiliating organizations continue to develop more stringent requirements or time frames. In addition, the affiliating organization may refuse placement of a student based on failure to meet its requirements.

Curriculum

The DPT curriculum includes 111 credits, which progresses from foundational science courses to clinical application and addresses the practice of physical therapy in all settings throughout the lifespan. Full-time clinical experiences account for 24 credits with a total of 34 weeks. Safety, ethics and evidence-based practice are common themes, which continue 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.

Graduates will:

1. Sit for the physical therapy licensure examination within six (6) months of successfully completing all the requirements of the educational program;
2. Achieve a passing score on the physical therapy licensure examination;
3. Attain employment by entering the profession as a licensed physical therapist within one year of graduation;
4. Demonstrate competence in all areas of patient/client management (i.e., screening, examination/evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment) for individuals in varied health care delivery settings;
5. Embrace and exhibit the core values of the profession including: accountability, altruism, caring and compassion, excellence, integrity, professional duty and social responsibility;
6. Effectively communicate using appropriate teaching methods that are culturally sensitive and commensurate with the needs of the learner;
7. Utilize evidence-based practice to make clinical decisions essential for design and implementation of best practice for various populations;
8. Demonstrate professional advocacy and social responsibility by participating in prevention, health education and wellness initiatives locally, nationally and/or globally.

Academic Progress

- A DPT student who earns less than a C/77% (i.e., 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 by the Dean of PCPS.
- A DPT student must earn a 3.00 cumulative GPA or higher in order to enroll in full-time clinical experiences. A DPT student who does not earn a 3.00 cumulative GPA prior to a full-time 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 retake and pass the final written examination and/or practical examination for any course considered essential for safe and successful completion in preparation for any clinical experience.
- If a student does not pass all of the final written and practical examinations, the student will be dismissed from the program with no options for reapplication.

DPT Guaranteed Seat

A select group of incoming freshmen who indicate an interest in the Doctor of Physical Therapy program on their application for undergraduate 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 (i.e., C- is not an acceptable grade). 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) at the time of application. 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 application submission to PTCAS. 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 (e.g., violations of the Student Code of Conduct) 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 must 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, Biology, Physiology and other sciences generally meet the prerequisites. Regardless of major, students, with the help of their academic advisors, will need to carefully plan 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 (i.e., 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.

Applicants must submit documentation and verification of 30 hours of direct observation of physical therapy patient care by the time of application to the DPT program. All experiences must be supervised by a licensed physical therapist. Observation in more than one setting is strongly encouraged. Documentation and verification must be submitted through the PTCAS application process.

To be eligible for admission to the DPT program in 2021, applicants must have an overall undergraduate 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).

- 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 chair of the respective department.

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.

Curriculum

Total Program Credits: 111 credits

Summer Required Courses	Course	Credits						
PT 700	Anatomy for PT	3						
PT 700L	Anatomy for PT Lab	3						
First Year Required Courses	Course	Credits	Second Year Required Courses	Course	Credits	Third Year Required Courses	Course	Credits
						PT 715	Orthopedic PT III	1
						PT 715L	Orthopedic PT III Lab	1
PT 701	Introduction to PT	2	PT 712	Neurological PT II	2	PT 722	Rehabilitation II for PT	1
PT 702	Basic Patient Mgmt in PT	2	PT 712L	Neurological PT II Lab	2	PT 722L	Rehabilitation II for PT Lab	1
PT 702L	Basic Patient Mgmt in PT Lab	1	PT 714	Orthopedic PT II	1	PT 743	Psychosocial Aspects of Disability for PT	2

PT 703	Advanced Patient Mgmt in PT	1	PT 714L	Orthopedic PT II Lab	1	PT 756	**Professional Practice Issues for PT	1
PT 703L	Advanced Patient Mgmt in PT Lab	1	PT 721	Rehab I for PT	1	PT 754	Diagnosis in PT	3
PT 704	Therapeutic Exercise in PT	2	PT 721L	Rehab I for PT Lab	1	PT 757	Organization and Mgmt in PT	3
PT 704L	Therapeutic Exercise in PT Lab	2	PT 731	Pediatric PT	2	PT 773	Scientific Inquiry III in PT	1
PT 705	Therapeutic Modalities in PT	2	PT 731L	Pediatric PT Lab	2	PT 783	PT Grand Rounds III	1
PT 705L	Therapeutic Modalities in PT Lab	1	PT 732	Geriatric PT	3	PT 794	PT Clinical Experience II	7
PT 706	Kinesiology and Pathokinesiology for PT	3	PT 741	Cardiovas and Pulmonary PT	2	PT 795	PT Clinical Education Sem III	1
PT 706L	Kinesiology and Pathokinesiology for PT Lab	1	PT 741L	Cardiovas and Pulmonary PT Lab	1	PT 796	PT Clinical Experience III	10
PT 707	Applied Clinical Neuroscience for PT	3	PT 744	Motor Control/ Motor Learning for PT	2			
PT 707L	Applied Clinical Neuroscience for PT Lab	1	PT 744L	Motor Control/ Motor Learning for PT Lab	1			
PT 711	Neurological PT I	3	PT 752	Pharmacology in PT	3			
PT 713	Orthopedic PT I	3	PT 755	Teaching and Learning in PT	2			
PT 713L	*Orthopedic PT Lab	1 or 2	PT 771	Scientific Inquiry I in PT	3			
PT 753	Applied Pathology for PT	3	PT 772	Scientific Inquiry II in PT	1			
PT 781	PT Grand Rounds I	.5	PT 782	PT Grand Rounds II	.5			
PT 791	PT Clinical Education Sem	1	PT 792	PT Clinical Experience I	7			
			PT 793	PT Clinical Education Sem II	1			
Total Credits for Program:								
								111

*Credit increase from 1 to 2 beginning with the Class of 2025

**PT 756 is not required for the Class of 2025

Software Engineering

Prof. Richard Plishka, Chair, Computing Sciences

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

Dr. Yaodong Bi, Director of Graduate Program

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Department faculty: Professors –Yaodong Bi, Associate Professors – Richard Plishka; Assistant Professors – Paul M. Jackowitz, Robert McCloskey, Alexander 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. 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.

Curriculum

Total Program Credits: 36 credits

	Courses	Credits
Fundamentals (12 credits)		
SE 500	Mathematics for Software Engineering	3
SE 501	Introduction to Software Development	3
SE 504	Formal Methods and Models	3
SE 507	Requirements Analysis and Software Specification	3
Advanced Courses (18 credits)		
SE 510	Principles and Applications of Software Design	3
SE 518	Software Security	3
SE 524	Software Project Management	3
Elective		3
Elective		3
Elective		3
Elective		3
Thesis Project (6 credits)		
SE 598	Project Analysis and Design	3
SE 599	Project Implementation and Evaluation	3
Totals Program Credits		36 credits

Capstone Experience

Each student is required to complete a thesis project; which is normally done during his/her last year in the program. A faculty member works with the student as the project advisor and at least one other faculty member must read and approve the student's thesis report. A thesis project normally involves the 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.

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.

Speech Language Pathology

Hope E. Baylow, D.A., CCC-SLP, BCS-S
Program Director, Communication Sciences &
Disorders (CSD) and Speech-Language Pathology (SLP)
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Department of Health and Human Performance

Department Chairperson: Paul Cutrufello - paul.cutrufello@scranton.edu

Program Faculty: Assistant Professors – Hope E. Baylow, Laura R. Chapman; Faculty Specialist-Christiane McDonald.

For more information, please visit www.scranton.edu/slp

Candidacy Statement: The Master of Science (M.S.) education program in speech-language pathology at The University of Scranton is an Applicant for Candidacy by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296- 5700.

Introduction: Based upon the Jesuit tradition of Excellence, the Speech-Language Pathology, Master of Science *distance learning* degree program (63-73 credit hours) will prepare students to become professional, competent clinicians who provide services for individuals from culturally/linguistically diverse backgrounds with various types and severities of communication and/or related disorders, differences, and disabilities, across the lifespan.

Mission: The mission of the graduate degree program is to provide students with the knowledge and skills required to become a professional, competent clinician in Speech-Language Pathology and to contribute to the advancement of the profession through clinical practice, research, leadership, and professional development.

Admission Requirements and Prerequisites: Students will be admitted for the Fall semester only. To be eligible for admission to the Master of Science, Speech-Language Pathology degree program, applicants are required to have a Bachelor of Arts or Science degree with an overall undergraduate GPA of 3.0 or higher on a 4.0 scale.

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 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.

Required prerequisite coursework includes:

- Statistics (this must be a stand-alone course)
- Biological sciences (a minimum of one course)
 - Biology, Human Anatomy and Physiology, Neuroanatomy and Neurophysiology, Human Genetics, or Veterinary Science
- Physical sciences (a minimum of one course)
 - Chemistry or Physics
- Social/Behavioral sciences (a minimum of one course)
 - Psychology, Sociology, Anthropology, or Public Health

Required foundational coursework (minimum of 18 credit hours from a university with accreditation from the American Speech-Language-Hearing Association (ASHA)) includes:

- Anatomy and Physiology of the Speech and Hearing Mechanism
- Speech and Language Development and Disorders
- Audiology
- Speech and Hearing Science
- Linguistics or Psycholinguistics
- Phonetics

Students must show evidence of a minimum of 25 hours in guided clinical observation in speech-language pathology and audiology prior to initiating graduate level coursework.

Students must also submit:

- Transcripts from all colleges/universities attended.
- One-page Statement of Interest in the Program/Profession
- Resume
- Three (3) Letters of Recommendation, with at least two of the three letters from previous faculty instructors.
- Review and acknowledge the Essential Functions in Speech-Language Pathology document.

All materials pertaining to the application will be submitted through CSDCAS. Required elements of the CSDCAS application will include timed video and written responses. Applications must be verified by 11:59 PM ET on February 1st. Applications can only be verified once all payments, transcripts, and letters of evaluation have been received. To ensure your application is verified on time, try to complete your application at least four weeks before the deadline.

Essential Functions in Speech-Language Pathology: The M.S., SLP degree program requires the student to engage in diverse, complex, and specific experiences essential to the acquisition and practice of speech-language pathology. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential for the completion of the requirements for the M.S. SLP degree, these functions are necessary to ensure the health and safety of patients/clients, fellow candidates, faculty, and other providers.

The essential functions required for successful admissions and continuance by candidates for the Master of Science in Speech-Language Pathology program at The University of Scranton include but are not limited to the following abilities:

Essential Function Domain 1 - Communication A student must possess adequate communication skills (with or without accommodations) to:

- Communicate proficiently in both oral and written or other forms of communication in English. • Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.
- Express ideas clearly and freely, including giving and receiving feedback.
- Complete reading assignments, writing assignments, search and evaluate the literature, and maintain written records in a timely manner.

Essential Function Domain 2 - Motor A student must possess adequate motor skills (with or without accommodations) to:

- Sustain the necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations (e.g., fire, choking, CPR)
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocols and with best therapeutic practice.
- Manipulate patient equipment (e.g., durable medical equipment to include AAC devices, hearing aids) in a safe manner.
- Access and use technology for education and clinical management (e.g., distance learning courses, billing, charting, therapy programs).
- Elicit information from patients by palpation, auscultation, and other evaluative procedures.
- Demonstrate adequate gross and fine motor movements, balance, manual dexterity, and kinesthetic awareness to safely perform speech-language pathology procedures.

Essential Function Domain 3 – Intellectual / Cognitive A student must possess adequate intellectual and cognitive skills (with or without accommodations) to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands at a level deemed appropriate by the CSD profession.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and use resources to increase knowledge.
- Use detailed written and verbal instruction to make unique and independent decisions.
- Use sound judgment, prioritize therapeutic interventions, and measure and record outcomes. • Use the computer for searching, recording, storing, and retrieving information.

Essential Function Domain 4 – Sensory / Observational A student must possess adequate sensory skills of vision, hearing, tactile and smell (with or without accommodations) to:

- Visually and auditorily identify typical and atypical fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
- Identify the need for augmentative and alternative modalities of communication.
- Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests (e.g., acoustic and aerodynamic analysis).
- Recognize when a client and/or client's caregiver(s) does or does not understand the clinician's written and/or verbal communication.

Essential Function Domain 5 – Behavioral / Professional / Social A student must possess adequate behavioral, professional, and social attributes (with or without accommodations) to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, collaboration, responsibility, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, natural origins, ancestry, race, religions, sexual orientation, gender identity, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.
- Engage in patient care in all clinical settings.
- Deliver care to all client/patient populations.

If a student requires assistance to demonstrate any of the above stated skills and abilities, it is the responsibility of the student to request accommodation through the Center for Teaching and Learning Excellence (CTLE). The University, the Department of Health and Human Performance, and the Graduate Program in Speech-Language Pathology (through CTLE) 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, and/or are unduly disruptive to the educational process.

Curriculum: The Master of Science, Speech-Language Pathology distance education degree will be offered as a 2-year, full-time, graduate program of study. The 63- credit hour program covers 4 semesters (two 7-week cycles per semester, for a total of 8 cycles), and one summer session (8-weeks). The eight cycles of academic work will be provided in a synchronous remote learning environment with recordings available for students outside the Eastern time zone to participate asynchronously. The program will use the University's LMS platform (i.e., Brightspace by D2L).

Infused throughout the curriculum are five virtual clinical simulation courses. Each virtual simulation course has been specifically designed to support previous and concurrent academic material. In-person clinical education experiences will start in summer session, Year I. The initial clinical externship will take place in the city of Scranton, PA and students will be required to meet the 8-week residency (in-person) requirement at the University of Scranton for this externship experience. During Year II, the students will complete two additional, 14-week residential clinical education externships which will vary in work setting and client population. The locations of the Year II externships are as near as possible to the student's place of residence.

Students who are interested in working in a medical setting across the continuum of care (i.e., hospital, skilled-nursing facility, out-patient clinic, etc.) and across the lifespan may elect a Healthcare Specialization for an additional 10 credit hours, covering two intersession sessions (each for 2 credit hours) provided in a remote synchronous learning environment and one additional 10-week residency summer session for 6 credit hours. The summer residency will include two advanced training academic courses

(SLP 564 and 566) and an additional residency externship (SLP 568) provided in a healthcare environment to expose the student to complex medical cases while being provided direct supervision by the site's preceptor.

Program Policies: Graduate students in speech-language pathology are expected to conform to the regulations stated in both The University of Scranton Graduate Studies Catalog and the SLP Graduate Student Handbook.

Students must meet an 84% (B) course grade pass standard and meet all course student learning objectives (SLOs) for each course taken. Students who do not meet the 84% (B) pass standard and/or meet all course SLOs must complete course remediation.

Students are also required to maintain a minimum overall GPA of 3.0. Students who do not meet the minimum standard will be placed on academic probation. Further information on the course remediation policy and meeting the minimum standard can be found in the SLP Graduate Student Handbook.

Clearances: Students will obtain background clearances and proof of completion of a state approved Mandated Reporter Training prior to the initiation of the residency and residential field placements, at a minimum. Specific clearances and requirements will be site specific. The cost of the clearances and Mandated Reporter Training(s) and the timely submission of such documents prior to engaging in each experiential learning activity is the responsibility of the student.

- Residency Field Placement I at The University of Scranton will require the student to obtain PA State Police Clearance, PA Child Abuse Clearance, and FBI clearance (fingerprinting required).

Curriculum

Total Program Credits: 63 credits

Course	Course Title	Credits
SLP 500	Research Methods in CSD	3
SLP 503	Pediatric Language Disorders	3
SLP 580A	Virtual Clinical Simulation	1
SLP 506	Language Literacy	3
SLP 509	Speech Sound Production & Disorders	3
SLP 580B	Virtual Clinical Simulation II	1
SLP 512	Diagnosis & Evaluation in SLP	3
SLP 515	Aural Rehab & Implantable Devices	3
SLP 518	Professional Issues: Ethical Conduct & IPE	1
SLP 521	Fluency & Fluency Disorders	3
SLP 524	Autism Spectrum Disorder	2
SLP 542	Professional Issues: Evidence Based Practice	1
SLP 580C	Virtual Clinical Simulation	1
SLP 581A	Residency Field Placement I	1
SLP 527	Counseling Skills in SLP	2
SLP 530	Augmentative & Alternative Communication	3
SLP 533	Acquired Linguistic-Cognitive Communication Disorders	4
SLP 536	Motor Speech Disorders	3

SLP 581B	Speech-Language-Hearing Assessment & Intervention I	2
SLP 539	Swallowing & Feeding Disorders	4
SLP 580D	Virtual Clinical Simulation IV	1
SLP 545	Voice & Resonance Disorders	4
SLP 548	Cognitive & Psychiatric Habilitation/ Rehabilitation	2
SLP 581C	Speech-Language-Hearing Assessment & Intervention II	2
SLP 580E	Virtual Clinical Simulation V	1
SLP 551	Communication Disorders in Multilingual/Multicultural Individuals	3
SLP 554	Audiological Assessment & Interpretation for the SLP	3
Courses Required for Healthcare Specialization		
SLP 560	Medical SLP & IPE	2
SLP 562	Tracheostomy & Ventilator-Dependency	2
SLP 564	Advanced Diagnostics in Swallowing Disorders	3
SLP 566	Management of Speech & Swallowing- Post Head & Neck Cancer	2
SLP 568	Residency Field Placement II	1
Total Program Credits		63- 73 (w/ HC specialization) credits

Theology

Dr. Maria Poggi Johnson, Chair, Theology/Religious Studies
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Dr. Michael Azar, Graduate Program Director
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Department faculty: Professors – Will Cohen, Maria Poggi Johnson, Nathan Lefler, Charles Pinches, Marc Shapiro; Associate Professors – Michael Azar, Patrick Clark, Brigid Curtin Frein, Cyrus Olsen, Christian Krokus, Eric Plumer; Assistant Professors – Christopher Haw, Nikki Hoskins.

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 some 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 anyone with a desire to study theology at a higher level, from clergy and religious, to teachers, to lay persons of any 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.

Curriculum

Total Program Credits for MA in Theology: 30 credits

Required Core Courses	Course	Credits
T/RS 500	Old Testament Exegesis	3
T/RS 501	New Testament Exegesis	3
or a Special Topics Course in Scripture		
Moral Theology- choose one of the following courses		
T/RS 540	Sources of Christian Moral Thought	3
T/RS 541	The Development of Catholic Moral Theology	3
T/RS 542	Readings in Moral Theology	3
T/RS 543	Catholic Social Thought	3
or a Special Topics Course in a Moral area		
Systematic Theology- choose one of the following courses		
T/RS 527	Doctrine of Grace	3
T/RS 535	The Sacraments of Initiation	3
T/RS 544	Liturgical and Sacramental Development	3
T/RS 550	Christology	3
T/RS 552	Eastern Christian Spirituality	3
T/RS 553	Theology of the Byzantine Churches	3
T/RS 554	The Trinity in Early Christian History	3
T/RS 555	Christian Unity and Division	3
or a Special Topics Course in a Systematic area		
Historical Theology- choose one of the following courses		
T/RS 510	Salvation Outside the Church?	3

T/RS 520	Theology of the Church Fathers	3
T/RS 521	The Church from Medieval to Modern Times	3
T/RS 522	Theology in the 19th Century	3
T/RS 526	History of Christian Spirituality	3
T/RS 536	Councils of the Church	3
T/RS 537	Great American Catholic Thinkers	3
T/RS 545	Jews, Christians and the Bible	3
or a Special Topics Course in a Historical area		3
Electives	<p>Students take 15 elective credits: there are four options for how these are distributed.</p> <p>*Students who take the theology thesis option, will take 9 elective credits in theology, and devote six credits to the thesis (See "Capstone Experience" below for further details.)</p> <p>*Students who take the standard non-thesis option will take all 15 elective credits in theology courses, and complete comprehensive exams. See "Capstone Experience" below for further details.)</p> <p>*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.</p> <p>*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.</p>	
Capstone Experience	<p>As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, students taking all of their courses in theology may select a thesis or non-thesis option.</p> <p>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.</p> <p>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.</p>	
Total Program Credits		30 credits

World Languages and Cultures

Dr. Yamile Silva, Chair

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<http://academic.scranton.edu/department/forlang>

Department Faculty: Professors – Marzia Caporale, Virginia A. Picchiatti, Joseph P. Wilson, Habib K. Zanzana; Associate Professors - Yamile Silva (Chair); 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

Accounting

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.

ACC 706 - Fraud Research Seminar

3 cr.

(Prerequisites BUS 700, BUS 701, and BUS 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.

ACC 709 - Auditing Research Seminar

3 cr.

(Prerequisites BUS 700, BUS 701, and BUS 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.

ACC 711 - Practice Research

3 cr.

(Prerequisite BUS 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.

ACC 712 - Dissertation Design

3 cr.

(Prerequisites BUS 700, BUS 701, BUS 703, BUS 704, ACC 706, and ACC 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.

ACC 713 - Accounting Instruction

3 cr.

(Prerequisites BUS 705 and BUS 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.

ACC 714 - Dissertation Proposal

4 cr.

(Prerequisite ACC 712)

This course is a continuation of ACC 712 (previously 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.

ACC 716 - Dissertation Research I

4 cr.

(Prerequisite ACC 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.

ACC 717 - Dissertation Research II

4 cr.

(Prerequisite ACC 716)

This course is a continuation of ACC 716 (previously 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).

ACC 718 - Dissertation Research III

4 cr.

(Prerequisite ACC 717)

This course is a continuation of ACC 717 (previously 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.

BUS 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.

BUS 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.

BUS 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.

BUS 703 - Business Literature Review

3 cr.

(Prerequisite BUS 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).

BUS 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.

BUS 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.

BUS 707 - Research Methods II

3 cr.

(Prerequisite BUS 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.

BUS 708 - Ignatian Seminar II

1 cr.

(Prerequisite BUS 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.

BUS 710 - Research Methods III

3 cr.

(Prerequisites BUS 704 and BUS 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.

BUS 715 - Ignatian Seminar III

1 cr.

(Prerequisite BUS 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.

Behavior Analysis

ABA 545 - Basic Behavior Analysis

3 cr.

(Prerequisites ABA 605 and ABA 600)

This course presents the student with an understanding of the development of the basic science underlying Applied Behavior Analysis. Special emphasis is placed on theoretical frameworks that have influenced the development of applied assessment and intervention procedures and the value of coordinated basic and applied research that is essential in natural sciences.

ABA 572 - Clinical Behavior Analysis in Children and Adolescents

3 cr.

(Prerequisite ABA 600)

This course presents students with an understanding of the etiology and maintenance of commonly encountered problems in children, such as eating, sleeping, and anxiety. Students will integrate Behavior

Analysis content with common clinical problems and be prepared to meaningfully understand common clinical disorders from a behavioral perspective.

ABA 573 - Behavior Analysis in Multidisciplinary Pediatric Care

3 cr.

(Prerequisite ABA 600)

This course presents the student with an introduction to working with multi-disciplinary teams for treating commonly encountered problems in children and adolescents. Special emphasis is placed on a team approach in medical settings, including the synergy obtained for more efficient and effective interventions.

ABA 574 - Early Intervention for ASD

3 cr.

The class emphasizes Applied Behavior Analytic Early Intervention for Autism Spectrum Disorder (ASD). Students will learn the history of ASD, scientific scrutiny of interventions, legal and educational factors, diagnostic models and ABA-based intervention models. The class culminates in an assessment of the effects of ABA on ASD across the lifespan.

ABA 575 - Positive Behavior Supports

3 cr.

This class emphasizes standards-based practices for writing positive behavior support plans in school and community settings inclusive of foundations of positive behavior support, comprehensive multi-element positive behavior support plans, future directions, and the Association for Positive Behavior Support Standards of Practice (SOP).

ABA 590 - Capstone

Variable cr.

(Prerequisites ABA 600, ABA 605, and permission of the Program Director)

This course will provide the student with expert oversight and guidance of an experimental demonstration of Behavior Analytic principles or case-study report. Students will conduct original research or conduct a case study.

ABA 599 - Thesis

Variable cr.

(Prerequisites ABA 600, ABA 605, and permission of the Program Director)

This course will provide the student with expert oversight and guidance of an experimental demonstration of Behavior Analytic principles. The student will conduct original research and prepare the result to submit to a journal for consideration of publication.

ABA 600 - Concepts and Principles in Applied Behavior Analysis

3 cr.

(Prerequisite ABA 605)

This class emphasizes concepts and principles in applied behavior analysis such as reinforcement, punishment, extinction, discrimination, generalization, and verbal behavior. The class also covers stimulus control, operant extinction, reinforcement effects, and behavioral contingencies.

ABA 605 - Philosophical Underpinnings of Applied Behavior Analysis

3 cr.

The class emphasizes the philosophical underpinnings of applied behavior analysis, such as behavior, response, environment, and stimulus. The class also covers respondent and operant conditioning, reinforcement, and schedules of reinforcement.

ABA 610 - Ethics in Applied in Behavior Analysis

3 cr.

(Co- or prerequisite ABA 600)

This class emphasizes ethics in applied behavior analysis as it relates to responsibility to clients, behavior analysts as supervisors, and behavior analysts' ethical responsibility to the profession.

ABA 615 - Behavior Assessment in Applied Behavior Analysis

3 cr.

(Prerequisite ABA 640)

The class emphasizes behavior assessment in applied behavior analysis with a focus on establishing and abolishing operations, functions of a behavior, and environmental changes that reduce the need for behavior analytic services. The class also identifies ways to select an alternative behavior to be increased while basing decision-making on data.

ABA 625 - Behavior-Change Procedures in Applied Behavior Analysis

3 cr.

(Co-/Prerequisite ABA 615)

The class emphasizes behavior-change procedures in applied behavior analysis, such as reinforcement, modeling, errorless learning, prompt delay, prompt fading, shaping, chaining, differential enforcement, group contingencies, stimulus generalization and response generalization. Students demonstrate skills related to Discrete trial teaching, verbal behavior, free-operant teaching and naturalistic teaching through simulation activities.

ABA 635 - Personnel Supervision and Management Interventions

3 cr.

(Co- or Prerequisite ABA 625)

The class emphasizes personnel supervision and management in applied behavior analysis.

ABA 640 - Measurement and Experimental Design in Applied Behavior Analysis

3 cr.

(Co- or prerequisite ABA 600)

This class emphasizes measurement, data display and interpretation, and experimental design in applied behavior analysis. This class also covers time sampling, experimental variables, experimental validity, and single-subject design.

Business Administration**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 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.

Business Analytics

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 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 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 577 - Data Visualization

3 cr.

(Prerequisite MBA 501C)

This course focuses on the use of data visualization within data analysis. Students will learn what data visualization is, storytelling within data visualization and best practices using data visualization. Students will gain hands on experience using Tableau software which is a top visualization tool used in the business world today as well as a top software skill that employers in numerous fields seek.

BUAN 578 - 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.

BUAN 584 - Special Topics in Business Analytics

3 cr.

(Prerequisite BUAN 571)

Study of selected topics in business analytics such as advanced concepts in clock chain technology, crypto currency, and data mining algorithms (e.g., K-means, Naive Bayes, Decision Trees, and Random Forests).

BUAN 585 - Big Data and Ethics

3 cr.

(Prerequisite MBA 501C)

The course focuses on Big Data and the ethics of data gathering, analysis, and leveraging to build new products and services for consumers. Used inappropriately, Big Data can usher in an age of unethical practice destroying trust in business. Students will be provided with an overview of the principles of this eco-system and the core tenants of responsible and ethical usage of Big Data through real world examples in various business sectors.

BUAN 586 - Applied Business Statistics

3 cr.

(Prerequisite MBA 501A)

The course focus is on the use of multivariate statistics. Following review of basic statistical inference concepts, students will gain hands-on experience in applying methods in the context of addressing business problems from different functional areas (e.g., marketing, finance, operations). Methods used in both supervised (i.e., predictive modeling) and unsupervised (i.e., pattern recognition) scenarios are covered, such as multiple regression, logistic regression, conjoint analysis, factor analysis, and cluster analysis. Students will use appropriate software (e.g., Minitab, SPSS) for data analysis.

BUAN 587 - Customer Relationship Management

3 cr.

(Prerequisite MBA 504B or by permission of the 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 or MKT 512.

BUAN 588 - Business Analytics Using Python

3 cr.

(Prerequisite BUAN 571)

This course provides an introduction to programming with Python. Students will learn how to solve business problems related to data processing and analysis using Python including how to use the proper techniques to uncover business insights. The course also provides an overview of Python programming language and the Pandas package for data analysis.

BUAN 590 - Big Data Capstone Project

3 cr.

(Prerequisites BUAN 571 and BUAN 572)

The course focuses on the Big Data Eco-System, including data science, Internet of Things (IOT) and Artificial Intelligence (AI) to reveal patterns in data to get ever-closer to one's customer, increasing revenue and/or reducing the cost per transaction with a data-driven business model. Students will learn not only the principles of this eco-system but also the business applications of Big Data, IOT, and AI, and their ethical use in business through real-world use cases in areas of manufacture, service, pharma, energy, education, healthcare, and the natural world.

Chemistry

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 introductions 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 - Thesis

2-8 cr.

S/U option prior to successful thesis defense; traditional letter grades following successful thesis defense.

Counseling

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 - Diversity and Social Justice

3 cr.

This course focuses on current social and cultural issues that shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counselling and issues such as aging, sexuality, spirituality, religion, disabilities, and poverty.

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 509C - Professional Issues: Clinical Mental Health Counseling

3 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: Clinical Rehabilitation Counseling

3 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

3 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 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 525 - Grief and Loss

3 cr.

This course focuses on understanding grief, mourning, and special types of losses. Techniques are discussed to assist counselors when working with those who experience grief and loss. This course provides an opportunity for meaningful reflection regarding aspects of grief and loss through experiential activities and discussions.

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 Comprehensive Program I

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 ensure 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 548 - Counseling Children and Adolescents

3 cr.

(Prerequisite COUN 508)

This course explores current concerns and challenges confronting children and adolescents. Topics will partially be determined by societal trends and will cover a range of issues. Selected issues will be explored from both a psychological and sociological perspective with emphasis on implications for developing age-appropriate interventions/techniques.

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 552 - Wellness Counseling

3 cr.

This course focuses on understanding what wellness is, how wellness can benefit people's lives and how counselors can work towards greater wellness in their clients' and own lives. This course provides a deeper look into different aspects of wellness and how people can experience and live in greater states of personal wellness.

COUN 555 - Introduction to Neurocounseling

3 cr.

This course introduces students to the emerging science of the brain (fundamental structures, systems, and functions) and how this knowledge can be applied to our work as professional counselors. Brain-based applications to counseling theories and interventions will be emphasized.

COUN 558 - School Counseling Comprehensive Programming II

3 cr.

(Prerequisite COUN 533)

The ASCA National Model guides school counselors to serve as school leaders systemically engaged in key roles of coordinator, collaborator, consultant, and advocate. These roles guide school counselors in their interactions with teachers, parents, administrators, and community agencies. Students will develop the knowledge and skills to implement these roles.

COUN 559 - Spirituality in Counseling

3 cr.

Spirituality in Counseling assists 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 502 and COUN 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 509C)

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 589 - Comprehensive Exam

0 cr.

(Prerequisites: COUN 501, COUN 502, COUN 503, COUN 504 or COUN 536, COUN 505 or 535, COUN 506, COUN 507 or 537, COUN 508 and COUN 509 or COUN 500, or COUN 520 or COUN 530)

Counseling program graduate students may enroll in this course with Program Mentor permission. This course is required for registration for the program's comprehensive exam, the Counselor Preparation Comprehensive Exam (CPCE). The course instructor will direct/support students with exam registration.

COUN 590 - Practicum: Clinical Mental Health Counseling

3 cr.

(Prerequisites COUN 501, 502, 503, 504, 509C; a minimum of 30 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.

(COUN 509R, 501, 502, 503, and 504. A minimum of 30 completed credit hours; all required clearances, and program director approval)

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, 509S; plus 30 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

3 or 6 credits variable cr.

(Prerequisite COUN 591)

Students complete a full-time supervised clinical experience (600 hours). Students are expected to perform activities typical of a fulltime clinical rehabilitation counselor including individual and group counseling. Placements may include work in a wide variety of sites consistent with the student's program and career goals.

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.

Counseling/Criminal Justice

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.

Curriculum and Instruction

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.

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 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.

Cybercrime Investigation and Cybersecurity

CIC 501 - Cyber Criminology and Criminal Justice (F)

3 cr.

This course is designed to help students understand and apply the nature of cybercrime in the criminal justice field. Major criminological theories will be presented and analyzed in-depth to apply to cybercrime cases for developing and exploring different cybercrime prevention strategies.

CIC 511 - Cybersecurity Essentials

3 cr.

This course examines motivations, capabilities, and activities of cyber adversaries. Students will be introduced to cyber intelligence tools, risk assessment models, and cybersecurity frameworks. Students will learn how to utilize threat intelligence to detect and prevent cyber threats.

CIC 512 - Research in Cybercrime and Cybersecurity

3 cr.

Students will learn the fundamental principles of conducting research relevant to nontechnical data gathering techniques used by cybercrime and cybersecurity professionals. This includes the methods associated with using open data sources, intrusion detecting/hacking, malware, and cybersecurity education. The ethics of using these various methods are also examined.

CIC 521 - Cyber Threat Intelligence

3 cr.

This course examines motivations, capabilities, and activities of cyber adversaries. Students will be introduced to cyber intelligence tools, risk assessment models, and cybersecurity frameworks. Students will learn how to utilize threat intelligence to detect and prevent cyber threats.

CIC 531 - Advanced Cyber Defense

3 cr.

Advanced cyber defense examines advanced cyber defense methods and techniques used to protect networks from cyber threats. The course will cover following topics: network security devices, encryption, system hardening, malware protection, and security policies and standards.

CIC 541 - Data Analysis in CIC

3 cr.

This course provides students with the knowledge and skills to compile data on cybercrime in a cybersecurity context from various sources, prepare and deliver an objective and unbiased presentation. The course also introduces students to discovering meaningful patterns in their data, gaining insights and interpreting and communicating discoveries to others.

CIC 542 - Geographic Information System (GIS) for Cybercrime and Cybersecurity

3 cr.

Geographic Information System (GIS) for Cybercrime and Cybersecurity course will provide students with skills to create digital maps and analyze cybercrime and cybersecurity threats from a geographical aspect.

CIC 551 - Digital Forensics Investigation (A)

3 cr.

(Prerequisite: CIC 501)

This course focuses on the digital forensics process and technology (tools and techniques) rather than the legal aspect (such as chain of custody or preparing evidence for court). Course topics will include operating system forensics, device/media forensics, network forensics and memory forensics.

CIC 561 - Advanced Pentesting

3 cr.

Penetration Testing and Offensive Security focuses on penetration testing, ethical hacking and offensive security techniques including cyber threat intelligence. The course covers intelligence gathering, vulnerability scanning, exploiting vulnerabilities, and post-exploitation techniques. Various penetration testing tools are introduced.

CIC 571 - Mobile Forensics (A)

3 cr.

(Prerequisite: CIC 501)

This course will provide an overview of the basic principles of mobile forensics. Students will learn about the procedures of the validation, preservation, acquisition, examination, and analysis and reporting of digital information from both IOS and Android platforms.

CIC 590 - Cybercrime Investigation and Cybersecurity (Capstone)

3 cr.

(Students are required to have completed at least 21 of the required 30 total credits)

This course allows student to draw on all areas of the CIC curriculum to develop a proposal related to preventing, mitigating, and responding to a real-world cybercrime and cybersecurity problem. Students will enrich their learning by developing an ePortfolio and reflecting on their experience in the program.

Economics**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.

(Prerequisites 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.

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.

Education**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.

Educational Administration**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.

Enterprise Resource Planning**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.

ERP 519 - Special Topics in Enterprise Resource Planning

3 cr.

ESL

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.

Finance

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 565 - Fixed Income Theory and Valuation

3 cr.

(Prerequisite FIN 508)

The course will focus on fixed income securities and related products. It will cover valuation techniques and the quantification of risk and return. Topics discussed will include risk measurement and management techniques specific to fixed income securities. Fixed income valuation will focus on price and yield calculations, securitization, and the impact of incorporating securities into bond portfolios.

FIN 575 - CFA (Level 1) Body of Knowledge

3 cr.

(Prerequisites: FIN 508 and any 5 of the following courses- MGT 501, ECO 507, FIN 582, FIN 583, FIN 585, FIN 586, FIN 588)

This course covers a number of topics contained within the subject areas of the CFA (Level 1 exam) body of knowledge, including those that are not already covered elsewhere within the existing graduate Finance curriculum. Those areas include: 1. Ethical and Financial Standards in the Financial Industry, 2.

Quantitative Methods in Finance, 3. Economics, 4. Financial Reporting and Analysis, 5. Corporate Finance, 6. Equity Investments, 7. Fixed Income, 8. Derivatives, 9. Alternative Investments, and 10. Portfolio Management.

FIN 575A - CFA (Level 1) Body of Knowledge (Part A)

1.5 cr.

(Prerequisites: FIN 508 and any 5 of the following courses: MGT 501, ECO 507, FIN 582, FIN 583, FIN 585, FIN 586, FIN 588)

This is the first course in a sequence of two courses that cover a number of topics within the subject areas covered in the CFA (Level 1 exam) body of knowledge including those that are not already covered elsewhere within existing graduate Finance curriculum. Those areas include: 1. Ethical and Financial Standards in the Financial Industry; 2. Quantitative Methods in Finance; 3. Economics; and 4. Financial Reporting and Analysis.

FIN 575B - CFA (Level 1) Body of Knowledge (Part B)

1.5 cr.

(Prerequisites: FIN 508 and any 5 of the following courses: MGT 501, ECO 507, FIN 582, FIN 583, FIN 585, FIN 586, FIN 588, and CFA 575A)

This is the second course in a sequence of two courses that cover a number of topics contained within the subject areas of the CFA (Level 1 exam) Body of Knowledge, including those that are not already covered elsewhere within existing graduate Finance curriculum. Those areas include: 1. Corporate Finance; 2. Equity Investments; 3. Fixed Income; 4. Derivatives; 5. Alternative Investments, and 6. Portfolio Management.

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.

FIN 590 - Capstone Completion

0 cr.

This course is used to review and indicate officially on the student's degree audit that they have completed the requirements of Goals 2 and 3 of the MS in Finance program. Available for non-credit, non-graded transcript recognition only. Students must register for the capstone in their final semester of the program.

Foundation of Education**EFND 501 - Educational Psychology**

3 cr.

(Prerequisite, teaching experience or consent of instructor)

A study of psychological principles related to education, including learning, motivation, and evaluation, with emphasis on practical application in the classroom setting.

EFND 506 - Educational Research and Statistics

3 cr.

A course designed to introduce students to scientific research. Covered will be basic statistical techniques, such as correlation, t-test, and Chi-square; quantitative research designs; ethnographic research; and meta-analysis. Emphasis will be placed on hypothesis-testing. Students will be required to complete a scientific research project.

EFND 511 - Educational 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.

Health Administration

HAD 500 - Health Care Organization and Administration

3 cr.

(Prerequisites HAD 519, HAD 501, HAD 504)

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 prerequisites.

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.

(Prerequisites HAD 519, HAD 501, and HAD 504)

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.

(Prerequisites HAD 515 or MKT 506, HAD 508, HAD 502 and 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 522 or OM 503, HAD 523, HAD 525, 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.

(Prerequisites HAD 515 or MKT 506, HAD 508, HAD 502 and HAD 525 (pre or co-requisite) and 6 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.

(Prerequisites HAD 522 or OM 503, HAD 523, and HAD 525)

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.

(Prerequisites HAD 522 or OM 503, HAD 523, and HAD 525)

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.

(Prerequisites HAD 522 or OM 503, HAD 523, and HAD 525)

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 Permission of instructor or HAD 500 or MGT 505, HAD 501, HAD 505, HAD 519 and HAD 521)

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.

(Prerequisites HAD 500 or MGT 505, HAD 505 and HAD 521 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.

(Prerequisites HAD 500 or MGT 505, HAD 505, and HAD 521)

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.

(Prerequisites HAD 522 or OM 503, HAD 523, and HAD 525)

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 528 - Nursing Home Administration

3 cr.

(Prerequisites HAD 500 and HAD 519 or permission of instructor)

This course focuses on federal guidelines, regulations accepted principles, and effective professional practices in five domains of Nursing Home Administration (NHA) identified by NAB in which NHA license applicants must demonstrate competency including Customer Care and Services; Human Resources, Financial Management, Environment Management, and Leadership.

HAD 529 - Assisted Living Administration

3 cr.

(Prerequisites HAD 500 and HAD 519 or permission of instructor)

This course focuses on effective practices, programs, essential tools, guidelines, real-world issues, and practical solutions in five domains of practice essential for taking Resident Care and Assisted Living (RC/AL) Administrator certification or licensure exams including Organizational Management, Human Resource Management, Business and Financial Management, Environment Management, and Resident Care Management.

HAD 540 - Epidemiology and Population Health Management

3 cr.

(Prerequisites 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.

(Prerequisites 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 546 - Managing Emergency Preparedness

3 cr.

(Prerequisites HAD 500 and HAD 519 or permission of instructor)

This course provides an overview of emergency preparedness and its application to all aspects of population's health, providing knowledge and skills required to protect the critical infrastructure of hospitals, medical facilities and emergency management systems. Having a basic hazard approach, it focuses on bioterrorism, natural disasters, food security and pandemics.

HAD 575 - African Health Systems

3 cr.

(Prerequisite HAD 519)

This course focuses on global health care services and systems in Africa. The course exposes students to social, cultural, historical, geographic, environmental, economic and political factors that influences health. Context includes reference to African countries. Emphasis is placed on population health, health disparities, tropical medicine, and health management strategies. The prominence of traditional medicine in conjunction with the impact of local religions will also be analyzed to highlight the profound influence of each. *This course requires international travel.*

HAD 580 - Internship in Health Administration

3 cr.

(Prerequisites HAD 506, HAD 509 and 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 are required.

HAD 581 - Administrative Residency

8 cr.

(Prerequisites HAD 506, HAD 509 and 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.

Health Informatics

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.

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.

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.

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 - Health Information Policy and Governance

3 cr.

This course focuses on the relationships between information and federal, state, and enterprise policy, governance, compliance, and usage. Topics such as data provenance, integrity, warehousing, and quality are explored. Emphasis is also placed on interdisciplinary management processes and organizational planning and decision-making in relation to health informatics.

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.

HINF 591 - Health Informatics Capstone I

1.5 cr.

Completion of 30 credits in the health informatics program, and courses in the data analytics specialization if appropriate. This course is intended to be a capstone experience that draws upon the competencies developed in the program, therefore students should complete all other coursework before enrolling in the capstone sequence. Provides an understanding of systematic application of healthcare informatics. Integrates health informatics knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and professionalism developed throughout the curriculum. Students work with faculty and capstone site preceptors to plan, and initiate participation in a health informatics project in a real-world setting.

HINF 592 - Health Informatics Capstone II

1.5 cr.

This course is the final course in the MS in Health Informatics program. It is restricted to students in the health informatics program. Provides an understanding of systematic application of healthcare informatics. Integrates health informatics knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and professionalism developed throughout the curriculum. Students work with faculty and capstone site preceptors to participate in, summarize and evaluate a health informatics project in a real-world setting.

Human Resources Management

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.

Management

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 MBA 504A Management Module)

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.

Management Information Systems**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 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.

Marketing

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.

Nursing

NURS 760- Advanced Health Care

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 780- DNP Scholar Project

3 cr.

(Prerequisites: NURS 720; NURS 730; NURS 740; 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 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. This is an elective course.

NURS 513 - Clinical Neuroscience

3 cr.

This lecture will utilize neuroscience as a foundation to understanding the circuitry of the brain and its relationship to psychiatric disorders.

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 516 - Psychiatric Theories

3 cr.

This course will focus on the biopsychosocial theoretical frameworks and interventions that are foundational in the practice of caring for individuals, families, and communities at risk of developing and/or currently manifesting a mental health issue.

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 525 - Psychopharmacology

3 cr.

(Prerequisites: NURS 513 and NURS 520)

The prescribing and monitoring of psychopharmacological agents used in the treatment of psychiatric-mental health disorders across the lifespan are emphasized. The effects of these medications on neurobiological function with a focus on the clinical management of target symptoms will be presented.

NURS 527 - Psychotherapeutics

3 cr.

(Prerequisites: NURS 510, NURS 530, NURS 530L, NURS 593; Co-requisites: NURS 520, NURS 516, NURS 528)

This course will focus on the psychopathology and therapeutic interventions related to anxiety disorders, obsessive-compulsive disorder, dissociative disorders, somatic disorders and sleep-wake disorders; sexual dysfunction, and gender dysphoria experienced by individuals across the lifespan.

NURS 528 - PMHNP Practicum I

2 cr.

(Prerequisites: NURS 520, NURS 516; Co-requisites: NURS 527)

The course will focus on the assessment, diagnosis and treatment modalities related to anxiety disorders, obsessive-compulsive disorder, dissociative, somatic disorders, sleep-wake disorders, sexual dysfunction, and gender dysphoria experienced by individuals across the lifespan. There is a supervised 250 clinical hour requirement for the course.

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.

NURS 530 - Advanced Clinical Assessment

2 cr.

Lecture provides theory and skills needed to obtain comprehensive histories and to perform comprehensive physical examinations on clients throughout the life span. Course includes two hours per week lecture.

NOTE: 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. Three 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 537 - Psychotherapeutics II

3 cr.

(Prerequisites: NURS 527, NURS 528, NURS 525; Co-requisite: NURS 538)

This course focuses on the psychopathology and therapeutic interventions related to depressive disorders, bipolar and related disorders, schizophrenia spectrum and other psychotic disorders, neurodevelopmental disorders, disruptive, impulse-control, and conduct disorder and neurocognitive disorders experienced by individuals across the lifespan.

NURS 538 - PMHNP Practicum II

2 cr.

(Prerequisites: NURS 525, NURS 527, NURS 528; Co-requisite: NURS 537)

This course focuses on assessment, diagnosis and treatment modalities related to depressive disorders, bipolar and related disorders, schizophrenia spectrum and other psychotic disorders, neurodevelopmental disorders, disruptive, impulse-control and conduct disorder, and neurocognitive disorders experienced by individuals across the lifespan. There is a supervised 250 clinical-hour requirement.

NURS 539 - Nurse Anesthesia Principles II

3 cr.

(Prerequisite Grade of "B" or higher NURS 529)

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 547 - Psychotherapeutics III

3 cr.

(Prerequisites: NURS 537, NURS 538; Co-requisite: NURS 548)

This course will focus on the psychology and therapeutic interventions related to trauma and stressor-related disorders, feeding and eating disorders, substance-related and addictive disorders; personality disorders; medication movement disorders; abuse and neglect; and sexual abuse experienced by individuals across the lifespan.

NURS 548 - PMHNP Practicum III

2 cr.

(Prerequisites: NURS 537, NURS 538; Co-requisite: NURS 547)

This course focuses on assessment, diagnosis and treatment modalities related to trauma and stressor-related disorders, feeding and eating disorders, substance-related and addictive disorder; personality disorders; medication movement disorders, abuse and neglect, and sexual abuse experienced by individuals across the lifespan. There is a supervised 250 clinical hour requirement.

NURS 549 - Nurse Anesthesia Principles III

4 cr.

(Prerequisite Grade of "B" or higher in NURS 539)

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 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.

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.

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.

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 ½ 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.

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)

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)

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, NURS 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 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 781 - PMHNP Scholarly Project I

3 cr.

(Prerequisite: NURS 730)

This course focuses on developing the scholarly project phenomenon of interest using a theoretically based proposal that addresses a psychiatric mental health practice problem, promotion of mental health, system change, or policy issue. Students establish relationships with stakeholders, and create a detailed methodology for implementation and evaluation, and completion of agency requirements.

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.

NURS 791 - PMHNP Scholarly Project II

3 cr.

(Prerequisite: NURS 781)

This course focuses on scholarly project implementation and dissemination. Students implement projects, analyze results, and develop evidence-based practice improvement recommendations. Students are guided in assuming leadership roles in healthcare team collaboration to analyze financial impact and sustain practice changes. Dissemination is accomplished with a final report and formal presentation.

NURS 792 - PMHNP Role Immersion

3 cr.

(Prerequisite NURS 791; Co-requisite NURS 793)

This course will focus on preparing nurse practitioner students for the transition into collaborative clinical practice. The course will enable students to apply critical thinking and skill competencies acquired during previous didactic and clinical experiences in the care of individuals experiencing psychiatric/mental health care needs.

NURS 793 - Role Immersion Practicum

1 cr.

(Prerequisite: NURS 791; Co-requisite: NURS 792)

This course focuses on preparing nurse practitioner students for transition into collaborative clinical practice settings enabling them to enhance their critical thinking and skill competencies acquired during previous didactic and clinical experiences. The course will focus on the assessment, diagnosis and treatment modalities. The course requires 125 supervised clinical hours.

Occupational Therapy

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 OT 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 OT 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, conducting 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.

OT 602 - Seminar II: Doctoral Capstone

3 cr.

(Prerequisite OT 601)

Students develop the doctoral capstone project through in-depth review of the literature and a structured needs assessment done in collaboration with a community partner. The developing project plan is further focused to address a specific need or opportunity which can advance the profession's practice.

OT 701 - Doctoral Capstone I

3 cr.

This course is an overview of the doctoral capstone processes and expectations. Based on acquired knowledge and clinical experience students investigate potential areas for the capstone project and identify resources to support the project idea. Students will establish a connection with a community partner and begin the planning process.

OT 702 - Doctoral Capstone II

3 cr.

(Prerequisite OT 601)

Students develop the doctoral capstone project through in-depth review of the literature and a structured needs assessment done in collaboration with a community partner. The developing project plan is further focused to address a specific need or opportunity which can advance the profession's practice.

OT 703 - Doctoral Capstone III

2 cr.

(Prerequisite OT 702)

This is the final step in preparation for the capstone experience. Students formalize a proposal, develop goals, establish outcome measures, and plan specific activities for the on-site Capstone Experience.

OT 730 - Topics in Occupational Therapy III

1 cr.

(Prerequisite Level 2 Fieldwork 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 744 - Advanced Leadership Principles, Ethics and Pragmatics

3 cr.

(Prerequisites OT 581 & OT 582)

For the doctoral student this course explores leadership theoretical foundations, professional ethics and systemic challenges to sustaining practice. Building on experience from two fieldwork settings, students problem-solve current issues facing the profession and examine possibilities for personal leadership. Students have the opportunity to engage directly with leaders in the field.

OT 750 - Advanced Assessment Across the Lifespan

3 cr.

(Prerequisites OT 520 & OT 521)

Building on classroom and clinical experiences students learn to select appropriate assessment tools, evaluate psychometric properties, critique supporting evidence for the tool, and interpret results. Students develop expertise in a wide range of assessments in occupational therapy covering infancy through geriatrics and across many performance areas.

OT 780 - Capstone Experience

6 cr.

(Prerequisite OT 703)

The doctoral student engages in the program or activities developed during the Capstone Seminars. This is a 14-week (560 hours), independent, on-site experience conducted under the supervision of a faculty member and a community mentor. Upon completion, the project will be disseminated to demonstrate synthesis of in-depth knowledge.

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.

Operations Management

MIS 572 - 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 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.

OM 575 - Business Simulation

3 cr.

(Prerequisite MBA 501B)

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.

Physical Therapy

PT 700 - Anatomy for PT

3 cr.

This course provides an in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, vascular, and neural structures comprising the head, neck, trunk, and extremities. Students will learn the anatomic and basic science foundations as pertinent to physical therapy practice.

PT 700L - Anatomy for PT Lab

3 cr.

This laboratory course focuses on the clinical application of material covered in PT 700. Students will explore and analyze structural relationships with anatomical models and hands-on dissection of human cadavers. Students will learn palpation skills by identification of surface anatomy landmarks on the human body with application to clinical practice.

PT 701 - Introduction to PT

2 cr.

This course includes an overview of the history, current practice, and future directions for the profession of physical therapy. Practice settings are explored with consideration of traditional and emerging roles and responsibilities of the physical therapist. Student participation in professional meetings and independent study of medical terminology are included.

PT 702 - Basic Patient Management in PT

2 cr.

This course is designed to prepare the student in basic patient management, evaluation and teaching methods. The student will be introduced to patient interviewing techniques and the development of clinical observation skills. Course content focuses on patient mobility, transfers and gait training, including the utilization of assistive devices. In addition, basic emergency procedures, patient monitoring, and fundamental sterile and aseptic procedures are included.

PT 702L - Basic Patient Management in PT Lab

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 702. Lab sessions include demonstration and practice of patient interviewing techniques, patient mobility, transfers and gait training, including the utilization of assistive devices, with emphasis on the development of clinical observation skills. In addition, basic emergency procedures, patient monitoring, and fundamental sterile and aseptic procedures are included.

PT 703 - Advanced Patient Management in PT

1 cr.

This course is designed to prepare the student for application of advanced patient-management skills, including medically complex patient cases. Course content focuses on ICU and critical care, equipment management, medical screening, exercise testing and advanced exercise prescription and progression.

PT 703L - Advanced Patient Management in PT Lab

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 703. Lab sessions include demonstration and practice of techniques related to ICU/critical care, equipment management, exercise testing and advanced exercise prescription and progression (including treadmill protocols). Integrated Clinical Experiences (ICE) at local health care facilities are included.

PT 704 - Therapeutic Exercise in PT

2 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

2 cr.

This laboratory course focuses on the clinical application of material covered in PT 704. Lab sessions include demonstration and practice of basic screening tests (e.g., vitals, ROM/goniometry, flexibility, MMT, sensory integrity), expected responses to exercise (among healthy and unhealthy individuals), basic therapeutic exercise programs, and appropriate clinical documentation. Integrated Clinical Experiences (ICE) at local health care facilities are included.

PT 705 - Therapeutic Modalities in PT

2 cr.

This course prepares the student for the safe, effective, and appropriate use of physical agents, electrotherapeutic modalities, and mechanical modalities. Course content incorporates the physiology of tissue damage and healing, including the clinical management for wound care. The role of modalities in examination, evaluation, diagnosis, prognosis/plan of care, intervention, and outcomes measurement is presented using a wide variety of evidence-based clinical application.

PT 705L - Therapeutic Modalities in PT Lab

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 705. Lab sessions include demonstration and practice of the safe, effective, and appropriate use of physical agents, electrotherapeutic modalities, and mechanical modalities, including the clinical management for wound care with emphasis on evidence-based clinical application.

PT 706 - Kinesiology and Pathokinesiology for PT

3 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

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 706. Lab sessions will examine biomechanical and kinesiological aspects (kinematics, kinetics) of human movement. Students will explore and analyze, through hands--on activities, the structure and function of musculoskeletal tissues in correlation to normal and pathological movement.

PT 707 - Applied Clinical Neuroscience for PT

3 cr.

This course includes the fundamentals of neurologic embryology, anatomy, and function with emphasis on principles of neuroscience as a dynamic system. Clinical application is explored within the context of neurological dysfunctions and evaluative techniques.

PT 707L - Applied Clinical Neuroscience for PT Lab

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 707. Students will learn principles and techniques for screening, examination, evaluation, diagnosis, and prognosis of nervous system dysfunction.

PT 711 - Neurological PT I

3 cr.

This is the first in a two-course series that prepares students for the clinical management of patients with neurological dysfunction. Emphasis is placed on pathophysiology, clinical presentation, and medical management of selected neurologic disorders. Concepts of the physical therapy practice model are also introduced.

PT 712 - Neurological PT II

2 cr.

This is the second in a two-course series that prepares students for the clinical management of patients with neurological dysfunction. This course focuses on examination, evaluation, diagnosis, prognosis and intervention for individuals with neurological dysfunction from a systems perspective. Students will develop evidence-based approaches using the ICF model framework.

PT 712L - Neurological PT II Lab

2 cr.

This laboratory course focuses on the clinical application of material covered in PT 712. Students will learn safe and appropriate administration of examination and intervention techniques for individuals with neurological dysfunction. Discussion and application based on appropriate dosage, monitoring, progression and motor learning principles are included using patient case scenarios.

PT 713 - Orthopedic PT I

3 cr.

This course prepares the student to practice entry-level orthopaedic physical therapy. The course includes an in-depth analysis of the evaluation and management of musculoskeletal dysfunction of patients throughout the life span. Students will develop skills in critical review of existing orthopaedic assessment and intervention practices utilizing evidence-based literature.

PT 713L - Orthopedic PT I Lab

2 cr.

This laboratory course focuses on the clinical application of material covered in PT 713. Students will learn examination techniques for the differential diagnosis of musculoskeletal dysfunction and recognize conditions that are beyond the scope of physical therapy practice. Students will demonstrate safe, evidence-based administration of orthopedic interventions, including manual therapy.

PT 714 - Orthopedic PT II

1 cr.

(Co-requisite: PT 714L)

This is the second in a three-course series that prepares students for the clinical management of orthopedic conditions. Students will progress with critical thinking regarding clinical application of advanced manual therapy techniques. Evidence-based applications with monitoring and progression are included using patient case scenarios.

PT 714L - Orthopedic PT II Lab

1 cr.

(Co-requisite: PT 714)

This laboratory course focuses on the clinical application of material covered in PT 714 and the progression of skills developed in PT 713L. Students will learn safe, appropriate administration of spinal and peripheral joint mobilizations (including Grade V for lumbar, thoracic and cervical regions) and muscular energy, neural tension, and taping techniques.

PT 715 - Orthopedic PT III

1 cr.

Course Prerequisites: Successful completion of all courses and clinical experiences listed in the catalog prior to the beginning of fall semester DPT Year 3.

Course Co-requisite: Must be taken concurrently with PT 715L Orthopedic PT III Lab.

This is the third in a three-course series that prepares students for the clinical management of orthopedic conditions. Students will refine critical thinking skills concerning complex orthopedic cases. This course will focus on screening, examination/evaluation, diagnosis, prognosis/plan of care, and interventions with implementation of evidence-based practice in orthopedic rehabilitation.

PT 715L - Orthopedic PT III Lab

1 cr.

Prerequisites: Successful completion of all courses and clinical experiences listed in the catalog prior to the beginning of fall semester DPT Year 3

Co-Requisite: Must be taken concurrently with PT 715 Orthopedic PT III

This laboratory course focuses on clinical application of material covered in PT 715 and the progression of skills developed in PT 713L and PT 714L. Students will demonstrate evidence-based clinical management for complex orthopedic cases, including advanced applications of therapeutic exercise and manual therapy.

PT 721 - Rehabilitation I for PT

1 cr.

The course is designed to integrate background knowledge and clinical practice in the areas of orthotic management, prosthetic management, oncology rehabilitation, and vestibular rehabilitation. Live demonstrations, videos, and equipment management are included.

PT 721L - Rehabilitation I for PT Lab**PT 722 - Rehabilitation II for PT**

2 cr.

(Co-requisite PT 722L)

The course is designed to integrate background knowledge and clinical practice in the areas of spinal cord injury, brain injury, and pelvic/women's health. Students will be prepared to apply the patient/client management model for managing complex patient populations in rehabilitation settings.

PT 722L - Rehabilitation II for PT Lab**PT 731 - Pediatric PT**

2 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

2 cr.

This course involves a comprehensive study of development from the prenatal period through adolescence. Theories of development and their influence on physical therapy examination, evaluation, and intervention

will be discussed. Pathology/etiology, prognosis, medical management, and physical therapy management of specific pediatric disorders will be presented emphasizing a systems perspective.

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

2 cr.

(Co-requisite PT 741L)

This course examines the cardiovascular and pulmonary anatomy, physiology, and pathology in relationship to physical therapy practice. Additionally, principles of cardiovascular and pulmonary disease prevention, treatment, and rehabilitation will prepare students for clinical practice with this patient population in multiple practice settings.

PT 741L - Cardiovascular and Pulmonary PT Lab

1 cr.

PT 743 - Psychosocial Aspects of Disability for PT

2 cr.

This course provides comprehensive study of the psychosocial aspects of disability within a social determinants of health model. Emphasis is placed on systemic and intersectional influences affecting equitable health and rehabilitation outcomes related to vulnerable populations, such as economically disadvantaged, racial/ethnic minorities, refugees, migrants, and other affected populations.

PT 744 - Motor Control/Motor Learning for PT

2 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

1 cr.

This laboratory course focuses on the clinical application of material covered in PT 744. Students will collaborate in small groups to analyze and critique current literature relevant to motor control/motor learning. Lab sessions include interactive student presentations with emphasis on application of contemporary research to evidence-based practice.

PT 752 - Pharmacology in PT

3 cr.

This course will provide a foundational understanding of pharmacology and the principles of pharmacokinetics and pharmacodynamics. Students will learn classifications, indications, actions, and adverse effects for medications used to treat disorders affecting all body systems. Focus on implications for clinical practice, including case studies, will be used to enhance application.

PT 753 - Applied Pathology for PT

3 cr.

This course focuses on the pathology underlying clinical disease states and involving major organ systems. Course content includes epidemiology, genetics, laboratory tests, and pathophysiology. Students will recognize signs and symptoms considered "red flags" for serious disease and determine referral to another health care provider or alternative intervention as indicated.

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 - Teaching & Learning in PT

2 cr.

This course will focus on the roles of both teacher and learner in physical therapy clinical practice. The concepts of social determinants of health and health inequalities/inequities are introduced with respect to impact on patient/family education. Students will assess learning styles, develop presentations, and educate others in various practice settings.

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.

This course is first in the series of Scientific Inquiry courses designed to prepare students for evidence-based clinical practice. Students will analyze concepts of clinical research, including outcome measurement/psychometric properties and statistical vs. clinical significance. Students will begin the initial steps of a faculty-directed research project using systematic review methodology.

PT 772 - Scientific Inquiry II in PT

1 cr.

This course focuses on completion of the faculty-directed group research projects initiated in PT 771. Students demonstrate information literacy through application of systematic review methodology to answer a clinical research question. An abstract of research findings is written in appropriate format for submission to a scientific meeting.

PT 773 - Scientific Inquiry III in PT

1 cr.

This is the third and final course in the Scientific Inquiry series which concludes the faculty-directed group research projects. Students update their systematic reviews and disseminate the findings by creating a poster and delivering a platform presentation using scientific meeting guidelines.

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.

This first seminar course focuses on providing students with a thorough orientation to the clinical experience component of the curriculum. Expectations, objectives, goals, and responsibilities for the first clinical experience are delineated. Resiliency topics within academia and physical therapy will be covered. Graded S/U.

PT 792 - PT Clinical Experience I

7 cr.

This first 10-week, full-time clinical experience facilitates students' application of didactic knowledge into the patient care environment. This experience begins 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.

This second seminar course focuses on debriefing students following clinical experience I and establishing appropriate expectations, goals, and responsibilities for clinical experience II. Resiliency topics within academia and physical therapy will be covered. Graded S/U.

PT 794 - PT Clinical Experience II

7 cr.

This second 10-week, full-time clinical experience provides advancement of skills introduced in Clinical Experience I. Students continue to integrate didactic knowledge and clinical reasoning strategies into patient care and further refine the skills required for examination, evaluation, goal setting, program planning, and intervention implementation. Graded S/U.

PT 795 - PT Clinical Education Seminar III

1 cr.

This final seminar course focuses on establishing students' expectations and responsibilities for their final clinical experience. Topics focus on preparing students for the transition into clinical practice, including resumes, cover letters, interviewing, benefits and salary negotiation, mentorship, finances, career development, resiliency, licensing exam preparation, and application for state licensure. Graded S/U.

PT 796 - PT Clinical Experience III

10 cr.

(Successful completion of all didactic coursework with a cumulative GPA of 3.0 or above)

This final 14-week clinical experience provides advanced opportunities for integration, application, and synthesis of professional competencies. Upon completion, students are expected to attain entry-level competence. Clinical experience III must be successfully completed prior to graduation from the program. Graded S/U.

Reading Education

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 - Language Essentials for Teachers of Literacy

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 ECU1 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.

Secondary Education

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.

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.

(Prerequisite: 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, ECU1 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 paperwork, 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.

Software Engineering

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 518 - Software Security

3 cr.

This course covers the principles and patterns of secure software development with an emphasis on concepts, requirements, design, implementation and testing. Other topics may include lifecycle management, deployment, operation and maintenance, and supply chain and software acquisition as applied to secure software systems.

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.

E 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.

Special Education

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.

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 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 and students with autism 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.

Speech-Language Pathology

SLP 500 - Research Methods in CSD

3 cr.

This course explores research techniques and procedures commonly used to investigate typical and atypical human communication. Processes used in research, research designs, research methods, evidence-based practice, and statistical analysis will be examined including the integration of research principles into evidenced based practice.

SLP 503 - Pediatric Language Disorders

3 cr.

(Co-requisite: SLP 580A)

This course provides an in-depth study of communication behaviors of at-risk and disordered infants, toddlers and preschoolers (0-5 years). Evidence-based interventions that develop linguistic skills are explored. Oral language, emergent literacy, and decoding skills are addressed from a biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis.

SLP 506 - Language & Literacy

3 cr.

(Co-requisite: SLP 580B)

This course studies the relationship between oral and written language, literacy development, discourse processes, academic skills, and their sociocultural significance (kindergarten- adult). Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics as well as the developmental nature of disorders and differences are addressed.

SLP 509 - Speech Sound Production & Disorders

3 cr.

(Co-requisite: SLP 580B)

This course examines the principles and methods of identification, prevention, assessment, and intervention of speech sound production. Topics include articulation, motor planning and execution, phonology, and accent modification. Etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates will be discussed.

SLP 512 - Diagnosis & Evaluation in SLP

3 cr.

This course examines the principles and methods of assessment across the lifespan. The evaluation of human communication disorders and differences is addressed in terms of behavioral observations, standardized and non-standardized diagnostic tests, and instrumental measures. Procedures to adapt evaluation methods to meet the needs of individuals served is discussed.

SLP 515 - Aural Rehab & Implantable Devices

3 cr.

This course presents an overview of the effects of hearing loss on speech-language development and intervention procedures such as assistive devices and alternative modes of communication for the hearing-impaired individual, across the lifespan. This course meets the ASHA minimum requirement for study of habilitative/rehabilitative procedures associated with hearing impairment.

SLP 518 - Professional Issues: Ethical Conduct & IPE

1 cr.

This course examines contemporary professional issues of ethical behavior and interprofessional best practice patterns in a variety of settings. ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures are discussed including the roles and importance of interdisciplinary/interprofessional assessment and intervention.

SLP 521 - Fluency & Fluency Disorders

3 cr.

(Co-requisite SLP 580C)

This course focuses on the nature and treatment of stuttering, cluttering, and acquired neurogenic disfluency. Emphasis is placed on synthesizing historic and current literature and trends in stuttering research and treatment, and on the integration of research principles into evidenced-based practice.

SLP 524 - Autism Spectrum Disorders

2 cr.

This course provides an overview of the language characteristics of children with Autism Spectrum Disorder (ASD). The course examines the nature, theoretical explanations, and communicative/language characteristics of individuals with ASD. Principles and methods of identification, prevention, assessment, and intervention of persons with ASD is discussed within the evidence-based framework.

SLP 527 - Counseling Skills for SLP

2 cr.

This course introduces fundamental counseling skills of communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. The course combines an overview of counseling theories and concepts with activities that are intended to promote the development of basic counseling skills.

SLP 530 - Augmentative & Alternative Communication

3 cr.

This course introduces augmentative and alternative communication (AAC) modalities. AAC assessment and intervention for individuals with severe communication and physical disabilities will be explored using evidenced based practice. Ethical considerations and contemporary professional issues including behavior management, family counseling, linguistic and cultural variables, and advocacy is addressed.

SLP 533 - Acquired Linguistic-Cognitive Communication Disorders

4 cr.

This course explores disorders of neurogenic origin that affect language performance, specifically acquired aphasia, the dementias, and disorders of traumatic origin. Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics as well as the developmental nature of these disorders and differences are addressed.

SLP 536 - Motor Speech Disorders

3 cr.

This course explores disorders of neuromotor origin that affect speech production. Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics as well as the developmental nature of these disorders and differences are addressed including the physiologic correlates of dysarthria and apraxia.

SLP 539 - Swallowing & Feeding Disorders

4 cr.

(Prerequisite SLP 580D or permission of the instructor)

This course examines the neuroanatomical and neurophysiological basis of the deglutition process (oral, pharyngeal, pulmonary, esophageal, gastrointestinal, and related functions, including oral function for feeding; structure/function of orofacial myology). Etiology, developmental nature, and underlying

anatomical and physiological, psychological and cultural characteristics of these disorders and differences are addressed.

SLP 542 - Professional Issues: Evidence Based Practice

1 cr.

This course examines contemporary professional issues of evidence-based practice in a variety of settings. Information sources and the application of that information to appropriate populations is critically evaluated. Sources of information to support clinical decisions regarding assessment and intervention/management are accessed.

SLP 545 - Voice & Resonance Disorders

4 cr.

This course examines voice and resonance disorders and differences across the lifespan. Etiology, developmental nature, and underlying anatomical and physiological, psychological, and cultural characteristics are addressed. Principles and methods of identification, prevention, assessment, and intervention of persons with voice disorders is discussed. Application of instrumentation into clinical practice is introduced.

SLP 548 - Cognitive & Psychiatric Habilitation/Rehabilitation

2 cr.

This course examines co-occurring cognitive or psychiatric disorders across the lifespan in individuals with communication/swallowing disorders. Etiology, developmental nature, and underlying anatomical and physiological, psychological and cultural characteristics of these disorders and differences are addressed. Principles and methods of identification, prevention, assessment, and intervention is discussed within an evidence-based framework.

SLP 551 - Communication Disorders in Multilingual/Multicultural Individuals

3 cr.

This course explores sociocultural influences on typical and disordered communication in monolingual and multilingual populations. Emphasis is placed on understanding the role of cross-cultural communicative differences. Topics will consider the breadth of diversity and the influences on SLP/audiology services; multilingualism/multiculturalism; and social and regional varieties of language & literacy.

SLP 554 - Audiological Assessment & Interpretation for the SLP

3 cr.

This course explores hearing, including the impact on speech and language. Audiologic assessment practices and (re)habilitation techniques for children and adults with hearing impairment is addressed from an evidenced based practice framework. Identification, assessment, and management protocols within the scope of practice of speech-language pathologists will be covered.

SLP 560 - Medical SLP & IPE

2 cr.

This course introduces students with practices of the speech-language pathologist used in a medical setting. The role of the speech-language pathologist within a healthcare environment and as a member of an interprofessional team is examined. Medical terminology, environment and organization, continuum of care, and clinical populations are considered.

SLP 562 - Tracheostomy & Ventilator Dependency

2 cr.

(Prerequisite SLP 539)

This course provides foundational knowledge for working with individuals who have a tracheostomy, with or without ventilator dependency. Assessment methods and management options available for communication and swallowing disorders including Talking Trach tubes and/or one-way speaking valves is examined.

SLP 564 - Advanced Diagnostics in Swallowing Disorders

3 cr.

(Prerequisite: SLP 539)

This course examines advanced assessment methods (MBSS/FEES) associated with swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology). The role of the speech-language pathologist as a member of the multidisciplinary team will be addressed.

SLP 566 - Management of Speech & Swallowing

2 cr.

(Prerequisites SLP 539 and SLP 545)

This course introduces the scientific evidence relating to head and neck cancer, its management, and its rehabilitation from a multidisciplinary perspective. Topics include dietetic and nutritional support, technology assisted communication, survivorship, and factors influencing rehabilitation to include the impact of cultural variables on the delivery of effective care.

SLP 568 - Residency Field Placement II

1 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 523, SLP 524, SLP 527, SLP 530, SLP 533, SLP 536, SLP 539, SLP 580A, SLP 580B, SLP 580C, SLP 580D, SLP 580E, SLP 581A, SLP 581B, SLP 581C; Prerequisite or Corequisite: SLP 564 & SLP 566)

This course provides advanced training in communication and swallowing disorders and differences across the lifespan, within a healthcare environment. This supervised clinical practicum will provide the student additional experience evaluating and treating complex medical patients. Students will collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide interventions.

SLP 580A - Virtual Clinical Simulation I

1 cr.

(Pre- or Corequisite SLP 503)

This course provides 15 hours of virtual supervised clinical simulations in the treatment methods used to meet the needs of pediatric individuals (0-5) with communication language disorders and differences. Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide interventions.

SLP 580B - Virtual Clinical Simulation II

1 cr.

(Prerequisite: SLP 503; Prerequisite or Corequisite: SLP 506 & SLP 509)

This course provides 12 hours of virtual supervised clinical simulations in the treatment methods used to meet the needs of individuals with language, articulation, and phonological communication disorders and differences (K-Adult). Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide interventions.

SLP 580C - Virtual Clinical Simulation III

1 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, & SLP 512)

This course provides 15 hours of virtual clinical simulations in assessment methods of individuals with language, articulation, and fluency communication disorders and differences across the lifespan. Students will interview patients, family members, and caregivers, collaborate with other professionals, practice administering standardized assessments, diagnose, and make recommendations.

SLP 580D - Virtual Clinical Simulation IV

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 530, SLP 533, and SLP 536; Prerequisite or Corequisite: SLP 539)

This course provides 15 hours of virtual clinical simulations in assessment methods of pediatric and adult clients who demonstrate communication disorders or differences that include the elements of: articulation,

motor speech, fluency, receptive/expressive language, cognitive aspects of communication, and social aspects of communication across the lifespan.

SLP 580E - Virtual Clinical Simulation V

1 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 530, SLP 533, SLP 536, & SLP 539; Prerequisite or Corequisite: SLP)

This course provides 15 hours of virtual supervised clinical simulations in assessment and treatment methods of individuals with communication and swallowing disorders and differences across the lifespan. Students will interview patients, family members, and caregivers, collaborate with other professionals, practice administering standardized assessments, diagnose, make recommendations and provide interventions.

SLP 581A - Residency Field Placement I

1 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 524, SLP 580A, SLP 580B, SLP 580C; Prerequisite or Corequisite SLP 530)

This course provides a minimum of 60 supervised clinical practicum hours in assessment and treatment methods of pediatric clients who demonstrate communication disorders or differences that include the elements of: articulation, phonology, fluency, receptive/expressive language, cognitive aspects of communication, and social aspects of communication in a clinical setting.

SLP 581B - Speech-Language-Hearing Assessment & Intervention I

2 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 524, SLP 530, SLP 580A, SLP 580B, SLP 580C: & SLP 581A)

This course provides a minimum of 120 supervised clinical practicum hours, in a PreK-12 educational setting, in the assessment/treatment methods of pediatric clients who demonstrate communication disorders or differences that include the elements of: articulation, phonology, motor speech, fluency, receptive/expressive language, cognitive aspects of communication, and social aspects of communication.

SLP 581C - Speech-Language-Hearing Assessment and Intervention II

2 cr.

(Prerequisites: SLP 503, SLP 506, SLP 509, SLP 512, SLP 515, SLP 521, SLP 524, SLP 530, SLP 580A, SLP 580B, SLP 580C, & SLP 581A; Prerequisite or Corequisite: SLP 533 & SLP 536)

This course provides a minimum of 120 supervised clinical practicum hours, in an adult placement setting, in the assessment/treatment methods of individuals with communication disorders/differences across the continuum. Students will interview patients, family members, and caregivers, collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide interventions.

Theology

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-à-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 545 - Jews, Christians and the Bible

3 cr.

An introduction to the Hebrew Bible and to ways in which it has been read and interpreted from late antiquity to modern times. The stories of central biblical figures will be examined in their historical context, and then compared with later elaborations of these tales of Jewish and Christian interpreters.

T/RS 548 - Pastoral Theology

3 cr.

This course is based on the assumption that when done properly, all theology is pastoral. Throughout the course, students will "read" both the liturgy and classical theological texts in a pastoral way, as well as reflect theologically on their own pastoral experience. It will be conducted in seminar format.

T/RS 550 - Christology

3 cr.

This course will examine major theological issues surrounding the person and work of Jesus Christ and their implications for Christian living. The course will analyze the biblical witness, the classical Christological controversies, the quest for the historical Jesus, and selected contemporary approaches to Christology.

T/RS 552 - Eastern Christian Spirituality

3 cr.

A study of the meaning of the spiritual life for Eastern Christian writers with particular emphasis on Athanasius, Gregory of Nyssa, and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm, and iconography will be discussed.

T/RS 553 - Theology of the Byzantine Churches

3 cr.

Beginning with a survey of the main developments of Byzantine theology, this course examines the important contributions of Eastern Christian thinkers in shaping the patristic heritage of the Church. It then examines characteristics of Byzantine theology in contemporary attempts to articulate our life in Christ.

T/RS 554 - The Trinity in Early Christian History

3 cr.

An in-depth analysis of the Hellenization process of Christian theology through a study of the influences of Platonic, Gnostic, and Plotinian thought structures on the development of such key Christian concepts as person, substance, nature, relation in the Holy Trinity, creation theology, and Christology. There will be a particular emphasis on the thought of Athanasius, Basil the Great, Gregory of Nyssa, Augustine, Maximus, and Gregory of Palamas.

T/RS 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.

World Languages and Cultures

ESL 501 - Graduate Academic English I

3 cr.

This course is designed to develop the English academic reading, writing, and research skills that non-native English speakers will need to succeed as graduate students. Students will learn to read and engage critically with readings, research and develop arguments, and compose academic papers using evidence from readings and research.

ESL 502 - Graduate Academic English II

3 cr.

(Prerequisite: ESL 501)

This course is designed to develop the English academic reading, writing, and research skills that non-native English speakers will need to succeed as graduate students. Students will learn elements of style and grammar and apply their knowledge by composing and revising academic essays.

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.

Other Courses

OM 542 /MIS 572 - 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.

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Special Assistant to the President Executive Director, Office of Equity and Diversity and Title IX Coordinator

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President of the University (2021)

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M.Div., Th.M., Boston College

Ph.D., Fordham University

Gerald C. Zaboski, D. et U* (1988)

Senior Vice President for the Office of the President (2022)

B.A., M.S., The University of Scranton

Academic Affairs

Michelle Gonzalez Maldonado (2020)

Provost/Senior Vice President of Academic Affairs (2023)

B.S., Georgetown University

M.A., Union Theological Seminary

Ph.D., Graduate Theological Union

David E. Marx, D. et U.* (1987)

Associate Provost of Academic Affairs (2021)

Associate Professor, Chemistry (1992)

B.S., East Stroudsburg University

Ph.D., Binghamton University

George J. Aulisio (2009)

Dean, Library (2021)

Professor, Library (2020)

B.A., Bloomsburg University of Pennsylvania

M.S., Drexel University

M.L.A., University of Pennsylvania

Victoria Castellanos (2012)

Dean, Panuska College of Professional Studies (2022)

B.S., Montana State University

M.S., Ph.D., University of California

David J. Dzurec III (2008)

Interim Dean, College of Arts and Sciences (2022)

Professor, History (2019)

B.A., Fairfield University

M.A., University of Connecticut

Ph.D., The Ohio State University

Mark Higgins (2022)

Dean, Kania School of Management (2022)

B.S., M.S., University of South Carolina

Ph.D., University of Tennessee

William J. Cunningham (2023)

Associate Dean, Panuska College of Professional Studies (2023)

B.A., Gettysburg College

M.A., American University

MLitt., University of Auckland

Ph.D., George Mason University

Jean Lenville (2012)

Associate Dean, Library (2017)

B.S., Emerson College

M.S., Simmons College

Murli Rajan, D. et U.* (1989)

Associate Dean, Kania School of Management (2014)

Professor, Economics/Finance (2021)

B.C.A., Victoria University

M. Comm., Delhi School of Economics, University of Delhi

M.B.A., The University of Scranton

Ph.D., Temple University

Maria E. Squire (2005)

Interim Associate Dean, College of Arts and Sciences (2022)

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M.S., Ph.D., Stony Brook University

Julie Ferguson (2016)

Assistant Provost and Registrar (2022)

B.S., SUNY Geneseo

M.P.A., Rockefeller College of Public Administration and Policy

Sarah Kenehan, Ph.D. (2022)

Executive Director of the Gail and Francis Slattery Center for Ignatian Humanities (2022)

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M.S., University of Tennessee

Ph.D., University of Graz

Enrollment Management & External Affairs

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Assistant Vice President for Community Engagement and Government Affairs (2019)

B.A., Gordon College

MPA, Villanova University

Equity & Diversity

Elizabeth M. Garcia (2018) -

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B.A. Wheaton College

J.D, Temple University

Finance & Administration

Edward J. Steinmetz, D. et U.* (1991)

Senior Vice President for Finance & Administration (2012)

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Patrick Donohue (2004)

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James L. Caffrey (2016)

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General Counsel (2010)

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Director of Public Safety and Chief of Police (2010)

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Department of Economics/Finance

Elizabeth J. Jacob, Ph.D. (1998-2017)
Department of Counseling and Human Services

Prasadarao V. Kakumanu, Ph.D., D. et U.* (1978-2009)
Department of Operations Management

John R. Kalafut, M.S., D. et U.* (1965-2008)
Department of Physics/Electrical Engineering

Thomas A. Kamla, Ph.D., D. et U.* (1978-2007)
Department of World Languages and Cultures

Jan W. Kelly, Ph.D., D. et U.* (1988-2014)
Department of Communication

Lawrence W. Kennedy, Ph.D., D. et U.* (1992-2020)
Department of History

Stephen L. Klingman, M.S., D. et U.* (1973-2016)
Department of Exercise Science and Sport

M. Jane Kopas, O.S.F., Ph.D., D. et U.* (1978-2001)
Department of Theology/Religious Studies

Robert A. Kocis, Ph.D., D. et U.* (1989-2017)
Department of Political Science

Edmund M. Kosmahl, Ed.D., D. et U.* (1983-2016)
Department of Physical Therapy

William L. Lambert, M.S. (2029-2023)
Department of Occupational Therapy

Robyn Lawrence, Ph.D., D. et U.* (1993-2023)
Department of Accounting

Linda Ledford-Miller, Ph.D., D et U.* (1985-2018)
Department of World Languages and Cultures

Peter M. Leininger, Ph.D., D. et U.* (1999-2023)
Department of Physical Therapy

Dennis S. Martin, Ed.D. (1985-2002)
Department of Computing Sciences

Christine E. McDermott, Ph.D., D. et U.* (1979-2018)
Department of Biology

John W. McGinley, Ph.D., D. et U.* (1970-2006)
Department of Philosophy

John M. McNerney, Ph.D., D. et U.* (1966-2008)
Department of English and Theatre

J. Patrick Mohr, S.J., Ph.D., D. et U.* (1975-2021)
Department of Philosophy

Oliver J. Morgan, Ph.D., D. et U.* (1990-2023)
Department of Counseling and Human Services

Mary Elizabeth Moylan, M.L.S., M.S., D. et U.* (1986-2016)
Library

Kevin Nordberg, Ph.D., D. et U.* (1970-2021)
Department of Philosophy

Kevin R. Norris, M.L.S., M.A., D. et U.* (1977-2018)
Library

Peter C. Olden, Ph.D., D. et U.* (1993-2018)
Department of Health Administration and Human Resources

John J. O'Malley, Ph.D., D. et U.* (1968-2009)
Department of Psychology

William J. Parente, Ph.D., D. et U.* (1970-2020)
Department of Political Science

Robert A. Parson, Ph.D., D. et U.* (1979-2018)
Department of World Languages and Cultures

Richard H. Passon, Ph.D., D. et U.* (1964-2009)
Department of English and Theatre

Lee M. Penyak, Ph.D. (2000-2017)
Department of History

Satyanarayana V. Prattipati, D. et U.* (1990-2022)
Department of Operations and Analytics

Donna D. Ramos, M.S.L.S., D. et U.* (1974-2010)
Library

Carol Reinson, Ph.D., (1997-2021)
Department of Occupational Therapy

John B. Robertson Jr., M.A., D. et U.* (1969-2008)
Department of Exercise Science and Sport

William V. Rowe, Ph.D., D. et U.* (1990-2023)
Department of Philosophy

Robert P. Sadowski, Ph.D., D. et U.* (1987-2008)
Department of Communication

John P. Sanko, Ed.D., D. et U.* (1990-2018)
Department of Physical Therapy

Carl Schaffer, Ph.D., D. et U.* (1988-2021)
Department of English and Theatre

Cheng Hwa Siao, M.A., M.S.L.S., D. et U.* (1969-1993)
Library

James R. Sidbury, Ph.D., D. et U.* (1983-2009)
Department of Computing Sciences

Ronald Sinzdak, Ph.D., D. et U.* (1962-65; 1970-2002)
Department of Mathematics

E. Springs Steele, Ph.D., D. et U.* (1979-2008, 2016-2017)
Department of Theology/Religious Studies

Michael A. Sulzinski, D. et U.* (1990-2019)
Department of Biology

J. Michael Strong, M.S., D. et U.* (1972-2009)
Department of Exercise Science and Sport

Narda Tafuri, M.A., M.S., D. et U.* (1994-2020)
Library

Charles E. Taylor, M.S., D. et U.* (1974-2017)
Department of Computing Sciences

Len Tischler, Ph.D., D. et U.* (1990-2017)
Department of Management, Marketing & Entrepreneurship

Daniel S. Townsend, Ph.D., D. et U.* (1987-2017)
Department of Biology

Susan Trussler, Ph.D., D. et U. (1985-2020)
Department of Economics and Finance

Joe A. Vinson, Ph.D., D. et U.* (1974-2014)
Department of Chemistry

William G. Wallick, Ph.D. (1998-2017)
Department of Health Administration & Human Resources

Barbara R. Wagner, D.P.T., D. et U.* (1992-2018)
Department of Physical Therapy

Cheng-Yee Wang, M.L.S., D. et U.* (1981-2008)
Library

Edward F. Warner, M.S., D. et U.* (1964-2009)
Department of Communication

William Jeffrey Welsh, Ph.D. (2007-2020)
Department of History

Gloria Tansits Wenze, Ph.D., (1999-2015)
Department of Education

John C. Williams, M.S., D. et U.* (1964-1990)
Department of Education

Gary N. Wodder, Ph.D., D. et U.* (1974–2009)
Department of Exercise Science and Sport

Francis J. Wormuth, J.D., D. et U.* (1979-2001)
Department of Management/Marketing

Midori Yamanouchi-Rynn, Ph.D., D. et U.* (1975-2006)
Department of Sociology/Criminal Justice

Margarete Lieb Zalon D. et U.* (1988-2022)
Department of Nursing

Faculty of Instruction

Michael E. Allison (2006)
Chair, Department of Political Science (2014)
Professor, Political Science (2017)
 B.A., Fairfield University
 M.S., Ph.D., Florida State University

Wesam Alramadeen (2021)
Assistant, Operations & Analytics (2022)
 B.S., Mutah University
 MBA, German Jordanian University
 Ph.D., Binghamton University

Peter Andersen (2015)

Chair, Department of Management, Marketing and Entrepreneurship (2023)

Associate Professor, Management, Marketing and Entrepreneurship (2023)

B.A., M.B.A., University of Tehran

Ph.D., University of Malaya

Uzoamaka Melissa Anyiwo (2022)

Associate Professor, History (2022)

B.A., Ph.D., Swansea University

Duane S. Armitage (2015)

Associate Professor, Philosophy (2019)

B.A., The University of Scranton

M.A., Boston College

Ph.D., The New School for Social Research

Michael G. Azar (2013)

Associate Professor, Theology/Religious Studies (2018)

B.A., Colorado Christian University

M.A., St. Vladimir's Orthodox Theological Seminary

M.Phil., Ph.D., Fordham University

Sinchul Back (2019)

Assistant Professor, Criminal Justice, Cybersecurity, & Sociology (2020)

B.A. Northeastern University

M.A., Hankuk University of Foreign Studies

M.S., Bridgewater State University

Ph.D., Florida International University

Aram Balagoyzyan (2011)

Associate Professor, Economics, Finance and International Business (2017)

B.S., Yerevan State University

Ph.D., The Graduate School and University Center of the City University of New York

Mehmet Bastug (2020)

Assistant Professor, Criminal Justice, Cybersecurity, & Sociology (2020)

B.A., Turkish National Police University

B.S., Akdeniz University

M.S., Ph.D., Rutgers University

Hope Baylow (2020)

Assistant Professor, Health and Human Performance (2020)

B.A., Hofstra University

M.A., Long Island University

D.A., Adelphia University

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B.S., Oregon State University

Ph.D., University of Florida

Anthony C. Betancourt (2022)

Assistant Professor, Psychology (2022)

B.S., The University of Scranton

M.A., Fairleigh Dickinson University

M.Phil., Ph.D., City University of New York

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Chair, Department of Physics and Engineering (2017)

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M.S., Technical University of Poznan, Poland

M.S., Ph.D., Drexel University

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Ph.D., University of Illinois

David W. Black, D. et U.* (1984)

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Michelle Boland (2022)

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MSN, University of Phoenix

Douglas M. Boyle (2009)

Chair, Department of Accounting (2015)

Professor, Accounting (2021)

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James F. Boyle, D. et U.* (1999)

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B.S., M.B.A., The University of Scranton

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Karen L. Brady (2002)

Assistant Professor, Occupational Therapy (2006)

B.A. Mansfield University

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B.S., The University of Scranton

Ph.D., Lehigh University

Sean Brennan, (2009)

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B.A., Rockhurst University
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Ph.D., University of Notre Dame

Lori A. Bruch, D. et U.* (1995)

Chair, Department of Counseling and Human Services (2015)
Associate Professor, Counseling and Human Services (2002)
B.S., M.Ed., The Pennsylvania State University
M.S., The University of Wisconsin-Stout
Ed.D., George Washington University

Deborah E. Budash, (2019)

Assistant Professor, Occupational Therapy (2019)
B.S., University of Pittsburgh
M.A., Indiana University of Pennsylvania
Ph.D., Northcentral University

Bryan R. Burnham (2007)

Professor, Psychology (2021)
B.A., Utica College of Syracuse University
M.A., Ph.D., State University of New York at Albany

Barbara K. Buxton (2005)

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B.S., Albright College
M.S., Wilkes University
Ph.D., University of Wisconsin

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B.S., St. Louis University
M.Div., Th.M. Weston School of Theology
M.S., Ph.D., Georgetown University

Jinghan Cai (2014)

Associate Professor, Economics, Finance and International Business (2020)
B.A., Renmin University of China
Ph.D., City University of Hong Kong
Ph.D., Boston College

Marzia Caporale (2007)

Chair, Latin American and Women's Studies (2020)
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M.A., Ph.D. University of Nebraska–Lincoln

Dona M. Carpenter, D. et U.* (1985)

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B.S.N., College Misericordia
M.S.N., Villanova University
M.Ed., Ed.D., Columbia University

Maureen T. Carroll, D. et U* (1995)

Professor, Mathematics (2012)

B.A. LaSalle University

M.S., Ph.D. Lehigh University

Anthony F. Carusotto (2018)

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B.S., M.S., DPT, Misericordia University

Ed.D., Drexel University

Arthur J. Catino (2013)

Associate Professor, Chemistry (2019)

B.A., Franklin & Marshall College

Ph.D., University of Arizona/University of Maryland

Melanie Caughey (2023)

Assistant Professor, Education (2023)

B.A., Bucknell University

M.S., Duquesne University

Ph.D., University of Virginia

Laura R. Chapman (2023)

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B.A., Michigan State University

M.A., Ph.D., Ohio University

Satya P. Chattopadhyay, D. et U.* (1990)

Associate Professor, Management, Marketing and Entrepreneurship (1997)

B.M.E., Jadaupur University

P.G.D.M., Indian Institute of Management, Calcutta

Ph.D., Virginia Polytechnic Institute and State University

Laura S. Chavez (2022)

Assistant Professor, Nursing (2022)

B.S.N., The University of Scranton

M.S.N., Georgetown University

Ph.D., University of Wisconsin

Jeh-Hyun Cho (2020)

Assistant Professor, Accounting (2020)

B.S., University of Illinois at Urbana-Champaign

M.S., Seoul National University

Ph.D., Arizona State University

Patrick M. Clark (2010)

Professor, Theology/Religious Studies (2021)

A.B., Duke University

M.A., Boston College

Ph.D., University of Notre Dame

Marleen Cloutier (2019)

Assistant Professor, Weinberg Memorial Library (2019)

B.S., Wentworth Institute of Technology

M.S., The University of Scranton

L.I.S., Drexel University

Ovidiu Cocieru (2019)

Assistant Professor, Management, Marketing and Entrepreneurship (2019)

B.S. Al. Ioan Cuza University

M.S., Ph.D., University of Massachusetts Amherst

Will T. Cohen (2009)

Professor, Theology/Religious Studies (2020)

B.A., Brown University

M.Div., St. Vladimir's Orthodox Theological Seminary

Ph.D., The Catholic University of America

Tracey L. Collins (2002)

Assistant Professor, Physical Therapy (2006)

B.S., The University of Scranton

M.B.A., UNC-Wilmington

Ph.D., Walden University

Brian P. Conniff (2010) -

Professor, English and Theatre (2010)

B.A., Rutgers University

M.A., The University of Scranton

Ph.D., University of Notre Dame

Teresa Conte (2010)

Chair, Nursing (2021)

Associate Professor, Nursing (2016)

B.S., The University of Scranton

M.S., Ph.D., Villanova University

Michael M. Costello, (2014)

Faculty Specialist, Health Administration and Human Resources (2014)

B.S., The University of Scranton

M.A., Ohio University

M.B.A., The University of Scranton

J.D., Southland University

Carol A. Coté (2008)

Chair, Occupational Therapy (2018)

Associate Professor, Occupational Therapy (2014)

B.S., Kean University

M.A., Montclair State University

Ph.D., Rutgers University

Michael Crowell (2023)

Associate Professor, Physical Therapy (2023)

B.S., United States Military Academy

DPT, DSc., Baylor University

Ann M. Culp (2014)

Faculty Specialist, Nursing (2014)

B.S., Ottawa University

M.S., D.N.P., Case Western Reserve University

Ann E. Cummings (2013)

Faculty Specialist, Management, Marketing and Entrepreneurship (2014)

B.A., College of the Holy Cross

M.B.A., University of Scranton

Katherine Cummings (2022)

Assistant Professor, Weinberg Memorial Library (2022)

B.S., University of Maine

MBA, Wilkes University

MLIS, University of South Carolina

Roxana Ariadne Blancas Curiel (2020)

Assistant Professor, World Languages and Cultures (2020)

Ph.D., University of California-Riverside

Paul T. Cutruffello (2008)

Chair, Department of Health and Human Performance (2014)

Professor, Health and Human Performance (2021)

B.S., The Pennsylvania State University

M.S., Bloomsburg University

Ph.D., Marywood University

Rebecca Spirito Dalgin (2005)

Professor, Counseling and Human Services (2019)

B.A., Quinnipiac University

M.S., Ph.D., Syracuse University

Paul Datti (2009)

Professor, Counseling and Human Services (2020)

B.A., The Pennsylvania State University

M.S., The University of Scranton

Ph.D., The Pennsylvania State University

John C. Deak (2002)

Associate Professor, Chemistry (2008)

B.S., State University of New York at Buffalo

Ph.D., University of Rochester

Stephanie DeNaples (2022)

Faculty Specialist, Occupational Therapy (2022)

B.S., M.S., The University of Scranton

Jones DeRitter, D. et U.* (1990)

Professor, English and Theatre (2002)

A.B., Oberlin College

M.A., Ph.D., University of Virginia

Rita A. DiLeo (2007)

Assistant Professor, Health Administration and Human Resources (2018)

B.S. University of Scranton

M.P.A., Marywood University

DSc(c), University of Alabama

Mary Jane K. DiMattio, R.N., D. et U.* (1993)

Professor, Nursing (2018)
B.S., The University of Scranton
M.S.N., Villanova University
Ph.D., University of Pennsylvania

Roy Palmer Domenico, D. et U.* (1997)

Chair, History (2021)
Professor, History (2005)
B.A., University of Wisconsin-Milwaukee
M.A., University of Connecticut
Ph.D., Rutgers University

Steven T. Dougherty (1992)

Professor, Mathematics (2003)
B.S., The University of Scranton
M.S., Ph.D., Lehigh University

Ashley M. Driver (2020)

Assistant Professor, Biology (2020)
B.S., Ph.D., University of Wisconsin-Madison

Gerard Dumancas (2021)

Associate Professor, Chemistry (2021)
B.S., University of the Philippines
Ph.D., Oklahoma State University

Susan Elczyna (2014)

Faculty Specialist, Nursing (2014)
B.S.N., M.S., Wilkes University
Ph.D., Marywood University

Shuhua Fan (2009)

Professor, History (2018)
B.A., Sichuan Normal University
M.A. Jilin University
M.A., Ph.D., The University of North Carolina at Chapel Hill

Vincent R. Farallo (2020)

Assistant Professor, Biology (2020)
B.S., John Carroll University
M.S., Texas State University-San Marcos
Ph.D., Ohio University

Marian L. Farrell, D. et U.* (1990)

Professor, Nursing (2002)
B.S.N., M.S.N., College Misericordia
M.S., Syracuse University
Ph.D., Adelphia University

Colleen Farry (2015)

Assistant Professor, Weinberg Memorial Library (2018)
B.F.A., Marywood University
M.A., Syracuse University
MLS, University of Illinois

Ann E. Feeney (2008)

Associate Professor, Nursing (2018)

B.S., Marywood University

M.S., University of Pennsylvania

Ph.D., Binghamton University

Mark E. Fenner (2023)

Assistant Professor, Computing Science (2023)

B.S., Westminster College

M.A., Ph.D., University of Pittsburgh

Michael W. Fennie (2012)

Associate Professor, Chemistry (2018)

B.S., Canisius College

Ph.D., University of Pennsylvania

Debra L. Fetherman (2005)

Associate Professor, Health and Human Performance (2017)

B.S., Ohio University

M.S., University of Central Arkansas

Ph.D., Marywood University

Kelly A. Filchner (2023)

Assistant Professor, Nursing (2023)

B.S.N., East Stroudsburg University

M.S.N., DeSales University

Ph.D., Duquesne University

Howard D. Fisher (2009)

Associate Professor, Communication and Media (2020)

A.A., Bismarck State College

B.A., Minnesota State University

M.A., Texas Tech University

Ph.D., Ohio University

Timothy Daniel Foley, D. et U.* (1999)

Professor, Chemistry (2011)

B.S., Providence College

Ph.D., University of Rhode Island

Brigid Curtin Frein, D. et U.* (1988)

Associate Professor, Theology/Religious Studies (1994)

B.A., Gonzaga University

Ph.D., St. Louis University

Christopher Fremaux (2020)

Assistant Professor, Philosophy (2020)

B.A., St. Mary's University

M.A., Boston College

Ph.D., State University of New York, Stony Brook

Michael Friedman, D. et U.* (1991)

Professor, English and Theatre (2001)

B.A., Tulane University

M.A., Ph.D., Boston University

Nathaniel A. Frissell (2019)

Assistant Professor, Physics and Engineering (2019)
B.S., Montclair State University
M.S., Ph.D., Virginia Polytechnic Institute and State University

Rachel Frissell (2021)

Faculty Specialist, Physics and Engineering (2021)
B.S., Indiana University of Pennsylvania
M.S., Virginia Tech
M.S., New Jersey Institute of Technology

Spencer Galen (2020)

Assistant Professor, Biology (2020)
B.S., University of Delaware
M.S., University of New Mexico
Ph.D., Richard Gilder Graduate School

Madeline B. Gangnes (2020)

Assistant Professor, English and Theatre (2020)
B.A., University of Puget Sound
MLitt., University of Dundee
Ph.D., University of Florida

Emily Gerstle (2020)

Assistant Professor, Health and Human Performance (2020)
B.S., Denison University
M.S., Ph.D., University of Wisconsin

Satyajit P. Ghosh, D. et U.* (1986)

Professor, Economics, Finance and International Business (1999)
B.A., Presidency College, India
M.A., University of Calcutta
M.A., Ph.D., State University of New York at Buffalo

Robert C. Giambatista (2013)

Associate Professor, Management, Marketing and Entrepreneurship (2013)
B.S., M.S., The Pennsylvania State University
Ph.D., University of Wisconsin-Madison

Natalie J. Gilboy (2021)

Faculty Specialist, Nursing (2021)
B.S., M.S., University of Scranton

Christopher P. Gillett (2018)

Assistant Professor, History (2018)
B.A., Rutgers University
A.M., Ph.D., Brown University

Antoinette G. Glover, D. et U.* (2001)

Associate Professor, English and Theatre (2007)
B.A., M.A., University of Texas at Arlington
Ph.D., University of Texas at Dallas

S. Kingsley Gnanendran, D. et U.* (1989)

Professor, Operations and Analytics (2007)

B.Sc., University of Sri Lanka

M.Eng., Asian Institute of Technology

Ph.D., University of Tennessee

Irene Goll, D. et U.* (1988)

Associate Professor, Management, Marketing and Entrepreneurship (1994)

B.S., The Pennsylvania State University

M.A., University of Illinois

Ph.D., Temple University

Ahmed Gomaa (2016)

Professor, Operations and Analytics (2023)

B.S., M.S., University of Alexandria

M.B.A., Ph.D., Rutgers University

Jason M. Graham (2012)

Associate Professor, Mathematics (2017)

B.S., University of Houston

M.S., Southern Methodist University

M.S., University of Iowa

Ph.D., University of Iowa

Andrew J. Gregorwicz, D. et U.* (2001)

Faculty Specialist, Accounting (2018)

B.S., The University of Scranton

M.B.A., Pace University

Teresa Grettano (2009)

Associate Professor, English and Theatre (2018)

B.A., M.A., University of South Alabama

Ph.D., Illinois State University

Carrie Griffiths (2023)

Faculty Specialist, Occupational Therapy (2023)

BS, Mount Aloysius College

M.S., The University of Scranton

OTD, Gannon University

Joan C. Grossman (2010)

Associate Professor, Health and Human Performance (2018)

B.S., King's College

M.S., Colorado State University

Ph.D., Marywood University

Daniel P. Haggerty (2005)

Chair, Department of Philosophy (2019)

Professor, Philosophy (2015)

B.A., St. Joseph's University

Ph.D., Syracuse University

Michael Hague (2023)

Assistant Professor, Biology (2023)
B.A., Whitman College
M.S., San Francisco State University
Ph.D., University of Virginia

Renee M. Hakim, D. et U.* (1996)

Chair, Department of Physical Therapy (2019)
Professor, Physical Therapy (2011)
B.S., The University of Scranton
M.S., University of Pittsburgh
Ph.D., Temple University

Tara N. Hamilton-Fay (2008)

Faculty Specialist, Biology (2008)
B.S., University of Massachusetts
M.S., University of Colorado

Jean Wahl Harris, D. et U.* (1987)

Professor, Political Science (2009)
B.A., M.A., Ph.D., Binghamton University

Christopher Hauser (2020)

Assistant Professor, Philosophy (2020)
B.A., Dartmouth College
Ph.D., Rutgers University

Christopher A. Haw (2018)

Associate Professor, Theology/Religious Studies (2023)
B.A., Eastern University
M.A., Villanova University
Ph.D., University of Notre Dame

Samantha Herrick (2023)

Associate Professor, Counseling and Human Services (2023)
B.A., University of Rhode Island
M.S., Springfield College
Ph.D., The Pennsylvania State University

Emily J. Hopkins (2018)

Associate Professor, Psychology (2023)
B.S., Brown University
M.A., Ph.D., University of Virginia

JoyAnna S. Hopper (2020)

Associate Professor, Political Science (2023)
B.A., Eastern Illinois University
M.A., Ph.D., University of Missouri

Nicole Hoskins (2021)

Assistant Professor, Theology/Religious Studies (2021)
B.A., Spelman College
M.Div., Harvard Divinity School
Ph.D., Drew University

Hengameh Hosseini (2018)

Associate Professor, Health Administration and Human Resources (2023)

B.S., University of Tehran

M.S., King's College

Ph.D., Marywood University

Christopher A.F. Howey (2017)

Associate Professor, Biology (2022)

B.S., University of Delaware

M.S., University of Central Arkansas

Ph.D., Ohio University

Ozgur Isil (2014)

Associate Professor, Operations and Analytics (2020)

B.S., University of Texas at Austin

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Jakub S. Jasinski, D. et U.* (1987)

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Michael J. Jenkins (2013)

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B.S., The University of Scranton

M.A., Ph.D., Rutgers, The State University of New Jersey

Vanessa Ann Jensen (2005)

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B.S., M.S., The University of Scranton

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Professor, Theology/Religious Studies (2008)

B.A., Oxford University

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John N. Kallianiotis, D. et U.* (1990)

Professor, Economics, Finance and International Business (2005)

B.A., University of Thessalonika

M.A., M.Ph., Ph.D., City University of New York

Christie P. Karpiak, D. et U.* (2001)

Chair, Department of Psychology (2023)

Professor, Psychology (2013)

B.S., M.S., Ph.D., University of Utah

Jennifer Kaschak (2010)

Associate Professor, Education (2016)
B.A., Illinois Wesleyan University
M.A., University of Wisconsin
Ph.D., Teachers College, Columbia University

Kristen Katchur (2014)

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B.S., Marywood University
M.A., The University of Scranton

John P. Kaufman (2021)

Faculty Specialist, Computing Sciences (2021)
B.S., University of Scranton
M.S., Syracuse University

Bibi Rafeiza Khan (2021)

Assistant Professor, Biology (2021)
B.Sc., University of Guyana
M.Sc., University of Arkansas
Ph.D., University of Missouri-St. Louis

John Kilker (2016)

Associate Professor, Communication and Media (2023)
B.S., The University of Scranton
M.A., Fairfield University
M.F.A., University of Southern California

Taewan Kim (2011)

Associate Professor, Management, Marketing and Entrepreneurship (2017)
B.S., Hannan University, South Korea
M.P.A., Ph.D., University of Nebraska-Lincoln

Joseph Klobusicky (2020)

Assistant Professor, Mathematics (2020)
B.S., M.S., Carnegie Mellon University
M.Sc., Ph.D., Brown University

Richard Klonoski, D. et U.* (1981)

Professor, Philosophy (1994)
B.A., The University of Scranton
M.A., Kent State University
Ph.D., Duquesne University

Michael J. Knies, D. et U.* (1996)

Professor, Weinberg Memorial Library (2020)
B.A., M.A., The Pennsylvania State University
M.L.S., Rutgers University

Mary M. Kovaleski (2013)

Faculty Specialist, Nursing (2013)
B.S.N., Wilkes College
M.S.N., University of Scranton

Lisa A. Kozden (2015)

Faculty Specialist, Occupational Therapy (2015)

B.A., Muhlenberg College

MOT, Nova Southeastern University

Joseph E. Kraus (2004)

Professor, English and Theatre (2014)

B.A., University of Michigan

M.A., Columbia University

Ph.D., Northwestern University

Cara A. Krieg (2018)

Assistant Professor, Biology (2018)

B.S., Grinnell College

Ph.D., Michigan State University

Christian S. Krokus (2009)

Professor, Theology/Religious Studies (2021)

A.B., Lafayette College

M.A., Ph.D. Boston College

Barry X. Kuhle (2009)

Associate Professor, Psychology (2014)

B.A., Binghamton University

Ph.D., The University of Texas at Austin

Gary G. Kwiecinski, D. et U.* (1988)

Professor, Biology (2000)

B.S., Cornell University

M.S., Rutgers University

Ph.D., Cornell University

Andrew Thomas LaZella (2010)

Professor, Philosophy (2021)

B.A., Hamline University

M.A., DePaul University

Ph.D., DePaul University

Michael J. Landram (2015)

Associate Professor, Health and Human Performance (2021)

B.S., Truman State University

M.S., Appalachian State University

Ph.D., University of Roma

Richard A. Larsen, D. et U.* (1993)

Professor, English and Theatre (2009)

B.S., Northern Arizona University

M.F.A., San Diego State University

Nathan Lefler (2008)

Professor, Theology/Religious Studies (2020)

B.A., University of Chicago

M.A.R., Yale Divinity School

Ph.D., Catholic University of America

- Lisa Ann Lesneski, D. et U.* (2001)**
Associate Professor, Nursing (2009)
B.S.N., Marywood University
M.S., State University of New York at Binghamton
Ph.D., University of Maryland Baltimore
- John J. Levko, S.J., D. et U.* (1979)**
Professor, Mathematics (1987)
B.A., M.S., Ph.D., Lehigh University
S.T.B., Gregorian University
M.A., John XXIII Institute, Maryknoll
S.E.O.L., S.E.O.D., Pontifical Oriental Institute
- Aiala T. Levy (2016)**
Assistant Professor, History (2018)
B.A., Princeton University
M.A., Ph.D., University of Chicago
- Linda Lewis (2010)**
Faculty Specialist, Nursing (2011)
B.S.N., The Pennsylvania State University
M.S.N., University of Pennsylvania
- Yibai Li (2013)**
Associate Professor, Operations and Analytics (2018)
B.S., Jilin University
M.S., Oklahoma State University
Ph.D., Washington State University
- Geng Liu (2023)**
Assistant Professor, Physics and Engineering (2023)
B.S., University of Science and Technology of China
Ph.D., University of Chinese Academy of Sciences
- David Mahalak (2021)**
Faculty Specialist, Operations and Analytics (2021)
B.A., Wilkes University
M.S., Northeastern University
Ph.D., The George Washington University
- Daniel P. Mahoney, D. et U.* (1984)**
Professor, Accounting (2002)
B.S., M.B.A., The University of Scranton
Ph.D., Syracuse University
- Dana R. Maida (2014)**
Faculty Specialist, Physical Therapy (2014)
B.S., M.P.T, D.P.T., The University of Scranton
- Wendy Manetti (2011)**
Associate Professor, Nursing (2020)
B.S.N., M.S.N., The University of Scranton
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Amanda Sue Marcy (2015)

Assistant Professor, Accounting (2018)
B.S., M.B.A., The University of Scranton

Bonnie Lini Markowski (2007)

Faculty Specialist, English and Theatre (2007)
A.A., Penn State, Wilkes-Barre
B.A., University of Maryland
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Professor, Education (2015)
B.A., Nairobi University
M.A., Ph.D., Ohio University

Robert W. McCloskey, D. et U.* (1991)

Assistant Professor, Computing Sciences (1993)
B.S., The University of Scranton
M.S., Ph.D., Rensselaer Polytechnic Institute

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B.S., East Stroudsburg University
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B.S., M.B.A., The University of Scranton
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B.A., University of Maryland
M.Div., Th.M., Weston School of Theology
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Assistant Professor, Chemistry (2022)
B.Sc., Cotton College
M.Sc., Gauhati University
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Faculty Specialist, World Languages and Cultures (2009)
Degree in Spanish Legal Practice, Universidad Santiago de Compostela
Spanish Law Degree, Universidad Nacional de Educación a Distancia

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Chair, Department of English and Theatre (2023)
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B.A., Pace University
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Assistant Professor, Physics and Engineering (2023)

BSc., K.N. Toosi University of Technology

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Matthew Meyer (2010)

Professor, Philosophy (2021)

B.A., University of St. Thomas

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Rebecca L. Mikesell, D. et U.* (1994)

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Faculty Specialist, Health Administration and Human Resources (2015)

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Ph.D., Marywood University

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B.A., Pontifical Catholic University

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Bianca Sabia Moore (2014)

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B.A., Wilkes University

M.A., Arcadia University

Marlene J. Morgan (1997-99, 2005)

Associate Professor, Occupational Therapy (2013)

B.S., The Pennsylvania State University

M.S., Texas Woman's University

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Jerry Muir (2004)

Professor, Mathematics (2012)

B.A., M.A., State University of New York at Potsdam

Ph.D., University of Kentucky

Stacey Muir (2004)

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B.S., Rockhurst College

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B.Sc., Trinity College, Dublin
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M.S., Misericordia University
M.S., Drexel University
Ph.D., The Pennsylvania State University

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Clinical Internship, Brown University School of Medicine
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M.A., Brown University

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M.S., University of Montana

Ph.D., Rutgers University

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M.S., Thomas Jefferson University

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Charles R. Pinches, D. et U.* (1990)

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B.A., Wheaton College

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Chair, Department of Computing Sciences (1990)

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B.S., The University of Scranton

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Krzysztof Plotka, D. et U.* (2001)

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M.S., University of Gdansk

Ph.D., West Virginia University

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Associate Professor, Theology/Religious Studies (2008)

B.A., Fairfield University

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Ph.D., University of Notre Dame

Susan L. Poulson, D. et U.* (1990)

Professor, History (2004)

B.A., George Washington University

M.A., Ph.D., Georgetown University

Adam J. Pratt (2013)

Associate Professor, History (2019)

B.A., Clemson University

M.A., Ph.D., Louisiana State University

Michelle Pratt-McHugh (2010)

Chair, Weinberg Memorial Library (2021)

Associate Professor, Library (2015)

B.A., The Pennsylvania State University

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Amelia Randich (2020)

Assistant Professor, Biology (2020)

B.A., Grinnell College

Ph.D., University of Chicago

Joshua Reynolds (2020)

Assistant Professor, Psychology (2020)

B.S., Southern Oregon University

M.S., University of North Dakota

Ph.D., University of Wyoming

Meghan Ashlin Rich (2007)

Professor, Criminal Justice, Cybersecurity, & Sociology (2019)

B.A., University of Maryland

M.A., University of Wisconsin

Ph.D., University of Delaware

James C. Roberts (2005)

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B.A., Richard Stockton College of New Jersey

M.A., Ph.D., Rutgers University School of Criminal Justice

Vincent J. Rocco (2016)

Faculty Specialist, Alperin Lab (2016)

B.S., Saint Joseph's University

M.B.A., Wilkes University

Nicholas Rodio (2018)

Instructor, Physical Therapy (2018)

B.S., DPT, The University of Scranton

Anne Royer (2017)

Assistant Professor, Biology (2017)

B.A., Oberlin College

Ph.D., Michigan State University

John A. Ruddy (2013)

Associate Professor, Economics, Finance and International Business (2021)

B.S., The University of Scranton

M.B.A., The George Washington University

D.P.S., Pace University

David A. Rusak (2000)

Professor, Chemistry (2012)

B.S., University of North Carolina

Ph.D., University of Florida

Mojib Saei (2022)

Assistant Professor, Physics and Engineering (2022)

B.S., Sharif University of Technology

M.S., Ph.D., Purdue University

David Salerno (2007)

Associate Professor, Accounting (2016)

B.A., M.B.A., The University of Scranton

Ph.D., Kent State University

Paul E. Sampson (2020)

Assistant Professor, History (2020)

B.A., University of Dallas

M.A., Marquette University

Ph.D., Rutgers University

Edward M. Scahill, D. et U.* (1989)

Associate Professor, Economics, Finance and International Business (1994)

B.S., St. Bonaventure University

M.A., Ph.D., Binghamton University

Janette Scardillo (2017)

Faculty Specialist, Physical Therapy (2017)

B.S., M.P.T., D.P.T., The University of Scranton

Jennifer Schwartz (2014)

Faculty Specialist, Physical Therapy (2014)

M.P.T., D.P.T., The University of Scranton

Rose Sebastianelli, D. et U.* (1988)

Professor, Operations and Analytics (2003)

Alperin Professor of Business Administration (1996)

B.S., Indiana University of Pennsylvania

Ph.D., The Pennsylvania State University

Marc A. Seid (2010)

Professor, Biology (2022)

B.S., M.S., Brigham Young University

Ph.D., Boston University

Juan David Serna (2015)

Associate Professor, Physics and Engineering (2020)

B.S., Universidad de Antioquia

M.S., Ph.D., University of Arkansas

Robert W. Shaffern, D. et U.* (1995)

Professor, History (2007)

B.A., DePaul University

M.A., Ph.D., University of Notre Dame

Marc B. Shapiro, D. et U.* (1996)

Professor, Theology/Religious Studies (2008)

B.A., Brandeis University

Ph.D., Harvard University

Thomas A. Shimkus (2004)

Chair, Department of Mathematics (2020)

Associate Professor, Mathematics (2011)

B.S., The University of Scranton

M.S., Ph.D., Lehigh University

Jason A. Shrive (2018)

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B.S., The University of Scranton

J.D., Stetson University

Yamile Silva Gualteros (2009)

Chair, Department of World Languages and Cultures (2018)

Professor, World Languages and Cultures (2021)

B.A., Los Andes University

M.A., Ph.D., University of Massachusetts, Amherst

Nicholas Sizemore (2015)

Associate Professor, Chemistry (2020)

B.S., Case Western Reserve University

Ph.D., University of California

Carole S. Slotterback, D. et U.* (1995)

Professor, Psychology (2007)

B.S., Wilson College

M.S., New Mexico Highlands University

Ph.D., Northern Illinois University

Robert J. Smith (2003)

Professor, Biology (2015)

B.S., Alma College

M.S., Central Michigan University

Ph.D., The University of Southern Mississippi

Terri Freeman Smith, D. et U.* (1995)

Assistant Professor, Health Administration and Human Resources (2006)

B.S., The Pennsylvania State University

M.S., The University of Scranton

Ph.D., The Pennsylvania State University

Stacy M. Smulowitz (2009)

Chair, Department of Communication and Media (2021)

Associate Professor, Communication and Media (2021)

B.A., Wilkes University

M.S., Ithaca College Park School of Communication

Ph.D., Rutgers University School of Communication

Brian J. Snee (2020)

Associate Professor, Communication and Media (2022)

B.A., The University of Scranton

M.A., Ph.D., The Pennsylvania State University

Jong-Hyun Son (2017)

Associate Professor, Biology (2023)

B.S., Dankook University

M.S., Western Illinois University

Ph.D., Texas A & M University

Ziqian Song (2020)

Assistant Professor - Operations and Analytics (2020)

M.S., Virginia Tech

Ph.D. cand., Virginia Tech

Robert A. Spalletta, D. et U.* (1983)

Professor, Physics and Engineering (2003)

B.S., Stevens Institute of Technology

M.S., Ph.D., University of Rochester

Robert Spinelli, D. et U.* (1998, 2003)

Assistant Professor, Health Administration and Human Resources (2005)

B.B.A., Temple University

M.B.A., The University of Scranton

M.P.H., Columbia University

D.B.A., Nova Southeastern University

Ashley L. Stampone (2016)

Assistant Professor, Accounting (2021)

B.S., M.B.A., The University of Scranton

Katherine Stefanelli (2023)

Associate Professor, Counseling and Human Services (2023)

B.A., The Pennsylvania State University

M.A., Ph.D., Marywood University

John J. Strain III (2007)

Faculty Specialist, Communication and Media (2007)

B.A., M.A., D.B.A., The University of Scranton

Daniel R. Sweeney, S.J. (2009)

Assistant Professor, History (2009)

A.B., Georgetown University

M.S., Fordham University

M.Div., S.T.L., Jesuit School of Theology at Berkeley

Ph.D., Cambridge University

Terrence E. Sweeney, D. et U.* (1992)

Professor, Biology (2004)

B.A., Colgate University

M.S., Ph.D., University of Rochester

Amy Szydlowski (2023)

Faculty Specialist, Health Administration and Human Resources (2023)

B.S., Pennsylvania State University

M.P.A., M.S.W., Marywood University

Steven J. Szydowski (2004)

Chair, Health Administration and Human Resources (2022)
Professor, Health Administration and Human Resources (2018)
B.S., M.B.A., M.H.A., The University of Scranton
D.H.A., Medical University of South Carolina

Billie R. Tadros (2018)

Associate Professor, English and Theatre (2023)
B.A. Susquehanna University
M.F.A., Sarah Lawrence College
Ph.D., University of Louisiana

Nabil A. Tamimi, D. et U.* (1993)

Chair, Department of Operations and Analytics (2007)
Professor, Operations and Analytics (2003)
B.S., The Pennsylvania State University
M.B.A., The University of Scranton
Ph.D., Temple University

Mary L. Troy (2018)

Assistant Professor, Counseling and Human Services (2018)
B.A., M.A., The University of Scranton
Ph.D., Regent University

Patrick Tully (2005)

Professor, Philosophy (2015)
B.A., Fordham University
M.A., University of Toronto
Ph.D., Marquette University

Laurie B. Valunas (2017)

Faculty Specialist, Nursing (2017)
B.S., The University of Scranton
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Gretchen J. Van Dyke, D. et U.* (1994)

Associate Professor, Political Science (2000)
B.A., Trinity College
M.A., Ph.D., University of Virginia

Argyrios C. Varonides, D. et U.* (1989)

Professor, Physics and Engineering (2004)
B.S., University of Thessalonika, Greece
M.S., Temple University
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Jennifer F. Vasquez (2007)

Professor, Mathematics (2018)
B.S., M.A., Ph.D., Indiana University

Andrew C. Venezia (2016)

Associate Professor, Health and Human Performance (2021)
B.S., M.S., Bloomsburg University
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Janice Voltzow, D. et U.* (1996)

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Professor, Biology (2004)

B.S., Yale University

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Robert F. Waldeck, D. et U.*(2001)

Associate Professor, Biology (2007)

B.A., Lehigh University

M.P.A., University of Delaware

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Cristen M. Walker (2014)

Assistant Professor, Nursing (2020)

B.S.N., University of Pittsburgh

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Lori Maria Walton (2020)

Professor, Physical Therapy (2020)

B.S., MScPT, Andrews University

DPT, Creighton University

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Xuewu Wang (2008)

Assistant Professor, Economic and Finance (2008)

B.A., Hangzhou University of Commerce

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Ph.D., University of Michigan

Jill A. Warker (2011)

Associate Professor, Psychology (2017)

B.A., Bucknell University

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Joan M. Wasilewski, D. et U.* (1988)

Chair, Department of Chemistry (2013)

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B.S., King's College

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Professor, Health Administration and Human Resources (2004)

B.S., M.Ed., Ph.D., The Pennsylvania State University

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B.S., State University of New York College at Cortland

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John P. Wiercinski (2016)

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B.S., The University of Scranton

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B.A., The University of Tulsa

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B.S., Temple University

M.S., West Chester University of Pennsylvania

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B.A., M.S., Ph.D., The University of North Carolina

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B.S., M.S., Misericordia University

Ed.D., University of South Carolina

Donna Witek (2008)

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Murong Xu (2020)

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B.A., M.B.A., The University of Scranton

David Angeloni (2013)

Director of Field Placement, Education, Panuska College of Professional Studies (2013)

B.A., Temple University

M.Ed., Indiana University

Dina P. Angeloni (2018)

Program Coordinator, Center for Health, Education and Wellness, Student Life (2018)

B.S., The Pennsylvania State University

Amye Barrese Archer (2012)

Writing Center & ESL Coordinator, Center for Teaching & Learning Excellence (2017)

B.A., The Pennsylvania State University

M.A., M.F.A., Wilkes University

Aubree L. Armezzani (2021)

Associate Registrar, Office of the Registrar (2021)

B.A., Wilkes University

Gerianne Barber, D. et U.* (2004)

Director, Counseling Training Center, Panuska College of Professional Studies (2004)

B.S., M.S., The University of Scranton

Michael S. Bartoletti (2001)

Athletic Facilities Manager & Baseball Coach, Athletics (2018)

B.S., Robert Morris College

Tyler A. Bauer (2022)

Area Coordinator, Residence Life (2022)

B.S., Frostburg State University

Shawn Beistline (2013)

Application Administrator, Infrastructure & Security Services (2022)

A.S., Lincoln Technical Institute

B.S., Pennsylvania State University

M.B.A., University of Scranton

Hannah E. Bennett (2022)

Admissions Counselor, Undergraduate Admissions (2022)

B.S., The University of Scranton

Kayla A. Betacchini (2021) –

Assistant Director, Center for Student Engagement (2021)

B.A., The University of Scranton

M.S., Canisius College

Deanna Beyrent (2007)

Manager, Client Services, Information Technology Services (2016)

B.S., The Pennsylvania State University

Mary Rose Bing (2011)

Online MBA Program Assistant, Kania School of Management (2014)

B.A., Shippensburg University

Kara Bishop (2019)

Associate Director of Global Education & Interim Fulbright Advisor (2022)

B.S., Temple University

MS., Fordham University

MPhil., University of Cambridge

Cheryl Y. Boga, D. et U.* (1981)

Director of Performance Music, Provost Administration (1991)

B.M., Marywood University

Eric Bologna (2021) –

Head Coach, Track & Field, Athletics (2021)

B.S., Shippensburg University

M.S., Frostburg State University

Carolyn M. Bonacci (2020) –

Community & Civic Engagement Coordinator, External Affairs (2020)

B.A., Loyola University

M.A., Boston College

Rachel Bourizk (2013)

Business Intelligence Developer, Institutional Research (2018)

B.A., Lycoming College

M.B.A., Webster University

Julie E. Brackeva-Phillips (2007)

Manager, Technology Support Services, Information Technology (2016)

B.A., M.A., Marywood University

Tyrell Bradshaw (2021) –

Area Coordinator, Residence Life (2021)

B.S., Kutztown University

Jessica M. Brennan (2018)

Clinical Education Coordinator for Occupation Therapy, Panuska College of Professional Studies (2018)

B.S., Marywood University

M.S., Philadelphia University

O.T.D., Jefferson University

Christopher J. Brown (2019)

Aquatics Director/Head Coach, Swimming, Athletics (2019)

B.S., M.S., Marywood University

William P. Burke (2005) –

Head Coach, Cross Country, Athletics (2005)

B.S., The University of Scranton

M.A., University of Notre Dame

Maryellen Burns (2015)

Associate Director & VA Certifying Official, Finance Administration (2021)

B.A., Gwynedd Mercy University

Gina M. Butler, D. et U.* (1992)

Assistant Dean, College of Arts & Sciences (1995)

B.A., The Pennsylvania State University

M.S., The University of Scranton

Thomas J. Cadugan, D. et U.* (2000)

Police Captain, Public Safety (2015)

Avianna A. Carilli (2022)

Coordinator for International & Domestic Service, Center for Service & Social Justice (2022)

B.S., The University of Scranton

Tara A. Carito (2023)

Clinical Education Coordinator, Health & Human Performance (2023)

A.T.P., California State University - Dominguez Hills

M.S., Marywood University

Maureen E. Carlton (2007)

Financial Aid Counselor - Finance Administration (2023)

B.S., Wilkes University

Laura C. Carroll, D. et U.* (2000)

Legal Assistant, Office of General Counsel (2000)

B.S., The University of Scranton

Joseph H. Cavanagh (2016)

Director of Development, Northeast, University Advancement (2016)

B.A., Plattsburgh State University

M.A., William Paterson University

Patricia M. Cegelka, D. et U.* (2000)

Senior Assistant Director of Financial Aid, Finance Administration (2014)

B.A., King's College

Kristie G. Ceruti (2022)

University Editor, Public Relations (2022)

B.S., Kings College

Alyssa L. Charney (2019)

Sr. Career Development & Information Specialist, Student Life (2020)

B.A., Clemson University

M.B.A., The University of Scranton

Bridget Chomko (2012)

Director of Annual Giving Programs, University Advancement (2022)

B.A., Wilkes University

M.B.A., The University of Scranton

Valarie J. Clark, D. et U.* (2000)

Director, Printing & Mailing Services (2015)

B.A., The University of Scranton

Brenda Lee Clarke (2012)

Assistant to Vice President, Enrollment and External Affairs (2019)

Georgiana Cocieru (2022)

Digital Advertising Manager, Public Relations (2022)

B.S., Alexandru Ioan Cuza University

M.S., The Bucharet University of Economic Studies

Thomas C. Cody (2019)

Manager, Infrastructure Services, Information Technology (2019)

B.S., The University of Scranton

Paul Colaiezzi (2006)

Director of Development, NY Metro, University Advancement (2016)

B.A., The University of Scranton

Kelly Cook (2009)

Academic Advisor, CAS Advising Center (2022)

B.S., Millersville University

Crystal Cool (2023)

Manager, International Student and Scholars Services (2023)

B.A., Lock Haven University

M.Ed., Bloomsburg University

Carol L. Cornell, D. et U.* (1988)

ERP Support Analyst, Information Technology (2016)

A.A., B.S., The University of Scranton

Lisa Cornell, D. et U.* (1983)

Associate Registrar, Office of the Registrar (2015)

B.S., The University of Scranton

Mark A. Cruciani, D. et U.* (1998)

Director of Purchasing, Finance Administration (2015)

B.S., The University of Scranton

M.H.A., Wilkes University

Deirdre Currie (2019)

Assistant Director, Financial Aid (2022)

B.A., Keystone College

M.S., Misericordia University

Kevin M. Curry (2018)

Assistant Dean, Academic Services, Panuska College of Professional Studies
B.S., M.Ed., The Pennsylvania State University
M.S., Arizona State University

Carl G. Danzig, D. et U.* (2001)

Head Coach Men's Basketball, Athletics (2001)
B.A., Baker University
M.A., University of Missouri

Samantha E. Davis (2015)

Computer Training Coordinator & Library Systems Specialist, Weinberg Memorial Library (2015)
B.A., The Pennsylvania State University

Cheryil Demkosky (2008)

Director PCPS Laboratories, Panuska College of Professional Studies (2015)
B.S., M.S., University of Pittsburgh

Sherry Dougherty (2003)

Counselor, Counseling Center (2003)
B.S., The Pennsylvania State University^P_{SEP}
M.S., Bryn Mawr College

Laurene E. Doughty (2023)

Application Developer/Integrator, Information Technology (2023)
A.S., Luzerne County Community College
B.A., Bryn Mawr College
M.S., University of Pittsburgh

Hugh J. Doyle (2017)

Associate Director - Outreach Undergraduate Admissions (2021)
B.S., M.S., The University of Scranton

Jack S. Dreisbach (2021)

Admissions Counselor, Undergraduate Admissions (2021)
B.S., The University of Scranton

Kristin W. Durkin (2015)

Web Content Strategist, Public Relations (2019)
B.A., The Pennsylvania State University

Jill Eidenberg (2023)

Assistant Director, Annual Giving, Alumni & Parent Engagement (2023)
B.A., The University of Scranton

Philip A. Erb (2011)

Senior Systems Administrator, Infrastructure & Security Services (2021)
A.A.S., B.S., Pennsylvania College of Technology

Stanton Eswick (2023)

Student Success Specialist, Office of Student Support and Success (2023)
B.A., College of Staten Island
M.S., Braunch College

Christine R. Falbo (2018)

Academic Advisor, College of Arts & Sciences (2018)
B.S., M.S., The University of Scranton

Alexandra Feifer (2019)

Financial Data & Budget Analyst, Finance Administration (2019)

B.S., King's College

M.B.A., Misericordia University

Leigh C. Fennie (2015)

Business Consultant, Small Business Development Center (2015)

B.S., M.B.A., The University of Scranton

Gustavo N. Fernandez, D. et U.* (1996)

IT Client Services Analyst, Information Resources (2013)

B.S., Bloomsburg University

M.S., The University of Scranton

Sharon A. Finnerty (2006)

Media Resources Coordinator, Weinberg Memorial Library (2006)

B.S., The University of Scranton

Joseph Fitzhenry (2019)

Sports Information Director, Athletics (2022)

B.A., Marist College

Autumn M. Forgione (2010)

Interim Director, Nursing Lab, Panuska College of Professional Studies (2023)

B.S.N., Villanova University

M.S.N.- AGNP, University of Pennsylvania, School of Nursing

Jeffrey Frank (2022)

Associate Head Coach, Men's Basketball, Athletics (2022)

B.S., M.S., The University of Scranton

Janine L. Freeman, D. et U.* (1987)

Payable/Purchasing Card Supervisor, Finance Administration (2016)

B.S., The University of Scranton

Paige Frye (2022)

Assistant Coach, Women's Lacrosse, Athletics (2022)

B.S., Fairleigh Dickinson University

James K. Gaffney, D. et U.* (1997)

Director of Operations and Maintenance, Facilities (2002)

B.S., King's College

M.S., Naval Postgraduate School

Jennifer K. Galas (2004)

Library Systems Specialist III, Weinberg Memorial Library (2020)

B.S., The University of Scranton

M.L.I.S., Drexel University

Pamela A. Gavin, D.et.U.* (1988)

Coordinator Annual Giving, University Advancement (2014)

Anthony Gazoo (2007)

Application Administrator, Infrastructure & Security Services (2009)

B.S., Temple University

Diana M. Collins Gilmore (2022)

Deputy Title IX & EEO Coordinator/Investigator, Equity and Diversity Office (2022)

B.A., New York University

J.D., Pace University School of Law

Margery F. Gleason (2004)

Director, Alumni Engagement, University Advancement (2022)

B.S., Syracuse University

Lucia Grissinger (2002)

Assistant Registrar - Degree - Compliance, Office of the Registrar (2021)

A.S., Gannon University

Denise Gurz, D. et U.* (1995)

HRIS/Compensation Specialist, Office of Human Resources (2010)

B.S., Bloomsburg University

M.S., The University of Scranton

Lisa M. Hall-Zielinski (2007)

Director, Small Business Development Center (2010)

A.A., B.S., Keystone College

M.S., Duquesne University

Margaret Hambrose (2008)

Director of Corporate & Foundation Relations, University Advancement (2010)

B.A., M.B.A., The University of Scranton

Kenneth Hensel (2012)

Business Applications Analyst, Enterprise Application Services (2012)

A.A.S., Luzerne County Community College

B.S., Bloomsburg University

M.B.A., Wilkes University

Robert Kenneth Hermes Jr. (2011)

Assistant Director Recreational Sports, Athletics (2015)

B.S., University of Central Florida

Amy Hoegen (2008)

Campus Minister, Campus Ministries (2008)

B.S., Misericordia University

M.A., Boston College

Michael J. Hofmeister (2017)

Head Coach Men's Lacrosse, Athletics (2017)

B.S., Eastern University

Cindy L. Hricko, D. et U.* (1985)

Business Application Analyst, Enterprise Application Services (2021)

B.S., M.S., The University of Scranton

Bridget Hunter (2020)

Assistant Dean of Operations, College of Arts and Sciences (2020)

B.S., M.B.A., Fairfield University

William Hurst, D. et U.* (1997)

Assistant Vice President of Facilities Operations (2022)

Margaret F. Hynosky, D. et U.* (1993)
Director of Systems & Compliance, Financial Aid (2021)
 B.A., The University of Scranton

Rose M. Jacklinski (2022)
Career Relations Manager, Center for Career Development (2022)
 B.S., M.S., Marywood University

Hannah N. Jackson (2016)
Director Language Learning Center, College of Arts & Sciences (2016)
 B.S., Houghton College
 M.A., Biola University

Gabriela Jakubowska (2020)
Associate Director of Pre-Health Advising (2020)
 B.A., B.S., Binghamton University
 M.A., Ph.D., Ohio State University

Sydney Janeiro (2022)
Admissions Counselor, Admissions (2022)
 B.A., The College of New Jersey

Karl B. Johns, D. et U.* (1983)
Technology Support Center Analyst, Information Resources (2014)

Jane M. Johnson, D. et U.* (1990)
Acting Director, Intramurals/Recreation, Athletics (2023)
 B.S., Marywood College
 M.S., The University of Scranton

Rose Ann Jubinski, D. et U.* (1984)
Business Applications Analyst, Enterprise Applications Services (2012)
 B.S., M.B.A., The University of Scranton

Bridget Judge (2021)
Assistant Director Conferences & Events, University Advancement (2023)
 B.S., East Stroudsburg, University

Michael F. Judge (2012)
Director, Facility Operations, Facilities (2021)
 B.S., East Stroudsburg University

Edward Karpovich (1989)
Head Coach, Golf, Athletics (1989)
 B.S., M.B.A., The University of Scranton

Shannon M. Kaspriskie (2021)
Nursing Lab Supervisor and Educator, Panuska College of Professional Studies (2022)
 A.S., College of Southern Maryland
 B.S.N., Western Governors University

Michael J. Kaub (2016)
Manager of Payroll, Finance Administration (2016)
 B.S., The University of Scranton

Patrick A. Keehan (2020)
Business Consultant, Small Business Development Center (2020)
 B.S., The University of Scranton

Diane M. Kennedy, D. et U.* (1999)

IT Client Service Analyst, Information Technology (2012)

B.A., Millersville University

M.S., The University of Scranton

M.S.L.S., Clarion University

Robert Kennedy, D. et U.* (2003)

Media & Control Systems Engineer, Information Technology (2017)

B.A., State University of New York at Cortland

M.S., The University of Scranton

Antonelle G. Kern (2014)

Assistant Director, Graduate Communications, Admissions (2020)

B.S., M.B.A., The University of Scranton

Thomas J. Kern, Jr. (2013)

IT Client Services Technician, Information Technology (2021)

B.S., The University of Scranton

Meave T. Kernan (2021)

Associate Lab Supervisor, Chemistry, CAS (2021)

B.S., The University of Scranton

Jon D. Kessell (2015)

Manager, Enterprise Application Services (2021)

B.A., Kings College

Melissa Ketten (2006)

Assoc. Director for Undergraduate Communication, Admissions (2011)

B.S., M.S., The University of Scranton

Barbara King (2006)

Student Life Coordinator, Center for Service & Social Justice, Campus Ministries (2021)

B.A., M.A., West Virginia University

Jonathan Kirby (2006)

Assistant Director of Financial Aid, Financial Administration (2007)

B.A., Cedarville University

Joseph Kitcho, D. et U.* (1985)

Field Services Technologist, Technology Support Center (2013)

A.S., The Pennsylvania State University

Robert J. Klem, D. et U.* (1987)

Database Support Analyst, Information Technology (2017)

B.S., Marywood University

Kevin T. Kocur (2012)

Interlibrary Loan Coordinator, Weinberg Memorial Library (2015)

B.A., John Carroll University

M.S.L.S., Clarion University

Rachel M. Kollar (2022)

Admissions Counselor, Admissions (2022)

B.S., M.S., The University of Scranton

David J. Kostiak (2017)

Policy and Compliance Manager, University Police (2017)

B.S., The Pennsylvania State University

M.S., Columbia College

Mary A. Kovalcin, D. et U.* (1998)

Library Systems Coordinator, Weinberg Memorial Library (2000)

B.A., College Misericordia

Christopher C. Krall, D. et U.* (1994)

Senior Systems Engineer, Information Technology (2018)

A.S., The Pennsylvania State University

B.S., M.B.A., The University of Scranton

Francis X. Kranick, D. et U.* (1994)

Project & CAD Manager, Facilities (2017)

A.S., Johnson School of Technology

Vera K. Krewsun (2006)

Director of Development, Mid-Atlantic, University Advancement (2022)

B.A., Dickinson College

Patricia A. Krisiak (2010)

Director of Stewardship and Donor Relations, University Advancement (2011)

B.S., Bloomsburg University

Bernard Krzan, D. et U.* (2002)

Academic Advisor, Panuska College of Professional Studies (2002)

B.A., The University of Scranton

M.A., Fordham University

Marc Kudrich, D. et U.* (1997)

Assistant Controller, Finance Administration (2016)

B.S., M.S., The University of Scranton

Philip J. Kuehn (2022)

Conductor & Co-Director, Performance Music

Gretchen H. Kukuchka (2002)

Business Consultant, Small Business Development Center (2013)

B.A., Virginia Tech

M.S., The University of Scranton

Therese Kurilla (2006)

Grants Manager, Research and Sponsored Programs (2011)

B.S., King's College

M.B.A., The University of Scranton

Denise A. Kuzma (2019)

Assistant Director, Advancement Operations, Communication & Operations (2022)

B.S., The University of Scranton

Gary J. Lalli (2010)

Assistant, Transfer Credits and Records Analyst, Office of the Registrar (2016)

B.S., The University of Scranton

Courtney W. Lancia (2013)

Clinical Educational Coordinator, Panuska College of Professional Studies (2014)
B.S., M.S., The University of Scranton

Stacey Laniewski (2022)

Career Development Coordinator, Center of Career Development (2022)
B.S., Marywood University
M.S., The University of Scranton

Ericka Lavelle (2018)

Registered Nurse, Student Health Services (2018)
B.S.N., The University of Scranton

Vickki A. Lawhon (2019)

Graphic Designer, Printing and Mailing Services (2019)
B.A., The Pennsylvania State University
M.F.A., Savannah College of Art Design

Sean M. Lehman (2017)

Media Services Specialist, Information Technology (2017)
A.A.S., Luzerne County Community College

Thomas Leong (2006)

Math Specialist, Office of Student Support and Success/Center for Teaching Excellence (2006)
B.S., M.A., The City College of New York

Deborah Lewis, D. et U.* (1999)

Research Analyst, University Advancement (2014)

Kelly A. Lewis (2012)

Director, Operations & Information Systems, Admissions and Enrollment Management (2023)
B.S., M.S., The University of Scranton

Deborah Lipinski, D. et U.* (2002)

Senior Asst. Director of Transfer & Adult Admissions (2009)
B.A., Marywood University

Jeffrey Lippincott (2019)

Financial Aid Counselor, External Grants & Scholarships, Financial Aid (2019)
B.A., Susquehanna University
M.B.A., Florida Atlantic University

Robert Liskowicz (2005)

Director, Counseling Center (2019)
B.S., The University of Scranton
M.A., Loyola College of Maryland
M.S., Philadelphia College of Osteopathic Medicine

Sandra L. Littzi (2018)

Assistant Registrar, Office of the Registrar (2021)

Lisa LoBasso (2005)

Director, Graduate Programs & Graduate Assistantships, Provost Administration (2019)
B.S., M.S., East Stroudsburg University
Ed.D., Indiana University of Pennsylvania

Abril Lopez (2023)

Admissions Counselor, Enrollment Management (2023)

B.S., The University of Scranton

Brian J. Loughney (2017)

Manager of Human Resources, Office of Human Resources (2017)

B.S., M.S., The University of Scranton

Geraldine Loveless (2005)

Assistant Dean, Academic Advising Center, Kania School of Management (2019)

B.A., The Pennsylvania State University

M.Ed., University of Nebraska

Carol Maculloch (2004)

Director of Leadership Gifts, University Advancement (2011)

B.A., M.B.A., Wilkes University

Erin A. Maguire, D. et U.* (1994)

Operations Manager, Athletics (2012)

Daniel Malone (2021)

Assistant Coach, Men's Soccer, Athletics (2021)

B.A.Ed., Saint Joseph's College, Maine

Tammy A. Manka (2016)

Academic Advisor & Coordinator for Graduate Services, Panuska College of Professional Studies (2022)

B.S., M.S., Marywood University

Chad McCall (2021)

Technology Support Center Analyst, Information Technology (2021)

Donald E. McCall, D. et U.* (2001)

Technology Support Center Analyst, Information Technology (2015)

B.S., Baptist Bible College

BethAnn McCartney (2014)

Benefits Manager, Human Resources (2014)

B.S., The University of Scranton

Aileen A. McHale, D. et U.* (1988)

Manager of Operations and Projects, Office of Student Support and Success/Center for Teaching Excellence (2012)

B.S., King's College

Sarah R. McKeown (2022)

Advanced Practitioner, Student Health Services (2022)

B.S., M.S., Marywood University

Katelyn A. McManamon (2020)

Special Projects Coordinator, Small Business Development Center (2020)

B.S., Millersville University

Fred Mercadante (2013)

Campus Minister, Campus Ministries (2013)

B.S., Stonehill College

M.S., Fordham University

Barbara C. Mericle, D. et U.* (1990)

Counselor, Counseling Center (1999)

B.A., Lock Haven University

M.S., The University of Scranton

Vincent F. Merkel, D. et U.* (1978)

Senior IT Client Services Analyst, Information Technology (2009)

B.S., The University of Scranton

Adrian J. Mihalko (2012)

Controller, Finance Administration (2012)

B.S., King's College

M.A.C.C., Villanova University

Darlene A. Miller-Lanning, D. et U.* (1991)

Director, Hope Horn Gallery/Adjunct Professor, College of Arts & Sciences (1998)

B.F.A., Wilkes University

M.F.A., Marywood University

Ph.D., Binghamton University

Majid Mokhtari (2005)

Sr. Laboratory Engineer, Physics and Engineering, College of Arts & Sciences (2022)

B.S., The University of Scranton

Lori G. Moran (1992)

Director, Center for Career Development (2022)

B.S., M.S., The University of Scranton

Ellen M. Morgan (2008)

Counselor, Counseling Center (1999)

B.S., M.S., The University of Scranton

Danielle L. Morse, D. et U.* (1991)

IT Asset Management Administrator, Information Technology (2017)

B.S., Wilkes University

M.S., The University of Scranton

Zephrin J. Morse (2022)

Assistant Director, Sports Information (2022)

B.S., Wilkes University

Colleen Moyer (2008)

Head Coach Field Hockey, Athletics (2008)

B.A., Drew University

Ikram Muhammad (2015)

Information Security Engineer, Infrastructure & Security Services (2015)

B.S., University of Missouri

M.S., Wilkes University

Blake Mullen (2022)

Assistant Coach for Women's Soccer, Athletics (2022)

B.A., St. Joseph's College, Maine

M.B.A., Post University

Anthony Murphy (2022)

Network Administrator, Infrastructure and Security Services (2022)

Mark R. Murphy, D. et U.* (1991)

Director of Sustainability & Energy Management, Facilities (2013)
B.S.E.E., Wilkes University

Shannon Murphy Fennie (2006)

Assistant Dean of Students, Student Life (2019)
B.A., The University of Scranton
M.S., Canisius University

Tracy M. Muth, D. et U.* (2003)

Assistant Director, Academic Advising, College of Arts and Sciences (2018)
B.S., M.S., The University of Scranton

Sara E. Nardone (2020)

Psychologist, Student Services (2020)
B.S., M.S., The University of Scranton
Ph.D., Cleveland State University

Lori Nidoh (2008)

Director of Marketing Communications, Public Relations (2008)
B.S., M.B.A., The University of Scranton

Lisa Notarianni, D. et U.* (1991)

Telecommunications Engineer, Information Technology (2016)
A.S., Lackawanna Junior College
B.S., The University of Scranton

Meghan Nowakowski (2012)

Bursar, Finance Administration (2012)
B.S., M.B.A., The University of Scranton

Corinne A. Nulton (2022)

Writing Center Coordinator, Office of Student Support and Success (2022)
B.A., The University of Scranton
M.F.A., Wilkes University

Jason Oakey (2009)

Media Systems Engineer, Information Technology (2017)
A.S. Full Sail Center for the Recording Arts
B.A., The University of Scranton

Benjamin J. O'Brien (2022)

Head Coach, Women's Basketball (2022)
B.A., The Pennsylvania State University
C.T., East Stroudsburg University
M. Equivalency, PA Department of Education

John T. Ochman (2010)

ERP Database Administrator, Information Technology (2016)
B.S., The University of Scranton

Michael P. O'Malley (2021)

Director of Liturgy & Liturgical Music, Campus Ministries (2022)
B.M., Marywood University

Carl O'Neil (2008)

Director, Operations, Research and Compliance, University Advancement (2019)
B.S., Keystone College
M.B.A., Marywood University

Crystal Ondrick (2011)

Assistant Director, Office of Financial Aid (2011)
B.S., Keystone College

Glen T. Pace, D. et U.* (1988)

IT Client Services Technician, Information Technology (2013)
A.S., Johnson College

Lorena Pacheco Jimenez (2023)

Coordinator of Local Service, Center for Service & Social Justice (2023)

Michael V. Paoello (2021)

Assistant Printing Manager, Printing & Mailing Services (2021)

Debra L. Parry (2012)

Assistant Dean of Operations, Kania School of Management (2022)
B.A., Bloomsburg University
M.S., The University of Scranton

Todd Parry (2000)

Assistant Director of Operations and Maintenance, Facilities Management (2021)
A.S., B.S., The University of Scranton

Divyang B. Patel (2022)

Application Developer & Integrator, Enterprise Applications Services (2022)
A.S., Lackawanna College
B.S., Pennsylvania State University

Lynn M. Pelick, D. et U.* (2003)

Associate Registrar/Records & Graduation, Office of the Registrar (2015)
A.S., Lackawanna College
B.S., Marywood University

Mary Ellen Pichiarello, D. et U.* (2000)

Learning Enrichment Specialist, Office of Student Support and Success/Center for Teaching Excellence (2003)
B.A., Marywood University
M.S., The University of Scranton

Colleen Pivirotto (2008)

Assistant Director of Athletics/Senior Women's Admin, Athletics (2010)
B.S., The University of Scranton
M.S., Elmira College

Matthew T. Pivirotto, D. et U.* (2001)

Head Men's Soccer Coach, Athletics (2001)
B.A., Lycoming College

Paula M. Porcoro (2006)

Academic Advisor, Panuska College of Professional Studies (2014)
B.S., M.S., The University of Scranton

Preston J. Propes (2022)

Machinist, Mechanical Engineering, Physics & Engineering (2022)
A.S., Johnson College

Melissa J. Przewlocki (2017)

Assistant Director, Center for Career Development (2022)
B.S., The University of Scranton
M.S., Marywood University

Megan A. Purcell (2018)

Counseling Center Clinician, Counseling Center (2019)
B.S., M.S., The University of Scranton

Maria A. Ramos (2021)

Admissions Counselor, Enrollment Management (2021)
B.A., The University of Scranton

Ellen E. Reagan (2022)

Assistant Registrar, Degree Compliance, Office of the Registrar
B.S., Keystone College
M.S., Marywood University

James D. Redington, S.J. (2014)

Jesuit Fellow, The Jesuit Center (2014)
B.A., Boston College
M.A., Ph.D., University of Wisconsin

Scott Reilly (2011)

Asst. Director Field Placement, Panuska College of Professional Studies (2011)
M.A., Nova Southeastern University

Nolan Renz (2021)

Assistant Director for Residence Life (2021)
B.S., The University of Scranton
M.P.A., Marywood University

Brandice Ricciardi (2022)

Assistant Director, Cultural Centers, Jane Kopas Woman's Center (2022)
B.A., Fordham University
M.S., The University of Scranton

Michael D. Ritterbeck (2014)

Director, Center for Student Engagement, Student Life (2019)
B.S., The University of Scranton
M.S. Canisius College

Maryjane S. Rooney, D. et U.* (1989)

Director, Strategic Outreach and Presidential Events, Alumni Relations (2019)
B.S., The University of Scranton

John M. Rubano (2015)

Head Coach, Men's Tennis, Athletics (2015)
B.S., Vincent College
M.S., St. Joseph University

Alfred T. Russomano (2006)

Head Coach, Wrestling, Athletics (2006)

Grace Sakevich (2021)

Admissions Information Systems Specialist, Enrollment Management (2021)
B.A., The University of Scranton
M.B.A./M.H., Marywood University

Thomas W. Salitsky (2016)

Director of Advancement Communications, University Advancement (2016)
B.A., Pennsylvania State University

Jose F. Sanchez (2016)

Assistant Director Cross Cultural Center, Student Life (2016)
B.A., M.A., SUNY College

Catherine Sanderson, D. et U.* (1999)

Coordinator Parking Services, Public Safety (1999)

Madonna A. Savage, D. et U.* (1985)

Manager of Scheduling and Operations, Public Relations (2007)

Patricia A. Savitts, D. et U.* (1998)

Library Circulation/Access Services Supervisor, Weinberg Memorial Library (2010)

Janet E. Schieber (2014)

Operations Manager, Residence Life (2020)

Bryn Schofield (2012)

Coordinator, Academic Affairs, College of Arts & Sciences (2021)

Jason Schwass (2008)

Senior Director of Student Success, Kania School of Management (2021)
B.A., Bloomsburg University
M.B.A., The University of Scranton

Raymond Schwenk (2005)

Assistant Dean of Assessment, Finance and Communications, Panuska College of Professional Studies (2011)
B.A., Bucknell University
M.S., The University of Scranton

Caitlyn E. Seamster (2021)

Head Coach, Softball and Coordinator, Game Management, Athletics (2021)
B.A., The College of New Jersey
M.Ed., St. Lawrence University

Paula Semenza (2004)

Office Manager, Office of Student Support and Success/Center for Teaching Excellence (2004)
A.S., Wilkes-Barre Business School

Kyle J. Senak (2023)

Systems Administrator, Infrastructure & Security Systems (2023)

Gerard P. Setteducato (2021)

Assistant Coach, Men's Lacrosse, Athletics (2021)
B.S., M.B.A., Wilkes University

Catherine A. Seymour, D. et U.* (1992)

Director of Retreats and Spiritual Programs, Campus Ministries (2021)
B.S., M.A., The University of Scranton

Reka Shayka (2018)

Interim Director, Residence Life (2023)

B.A., Corvinus University of Budapest

M.B.A., Wilkes University

Randall Shemanski (2011)

Associate Athletic Director, Athletics (2018)

B.A., Fairleigh Dickinson University

M.B.A., The University of Scranton

Erin M. Shumbres (2012)

Lead Teacher, Pre-College Programs, Panuska College of Professional Studies (2012)

B.S., M.S., Temple University

Cassandra L. Siggia (2017)

Assistant Director, Center for Health Education and Wellness (2023)

B.S., M.Ed., Kutztown University

Jade Smith (2023)

Area Coordinator, Residence Life (2023)

B.S., East Stroudsburg University

Maribeth Smith, D. et U.* (2002)

Executive Assistant to the President, Office of the President (2019)

Matthew A. Smith (2023)

Manager, Office of Student Support and Success (2023)

M.S., Hunter College

Richard J. Smith (2021)

Information Security Analyst, Infrastructure & Security Services (2021)

B.S., Pennsylvania State University

Zakiyyah J. Smith (2023)

Business Consultant, Small Business Development Center (2023)

B.A., Fairleigh Dickinson University

Brian Snapp (2011)

Manager, Instructional Curriculum Designer, Center Teaching & Learning Excellence (2023)

B.S., Rochester Institute of Technology^[P]_[SEP]

M.S., Bloomsburg University

James C. Spangler (2013)

Head Coach, Volleyball, Athletics (2013)

B.S., University of Pittsburgh

B.A., King's College

Kevin J. Stanford (2014)

Academic Advisor/Counselor, Advising Center Kania School of Management (2015)

B.B.A., The Pennsylvania State University

M.B.A., The University of Scranton

Judith L. Stanton (2013)

Family Nurse Practitioner, Student Health Services (2013)

B.S., University of Delaware

M.S.N., Binghamton University

Sheila M. Strickland (2006)

Records Analyst, Graduate and Continuing Education Services, Office of the Registrar (2010)

B.S., Marywood University

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Program Manager, Alumni Engagement (2022)

B.A., The University of Scranton

Adam Szydlowski (2009)

Academic Advisor, Graduate Programs (2017)

B.S., M.S., The University of Scranton

John J. Tabor, D. et U.* (1977)

Financial Area Coordinator/System Developer, Finance Administration (2011)

B.S., The University of Scranton

Rosemary S. Termini (2016)

Disability Support Specialist, Center for Teaching & Learning Excellence (2016)

B.S., Bloomsburg University

E.D.M., Millersville University

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Admissions Counselor, Admissions (2021)

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Jason Thorne (2008)

Sr. Graphic Designer, Public Relations (2012)

B.F.A., Marywood University

M.S., The University of Scranton

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Coach, Women's Lacrosse, Athletics (2018)

B.S., Susquehanna University

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Executive Director of Advancement for Student Engagement (2023)

B.S., The University of Scranton

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Lab Supervisor, Chemistry, College of Arts & Sciences (1991)

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Sr. Assistant Director, International Admissions (2022)

B.S., M.S., The University of Scranton

Patricia Vaccaro, D. et U.* (1987)

Director, Center for Service & Social Justice, Mission & Ministries (2012)

B.A., Marywood University

M.S., The University of Scranton

Traci E. Vennie (2016)

Assistant Registrar for Degree Compliance, Office of the Registrar (2021)

B.S., Marywood University

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Jillian R. Wall (2020)

Admissions Counselor, Office of Admissions (2020)

B.A., The University of Scranton

Richard A. Walsh, D. et U.* (1998)

Assistant Provost for Operations and Data Analytics Officer, Provost Administration (2018)

B.A., Marywood University

M.B.A., The University of Scranton

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Lab Supervisor, Biology (2022)

B.S., The University of Scranton

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Manager, Academic & Media Services, Information Technology (2016)

B.S., East Stroudsburg University

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Head Coach, Women's Tennis (2023)

B.A., M.S., The University of Scranton

Matthew G. Wren (2012)

Web Designer/Developer, Public Relations (2019)

B.S. The University of Scranton

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Business Consultant, Small Business Development Center (2000)

B.S., M.B.A., The University of Scranton

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Director of Development, University Advancement (2017)

B.S., Misericordia University

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Network Administrator, Infrastructure & Security Services (2021)

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