THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

A Degree *of* Distinction

College of Graduate & Continuing Education

GRADUATE STUDIES CATALOG 2009-2010

A Community of Scholars
A Culture of Excellence

The Graduate Studies Catalog 2009/2010

August 2009

College of Graduate and Continuing Education
The University of Scranton
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Scranton, Pennsylvania 18510-4632

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STATEMENT OF OWNERSHIP

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Corporate Title: The University of Scranton

Accreditations of Graduate Programs

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

Doctor of Physical Therapy degree
Commission on Accreditation in Physical Therapy Education/CAPTE

Master of Science degrees in Education and School Counseling
Pennsylvania Department of Education (PDE)
National Council for Accreditation
of Teacher Education (NCATE)

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

Master of Science degrees in Community Counseling and School Counseling
Council for Accreditation of Counseling and
Related Educational Programs (CACREP)

Master of Science degree in Rehabilitation Counseling
Council on Rehabilitation Education (CORE)

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

Master of Science in Nursing degree
Commission on Collegiate Nursing Education (CCNE)
Council on Accreditation of Nurse Anesthesia Educational Programs

Master of Science degree in Occupational Therapy
Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

Rights Reserved

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

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

THE MISSION STATEMENT OF THE UNIVERSITY OF SCRANTON

Historical Prologue:

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

The Mission of the University:

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

The Characteristics and Goals of the University:

As a Catholic and Jesuit University, The University of Scranton will:

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

As a Comprehensive University, The University of Scranton will:

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

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

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

As a Caring Community, The University of Scranton will:

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

As a Dynamic Institution, The University of Scranton will:

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

MEMBERSHIPS OF THE UNIVERSITY

Academy of Criminal Justice
American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American College and Research Libraries (ACRL)
American Council on Education
American Library Association (ALA)
American Occupational Therapy Association
American Physical Therapy Association
AMIDEAST-America-Mideast Educational & Training Services, Inc
ASIA Network
Associated New American Colleges
Association for Continuing Higher Education, Inc.
Association for Gerontology in Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Independent Colleges & Universities of Pennsylvania
Association of Jesuit Colleges and Universities
Association of University Programs in Health Administration
The Association to Advance Collegiate Schools of Business International
Center for Academic Integrity
Chamber of Commerce Greater Scranton
College Board
Commission for Independent Colleges and Universities
Commission on Accreditation of Healthcare Management
Commission on Collegiate Nursing Education
Council on Higher Education Accreditation
Council for Accreditation of Counseling and Related Educational Programs
Council on Accreditation of Nurse Anesthesia Education Programs
Council of Graduate Schools
Council of Independent Colleges
Council on Rehabilitation Education, Inc.
Council on Undergraduate Research
Council for Standards in Human Service Education
Fulbright Association
Fuld Institute for Technology in Nursing Education
Hispanic Association of Colleges and Universities
Higher Education Data Sharing Consortium
Institute of International Education
Lilly Fellows Program in Humanities and the Arts
Middle States Commission on Higher Education
NAGAP-National Association of Graduate Admissions Professionals
NAFSA-Association of International Educators
National Association for Women in Catholic Higher Education
National Association of Independent Colleges and Universities
National Council for Accreditation of Teacher Education
National Council on Rehabilitation Education
National League for Nursing
National Organization of Nurse Practitioner Faculties
National Student Nurses' Association
Northeast Pennsylvania Library Network (NPLN)
Northeastern Association of Graduate Schools
Northeastern Pennsylvania Diversity Education Consortium
Nursing Education Consortium of NEPA
Pennsylvania Academic Library Consortium, Inc. (PALCI)
Palinet
Pennsylvania Association of Colleges and Teacher Educators
Pennsylvania Association of Colleges and Universities
Pennsylvania Association of Graduate Schools
Pennsylvania Higher Education Nursing School Association
Pennsylvania Library Association
SAP University Alliance
Scholarly Publishing & Academic Resources Coalition (SPARC)
Society for College and University Planning
University Continuing Education Association

Dear Prospective Graduate Student:

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

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

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

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

If you have questions about the college or any of its programs, please feel free to contact us! We are always looking for motivated and qualified students who want to make a difference.

With Best Wishes,

William Jeffrey Welsh

Dean of College of Graduate and Continuing Education

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Table of Contents

Page

Accreditations....2

Calendar for 2009-2010....7

General Information....10

Admission and Registration....13

Academic Regulations....19

Resources....26

Tuition and Fees....34

Business Administration....36

Chemistry, Biochemistry, Clinical Chemistry....49

Community Counseling, Rehabilitation Counseling, School Counseling....54

Education....79

Health Administration and Human Resources....114

Nursing....130

Occupational Therapy....146

Physical Therapy....150

Software Engineering....162

Theology....166

World Languages and Cultures....170

University Administration....172

Index....173

Campus Map....176

Academic Calendar
On-Campus Programs

	FL 09 200910	INT 09 200920	SP 10 200930
CGCE Orientation	23-Aug.		
Classes start	24-Aug	4-Jan	1-Feb
Labor Day holiday, no classes	7-Sep		
Last day to drop/no grade with refund*	23-Sep	7-Jan	3-Mar
Last Day to register Comprehensive Exams	2-Oct		26-Mar
Fall/Spring break begins	10-Oct		13-Mar
Classes resume after Fall/Spring Break	14-Oct		22-Mar
Graduate Comprehensive Exams	24-Oct		17-Apr
Last day to withdraw/ "W" Grade	6-Nov	21-Jan	16-Apr
Thanksgiving/Easter Holiday begins	25-Nov		1-Apr
Classes Resume after holiday	30-Nov		6-Apr
Last day for theses, scholarly papers	28-Nov		23-Apr
FINAL EXAMINATIONS	8-12-Dec	28-29-Jan	17-21-May
Last day of term	12-Dec	29-Jan	21-May
Degree conferral/Graduate Commencement	31-Dec	31-Jan	29-May
Memorial Day Holiday			31-May

Summer 2010

	S1	S2	S3	S4	S5	SSP
Session Classes Start	7-Jun	12-Jul	14-Jun	14-Jun	1-Jun	24-May
Last day to drop/no grade with refund*	10-Jun	15-Jul	17-Jun	17-Jun	10-Jun	27-May
Last day to withdraw /"W" Grade	28-Jun	2-Aug	19-Jul	2-Aug	2-Aug	28-Jun
Holiday, No Class	5-Jul		5-Jul	5-Jul	5-Jul	5-Jul
Last day to register Comprehensive Exams	30-Jun	30-Jun	30-Jun	30-Jun	30-Jun	30-Jun
Graduate Comprehensive Exams	16-Jul	16-Jul	16-Jul	16-Jul	16-Jul	16-Jul
Last day for theses, scholary papers	30-Jul	30-Jul	30-Jul	30-Jul	30-Jul	30-Jul
FINAL EXAMINATIONS	6-Jul	9-Aug	26-Jul	9-Aug	9-Aug	6-Jul
Degree conferral	31-Aug	31-Aug	31-Aug	31-Aug	31-Aug	31-Aug

* See refund schedule on page 34

Deadline to Apply for On-Campus Degree Conferral

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

Human Resources Online (HRO), MBA Online (MBO) and Scranton Education Online (SEOL)

Eight week sessions

Common Dates for Special 2009-2010 Terms

Applications for degree deadlines:	
Fall	30 Sep
Intersession and May	31 Jan
August	31 May
Applications for SEOL Comprehensive Exam deadlines:	
September 26, 2009	19 Sep
November 14, 2009	07 Nov
February 6, 2010	30 Jan
April 10, 2010	03 Apr
June 19, 2010	12 Jun
August 7, 2010	31 Jul
Degree conferral dates:	
Fall	31 Dec
Intersession	31 Jan
Spring - COMMENCEMENT	29 May
Summer	31 Aug

Special Fall 2009 - 200915

Part of Term	**2A**	**2B**
CLASSES START	24 Aug	19 Oct
Last day to drop/no grade with refund*	09 Sep	04 Nov
Last day to withdraw/"W" grade	07 Oct	02 Dec
Last day of term	18 Oct	13 Dec
Last day to drop/no grade with refund*		
Last day to withdraw/"W" grade		
Last day of term		

Special Spring 2010 - 200935

Part of Term	**2A**	**2B**
CLASSES START	04 Jan	01 Mar
Last day to drop/no grade with refund*	20 Jan	17 Mar
Last day to withdraw/"W" grade	17 Feb	14 Apr
Last day of term	28 Feb	25 Apr

Special Summer 2010 - 200945

Part of Term	**2A**	**2B**
CLASSES START	03 May	28 Jun
Last day to drop/no grade with refund*	19 May	14 Jul
Last day to withdraw/"W" grade	16 Jun	11 Aug
Last day of term	27 Jun	22 Aug

MBA Online Modules
Four week sessions

Special Fall 2009 - 200915

Part of Term	**4A**	**4B**	**4C**	**4D**
CLASSES START	24 Aug	21 Sep	19 Oct	16 Nov
Last day to drop/no grade with refund*	27 Aug	24 Sep	22 Oct	19 Nov
Last day to withdraw/"W" grade	13 Sep	11 Oct	08 Nov	06 Dec
Last day of term	20 Sep	18 Oct	15 Nov	13 Dec

Special Spring 2010 - 200935

Part of Term	**4A**	**4B**	**4C**	**4D**
CLASSES START	04 Jan	01 Feb	01 Mar	29 Mar
Last day to drop/no grade with refund*	07 Jan	04 Feb	04 Mar	01 Apr
Last day to withdraw/"W" grade	24 Jan	21 Feb	21 Mar	18 Apr
Last day of term	31 Jan	28 Feb	28 Mar	25 Apr

Special Summer 2010 - 200945

Part of Term	**4A**	**4B**	**4C**	**4D**
CLASSES START	03 May	31 May	28 Jun	26 Jul
Last day to drop/no grade with refund*	06 May	03 Jun	01 Jul	29 Jul
Last day to withdraw/"W" grade	23 May	20 Jun	18 Jul	15 Aug
Last day of term	30 May	27 Jun	25 Jul	22 Aug

*See refund schedule on page 34.

General Information

A Jesuit institution in Pennsylvania's Pocono northeast, The University of Scranton is known for many things, especially its outstanding academics, state-of-the art campus and technology, and exceptional sense of community. Founded in 1888, the University has a student population of over 5,300, including adult, part-time and graduate students. For the 15th consecutive year, U.S. News & World Report's "America's Best Colleges" edition ranked the University among the 10 top master's universities in the north, the survey's largest and most competitive region. Scranton is among only 50 universitiesin the nation listed in Kiplingers "Best Values in Private Colleges"

For the past seven years, The Princeton Review has included Scranton among its "368 Best Colleges." Scranton is the only college in Northeastern Pennsylvania to be listed in Kaplan/ Newsweek's publication How to Get into College, which included Scranton as one of the nation's "369 Most Interesting Schools." The University is one of only 100 colleges and universities in the nation to be named to Templeton Foundation's Honor Roll of Character-Building Colleges.

PROGRAMS

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

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

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.

* No longer accepting applications

EDUCATION CERTIFICATION PROGRAMS

Biology
Chemistry
Communication
Elementary Education
Elementary School Counseling
English
French
General Science
German
Latin
Mathematics
Physics
Principal K-12
Reading Specialist
Secondary School Counseling
Social Studies
Spanish

Supervisor certificates in:

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

MISSION AND OBJECTIVES

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

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

ORGANIZATION AND LOCATION

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

CGCE is located on the first and second floors of O'Hara Hall (see the campus map on the back inside cover). The College is staffed from 8:30 a.m. until 7:00 p.m. Monday through Thursday and 8:30 a.m. through 4:30 p.m. on Friday.

COMMUNICATION OF INFORMATION: STATEMENT ON THE EXPECTED STUDENT USE OF THE UNIVERSITY OF SCRANTON E-MAIL ACCOUNT

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

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

POLICY ON STUDENTS WITH DISABILITIES

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

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

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

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

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

Admission and Registration

APPLICATION PROCESS

Students must be formally admitted to the College of Graduate and Continuing Education (CGCE), in order to register for any graduate courses. The Application for Admission form may be obtained from the Office of Admissions or by visiting the CGCE Admission's link, http://academic.scranton.edu/department/gradsch/gradadmis.html, to download the application. 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 Admissions at least one month before the term in which the student wishes to begin graduate study. International students should have all materials in the Office of Admissions at least three months in advance of the first day of class (see Academic Calendar, p. 6). An application file must be complete before it can be processed.

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

ADMISSION STANDARDS

An applicant for admission to CGCE 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 2.75 (on a 4.0 scale). An applicant falling below this level may submit other evidence of his/her ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses, scores from examinations, 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. Consult the sections of this catalog devoted to the specific programs for such other criteria. Final decision on an application for admission to CGCE is taken by the Dean.

Applicants may be admitted to CGCE in one of the following categories:

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

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

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

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

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

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

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

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

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

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

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

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

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

COMBINED BACCALAUREATE AND MASTER'S DEGREE PROGRAM POLICY

Undergraduate students of the University with outstanding undergraduate records may be eligible to be accepted and enrolled in a combined baccalaureate and master's degree program. Such a program allows for the counting of up to 12 credits of graduate work toward the baccalaureate degree.

A student who has achieved an overall Grade Point Average* of

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

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

A. Completing the Application for Graduate Admission;

B. Completing the Combined Baccalaureate and Master's Degree Program form which includes:

1. listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree;

2. indicating the beginning date for graduate study, and

3. listing of graduate courses to be utilized in satisfying the undergraduate degree requirements;

C. Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following note);

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

E. Submitting any needed test scores from standardized examinations.

The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission.

NOTE: In participating undergraduate programs, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements. [The maximum number of hours applicable to the undergraduate degree requirements is determined by each participating department and is listed in that department's program description in this Catalog.] The student's undergraduate program advisor will determine the undergraduate course work for which graduate credits may be substituted. In some departments, graduate course work may be substituted only for elective undergraduate course work and cannot be used as substitution within the major. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of CGCE.

Students interested in the B.S./M.B.A. degree in Accounting, please refer to page 39 for details.

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

SECOND DEGREES OR PROGRAMS

Graduate degree recipients of the University who wish to take additional courses or begin a new graduate program of study may be given special consideration regarding admission. To qualify they must act within the time frames listed below and must complete and submit to CGCE a Second Degree or Program Request Form with the required supporting material. The form may be obtained from the Graduate office or by visiting the CGCE Admissions link, http://academic.scranton.edu/department/gradsch/gradadmis.html.

1. Initiation of a second degree or program of study in the same degree area as the first program requires the following:

a. *Within two years* after completing the first program: the Second Degree or Program Request Form and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton CGCE.

b. *Between two and five years* after completing the first program: the Second Degree or Program Request Form, new application and fee and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton CGCE.

2. Initiation of a new graduate program of study in a different area and *within five years* of completing the first program requires the following:

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

RETENTION OF APPLICATION FILES

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

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

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 CGCE. This can be accomplished in one of three ways outlined below.

Submission of an official TOEFL (Test of English as a Foreign Language) score of at least 173 on the computer-based exam (or at least 500 on the paper-based version or at least 61 on the Internet-based test). Certain degree programs, as described in the sections on those programs in this catalog, require higher TOEFL scores. 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, as described in the sections on those programs in this catalog, require a 1st Grade score. This exam is given exclusively in Japan and administered 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.

	Specific Program Minimum		
English Proficiency Test	CGCE Minimum*	Education Software Engineering MHA HRA	All Counselings Programs
TOEFL (paper-based)	500	550	575
TOEFL (computer-based)	173	213	231
TOEFL (Internet-based)	61	80	80
STEP	Pre-1st	Pre-1st	1st
IELTS	Band 5.5	Band 6	Band 6.5

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

Submission of an official IELTS (International English Language Testing System) score of at least 5.0. Certain degree programs, as described in the sections on those programs in this catalog, require IELTS scores greater than Band 5.5. The IELTS test is administered by the University of Cambridge English for Speakers of Other Languages (ESOL) Examinations, the British Council, and IELTS Australia (http://www.ielts.org).

The University of Scranton and The University of Delaware English Language Institute (UD-ELI) have created a bridge program to ease the transition for international students from pursuing English as a second language study to enrolling in either a full-time undergraduate or graduate academic program. In addition, The University of Scranton has agreements with the 28 ELS Language Centers. To learn more about these programs, see the College of Graduate and Continuing Education web site.

Beginning in Fall 2009, the University will operate an English Language Transitions program on campus in cooperation with its partner, Study Group. Provisionally admitted international students can satisfy their English proficiency requirements by successfully completing the program prescribed for them by the faculty of Study Group and approved by the Graduate Program Director in their academic program of study.

Application Materials and Certification of Finances – International applicants are required to submit a Certification of Finances form with their application materials. All materials should be available for review in the Admissions Office a minimum of three months before the term in which the applicant wishes to begin study. Applications for admission that are completed and acted upon will also be kept for two years from the date of acceptance. International students who do not matriculate during the semester in which they are offered admission must update their Certification of Finances form.

REGISTRATION FOR COURSES

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

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

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

GRADUATE STUDENTS REGISTERING FOR UNDERGRADUATE COURSES

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

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

In these situations:

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

Academic Regulations

MENTORS

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

GRADING SYSTEM

The following grades are used in graduate course work:

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

S/U grading is authorized only for certain courses.

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

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

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

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

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

Special permission is not needed to repeat failed courses; however, prior approval of the CGCE dean is needed to repeat non-failed courses. The recording of grades for repeated courses shall be governed by the following conditions: 1. Credit for a course will be granted only once; 2. Credit

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

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

APPEAL OF A GRADUATE COURSE GRADE

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

WAIVER OR PARTIAL WAIVER OF REGULATIONS

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

STANDARDS OF PROGRESS

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

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

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

2. Successful achievement of this expectation will result in the master's degree seeking student being reinstated to regular academic status.

3. Failure to fulfill this expectation may result in the dismissal of the master's degree seeking student.

4. Although there are no set limitation on the number of courses a master's student may take in a semester while on academic probation, it is imperative that the student recognizes the necessity of improved academic performance in order to regain the minimum graduate GPA of 3.0 within the next three courses.

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

1. A DPT student must earn a 3.0 cumulative GPA (and be taken off probation) in order to enroll in internships (Summer II, Summer III, Spring III).

2. A DPT student who does not earn a 3.0 cumulative GPA prior to an internship semester will be denied access to the internship and will be required to retake courses in order to achieve a 3.0 cumulative GPA. A DPT student is provided this opportunity only once.

3. A student who fails to achieve a 3.0 cumulative GPA after retaking the same courses is subject to dismissal.

4. A DPT student who earns an F in a DPT course is prohibited from continuing in the program until the failed course is retaken and the student earns a passing grade.

5. A DPT student who earns more than one F in the DPT program is subject to dismissal.

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

TIME LIMIT

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

APPLICATION FOR DEGREE

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

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

TRANSFER OF CREDITS

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

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

2. A maximum of nine graduate credits may be transferred for graduate programs requiring at least 39 credit hours for completion and six graduate credits may be transferred for graduate programs that require less than 39 credit hours for completion;

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

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

5. A grade of B or better is required in any course to be transferred and an official transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits;

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

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

CAPSTONE EXPERIENCE

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

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

Comprehensive Examination: Students who are required to take a comprehensive examination must apply to take the examination by the deadlines given in the academic calendar, using the Application for Comprehensive Examination form available in the Office of Sudent Services and Advising. The examinations may be oral, written or both and are given on dates published in the academic calendar in this catalog (see pages 6-9). 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. Students failing the comprehensive examination twice are subject to dismissal.

Thesis: Students who are required to complete a master's thesis will prepare the thesis under the supervision of the candidate's thesis mentor; it must be reviewed by at least one additional reader. Each department granting thesis credit has a policy that identifies particular departmental thesis requirements, specifies how many faculty readers each thesis should have, and defines how many reader approvals are required for successful completion of the thesis. Each master's degree candidate preparing a thesis must defend the thesis at a public presentation.

In preparation of the thesis, style regulations prescribed by the student's department will be observed. A general thesis topic and the name of the thesis director or mentor must be approved by the program director and registered with the Office of Student Services and Advising when a student first registers for thesis credit. At the beginning of the semester during which that student expects to defend his/her completed thesis, the names of those people serving as the evaluating committee (or readers) must be approved by the program director and sent to the Office of Student Services and Advising.

The student must provide the Office of Student Services and Advising with two electronic copies of his/her approved thesis (saved as a PDF on disk). The electronic copies must include the approval page signed by each reader. A copy of the approval page may be obtained from the Office of Student Services and Advising. The student must also complete the Library's Electronic Theses Approval Form. CGCE will forward one of the electronic copies of the thesis to the library for its collection.

In addition, the student must provide the Office of Student Services and Advising with a paper copy of the approval page, which will be retained by CGCE. Departments are encouraged to retain a paper copy of the approval page as well.

The department may choose to receive either an electronic copy or a paper copy of the thesis.

1. If the department chooses an electronic copy, CGCE will forward the second electronic copy to the department at the same time CGCE forwards the first copy to the library.

2. If the department chooses a paper copy, CGCE will forward the second electronic copy to Wert Bookbinding Inc. They will print the PDF on acid free paper and then bind the document. The cost for printing will be determined according to the number of pages, how many copies are to be printed, and if any color pages are included. They will also provide an estimate of cost upon request. Students will be expected to cover this expense prior to the distribution of the paper copies.

Students working on master's theses ordinarily register and pay for only six graduate credits, even if their work extends beyond the semester or semesters in which they registered for those six credits. Each thesis is expected to satisfy high, master's-level standards for the amount and quality of the work required. The grade for a master's thesis is determined by the thesis director or mentor. Students preparing theses need to recall the time limit for completion of degree work, as described on page 21 of this catalog.

DROPPING, WITHDRAWING FROM OR ADDING A COURSE

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

If they drop the course early in the semester, they will be entitled to a refund according to the schedule on page 34, and the drop will be treated as though the student had never registered for the course.

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

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

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

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

Rev. Scott R. Pilarz, S .J., University President and Honorary Degree recipient, Leo Moskovitz.

COURSES TAKEN AS READERS AND INDEPENDENT STUDIES

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

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

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

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

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

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

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

MILITARY LEAVE POLICY

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

STUDENT COURSE EVALUATIONS

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

POLICY CHANGES, ACADEMIC INTEGRITY, STUDENT CONDUCT AND STUDENT RIGHTS OF CONFIDENTIALITY

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

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

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

SPECIAL NOTE FOR STUDENTS

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

Resources

THE HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY

Opened in 1992, this 80,000-square-foot, five-story building is named for Harry and Jeanette Weinberg. Library holdings include 486,716 volumes, 33,900 print and full-text online journals, and 539,732 microform pieces. The facility includes group-study rooms; quiet study areas; a twenty-four-hour study room with computer lab; and the Heritage Room, a large reading room on the fifth floor overlooking the campus and community. There is a Java City Coffee Bar in the Pro Deo Room. Over 152 databases are available on the World Wide Web. A virtual tour of the Library and its services is available at http://academic.scranton.edu/department/wml/library_tour.html. A proxy server gives users remote access to these databases.

The University Archives and Special Collections house University historical records, rare books, faculty publications, and other special collections. The Media Resources Collection, located on the first floor, holds 15,623 non-print items. In addition to the Library's own Online Public Catalog, users can search EZ-Borrow and PALCI, Pennsylvania Academic Library Consortium Inc., a direct borrowing program. With PALCI members, the Library also shares 1,900 full-text books that users can read or borrow online. An additional 12,000 full-text books are available through Access PA. There are 88 Internet workstations in the Library, including 33 machines available 24 hours a day, seven days a week in the Pro Deo Room and 20 laptops that are available at the circulation desk. Throughout the building, there is wireless connection to the Internet for laptops equipped with a network card.

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

CAREER SERVICES

Career Services staff advises students on career-development issues, assists students and graduates in job searches, and helps students plan for further academic work following graduation. During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and some graduate school catalogs are also available. The Career Services office coordinates the on-campus recruiting program. The Career Services Office also maintains the College Central website (http://collegecentral.com/scranton/) where graduate students can search for advertised positions and post their resumes; and where employers can evaluate the resumes posted by Scranton students. Office hours are 8:30 a.m. to 4:30 p.m. Monday and Friday; and 8:30 a.m. to 6:30 p.m. Tuesday, Wednesday and Thursday. Contact Career Services in Ciczek Hall (570-941-7640) to arrange appointments. Alumni, off-campus students, and online students can contact the Career Services Office at careers@scranton.edu to inquire about post-graduate career possibilities or to schedule a tele-counseling appointment.

COUNSELING CENTER

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

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

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

CENTER FOR HEALTH EDUCATION AND WELLNESS

The Center for Health Education and Wellness (CHEW) encourages healthy lifestyle choices by providing in-house educational programs, as well as referrals for individual advising. Students are encouraged to assess and improve their health in each of the eight dimensions of wellness: spiritual, social, physical, intellectual, occupational, multicultural, environmental, and emotional. In addition, student leadership and peer education opportunities are available through the Center's Coalition of Peer Educators: ADAPT (Alcohol and Drug Awareness Peer Team), PEACE (Peers Educating on AIDS/STIs in a College Environment) and SPARK (Students Providing Assault and Relationship Knowledge). Program offerings are posted on campus and on our webpage (www.scranton.edu/chew) each semester. Visit or contact the Center for additional information. CHEW is located in the Patrick and Margaret DeNaples Campus Center – Room 205K. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m., and evenings by appointment (570-941-4253).

COMPUTER FACILITIES

The University provides an excellent array of computing facilities, both hardware and software. A listing of the facilities is provided below. Details regarding equipment, software, support services, and hours are published by Information Resources at the beginning of each academic year. Up-to-date information can be found at http://academic.scranton.edu/department/diresources/dir/labs.shtml.

General Access Computer Labs:

Pro Deo Room, Weinberg Memorial Library (24-hour access)

Other Facilities:

Center for Teaching & Learning Excellence Lab, St. Thomas Hall
Chemistry Computer Lab, Loyola Hall, Room 317
Communications Microcomputer Lab, St. Thomas Hall, Room 464
Counseling/Human Services Microcomputer Lab, McGurrin Hall, Room 436
Computing Sciences Workstation Labs, St. Thomas Hall
Education Macintosh Lab, McGurrin Hall, Room 120
Foreign Languages Microcomputer Lab, O'Hara Hall
Health/Human Resources Microcomputer Lab, McGurrin Hall, Room 406
Literacy Lab I, St. Thomas Hall, Room 475
Literacy Lab II, St. Thomas Hall, Room 375
Math Microcomputer Lab, St. Thomas Hall, Room 161
Military Science Computer Lab, Rock Hall, Room 107
Nursing Instructional Microcomputer Lab, McGurrin Hall, Room 336

Occupational Therapy Microcomputer Lab, Leahy Hall, Room 2002
Physics/Electrical Engineering CAD/CAM Lab, St. Thomas Hall, Room 170
Physical Therapy Microcomputer Lab, Leahy Hall, Room 010
Psychology Microcomputer Lab, Alumni Memorial Hall, Room 202
Psychology Instructional Microcomputer Lab, Alumni Memorial Hall, Room 214
Kania School of Management Instructional Microcomputer Lab,
Brennan Hall, Rooms 101 and 201
Writing Center Computer Lab, Literary and Performing Arts, Room 224

Further information and assistance may be obtained from the Information Resources Technology Support Center, Alumni Memorial Hall, 570-941-HELP. Up-to-date information is available online also through The University of Scranton Web Server (http://www.scranton.edu). Online students are offered technology support by the University through the Technology Support Center

CENTER FOR TEACHING & LEARNING EXCELLENCE

The University's Center for Teaching & Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGuiness Wing in St. Thomas Hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist graduate students to achieve academic success. The CTLE can assist graduate students who reside in Northeastern Pennsylvania with: improving their reading comprehension and retention abilities, writing skills, and overall learning strategies; and learning how to use the instructional technologies that are available on campus. Workshops are offered in the areas of time management, organizational skills, effective study techniques and learning styles. The CTLE also offers opportunities for faculty and students to engage in teaching mentoring experiences through the Student/Faculty Teaching Mentorship Program (SFTMP). Any graduate student with a documented disability, and who is registered with the CTLE, receives academic accommodations such as extended test-taking time, note taking and computer use for examinations. To assist students achieve academic success, individual consultations are encouraged with the CTLE Reading Enrichment Specialist, the Learning Enrichment Specialist, and the Writing Consultants.

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

BYRON RECREATIONAL COMPLEX/JOHN LONG CENTER

Any graduate student may use both the Byron Recreational Complex and the John Long Center by paying a fee of $70.00 each semester. Facilities in the Byron Recreational Complex include three gymnasiums that may be used for basketball, volleyball, badminton, and tennis; indoor pool and locker rooms containing saunas and steam rooms; racquetball/handball courts; a dance/aerobics room; and individual fitness equipment. The John Long Center facilities, located adjacent to the Byron Complex, include a gymnasium, weight room, wrestling room and locker rooms. Contact the Recreational Center at 570-941-6203 for more information.

STUDENT HEALTH SERVICES

Student Health Services is located in the Roche Wellness Center at the corner of Mulberry Street and N. Webster Avenue. Graduate students who come to campus have the option of utilizing on-campus services by paying the health fee of $65.00 each semester. Payment of the health fee may be made at the Bursar's Office after signing a request form at Student Health Services. On-campus services include health and wellness information, nursing assessment, treatment of routine illnesses and injuries, medical services provided by physicians and a certified nurse practitioner by appointment, as well as referral to community healthcare providers for services beyond the scope of a student health facility. Students may telephone or e-mail requests for general health information

but diagnosis or recommendations for treatment are not done by telephone or e-mail. Further information may be obtained by contacting Student Health Services (570-941-7667) or visiting our Web site at http://academic.scranton.edu/department/healthsvs/.

GRADUATE STUDENT HOUSING

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

GRADUATE ASSISTANTSHIPS AND OTHER FINANCIAL SUPPORT INFORMATION

Graduate Assistantships: Approximately 85 graduate assistantships are available. Graduate assistantships provide fully admitted graduate students partial support for graduate studies. In addition, students are expected to fulfill a service commitment to the department in which the graduate assistantship is awarded. There are four levels of assistantships ranging from 7.5 to 20 hours per week per academic semester. Information and application forms for the assistantships may be obtained from the Office of Sudent Services and Advising. The deadline for applying for assistantships is March 1.

A student who is offered a graduate assistantship and who is either a recipient of a University of Scranton scholarship or grant, or plans to apply for either state or federal aid, should contact the Financial Aid Office at 941-7700 to determine if an assistantship will affect the value of the scholarship, grant or need-based aid.

While a number of factors are considered in awarding graduate assistantships, it is expected that they will be offered to graduate students who have outstanding academic credentials. Only those persons who have been fully admitted as graduate students in graduate degree programs are eligible to hold graduate assistantships.

Graduate Assistants (GAs) are expected to be registered for at least six graduate credits during each academic semester (Fall semester and Spring semester). Fewer credits may be taken during the GA's final term. If a student who is a Graduate Assistant is dismissed from the University for either academic or non-academic reasons, the graduate assistantship contract is voided concurrent with the dismissal.

During the academic semesters in which a graduate student holds a graduate assistantship, he/she is not permitted to hold any full-time or part-time employment at the University.

Each Graduate Assistant is expected to fulfill a service commitment to the department (or University unit) in which the graduate assistantship is awarded. The required service commitment for the various levels of assistantships is as follows:

1. GA-1: 600 hours per academic year (approx. 20 hours per week per academic semester)
2. GA-2: 450 hours per academic year (approx. 15 hours per week per academic semester)
3. GA-3: 300 hours per academic year (approx. 10 hours per week per academic semester)
4. GA-4: 225 hours per academic year (approx. 7.5 hours per week per academic semester)

GAs assigned to academic departments are expected to satisfy their service commitment during each of the academic semesters (including the week prior to the semester if required, the constituent weeks of the semester, and the week of final examinations).

In University units other than academic departments, GAs may satisfy part of the service commitment during periods other than the academic semesters (e.g., during intersession). In such cases, the service expectations should be stated in writing by the supervisor at the time of the appointment. An appropriate schedule should be worked out between supervisors and GAs well in advance to clarify expectations.

The service commitment should be consistent with each student's level of academic preparation. It may involve a GA in instructional activities [to include instruction for basic courses, laboratories, and recitations; departmental tutoring; and grading in support of a faculty member's teaching], research support of faculty [either being assigned directly to a faculty member or to a collaborative group of faculty members], or appropriate support of administrators in the conduct of their duties. If a GA is assigned to a group of faculty or staff members, it is the responsibility of those supervisors to coordinate the service commitment expectations of the GA so that he or she does not perform at a level or in a time frame beyond what is expected in the contract. While being in support of the University's mission, the service commitment expectations must be generally designed to be beneficial to a GA's professional development.

Each GA will be provided a stipend in recognition of performing his or her service commitment for the University. Currently, the GA-1 receives an academic year stipend of $8,800, the GA-2 receives an academic year stipend of $6,600, the GA-3 receives an academic year stipend of $4,400 and the GA-4 receives an academic year stipend of $3,300. Stipend payments are made in equal monthly allotments on the first day of the month following a month of service. Withholding of federal, state, and local income taxes are similar to those pertaining to ordinary income.

A graduate assistantship is normally awarded for the academic year, initially, and is renewable for a second year provided that the GA has maintained a 3.0 GPA or better, has made sufficient progress towards completion of degree requirements and has performed at an acceptable level of service during the first year. Graduate assistants will be evaluated annually by their supervisors. A GA whose service commitment performance is judged unsatisfactory is subject to having the graduate assistantship rescinded.

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

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

The holder of a graduate assistantship is eligible for a tuition scholarship. For GA-1s and GA-2s, the tuition scholarship will provide full tuition and fees in support of the registration of the student not to exceed the number of graduate credit hours required for the student's particular degree program. For GA-3s and GA-4s, the tuition scholarship will provide for fees and one half tuition in support of the registration of the student not to exceed the number of graduate credit hours required for the student's particular degree program. A tuition scholarship is normally awarded annually with opportunity for renewal for a second year. The tuition scholarship will include registration fees, laboratory fees, and any other specific course related fees. It does not include fees for application, thesis binding, recreation center, health services, reader courses, insurance, and graduation.

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

Required Applications: Graduate students applying for any federal financial aid listed above, must complete the Free Application for Federal Student Aid (FAFSA), which is available online at www.fafsa.ed.gov. Students applying for federal work study must complete our Online Work Study Application available on the Self Service University Information System (UIS). For both the Federal Direct Stafford Loan Program and the Federal Work Study Program, you must indicate your request on the FAFSA. Students must also complete an eMPN at the Federal Direct Loan Website. Visit www.scranton.edu/financialaid and click on Loans & Financing Options. Under the Graduate column, click on Federal Direct Stafford Loans and click on Apply Now to esign your Electronic Master Promissory Note. The eMPN 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 $8,500 and $12,000 for the additional Unsubsidized Stafford Loan. Graduate students will be certified for the maximum eligibility based on cost of attendance for the loan term. Should you not want the maximum, please notify the Financial Aid Office in writing from your University of Scranton email account, on the amount that you wish to borrow. Loan proceeds are credited to the student's account at the beginning of each semester depending on when the loan was processed. Students will be notified when funds have been disbursed to the account. Eligibility is also dependent on Satisfactory Academic Progress and the aggregate amount a student has already borrowed for their educational career. Graduate students are limited to an aggregate of $138,500.

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

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

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

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

Enrollment Status for Graduate Students: Graduate students are considered to be full-time students if enrolled for a minimum of six credits per semester. Students who are enrolled for a minimum of three credits per semester are considered to be half-time students.

For additional information, please refer to our Comprehensive Guide to Financial Aid Programs and A Guide to Your Electronic Eligibility Notification for Graduate Students found on the Financial Aid section of www.scranton.edu.

ROTC: Graduate students who have two full years of study remaining may be eligible to participate in the ROTC Program administered by the Military Science Department, College of Arts and Sciences. There are numerous opportunities for full ROTC scholarships that pay full tuition, $1200 for books and $4,500-$5,000 for spending money annually. Students participate in adventure training, leadership instruction, and leadership internships. Contact the Military Science Department at 570-941-4597, fax 570-941-4340, e-mail ROTC@scranton.edu , or visit our homepage in the Academic section of www.scranton.edu/rotc.

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

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

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

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

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

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

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

Tuition and Fees*

Tuition (per semester hour of credit) $813.00
Theology (per semester hour of credit) 406.50
Online Allied Health Care (per semester hour of credit) 571.00
Scranton Education Online Programs (per semester hour of credit) 425.00

FEES –

Application Fee 50.00
Binding of Thesis 80.00
Graduation Fee (Master's programs) 100.00
Graduation Fee (Doctoral program) 125.00
Reader Fee (per credit fee in addition to tuition) 60.00
Registration Fee (per semester) 25.00
Additional Late Registration Fee 20.00
Schedule change fee (after 1st week of term) 15.00
Nursing Clinical Assessment/Clinical Practicum fee, per semester 110.00
Transcripts
- Unofficial 5.00
- Official: current students 5.00
- Official: others 5.00

FEES – OPTIONAL UNIVERSITY SERVICES

Parking Fee (per year) 100.00
Recreation Center
- Fall or Spring Term 70.00
- Summer or Intersession Term 10.00

Student Health Services (per semester) 65.00

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

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

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

SCHEDULE OF REFUNDS

FALL/SPRING SEMESTERS

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

SUMMER, INTERSESSION, AND MBA MODULES

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

HUMAN RESOURCES ONLINE, MBA ONLINE AND SCRANTON EDUCATION ONLINE TERMS

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

*Tuition and fees are subject to change without notice. Consult the University's Bursar's Office web site at http://matrix.scranton.edu/resources/bursar_tuition_fees.shtml for current information.

Business Administration

Dr. Murli Rajan, Director
570-941-6240 • murli.rajan@scranton.edu
www.scranton.edu/MBA

Department of Accounting faculty: Professors – Brian Carpenter, Daniel Mahoney, CFE; Associate Professors – Ronald J. Grambo, Roxanne T. Johnson, Robyn Lawrence, CMA (Chair)
Department of Economics/Finance faculty: Professor – Satyajit P. Ghosh (Chair), John Kallianiotis; Associate Professors – Riaz Hussain, CFA, Hong V. Nguyen, Iordanis Petsas, Murli Rajan, CFA, Edward M. Scahill, Susan Trussler; Assistant Professors – Niyati Ahuja, Xuewu Wang.
Department of Management/Marketing faculty: Professors – Gerald Biberman, Len Tischler; Associate Professors – Alan L. Brumagim, Cynthia Cann, Satya P. Chattopadhyay, Jafor Chowdhury, Irene Goll, Robert L. McKeage, Abhijit Roy, Delia A. Sumrall (Chair), John M. Zych.
Department of Operations & Information Management faculty: Professors – Kingsley Gnanendran, Rose Sebastianelli, Nabil Tamimi (Chair); Associate Professors – Deborah J. Gougeon, Satyanarayana Prattipati; Assistant Professors – Yipeng Liu, Sufian Qrunfleh, Ling Xue.
Online MBA Program: Dr. Kingsley Gnanendran, Director (570-941-4190), skg355@scranton.edu)
Enterprise Resource Planning Certificate: Dr. Satya N. Prattipati, Director (570-941-6159, sp355@scranton.edu)

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

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

ACCREDITATION

The University of Scranton's business school, the Arthur J. Kania School of Management, is one of about 5% of worldwide educational institutions offering business degrees that have achieved the distinction of accreditation by AACSB International - The Association to Advance Collegiate Schools of Business. Further recognition of excellence is Princeton Review's inclusion of the Kania School, for the fourth consecutive year, among the "Best Business Schools" in the United States and its ranking of the MBA program in the top 15 programs in the nation in the General Management category in 2009.

THE PROGRAM

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

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

The grid on page 38 shows the classification of the Extending courses into Core and Advanced courses. With the approval of the mentor, a student with an undergraduate degree in a given area may have the Core course in that area waived as a prerequisite for the Extending 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 Extending courses in accounting. (The student would still be required to complete 36 credit hours.)

Focus Areas

Like other high-quality MBA programs, The University of Scranton MBA aims to provide a broad-based business education, offering courses across all functional areas. At the same time, students are afforded a degree of customization and choice of specialization. Students may concentrate in a focus area by completing four extending courses in that area. On-campus students can choose from the following available specializations: *Accounting, Finance, International Business, Management Information Systems, Marketing,* and *Operations Management*. Focus areas in the online program are currently limited to *Healthcare Management* and *Operations Management*. Students in both programs can choose to broaden their exposure by not focusing narrowly on a single functional area, choosing instead to maximize their flexibility in course selection (the *General* MBA option). Students who wish to focus on more than one functional area may do so but the same course may not be used to satisfy the requirements of more than one focus area—for example, an International course in finance may be used to fulfill the requirement for a focus in Finance but may not also be used to satisfy the International Business focus.

Foundation Modules

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

Computer Literacy

Many courses in the MBA program assume a basic understanding of computers such as spreadsheet applications, word processing, and presentation software. Students lacking such background should inquire into the programs offered for graduate students who reside in Northeastern Pennsylvania by the Center for Professional Training and Development, 570-941-7582.

Academic Integrity

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

TRANSFER OF CREDITS

A maximum of six graduate credits may be transferred to The University of Scranton in fulfilling MBA course requirements from an AACSB International-accredited school. If the student is seeking to transfer courses from another Jesuit institution participating in the Multilateral MBA Agreement, the six-credit limit does not apply. The student may check with his/her mentor regarding credit transfer. For other regulations governing the transfer of graduate credits, see page 21 of this catalog.

Degree Plan

Foundation Modules 12 Credits *(Each required unless waived)*		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 Course 3 Credits (required)		MGT 501: Responsibility, Sustainability, and Justice			
Extending Courses 30 Credits *(Each course is 3 credits. Any 10 courses may be selected)*	**C O R E**	ACC 502: Accounting for Mgt; OM 503: Operations Management; MIS 504: Management Information Systems; MGT 505: Organizaton Behavior; MKT 506: Marketing Management; ECO 507 Managerial Economics; FIN 508: Financial Management			
	A D V A N C E D	**Accounting focus**: ACC 512, ACC 514, ACC 521, ACC 522, ACC 525*, ACC 526, ACC 527, ACC 529, ACC 531, ACC 532, ACC 536, **Finance focus**: FIN 581, FIN 582, FIN 583, FIN 584*, FIN 585, FIN 586, FIN 587, FIN 589 **Healthcare Management focus:** HAD 500, HAD 510, HAD 517*, HAD 521 **International Business focus**: ACC 525*, ECO 583*, FIN 584*, MGT 556*, MIS 577*, MKT 563*, MKT 596*, OM 540* **Management Information Systems focus**: MIS 546, MIS 548, MIS 571, MIS 573, MIS 574, MIS 575, MIS 577*, MIS 579 **Marketing focus**: MKT 561, MKT 562, MKT 563*, MKT 564, MKT 569, MKT 596* **Operations Management focus**: OM 540*, OM 543, OM 544, OM 545, OM 546, OM 547, OM 549 **Non-focus courses**: ECO 581, ECO 582, ECO 589, MBA 510, MBA 519, MGT 553, MGT 554, MGT 555, MGT 559, MBA 590			
Capstone Course 3 Credits (required)		MGT 509: Business Policy			

Notes:

1. The MBA degree requires the completion of 36 credit hours of coursework exclusive of any Foundation module requirements.
2. A student is limited to a maximum of four courses in a given focus area. For example, a student may choose to take FIN 508, FIN 581, FIN 583 and FIN 584.
3. Students are expected to take MGT 501 early in the program, ideally as their FIRST Extending course, but no later than as their THIRD Extending course.
4. To be eligible to enroll in the Capstone course, a student must have: (i) completed the Cornerstone course, (ii) completed at least 24 credits of Extending courses, and (iii) completed (or received a waiver) for all twelve Foundation modules.
5. All students must take at least one course that has been designated as an "International course" (indicated by an asterisk in the grid).
6. The Healthcare Management focus currently is offered exclusively in the Online program. All of the other specializations are available to students in the on-campus program. Please refer to pp. 123-125 for descriptions of the HAD-prefixed courses.
7. Many students have acquired "experiential learning" outside a formal college or university classroom in jobs or military service. The MBA program may waive foundation course requirements for such experiences. Students wishing to have this learning assessed for possible course waiver must document relevant experiences and the knowledge gained from them for review by faculty of the program.

GRADUATE ASSISTANTSHIPS

Approximately 8 graduate assistantships are available for outstanding full-time on-campus MBA students in each year. The assistants may work with the Kania School faculty in their research and other academic duties, in Information Resources or in other University offices. Assistants receive a stipend and are eligible for a tuition scholarship.

ADMISSION REQUIREMENTS

On-Campus Program

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

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

Online Program

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

Language Proficiency

International students whose native language is not English must demonstrate their proficiency in English. Please refer to page 16 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 satisfactorily complete a course in English Language Proficiency. Students will not be permitted into the program until the English proficiency requirement has been met (see page 16).

B.S./M.B.A. DEGREE IN ACCOUNTING

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

The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon acceptance into the CGCE. Minimum admission requirements include an undergraduate GPA of 3.0 in the major and 2.75 overall. During the junior year, interested undergraduate students should submit an application, three letters of reference, a prospectus of study, a GMAT score, and an application fee to the CGCE. Students accepted into the CGCE are expected to maintain an overall GPA of 3.0 for all graduate courses.

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

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 four courses that extensively utilize SAP's ERP software, and is designed to enable professionals to enhance their managerial and technical skills set without having to leave their homes or interrupt their careers.

ERP systems are setting the pace in the information technology revolution and are re-shaping the way the world does business. Equipped with proficiency in the configuration, utilization, and strategic application of ERP software across a wide range of business functions, those completing the program stand in a unique position to deliver value, innovation, and growth to their companies and to their own careers.

Admission Requirements

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

Curriculum

The certificate program comprises the following four online courses:

- MBA 510: Integrated Enterprise Management Systems
- ERP 511: Production Planning and Control
- ERP 513: Treasury Management
- ERP 514: Accounting Integration and Configuration

Students must complete all four courses to earn the certificate. Each course is of eight weeks duration.

SAP Certification

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

COURSE DESCRIPTIONS

FOUNDATION COURSES

Credits

MBA 501 Modules - Decision-making Concepts and Tools

MBA 501A.
Statistics Module **1**
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**
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**
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 502 Modules - Accounting Analysis and Business Law

MBA 502A.
Financial Accounting Module **1**
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**
(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**
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 503 Modules - Economics and Finance

MBA 503A.
Microeconomics Module **1**
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**
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**
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 504 Modules - Management and Marketing

MBA 504A.
Management Module **1**
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**
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**
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.

CORNERSTONE COURSE

MGT 501.
Responsibility, Sustainability & Justice **3**
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.

EXTENDING COURSES

ACC 502.
Accounting for Management **3**
(Prerequisites, MBA 502A & B) The student develops a deeper understanding of accounting as the "language of business" and the ways in which it can be employed to help managers perform within their organizations. Emphasis is placed on ways to use, analyze, and interpret accounting data in planning and controlling organizational activities. Selected techniques required for analysis and managerial decision making are introduced.

ACC 512.
Survey of Federal Taxes **3**
(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**
(Prerequisite, MBA 510 and ACC 502) This course is concerned with the principles, methods, and techniques necessary for providing the reporting needs of an organization in an integrated management and information technology environment. It uses an ERP software package to demonstrate the integration of both financial and nonfinancial information systems with an organization's operating processes to produce managerial reporting capabilities in real time. This course is not open to those students who have received credit for ERP 514.

ACC 521.
Auditing **3**
(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**
(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**
(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**
(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**
(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**

ACC 531.
Advanced Auditing **3**
(Prerequisite, ACC 364 or equivalent, or ACC 521) Internal control and auditing issues relating to EDP systems, including the organization, equipment, and applications controls; statistical sampling issues; and audit issues relating to certain operating cycles.

ACC 532.
Advanced Taxation **3**
(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**
(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**
(Prerequisite, ACC 362 or ACC 527, or equivalent) An in-depth study of selected advanced financial-reporting issues. Topics include consolidated financial statements, foreign currency transactions and foreign investments, and governmental and non-profit accounting.

ECO 507.
Managerial Economics **3**
(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**
(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**
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**
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**

ERP 511.
Production Planning & Control **3**
(Prerequisite, MBA 504C) An in-depth look at the planning and control of material flow and production activities in a manufacturing organization. Topics Include: forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, and just-in-time systems. Hands-on exercises using ERP software will serve to reinforce the interconnectedness of operations with the other business functional areas. This course is not open to those students who have received credit for OM 547.

ERP 513.
Treasury Management **3**
(Prerequisite, FIN 351 or FIN 508) This is an eight-week online-MBA course, which focuses on the short-term financial management of a firm. The course uses SAP to keep track of inventory, cash, receivables, and payables of a firm. The course develops financial models to maintain the firm's current assets and liabilities at the optimal level. This course is not open to those students who have received credit for FIN 587.

ERP 514.
Accounting Integration and Configuration **3**
(Prerequisite, MBA 510 and ACC 502) This course is concerned with the principles, methods, and techniques necessary for providing the reporting needs of an organization in an integrated management and information technology environment. It uses an ERP software package to demonstrate the integration of both financial and nonfinancial information systems with an organization's operating processes to produce managerial reporting capabilities in real time. This course is not open to those students who have received credit for ACC 514.

FIN 508.
Financial Management **3**
(Prerequisite, MBA 503C) Principles of policy formation in the modern corporation; the institutions, instruments and customary procedures that influence the determination of corporate policy; and the reasons for choices in seeking solutions to specific financial problems. A case approach will be utilized to cover problems of working capital management, capital budgeting, and capital structure. Computerized approaches to financial problems will be emphasized.

FIN 581.
Financial Institutions **3**
(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**
(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**
(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**
(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**
(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**
(Prerequisite, FIN 508) The 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**
(Prerequisite, FIN 351 or FIN 508) This is an eight-week online-MBA course, which focuses on the short-term financial management of a firm. The course uses SAP to keep track of inventory, cash, receivables, and payables of a firm. The course develops financial models to maintain the firm's current assets and liabilities at the optimal level. This course is not open to those students who have received credit for ERP 513.

FIN 589.
Special Topics in Finance **3**

MBA 510.
Integrated Enterprise Management Systems **3**
This course overviews business processes across marketing, procurement, production and finance as one integrated customer-oriented value chain to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology such as SAP R/3.

MBA 519.
Special Topics in Enterprise Management Technology **3**

MGT 505.
Organizational Behavior **3**
(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 553.
Organizational Theory **3**
(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**
(Prerequisite, MGT 505) Designing individual and group behavior systems, contemporary topics on designing organizational systems for better utilization of human resources.

MGT 555.
Organization Power & Politics **3**
(Prerequisite, MGT 505) This course examines power and politics in organizations from theoretical, applied, and research perspectives.

MGT 556.
International Management **3**
(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**

MIS 504.
Management Information Systems **3**
(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**
(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**
(Prerequisite, MIS 504 or permission of instructor) Business Intelligence (BI) systems are sophisticated analytical tools that attempt to present complex organizational and competitive information in a manner that allows decision makers to make effective decisions in a timely manner. This course will explore the capabilities and benefits of business intelligence systems, data warehousing and data mining techniques. The course will investigate business intelligence gathering technologies as well as providing hands- on experience.

MIS 571.
Information Networks and Electronic Commerce **3**
(Prerequisite, MIS 504 or permission of instructor) The main focus of the course is on the use of data communication networks to support effective and efficient management of information both within the organization and among organizations and individuals. Topics include: basic concepts of communication networks; analysis of existing enterprise data and voice communication networks; network management; electronic commerce and the worldwide web; intranets and collaborative work; and emerging trends and issues in electronic commerce infrastructure. The course will include case studies and a term project related to the applications of information networks.

MIS 573.
Development of Business Applications **3**
(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**
(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**
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**
(Prerequisite MIS 504) This course examines the role of information systems and telecommunication technologies in managing international organizations. Topics include: impact of information technology at the functional level

of multinational corporations; types of international information systems; organizing and managing international information systems; changes in telecommunication regulations; international standard setting organizations; building strategic alliances through information technology; and emerging information technology applications to understand and resolve issues raised by international trade and business. Students will discuss major cases that involve global information systems applications to multinational corporations.

MIS 579.
Special Topics in Management Information Systems **3**

MKT 506.
Marketing Management **3**
(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 561.
Marketing Research **3**
(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**
(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**
(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**
(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 569.
Special Topics in Marketing **3**

MKT 596.
Study Abroad in Asia **3**
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.

OM 503.
Operations Management **3**
(Prerequisites, MBA 501A & B, 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**
(Prerequisite, MBA 504C) This course focuses on the design, operation, and control of supply chains in the global context. Topics include: supply chain strategy, risk pooling and inventory placement, distribution systems, network design and transportation, strategies for managing product variety, supply chain coordination,

revenue management, and decision support systems for supply chain operations. Issues specific to global sourcing, and risk management in international supply chains will be explored.

OM 543.
Project and Change Management **3**
(Prerequisite, MBA 501B) 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**
(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**
(Prerequisite, MBA 501A and MBA 504C) 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**
(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**
(Prerequisite, MBA 504C) An in-depth look at the planning and control of material flow and production activities in a manufacturing organization. Topics Include: forecasting, sales and operations planning, demand management, master production scheduling, material requirements planning, production execution, and just-in-time systems. Hands-on exercises using ERP software will serve to reinforce the interconnectedness of operations with the other business functional areas. This course is not open to those students who have received credit for ERP 511.

OM 549.
Special Topics in Operations Management **3**

MBA 590.
Internship in Business Administration **1**
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.

CAPSTONE COURSE

MGT 509.
Business Policy **3**
(Prerequisite, Mgt. 501 and 24 credits of extending courses) This course introduces the student to methodologies for examining strategic policy issues of organizations, primarily business organizations. In providing the student with opportunities to devise policy solutions, the course draws on all of the functional areas in the MBA curriculum. The course provides a capstone experience in which students will develop, present and defend their own policy solutions for a real company.

Chemistry, Biochemistry, Clinical Chemistry

Dr. David E. Marx, Chair, Chemistry
Dr. Christopher Baumann, Director of Graduate Programs
570-941-6389 • cab302@scranton.edu

Department faculty: Professors – Christopher Baumann, Michael C. Cann, Trudy A. Dickneider, Joe A. Vinson; Associate Professors – John C. Deak, Timothy Foley, David E. Marx, David A. Rusak, Joan M. Wasilewski; Assistant Professors – Lindsay A. Batory, Jennifer A. Tripp.

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

CHEMISTRY AND BIOCHEMISTRY PROGRAMS

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

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

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

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

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

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

CHEM 530	Structural Organic Chemistry
CHEM 531	Mechanistic Organic Chemistry
CHEM 540	Advanced Inorganic Chemistry
CHEM 562	Advanced Quantum Chemistry
CHEM 563	Advanced Thermodynamics and Equilibrium
CHEM 570	Advanced Analytical Chemistry
CHEM 571*	Analytical Methods

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

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

CHEM 531	Mechanistic Organic Chemistry
CHEM 550	Biochemical Structure and Function
CHEM 551	Biocatalysis and Metabolism
CHEM 563	Advanced Thermodynamics and Equilibrium
CHEM 570	Advanced Analytical Chemistry
CHEM 571*	Analytical Methods

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

CLINICAL CHEMISTRY PROGRAM

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

Admission Requirements: 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 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 2.75, for all courses combined as well as for science courses, is expected for admission to the program.

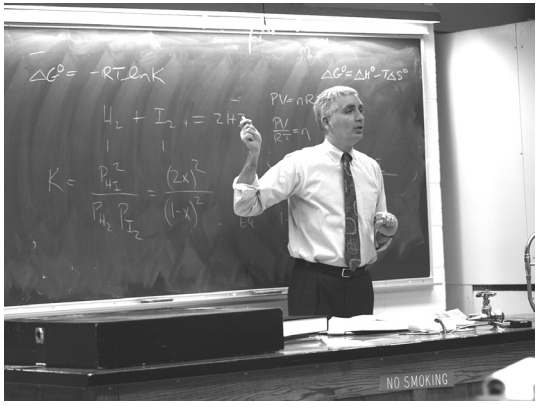
Course Requirements: The following courses, 27 credits in all, are required of all students in the Clinical Chemistry program:

CHEM 531	Mechanistic Organic Chemistry
CHEM 550	Biochemical Structure and Function
CHEM 551	Biocatalysis and Metabolism
CHEM 554	Biochemistry of Disease
CHEM 555	Chemical Toxicology
CHEM 556	Clinical Quality Control
CHEM 565	Instrumental Electronics
CHEM 570	Advanced Analytical Chemistry
CHEM 571	Analytical Methods

While registered for CHEM 556, the student will participate in a clinical affiliation. This course will ordinarily be taken as the last course in the student's program.

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

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



Christopher Baumann, Professor of Chemistry and Director of the Graduate Programs in Chemistry, Biochemistry and Clinical Chemistry.

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

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

CAPSTONE EXPERIENCE

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

THESIS

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

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

COMPREHENSIVE EXAMINATION

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

COMBINED B.S./M.A. OR M.S. DEGREE PROGRAM

The Chemistry department offers outstanding undergraduate students in the Chemistry and Biochemistry majors the opportunity to earn both a bachelor's and a master's degree through the Combined Baccalaureate/Master's Degree Program under the conditions on page 14 of this catalog.

GRADUATE ASSISTANTSHIPS

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

COURSE DESCRIPTIONS

Credits

CHEM 530.
Structural Organic Chemistry **3**
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**
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**
(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**
(Prerequisite, CHEM 531) An introductory survey of the structure and reactivity of important types of heterocyclic compounds.

CHEM 540.
Advanced Inorganic Chemistry **3**
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**
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**
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**
(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**
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**
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**
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**
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**
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**
A review of the fundamentals of thermodynamics and kinetics.

CHEM 561.
Introduction to Quantum Chemistry **3**
An introduction to quantum theory, with applications in spectroscopy and statistical mechanics.

Chem 562.
Advanced Quantum Chemistry **3**
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**
A comprehensive treatment of thermodynamics, including electrochemistry, thermochemistry and chemical equilibrium. Some introduction to the concepts of statistical mechanics and their application to thermodynamics will also be given.

CHEM 564.
Polymer Chemistry **3**
Introduction to the physicochemical aspects of polymers; emphasis on structure, properties and application; thermodynamics of polymer solutions; statistical mechanical consideration of polymers, theories of rubber elasticity.

CHEM 564L.
Polymer Chemistry Laboratory **1.5**
(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**
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**
Theory, description, and application of modem analytical techniques with emphasis on spectroscopy, potentiometry chromatography, electrochemistry, and radiochemistry.
Chem 571.
Analytical Methods **3**
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**
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**
Theory and application of potentiometry, polarography amperometry, coulometry, and other analytical methods.

CHEM 584.
Special Topics **Variable**
Current topics in chemistry, biochemistry or clinical chemistry offered by members of the Department.
CHEM 590.
Seminar **1**
Current topics in chemistry and biochemistry are prepared and presented by the students.

CHEM 599.
M.A. Thesis **2-6**

Community Counseling, Rehabilitation Counseling, School Counseling

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

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

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

ADMISSION REQUIREMENTS

The applicant for admission to any departmental program must possess a bachelor's degree from an accredited college or university and provide the Office of Admissions with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other graduate-level courses, a record of progressively higher work responsibilities, or scores from the Miller Analogies Test or Graduate Record Examination. These students may be accepted on a probationary basis. Students accepted on probation cannot enroll for more than six credits in a semester and must obtain a cumulative GPA of at least 3.0 after completing nine credits of course work to be removed from probation. International students whose native language is not English must demonstrate their proficiency in English. Please refer to page 16 for information on acceptable English proficiency tests and test score requirements.

New students may start course work in the fall semester only. Students must submit their completed application to the Office of Admissions prior to March 1. Program Directors review applications and pay particular attention to each applicant's ability to address program specific professional goals and professional identity in the statement of intentions. All students will be informed of an admission decision by April 15. Personal interviews with program faculty members prior to acceptance are required. School Counseling applicants participate in a group interview. All interviews are scheduled by program faculty shortly after the application deadline. All School Counseling applicants must complete the specially developed recommendation forms for the program and respond to three additional program specific essays in order to finalize their admissions packets. 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, Basic Inferential Statistics), Introduction to Theories of Personality, or Counseling or Psychotherapy and

Lifespan Development (Developmental Psychology, Adulthood, Adolescence, Childhood, Growth and Development). It is expected that applicants demonstrate some competency in computer literacy (e-mail, Internet, work processing.)

The admissions process is highly competitive and faculty will select only those applicants best qualified for the program. It is normally expected that in the first semester for full-time students (the first nine credits for part-time students) the following courses will be completed: Professional Issues in either Community, Rehabilitation or School Counseling; Counseling and Interviewing Skills; Counseling Theories or Developmental Psychology. The faculty will review annually each student's professional and academic performance. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors. Satisfactory progress in professional and academic performance is required for continuation in the program.

STANDARDS OF PROGRESS AND TRANSFER OF CREDITS

Please refer to the Academic Regulations on pages 19-25 regarding standards of progress and transfer of credits for the CGCE. Students who wish to waive a required course may petition the program director to do so. Courses waived will not reduce the number of credits required for graduation.

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

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

CAPSTONE EXPERIENCE

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

This component is a reflection on personal and professional growth in relation to achieving the formal objectives of each particular graduate program. Students should file an Application for Comprehensive Examination when they preregister for advanced internship in Community Counseling (COUN 599), or practicum in Rehabilitation Counseling (COUN 591), Secondary School Counseling (COUN 592), or Elementary School Counseling (COUN 593). The examination is completed at the mid-point of the internship or practicum course.

COMBINED B.S./M.S. DEGREE PROGRAM

Undergraduate Counseling and Human Services majors with outstanding academic records may be eligible for early admission to either the Community, Rehabilitation or School Counseling

graduate degree program through the Combined Baccalaureate/Master's Degree Program. Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in the Counseling and Human Services section of this catalog, and meet specific admissions criteria (refer to page 13). Contact the Counseling and Human Services Program Director for additional information.

APPLICATION FOR DEGREE

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

ENDORSEMENT OF STUDENTS

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

FINANCIAL AID

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

SCHEDULING

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

EMPLOYMENT OPPORTUNITIES

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

OTHER INFORMATION

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

COMMUNITY COUNSELING

Dr. Oliver J. Morgan, Director
570-941-6171
morgano1@scranton.edu

The Community Counseling program prepares professional counselors for direct entry into and/or advancement in counseling-related positions in private and public human service organizations and systems.

The program is designed to: 1. Enhance knowledge of counseling concepts and practices; 2. Provide individuals with the counseling skills necessary to function in agency settings; 3. Prepare individuals for certification/licensure in counseling; and 4. Enhance individual's employability in entry-level or advanced positions in human services. The program offers a learning environment whereby the student acquires the academic competencies of the profession, refines them through practical experience, and increases self-understanding, self-confidence, and personal effectiveness.

The Community Counseling program is designed to meet the legislated educational requirements of 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 who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60-semester hours or 90-quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]
2. Has successfully completed a planned program of 60-semester hours or 90-quarter 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 or 72-quarter hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(iX2)(ii))].

THE COUNSELING PROFESSION

According to the American Counseling Association, counselors are skilled professionals who are trained to help others gain a perspective on their lives, explore options, make decisions, resolve problems, and take action. Counselors work with individuals, couples, families, and groups of persons who experience academic, behavioral, career, emotional, interpersonal, and social problems. By establishing an effective and trusting helping relationship, a counselor assesses a client's strengths and resources, and helps the client increase life-management skills so that mutually agreed upon goals may be achieved. Professional counselors provide counseling to individuals across the continuum of psychological functioning. When necessary, they are able to diagnose and treat emotional disorders in conjunction with other mental health professionals. In addition, the professional counselor designs prevention and clinical intervention programs for communities of varying size.

CURRICULUM

The Community Counseling program is a 60-credit curriculum leading to the Master of Science degree. 54 required credits include 45 credits of course work in principles and practice of counseling, 3 credits of practicum, 3 credits of internship, and 3 credits of advanced internship. 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 dealing with specific client populations.

Professional experience in a counseling-related field is not required for entry into the program.

ACCREDITATION AND CERTIFICATION

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

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

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

COMMUNITY COUNSELING CURRICULUM

Professional Foundations (54 credits required)

COUN 500	Professional Issues: Community Counseling
COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 510	System of Care
COUN 540	Family Counseling and Therapy
COUN 560	Addictive Behaviors
COUN 563	Crisis Intervention
COUN 565	Psychiatric Disorders
COUN 573	Consultation and Supervision
COUN 590	Practicum: Community Counseling
COUN 595	Internship: Community Counseling
COUN 599	Advanced Counseling Internship

General Electives (6 credits required)

Disability and Specialty Populations

COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 531	Psychology of Adjustment
COUN 542	Family Violence
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 564	Children's Mental Health
COUN 567	Health and Behavior
COUN 568	Human Sexuality: Theory & Intervention
COUN 569	Psychopharmacology
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 574	Seminar in Consultation and Supervision
COUN 575	Seminar in Clinical Intervention
COUN 576	Seminar in Social and Cultural Issues

Clinical Experience

COUN 594	Practicum: Group Counseling

Directed Study

COUN 582	Directed Study

Credits for Degree: 60

Total Required Credits: 54 Total Elective Credits: 6

COMMUNITY COUNSELING – COLLABORATIVE PROGRAM WITH UNIVERSIDAD IBEROAMERICANA (MEXICO CITY)

Dr. Elizabeth J. Jacob, Director
570-941-4236
jacobe2@scranton.edu

The collaborative Community Counseling program with our sister Jesuit university, Universidad Iberoamericana (UIA) in Mexico City, prepares bilingual culturally-sensitive counseling professionals. The program was designed to meet the mental health needs of Spanish-speaking individuals, couples, families, groups, and communities in the United States and abroad.

The program creates professional counselors who can diagnose and treat emotional disorders across the severity spectrum in collaboration with other mental health professionals. In addition, the successful graduate is able to design and implement psychosocial programming at secondary and tertiary levels of intervention in Spanish-speaking communities.

The collaborative University of Scranton-UIA program is designed to meet the legislated educational requirements of 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 who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60-semester hours or 90-quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]
2. Has successfully completed a planned program of 60-semester hours or 90-quarter 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 or 72-quarter hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(iX2)(ii))].

CURRICULUM

The collaborative University of Scranton-UIA program is a 60-credit curriculum leading to the Master of Science degree; 57 required credits include 39 credits of course work in principles and practice of counseling, 12 credits of advanced coursework in Spanish, 3 credits of practicum, 3 credits of internship, and 3 credits of advanced internship. Three credits of electives are offered to further develop personal interest areas.

Students are required to complete at least one semester of graduate study at UIA in Mexico City. This exchange experience will include didactic course work in addition to professional counseling experience in Mexican communities. Credits undertaken at UIA will fulfill degree requirements at the University of Scranton. Prior to the exchange semester, students will be expected to demonstrate advanced language proficiency in Spanish.

Language Requirement: Fluency in Spanish is an essential component of the collaborative program in Community Counseling. Successful program completion requires demonstrated Spanish language proficiency in reading comprehension, listening comprehension, writing, grammar/vocabulary, and oral expression. Seminar courses, coursework/clinical experiences in Mexico, and advanced clinical internship are taught in Spanish. As such, progression in the graduate program requires ongoing language preparation, assessment, and proficiency.

While undergraduate preparation and Spanish fluency are clearly advantages for those students pursuing the collaborative master's degree program, ongoing language development is essential for all students. Each student will be required to prepare with the Program Director a language study plan to be completed over the course of the graduate program. On the basis of placement tests (oral and written) conducted in conjunction with the Department of Foreign Languages, this study plan should reflect how the student will develop Spanish language fluency. Complete access to language training resources at The University of Scranton is assured throughout the graduate program.

ACCREDITATION AND CERTIFICATION

The University of Scranton's collaborative Community Counseling program is accredited under the nationally accredited Community Counseling program. The Council for Accreditation of Counseling and Related Educational Program (CACREP) is a specialized body recognized by the Council for Higher Education Accreditation (CHEA). Hence, graduates meet all educational requirements for certification as a National Certified Counselor (NCC). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination prior to graduation from the program. Every student who passes the certification examination will be granted recognition as an NCC. Students who wish to explore other types of counselor certification should consult with the Program Director. All inquiries regarding certification as an NCC and application for same should be directed to:

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

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

COMMUNITY COUNSELING – COLLABORATIVE PROGRAM CURRICULUM

Professional Foundations (57 credits required)

COUN 500	Professional Issues: Community Counseling
COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 510	System of Care
COUN 540	Family Counseling and Therapy
COUN 560	Addictive Behaviors
COUN 564	Children's Mental Health
COUN 565	Psychiatric Disorders
COUN 574	Seminar in Consultation and Supervision
COUN 575	Seminar in Clinical Intervention
COUN 576	Seminar in Social and Cultural Issues
COUN 590	Practicum: Community Counseling
COUN 595	Internship: Community Counseling
COUN 599	Advanced Counseling Internship

General Electives (3 credits required)

Disability and Specialty Populations

COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 542	Family Violence
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 563	Crisis Intervention
COUN 568	Human Sexuality: Theories and Intervention
COUN 569	Psychopharmacology
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 573	Consultation and Supervision

Directed Study

COUN 582	Directed Study

Credits for Degree: 60

Total Required Credits: 57 Total Elective Credits: 3

REHABILITATION COUNSELING

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

REHABILITATION COUNSELING MISSION

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

REHABILITATION COUNSELING PROFESSION

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

OPPORTUNITIES FOR REHABILITATION COUNSELORS

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

CURRICULUM

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

REHABILITATION COUNSELING: CRIMINAL JUSTICE CONCENTRATION

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

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

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

ACCREDITATION AND CERTIFICATION

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

.

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

Commission on Rehabilitation Counselor Certification
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
(847) 944-1325
www.crccertification.com

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

REHABILITATION COUNSELING CURRICULUM

Professional Foundations (39 credits required)

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

General Electives (9 credits required)

Disability and Specialty Populations

COUN 560	Addictive Behaviors
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 564	Children's Mental Health
COUN 565	Psychiatric Disorders
COUN 569	Psychopharmacology
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 582	Directed Study
COUN 584	Special Topics

Counseling Systems

COUN 540	Family Counseling and Therapy
COUN 566	Behavioral Counseling
COUN 567	Health and Behavior

Criminal Justice Concentration

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

Clinical Experience

COUN 594 Practicum: Group Counseling

Credits for Degree: 48

Total Required Credits: 39 Total Elective Credits: 9

SCHOOL COUNSELING

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

MISSION STATEMENT

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

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

LeeAnn M. Eschbach, Associate Professor and Chair of the Department of Counseling and Human Services and Director of the School Counseling program.

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 both the Education Trust's Initiative for Transforming School Counseling and the American School Counseling Association's (ASCA) National Model for School Counseling Programs. Each model strongly adheres to the position that professionals in this field can best facilitate academic, career and personal/social development among students by acting as leaders, advocates, collaborators, and visionaries for systemic change. As a companion school in the Education Trust's Initiative, students in the University of Scranton's school counseling program are encouraged to pay particular attention to access and equity issues that reduce the disparity among student groups and enhance the academic achievement of all students. The four elements of the ASCA National Model (foundation, delivery system, program management, and accountability) are infused throughout the curriculum. Emphasis is also placed on the American School Counseling Association's Code of Ethics.

The program faculty are advocates for counseling services that are appropriate and relevant for all students in schools, not just those with problems or in crisis, and they promote the use of developmental perspectives by school counselors. School counseling program faculty are National Trainers for the Education Trust Transforming School Counseling Initiative 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 Counseling Association, the professional school counselor addresses the needs of students comprehensively through the implementation of a developmental 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 Counseling Association supports the development and implementation of developmental, sequential, and systemic comprehensive school counseling programs as an integral part of the overall educational program. Through comprehensive school counseling programs, school counselors work with school personnel, families and community members to assist students in academic, career, personal and social development.

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

CURRICULA

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

ACCREDITATIONS AND CERTIFICATION

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

In addition to meeting the academic requirements for certification, PDE requires four tests: PPST Reading, PPST Writing, PPST Math and School Guidance and Counseling. Information on these tests is available in the department office. Non-United States citizens need to check with PDE concerning their eligibility for certification. All inquiries regarding certification by PDE and application for same should be directed to PDE at www.teaching.state.pa.us.

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

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

The School Counseling Program is a part of the teacher-education unit at The University of Scranton. Besides the School Counseling Program, the teacher-education unit also consists of the Education Department and the Teacher Education Committee. The National Council for Accreditation of Teacher Education (NCATE) accredits the teacher-education unit of The University of Scranton.

Certain individuals who already possess a relevant Master's degree may desire certification only. Experience has shown that a Master's degree in either Education or Psychology and School Counseling are markedly different on several dimensions, including philosophical foundation, professional orientation, pedagogy, clinical emphasis, and areas or purpose of intervention. Thus, we view a relevant Master's degree as addressing several program components of the School Counseling Program. In those cases, program applicants need to write a letter to the School Counseling Program Director articulating their intent, summarizing relevant work experience, and previous

graduate coursework. The School Counseling Program Director prepares an initial review of the student's credentials and proposes a recommended program of study to the School Counseling Certification Review Committee. An appropriate program of study to meet Pennsylvania Department of Education (PDE) requirements will be recommended to the applicant if the applicant requires less than 24 graduate credits. If 24 or more graduate credits are needed, the applicant is encouraged to apply to the Master's Degree program. Students completing the "certificate only" option must meet all competency requirements for PDE certification. The process for certificate only status is detailed in the School Counseling Program Manual.

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

SCHOOL COUNSELING CURRICULUM

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

School Counseling Core: (21 credits required)

COUN 530	Professional Issues: School Counseling
COUN 533/534	Secondary or Elementary School Counseling Program Planning
COUN 535	School Counseling Research and Accountability
COUN 536	Appraisal Techniques for School Counseling
COUN 537	Career Development in Schools
COUN 538	Systemic Leadership and Advocacy
COUN 539	Coordination and Collaboration

Counseling Practice Sequence: (12-15 credits required)

COUN 501	Counseling and Interviewing Skills
COUN 503	Group Process and Practice
COUN 592/593	Practicum: Secondary or Elementary School Counseling
COUN 597/598	Internship: Secondary or Elementary School Counseling

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

Fondations of Professional Counseling: (12 credits required)

COUN 502	Counseling Theories
COUN 506	Social and Cultural Issues
COUN 508	Developmental Psychology
COUN 511/570	Counseling Children or Counseling Adolescents

Elective(s) (3 credits required)

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

Credits for Degree: 48

Total Required Credits: 45 Total Elective Credits: 3

The student's mentor may recommend appropriate substitutions, based on the evaluation of the student's credentials.

CERTIFICATE OF ADVANCED GRADUATE STUDY IN PROFESSIONAL COUNSELING

Dr. Oliver Morgan, Director
570-941-4129
morgano1@scranton.edu

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

According to the provisions of Act 136, the applicant who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or in a field determined by the board by regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]

2. Has successfully completed a planned program of 60 semester hours or 90 quarter 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 or 72-quarter hour master's degree in counseling or in a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(ii))]

ADMISSIONS CRITERIA

All applicants for the certificate program must apply for formal admission to the CGCE of The University of Scranton. Applicants must possess:

1. A master's degree in counseling from a counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); or

2. A master's degree in Rehabilitation Counseling from a program accredited by the Council on Rehabilitation Education (CORE); or

3. A master's degree in counseling or a closely related field that includes graduate-level course work of at least two semester hours or three quarter hours in each of the following areas:

- **Human Growth and Development:** Includes studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations:** Includes studies that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships:** Includes studies that provide an understanding of counseling and consultation processes.
- **Group Work:** Includes studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group-work-approaches.

- **Career and Lifestyle Development:** Includes studies that provide an understanding of career development and related life factors.
- **Appraisal:** Includes studies that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation:** Includes studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics:** Includes studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.
- **Field Experience:** A minimum of 700 hours of supervised counseling experience in an appropriate work setting.

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

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

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

COURSE DESCRIPTIONS

Credits

COUN 500.
Professional Issues: Community Counseling **3**
Focuses on the underlying philosophical, historical, professional, legal, and ethical issues involved in the profession of counseling. Designed to acquaint the student with important issues in the field of professional counseling and to help the student establish a sense of professional identity.

COUN 501.
Counseling and Interviewing Skills **3**
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**
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**
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**
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**
An introduction to research issues and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research.

COUN 506.
Social and Cultural Issues **3**
Focuses on current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as aging, sexuality, AIDS and poverty are addressed.

COUN 507.
Career and Lifestyle Development **3**
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.
Developmental Psychology **3**
This course provides an understanding of developmental psychology, including theoretical approaches and issues relating to physical, cognitive, personality and moral development with particular emphasis on implication for counselors. Both psychological and sociological impacts on development will be overviewed.

COUN 510.
System of Care **3**
(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**
(Prerequisite, COUN 502) This course deals with the application of counseling theory to the counseling interview situation with elementary school clients. The counseling process, the core elements of a facilitative counseling relationship, and specific techniques for counseling children will be examined. Counselor candidates will begin to develop basic interviewing skills.

COUN 520.
Professional Issues: Rehabilitation Counseling **3**
Identification of the principles underlying rehabilitation, including history, philosophy, structure, and legislation. Study of the rehabilitation process from referral through follow-along activities. Concepts regarding legal issues, professional ethics, consumer advocacy, personal philosophy, community organization and the team concept are presented through a combination of guest lecturers and seminars. Field experience in supported employment with business and industry will be required.

COUN 521.
Physical Disabilities **3**
An introduction to medical and psycho-social aspects of physical disabilities. An emphasis is placed on the impact of the individual, family, and support system. The process of reasonable accommodation and assistive technology is also explored.

COUN 522.
Vocational Aspects of Disability **3**
Theories and models of vocational choice, career development, vocational counseling, and selected vocational assessment measures are presented. An in-depth study of the rehabilitation problems and issues dealt with by the counselor in placing individuals with disabilities is included. Job analysis and industrial visits are required.

COUN 530.
Professional Issues: School Counseling **3**
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.
Secondary School Counseling Program Planning **3**
(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 534.
Elementary School Counseling Program Planning **3**
(Prerequisite, COUN 503) This course provides a programmatic examination of the issues relevant to the role and function of the elementary 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**
(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
Emphasis will focus on developing competencies in the knowledge, use, and interpretation of individual and group approaches for assessment and evaluation in school settings. Selected instruments will be examined. Students will also apply and integrate appraisal data to optimize K-12 students' success in academic, career and personal/social development.

COUN 537.
Career Development in Schools 3
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
School counselors serve as leaders engaged in system-wide change to insure student success. In this course, students examine and apply school and family organizational systems theory and consultation approaches in order to advocate for students, remove barriers, close opportunity and achievement gaps, and foster positive school environments. Opportunities for personal reflection and insight on leadership strengths and experiences, and family experiences is provided.

COUN 539.
Coordination and Collaboration 3
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
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
This course examines the dynamics and treatment strategies associated with work in homes where family members have experienced various forms of physical, sexual, and emotional maltreatment from other family members.

COUN 560.
Addictive Behaviors 3
Approaches to understanding and counseling persons with addictive disorders are thoroughly reviewed with an emphasis on the biopsycosocial 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
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**
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**
This course is designed to acquaint the student with the theory and practice of crisis intervention as it is applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. Didactic instruction will be supplemented by role-playing experiences, guest lectures by crisis intervention specialists, and use of audiovisual materials.

COUN 565.
Psychiatric Disorders **3**
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of treatment as they relate to community mental health programs. Critical issues in mental health, including the dynamics behind these issues, will be discussed.

COUN 568.
Human Sexuality: Theories and Intervention **3**
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**
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**
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**
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**
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 574.
Seminar in Consultation and Supervision **3**
This seminar integrates the role of the counselor as consultant/supervisor with the development of skills needed to work collaboratively with other service personnel in meeting the mental health needs of Latino individuals. The seminar is part of the nine-credit sequence required for enrollment in the Collaborative Master's degree in Community Counseling.

COUN 575.
Seminar in Clinical Intervention **3**
This seminar will examine culturally-sensitive knowledge and clinical intervention skills needed to work with individuals of Latino descent. Models of clinical intervention will be emphasized in combination with training in Spanish. This seminar is part of the nine-credit sequence required for enrollment in the Collaborative Master's degree in Community Counseling.

COUN 576.
Seminar in Social and Cultural Issues **3**
This seminar examines social and cultural issues in counseling Latinos. Multicultural counseling competencies and models will be emphasized in combination with ongoing training in Spanish. Students will examine diversity issues within a global perspective. This seminar is part of the nine-credit sequence required for enrollment in the Collaborative Master's degree in Community Counseling.

COUN 582.
Directed Study **3**
Allows the student to pursue an area of interest under the guidance of a faculty member.

COUN 584.
Special Topics **3**
Selected topics of current interest in the field of counseling are offered on a variable schedule.

COUN 590.
Practicum: Community Counseling **3**
(Prerequisites, COUN 501, 502, 504 plus a minimum of 24 completed graduate credit hours; all required clearances; and program director approval. Attendance is required at the pre-practicum planning meeting that occurs prior to registration in the semester before you plan to take the practicum.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.

COUN 591.
Practicum: Rehabilitation Counseling **3**
(Prerequisites, COUN 501, 502, 503, 504) 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: Secondary School Counseling **3**
(Prerequisites, COUN 501, 502, 503, 504 plus 24 hour completed graduate credit hours; all required clearances; and program director approval. Attendance is required at the pre-practicum planning meeting that occurs in the semester before practicum prior to registration.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.

COUN 593.
Practicum: Elementary School Counseling **3**
(Prerequisites, COUN 501, 502, 503, 504 plus 24 hour completed graduate credit hours; all required clearances; and program director approval. Attendance is required at the pre-practicum planning meeting that occurs in the semester before practicum prior to registration.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical applications of counseling theories and techniques, assessment techniques, and career development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work along with individual and group supervision.

COUN 594.
Practicum: Group Counseling **3**
(Prerequisite, COUN 503) Focuses on necessary and desirable group counseling skills, the development of group environments and the use of group techniques for generating individual change. An advanced personal group experience under direction of the faculty is an ongoing part of this practicum. Admission by consent of instructor.

COUN 595.
Internship: Community Counseling **3**
(Prerequisite, COUN 590) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in mental health, drug and alcohol, family service, aging, or mental retardation facilities. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 596.
Internship: Rehabilitation Counseling **3**
(Prerequisite, COUN 591) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in State-Federal rehabilitation agencies, rehabilitation centers,community rehabilitation facilities, selected mental and retardation programs, supported employment, independent living centers and programs, drug and alcohol programs, and other systems which provide services for State-Federal programs. A minimum of 3 credits is

required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 597.
Internship: Secondary School Counseling **3**
School counselor-trainees are placed in a secondary school counseling department. The internship experience requires 600 clock hours of supervised experience. Students are expected to participate in the wide range of school counselor activities typical of contemporary school counseling. This includes individual and group counseling as well as the other program elements in the ASCA National Model. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 598.
Internship: Elementary School Counseling **3**
School counselor-trainees are placed in an elementary school counseling department. The internship experience requires 600 clock hours of supervised experience. Students are expected to participate in the wide range of school counselor activities typical of contemporary school counseling. This includes individual and group counseling as well as the other program elements in the ASCA National Model. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 599.
Advanced Counseling Internship **3**
(Prerequisite, COUN 595) The Advanced Counseling Internship and accompanying seminar will enable students to refine and demonstrate the integration of theoretical and research perspectives on clinical interventions. The Counselor Training Center (CTC), the Leahy Health Center, and an agreed-upon clinical site in the community will be utilized. Individual and group supervision will be ongoing.

PCPS 500.
Global Health and Rehabilitation Issues **3**
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.

COUN/CJ 543.
Victims and Victim Rights **3**
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**
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**
This course will provide a systematic overview of the nature of crime and the criminal justice process in the United States. It will address system policies, practices, and decision making across the agencies of law enforcement, courts, and corrections. The common problems in the system such as regulating discretion, application of legal, rights, implementation of public policy, and the problems of operating within a the "non-system of criminal justice will be explored..

COUN/CJ 546.
Advanced Criminological Theory **3**
Critical analysis of criminological theory, including theories that derive from biological, psychological, sociological, geographic, economic, and politcal 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 & Instruction, Early Childhood Education, Elementary Education, Secondary Education, Special Education, Reading Education, English as a Second Language, Administration (Principal K-12), Supervision, Superintendent Letter of Eligibility

Department Chair Office
570-941-7421
Dr. Derry L. Stufft, Director, Graduate Programs
570-941-4301
http://academic.scranton.edu/department/education

Department faculty: Associate Professors – Barbara Cozza, Patricia Gross, Tata J. Mbugua, Amy McAninch, Kathleen Montgomery; Assistant Professors – Dona Bauman, Darryl DeMarzio, Maria Orechkina, Rui Nia, Vanessa Silla-Zaleski, Derry L. Stufft, Kathleen B. Wasserman, Gloria Tansits Wenze; Instructor – Bonnie Alco; Lecturer - Robert Walker; Faculty Specialist - Arthur J. Chambers

Director of Clinical Practice – Ivan A. Shibley
Assistant Director of Scranton Education Online – George E. Jones

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

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

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

DEPARTMENTAL REQUIREMENTS

Admission requirements for all programs in the Department of Education include those as described on pages 13-18 of this catalog. In addition, all individuals applying to the Department of Education must possess a grade point average that meets the requirements of the Pennsylvania Department of Education (3.0 for the 2009/10 academic year) and CGCE of The University of Scranton. Candidates for either a Master of Arts or a Master of Science degree must pass a comprehensive examination in the field of their degree. Candidates for the Master of Arts degree must also complete a thesis under the direction of a faculty member with expertise in the area of study. Additional requirements for each program are described under the appropriate program description in the following pages.

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

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

	Deadlines for	
Term	student teaching application	submission of Praxis scores
Spring	October 1	January 1
Fall	March 1	August 1

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

CAPSTONE EXPERIENCE

The comprehensive examination is the capstone experience for students pursuing a Master's degree in the Department of 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. Should a student fail one or more parts of the comprehensive examination, the student may retake the part(s) failed on the next scheduled examination date.

The thesis is also a capstone experience for students pursuing a Master of Arts degree in the Department of Education. The thesis is directed by a faculty member with expertise in the area of study. The thesis director will serve as the chair of a three-faculty thesis committee selected by the student. Of the three-faculty committee, one may be located outside the Department of Education. The three-faculty committee will serve as an examination board and make a determination about the worthiness of the study. Successfully defending the thesis is a prerequisite for receiving the Master of Arts degree.

ACT 34, ACT 151 AND FBI FINGERPRINT CLEARANCES

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

CERTIFICATION

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

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

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

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

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

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

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

CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program is available only to individuals who already hold a valid instructional certificate. (International students may be permitted to complete this program without certification if they have satisfied the teaching standards in their respective countries.) Individuals in the program may pursue either a Master of Arts or a Master of Science degree. The Master of Arts degree requires a total of 30 credits in course work and a 6 credit thesis. The Master of Science degree requires a total of 36 credits in course work. Also, individuals pursuing a Master's degree must pass a comprehensive examination.

Below is the course of study for the on campus Curriculum and Instruction program:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
Curriculum and Instruction Requirements (27 credits)		
ECUI 501	Improving Instruction	3
ECUI 506	Curriculum Theory and Development	3
ECUI 516	Group Processes in the Classroom	3
ECUI 536	Teaching the Gifted Child	3
ESPC 501	Inclusionary Classroom Practices	3
ECUI 541	Current Trends in Education	3
	Thesis	6
	Electives	3-9

Below is the course of study for the Scranton Education Online Curriculum and Instruction program:

EFND 506	Educational Research and Statistics	3
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
ECUI 501	Improving Instruction	3
ECUI 506	Curriculum Theory and Development	3
ECUI 511	Computer Literacy for Educators	3
ECUI 516	Group Processes in the Classroom	3
ECUI 536	Teaching the Gifted Child	3
ECUI 542	Literacy and Diversity	3
ESPC 501	Inclusionary Classroom Practices	3
ERDG 516	Reading/Language Arts in the Content Areas	3

EARLY CHILDHOOD EDUCATION

The Early Childhood Education program offers three options. Option 1 is for students who hold a valid certificate in early childhood education; option 2 is for students who hold a valid certificate in elementary education; and option 3 is for students who hold neither a certificate in early childhood education nor a certificate in elementary education and want to pursue a certificate and Master's degree in Early Childhood Education. Students in options 1 and 2 may pursue either a Master of Arts degree or a Master of Science degree. The Master of Arts degree requires 30 credits in course work and a 6 credit thesis; the Master of Science degree requires 36 credits in course work. Only the Master of Science degree is available for students in option 3, and requires 52 credits in course work.

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

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 501	Educational Psychology*	3
EFND 516	Advanced Educational Psychology**	3
EFND 521	Advanced Foundations of Education	3

*Not available in Options 1 and 2, but required in Option 3.
**Not available in Option 3.

Option 1		
EECE 501	The Early Childhood Professional	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
	Thesis	6
	Electives (to be chosen in consultation with mentor)	12-18
Option 2		
EECE 501	The Early Childhood Professional	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
EECE 517	Integrated Methods: ECE Language Arts/Social Studies/Expressive Arts	3
ECUI 513	Family & Community Relations	3
EECE 521	Early Childhood Education Internship: Planning	1
EECE 522	Early Childhood Education Internship: Instruction	1
EECE 523	Early Childhood Education Internship: Classroom Management	1
EECE 524	Early Childhood Education Internship: Professional Growth	1
	Thesis	6
	Electives (to be chosen in consultation with mentor)	0-6

(Students in option 2 who are interested in early childhood certification, but not in a Master's degree will fulfill the requirements upon successfully completing courses EECE 501, EECE 506, EECE 511, EECE 516, ERDG 506, EECE 521, EECE 522, EECE 523, and EECE 524.)

Note: Students in option 2 must pass the Praxis Series test, Early Childhood Education, which is mandated by PDE.

Option 3

EECE 501	The Early Childhood Professional	3
EECE 506	Development of the Early Learner	3
EECE 511	Assessment in Early Childhood Education	3
EECE 516	Math/Science/Health Methods in ECE	3
EECE 517	Integrated Methods: ECE Language Arts/Social Studies/Expressive Arts	3
ECUI 511	Computer Literacy for Educators	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 501	Foundations of Reading/Language Arts	3
ECUI 513	Family & Community Relations	3
ESPC 506	Education for the Exceptional Child	3
EELM 521	Classroom Management and Discipline	3
EECE 521	Early Childhood Education Internship: Planning	2
EECE 522	Early Childhood Education Internship: Instruction	3
EECE 523	Early Childhood Education Internship: Classroom Management	2
EECE 524	Early Childhood Education Internship: Professional Growth	3

(Individuals in option 3 who want an early childhood education certificate, but not a Master's degree must complete 49 credits. EFND 506, Educational Research and Statistics, is not required.)

Note: Students in option 3 must pass all requisite Praxis Series tests, which are mandated by PDE.

ELEMENTARY EDUCATION

The Elementary Education program has two options. Option 1 is available to individuals who already hold a valid instructional certificate in another area. Option 2 is available to individuals who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For option 1, the degree requires 36 credits in course work. For option 2, the degree requires 47 credits in course work.

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

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 501	Educational Psychology*	3
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3

*Not available in Option 1, but required in Option 2.

(Foundation course requirements may be modified depending on course work taken as part of first instructional certificate.)

Option 1		
ECUI 511	Computer Literacy for Educators	3
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ESPC 506	Education of the Exceptional Child	3
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem. Teaching Internship: Planning	1
EELM 523	Elem. Teaching Internship: Instruction	1
EELM 524	Elem. Teaching Internship: Classroom Management	1
EELM 525	Elem. Teaching Internship: Professional Growth	1

(Individuals in option 1 who want an elementary instructional certificate, but not a Master's degree are required to complete 27 credits. The research course requirement is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate.)

Note: Additional credits in the content areas for elementary education may be required in accordance with the student's previous course work or documented experience. Also, students in option 1 must pass all requisite Praxis II tests, which are mandated by PDE.

Option 2

ECUI 511	Computer Literacy for Educators	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ESPC 506	Education of the Exceptional Child	3
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem. Teaching Internship: Planning	2
EELM 523	Elem. Teaching Internship: Instruction	2
EELM 524	Elem. Teaching Internship: Classroom Management	2
EELM 525	Elem. Teaching Internship: Professional Growth	3

(Students in option 2 who want an elementary education certificate, but not a Master's degree are required to complete 44 credits in course work. EFND 506, Educational Research and Statistics, is not required.)

Note: Additional credits in the content areas for elementary education may be required in accordance with the student's previous course work or documented experience. Also, students in option 2 are required to pass all required Praxis Series tests, which are mandated by PDE.

Derry L. Stufft, Assistant Professor and Graduate Program Director.

SECONDARY EDUCATION

The Secondary Education program offers two options. Option 1 is for students who hold a valid instructional certificate at a level different from grades 7-12 and want a 7-12 certificate. Option 2 is for students who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For both options the Master of Science degree requires 36 credits in course work.

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

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 501	Educational Psychology*	3
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3

*Not available in Option 1, but required in Option 2.

Option 1		
ECUI 511	Computer Literacy for Educators	3
ESEC 501	General Methods and Planning	3
ERDG 517	Literacy on the Secondary Level	3
ESEC*	Subject Methods	3
ESEC 566	Sec. Classroom Management and Discipline	3
ESEC 567	Sec. Teaching Internship: Planning	1
ESEC 568	Sec. Teaching Internship: Instruction	1
ESEC 569	Sec. Teaching Internship: Classroom Management	1
ESEC 570	Sec. Teaching Internship: Professional Growth	1
	Electives	8

*ESEC 536, 541, 542, 546, or 551, depending upon certification area.

(Individuals in option 1 who want a secondary instructional certificate, but not a Master's degree are required to complete a minimum of 19 credits. The research course requirement is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate. Also, students pursuing an instructional certificate in mathematics must complete ESEC 556, Sec. School Mathematics Curriculum.)

Note: Additional credits in the subject area of the discipline may be required in accordance with the student's previous course work and how this relates to the program in which the student wishes to obtain certification. Students are required to have the equivalent of a bonafide Bachelor of Science or Bachelor of Arts in the area they will be teaching. Also, students in option 1 must pass the appropriate content area Praxis Series test, which is mandated by PDE.

Option 2

ECUI 511	Computer Literacy for Educators	3
ESEC 501	General Methods and Planning	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ERDG 517	Literacy on the Secondary Level	3
ESEC*	Subject Methods	3
ESEC 566	Sec. Classroom Management and Discipline	3
ESEC 567	Sec. Teaching Internship: Planning	2
ESEC 568	Sec. Teaching Internship: Instruction	2
ESEC 569	Sec. Teaching Internship: Classroom Management	2
ESEC 570	Sec. Teaching Internship: Professional Growth	3

*ESEC 536, 541, 542, 546, or 551, depending upon certification area.

(Students in option 2 who want a secondary school certificate, but not a Master's degree are required to complete 33 credits in course work. EFND 506, Educational Research and Statistics, is not required. Also, students pursuing an instructional certificate in mathematics must complete ESEC 556, Sec. School Mathematics Curriculum.)

Note: Additional credits in the subject area may be required in accordance with the student's previous course work and how this relates to the program in which the student wishes to obtain certification. Students are required to have the equivalent of a bonafide Bachelor of Science or Bachelor of Arts in the area they will be teaching. Also, students in option 2 must pass all required Praxis Series tests, which are mandated by PDE.

ADDITIONAL CERTIFICATIONS AND SELF-IMPROVEMENT

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

SPECIAL EDUCATION

The Special Education program has two options. Option 1 is available to individuals who hold a valid instructional certificate in another area and want to be certified in special education. Option 2 is available to individuals who do not hold an instructional certificate. Students in the program may pursue a Master of Science degree. For option 1, the Master of Science degree requires 41 credits in course work. For option 2, the Master of Science degree requires 54 credits in course work.

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

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 501	Educational Psychology*	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education*	3
ECUI 541	Current Trends in Education	3

*Required in Option 2.

(Foundation course requirements may be modified depending on course work completed as part of first instructional certificate.)

Note: EFND 501 is not available in Option 1.

Option 1		
ECUI 511	Computer Literacy for Educators	3
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ESPC 516	Special Education Assessment	3
ESPC 521	Assessment Practicum	1
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 536	Curriculum for High Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed Teaching Internship: Professional Growth	1

(Individuals in option 1 who want a special education instructional certificate, but not a Master's degree are required to complete 34 credits. EFND 506, Educational Research and Statistics, is waived, as are the foundation course requirements provided the student has taken comparable foundation course work as part of the first instructional certificate.)

Note: Individuals in option 1 must pass the Praxis II, Education of the Exceptional Students: Core Content Knowledge, which is mandated by PDE.

Option 2

ECUI 511	Computer Literacy for Educators	3
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ESPC 511	Learning Disabilities	3
ESPC 516	Special Education Assessment	3
ESPC 521	Assessment Practicum	1
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 536	Curriculum for High Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	2
ESPC 552	Spec Ed Teaching Internship: Instruction	2
ESPC 553	Spec Ed Teaching Internship: Management	2
ESPC 554	Spec Ed Teaching Internship: Professional Growth	3

(Students in option 2 who want a special education instructional certificate, but not a Master's degree are required to complete 51 credits in course work. EFND 506, Educational Research and Statistics, is not required.)

Note: Students in option 2 must pass all required Praxis Series tests, which are mandated by PDE.

READING EDUCATION

The Reading Education program has two options. Option 1a and 1b are available to individuals who hold a valid instructional certificate in another area. Option 2a and 2b are available to individuals who do not hold a valid instructional certificate. Students in option 1a may pursue either a Master of Arts degree or a Master of Science degree in addition to the reading specialist. The Master of Arts degree requires 30 credits in course work and a 6 credit thesis. The Master of Science degree required 36 credits in course work. Students in option 1b, which requires 24 credits, may pursue only the reading specialist certificate. Students in option 2a may pursue only the Master of Science degree, which requires 51 credits in course work, in addition to the reading specialist certificate. Students in option 2b, which requires 48 credits, may pursue only the reading specialist certificate.

Below are the programs of study for the two options. All students pursuing a Master's degree must pass a comprehensive examination.

Option 1a (36 credits)

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Computer Course Requirement (3 credits)		
ECUI 511	Computer Literacy for Educators	3
Foundation Course Requirement (3 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
Reading Course Requirement (21 credits)		
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 506	Reading: Psycholinguistic Bases	3
ERDG 511	Diagnosis of Reading Disabilities	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ERDG 521	Organizing and Operating Reading Programs	3
ERDG 526	Reading Practicum	3
ERDG 531	Children's and Adolescent Literature Worldwide	3
	Thesis (for Master of Arts degree)	6
	Electives (for Master of Science degree)	6

Option 1b (24 credits)

Students in option 1b must complete the following 8 courses from those listed above: ECUI 511, ERDG 501, ERDG 506, ERDG 511, ERDG 516, ERDG 521, ERDG 526 and ERDG 531.

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

Option 2a (51 credits)

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Computer Course Requirement (3 credits)		
ECUI 511	Computer Literacy for Educators	3
Foundation Course Requirement (9 credits)		
EFND 501	Educational Psychology	3
EFND 511	Educational Tests and Measurements	3
EFND 521	Advanced Foundations of Education	3
Field Experience Requirement (3 credits)		
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
Reading Course Requirement (21 credits)		
ERDG 501	Foundations of Reading/Language Arts	3
ERDG 506	Reading: Psycholinguistic Bases	3
ERDG 511	Diagnosis of Reading Disabilities	3
ERDG 516	Reading/Language Arts in the Content Areas	3
ERDG 521	Organizing and Operating Reading Programs	3
ERDG 526	Reading Practicum	3
ERDG 531	Children's and Adolescent Literature Worldwide	3
Classroom Management and Student Teaching (12 credits)		
EELM 521	Elementary (or Secondary) Classroom	
or ESEC 566	Management and Discipline	3
EELM 522	Elementary (or Secondary) Teaching	
or ESEC 567	Internship: Planning	2
EELM 523	Elementary (or Secondary) Teaching	
or ESEC 568	Internship: Instruction	2
EELM 524	Elementary (or Secondary) Teaching	
or ESEC 569	Internship: Classroom Management	2
EELM 525	Elementary (or Secondary) Teaching	
or ESEC 570	Internship: Professional Growth	3

Option 2b (48 credits)

Students in option 2b, which leads only to the reading specialist certificate, must complete all the courses listed in option 2a except for EFND 516, Educational Research and Statistics.

Note: Students in option 2a and 2b must pass all required Praxis tests, which are mandated by PDE, and complete an acceptable electronic portfolio.

Reading Supervisor

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

ENGLISH AS A SECOND LANGUAGE

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

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

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
ESL Educational Components (21 credits)		
COUN 506	Social and Cultural Issues	3
ESLS 501	Linguistics for Teachers	3
ESLS 506	Systems in English	3
ECUI 513	Family & Community Relations	3
ESLS 511	ESL Methods Teaching Lang K-6	3
ESLS 516	ESL Methods Teaching Lang 7-12	3
ESLS 526	ESL Teaching Practicum	3
Electives (6 credits)		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ERDG 531	Children's and Adolescent Literature Worldwide	3
ECUI 512	Cross-Cultural and Global Perspectives in Education	3
EDUC 592	Directed Study	3-6
	Total Program Credits	**36**

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

COMBINED FIVE-YEAR B.S./M.S. PROGRAM

For students enrolled in the undergraduate program in Elementary Education or Early Childhood Education, special programs leading to the Bachelor of Science degree in Elementary or Early Childhood Education in four years and to the Master of Science degree in Special Education in the fifth year is available. Likewise, for students enrolled in the undergraduate program in Special Education, a program leading to the Bachelor of Science degree in Special Education in four years and to the Master of Science degree in Elementary or Early Childhood Education in the fifth year is available. In addition, for students enrolled in any undergraduate teacher education program, a special program leading to the Bachelor of Science degree in four years, the Master of Science degree in English as a Second Language in the fifth year is available. Further, for students enrolled in an undergraduate major that could lead to PDE certification, the Master of Science in Secondary Education in the fifth year is available. Students should review specific graduate admissions criteria on page 13 and contact their advisors in their academic major to receive a list of undergraduate courses required for PDE certification.

During the candidate's junior year, the student may make application to the combined B.S./M.S. program for entry during the student's senior year. The application is due March 1, of the junior year, and students must pass all Praxis Series tests required for the undergraduate certificate before the spring semester of the senior year. During the spring semester of the candidate's senior year, two graduate courses (six graduate credits) will be taken to contribute toward both the B.S. and M.S. degrees.

Students will take 6 graduate credits during the spring semester of the senior year; 6 graduate credits during the summer session immediately following the attainment of the B.S. degree; 12 credits during the fall semester of the fifth year; and 12 credits during the spring semester of the fifth year. Also, students must pass a comprehensive examination before the Master's degree will be awarded

Students will need to have Act 34, Act 151 and the FBI fingerprint clearances.

Below are the programs of study for undergraduate Elementary Education majors who desire the Master of Science in Special Education in the fifth year.

Students who began this program prior to Spring 2009 may follow Curriculum A.
Students who began this program in Spring 2009 or later must complete Curriculum B.

Curriculum A:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (3 credits)		
EFND 516	Advanced Educational Psychology	3
Special Education Course Requirements (30 credits)		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 511	Learning Disabilities	3
ESPC 516	Special Education Assessment	3
ESPC 521	Assessment Practicum	1
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 536	Curriculum for High Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed. Teaching Internship: Professional Growth	2

Curriculum B:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (3 credits)		
EFND 516	Advanced Educational Psychology	3
Special Education Course Requirements (30 credits)		
ESPC 516	Special Education Assessment	3
EADM 516	School Law	3
EDUC 592	Directed Study	4
ESPC 511	Learning Disabilities	3
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed. Teaching Internship: Professional Growth	2

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below is the program of study for undergraduate Elementary Education majors who desire the Master of Science in Early Childhood Education in the fifth year.

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
Early Childhood Education Course Requirements (30 credits)		
EECE 501	The Early Childhood Professional	3
EECE 508	Early Development and Intervention	4
EECE 516	Math/Science/Health Methods in ECE	3
EECE 517	Integrated Methods: ECE Language Arts/Social Studies/Expressive Arts	3
EDUC 592	Directed Study	1
EECE 518	Administering an Early Childhood Program	3
EADM 516	School Law	3
EECE 521	Early Childhood Education Internship: Planning	2
EECE 522	Early Childhood Education Internship: Instruction	3
EECE 523	Early Childhood Education Internship: Classroom Management	2
EECE 524	Early Childhood Education Internship: Professional Growth	3
	Electives	3

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below is the program of study for undergraduate Early Childhood Education majors who desire the Master of Science in Special Education in the fifth year.

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (3 credits)		
EFND 516	Advanced Educational Psychology	3
Special Education Course Requirements (30 credits)		
ESPC 516	Special Education Assessment	3
EADM 516	School Law	3
EDUC 592	Directed Study	4
ESPC 511	Learning Disabilities	3
ESPC 526	Secondary, Transitional/Vocational Services	3
ESPC 531	Curriculum for Low Incidence Disabilities	3
ESPC 541	Emotional/Behavioral Disabilities	3
ESPC 546	Professional Seminar	3
ESPC 551	Spec Ed Teaching Internship: Planning	1
ESPC 552	Spec Ed Teaching Internship: Instruction	1
ESPC 553	Spec Ed Teaching Internship: Classroom Management	1
ESPC 554	Spec Ed. Teaching Internship: Professional Growth	2

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below is the program of study for undergraduate Early Childhood Education majors who desire the Master of Science in Elementary Education in the fifth year.

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
Elementary Education Course Requirements (27 credits)		
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EDUC 592	Directed Study	3
EADM 516	School Law	3
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem Teaching Internship: Planning	1
EELM 523	Elem Teaching Internship: Instruction	1
EELM 524	Elem Teaching Internship: Classroom Management	1
EELM 525	Elem Teaching Internship: Professional Growth	1
ERDG 516	Reading/Language Arts in the Content Areas	3
	Electives	3

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below are the programs of study for undergraduate Special Education majors who desire the Master of Science in Elementary Education in the fifth year.

Students who began this program prior to Spring 2009 may follow Curriculum A.
Students who began this program in Spring 2009 or later must complete Curriculum B.

Curriculum A:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 501	Educational Psychology	3
EFND 511	Educational Tests and Measurement*	3
EFND 521	Advanced Foundations of Education	3
*Required		
Elementary Education Course Requirements (27 credits)		
ERDG 516	Reading/Language Arts in the Content Areas	3
EELM 506	Integrated Studies: Language Arts and Social Studies	4
EELM 511	Integrated Studies: Mathematics and Science	4
ECUI 541	Current Trends in Education	3
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem Teaching Internship: Planning	1
EELM 523	Elem Teaching Internship: Instruction	1
EELM 524	Elem Teaching Internship: Classroom Management	1
EELM 525	Elem Teaching Internship: Professional Growth	1
Electives (6 credits)		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ERGD 531	Children's and Adolescent Literature Worldwide	3
ECUI 512	Cross-Cultural and Global Perspectives in Education	3
EDUC 592	Directed Study	3

Curriculum B:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 511	Educational Tests and Measurement	3
EFND 516	Advanced Educational Psychology	3
Elementary Education Course Requirements (27 credits)		
EELM 506	Integrated Studies: Social Studies and Language Arts	4
EELM 511	Integrated Studies: Mathematics and Science	4
EDUC 592	Directed Study	3
EADM 516	School Law	3
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem Teaching Internship: Planning	1
EELM 523	Elem Teaching Internship: Instruction	1
EELM 524	Elem Teaching Internship: Classroom Management	1
EELM 525	Elem Teaching Internship: Professional Growth	1
ERDG 516	Reading/Language Arts in the Content Areas	3
	Electives	3

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below are the programs of study for undergraduate Special Education majors who desire the Master of Science in Early Childhood Education in the fifth year.

Students who began this program prior to Spring 2009 may follow Curriculum A.
Students who began this program in Spring 2009 or later must complete Curriculum B.

Curriculum A:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 501	Educational Psychology	3
EFND 511	Educational Tests and Measurement*	3
EFND 521	Advanced Foundations of Education	3
*Required		
Elementary Education Course Requirements (27 credits)		
ERDG 516	Reading/Language Arts in the Content Areas	3
EELM 506	Integrated Studies: Language Arts and Social Studies	4
EELM 511	Integrated Studies: Mathematics and Science	4
ECUI 541	Current Trends in Education	3
EELM 521	Elementary Classroom Management and Discipline	3
EELM 522	Elem Teaching Internship: Planning	1
EELM 523	Elem Teaching Internship: Instruction	1
EELM 524	Elem Teaching Internship: Classroom Management	1
EELM 525	Elem Teaching Internship: Professional Growth	1
Electives (6 credits)		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ERGD 531	Children's and Adolescent Literature Worldwide	3
ECUI 512	Cross-Cultural and Global Perspectives in Education	3
EDUC 592	Directed Study	

Curriculum B:

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirement (6 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
Special Education Course Requirements (30 credits)		
EECE 501	The Early Childhood Professional	3
EECE 508	Early Development and Intervention	4
EECE 516	Math/Science/Health Methods in ECE	3
EECE 517	Integrated Methods: ECE Language Arts/Social Studies/Expressive Arts	3
EDUC 592	Directed Study	1
EECE 518	Administering an Early Childhood Program	3
EADM 516	School Law	3
EECE 521	Early Childhood Education Internship: Planning	1
EECE 522	Early Childhood Education Internship: Instruction	1
EECE 523	Early Childhood Education Internship: Classroom Management	1
EECE 524	Early Childhood Education Internship: Professional Growth	1
	Elective	3

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

Below is the program of study for undergraduate students who desire the Master of Science in English as a Second Language in the fifth year.

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Foundation Course Requirements (6 credits)		
EFND 511	Educational Tests and Measurements	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
ESL Course Requirements (21 credits)		
COUN 506	Social and Cultural Issues	3
ESLS 501	Linguistics for Teachers	3
ESLS 506	Systems in English	3
ECUI 513	Family & Community Relations	3
ESLS 511	ESL Methods Teaching Lang K-6	3
ESLS 516	ESL Methods Teaching Lang 7-12	3
ESLS 526	ESL Teaching Practicum	3
Electives (6 credits)		
ESPC 501	Inclusionary Classroom Practices	3
ESPC 506	Education of the Exceptional Child	3
ERDG 531	Children's and Adolescent Literature Worldwide	3
ECUI 512	Cross-Cultural and Global Perspectives in Education	3
EDUC 592	Directed Study	3-6

Below is the program of study for undergraduate students who wish to pursue the Master of Science in Secondary Education in the fifth year.

Research Course Requirement (3 credits)		
EFND 506	Educational Research and Statistics	3
Computer Course Requirement (3 credits)		
ECUI 511	Computer Literacy for Educators	3
Foundation Course Requirement (6 credits)		
EFND 501	Educational Psychology*	3
EFND 521	Advanced Foundations of Education	3
Field Experience Requirement (3 credits)		
ECUI 521	Field Experience I	1
ECUI 526	Field Experience II	1
ECUI 531	Field Experience III	1
Secondary Education Course Requirements (24 credits)		
ERDG 516	Reading/Language Arts in the Content Areas	3
ESPC 501	Inclusionary Classroom Practices	3
ESEC 501	General Methods and Planning	3
ESPC *	Subject Methods	3
ESEC 566	Sec. Classroom Management and Discipline	3
ESEC 567	Sec. Teaching Internship: Planning	2
ESEC 568	Sec. Teaching Internship: Instruction	2
ESEC 569	Sec. Teaching Internship: Classroom Management	2
ESEC 570	Sec. Teaching Internship: Professional Growth	3

*ESEC 536, 541, 546, or 551, depending upon certification area.

Note: Students must pass the requisite Praxis examinations, which are mandated by PDE.

ADMINISTRATION (PRINCIPAL K-12)

The administration program is designed to prepare principals for grades K–12. For admission to the program, an applicant must meet CGCE admissions standards on page 13 and departmental requirements on page 76 of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate.

THE MASTER OF SCIENCE DEGREE

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

Below is the course of study for the on campus Educational Administration program.

Educational Research Course (3 credits)

EFND 506	Educational Research and Statistics	3

Foundations of Education Course (3 credits)

EFND 521	Advanced Foundations of Education	3

Curriculum and Instruction Course (3 credits)

ECUI 506	Curriculum Theory and Development	3

Administration Courses (24 credits)

EADM 501	Educational Administration	3
EADM 506	Problems in School Administration & Supervision	3
EADM 511	School Finance	3
EADM 516	School Law	3
EADM 521	Principal as Administrator	3
EADM 526	Principles & Practices of Supervision	3
EADM 531	Practicum in Elementary School Administration	3
EADM 536	Practicum in Secondary School Administration	3

Psychological and Behavioral Course (3 credits)

EFND 516	Advanced Educational Psychology	3

Elective (3 credits)

An appropriate course approved by mentor		3

Note: Students must pass the requisite Praxis examination, which is mandated by PDE.

Dr. Ivan Shibley, Director of Clinical Practice, Scranton Education Online.

Below is the course of study for the Scranton Education Online Educational Administration program:

EFND 506	Educational Research and Statistics	3
EFND 516	Advanced Educational Psychology	3
EFND 521	Advanced Foundations of Education	3
ECUI 506	Curriculum Theory and Development	3
ECUI 542	Literacy and Diversity	3
EADM 501	Educational Administration	3
EADM 506	Problems in School Administration and Supervision	3
EADM 511	School Finance	3
EADM 516	School Law	3
EADM 521	Principal as Administrator	3
EADM 526	Principles & Practices of Supervision	3
EADM 531	Practicum in Elementary School Administration	3
EADM 536	Practicum in Secondary School Administration	3

CERTIFICATION WITHOUT A MASTER'S DEGREE

ECUI 506	Curriculum Theory and Instruction	3
EADM 501	Educational Administration	3
EADM 506	Problems in School Administration and Supervision	3
EADM 511	School Finance	3
EADM 516	School Law	3
EADM 521	Principal as Administrator	3
EADM 526	Principles & Practices of Supervision	3
EADM 531	Practicum in Elementary School Administration	3
EADM 536	Practicum in Secondary School Administration	3

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

Students in the Scranton Education Online Educational Administration degree program or the Certification without a master's degree program must have a site visit if their state requires a visit or their state requires The University of Scranton to complete an institutional recommendation for state licensure. Students should check with their state department of education for the most up-to-date requirements. Site visits must be completed prior to the student completing their program and/or degree conferral.

SUPERVISION

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

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

ADMISSION REQUIREMENTS

For admission to the supervision program, an applicant must meet CGCE admission standards on page 13 and departmental requirements on page 76 of this catalog. In addition, the applicant must hold a valid instructional or educational specialist certificate in the area in which the supervision certificate is being sought.

COURSE REQUIREMENTS

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

EFND 506	Educational Research and Statistics	3
or		
ECUI 501	Improving Instruction	3
ECUI 506	Curriculum Theory and Development	3
EADM 506	Problems in School Administration and Supervision	3
EADM 516	School Law	3
EADM 526	Principles & Practices of Supervision	3
EADM 546	Practicum in Supervision	3
ERDG 536	Seminar in Reading Research*	3
COUN 503	Group Process and Practice	
or		3
ECUI 516	Group Processes in Classrooms	
COUN 508	Developmental Psychology	
or		3
EFND 516	Advanced Educational Psychology	

* Required for and restricted to students in the reading supervisor's program.

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

ASSISTANT SUPERINTENDENT/SUPERINTENDENT LETTER OF ELIGIBILITY

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

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

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

ADMISSION REQUIREMENTS

In addition to meeting CGCE admission standards on page 13 and the departmental requirements on page 79 of this catalog, the candidate must meet the following requirements for acceptance into the program:

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

PROGRAM REQUIREMENTS

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

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

The course requirements for the superintendent's sequence are as follows:

		Credits
EADM 601	Personnel Management for Educators	3
EADM 606	School Plant Management	3
EADM 611	School and Community Relations	3
EADM 616	Seminar in Advanced School Finance	3
EADM 621	Seminar in Advanced School Law	3
ESPC 501	Inclusionary Classroom Practices	3
EADM 626	Superintendent's Role: Seminar & Internship	3

COURSE DESCRIPTIONS

FOUNDATION OF EDUCATION COURSES

Credits

EFND 501.
Educational Psychology **3**
(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**
A course designed to introduce students to scientific research. Covered will be basic statistical techniques, such as correlation, t-test, and Chi-square; quantitative research designs; ethnographic research; and meta-analysis. Emphasis will be placed on hypothesis-testing. Students will be required to complete a scientific research project.

EFND 511.
Educational Tests and Measurement **3**
Fundamental concepts applicable to educational testing, including validity, reliability, and types of scores. Uses of standardized tests, especially achievement tests, in school settings. Methods of developing classroom tests.

EFND 516.
Advanced Educational Psychology **3**
The course is designed to take the educator beyond familiarity with basic psychological theories and principles to a level in which they can apply and use these theories to inform and improve their classroom performance.

EFND 521.
Advanced Foundations of Education **3**
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.

CURRICULUM AND INSTRUCTION COURSES

ECUI 501.
Improving Instruction **3**
Students will study a wide spectrum of techniques and strategies to improve classroom instruction and enhance learning. Emphasis will be on practical classroom applications.

ECUI 506.
Curriculum Theory and Development **3**
Principles of curriculum construction which underlie the reorganization of the program of studies for elementary and secondary schools, sources of the curriculum, methods of organization, structure of knowledge, and curriculum planning and development.

ECUI 511.
Computer Literacy for Educators **3**
This course for educators is designed to meet the following goals. 1. To know how computers operate; 2. To develop ability to use the computer; 3. To become aware of some of the applications of computers; 4. To understand the social implications of computers and computing; and 5. To understand the rudiments of the LOGO computing language, a language commonly available for microcomputers which promotes structured programming characterized by top-down design with stepwise refinement through modularization.

ECUI 512.
Cross-Cultural and Global Prospectives in Education **3**
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**
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
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
(Co- or prerequisites, EFND 521 or permission of instructor) Competency in making informed and structured observation of teaching styles, techniques and environments will be developed through videotaped and written case studies.

ECUI 526.
Field Experience II 1
(Prerequisites, ECUI 521 and co- or prerequisite, EFND 501 or permission of instructor. Requires application to advisor and approval by program director during registration.) Course stresses exposure to basic education environments by assigning projects to be carried out in basic education schools and other agencies. Assignments will be completed through observation, tutoring, and oral/written reports.

ECUI 531.
Field Experience III 1
(Prerequisites, ECUI 526 and co- or prerequisite, ESEC 501 or permission of instructor. Requires application to advisor and approval by program director during registration.) Course stresses exposure to the world of the teacher by involving the student in activities in basic education. Activities will be completed under the guidance of an assigned teacher in a basic education school setting. Secondary settings are in the fall semester, and elementary are in the spring semesters.

ECUI 536.
Teaching the Gifted Child 3
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 541.
Current Trends in Education Variable to 3
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
This course examines literacy (the 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.

ECUI 590
Research Seminar 3-6
Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and the department chair.

EARLY CHILDHOOD COURSES

EECE 501.
The Early Childhood Professional 3
An overview of the multiple historical, philosophical, and social foundations of Early Childhood Education, birth through eight years old. An understanding of young children and their families, current trends, issues, and legislation in early childhood education, as well as the profession's Code of Conduct, professional literature, organizations, and resources. Insight to serving as an advocate on behalf of young children and their families, and demonstrating an understanding of basic principles of administration, organization, and operation of early childhood programs.

EECE 503.
Working with Infants & Toddlers 3
(Co- or prerequisite, EECE 501) This course will focus on young children ages birth to three. Development, care, planning and programming as well as methods for working with very young children will be emphasized. The importance of developing family relationships is included..

EECE 506.
Development of the Early Learner 3
This course focuses on the psychomotor, affective, and cognitive development of the early learner, birth through age eight. Theory-to-practice linkages are stressed through knowledge of how young children develop and learn, and providing opportunities that support the development and learning of individual children, including those with special needs. The fact that children are best understood in the contexts of family, culture, and society is explored.

EECE 507.
Introduction to Early Intervention 3
(Co- or prerequisite, EECE 501) This course will introduce the student to the field of early childhood special education. Emphasis will be put on the theory and models of assessment and intervention for young children and their families. The concepts of teaming, family-centered intervention, embedding naturalistic instructional in daily routines will be emphasized.

EECE 508.
Early Development and Intervention 4
This course focuses on the early childhood typical and atypical development (ages birth to 8); cognitive, motor, social-emotional, self-help, and language. Students will be introduced to the field of early childhood special education and how to design interventions for children who are demonstrating a developmental delay. Students will have the opportunity to work in a transdisciplinary team. Theory to practice linkages will be stressed. There is a laboratory/field component to this course.

EECE 511.
Assessment in Early Childhood Education 3
(Prerequisite, EECE 506) This course focuses on assessing the psychomotor, cognitive, and affective development, as well as the educational progress, of the early learner. Informal and formal assessment strategies and instruments are explored, and their use applied to planning developmentally appropriate curriculum and teaching in the early childhood environment. Quality of the total environment for children and their families is examined through the use of formative and summative program evaluations.

EECE 516.
Math/Science/Health Methods in ECE 3
(Prerequisite, EECE 511) This course will provide the student with an appropriate knowledge base from which to design instructional sequences that integrate science, health, and mathematics concepts for young learners. Students are guided in planning and implementing developmentally appropriate activities and instructional strategies to meet the needs of individual children, including those with special needs, and in establishing and maintaining a physically and psychologically safe and healthy learning environment for young children.

EECE 517.
Integrated Methods: ECE Language Arts/ Social Studies/Expressive Arts 3
(Prerequisites, EECE 501, EECE 506, EECE 511) This course is designed to explore methods for integrating a primary curriculum to include social studies content, literature and language arts, as well as the expressive arts. An integrated curriculum that invites children to become involved in a variety of creative activities and learning situation will be stressed.

EECE 518.
Administering an Early Childhood Program 3
(Co- or prerequisite, EECE 501) An introduction to the range of administrative demands in different types of early childhood (0-8YO) programs. Topics include: starting a new program or maintaining and developing existing programs, facilities management, budget development, personnel management, interpersonal communication, and more.

EECE 521.
Early Childhood Education Internship: Planning **Variable to 2**
Preparation of actual teaching plans during early childhood student teaching. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks. Application required.

EECE 522.
Early Childhood Education Internship: Instruction **Variable to 2**
Involvement in implementing methods and techniques. Early childhood students teaching on a full-time basis under the supervision of classroom teachers and University supervisors. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

EECE 523.
Early Childhood Education Internship: Classroom Management **Variable to 2**
Involvement in the management of learning situations during early childhood student teaching. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks.

EECE 524.
Early Childhood Education Internship: Professional Growth **Variable to 3**
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance at and participation in a weekly seminar to analyze and discuss professional considerations and student-teaching problems. Students will teach in a K-3 setting for nine weeks and in a pre-school setting for three weeks. Completed ACT 34 and Child Abuse History Clearances are required previous to receiving a field assignment.

EECE 590
Research Seminar **3-6**
Designed for students who are working on their M.A. theses. Registration is only with permission of advisor and department chair.

ELEMENTARY EDUCATION COURSES

EELM 501.
Creativity in the Classroom **3**
This course is the study of the dynamics of creativity as it affects the classroom performance of students. Special attention will be given to teaching creativity as a skill or process, methodologies for teaching creative problem solving, developing a classroom climate conducive to the creative process and programs which utilize creative problem solving.

EELM 506.
Integrated Studies: Social Studies and Language Arts **4**
This course provides knowledge of the child's needs in the social sciences, the humanities and the process of language acquisition. Planning for the instructional strategies used in teaching history, geography, politics, social influences and economics are examined with a multicultural emphasis through Language Arts in the curriculum.

EELM 511.
Integrated Studies: Mathematics and Science **4**
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the mathematics and science curricular area of the elementary curriculum. An analysis of content and methodology will be made in light of the needs of the elementary school, the elementary student and society.

EELM 512.
Algebra and Functions, Geometry, Measurement and Assessment **3**
The goal of SHARE is to establish a mutually supportive sustained professional development teaching network using a research-based program that will assist and support teachers in their implementation of problem-based algebra and functions, geometry, measurement, and assessment in Pre K-12 classrooms.

EELM 516.
Elementary S-T-S Methods **3**
(Elementary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to elementary science education. By examining methods of introducing S-T-S issues and topics into the elementary school curriculum, students will be able to construct and implement S-T-S units for their own use.

EELM 521.
Elementary Classroom Management and Discipline **3**
(Prerequisites, EELM 506, EELM 511, and ECUI 531; co-requisites, EELM 522, 523, 524 and 525) An in-depth study of the rationale, theories and techniques for creating an elementary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.

EELM 522.
Elementary Teaching Internship: Planning **Variable to 2**
(Prerequisites ESEC 501, ECUI 521 and ECUI 526) Competency will be developed in unit and lesson planning during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

EELM 523.
Elementary Teaching Internship: Instruction **Variable to 2**
(Co-requisite, EELM 522) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

EELM 524.
Elementary Teaching Internship: Classroom Management **Variable to 2**
(Co-requisite, EELM 522) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

EELM 525.
Elementary Teaching Internship: Professional Growth **Variable to 3**
(Co-requisite, EELM 522) Positive professional development will be documented during actual teaching practice in an elementary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching Handbook.

SECONDARY EDUCATION COURSES

ESEC 501.
General Methods and Planning 3
Methodology for setting direction in the classroom, creating a learning situation, developing the content. Reinforcing and evaluation will be covered. Students will be involved with developing plans for teaching.

ESEC 506.
Modern Algebra for Teachers 3
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
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
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
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
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
A discussion of various secondary-school problem-solving techniques that involves the use of computers.

ESEC 536.
Subject Methods: Citizenship 3
Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching citizenship. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

ESEC 541.
Subject Methods: Foreign Language 3
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
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
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
Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching science. They will demonstrate their ability to carry out plans in "micro" teaching experiences.

ESEC 556.
The Secondary School Mathematics Curriculum 3
(Co- or prerequisites, ESEC 501) This course examines the strategies and content of the mathematics curricula of the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary (junior and senior high school) mathematics.

ESEC 561.
Secondary S-T-S Methods 3
(Secondary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to secondary science education. By examining methods of introducing S-T-S issues and topics into the secondary school curriculum, students will be able to construct and implement S-T-S units for their own use.

ESEC 566.
Secondary Classroom Management and Discipline 3
(Prerequisites, ESEC 501, ECUI 531, and appropriate subject methods course; co-requisites, ESEC 567, 568, 569 and 570) An in-depth study of the rationale, theories and techniques for creating a secondary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.

ESEC 567.
Secondary Teaching Internship: Planning Variable to 2
(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
(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
(Co-requisite, ESEC 566) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ESEC 570.
Secondary Teaching Internship: Professional Growth Variable to 3
(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.

SPECIAL EDUCATION COURSES

ESPC 501.
Inclusionary Classroom Practices 3
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
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 511.
Learning Disabilities 3
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
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
Students will obtain experience with assessment of students' special needs.

ESPC 526.
Secondary, Transitional and Vocational Services **3**
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 531.
Curriculum for Low Incidence Disabilities **3**
Emphasis on the effective design and use of curriculum and materials to educate students with low incidence disabilities.

ESPC 536.
Curriculum for High Incidence Disabilities **3**
Emphasis on the effective design and use of curriculum and materials to educate students (age 3 through 12) with high incidence disabilities.

ESPC 541.
Emotional/Behavioral Disabilities **3**
A study of the problems associated with emotional and behavioral disabilities in the classroom. Emphasis is on behavior management and appropriate learning strategies for inclusionary, general education classrooms, self-contained special education classes and residential schools.

ESPC 546
Professional Seminar **3**
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**
Preparation of actual teaching plans during special education student teaching. Application required.

ESPC 552
Special Education Teaching Internship: Instruction **Variable to 2**
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**
Involvement in the management of learning situations during special education student teaching.

ESPC 554
Special Education Teaching Internship: Professional Growth **Variable to 3**
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.

READING EDUCATION COURSES

ERDG 501.
Foundations of Reading/ Language Arts **3**
A course designed to provide an introduction to reading/language arts instruction and programs. Consideration will be given to literary instruction relevant to both skills-based programs and whole-language programs.

ERDG 506.
Reading: Psycholinguistic Bases **3**
(Prerequisite, ERDG 501 or consent of instructor) A course designed to familiarize students with psycholinguistic underpinnings of reading. Language acquisition and dialect variation, along with their effect on learning to read, are covered. Strategies to make students proficient in graphophonemic, syntactic, and semantic sources of information are given prominence.

ERDG 511.
Diagnosis of Reading Disabilities **3**
(Prerequisites, ECUI 511 and either ERDG 501 or ERDG 506) A course designed to assist the student in becoming proficient in diagnostic skills. Standardized tests and informal assessment instruments will be examined and administered. The course has a practicum aspect in that the student will be required to diagnose developmental and disabled readers at the elementary and secondary level. Reports detailing the findings and recommendations for overcoming the problems will be written.

ERDG 516.
Reading/Language Arts in the Content Areas **3**
A course designed for acquainting students with strategies for teaching functional reading in the elementary and secondary schools. Covered will be reading, writing, and discussing strategies that facilitate elementary and secondary students' ability to reconstruct meaning from content-area materials.

ERDG 517.
Literacy on the Secondary Level **3**
This course explores the literacy strategies of reading, writing, listening, speaking, and using technology across academic disciplines at the secondary level.

ERDG 521.
Organizing and Operating Reading Programs **3**
A course dealing with the responsibilities for setting up and directing a school reading program. Attention will be given to aspects of programs and approaches to reading instruction at various grade levels. Program evaluation, staff development, and societal problems that affect reading development will be discussed.

ERDG 526.
Reading Practicum **3**
(Prerequisite, ERDG 511 or consent of instructor) A practicum designed to provide supervised tutorial experiences. The student will diagnose a disabled elementary school reader and a disabled secondary school reader and provide tutorial instruction designed to ameliorate the disabled reader's problems. For each disabled reader tutored, the student will write a report containing the results of the diagnosis, remediation, progress, and recommendations. Practicum students are required to have valid and current Act 34 and Act 151 child abuse clearances prior to working with students.

ERDG 531.
Children's and Adolescent Literature Worldwide **3**
A course designed to acquaint students with literature from the United States and abroad that is written for children and adolescents. Children and adolescents' literary needs and interests will be emphasized.

ERDG 536.
Seminar in Reading Research **3**
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**
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.

ESL COURSES

ESLS 501.
Linguistics for Teachers **3**
This course is designed to examine the phonetics, phonology and morphology of the English language and help teachers discover ways to make the language accessible to second language learners.

ESLS 506.
Systems in English **3**
(Prerequisite, ESLS 501) The study of English Grammar, Syntax, Semantics, and Pragmatics.

ESLS 511.
ESL Methods Teaching Lang K-6 **3**
Students will investigate and evaluate the past and present status of the range of elementary programs in teaching English as a Second Language or Foreign Language in the elementary schools; compare teaching methodologies, strategies and curriculum development for second language acquisition in children; and demonstrate their ability to carry out plans in "miracle" teaching experiences.

ESLS 516.
ESL Methods Teaching Lang 7-12 **3**
This course provides the language teacher with a comprehensive overview of secondary language teaching theory and methodology, and provides opportunities for personal research, professional development, practical teaching experience and frequent evaluation of teaching ability.

ESLS 526.
ESL Teaching Practicum **3**
Positive professional development will be documented during actual teaching practice in an ESL classroom through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in The Student Teaching handbook.

ADMINISTRATION COURSES

EADM 501.
Educational Administration **3**
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**
(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**
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**
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**
(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**
A description of a philosophy of supervision, principles of supervision, the role of the supervisor, planning a supervisory program, techniques of supervision, evaluation, coordinating the instructional program, and trends in supervision.

EADM 528
Educational Management **3**
An overview of functions and problems in three major areas of responsibility: finance, law, and personnel.

EADM 531
Practicum in Elementary School Administration **3**
(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**
(Prerequisite, EADM 516) The purpose of this course is to give the student practical experience in secondary administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement. (Normally offered fall and spring semesters only.)

EADM 541.
Public Relations for Educators **3**
An introduction to school public relations. Emphasis is focused upon establishing contact between schools and the general public through the use of mass media.

EADM 546.
Practicum in Supervision **3**
(Prerequisites, ECUI 501 and EADM 526) The purpose of this course is to give the student practical experience in supervision. A minimum of 225 clock hours in one semester must be spent on this assignment. This is accomplished under the supervision of a certified supervisor, according to a definite schedule mutually approved by the instructor and cooperating supervisor.

LETTER OF ELIGIBILITY COURSES

EADM 601.
Personnel Management for Educators **3**
This course will focus on hiring techniques, job analysis and job evaluation procedures that comply with district, state and federal regulations. The collective bargaining process and the interpretation and implementation of an employee collective bargaining agreement will be studied. Evaluation research within applied

settings will be examined. Specific topics include both qualitative and quantitative methods in program evaluation, needs assessment, data interpretation and utilization strategies.

EADM 606.
School Plant Management **3**
This competency-based course will familiarize the student with the program and planning activities used to determine short- and long-range programs, including facility and financial needs. Ongoing maintenance activities to protect the district's capital investment and ensure its efficient operation will also be studied. The development, coordination, and implementation of policies and programs will be emphasized in relation to finance and resource management.

EADM 611.
School and Community Relations **3**
This course will review the history and philosophy of education in America and the ideas which fostered growth and change. Students will examine the relationship of the school to the community. Emphasis will be placed on the school community concept, community analysis, community characteristics affecting quality education and public participation in educational planning and district evaluation. The roles of group dynamics and conflict resolution are part of this course.

EADM 616.
Seminar in Advanced School Finance **3**
(Prerequisite, EADM 511) Students in this course will become knowledgeable about state fiscal law and will learn to distinguish among the various revenue sources and district budgeting. Business office functions including bid law, purchasing, and building fund management will be studied.

EADM 621.
Seminar in Advanced School Law **3**
(Prerequisite, EADM 516) This course will include an analysis of selected general legal principles, laws, and law-making agencies that affect leaders and educational institutions. The legislative process will be analyzed with regard to governmental decision making and the legalities of lobbying.

EADM 626.
Superintendent's Role Seminar and Internship **3**
This course will utilize University faculty and practicing administrators to analyze topics relevant to the role of the superintendent, including but not limited to school board relationships, the legislative process, lobbying community relations, program accountability, ethics, and other role-specific concerns. In addition, practicing administrators, faculty, and interns will share internship problems, experience, concerns, and practices.

GENERAL COURSES

EDUC 592.
Directed Study **Variable to 6**
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.

PCPS 500.
Global Health & Rehabilitation Issues **3**
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.

Health Administration and Human Resources

Dr. Daniel J. West, Jr., Chair, Health Administration and Human Resources
570-941-4126 • westd1@scranton.edu
http://academic.scranton.edu/department/HAHR

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

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

ADMISSION REQUIREMENTS

The University of Scranton is no longer accepting students into the graduate program in Human Resources Administration. Currently enrolled students will have until August 2014 to complete their program of study. Future catalogs will not reference the graduate program in Human Resources Administration. Applications are being accepted for an online Master of Science in Human Resources that will begin in Fall 2009.

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 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program, such as grades in other graduate level courses, scores from the Graduate Record Examination, and/or a record of progressively higher work responsibilities. The Health Administration program may require a GRE or GMAT score, depending on the strength of other qualifications and information submitted by the applicant. A personal interview prior to acceptance is required. New MHA students may start course work in the fall semester only. Admission into the HRA program in the spring semester, however, may be considered upon recommendation of the HRA program director and approval by the Dean of CGCE. Applicants for the MHA program are encouraged to apply by May 1 (prior to the fall semester of desired entry); however, applications received after this date and up to August 1 will be considered for admission on a space-available basis. Applicants must be accepted by CGCE before starting courses. International students whose native language is not English must demonstrate their proficiency in English. Please refer to page 16 for information on acceptable English proficiency tests and test score requirements.

The Health Administration program accepts applicants with or without professional work experience. Students accepted into the Health Administration program with little to no work experience may be required to enroll in an administrative residency to gain practical experience. The Human Resources program usually accepts only those applicants who have at least one year of professional work experience in a related field. Students accepted with limited professional work experience are encouraged to enroll in an internship to gain practical experience. Applicants should be prepared to discuss their career goals and employment possibilities with the program director during a personal interview, which is required prior to acceptance, and explain how they see the curriculum supporting their longer-term goals.

CAPSTONE EXPERIENCE

Students in all programs must prepare a comprehensive capstone project. It may combine written, oral, and experiential components and will require understanding, integration, and application of what has previously been learned throughout the curriculum. These projects are done in HAD 509-Administrative Issue, or HRA 507-Professional Contribution, or HR 520-Professional Contribution, which are the respective capstone courses for the Health Administration, Human Resources Administration, and Human Resources programs.

FINANCIAL AID

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

SCHEDULING

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

For the HRA Program – Classes are offered both online and on campus. Web-based classes are offered utilizing The University of Scranton's course management system, Angel. On campus classes are offered from 6:30 p.m. to 9:10 p.m. Mondays through Thursdays as well as on Saturdays or full weekends.

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

Degrees in Health Administration can be received in 24 months of full-time academic study, although some students attend on a part-time basis and earn their degrees in 36 to 48 months. Generally the first courses taken in the Health Administration program are HAD 519 and HAD 501.

EMPLOYMENT OPPORTUNITIES

According to the *Occupational Outlook Handbook*, U.S. Department of Labor, employment in the field of health administration is predicted to grow at a faster than average pace through the year 2010. Employment in the field of human resources is predicted to grow at a reasonable rate.

OTHER INFORMATION

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

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 PROGRAM

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

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

CURRICULUM

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

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

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

COMBINED B.S./M.H.A. DEGREE PROGRAM

A combined Bachelor of Science/Master of Health Administration Degree Program is available to University of Scranton undergraduate Health Administration students who meet specific admissions criteria (refer to page 13). Contact the MHA Program Director for additional information.

ACCREDITATION

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

EXECUTIVE CERTIFICATE IN HEALTH ADMINISTRATION

A 15-credit-hour certificate is available for people who want advanced education in healthcare management but who do not wish to pursue a full graduate degree. Applicants should have prior professional experience in the healthcare field and may begin in any semester during the year.

Anyone interested in the certificate should arrange an interview with the Graduate Health Administration Program Director to review the available courses and to agree to a 15-credit-hour plan of study designed to meet identified career goals. An application, including the plan of study, is then made to CGCE. Regular admission requirements and the procedures of CGCE must be met. Once admitted the established tuition and three-year tuition guarantee becomes effective. Once accepted, the student must complete the agreed upon program of study within three years. No courses from other institutions may be transferred for the certificate.

HEALTH ADMINISTRATION CURRICULUM

Core Courses (41 credits required)

HAD 500	Health Care Organization and Administration*
HAD 501	Health Care Financial Management I*
HAD 502	Health Care Law
HAD 504	Human Resources Management
HAD 505	Health Care Statistics and Research Methods*
HAD 506	Health Care Economics and Policy
HAD 508	Leadership in Health Care Organizations
HAD 509	Administrative Issues
HAD 515	Health Care Planning and Marketing
HAD 519	Health Services and Systems*
HAD 521	Health Care Financial Management II
HAD 522	Health Care Operations and Quality
HAD 523	Health Care IT Management (2 credits)
HAD 525	Health Care Ethics

Elective Courses (3 credits required)

HAD 510	Hospital Administration
HAD 512	Medical Practice Administration
HAD 513	Long Term Care Administration
HAD 517	International Comparative Health Care Services and Systems
HAD 582	Directed Study (1-3 cr.)
HAD 584	Special Topics
PCSP 500	Global Health and Rehabilitation Issues

Fieldwork Courses

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

HAD 580	Internship in Health Administration (3 cr.)
HAD 581	Administrative Residency (8 cr.)
HAD 582	Directed Study (1-3 cr.)
HAD 583	Externship in Health Administration (1 cr.)

Credits for Degree: 44 + Fieldwork

* Foundation courses taken in the first year.

HUMAN RESOURCES

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OBJECTIVES

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

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

Specifically, the program is designed to: 1. Prepare individuals academically to enter leadership positions; 2. Enhance the performance of individuals employed in leadership positions, but lacking academic training and credentials; and 3. Prepare individuals academically to enter or advance in a variety of human-resource-related positions and departments. The program emphasizes an active learning environment wherein the student can acquire knowledge, gain practical skills, and engage in self-exploration and personal growth. Prospective students should be aware that the HR or the HRA programs are not business programs, and that neither is intended to be the equivalent of an MBA program.

CURRICULUM - HR

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

CURRICULUM - HRA

The Human Resources Administration curriculum has three core courses. The two core courses, Organizational Leadership (HRA 500) and Human Resources (HRA 502), provide foundational knowledge in organization concepts, theories and human resources practices and should be taken in the first semester of study and are offered both in a web-based delivery format utilizing the University's course management system, Angel, and on campus in a hybrid delivery format. These courses are offered in the Fall semester. The third core course, Professional Contribution (HRA 507), delivered in both web-based and hybrid format, is a capstone course taken in the final semester prior to graduation. A specialization provides in-depth study in a particular area and encompasses five courses or 15 credits including one required course. The remaining 15 credits can be taken from other courses in the curriculum. These electives are available in a web-based delivery format. Several electives will also be offered on campus in a weekend format. For students with little work experience, an internship is recommended, to be taken near the completion of course work. Computer applications are integrated throughout the curriculum, therefore entering students are expected to have proficiency in word processing, spreadsheet, and Internet applications.

AREAS OF SPECIALIZATION - HRA

Specialization allows the student to develop an area of expertise on the basis of interest and career goals. The program contains three specializations. Organizational Leadership provides a broad academic preparation in general organization leadership and administration. Human Resources and Human Resource Development are more specialized and prepare the student for more delineated professional roles in human resources administration. The specialization is shown on the student's transcript.

The Human Resources Administration program prepares individuals to enter and/or advance in the following three Areas of Specialization:

Human Resources. This specialization emphasizes preparation for and/or advancement in human resources systems which plan for and coordinate various personnel services and functions. These individuals work as human resource generalists in diverse organizational settings. Their tasks may involve assessing personnel needs; recruitment and selection; designing and implementing compensation and benefit systems; developing discipline and grievance-handling systems; ensuring the organization's compliance with equal employment opportunity and other governmental regulations.

Organizational Leadership. This specialization emphasizes preparation for and/or advancement in supervisory and administrative positions in public and private organizations. Supervisory and administrative personnel work with people and need a variety of human, conceptual, and technical skills. They use the processes of planning, communicating, problem solving and decision making to influence the efforts of individuals and groups to achieve organizational goals.

Human Resource Development. This specialization emphasizes preparation for and/or advancement in human resources systems which promote learning and change on an individual, group or organizational level. These human resource specialists work in a staff or consultative capacity in most organizations. Their tasks may include performance analysis; designing, implementing and evaluating training programs; career and succession planning; organizational assessment and interventions; strategic human resource planning and managing change.

COMBINED B.S./M.S. DEGREE PROGRAM

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

PROFESSIONAL CERTIFICATION

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

AAA *American Arbitration Association. http://www.adr.org/
ASA American Staffing Association. http://www.staffingtoday.net/
AHRD Academy of Human Resource Development. http://www.ahrd.org/
AOM Academy of Management. http://www.aom.pace.edu/
ASHHR American Society for Healthcare Human Resources Administration. http://www.ashhra.org/
ASTD *American Society for Training and Development. http://www.astd.org/
HRPAO *Human Resources Professional Association of Ontario. http://www.hrpao.org/
IFEBP *International Foundation - Education, Benefits, Compensation. http://www.ifebp.org/
IFTDO International Federation of Training and Development Organizations. http://www.iftdo.org/
ISPI *International Society for Performance Improvement. http://www.ispi.org/
IRRA Industrial Relations Research Association. http://www.irra.uiuc.edu/
SHRM *Society for Human Resource Management. http://www.shrm.org/
WAW *World At Work. http://www.worldatwork.org/

HUMAN RESOURCES CURRICULUM

Required Core Courses (9 credits required)

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

HUMAN RESOURCES ADMINISTRATION CURRICULUM

Required Core Courses (9 credits required)

HRA 500	Organizational Leadership
HRA 502	Human Resources
HRA 507	Professional Contribution (Capstone Experience)

Area of Specialization

Human Resources (15 credits required)

HRA 526	Human Resources Information Systems *
HRA 530	Compensation Systems
HRA 531	Benefit Systems
HRA 532	Labor Relations
HRA 535	Employee Assistance Programming
HRA 536	Employment Law
HRA 537	Human Resources Policies
HRA 538	Health, Safety, and Security
HRA 548	Recruiting and Staffing

Organizational Leadership (15 credits required)

HRA 501	Planning
HRA 503	Control and Budgeting Systems *
HRA 521	Work Motivation
HRA 523	Individual Behavior
HRA 524	Group Behavior
HRA 525	Quality Improvement
HRA 527	Disability and Work
HRA 528	Cultural Diversity
HRA 546	Ethics in Human Resources

Human Resource Development (15 credits required)

HRA 505	Evaluative Research *
HRA 534	Learning in Organizations
HRA 540	Organizational Analysis
HRA 541	Organizational Change**
HRA 543	Training Methods
HRA 544	Human Resources Planning
HRA 545	Career Planning and Development
HRA 547	Role of the Consultant

Additional Courses

HRA 580	Internship
HRA 582	Directed Study
HRA 584	Special Topics
PCSP 500	Global Health and Rehabilitation Issues

Credits for Degree: 39

* Required course in specialization.

** Required course for B.S./M.S. students in place of HRA 502.

COURSE DESCRIPTIONS

HEALTH ADMINISTRATION

Credits

HAD 500.
Health Care Organization and Administration **3**
This required graduate course studies organizations, with special interest in health care organizations. Topics include strategy, goals, technology, size, design, adaptation, decision making, control, culture, processes, politics, conflict, learning, and inter-organizational relations. Conceptual foundations come from organizational theory, management science, systems theory, sociology, and psychology. There are no pre-requisites.

HAD 501.
Health Care Financial Management I **3**
Designed to increase analytical and decision-making skills using finance theories, principles, concepts and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include: analysis of cost and budgetary controls; interpretation and utilization of accounting reports and statements; operating accounting measurements; quantitative techniques; analysis of financial statements; financial decision-making models; auditing; capital investments; strategic financial management; working capital management; budgeting.

HAD 502.
Health Care Law **3**
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**
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**
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**
(Prerequisite, HAD 519) This required graduate course studies theoretical foundations of economics and public policy and applies them to the healthcare sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditures, utilization, healthcare reform, and the healthcare-public-policy making process including policy formulation, implementation, and modification.

HAD 508.
Leadership in Health Care Organizations **3**
(Prerequisite, HAD 504) Micro and macro organizational behavior theories provide the theoretical foundation for this course. The processes of communication, value analysis, problem solving and decision making are explored at an individual, team and organizational level. The imperative for healthcare leaders to understand and manage change will be emphasized. Various models of leadership will be critically analyzed. Conceptual foundations are drawn from the social sciences, psychology and related disciplines.

HAD 509.
Administrative Issues **3**
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 administra-

tion case studies and to complete an applied health administration project. Pre-requisites are 36 core HAD credits or approval by the Program Director.

HAD 510.
Hospital Administration **3**
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**
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**
Operation and administration of long term care facilities. Differences between acute and long term levels of care, types of long-termcare 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**
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.
International Comparative Health Care Services and Systems **3**
This course provides an introduction to international health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. Cultural, historical, geographic, environmental, economic and political factors that influence health are studied with a specific focus on determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered.

HAD 519.
Health Services and Systems **3**
This required graduate course studies managerial epidemiology, access to care, health services, health providers, workforce, technology, financing, insurance, health policy, health planning, quality, and the evolution and structure of the U.S. health care system. Conceptual foundations come from systems theory, epidemiology, sociology, political science, and economics. There are no pre-requisites.

HAD 521.
Health Care Financial Management II **3**
(Prerequisite, HAD 501)Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources.

HAD 522.
Health Care Operations and Quality **3**
(Prerequisites, HAD 500, HAD 501, HAD 505, and HAD 519, or permission of instructor.) This course studies fundamental principles, concepts, and approaches regarding health care operations management, quality management, and process improvement. The systematic approach to quality includes patient safety, clinical process improvement, and credentialing.

HAD 523.
Health Care IT Management **2**
(This course is required, with HAD 500 and HAD 519 prerequisites or permission of instructor.) This course utilizes a systematic approach to study health care information technology management. Topics include terminology, organization, strategy, planning techniques, systems selection, contract negotiation, project management, medical informatics, technology trends and issues for health care.

HAD 525.
Health Care Ethics **3**
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 580.
Internship in Health Administration **3**
(Prerequisite, 21 core credits completed) A 150 hour fieldwork placement in a staff or administrative position which is usually completed during a regular academic session. A semester project and preceptor designation is required.

HAD 581.
Administrative Residency **8**
(Prerequisite, 36 core credits completed) A 1,000 hour fieldwork experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff and medical staff. Includes exposure to governing-board functions, governmental forces and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is usually completed during two semesters.

HAD 582.
Directed Study **1-3**
(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**
(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**
Topics of current interest such as advanced managed care are offered on a variable basis.

PCPS 500.
Global Health and Rehabilitation Issues **3**
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.

HUMAN RESOURCES

HR 500.
Organizational Behavior and Leadership **3**
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**
This is a survey course of the human resources functions utilized within an organization and their implications for line and staff personnel. It is intended to provide you with an overview of the human resources function in organizational settings. You will discuss core human resource functional topics such as human resource planning, recruitment, selection, compensation, performance review training, the legal regulatory environment affecting human recourses. Ethical perspectives, international themes, as well as support activities as motivation, job design, job analysis, and planning. The course will draw upon both current HR practices and relevant research.

HR 504.
Strategic Planning **3**
(Prerequisite, HR 500 and HR 501) The course is designed as 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 accounting conventions, financial statements, capital budgeting and financing, revenue and expense budgets, cash flow and cash management, contract pricing, cost-benefits analysis, human resources costing as they relate to the strategic planning process.

HR 505.
Recruitment and Staffing **3**
TPrerequisite, HR 500 and HR 501) The various factors in determining how to recruit and retain employees will be discussed and analyzed. Legal requirements, case studies and best practices will be utilized to determine how to apply diverse practices to specific situations. An in-depth study of the steps in the human resource planning process, including forecasting methods, affirmative action and succession planning. Implications for line managers and human resources staff explored. A review of the legal and regulatory environment which affects employees and organizations will be discussed. Federal and state legislation including significant court decisions will be examined.

HR 506.
Workplace Learning and Performance **3**
(Prerequisite, HR 500 and HR 501) This course explores the concept of workplace learning and the key contributing factors. Learning at the individual, group, and organizational level will be discussed. An organization's environment, culture, tools and leadership all have a tremendous impact on learning. Adult learning and development theories will also provide the theoretical framework to understand the elements of an effectively designed training intervention. The role human resources in encouraging learning will be reviewed. This course will touch upon how to maximize these factors to encourage a learning environment.

H 510.
Organizational Change **3**
(Prerequisite, HR 500 and HR 501) HR 510 is intended to be a challenging and exciting course to deepen student understanding about how organizations do work and "should" work. The course centers around the theme that an organization achieves sustained success if, and only if, its managers (1) have an in depth understanding of how an organization functions, and (2) a timely strategic game plan for running the organization. The course emphasizes an understanding of organizational theory, coupled with practical examples of how this theory can and is being applied in organizations today. The role of the human resources professional as a consultant is studied from an internal and external perspective.

HR 511.
Total Rewards **3**
(Prerequisite, HR 500 and HR 501) This course examines the key components of developing a rewards system that supports an organization's strategic objectives. It provides an in-depth study of strategic and operational decisions in the design and coordination of a rewards system. Considerations for external competitiveness, internal equity, and the legal environment are explored. Job analysis, job evaluation, designing pay structures, pay-for-performance plans, performance appraisals, benefits, international pay systems, and legal issues in compensation are explored.

HR 512.
Employee and Labor Relations **3**
(Prerequisite, HR 500 and HR 501) This course examines 1) the need for development and implementation of employee relations interventions, including human resources policies and procedures and 2) the role of organized labor and collective bargaining in the workplace.

HR 515.
Workplace Diversity **3**
(Prerequisite, HR 500 and HR 501) This course is designed for HR students to understand that diversity extends far beyond race in our society and includes the histories and cultures inextricably bound to our nation. Students will prepare themselves for managing the dynamic of differences, through self-awareness, identifying their cultural communication skills and the culture of the organization. Students will explore diversity through deep and surface culture, be aware of privilege and power to have greater insight into the social/cultural issues. In addition, HR students will be introduced to the issues surrounding disability and work. Students will explore diversity in the workplace and recognize the untapped potential of persons with disabilities.

HR 516.
Ethics in Human Resources **3**
(Prerequisite, HR 500 and HR 501) This course provides class members with an opportunity to improve their ability to make ethical decisions by identifying, analyzing, and resolving ethical issues and to understand better how to cope with conflicts between personal values and the values of their organizations.

HR 517.
Evaluative Research **3**
(Prerequisite, HR 500 and HR 501) Qualitative and quantitative research methods appropriate to the study of organizations. The significance and development of the practice as field researcher is highlighted. The development of a research survey and program evaluation is also emphasized.

HR 518.
Risk Management **3**
(Prerequisite, HR 500 and HR 501)The course will review occupational safety and health legislation and management's role in maintaining the safety and health of employees. Policies that provide a safe and secure environment in maintaining a violence free workplace to minimize the organizations loss and liability will be reviewed.

HR 520.
Professional Contributions **3**
(Prerequisite, HR 500 and HR 501) This seminar will facilitate the integration and application of previous course studies and as a culmination of graduate study. Working in a self-directed manner, class members will select an area of study relevant to their current and/or future career interests. The results of this self-directed study will be presented in a poster session and in a written report suitable for publication.

HUMAN RESOURCES ADMINISTRATION

HRA 500.
Organizational Leadership **3**
Organizational behavior, theories and practices examined from traditional and contemporary perspectives. The role of effective leadership within a changing workplace and workforce is emphasized.

HRA 501.
Planning **3**
The strategic planning process reviewed with practical applications in environmental scanning, SWOT analysis, strategy development, operational planning and evaluation.

HRA 502.
Human Resources **3**
A survey of human resources functions utilized within organizations and their implications for line and staff personnel. Some of the topics, including recruitment, selection, compensation, performance review, training and the legal environment, that affect personnel.

HRA 503.
Control and Budgeting Systems **3**
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.

HRA 505.
Evaluative Research **3**
Qualitative and quantitative research methods appropriate to the study of organizations. The significance and development of the practitioner as field researcher highlighted.

HRA 507.
Professional Contribution **3**
A seminar-style course which requires students to work in a self-directed manner on a professional contribution relevant to their career interests. The course results in a presentation and written report or publishable article. This course is taken as a culmination of students' graduate study.

HRA 521.
Work Motivation **3**
The focus is on theories of work motivation and implications for leaders and the designs of work systems. A major project emphasizes having students develop a personal model of work motivation along with its implications for designing work systems and for them as leaders.

HRA 523.
Individual Behavior **3**
The course covers practical knowledge, skills and strategies for understanding and working effectively with people. Emphasis is on how leadership and organizational systems can interact with characteristics of individuals to enhance individual performance. The focus is on the individual in an organization.

HRA 524.
Group Behavior **3**
The study of group behavior in organizations including theories of group development, leadership, group roles and norms. An experiential approach will allow students to observe and participate in various problem-solving and decision-making situations.

HRA 525.
Quality Improvement **3**
Current organizational efforts in improving the quality of services and products reviewed. Case studies and research findings included which explore the advantages and limitations of systemic change associated with quality improvement efforts.

HRA 526.
Human Resource Information Systems **3**
This course considers the role, function, and integration of Human Resources Information Systems (HRIS) within an organization's information systems and technology architecture. Practical applications of HRIS and office productivity software will be explored through hands-on use of personal computers. Proficiency in word processing, database and spreadsheet applications required.

HRA 527.
Disability and Work **3**
This course focuses on attitudes toward the disabled and their role in society, the work experience of disabled workers, federal and state legislation affecting employment of the disabled, industrial accidents and rehabilitation, job modification and physical plant accessibility.

HRA 528.
Cultural Diversity **3**
A serious challenge facing corporations is managing an increasingly diverse workforce. This course focuses on current social and cultural issues which shape human behavior and greatly affect the workplace. Managing diversity will be addressed with emphasis on understanding multiculturalism and manager and employee interactions. The student's awareness, attitudes, and beliefs will be emphasized.

HRA 530.
Compensation Systems **3**
The study of strategic and operational decisions in the design and coordination of compensation systems. Considerations for external competitiveness, internal equity, and the legal environment are explored. Job evaluation, salary surveys, and computer applications included.

HRA 531.
Benefit Systems **3**
Concerns all of the ways in which organizations indirectly reimburse their employees and the legal/regulatory environment affecting benefits systems. The implications of employee benefits for organizational expenses and reward systems.

HRA 532.
Labor Relations **3**
The role of organized labor and collective bargaining in the workplace. The initiation, negotiation and management of the union contract including the grievance/arbitration process.

HRA 534.
Learning in Organizations **3**
The training function within organizations studied with an emphasis on performance analysis as a means to identify effectively and design learning interventions. The impact of continuous learning at an individual, team, and organizational level emphasized.

HRA 535.
Employee Assistance Programming **3**
Approaches of organizations to promoting employee health and to providing assistance to employees with a variety of problems that interfere with productivity.

HRA 536.
Employment Law **3**
A review of the legal and regulatory environment which affects employees and organizations. Federal and state legislation including significant court decisions examined.

HRA 537.
Human Resources Policies **3**
Development of policy statements and operational procedures necessary for maintaining effective human resource activities and functions. Practical applications in researching and formulating written policies and procedures.

HRA 538.
Health, Safety and Security **3**
Reviews organizational activities and the regulatory environment that relate to the occupational health, safety and security of employees.

HRA 540.
Organizational Analysis **3**
Emphasis on the role organizational analysis plays in the assessment of training needs and organizational change strategies. Experience provided in the systematic analysis and evaluation of the effectiveness of various organizations.

HRA 541.
Organizational Change **3**
Various organizational models will guide the exploration of the development of organizational change strategies and techniques. Reviews the technical, political and cultural factors that affect the effective management of change.

HRA 543.
Training Methods **3**
Adult learning theories will provide the theoretical framework to understanding the elements of an effectively designed training intervention. An experiential learning approach provides students with opportunities to develop competencies in training assessment, design, implementation, and evaluation.

HRA 544.
Human Resource Planning **3**
In-depth study of the steps in the human resource planning process including forecasting methods, affirmative action and succession planning. Implications for line managers and human resources staff explored.

HRA 545.
Career Planning and Development **3**
Current workplace trends in career planning and its implications for the employee, supervisor and organization. Career development theories and the career planning process reviewed.

HRA 546.
Ethics in Human Resources **3**
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.

HRA 547.
Role of Consultant **3**
The role of the Human Resources professional as a consultant will be studied both from an internal and external perspective. Participants will explore the "nuts & bolts" of starting an human resource consulting practice to include business and marketing plan development, legal and financial requirements, as well as many other key areas.

HRA 548.
Recruitment and Staffing **3**
The various factors in determining how to recruit the premier employee and retain them will be discussed and analyzed. Legal requirements, case studies and best practices will be utilized to determine how to apply diverse practices to specific situations.

HRA 549.
International Health Care **3**
An introduction to international health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. Emphasis is placed on the role of the health care professional, understanding past and present problems, as well as current ethical issues surrounding cost, quality and access to health care.

HRA 580.
Internship in Human Resources **3-6**
A 200-400 clock-hour placement in a staff or administrative position which is taken after completion of at least 27 credits. A semester project may be required.

HRA 582.
Directed Study **3**
Allows the student to pursue an area of interest under the guidance of a faculty person. Approval by the Program Director is required. An administrative fee is charged.

HRA 584.
Special Topics **3**
Topics of current interest are offered on a variable basis.

PCPS 500.
Global Health and Rehabilitation Issues **3**
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.

Nursing

Dr. Patricia Harrington, Chair, Nursing
570-941-7673
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Department Faculty: Professors – Dona Carpenter, RN, Marian Farrell, RN, CRNP, CNS Mary Jane S. Hanson, RN, CRNP, CNS, Sharon Hudacek, RN, Margarete Lieb Zalon, RN, CNS; Associate Professors – Mary Jane Di Mattio, RN, Patricia Harrington, RN, Lisa Ann Lesneski, RN, Assistant Professors – Barbara Buxton, RN, Catherine P. Lovecchio, RN, Paula Roe-Prior, RN, Patricia Wright, RN; Instructor - Kimberly Subasic, RN; Faculty Specialist - Ann Feeney, RN, CNM, CRNP

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

PROGRAM OBJECTIVES

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

PROGRAM OF STUDY

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

ADMISSION REQUIREMENTS

An applicant for the *degree program* must possess a baccalaureate degree in nursing from a NLNAC or CCNE accredited program; have an undergraduate GPA of at least 3.0 or other evidence of ability to complete successfully a graduate program such as grades in other post-baccalaureate courses, scores from national graduate school entrance examinations, or a record of progressively higher work experiences; and be licensed as a registered nurse in the state of Pennsylvania. The applicant should have a minimum of one year direct clinical nursing practice and have satisfactorily completed undergraduate or equivalent approved courses in basic physical assessment and statistics. The applicant must submit three professional references and a 300-word essay identifying career goals, demonstrating communication and writing skills. A personal interview with the program director or a faculty member to clarify goals and objectives is required.

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

A registered nurse with a baccalaureate degree who wishes to take graduate level courses without necessarily pursuing a graduate degree may make application for Non-Degree status (refer to page 14).

Students may begin course work in either the fall or spring semester. Applicants must be accepted to the CGCE before starting classes.

THESIS OPTION

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

ACADEMIC REGULATIONS

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

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

SCHEDULING

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

Graduate courses for the AH and FNP programs are usually offered Tuesday and Thursday evenings. Each course meets one night per week in the fall and spring semesters. Full-time students attend classes two nights per week; part-time students usually attend classes one night per week. Clinical practicum hours are arranged on the basis of preceptor availability.

CAPSTONE EXPERIENCE

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

ACCREDITATION

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

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

COMBINED B.S./M.S. DEGREE PROGRAM

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from a NLNAC accredited program and for undergraduate nursing majors. This option is designed for students who wish to pursue specialty preparation at the master's level. With the combined program, 12 graduate credits may satisfy 12 undergraduate credit requirements.

Specifically, the recommended course substitutions for the registered nurse student are: 1. Undergraduate NURS 493 Research in Nursing (three credits) requirement may be satisfied by graduate NURS 593 Research Methodology (three credits); 2. Undergraduate NURS 473 Synthesis of Leadership Concepts in Nursing (three credits) requirement may be satisfied by graduate NURS 591 Issues in Advanced Practice Nursing (three credits); 3. Undergraduate nursing elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Pathophysiology (three credits), or graduate NURS 520 Advanced Clinical Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits); 4. Undergraduate free elective option (three credits) requirement may be satisfied by graduate NURS 510 Advanced Pathophysiology (three credits), or graduate NURS 520 Advanced Clinical Pharmacology (three credits), or graduate NURS 595 Nursing Ethics (three credits).

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

The application process for the combined program involves two phases. Initial application for undergraduate studies (Phase 1) is filed through the CGCE . Upon completion of 96 undergraduate credit hours – including NURS 241 and NURS 242, and a minimum GPA at The University of Scranton of 3.3 – the student may proceed with Phase 2 of the application process which involves completion of the application for graduate admission to the CGCE accompanied by the Combined Baccalaureate and Master's Degree Program form (refer to page 14). Upon acceptance into the combined program, all policies and procedures of the CGCE apply. Applicants are accepted in the fall and spring of each year.

FAMILY NURSE PRACTITIONER

Dr. Mary Jane S. Hanson, Director of Graduate Program
570-941-4060
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The Family Nurse Practitioner (FNP) Program 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 of the program will be eligible for certification as an FNP in Pennsylvania through the Pennsylvania State Board of Nursing. In addition, graduates of the program 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 program is offered as a 46-credit master's degree for baccalaureate-prepared-nurses, and as a 27-credit post-master's certificate program for nurses already holding a nursing master's degree in advanced practice. Transcripts of students with an entry level master's in nursing degree will be evaluated on an individual basis for transfer credit. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

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

FAMILY NURSE PRACTITIONER PROGRAM

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	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 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3

Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
NURS 594	Theory and Research Application	3
Free Elective		3
		46

Four-Year Part-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
Spring		
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 594	Theory and Research Application	3
Free Elective		3
Third Year		
Fall		
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 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Fourth Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
		46

FNP CERTIFICATE ONLY

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	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 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
		27

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

Mary Jane Hanson, Professor and Director of the Graduate Program in Nursing.

ADULT HEALTH NURSING PROGRAM

Dr. Mary Jane S. Hanson, Director of Graduate Program
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The Adult Health Nursing Program (AH) prepares registered nurses to develop advanced competencies in nursing practice and strategies for improving the quality of patient care. The program is offered as a master's degree for baccalaureate prepared nurses. The curriculum emphasizes the development of adult health nursing clinical expertise based on an in-depth understanding of nursing practice and theory. In addition to a core clinical focus, students also select an indirect care concentration in case management, or nursing education.

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

Graduates of the program will be eligible to take the national certification examination for Clinical Nurse Specialist in Adult Health from the American Nurses Credentialing Center.

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

Program Summary		Credits
Required Core Courses		
NURS 510	Advanced 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	3
NURS 594	Theory and Research Application	3
NURS 595	Nursing Ethics	3
Required Specialty Clinical Courses		
NURS 563	Advanced Theory of Adult Health Nursing I	3
NURS 564	Advanced Applications Adult Health I	1
NURS 573	Advanced Theory of Adult Health Nursing II	3
NURS 574	Advanced Applications Adult Health II	1
Concentration Area Courses		
Case Management Concentration		
NURS 553	Case Management	3
NURS 583	Independent Study	3*
NURS 584	Case Management Clinical Practicum	1
Nursing Education Concentration		
NURS 533	Nurse Educator Role	3
NURS 534	Stratagies for Teaching Nursing	3
NURS 535	Nurse Educator Practicum	2
Total credit hours required		**36-37**

*The student is expected to focus on a specialty area of practice related to the concentration, devoting a minimum of one credit to practicum. All AH students are required to have 500 total hours of supervised clinical practicum.

NURSE ANESTHESIA

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570-941-4060
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Carol Raskiewicz, Associate Director of Nurse Anesthesia Program
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570-552-3680

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

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

CURRICULUM

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

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

ACCREDITATION

The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, Il 60068-4001, Telephone (847) 692-7050.

ADMISSION REQUIREMENTS

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

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

TRANSFER OF CREDIT

A minimum of nine credits outside of the NA specialty curriculum must be taken at The University of Scranton.

SCHEDULING

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

TUITION/FEES

In addition to The University of Scranton tuition, anesthesia students pay $2,500 per year clinical fees. A one-time, nonrefundable fee of $2,500 is payable to Wyoming Valley Health Care System at the time of admission to the Nurse Anesthesia program. This fee assures the student's place in class and will be applied to liability insurance, standardized examinations, and personal clinical equipment.

NURSE ANESTHESIA PROGRAM

25-Month Full Time Program

The University of Scranton Courses

Course		Credits
First Year		
Fall		
NURS 503	Basic Principles of Nurse Administered Anesthesia	6
NURS 517	Pharmacology of Nurse Administered Anesthesia I	4
NURS 591*	Issues in Advanced Practice Nursing	3
NURS 546	Nurse Anesthesia Clinical Practicum I	2
Spring		
NURS 506	Advanced Principles of Nurse Administered Anesthesia I	1
NURS 518	Pharmacology of Nurse Administered Anesthesia II	2
NURS 521	Introduction to Physiology & Health Assessment of Nurse Administered Anesthesia	1
NURS 522	Physiology & Health Assessment of Nurse Administered Anesthesia I	5
NURS 595*	Nursing Ethics	3
NURS 556	Nurse Anesthesia Clinical Practicum II	2
Summer		
NURS 508	Advanced Principles of Nurse Administered Anesthesia II	4
NURS 558	Nurse Anesthesia Clinical Practicum III	2
Second Year		
Fall		
NURS 523	Physiology & Health Assessment of Nurse Administered Anesthesia II	5
NURS 566	Nurse Anesthesia Clinical Practicum IV	2
NURS 593*	Research Methodology	3
Spring		
NURS 509	Advanced Principles of Nurse Administered Anesthesia III	1
NURS 515	Chemistry of Nurse Administered Anesthesia	3
NURS 594*	Theory & Research Applications	3
NURS 576	Nurse Anesthesia Clinical Practicum V	2
Summer		
NURS 512	Physics of Nurse Administered Anesthesia	1
NURS 519	Pharmacology of Nurse Administered Anesthesia III	2
NURS 524	Physiology & Health Assessment of Nurse Administered Anesthesia III	1
NURS 578	Nurse Anesthesia Clinical Practicum VI	2
		60

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

MASTER OF SCIENCE DEGREE FOR CERTIFIED ADVANCED PRACTICE NURSES

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

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

CURRICULUM

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

ADMISSION REQUIREMENTS

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

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from an NLNAC accredited program and advanced practice certification. Applicants should consult the Program Director.

POST-ADVANCED PRACTICE CERTIFICATE MASTER'S PROGRAM

Program Summary		Credits
Required Courses (taken at the University of Scranton)		
NURS 583	Independent Study	3
NURS 591	Issues in Advanced Practice Nursing	3
NURS 593	Research Methodology	3
NURS 594	Theory and Research Application	3
NURS 595	Nursing Ethics	3
NURS 596	Clinical Application of Advanced Practice Nursing	3
Free Elective		3
The University of Scranton Credits		21
Required Specialty Courses (taken at certificate program)		
Validation Credits		21
Total credit hours required		42

COURSE DESCRIPTIONS

Credits

NURS 503.
Basic Principles of Nurse Administered Anesthesia **6**
Lecture focuses on theories, concepts and principles from the disciplines of nursing and anesthesiology as a foundation for the practice of nurse anesthesia. Fundamental aspects of nurse anesthesia needed for clinical practice of nurse anesthesia are presented.

NURS 505.
Health Writing for Publication **3**
This course enables students to enhance their writing skills by utilizing effective writing principles, and by synthesizing and critiquing relevant research as these principles relate to health issues. Students select one topic to develop from idea to final manuscript for both a professional journal and a consumer newspaper/magazine.

NURS 506.
Advanced Principles of Nurse Administered Anesthesia I **1**
Lecture focuses on current professional provisions regarding the administration of regional anesthesia by the nurse anesthetist. Anatomical, physiological, pharmacological and technical aspects of all types of regional anesthesia are presented. Emphasis is placed on indication and contraindication of regional anesthesia regarding patient population. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 507.
End-of-Life Care **3**
This course focuses on ways to enhance end-of-life care for patients, families and care givers. The biological, psychosocial and spiritual responses to dying are explored from a variety of aspects including diverse cultural backgrounds. Structure of various health care systems and implications for care givers and clients are stressed. Guest lectures from experts in the field are included.

NURS 508.
Advanced Principles of Nurse Administered Anesthesia II **4**
Lecture focuses on principles of nurse administered anesthesia as applied to obstetric, pediatric and geriatric patients. Similarities and differences among these populations are explored. Health assessment specific to each population will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 509.
Advanced Principles of Nurse Administered Anesthesia III **1**
Lecture focuses on current issues regarding pain management techniques used by the nurse anesthetist. Anatomical, physiologic, psychological, pharmacological and technical aspects of acute and chronic pain management theories of acute and chronic pain are explored. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 510.
Advanced Pathophysiology **3**
Utilizing principles from anatomy and physiology, this lecture course presents the pathophysiology underlying common disease entities across the life span, including their associated signs and symptoms and their appropriate laboratory data.

NURS 511.
Epidemiology and Methods of Prevention **3**
This course is designed for graduate students desiring to utilize prevention strategies within advanced practice role in acute care, chronic care, and community settings. The course explores the interrelationships of epidemiology, biostatistics, and public health promotion through primary, secondary, and tertiary prevention. Ethical and professional problems encountered in using epidemiology are critically examined. (Elective course)

NURS 512.
Physics of Nurse Administered Anesthesia **1**
Lecture focuses on application of principles of physics as related to the practice of anesthesia. Information will be presented regarding specific gas, fluid, and vapor laws and the influence they have upon anesthesia practice. Measurement of pressures, compressed gases, principles and types of vaporizers, flow meters, and solubility coefficients are discussed and allied with principles of anesthesia practice.

NURS 515.
Chemistry of Nurse Administered Anesthesia **3**
Lecture focuses on the application of inorganic, organic and biochemistry principles as related to the practice of anesthesia. Chemical and physical properties of the anesthetic gases and vapors, intravenous anesthetics, accessory agents and therapeutic gases are presented. Electrical circuits and principles important for the prevention of fires and explosions in the operating room are explored.

NURS 517.
Pharmacology of Nurse Administered Anesthesia I **4**
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.
Pharmacology of Nurse Administered Anesthesia II **2**
Lecture focuses on in-depth review of anatomy and physiology of nerve fibers and the myoneural junction related to anesthetic pharmacologic agents. Pharmacokinetics and pharmacodynamics regarding local anesthetics and neuromuscular blocking agents are presented relative to nurse administered anesthesia practice. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 519.
Pharmacology of Nurse Administered Anesthesia III **2**
Lecture focuses on in-depth study of accessory drugs used in nurse anesthesia. Review of the autonomic nervous system including anatomy and physiology related to pharmacology. The effects of autonomic, cardiovascular, hematologic, prostaglandin, and psychiatric drugs in the perioperative patient are considered. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 520.
Advanced Pharmacology **3**
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**
Lecture focuses on theories, concepts, and principles as related to cell physiology. In-depth discussion of cellular physiology as it relates to the practice of anesthesiology.

NURS 522.
Physiology and Health Assessment of Nurse Administered Anesthesia I **5**
Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the respiratory, cardiovascular, and peripheral vascular systems. Physiologic monitoring is examined and related to specific anesthetic agents and pathologic conditions found in anesthesia. Pharmacologic implications as they relate to both the respiratory and cardiovascular systems are explored. Health assessment of the three systems will be performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 523.
Physiology and Health Assessment of Nurse Administered Anesthesia II **5**
Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the endocrine and nervous systems. Pharmacologic implications as they relate to both the endocrine and nervous systems are explored. Health assessments of both systems are performed. Clinical practice is concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 524.
Physiology and Health Assessment of Nurse Administered Anesthesia III **1**
Lecture focuses on a review of the complex relationship between anesthesia and pathophysiology of the excretory system. Pharmacologic implications as they relate to the excretory system are explored. Health assessments of both systems are performed. Clinical practice is

concurrent with didactic learning. The student is given the opportunity to practice in the role of the nurse anesthetist.

NURS 530.
Advanced Clinical Assessment 2
Lecture provides theory and skills needed to obtain compressive histories and to perform comprehensive physical examinations on clients throughout the life span. Course includes two hours per week lecture.

NURS 530L.
Advanced Clinical Assessment Lab 1
Lab course on clinical application of comprehensive history and physical examination skills. Four hours per week on-campus laboratory.

NURS 533.
Nurse Educator Role 3
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
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 2
(Pre- or Co-requisites, NURS 533 and NURS 534) The student will synthesize and apply knowledge learned in NURS 533 and 534. Under the guidance of a nursing faculty mentor, the student will develop lesson plans and teach in the classroom and clinical setting. Seminars will focus on self-evaluation and nursing student evaluation in the cognitive, psychomotor and affective domains.

NURS 541.
Family Health Promotion 2
(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. (Offered in fall semester odd years.)

NURS 542.
Family Clinical Practicum I 1
(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
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
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
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**
Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include introduction to the role of the nurse anesthetist and development of basic nurse anesthesia skills. Clinical experiences include Journal Club and Clinical Conferences.

NURS 551.
Health Problems in the Developing Family **3**
(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. (Offered in spring semester even years.)

NURS 552.
Family Clinical Practicum II **2**
(Prerequisites, NURS 542 and a final grade of B or higher in both NURS 530 and NURS 541; co-requisite, NURS 551) Clinical application of theoretical principles presented in health problems of the developing family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (Offered in spring semester even years.)

NURS 553.
Theoretical Foundations of Case Management **3**
(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. (Offered in fall semester even years.)

NURS 556.
Nurse Anesthesia Clinical Practicum II **2**
Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development and application of skills specific to the role of nurse anesthetists. Clinical experiences include Journal Club and Clinical Conferences.

NURS 558.
Nurse Anesthesia Clinical Practicum III **2**
Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand skills. Clinical experiences include Journal Club and Clinical Conferences.

NURS 561.
Health Problems in the Established Family **3**
(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. (Offered in fall semester even years.)

NURS 562.
Family Clinical Practicum III **2**
(Prerequisites, NURS 552 and a final grade of B or higher in NURS 551; co-requisite, NURS 561) Clinical application of theoretical principles presented in health problems of the established family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (Offered in fall semester even years.)

NURS 563.
Advanced Theory of Adult Health Nursing I **3**
(Prerequisite, NURS 510; co-requisite, NURS 564) Theoretical concepts focus on the care of acutely ill adults. Role development focuses on the advanced practice nurse as clinical specialist, educator and leader in the care of acutely ill adults. Processes of interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in spring semester odd years.)

NURS 564.
Advanced Applications of Adult Health Nursing I **1**
(Pre - or co-requisite, NURS 530) Clinical practicum is designed to facilitate the development of advanced assessment skills and clinical expertise in caring for a specific acutely ill adult population. (Offered in spring semester odd years.)

NURS 566.
Nurse Anesthesia Clinical Practicum IV **2**
Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include development of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

NURS 571.
Family Health Synthesis **3**
(Prerequisites, NURS 561 and 562; co-requisite, NURS 572) Synthesis of concepts from health promotion, health problems and supporting courses to utilize the nurse practitioner roles in more complex family health care problems. (Offered in spring semester odd years.)

NURS 572.
Family Clinical Practicum IV **2**
(Prerequisites, NURS 562 and a final grade of B or higher in NURS 561; co-requisite, NURS 571) Clinical application of syntheses of theoretical principles from health promotion, health problems, and supporting courses. Students will be in a variety of settings that will provide opportunities to utilize the roles of the nurse practitioner with families and more complex health problems. (Offered in spring semester odd years.)

NURS 573.
Advanced Theory of Adult Health Nursing II **3**
(Prerequisite, NURS 510; co-requisite, NURS 574) Theoretical concepts focus on the care of chronically ill adults. Role development focuses on the advanced practice nurse as clinical specialist, change agent, collaborator and leader in the care of chronically ill adults. Processes of research, interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in fall semester odd years.)

NURS 574.
Advanced Applications of Adult Health Nursing II **1**
(Pre- or co-requisite, NURS 530) Clinical practicum is designed to develop clinical expertise and the clinical specialist role for a specific chronically ill adult population. (Eight hours of clinical lab per week, which includes one hour per week seminar.) (Offered in fall semester odd years.)

NURS 576.
Nurse Anesthesia Clinical Practicum V **2**
Clinical application of principles of nurse anesthesia. Students will be precepted in the perioperative clinical site. Experiences include application of advanced skills specific to the role of nurse anesthetist. Clinical experiences include Journal Club and Clinical Conferences.

NURS 578.
Nurse Anesthesia Clinical Practicum VI **2**
Summer clinical experiences include work with clinical preceptors to apply principles of nurse anesthesia and expand and refine skills. This final clinical experience prepares students for independent practice. Clinical experiences include Journal Club and Clinical Conferences.

NURS 583.
Independent Study **Variable to 6**
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 (a minimum of 1 credit of clinical is required in the AH track.); 2. The completion of a research project; 3. An elective with faculty approval; 4. A thesis.

NURS 584.
Case Management Clinical Practicum **1**
(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. (Offered in fall semester even years.)

NURS 590.
Rural Health **2 - 3**
Seminar on the interaction between rural environments and the health care needs of rural residents. Emphasis will be on specific populations and illnesses, rural healthcare policy, and methods to recruit and retain nurse practitioners in rural healthcare.

NURS 591.
Issues in Advanced Practice Nursing **3**
This web-based seminar provides students with the opportunity to analyze contemporary issues and trends as they relate to advanced practice nursing, including professional role development, legal issues, healthcare policy, cultural diversity, and alternative healthcare practices.

NURS 593.
Research Methodology **3**
This didactic course presents an introduction to the concepts and process of research, including problem formulation, rights of human subjects, research design, sampling, instrument evaluation, and data collection and analysis strategies. It provides students with the opportunity to analyze and critique various quantitative and qualitative nursing research studies, including their implications for utilization.

NURS 594.
Theory and Research Application **3**
(Prerequisite, NURS 593) The integration of theoretical and methodological elements is emphasized in the development of research proposals. Research utilization, evidence-based practice and the application of statistics are examined.

Nurs 595.
Nursing Ethics **3**
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**
Discussion, analysis, and student presentations focusing on the application of graduate level theoretical and research perspectives to advanced practice nursing.

Nurs 599.
Nursing: Thesis **2-5**

PCPS 500.
Global Health & Rehabilitation Issues **3**
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.

Occupational Therapy

Dr. John Sanko, Chair, Physical Therapy and Occupational Therapy
570-941-7783
Dr. Marlene Morgan, Program Director, Occupational Therapy
570-941-6225
http://www.academic.scranton.edu/department/ot/

Department Faculty: Assistant Professors – Karen L.Brady, Carol Cote, Rita P. Fleming-Castaldy, Molly Mica, Marlene J. Morgan, Carol Reinson; Clinical Education Coordinator – Lisa Burns.

ENTRY LEVEL MASTER OF SCIENCE

The University offers a five-year, entry-level Master of Science degree program in Occupational Therapy (OT). Students usually enter this program as freshmen, proceed through four years of undergraduate study, receive a Bachelor of Science degree in Health Sciences, and are awarded the M.S. in OT degree upon completion of graduate requirements. The course work is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses are to be completed in sequence. A minimum grade of C (2.00) must be attained in every undergraduate cognate and OT course.

A minimum, overall, undergraduate GPA of 2.75 is required in order to advance into graduate study; a minimum, overall GPA of 3.00 must be achieved and maintained for all graduate courses. Required OT Level II Internships are graded on a Satisfactory/Unsatisfactory basis. The normal length of time for completion of the program is five and one-quarter years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Students will receive the M.S. in OT degree following completion of all academic and clinical requirements.

Admission to the program is normally open to first-time incoming freshmen; transfer students are considered for admission on an individual basis. Applicants are selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. It is suggested that prospective students observe and/or volunteer in an occupational therapy setting. The Undergraduate Admissions office will request this information prior to registration. Since the majority of coursework is at the undergraduate level, the OT program is described in detail in the University's undergraduate catalog rather than in this graduate catalog. Inquiries about admission to the B.S. to M.S. in OT program should be directed to the Graduate Admissions Office at 570-941-7600.

CAPSTONE EXPERIENCE

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

MASTER OF SCIENCE FOR OCCUPATIONAL THERAPY PRACTITIONERS

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

ADMISSION REQUIREMENTS

The applicant must possess a Bachelor of Science Degree in OT from an occupational therapy program that is accredited by ACOTE. This assumes that all fieldwork requirements were completed. Applicants should have an overall GPA of at least 2.75 or the equivalent (based on a 4.0 scale). Official transcripts of previous academic work and fieldwork must be submitted. In addition, the applicant must be currently practicing or eligible to practice, i.e. as show evidence that s/he has passed the national certification examination and meets, or is able to meet, state licensure requirements.

PREREQUISITES

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

CURRICULUM

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

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

ACCREDITATION

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program who have completed all academic and fieldwork requirements are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual is an Occupational Therapist, Registered (OTR). It should be noted that candidates will need to provide documentation of all graduation and credentialing requirements, including certification/licensure. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

COURSE DESCRIPTIONS

Credits

OT 501.
Leadership in Occupational Therapy **3**
(Prerequisites, OT 581 or OT 582, Extensive analysis of the profession's historical influences, current and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are presented. Three hours lecture/week.

OT 502.
Advanced Occupational Therapy Theory **3**
(Prerequisites, OT 581 or 582) A review of how occupational therapy paradigms have been established and changed over time, and how these changes have influenced occupational therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application.
Three hours lecture/week.

OT 560.
Advanced Interpersonal Dynamics **3**
(Prerequisites, OT 581 or 582) A review of the concepts and aspects of intrapersonal, interpersonal, and group dynamics provides a foundation for the student to understand the meaning of illness and how that impacts the human condition. An in-depth analysis of disability from the perspective of the disabled is explored. Two hours lecture, two weeks lab per week or equivalent.

OT 575.
Community-based Practice **3**
(Prerequisites, OT 581 or 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice examined in the course will include community-based programs, non-medical settings, alternative care, and natural environments. Two hours lecture, two hours lab per week or equivalent.

OT 581.
OT Level II Internship I: Psychosocial Rehabilitation **6**
(Prerequisite, completion of all undergraduate course work or academic graduate course work) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in psychosocial rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time.

OT 582.
OT Level II Internship II: Physical Rehabilitation **6**
(Prerequisite, completion of all undergraduate course work or academic graduate course work) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in physical rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following the fourth or fifth year of the program, 12 weeks, full-time.

OT 583.
OT Level II Internship III: Specialty (Optional) **4-6**
(Prerequisites, OT 581, OT 582) Level II fieldwork is designed to provide opportunities for clinical experience in a specialty area of practice. Arranged on an availability basis. Fall, following the fifth year of the program, eight to twelve weeks, full-time.

OT 597.
Faculty Research Internship in OT I **1**
(Prerequisites, Psyc 210, OT 393, OT 494) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.

OT 598.
Faculty Research Internship in OT II 2
(Prerequisites, (Psyc 210, OT 393, OT 494, OT 597) This course represents a continuation of the mentored experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized.

PCPS 500.
Global Health & Rehabilitation Issues 3
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
(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
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
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
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.

Physical Therapy

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Department faculty: Professors – Edmund M. Kosmahl, Gary E. Mattingly; Associate Professors – Renée M. Hakim, John P. Sanko; Assistant Professors – Tracey L. Collins, Peter M. Leininger; Instructor - Douglas Haladay; Faculty Specialists - Debra P. Miller; Barbara R. Wagner, Director of Clinical Education,.

DOCTOR OF PHYSICAL THERAPY (DPT)

OVERVIEW

The Doctor of Physical Therapy (DPT) is a graduate level program. Qualified DPT applicants will have earned a baccalaureate degree, completed all of the required prerequisites, and met the academic and professional behavior standards set forth by the Department of Physical Therapy and The University of Scranton. The Mission of the Physical Therapy Department states: In concert with the Catholic and Jesuit mission of the University of Scranton, the Department of Physical Therapy aspires to graduate knowledgeable, service-oriented, self-assured, adaptable, reflective physical therapists who are competent and sensitive to individual diversity. The Department of Physical Therapy promotes the quest for excellence and knowledge along with a commitment for life-long learning. Graduates are expected to render independent judgments that are ethical and based on the best clinical practices and scientific evidence currently available. The Department fosters a spirit of caring for the whole person and strives to prepare its graduates for service to others.

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

CURRICULUM

The DPT curriculum is 117 credits and progresses from basic science courses to clinical application and addresses the practice of Physical Therapy in all practice settings throughout the lifespan. Clinical internships account for 24 credits and 32 weeks. Safety, ethics and evidence-based practice are common themes which reoccur throughout the curriculum. All DPT courses must be completed in the prescribed sequence which can be found in the DPT student handbook. Students will be given the handbook at the beginning of the first summer session. Additionally, it can also be found on the department web page. The DPT program is a full-time program with no option for part-time study. Students who do not receive a grade of C or better in any PT course will be placed on academic probation and will not be allowed to progress through the curriculum. Therefore a student who receives any grade below C must wait until the following year and successfully repeat the course with the next cohort of DPT students in order to progress through the program. If a student is placed on academic probation more than once, the student may be dismissed from the program.

ADMISSION REQUIREMENTS

The Department of Physical Therapy offers multiple pathways for admission into the DPT program. Admission into the Doctor of Physical Therapy program is competitive and limited to 45 qualified applicants each year. Late applications will be reviewed on a space available basis. Students approved for admission will have 60 days from date of offer to confirm their intent to enroll by making a $500.00 deposit which will be applied to summer tuition.

DPT Guaranteed Admission

A select group of incoming freshman who indicate an interest in the Doctor of Physical Therapy program on their applications for admission will be offered "guaranteed admission" as they enter The University of Scranton. Guaranteed admission is based on the overall strength of the student's application. Students who receive guaranteed admission must complete all prerequisite courses with a grade of C or better, carry an overall GPA of 3.0 or higher and complete the required clinical observations as outlined by the Physical Therapy Department. **They will be expected to confirm their intention annually and must apply by November 1 of their senior year by completing a College of Graduate and Continuing Education application for admission.** Final acceptance into the DPT program requires approval of the Dean of the College of Graduate and Continuing Education. Regardless of the student's undergraduate academic performance, unprofessional behavior may be grounds for cancellation of guaranteed admission.

Students who completed their baccalaureate degree at another institution or The University of Scranton without a guarntee

Students who completed the baccalaureate degree at The University of Scranton or another institution may seek regular admission into the DPT program by completing and submitting a College of Graduate and Continuing Education application for admission. These students will be held to the same standards as those in the previous category and will be limited by the available space in the program for a particular year. The application deadline is January 31.

Undergraduate Majors for the DPT

There is no undergraduate major in Physical Therapy. Students may select from a variety of undergraduate majors as long as they successfully complete all the prerequisites and meet the minimum grading and GPA standards. Majors such as exercise science, and other sciences generally meet the prerequisites. Regardless of major, students, with the help of their academic advisors, will need to plan carefully the selection of general education core requirements and electives in order to meet the prerequisites in a way that does not significantly add to their credit load.

Prerequisites

A. *Courses* (**must be completed with a grade of C or better**). In order to remain eligible for admission into the DPT program at students must repeat any prerequisite until a grade of C or better is attained.

Biology with labs: (General Biology or Human Anatomy/Physiology) 2 courses, 8 credits minimum
General Chemistry with labs: 2 courses, 8 credits minimum
General Physics with labs: 2 courses, 8 credits minimum
Mammalian/Human Physiology: 1 course, 3 credits minimum
General Psychology: 1 course, 3 credits minimum
Advanced Psychology (Childhood, Adolescence, Aging or Abnormal Psychology): 1 course, 3 credits minimum
Statistics: 1 course, 3 credits minimum
*Mathematics (at the level of Trigonometry or higher): 1 course, 3 credits minimum
*Computer Competency: 1 course, 3 credits minimum
Medical or Biomedical Ethics is strongly recommended

* Advanced Placement credit is only accepted for these courses.

B. *Observation Hours*

Students with baccalaureate degrees from either the University of Scranton or other institutions should submit documented evidence of a minimum of 60 hours of observation time in at least two distinctly different Physical Therapy settings at the time of their application to the DPT program. Applicants should contact the Physical Therapy Department Chair or Director of Clinical Education for the appropriate form and guidelines as to the type of facilities that are appropriate to meet this requirement. (The form is available at the CGCE website.)

C. Students will be required to complete a Criminal Background Check, Child Abuse clearance and/or the FBI Fingerprint clearance prior to internships; and other clearances as requested by specific clinical sites.

Essential functions required of all Physical Therapy students:

1. Utilize effective and appropriate verbal, nonverbal, and written communication with patients, families, health care workers, and others.
2. Complete appropriate physical therapy procedures used to assess the function of the movement system in a timely manner. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, pulmonary function, wound status, strength endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities and assistive device fit/use.
3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
4. Develop and document a plan of care for all types of patients requiring physical therapy services.
5. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
6. Complete treatment procedures that are appropriate to the patient's status and desired goals in a timely manner. These include, but are not limited to, exercise, developmental activities, balance training, gait training, transfer training, functional training, coordination training, positioning techniques, self-care activities, therapeutic modalities, and CPR.

7. Apply “Standard Precautions”.

8. Participate in the process of scientific inquiry.

9. Apply teaching/learning theories and methods in varied health care and community environments.

10. Complete (with reasonable accommodations as needed) consultative activities in professional and lay communities.

11. Obtain and maintain certification in Cardiopulmonary Resuscitation and Community First Aid and Safety.

12. Participate in all laboratory experiences, which includes serving as patient-demonstrator, for fellow students and instructors.

ACCREDITATION

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), located at 1111 North Fairfax Street, Alexandria, VA 22314. APTA’s telephone number is 1-800-999-2787, accreditation office extension 3245, and their web address is www.apta.org.

The Federation of State Boards of Physical Therapy develops and administers the National Physical Therapy Examination (NPTE) for physical therapists in 53 jurisdictions- the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. These examinations assess the basic entry-level competence for first time licensure or registration as a PT within the 53 jurisdictions. Students will be required to submit a criminal background check and child abuse clearance prior to the first clinical internship. A felony conviction may affect a graduate’s eligibility to sit for the licensing examination or obtain state licensure.

LICENSURE

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

DPT CURRICULUM

First Year		Credits
PT 700	Anatomy for PT	6
PT 701	Introduction to PT	3
PT 702	Basic Patient Management in PT	3
PT 703	Advanced Patient Management in PT	2
PT 704	Therapeutic Exercise in PT	3
PT 705	Therapeutic Modalities in PT	4
PT 706	Kinesiology & Pathokinesiology for PT	4
PT 707	Applied Clinical Neuroscience for PT	4
PT 711	Neurological PT I	3
PT 713	Orthopedic PT I	4
PT 753	Applied Pathology for PT	3
PT 791	PT Clinical Education Seminar I	1
PT 781	PT Grand Rounds I	0.5
Second Year		
PT 712	Neurological PT II	4
PT 714	Orthopedic PT II	4
PT 721	Rehabilitation I for PT	2
PT 731	Pediatric PT	4
PT 732	Geriatric PT	3
PT 741	Cardiovascular and Pulmonary PT	3
PT 744	Motor Control/Motor Learning for PT	3
PT 752	Pharmacology in PT	3
PT 755	Principles of Teaching/Learning in PT	2
PT 761	Advanced Clinical Skills	1
PT 771	Scientific Inquiry I	3
PT 772	Scientific Inquiry II	2
PT 782	Grand Rounds II	0.5
PT 792	Internship I	6
PT 793	Clinical Education Seminar II	1
Third Year		
PT 722	Rehabilitation II for PT	2
PT 743	Psychosocial Aspects of Disability for PT	3
PT 754	Diagnosis in PT	3
PT 756	Professional Practice Issues for PT	1
PT 757	Organization and Management in PT	3
PT 761	Advanced Clinical Skills	1
PT 773	Scientific Inquiry III	2
PT 783	Grand Rounds III	1
PT 794	Internship II	6
PT 795	Clinical Education Seminar III	1
PT 796	Internship III/IV	12

TRANISTION DOCTOR OF PHYSICAL THERAPY (tDPT)

OVERVIEW

The transition Doctor of Physical Therapy (tDPT) degree is a post-professional educational experience designed specifically for practicing physical therapy professionals. The tDPT degree enables a licensed physical therapist to bridge the gap between their professional bachelor's or master's degree physical therapy education and the current entry-level clinical doctorate (DPT) education. The program is offered in a web-based, distance education format to accommodate clinicians' scheduling demands at work and home.

CURRICULUM

The tDPT degree is 16 credits beyond an entry-level master's degree in physical therapy. The program consists of four web-based courses (4 credits each) in the areas of: Evidence-Based Practice (EBP), Pharmacology, Pathology, and Diagnosis. All four courses are offered entirely on-line with optional on-campus discussion/review sessions offered based on student interest and availability of faculty. Each course also includes a clinical case component that culminates with a capstone experience (see below) in the final semester (in PT 754T Diagnosis). Additional coursework is required for students admitted with an entry-level bachelor's degree (25 credit program).

ADMISSION REQUIREMENTS

Applicants must possess a valid physical therapy license and must have completed at least one year of clinical experience as a physical therapist. Successful applicants with an entry-level master's degree in physical therapy will be admitted to the 16 credit tDPT program. Applicants with an entry-level baccalaureate degree or certificate in physical therapy will be assessed on a case-by-case basis (by means of a Professional Portfolio) to determine the prerequisites for entry into the tDPT program.

CAPSTONE EXPERIENCE

The tDPT curriculum contains a component in which students use an actual clinical case to augment course material. Each of the four tDPT courses focuses on an aspect of clinical case management relevant to the course material. The Diagnosis course integrates all of the areas into a final case report project that is prepared in accordance with the guidelines for manuscript submission of the *Physical Therapy* journal.

tDPT Requirements for Entry-Level Master's Degree Students

Major Courses		**Credits**
PT 751T	Evidence-Based Practice	4
PT 752T	Pharmacology	4
PT 753T	Pathology	4
PT 754T	Diagnosis*	4

tDPT Requirements for Entry-Level Bachelor's Degree Students

Cognate Courses		**Credits**
Content Areas:		
Research Methods/Design		3
Health Promotion/Wellness		
or		3
Organization/Management		
Major Courses		
PT 556T	Motor Control/Motor Learning	3
PT 751T	Evidence-Based Practice	4
PT 752T	Pharmacology	4
PT 753T	Pathology	4
PT 754T	Diagnosis*	4

* Taken during final semester

DPT COURSE DESCRIPTIONS

Credits

PT 700.
Anatomy for PT **6**
An in-depth study of gross human anatomy emphasizing a regional approach to the structural and functional relationships of skeletal, muscular, circulatory, and nervous structures comprising the head, neck, trunk, and extremities. Organic systems relevant to physical therapy practice are also examined. Anatomical structures relevant to physical therapy practice are emphasized. Human dissections are included.

PT 701.
Introduction to PT **3**
This course will include an overview of the history, current practice and future directions for the profession of physical therapy. Practice sites and settings are presented and observed with consideration of traditional and emerging roles and responsibilities of the physical therapist. Students are introduced to the following topics that will continue as threads throughout the curriculum: disablement models, professional behaviors, documentation system, and process for critical evaluation of the professional literature (evidence-based practice). In order to gain a better understanding of other health care members, students will conduct interviews with a variety of healthcare professionals and present the information to class.

PT 702.
Basic Patient Management in PT **3**
This course is designed to instruct the student in basic patient management, evaluation and teaching techniques. The student will be introduced to patient interviewing techniques and the development of clinical observation skills. Course content focuses on patient mobility, including the utilization of assistive devices and gait training, transfers, in addition to basic emergency procedures, patient monitoring, wound care and fundamental sterile and aseptic procedures.

PT 703.
Advanced Patient Management in PT **3**
This course is designed to instruct the learner in advanced patient-management skills including: ICU and critical care equipment management, and wound care including sharps debridement. Laboratory exposure for demonstration and practice of all techniques is provided. 1 hour lecture and 2 hours lab per week.

PT 704.
Therapeutic Exercise in PT **3**
This course introduces the concepts of fitness and exercise and prepares the student to design and implement basic therapeutic exercise programs for clinical use. Expected responses to exercise (among healthy and unhealthy individuals) and training and patient responses to traditional therapeutic exercise programs are discussed, with review of evidence-based literature.

PT 705.
Therapeutic Modalities in PT **4**
This course prepares the student for the safe, effective and appropriate use of physical agents, electrotherapeutic modalities and mechanical modalities. The role of these modalities in examination, evaluation, diagnosis, prognosis, plan of care, intervention and outcomes measurement/evaluation is presented.

PT 706.
Kinesiology and Pathokinesiology for PT **4**
This course begins with the study of biomechanics as related to human movement. Normal human movement and movement dysfunction associated with selected pathologies are investigated in detail, including the study of normal and pathological gait and posture. Emphasis is placed on joint arthrokinematics and the mechanics of muscle actions. Students are exposed to tools used for the scientific study of motion analysis.

PT 707.
Applied Clinical Neuroscience for PT **4**
Application of neuroscience principles to understanding of clinical manifestations of neurological dysfunctions and evaluative techniques. Students will learn principles and techniques for screening, examination, evaluation, diagnosis and prognosis of nervous system dysfunction. The course will include an anatomical study of clinically relevant parts of the central and peripheral nervous systems.

PT 711.
Neurological PT I **3**
This is the first in a two-course series that presents content about the neuromuscular system. Information presented will assist in the development of diagnoses, prognoses, plans of care and intervention strategies. Cases and/or other information about the clinical aspects of these conditions will be presented.

PT 712.
Neurological PT II 4
This course investigates the examination/evaluation of individuals with neurological dysfunction from a systems perspective. Approaches for therapeutic intervention incorporate proprioceptive neuromuscular facilitation, neurodevelopmental treatment, and motor learning principles. Patient cases, lab demonstrations, videos, literature review, and field trips to local rehabilitation facilities are included in the learning experience.

PT 713.
Orthopedic PT I 4
This course prepares the student to practice entry-level orthopaedic physical therapy. The course includes an in-depth analysis of the evaluation and management of musculoskeletal dysfunction of patients throughout the life span. Students will develop skills in critical review of existing orthopaedic assessment and intervention practices utilizing evidence-based literature.

PT 714.
Orthopedic PT II 4
This course is an extension of Orthopedic I. This course will concentrate on increased expectations of critical thinking concerning orthopaedic conditions. There will be a greater emphasis on manual techniques including techniques such as Strain-Counter strain, muscle energy techniques, and neural mobilization (for assessment and treatment) with evidence-based support.

PT 721.
Rehabilitation I for PT 3
This course is designed to integrate background knowledge and clinical practice in the areas of orthotic management, prosthetic management, oncology rehabilitation, and vestibular rehabilitation. Lab experiences will focus on examination, intervention, planning and application, with problem-solving scenarios. Live demonstrations, videos, and equipment management are included.

PT 722.
Rehabilitation II for PT 2
This course is designed to integrate background knowledge and clinical practice in the areas of spinal cord injury, brain injury, and women's health. Lab experiences will focus on intervention planning and application, with problem-solving scenarios. Live demonstrations, videos, and equipment management are included.

PT 731.
Pediatric PT 4
Lecture/laboratory course involving a comprehensive discussion of normal and abnormal development from prenatal period through adolescence. Pediatric assessment tools will be introduced. Developmental theories, medical and physical therapy management using the patient management model, and different practice settings will be discussed. Students will perform and document a developmental assessment.

PT 732.
Geriatric PT 3
This course presents a study of the responsibilities of the physical therapist with the well elderly. Emphasis on prevention of illness, injury or disease through effective and timely intervention will be covered. A systematic approach to normal aging is also presented.

PT 741.
Cardiovascular and Pulmonary PT 3
An overview of the human physiological response to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to activity by individuals in various states of health and disease throughout the life span. Principles of cardiopulmonary disease prevention, treatment, and rehabilitation are examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation.

PT 743.
Psychosocial Aspects of Disability for PT 3
A comprehensive look at the psychosocial components of physical disabilities. Particular emphasis will be placed on understanding the psychosocial, behavioral, emotional, cultural and cognitive influences affecting rehabilitation outcomes. Selected physical conditions will be examined. Concepts regarding life stage development; stages of adjustment; strategies for intervention; sexuality; family adjustment; and terminal illness will be examined. The impact of societal and cultural beliefs and values about the disabled will be discussed. Case presentations will supplement didactic material. Three hours lecture/week.

PT 744.
Motor Control/Motor Learning for PT 3
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 752.
Pharmacology in PT 3
Pharmacology is the study of drugs and their effects on the human organism. Students learn the principles of pharmacokinetics, pharmacodynamics, dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential drug interactions and toxicology. The effects of drugs on patients receiving physical therapy interventions are presented.

PT 753.
Applied Pathology for PT 3
Students will develop an understanding of pathology underlying clinical disease states and involving the major organ systems. Epidemiological issues will be presented and discussed. Students will learn to recognize pathology signs and symptoms that are considered "red flags" for serious disease. Students will use problem-solving skills and information about pathology to decide when referral to another health care provider or alternative intervention is indicated. Students will be expected to develop the ability to disseminate pertinent information and findings, and ascertain the appropriate steps to follow.

PT 754.
Diagnosis in PT 3
Students learn to engage in the diagnostic process in an efficient manner, consistent with the policies and procedures of the practice setting and to establish differential diagnoses for patients across the lifespan based on evaluation of results of examinations and medical and psychosocial information. Students learn how to effectively communicate or discuss diagnoses or clinical impressions with other practitioners. The use of diagnostic tools in the diagnostic process, including imaging and laboratory studies, will be presented.

PT 755.
Principles of Teaching & Learning in PT 2
This course presents teaching and learning theories and styles, and the role of the PT as a teacher. This course includes teaching in the clinical setting, health promotion and compliance, cultural assessment for learning, formulating goals and objectives with patient and family input, assessment of the patient's ability to learn, designing patient education programs, evaluating patient outcomes from the education process, community education and teaching psychomotor skills; all across the lifespan. Emphasis on writing goals and objectives as well as preparing and presenting a research paper.

PT 756.
Professional Practice Issues for PT 1
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
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 761.
Advanced Clinical Skills 1
This course is comprised of several one-credit modules, each with a specific clinical focus.

PT 771.
Scientific Inquiry I in PT 3
Introduction to the principles of clinical research. The scientific method and various research designs are presented. Students learn to do literature reviews and critical reviews of current research. The history and function of review boards for the protection of human and animal subjects is covered. All research proposed and conducted in the physical therapy department is subject to the rules, regulations and approval of the appropriate board. Students develop and submit a written research proposal in Research I.

PT 772.
Scientific Inquiry II in PT **2**
Students continue refining the projects submitted in Scientific Inquiry I and obtain approval from the appropriate review board as needed. The research proposal is implemented with the collection and analysis of data. A manuscript is written in AMA format and considered for publication.

PT 773.
Scientific Inquiry III in PT **2**
Students complete the data collection and analysis for the project proposed in Scientific Inquiry I. The results of the study are written in AMA journal format and submitted for consideration to an appropriate publication. The results are also presented in accordance with APTA guidelines and at the annual Physical Therapy Research Day.

PT 781.
PT Grand Rounds I **0.5**
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**
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**
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**
Thorough orientation to the internship component of the curriculum. Focuses on expectations, objectives, goals and responsibilities. Additionally, an emphasis will be placed on gaining familiarity with the medical record, conducting patient interviews, developing active listening skills and acquiring beginner level competency in professional documentation. Graded S/U.

PT 792.
PT Internship I **6**
An eight-week, full-time internship requiring the application of didactic knowledge into the patient care environment. This experience will begin the process of professional socialization, cultivation of interpersonal skills, clinical decision making, self-assessment, proactive learning, and development of personal values and attitudes related to ethical, legal and moral practice. Graded S/U.

PT 793.
PT Clinical Education Seminar II **1**
Second clinical seminar focuses on establishing goals, objectives, expectations and responsibilities of Internship II. Topics include analysis of individual learning and personality styles, assertiveness training and awareness of the cognitive influences on behavior. Case presentations are used to promote development of clinical problem solving skills. One hour lecture/week. Graded S/U.

PT 794.
PT Internship II **6**
Second internship in another clinical practice setting, requires the integration of didactic knowledge and problem-solving strategies into patient care. Experience advances the skills introduced in PT Internship I. Students develop skill and efficiency in examination, evaluation, goal setting, program planning and intervention implementation. Graded S/U.

PT 795.
PT Clinical Education Seminar III **1**
Final seminar focuses on establishing goals, objectives, expectations and responsibilities of final "specialty" internships. Information will be provided preparing students for state licensure and examination. Guidance will be given regarding generating professional resume and cover letter. Interviewing techniques discussed and practiced. Information regarding employment benefits, job selection examined. Graded S/U.

PT 796.
PT Internship III & IV **12**
Final internships provide advanced opportunities for integration, application and synthesis of professional competencies. Experiences lead to determination of entry-level competence. Internship III must be successfully completed before participating in Internship IV; both must be completed successfully prior to graduation from the program. Graded S/U.

tDPT COURSE DESCRIPTIONS

Credits

PT 556T (BS tDPT students)
Motor Control/Motor Learning **3**
This course investigates the science of motor control/motor learning including the neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms for acquisition of skill are explored. Neuromotor and neurophysiological research are investigated and clinical implications are discussed.

PT 751T.
Evidence-Based Practice **4**
This web-based course is designed to review current concepts of evidence-based practice and integrate these concepts to physical therapy clinical practice. Application of these concepts will include critically evaluating relevant evidence in the literature, preparing literature for presentation to other medical professionals, and preparing an algorithm (decision tree) for use in the clinical setting.

PT 752T.
Pharmacology **4**
This web-based course examines Pharmacology, which is the study of drugs and their effects on the human organism. The student will learn principles of pharmacokinetics, pharmacodynamics, dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential drug interactions and toxicology. The effects of drugs on patients receiving physical therapy interventions are presented.

PT 753T.
Pathology **4**
This web-based course will enable the student to recognize signs and symptoms of common pathological conditions that practicing physical therapists encounter for the purpose of administrating a safe and progressive therapeutic program. The course will provide the students with the information necessary to decide when referral is indicated and when to incorporate alternative interventions.

PT 754T.
Diagnosis **4**

This web-based course will engage the student in the diagnostic process, consistent with the policies and procedures of the practice setting. The students will establish differential diagnoses for patients across the lifespan based on examination and medical and psychosocial information. The use of diagnostic tools, including imaging and laboratory studies, will be presented. This course includes the capstone experience for the tDPT program.

Software Engineering

Prof. Richard Plishka, Chair, Computing Sciences
Dr. Yaodong Bi, Director of Graduate Program
570-941-6108 • biy1@scranton.edu
http://www.cs.scranton.edu

Department faculty: Professors – John A. Beidler, Yaodong Bi; Associate Professors – Benjamin J. Bishop, Richard Plishka, Charles E. Taylor; Assistant Professors – Paul M. Jackowitz, Robert McCloskey.

Software engineering deals with the application of principles to the analysis, design, construction, and maintenance of computer software and its documentation. This master's degree program seeks to develop professionals who are knowledgeable about and skilled in the application of those principles.

The Master of Science in Software Engineering (MSSE) program requires 36 graduate credits, divided as follows:

Fundamentals - four courses, 12 credits:
SE 500, 501, 504, and 507

Advanced courses - six courses, 18 credits:
SE 510, 524, plus four elective courses

Thesis project - two courses, six credits:
SE 598, 599

Certain undergraduate background may be required, depending on the student's previous training. See Admission Requirements (item 4) below for a description of the required background for the program.

Yaodong Bi, Professor of Computing Sciences and Director of the Software Engineering program.

ADMISSION REQUIREMENTS

The following are the normal admission requirements for the program. In making an admission decision, all of the information about an applicant will be viewed *in combination.* No single factor among those listed below will either qualify or disqualify an individual for admission to the program.

1. A bachelor's degree from an accredited institution with a minimum grade average of 3.0 (based on a scale of 4.0). Applicants who do not meet this minimum may be required to submit a Graduate Record Examination (GRE) or Graduate management Admission Test (GMAT) score. Official transcripts of previous academic work must be submitted. A bachelor's degree in computer science is preferred, but not required. At least one year's experience in software development is highly desirable.

2. Three letters of recommendation from professionals familiar with the software development work of the candidate. Letters from current and former professors who can comment on the candidate's technical expertise are acceptable.

3. Demonstrable knowledge equivalent to undergraduate courses in:
   a. Programming in an object-oriented language (Java, C++, Eiffel,...)
   b. Operating systems.
   c. Discrete mathematics.
   d. Data structures.
   e. File Processing.

Students lacking such background but otherwise highly qualified for admission may be admitted on condition that certain undergraduate courses in the above areas be completed. If a student is lacking background in areas listed above, the student may take SE 594F and SE 595F to fulfill the requirements.

4. International students whose native language is not English must demonstrate their proficiency in English. Please refer to page 16 for information on acceptable English proficiency tests and test score requirements.

5. A one- or two paragraph statement of objectives and expectations in enrolling in the program. This statement should be submitted along with the Application for Admission to the program.

6. Students will be admitted for entrance only in the fall term. (All application materials, as specified above, should be in the Office of Admissions by March 1 preceding the fall term in which the student wishes to begin study.)

CAPSTONE EXPERIENCE

Each student is required to complete a thesis project; this is normally done during his/her last year in the program. A faculty member works with the student as the project advisor and at least one other faculty member must read and approve the student's thesis report. A thesis project normally involves the design and implementation of a software system and it requires the use of tools, techniques, and theory learned from previous courses. The student is required to defend his/her thesis publicly. Six credits are awarded for the thesis project via the two-semester course sequence SE 598 and SE 599.

COMBINED B.S./M.S. DEGREE PROGRAM

A Computer Science (CS) or Computer Information Systems (CIS) undergraduate student may apply for the Combined Baccalaureate (in CS or CIS)/Master's Degree in Software Engineering Program hosted by the Department of Computing Sciences. Qualified students would be able to earn both the baccalaureate and master's degrees, normally, in a total of five years of study. Interested undergraduate students should contact the Software Engineering Program Director during the first semester of their junior year of study.

COURSE DESCRIPTIONS

Credits

SE 500.
Mathematics for Software Engineering **3**
(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, mathematical induction.

SE 501.
Introduction to Software Development **3**
(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**
(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**
(Prerequisite, SE 500) Exploration of two interrelated 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**
(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**
(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**
There is a parallel between hardware system engineering and software systems engineering. Several issues are relevant to both and in many cases they interact with each other. Topics include: system requirements gathering and specification, system design, interfaces with hardware and software systems, human-computer interfaces, system testing and integration, documentation, quality assurance, and configuration management.

SE 521.
Database Systems **3**
(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**
(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**
(Prerequisites, SE 507 and 510) Real-time and embedded software systems development present a whole different set of variables to the software engineer. This course focuses on a number of design, development and maintenance techniques for this type of system. Topics include data acquisition and generation, system design strategies, testing constraints, verification, etc.

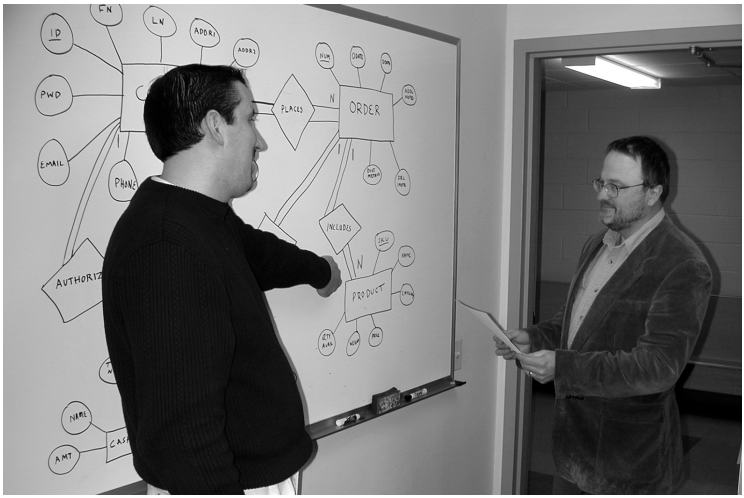
SE 592.
Directed Study **Variable 1-3**

SE 594F.
Computer Science Fundamentals I **3**

SE 595F.
Computer Science Fundamentals II **3**
(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**

SE 599.
Project Implementation and Evaluation **3**
(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.



Paul M. Jackowitz, Assistant Professor of Computing Sciences.

Theology

Dr. Charles R. Pinches, Chair, Theology/Religious Studies
Dr. Maria Poggi Johnson, Director of Graduate Program
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Department faculty: Professors – Scott Bader-Saye, J. Brian Benestad, Maria Poggi Johnson, Susan Fournier Mathews, Charles R. Pinches, Marc B. Shapiro; Associate Professors – Stephen J. Casey, Mary Anne Foley, C.N.D., Brigid Curtin Frein, Thomas F. Sable, S.J., Eric A. Plumer; Assistant Professors – Will Cohen, Nathan S. Lefler, Cyrus P. Olsen.

The Master of Arts program in theology is designed to provide for serious academic study of theological topics, both historical and contemporary. The program assumes that students have a reasonable foundation in theological study and the humanities, as described below, as well as an aptitude and interest for more advanced study. The program should be of interest to clergy and religious, to teachers, and to lay persons of any denominational background.

ADMISSION REQUIREMENTS

Applicants must possess a baccalaureate degree from an accredited institution and have a solid background in the humanities. Such a background would almost certainly be assured with at least nine credits in philosophy and 15 credits in theology/religious studies. However, other combinations of credits may be satisfactory. Students who lack the necessary undergraduate preparation but otherwise show promise of success in the program may be provisionally accepted, contingent on completion of certain undergraduate courses. An undergraduate GPA of at least 2.75 (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 pages 13-17 of this catalog.

PROGRAM REQUIREMENTS

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

Core requirements. The following five courses are required of all students:

Old Testament Exegesis: T/RS 500

New Testament Exegesis: T/RS 501

Moral Theology: One of the following: T/RS 540, 541, 542, 543 or a special-topics course in a moral area.

Systematic Theology: One of the following: T/RS 535, 544, 550, 552, 553, 554 or a special-topics course in a systematic area.

History: One of the following: T/RS 521, 536, 537 or a special-topics course in a historical area.

Electives. Students take 15 elective credits. In the thesis option, nine credits are taken in elective courses and six credits are devoted to the thesis. In the non-thesis option, all 15 elective credits are taken in courses. Selection of courses for the elective part of the program should be made in consultation with a faculty mentor. By judicious selection of courses, students may form a concentration in such areas as Eastern Christian Studies, Scripture, or Moral Theology.

Capstone Experience: As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, the student may select a thesis or non-thesis option.

Under the *thesis* option, after having completed 24 hours of course work, the student devotes his or her final six hours to the thesis. The thesis constitutes the student's capstone experience in the program. It should be a critical study consisting of no less than 12,000 words, completed under the direction of a faculty mentor. Upon approval of the thesis by the faculty mentor and other designated thesis readers, the student defends the thesis at a public oral defense.

Under the *non-thesis* option, the student completes all of the required 30 hours of course work. In his or her last semester, or subsequently, the student takes a comprehensive examination, which serves as a capstone experience. The examination is a three-hour written examination testing the student's comprehensive understanding of the theology he or she has studied.

COURSE DESCRIPTIONS

Credits

T/RS 500.
Old Testament Exegesis **3**
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**
An introduction to the primary methods and problems of New Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be form and redaction criticism along with recent critical approaches to the text.

T/RS 516.
Theology of John **3**
This course is designed to introduce the student to the Johannine corpus, especially the Gospel of John. Theological, literary, and historical characteristics will be emphasized in the examination of key narratives. Knowledge of New Testament Greek is encouraged, but not necessary.

T/RS 521.
The Church from Medieval to Modern Times **3**
A survey of the development of Christian life and thought from the Middle Ages through the Renaissance, Reformation, development of the New World, and the 20th century.

T/RS 524.
Jews and Christians **3**
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**
An overview of four significant areas of contemporary Roman Catholicism: its historical side, world view, ritual and ethics, and contemporary trends.

T/RS 530.
Central Issues in the Philosophy of Religion **3**
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**
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**
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**
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**
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**
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**
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**
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**
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**
An overview of the liturgical, sacramental and theological development in the Church through various eras of her history.

T/RS 548.
Pastoral Theology **3**
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**
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**
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**
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**
An in-depth analysis of the hellenization process of Christian theology through a study of the influences of Platonic, Gnostic, and Plotinian thought structures on the development of such key Christian concepts as person, substance, nature, relation in the Holy Trinity, creation theology and christology. There will be a particular emphasis on the thought of Athanasius, Basil the Great, Gregory of Nyssa, Augustine, Maximos, and Gregory of Palamas.

T/RS 584.
Special Topics **3**
Selected topics of current interest offered on a variable schedule.

T/RS 599.
Theology: Thesis **3-6**

World Languages and Cultures

Linda Ledford-Miller, Chair, World Languages and Cultures
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http://academic.scranton.edu/department/forlang

Department faculty: Professors – Linda Ledford-Miller (Chair), Robert A. Parsons, Joseph P. Wilson; Associate Professors - Virginia A. Picchietti, Habib K. Zanzana; Assistant Professors - Marzia Caporale, Sergio Ramirez-Franco, Jamie H. Trnka. Director of Language Learning Center - Marie Karam

The Foreign Languages and Literatures 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.*

Lang 584. Special Topics **3**
Designed for in-service teachers, this course examines issues in language teaching. Topics may include Spanish for Teachers, Spanish for Specific Purposes (Business, Medical), the Immersion Method and Practicum, cultural practices of target language groups, incorporating literary texts in the advanced language class, and/or issues in current pedagogy and methodology.

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Index

A

Academic
  Integrity 25
  Standards of progress 20
Academic Regulations 19
Accounting: See MBA 36
Accreditations: 2
Act 151 Clearance 81
Act 34 Clearance 81
Add/Drop/Withdraw from course 23
Adult Health:
  See Nursing 130
Administration, University 172
Admission and Registration
  Process 13
  Standards 13
Assistant Superintendent Letter of
  Eligibility: See Education 79
Assistantships
  Graduate 29
Auditing a Course 19

B

Biochemistry 49
Board of Trustees 171
Business Administration: See MBA 36

C

Calendar, Academic 7
Campus Map: 176
Capstone Experience:
  See specific program
  Comprehensive Examination 22
  Thesis 22
Career Services 26
Center for Teaching & Learning Excellence 28
Certificate of Advanced Graduate Study
  (CAGS) 71
Certified Advanced Practice Nurse Program:
  See Nursing 130
Chemistry 49
Child Abuse History Form:
  See Education 79
Clinical Assessment Fee 34
Clinical Chemistry 49
Combined Baccalaureate & Master's
  Degree Program 14
  Accounting 39
  Biochemistry, Chemistry 51
  Counseling 55
  Education 94
  Health Administration 117
  Human Resources 120
  Human Resources Administration 120
  Nursing 132
  Software Engineering 163
Commencement 7, 21
Community Counseling 54, 57, 60
Comprehensive Examination 22
  See specific program
Computer Facilities 27
Computer Literacy 37
Confidentiality, Student Rights of 25
Counseling Center 27
Course Evaluations 24
Criminal Justice Concentration: See Rehabilitation
  Counseling
Curriculum and Instruction: See Education 79

D

Deadlines: Comprehensive Examination, Thesis...:
  See Academic Calendar 7
Degree, application for 21
Disabilities, Policy on Students with 12

E

Early Childhood Education: See Education 79
Education
  Administration (Principal K-12) 100
  Curriculum and Instruction 82
  Early Childhood Education 83
  Elementary Education 85
  English as a Second Language 93

Letter of Eligibility 103
Reading Education 91
Scranton Education Online 79, 82, 101
Secondary Education 87
Special Education 89
Supervision 102
Educational Administration: See Education 79
Elementary Education: See Education 79
Email Accounts 12
English as a Second Language: See Education 79
English Language Proficiency (ESL) 16, see specific program
English Proficiency Tests (IELTS, STEP, TOEFL) 16
English Transitions Program, Study Group 17
Enterprise Resource Planning: See MBA 36

F

FBI Fingerprint Clearances 81
Family Nurse Practitioner: See Nursing 130
Fees 34
Finance: See MBA 36
Financial Support Information 29

G

Grading System 19
Appeal of course grade 20
Auditing a course 19
Standards of progress 20
Graduate Management Admissions Test (GMAT) 39
Graduate Record Examination (GRE): See specific program
Graduate Tuition Guarantee Program 32

H

Health Administration 114, 116
Executive Certificate 117
Health Education & Wellness, Center for 27
Healthcare Management: See MBA 36
Housing, Graduate Student 29
Human Resources 114, 120
Human Resources Administration 114, 120

I

Independent Study 24
International Business: See MBA 36
International English Language Testing System (IELTS) 16
International Students 16

L

Library, Harry & Jeanette Weinberg 26
Location 11

M

Management Information Systems: See MBA 36
Marketing: See MBA 36
MBA Online: See MBA 36
MBA Program 36
Memberships 4
Military Leave Policy 24
Miller Analogies Test (MAT): See specific program
Mission Statement 3

N

Nondiscrimatory Policy 12
Nursing 130
Adult Health 136
Certified Advanced Practice Nurses 139
Family Nurse Practitioner 133
Nurse Anesthesia 137

O

Objectives 11
Occupational Therapy 146
Entry Level M. S. 147
M. S. for Occupational Therapists 147
Operations Management: See MBA 36

P

Physical Therapy 150
DPT 150
tDPT 155
Policy Changes 25
Praxis Series Examinations: See Education 79
Principal (K-12): See Education 79
Probation, Academic 20
Programs
Degree 10
Education Certification 11

R

Readers 24
Reading Education: See Education 79
Recreational Complex 28
Refunds 34
Registration for Courses 17
  Graduate 17
  Undergraduate 18
Rehabilitation Counseling 54, 63
Resources 26
Retention of Application Files 16
ROTC 32

S

School Counseling 54, 66
Scranton Education Online: See Education 79
Second Degrees or Programs 15
Secondary Education: See Education 79
Senior Citizen Tuition Policy 33
Society for Testing English Proficiency (STEP) 16
Software Engineering 162
Special Education: See Education 79
Standards of Progress 20
Student Conduct 25
Student Course Evaluations 24
Student Health Services 28
Study Group, English Transitions Program 17
Superintendent Letter of Eligibility: See Education 79
Supervision (Educational): See Education 79

T

Test of English as a Foreign Language (TOEFL) 16, see specific program
Theology 166
Thesis 22, see specific program
  Cover Approval Page 22
  Submission Deadline: See Calendar
Time Limit 21
Transfer of Credit 21
Tuition 34

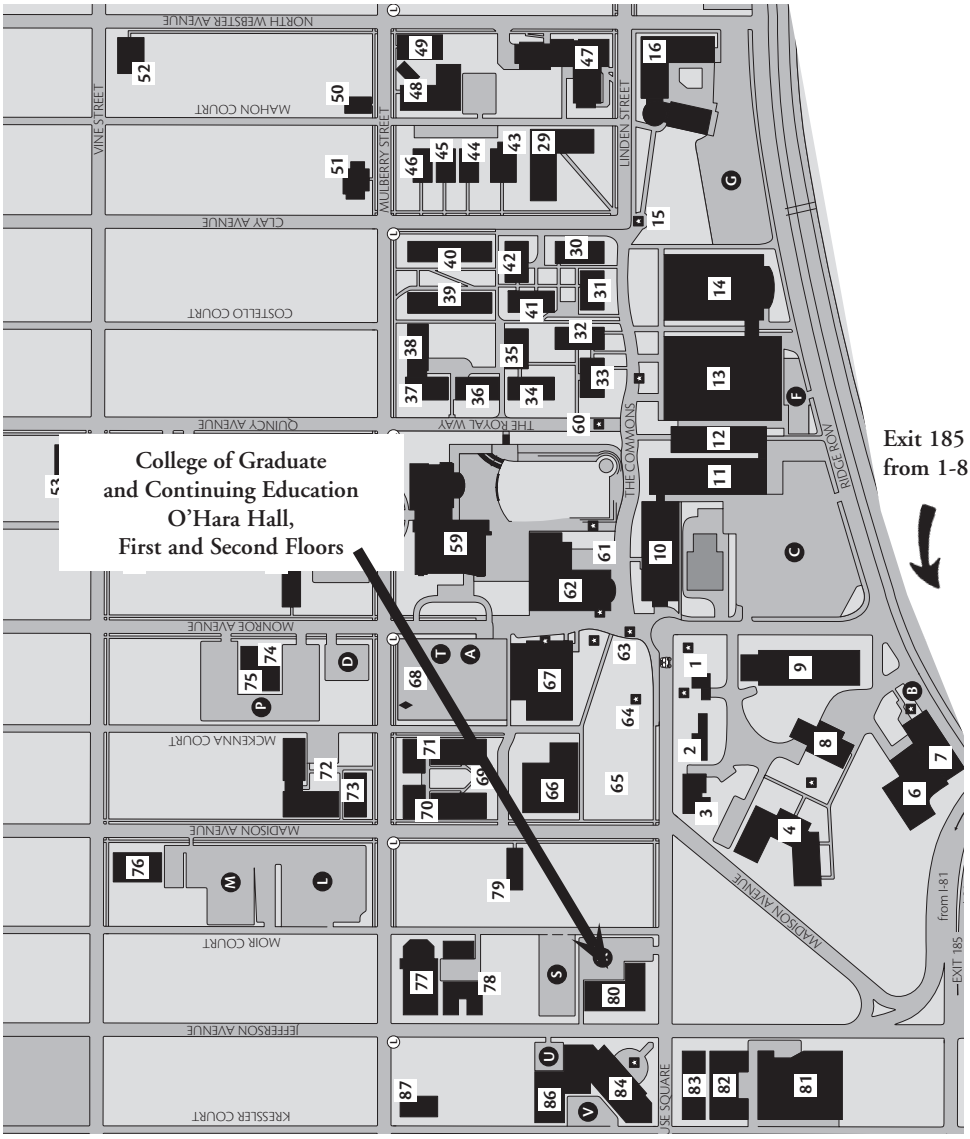
V

Voucher Program 33

W

Waiver of Regulations 20
Withdrawal from a course 23
World Languages and Cultures 170

Campus Map



Legend for Map

6	Alumni Memorial Hall	83	Leahy Hall
66	Brennan Hall	62	Weinberg Memorial Library
14	Byron Recreation Complex	67	McDade Center for Literary and Performing Arts
58	Claver Hall		
81	McGurrin Hall	13	John J. Long Center
59	The DeNaples Center	9	Loyola Hall
11	Harper-McGinnis Wing, St. Thomas	80	O'Hara Hall
77	Houlihan-McLean Center	68	Parking and Public Pavilion
84	Hyland Hall	10	St. Thomas Hall

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