

2020/2021



GRADUATE COURSE CATALOG

CARLOW
UNIVERSITY

CARLOW.EDU

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY POLICY

One of the core values of Carlow University is Sacredness of Creation. We revere each person and all creation, and the diversity they embody. The university, as an educational institution, and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. We are called to respect our diversity in both the university's mission and core values. Our commitment to inclusivity, respect, and acceptance informs every aspect of the university community.

Accordingly, the university prohibits and will not engage in discrimination or harassment on the bases of race, color, religion, sexual orientation, handicap or disability, sex, age, pregnancy, ancestry, national origin, place of birth, genetic information, gender identification, veteran's status, or any other category protected by federal, state, or local law. This policy applies to all programs and activities, with respect to both admissions and employment. Questions and concerns about equal opportunity should be directed to the university's EEO coordinators:

Bridgette N. Cofield, JD, SPHR
Director of Human Resources
P: 412.578.8897
E: bncofield@carlow.edu

Timothy Phillips, PhD
Vice President for Student Affairs and Dean of Students
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E: tpPhillips@carlow.edu

Information about how to file a complaint using the Student Disability and Discrimination Policy may be found in the Carlow University Student Handbook on the intranet.

Americans with Disabilities Act

Carlow University makes reasonable accommodations to provide qualified students with disabilities the opportunity to take full advantage of programs, activities, services, and facilities.

Disaster Statement

If there is a natural disaster that interrupts a student's long-term participation in a course(s), Carlow University will apprise students of the options available to complete their academic course work.

About the Carlow University Graduate Course Catalog

The Carlow University Undergraduate Course Catalog is the official record of Carlow University for Fall 2020 through Summer 2021. It contains information correct at the time of publication. Carlow University reserves the right to alter any or all statements contained herein. A student, by voluntarily accepting admission to Carlow University or enrolling in a class or course of study offered by Carlow accepts the academic requirements and criteria of the institution. Normally students may finish a program of study according to the requirements under which they were admitted to the program. However, requirements and course modalities are subject to change. Changes to the catalog or course requirements and/or delivery methods will be posted to the university website or Portal. Consequently, this document cannot be considered binding and is to be used solely as an informational guide. Students are responsible for keeping themselves informed about official policies and for meeting all relevant requirements.

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GENERAL INFORMATION

INTRODUCTION TO CARLOW UNIVERSITY

Carlow University is a small, private, comprehensive, Catholic university offering graduate, professional and liberal arts programs. Founded in 1929 by the Sisters of Mercy, Carlow offers a liberal arts curriculum across all majors to prepare women and men for leadership in the 21st century. With an enrollment of more than 2,000 graduate and undergraduate students, Carlow is committed to providing its students with individual attention, a supportive academic environment, and career development. Located in a culturally diverse urban setting, Carlow's 15-acre campus neighbors the University of Pittsburgh and Carnegie Mellon University. A member of the Conference for Mercy Higher Education, Carlow is recognized for educating traditional students and adult learners for a lifetime of learning, leadership, and service.

- Founded in September 1929 as Mount Mercy College
- University status awarded in 2004
- Catholic/Liberal Arts
- 2,022 students
- 83 percent female/17 percent male
- Diverse student body
- 12:1 student–faculty ratio
- 26 undergraduate majors
- 18 graduate majors
- 2 doctoral programs

CARLOW UNIVERSITY VISION

Carlow University will be a preeminent, innovative, Catholic university, renowned for providing transformational learning experiences in which students realize their full potential and become career-ready ethical leaders committed to a just and merciful world.

CARLOW UNIVERSITY MISSION

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners, empowering them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

VALUES

MERCY

The identifying value of Carlow University is Mercy, encompassing all that we are and do as a university. Inspired by our God of Mercy, this value urges us to open our hearts to our students, our colleagues, and our world. In the tradition of action and contemplation, we seek practical ways of addressing need, as we engage in reflection to understand and integrate our experiences. Education offers us the tools to recognize and address unjust structures and dehumanizing situations. Each discipline provides a lens through which we can envision our place in our own personal transformation and that of the global community. The values of Service, Discovery, Hospitality, and the Sacredness of Creation further expand our understanding of the power of Mercy to change our world.

HOSPITALITY

In Hospitality, we welcome the wholeness of each person, creating a space in our campus community for all individuals with their varied beliefs, cultures, orientations, and abilities. Openness to the gifts and perspectives of all creates a community rich in diversity and committed to inclusion.

SERVICE

The value of Service calls us beyond ourselves to place the needs of others over our own self-interest. Our efforts to identify and respond to the needs we see around us lead us to interact with persons and institutions in ways that are transformational. Our spirit of compassion leads us to practical action on behalf of those in need.

DISCOVERY

Through Discovery we open ourselves to the totality of our human experience, to the educational enterprise, to our relationship with the Divine, and to the wonders of the world in which we find ourselves. Discovery energizes our intellectual curiosity and desire for learning. It leads us ever deeper in the engagement with our chosen discipline and engenders a spirit of awe at the complexity and variety of creation.

SACREDNESS OF CREATION

This value leads us to a respect for each person and for all of creation. In gratitude for the beauty and variety of our world and its inhabitants, we commit to a culture of sustainability and to the preservation of a world where all are revered, and all may thrive.

PHILOSOPHY STATEMENT

The philosophy of Carlow University is guided by a commitment to the Catholic Intellectual Tradition, a belief in the transformative power of the liberal arts, and a dedication to undergraduate and graduate education that instills social responsibility and a desire to work for the good of all humankind. These ideals are touchstones of a Carlow education, informing the institution's mission and values so that students can realize their full potential and become ethical leaders in their personal and professional lives, committed to a just and merciful world.

Rooted in the Catholic Intellectual Tradition, Carlow University recognizes the dignity of all human persons and the value of all creation and understands that genuine wisdom and knowledge yield imperatives for justice. As a result, the institution seeks to graduate individuals who become engaged citizens of the world, capable of establishing transformative relationships of compassion and empathy. The love of learning and the desire for God are understood to manifest themselves in the relationship between reason and faith. Catholic Intellectual Tradition posits that truth is not divided, that truth in science is not at odds with truth in religion; thus, at Carlow, truth is explored through a "both/and" (analogical) rather than an "either/or" (dialectical) approach. Understanding that no single academic discipline contains all truth, Carlow University promotes an interdisciplinary and multidisciplinary approach to research and scholarship, believing that creative, imaginative attentiveness to the world requires applying complex methods of interpreting that world.

This attentiveness to the world is also evident in the university's belief in the transformative power of the liberal arts. Derived from the Latin word *liber* for "free," the liberal arts have been the foundation of higher education for centuries because they free individuals to think clearly and creatively about themselves and the world in which they live. Carlow is committed to the liberal arts as part of its undertaking to educate the whole person: body, mind, and spirit. Fundamentally, the liberal arts focus on what it means to be human, in all humanity's complexity. Rather than approaching human experience from a finite perspective or insisting on rigid viewpoints that inhibit knowledge or limit thinking, the liberal arts encourage intellectual exploration and often pose problems that have no easy solutions. When students engage with the essential issues explored in the liberal arts, their lives are transformed, and they leave the institution ready to help transform society through their ability to comprehend and address the complex challenges of the world.

A commitment to transforming the world flows from the values of the founders of Carlow University. When the Sisters of Mercy launched Mount Mercy College in 1929, they were pioneers for women's higher education by combining scholarship in the liberal arts with career development in the professions, thus providing young women in the Pittsburgh area equal educational opportunities with men.

The Sisters of Mercy were inspired by their founder Catherine McAuley, whose social reform efforts recognized the inherent dignity of women, and helped those women become self-directing and self-sustaining. As Carlow began to admit male veterans after World War II, it was clear that an educational approach that values women is beneficial to both male and female students. Such an approach champions the inherent worth of all voices, creating a pedagogical and scholarly environment that includes those who have been historically excluded. The Mercy approach to teaching and scholarship, which emphasizes inclusion, flexibility, and collaboration, creates a campus culture where men and women experience empathy and mutual respect. In practice, the university's philosophy leads to undergraduate and graduate pedagogy and curricula rooted in social justice, requiring Carlow students and graduates to challenge or affirm prevailing values in the workplace and the world. Through course work, research, internships, and residencies, Carlow students embody the integrative Mercy approach to rigorous scholarship, creative thinking, and problem solving. Through the innovative liberal arts core experience, undergraduate students develop creative and critical reasoning skills essential to any professional, vocational, or personal situation. The original vision of the founders uniquely positions Carlow University today to offer an educational experience in which its graduates seek integrity in their lives and have the skills and conviction to create a more just and merciful world.

DEGREES AND PROGRAMS

Undergraduate Degrees

Bachelor of Arts
Bachelor of Science

Bachelor of Science in Nursing
Bachelor of Social Work

Graduate Degrees

Doctor of Nursing Practice (DNP)
Doctor of Psychology (PsyD)
Master of Arts (MA)
Master of Business Administration (MBA)
Master of Education (MEd)
Master of Fine Arts (MFA)
Master of Science (MS)
Master of Science in Nursing (MSN)
Master of Social Work (MSW)

ACCREDITATION

Carlow University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Carlow's Nursing programs are also accredited by the Commission on Collegiate Nursing Education and the Bachelor of Science in Nursing and Master of Science in Nursing (NP) are approved by the Pennsylvania State Board of Nursing. Program approval is granted by the Pennsylvania Department of Education for Carlow University's teacher and school counselor preparation programs. The Bachelor of Social Work program is accredited by the Council on Social Work Education. Carlow University's Doctor of Psychology in Counseling Psychology program is accredited by the American Psychological Association. The Carlow University Respiratory Care program offers a Bachelor of Science Degree in Respiratory Care at its Pittsburgh, PA, campus and holds provisional accreditation from the [Commission on Accreditation for Respiratory Care](#).

MEMBERSHIPS

The Association of Catholic Colleges and Universities, the Association of Governing Boards, the Conference for Mercy Higher Education, the Association of Independent Colleges and Universities in Pennsylvania, the College and University Personnel Association, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the Society of College and University Planning, the Women's College Coalition, the Commission on Collegiate Nursing Education, the American Association of Colleges of Nursing, the American Association of Colleges and Universities, the Allegheny Conference on Community Development, the African-American Chamber of Commerce, the Greater Pittsburgh Chamber of Commerce, the Public Leadership Education Network, and the Pittsburgh Council on Higher Education. Carlow University is classified as a Masters Larger institution in the 2015 Carnegie Classification.

PROGRAMS OF STUDY

Carlow University is chartered by the Commonwealth of Pennsylvania and is authorized by the Pennsylvania Department of Education to award the following graduate degrees:

COLLEGE OF ARTS AND SCIENCES

Doctor of Psychology (PsyD) in Counseling Psychology
Master of Arts (MA) in Art

- Areas of Concentration: Ceramics, Painting/Drawing

Master of Arts (MA) in Psychology
Dual Degree: MA/MS (Fraud and Forensics & Psychology)
Master of Arts (MA) in Student Affairs
Dual Degree: MA/MS (Student Affairs & Professional Counseling)
Master of Business Administration (MBA)

- Areas of Concentration:
 - Fraud and Forensics
 - Healthcare Management
 - Human Resource Management
 - Leadership and Management
 - Project Management

Master of Business Administration/Executive MBA

Dual degree: MSN/MBA (Education and Leadership/Health Care Management Concentration from MBA)

Master of Education (MEd) with PA certification options:

- Art Education
- Early Childhood Education (PreK-4)
- Educational Leadership with Principal Certification Prep
- Secondary Education
- Special Education (PreK-8; early childhood certification required)
- Special Education (grades 7-12; secondary certification required)

Master of Education (MEd) in Curriculum and Instruction:

- Autism Teaching
- Dyslexia Teaching
- Early Childhood Leadership
- English as a Second Language
- Online Teaching
- Reading Specialist
- STEM Teaching

Master of Fine Arts (MFA) in Creative Writing

- Areas of Concentration: Creative Nonfiction, Fiction, and Poetry

Master of Science (MS) in Cardiovascular Perfusion

Master of Science (MS) in Fraud and Forensics

Master of Science (MS) in Professional Counseling

- Area of Concentration: Alcohol and Drug Counseling

Master of Social Work (MSW)

Dual Degree: MSW/MBA (Social Work & Business Administration)

COLLEGE OF HEALTH AND WELLNESS

Doctor of Nursing Practice (DNP)

Master of Science in Nursing (MSN)

- Nurse Practitioner (Family/Individual Across Lifespan)
- Nurse Practitioner (Women's Health Nurse Practitioner)
- Education and Leadership

Dual degree: MSN/MBA (Education and Leadership/Health Care Management Concentration from MBA)

Post-Master Certificate:

- Nurse Practitioner (Family/Individual Across Lifespan)
- Nurse Practitioner (Women's Health Care Nurse Practitioner)

GRADUATE CERTIFICATES

- Autism Teaching Graduate Certificate
- Dyslexia Teaching Graduate Certificate
- Early Childhood Leadership Graduate Certificate
- Online Teaching Graduate Certificate
- STEM Teaching Graduate Certificate
- Healthcare Management Graduate Certificate
- Human Resource Graduate Certificate
- Project Management Graduate Certificate
- Fraud and Forensics Graduate Certificate
- Cyber Threat Analytics Graduate Certificate
- Alcohol and Drug Counseling Graduate Certificate

ACCELERATED PROGRAMS

- BA to MA in Art
- BS in Biology to MS in Cardiovascular Perfusion
- BA/BS to MBA Business Administration
- BA/BS to MS in Fraud and Forensics
- BA/BS to MS in Professional Counseling
- BA/BS to MA in Psychology
- BA/BS to MA in Student Affairs

- BA to MEd with Certification in Special Education
- RN-BSN to MSN in Nursing
- MSN to DNP in Nursing Practice

ADMISSIONS

OFFICE OF GRADUATE ADMISSIONS

Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
P: 1.800.333.2275 or 412.578.6059
<http://www.carlow.edu/admissions>

CRANBERRY EDUCATION CENTER

Regional Learning Alliance
850 Cranberry Woods Drive
Cranberry Township, PA 16066
P: 724.741.1028
F: 724.741.1012

GREENSBURG EDUCATION CENTER

Professional Center
4534 Route 136 Greensburg, PA 15601
P: 724.838.7399 or 1.877.451.3001
F: 724.838.7599

GRADUATE ADMISSION PROCESS

Carlow's admissions process is personalized and convenient, and most programs admit students on a rolling basis soon after all admissions materials are submitted. The Office of Graduate Admissions invites those with at least a bachelor's degree to consider one of our many fine master's and/or doctoral level programs. Standardized tests such as GREs and GMATs are generally not required at the master's level. Students applying for graduate admission to most programs can submit an application online free of charge at www.carlow.edu. Select programs may require an alternative application method and fee.

Admissions counselors are available to help with all steps of the admissions and financial aid processes.

GRADUATE ADMISSION POLICIES AND PROCEDURES

Students are admitted to these programs through the Office of Graduate Admissions, 412.578.6059.

Applicants who seek admission to graduate programs must give evidence of the following: academic ability and promise of growth, commitment to the educational goals of the program, and experience appropriate to the desired field of graduate study. Admission to graduate programs is based on academic and professional qualifications. Applicants are evaluated on the following:

- Graduate school application,
- Personal essay describing academic objectives, plans for graduate study, and career goals,
- Current résumé or curriculum vitae,
- At least one year of experience in a setting appropriate to the degree or certification sought is preferred (required in MSN-FNP programs in nursing, 8 years of experience required for Executive MBA),
- Two letters of recommendation addressing the candidate's leadership potential and ability to succeed in graduate-level work,
- Official transcripts* from all degree-granting institutions recognized as institutions of higher education or which are accredited by a regional accrediting association recognized by the Council for Higher Education Accreditation,
- Evidence of an earned GPA of 3.0, on a 4.0 scale, preferred,
- For international students, official score on the Test of English as a Foreign Language (TOEFL) of at least 90 on the internet-based test with no subsections below 20. Applicants may also submit an official SAT score of 24 or more credits from an accredited American college or university with a C or higher (excluding ESL courses).
- Personal interview (required in some programs).

*The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts delivered to the Office of Graduate Admissions by students are considered official only when sealed in an envelope with the institution's seal over the flap. Faxed transcripts are not considered official.

Carlow University will accept electronic transcripts for admissions purposes if the following criteria are met regarding the transcript:

- The transcript is certified as official from the high school, college, and/or proprietary school using a third-party agency for the certification process. Approved agencies include AVOW Systems, Docufide, National Student Clearinghouse, and Scrip-Safe.
- The transcript must be a PDF certified document that has no indication of tampering.
- A college official must receive the transcript from an approved e-transcript service.
- Carlow University has the right to refuse electronic transcripts or request additional information if there is question about the authenticity of the document.

NOTE: IN SOME CASES, ADMISSION STANDARDS MAY BE SUFFICIENTLY FLEXIBLE TO PERMIT SOME ADMISSION REQUIREMENTS TO BE WAIVED.

GUEST STUDENTS

Guest students are those who wish to register for coursework but who are not admitted to a program of study. Guest students are not eligible for financial aid; they are subject to the rules and regulations of the University. Admission to graduate courses as a guest student requires the approval of the appropriate program's director and the University Registrar. It is not customary for a student to take more than six credits as a guest student unless they are pursuing post-master's course work for licensure or certification. Those interested in being a guest student should contact the Office of the Registrar.

PROVISIONAL ADMISSION

Occasionally, an applicant is admitted to a graduate program as a provisionally admitted student. Provisional status is granted to an applicant who does not meet all of the admission criteria, but for whom the Admissions Committee believes there is a strong possibility of academic success. Specific guidelines for academic progress must be met by all graduate students in order to remain in good academic standing.

CONDITIONAL ADMISSION

Occasionally, an applicant is conditionally admitted to a graduate program. This occurs when final official documentation is still needed in order to be fully admitted to the university. Conditional admission is based on the student's ability to provide the university with one or more final official transcripts or any other required documentation as requested by the Office of Admissions. Once received, the student will be fully admitted to Carlow. Conditionally admitted students can register and start classes; however, registration for the following semester is held until the student is fully admitted to the university.

RE-ADMISSION TO THE UNIVERSITY

Re-admission procedures have been established for the following categories of students:

- Any student who attended Carlow as a matriculated student and withdrew before completing a degree.
- Any student who has not attended Carlow for a period of four semesters, including summer terms.
- Any student academically dismissed, please see the section: RE-ADMISSION AFTER A DISMISSAL.

These students should contact the Office of Admissions and:

- Complete and submit an application, selecting "Re-admit" on the application form.
- Submit official transcripts* if post-secondary institutions were attended after leaving Carlow.

Due to changing admission and curriculum requirements, the University reserves the right to re-evaluate all academic courses, whether completed at Carlow or elsewhere, to determine what will be credited toward the student's degree. The University also reserves the right to request placement tests, where appropriate.

Students are re-admitted on the academic standing status they held when they last attended Carlow University. Students follow the catalog in effect at the time of re-admission. Some exceptions may apply. Students who seek Academic Forgiveness should refer to the Academic Forgiveness section for more information.

*The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts delivered to the Office of Admissions by students are considered official only when sealed in an envelope with the institution's seal over

the flap. Faxed transcripts are not considered official. International students may send or deliver transcripts directly to the Office of Admissions. Carlow University will accept electronic transcripts for admissions purposes if the following criteria are met:

- The transcript is certified as official from the high school, college, and/or proprietary school using a third-party agency for the certification process. Approved agencies include AVOW Systems, Docufide, National Student Clearinghouse, and Scrip-Safe.
- The transcript must be a PDF certified document that has no indication of tampering.
- A college official must receive the transcript from an approved e-transcript service.

Carlow University has the right to refuse electronic transcripts or request additional information if there is question about the authenticity of the document.

RE-ADMISSION FOLLOWING MILITARY DEPLOYMENT

Carlow University has established re-admission policies to assist students who have been called to serve on active duty during the academic year. Students who will be out for a standard leave of absence timeframe will follow the university policies associated with a traditional leave of absence timeframe. Exceptions to this are cited in the university military and refund deployment policy. Students who return from military service within the leave of absence timeframe (one to three semesters, including summer) will re-enter the university under the catalog for which they started their program of study. Students may enter under their original catalog unless the program requirements have changed significantly and the department overseeing the program recommends that the student move to the newest catalog with updated program requirements.

TRANSFER OF CREDITS

6-12 graduate credits may be accepted for graduate credit by Carlow at the discretion of the program director. Acceptance of transfer credits is specific to each program. Credits must: 1) be comparable or complementary to the Carlow University program and 2) indicate a grade of B or higher. Some programs require that credits must have been earned no more than five years prior to enrollment in a Carlow University graduate program. Transfer of credit into certificate programs varies by the program of study. Students should contact the appropriate chair/program director of specific certificate program. The following chart provides an example of the credits that may be accepted based upon the total number of credits in the program.

Total Credits	Potential Transfer Credits
30-credit program =	6 transfer credits
48-credit program =	9 transfer credits
60-credit program =	12 transfer credits

ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

The program-specific requirements are in addition to the general application requirements listed in the Graduate Admissions Process section.

MASTER OF ART IN ART

Demonstration of studio competence via a portfolio review by art faculty is required. GRE or GMAT not required.

MASTER OF BUSINESS ADMINISTRATION AND EXECUTIVE MBA

- Competency in Microsoft Office Suite.
- Ability to work in an online environment.
- An undergraduate GPA of 3.0 is preferred.
- GRE or GMAT not required.
- 8 years of executive experience required for Executive MBA only

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

Successful candidates will have previous degrees or experience in early childhood education or child development. Candidates who seek initial early childhood teacher certification along with the master's degree will be required to complete initial certification requirements as well as the master's degree course work. Student teaching in both primary and preschool classrooms is required for initial teacher certification. An undergraduate GPA of 3.0 or higher is required. GRE or GMAT not required.

MASTER OF EDUCATION WITH CERTIFICATION OPTIONS

Art Education, Early Childhood Education, Secondary Education, Curriculum and Instruction, and Special Education options are available.

Candidates pursuing initial teacher certification must provide evidence of a bachelor's degree with a GPA of 3.0. Applicants for special education must have certification in another area.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH PRINCIPAL CERTIFICATION

Candidates must have a bachelor's degree (BA or BS) with initial certification in a relevant educational field (teacher, guidance counselor, school librarian, school psychologist, etc.), three years of successful classroom or educational experience prior to program admission, cumulative 3.0 undergraduate or graduate GPA and successful completion of background checks/PA clearances. For 18-Credit Principal Certification Program: Master's Degree (MA, MS, MEd, etc.) and initial certification in a relevant educational field (see above).

MASTER OF FINE ARTS IN CREATIVE WRITING

The MFA program is a low-residency international program for students who want to be professional writers, to teach creative writing at the college level, or to enjoy the satisfaction of writing and reading in an individualized program. Applicants must have a bachelor's degree with a preferred GPA of 3.0 or higher and be able to attend the two-week long residencies in Pittsburgh and Ireland. Two essays are required: typed and double spaced. These essays will satisfy the graduate application essay requirement.

- Essay 1: Applicants will submit a self-assessment of their writing ability, including reasons for entering Carlow's low-residency MFA program (300 words).
- Essay 2: Applicants will submit a critical response to a substantive piece of literature (500-750 words).

TEXT SUBMISSION: Applicants should submit the following text for their indicated concentration areas: 10 poems or 25 pages of fiction, or 25 pages of creative non-fiction.

GRE or GMAT not required.

MASTER OF SCIENCE IN FRAUD AND FORENSICS

- One-year experience in a setting appropriate to the degree is preferred.
- Competency in Microsoft Office Suite.
- Ability to work in an online environment.
- An undergraduate GPA of 3.0 is preferred.
- GRE or GMAT not required.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

- Evidence of undergraduate degree and/or work experience in psychology-related professions.
- An undergraduate GPA of 3.0 is preferred.
- Interest and aptitude in the development of research skills is preferred.
- GRE or GMAT not required.

MASTER OF ARTS IN STUDENT AFFAIRS

- Evidence of undergraduate degree and/or work experience in psychology-related professions.
- An undergraduate GPA of 3.0 is preferred.
- Interest and aptitude in the development of research skills is preferred.
- GRE or GMAT not required.

DUAL DEGREE: MASTER OF ARTS IN STUDENT AFFAIRS AND MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

- Evidence of undergraduate degree and/or work experience in psychology-related professions.
- An undergraduate GPA of 3.0 is preferred.
- Interest and aptitude in the development of research skills is preferred.
- GRE or GMAT not required.

MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION

There are 20 seats available to all students entering into UPMC Shadyside each year. However, current Carlow Biology students have the first chance at securing a seat in the clinical portion at UPMC. Master's students must be approved for the program and then go on a wait list until we see how many seats are secured by our current Carlow students. In order to be placed on the waitlist, the student must have:

- 3.0 overall GPA and a 3.0 in the sciences (no exceptions).
- They must also have a bachelor's degree in Biology, Chemistry, Nursing or Respiratory Therapy. If the student does not have a bachelor's degree in one of areas listed above, then they must have the prerequisites completed in order to be considered for the program. The prerequisites are as follows:

- General Biology I and II, Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, Physics I and II, Microbiology, Pharmacology, Calculus and Medical Ethics.
- Individuals holding a health-related professional degree need to provide a transcript reflecting their major and may not be required to complete all of the pre-requisites.
- Job Shadowing: We currently do not have a specific form, so any proof of job shadowing will be accepted if the Perfusionist has signed off on the following information:
 - Place
 - Date
 - Number of hours
 - The type of procedure observed
 - The printed name of the Perfusionist
 - The signature of the Perfusionist
- UPMC Shadyside Application: If all of the Carlow requirements have been completed, the final step is to fill out the application specifically for UPMC.

MASTER OF SCIENCE IN NURSING

A successful candidate must be a graduate of an accredited Bachelor of Science degree in a nursing program with a cumulative GPA of ≥ 3.0 ; have an active, current, valid, unrestricted license as a registered nurse in the state in which clinical or internship practice will be completed; and have successfully completed an undergraduate course in statistics. The candidate should also meet both university and clinical agency health requirements. Nurse practitioner (NP) applicants must have one year or more of recent direct patient care clinical nursing experience. GRE or GMAT not required.

DUAL DEGREE: MASTER OF SCIENCE IN NURSING/EDUCATION AND LEADERSHIP AND MBA

Candidates for this program must meet all admission requirements for the Nursing Education and Leadership MSN program and the MBA program as stated above. GRE or GMAT not required.

MASTER OF SOCIAL WORK

Students accepted into the MSW program will have:

- Completion of a BSW from a CSWE accredited program or other undergraduate bachelor's degree from an accredited school.
- GPA of 3.0 (on a 4.0 scale) or proof that grades are improving (proof of strong performance in last two years of undergraduate work or a willingness to take some undergraduate classes to improve their GPA).
- The response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and competent writing skills.
- Completed a mixture of classes in social work, liberal arts, social sciences, math, and science.

ADMISSION FOR ADVANCED STANDING

Students who have Advanced Standing in the Program will have:

- Earned a BSW from a CSWE accredited undergraduate program, those recognized through its International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.
- Earned a GPA of 3.0 (on a 4.0 scale)
- The response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and writing skills.
- Completed a mixture of classes in social work, liberal arts, social sciences, math, science.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

The Master of Science Program in Speech-Language Pathology at Carlow University welcomes applicants with diverse experiences and backgrounds from students just completing undergraduate programs in relevant majors or other areas of study, to non-traditional students looking for second-career options. The following are required for admissions consideration:

1. Completion of a CSDCAS Application
2. Baccalaureate degree from an accredited institution
3. Minimum of GPA of 3.0 on a 4.0 scale
4. Completion of each of the following pre-requisite courses with a letter grade of "C" or higher from an accredited institution prior

to Fall program start:

- Communication Sciences & Disorders Prerequisites (15 total credit hours):
 - Phonetics (3 credits)
 - Speech & language Development (3 credits)
 - Speech & Hearing Science (3 credits)
 - Introduction to Audiology (3 credits)
 - General Anatomy & Physiology I or Anatomy & Physiology of Speech & Hearing Mechanism (3 credits)
 - Additional prerequisite coursework (12 total credit hours):
 - Biological Sciences (3 credits)
 - Physical Sciences (3 credits)
 - Social/Behavioral Sciences (3 credits)
 - Statistics (3 credits)
5. Verification of completion of 25 guided clinical observation hours with a Speech-Language Pathologist certified by the American-Speech-Language-Hearing Association (ASHA) prior to Fall program start
 6. Two letters of recommendation. At least one letter should be from a current or previous professor.
 7. A copy of current resume/CV
 8. A personal written statement describing academic objectives, plans for graduate study, and career goals
 9. Completion of a virtual personal interview
 10. Verification of the ability to perform all of the essential functions required to practice as a speech-language pathologist as defined in the program's Essential Functions for Speech-Language Pathology Education document.

DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY

Applicants to Carlow University's Doctor of Psychology (PsyD) in Counseling Psychology program must possess a master's degree in professional counseling or a closely related field. The master's degree must have been granted by an institution which is recognized as an institution of higher education or which is accredited by a regional accrediting association recognized by the Council for Higher Education Accreditation. Master's degrees are considered closely related if they include course work in the following areas:

- Human growth and lifespan development
- Social and cultural foundations or diversity training
- Counseling skills and techniques
- Diagnosis or Abnormal psychology
- Research methods (statistics and quantitative methods)
- Counseling practicum or internship (minimum of 300 hours)

Applicants who have a deficit in one or more of the areas listed above, and who otherwise would qualify for entrance into the program, may be considered for admission with the understanding that the deficit must be remedied during the first year of the doctoral program.

Preference will be given to applicants with strong academic credentials and relevant experience as helping professionals. Applicants who are finalists for admission will be invited to campus for a personal interview with representatives from the department.

ADMISSION PROCEDURES

The following materials are required for application to the PsyD program in Counseling Psychology:

- Completed application form (online)
- Resume or curriculum vitae
- Two essays: 1) Personal essay that is autobiographical in nature and focuses on the applicant's developmental history, cultural background, and experiences, and explains the applicant's reasons for pursuing doctoral studies in counseling psychology and their understanding of the program's social justice mission (three to four pages of double-spaced text).
2) Reflective essay that addresses the applicant's thoughts and understanding regarding the etiology of client distress and the nature of the change process (three to four pages of double-spaced text).
- Three letters of recommendation with reference forms from professionals (i.e., academics and practitioners) who can address the applicant's suitability for doctoral study. (Note: Personal references are not considered and doctoral-level letter writers are preferred.) Applicants should enter their recommenders' names and information into the online application, at which time an email will be sent to the recommenders with instructions on how to complete the recommendation form and upload a letter.

The applicant must also arrange for the following information to be sent to the Office of Graduate Admissions:

- Official transcript from undergraduate degree institutions and official transcripts from institutions where applicant

completed graduate courses or programs should be sent directly by those institution(s) the Office of Graduate Admissions.

Official scores from the Graduate Record Exam (GRE) General Test. The psychology GRE is not required.

DOCTOR OF NURSING PRACTICE

Applicants to the Carlow University Doctor of Nursing Practice (DNP) program must have completed the following requirements for admission:

- Bachelor of Science degree in Nursing.
- Current RN license.
- Master of Science in Nursing degree with a GPA $\geq$ 3.0.

Applicants with degrees in other disciplines will be individually evaluated. Additional master's-level courses may be required to meet essential competencies.

ADMISSION PROCEDURES

Applicants should submit the following documents to the Office of Graduate Admissions:

- Completed application form.
- Official transcripts from all previous undergraduate and graduate institutions.
- Copy of current registered nurse license.
- Current curriculum vita.
- Two letters containing academic or professional recommendations—from a faculty member who can document the applicant's ability to complete doctoral-level work or an employment supervisor who can describe the applicant's professional accomplishments.
- Reflective essay describing career goals and expectations.

Applicants who are finalists for admission will be invited to interview with school representatives. Please refer to the Department of Nursing for specific DNP admission requirements.

GRADUATE CERTIFICATE OPTIONS

The Graduate Certificate is an opportunity to gain valuable expertise in high-demand areas and to prepare for professional certification. These certificates are bundled courses, usually 9-12 credits, that help advance graduate-level students to upskill, to try out graduate-level course work that can count in the related master's program, and to respond to the needs of changing workplaces. The courses are taken as a grouped sequence and specially priced when taken in this format. Students interested in these certificates must complete application for graduate study but no GRE or GMAT is required. Those who wish to pursue the full master's degree can utilize the certificate credits toward the related master's degree.

PROFESSIONAL LIABILITY COVERAGE

All students in the Doctor of Nursing Practice, Nurse Practitioner: Family/Individual Across Lifespan, Nursing Concentration in Education and Leadership/Health Care Management Concentration from MBA, Master of Science in Professional Counseling, and the Doctor of Psychology in Counseling Psychology programs will be covered by the university's professional liability coverage. The annual cost is approximately \$11 per year, but is subject to change, and is included as a fee attached to selected courses. Students are not required to obtain coverage outside of the university to meet this requirement.

INTERNATIONAL STUDENTS

INTERNATIONAL ADMISSIONS REQUIREMENTS AND PROCEDURES

All prospective international graduate and undergraduate students must apply for and receive a visa that permits study in the United States and submit the documents below to the Office of Admissions. **NOTE: Carlow does not admit international students into Education certification programs.**

- Completed [Online Application](#)
- Proof of English Language Proficiency: English proficiency is required of all students. To show proficiency, you may submit one or more of the following:
 - SAT Official Scholastic Achievement Test score. You can get more information about SAT at <http://www.sat.org>.

- (Carlow School code is 2421.) Scores Required: 500 (Math) and 500 (Critical Reading).
- TOEFL Official Test of English as a Foreign Language (Internet Based Test) score. Additional information can be found at <http://www.toefl.org>. (Carlow School code is 2421.) Score Required: 90 with no less than 20 in any subject area.
- IELTS Official Test of International English Language Testing System score. Additional information can be found at <https://www.ielts.org/>. (Carlow School code is 2421.) Score Required: 6.5.
- Official academic transcripts showing that you have studied in the U.S. for a minimum of two years (excluding ESL courses).

However, there are EXCEPTIONS to the English Proficiency Requirement:

- 24 or more credits from Canada, United Kingdom, South Africa, Australia, and Ireland.
- Born and raised in Canada, United Kingdom, South Africa, Australia, or Ireland.
- Official Academic Transcripts (secondary and/or post-secondary)
 - Admission decisions cannot be made without official transcripts. These documents must come directly from your school(s) in sealed envelopes. Student copies, scanned copies, or photocopies are not acceptable. For some countries, other official test scores may be requested.
- Official Transcript Evaluation
 - It is the applicant's responsibility to have their transcript(s) officially evaluated by a current member organization of the National Association of Credential Evaluation Services (NACES). The list of current members can be found at naces.org. The evaluation company must send the official evaluation report directly to Carlow University, as photocopies will not be accepted.
- Copy of Passport
 - A scanned copy of this document can be accepted by email.
- Notarized [Affidavit of Support Form](#) (PDF)**
 - This is required of all students who will have a United States visa (except holders of H-4, J-2, and R-1 visas). You may have several sponsors to cover the cost of your first academic year. If so, each sponsor must submit an affidavit for the amount pledged. Each affidavit must be accompanied by official bank or employer's statement and must show evidence that the amount pledged is available. Bank statements should be no older than six months. Affidavits and bank statements must be submitted as the original; photocopies will not be accepted.

**The Affidavit of Support and bank statements are not required until after an admissions decision has been determined. These are required in order to issue an I-20.

CONTACT INFORMATION

Office of Admissions Carlow University
 3333 Fifth Avenue
 Pittsburgh, PA 15213
 P: [412.578.6059](tel:412.578.6059)
 E: admissions@carlow.edu

FINANCIAL AID

At Carlow University, we understand the unique needs of graduate students and we assist students with the financial aid process in order to make it possible to complete their post baccalaureate studies. While graduate students are not eligible for most federal and state grant programs, Federal Direct Student Loans and limited Carlow funded scholarships are available. All students are encouraged to use the Carlow website and the intranet for current financial aid information and to access all forms necessary to apply for financial aid.

APPLICATION PROCESS

All financial aid applicants who are U.S. citizens or permanent residents must complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. First-time borrowers must complete loan Entrance Counseling and sign the Master Promissory Note also at www.studentaid.gov.

FEDERAL DIRECT STUDENT LOAN

The Federal Direct Student Loan program is available to matriculated graduate students who are enrolled at least half time, which is a minimum of three credits per semester. Graduate students are limited to the Federal Direct Unsubsidized Loan in which the borrower is responsible for the interest that accrues during in-school and deferment periods. Repayment begins six months after leaving school or dropping below half time.

The annual unsubsidized loan limit for a graduate student is \$20,500. The aggregate limit for a graduate student is \$138,500. The

graduate aggregate limit includes federal student loans received for undergraduate study.

FEDERAL DIRECT GRADUATE PLUS LOAN

This loan is available to graduate students with favorable credit histories and requires a separate loan application. Repayment begins on the date of the last disbursement of the loan. Eligible students may borrow up to their Cost of Attendance minus any other financial aid that is received, including the Federal Direct Student Loan. The Graduate PLUS Loan is available for students who wish to borrow more than \$20,500 in an academic year or who have exhausted their Federal Direct Student Loan eligibility. Unlike the Federal Direct Student Loan, the Graduate PLUS Loan is only available to students without an adverse credit history. The Graduate PLUS Loan application is available at www.studentaid.gov.

PRIVATE ALTERNATIVE LOANS

In addition to the Federal Direct Loans, there are many private loans that may be used for educational expenses. A list of loans borrowed most frequently by Carlow University students can be found at www.elmselect.com, but students are free to use any lender they choose. Interest rates and terms of the loan vary according to the lender and the borrower's credit history.

FEDERAL TEACH GRANT

The TEACH grant provides up to \$4,000 per year in grants to graduate students who commit to teach full-time in high-need subject areas for at least four out of the first eight years teaching, and at schools that serve students from low-income families. If the commitment is not fulfilled, the grant is permanently converted to a Federal Direct Unsubsidized Loan that you may repay with interest calculated from the time of the first grant disbursement. Once the grant is converted to a loan, it cannot be converted back to a grant. More information about TEACH can be found at <https://studentaid.gov/understand-aid/types/grants/teach>. Contact the Graduate Coordinator in the Education Department to apply.

For more information about financial aid opportunities for graduate students, go to https://www.carlow.edu/Graduate_Aid.aspx and <https://www.carlow.edu/noyce.aspx>

RETURN OF TITLE IV FUNDS

The U.S. Department of Education requires institutions to apply the Return of Title IV Funds policy for students withdrawing from the university who received Title IV financial aid and who did not complete at least 60% of the semester. The Title IV programs include Federal Direct Student Loans and Federal Direct Graduate PLUS Loans. The federal refund policy is separate from Carlow University's tuition refund policy. The Return of Title IV Funds policy is applicable when a student completely withdraws or does not complete all modules (courses which do not span the entire semester) for which they have registered at the time those modules began. The Financial Aid Office recalculates federal* financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing at least 60% of a semester. Recalculation is based on the percent of earned aid using the following formula:

The Financial Aid Office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing at least 60 percent of a semester. Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Step One: Percent earned = Number of days completed up to the withdrawal date**/ Total days in the semester

Step Two: Aid to be returned = (100 percent–percent earned in Step 1) x the amount of federal aid disbursed or to be disbursed toward institutional charges

**Withdrawal date is defined as the actual date the student contacted the Office of the Registrar to begin the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution.

The school must return unearned aid by repaying funds to the following sources in the following order:

- Unsubsidized Federal Direct Loan
- Graduate PLUS Loan

When aid is returned, the student may owe a balance to the University. If so, the student should contact the Office of Student Accounts to make arrangements to pay the balance due.

The Federal Refund Calculations only apply if the student is withdrawing from all classes. However, if a student makes changes in

registration that result in changes to tuition and fee amounts, the Financial Aid Office will recalculate the Cost of Attendance and may need to change the original amount of aid awarded.

IMPORTANT: BEFORE WITHDRAWING FROM ALL OR SOME CLASSES, STUDENTS SHOULD CONTACT FINANCIAL AID/STUDENT ACCOUNTS TO FIND OUT THE FINANCIAL RAMIFICATIONS. STUDENTS COVERED BY FINANCIAL AID MAY FIND THEMSELVES WITH AN OUTSTANDING BALANCE BECAUSE FUNDS HAD TO BE RETURNED TO THE FEDERAL GOVERNMENT.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

The United States Department of Education requires that institutions of higher education set standards to measure satisfactory academic progress for students who are receiving Title IV (Federal) Financial Aid. Graduate students are expected to maintain a cumulative GPA of at least 3.0.

PROCEDURE

The Financial Aid Office reviews academic progress after each semester. Transcripts from the Office of the Registrar are reviewed. A graduate student who completes course work with a GPA of less than 3.0 will be placed on Financial Aid Warning for the next semester. Academic progress will be reviewed again after the warning semester. Students who still have less than a 3.0 GPA will have their eligibility for financial aid suspended. A student may submit one appeal for an additional semester of financial aid eligibility.

APPEAL PROCESS

If a student's financial aid eligibility is suspended, the student may appeal for one additional semester of eligibility, as long as there are extenuating circumstances and an academic plan has been established with the student's advisor. Extenuating circumstances may be directly related to the student's academic experience or to circumstances of a more personal nature, such as injury, illness, or trauma. All appeals are reviewed by the Academic Progress Appeals Committee. When an appeal is approved, the student will be placed on financial aid probation for the next period of enrollment and will be eligible for financial aid, as long as all other eligibility criteria are met. Students whose financial aid has been suspended and are eligible to appeal, will be sent the appeal form via Carlow email.

Academic Forgiveness:

When a student is granted Academic Forgiveness by the provost, the actual earned credits and earned grades are the units taken into account for the purpose of measuring academic progress for financial aid.

VETERANS AFFAIRS (VA) BENEFITS

The US Department of Veterans Affairs provides benefits to those eligible that can be used to defray the cost of tuition for approved programs of study. Carlow University accepts VA benefits for this purpose for those students that qualify. If you are interested in utilizing these benefits, you should begin by visiting the VA's website (va.gov) to check the status of your benefits and apply to use them at Carlow.

In addition, Carlow University adheres to specific policies set forth under the Veterans Benefits and Transition Act of 2018 regarding Covered Individuals. A Covered Individual is defined as any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

Covered individuals may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Carlow University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

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

ACADEMIC INFORMATION

ACADEMIC ADVISING

All students are assigned an academic advisor when they are registered for classes in a program. Students are expected to meet with their advisor prior to and throughout their program of study. Most graduate programs require students to follow a prescribed sequence of courses.

The academic advisor is responsible for helping the student make informed choices about course selection, but it is the student's responsibility to ensure that courses are appropriately selected to meet all requirements of the program and university in order to satisfy graduation requirements.

Students are matched to academic advisors by the department chair/program director. If a change is necessary, the program director/chair will assign a different academic advisor in consultation with the student and faculty.

ORIENTATION

The orientation program is the first step to a successful Carlow experience. Students will learn valuable information about their IDs, parking, and technology at Carlow; they will also have the opportunity to meet and socialize with one another and with the members of the faculty, staff, and administration. For more information about orientation, students should visit the Carlow website. Orientation to online programs will be conducted in online modules.

TRANSCRIPT REQUESTS

All requests for official transcripts should be submitted via a Transcript Request Form to the Office of the Registrar. A student's signature is required to release any transcript. A fee is charged for each transcript. A transcript will not be issued unless all financial obligations owed to the university have been fulfilled. Unofficial transcripts are available only to current students through WebAdvisor/Self-Service. The Office of the Registrar does not release unofficial transcripts.

ACADEMIC RESOURCES

CENTER FOR ACADEMIC ACHIEVEMENT

The Center for Academic Achievement (CAA) is an academic resource for all Carlow students who want to improve their academic skills and strategies. Services are provided at no additional charge to current Carlow students.

WRITING AND RESEARCH HELP

Students can receive help with writing through face-to-face tutoring at the Oakland campus or through e-tutoring by email or web conferencing. All tutoring methods are provided by writing consultants with graduate degrees in writing-related fields. Students may request one or ongoing sessions throughout their graduate program as needed. More information, including guidelines for writing support for graduate students, is available on the CAA Resources CelticOnline group site.

CAA ONLINE RESOURCES

Please visit the CelticOnline group site, "CAA Resources," for links to resources and tip sheets. Instructional PowerPoint presentations include topics like "Becoming a Skilled Researcher," "Formatting Your Paper APA Style," and "APA Essentials."

DISABILITIES SERVICES OFFICE

This is a summary of Disabilities Services Guidelines and Policies. To access the full list of both, please see the Carlow University student handbook on the University website at https://www.carlow.edu/Student_Handbooks.aspx, or at the Disabilities web page at https://www.carlow.edu/Disabilities_Services.aspx

Carlow University makes reasonable accommodations to provide qualified students with disabilities the opportunity to take full advantage of programs, activities, services, and facilities. The university's Disabilities Services Office (DSO) arranges specific reasonable accommodations for students and prospective students with disabilities. Current documentation regarding a student's disability is required and will be treated as confidentially as possible; it is not released without the student's consent, unless required by law. The DSO staff and student work together to identify appropriate academic adjustments, auxiliary aids and services, and/or other reasonable accommodations. Individuals with disabilities are encouraged to request accommodations in

advance of the semester when accommodations/adjustments may be needed, but may request accommodations at any time in the semester. It is important to note that accommodations cannot be granted retroactively.

Accommodations can be requested through the following link [DSOAccommodateStudents](#)

Carlow University has the right to establish qualifications and other essential standards and requirements for its courses, programs, activities, and services. All students are expected to meet these essential qualifications, standards, and requirements, with or without reasonable accommodations.

Copies of these guidelines for receiving accommodations are available from the Disabilities Services Office 412-578-6257 or dso@carlow.edu.

OFFICE OF CAREER DEVELOPMENT

This office provides graduate students with the training and coaching needed for a successful transition from academia to employment or an advanced degree. Services include one-on-one appointments, workshops, career programs, skills training, classroom presentations, on-campus employer interviews, job fairs, and online resources. All of these services are available to current students, and alumni for two years after graduation.

The Office of Career Development utilizes a web-based system for job and internship postings, and notifications of career and networking events both on and off campus. The Career Development staff provides personalized coaching for job or internship searches; resume, cover letter, and curriculum vita writing; mock interviews; assistance with e-portfolios; training in salary negotiations; and advising on careers and academic majors.

CENTER FOR EXPERIENTIAL LEARNING

The Center for Experiential Learning (CEL) assists the Carlow University community to realize a more just, merciful, and sustainable world through service, scholarship, and community partnerships.

Experiential learning complements the University's commitment to "unleash imagination" by providing opportunities for students to develop their academic, personal, and professional identities. Towards this goal, the CEL supports new ways of learning – on and off campus – that build upon the values of a liberal arts education, while connecting students to opportunities to integrate discipline-based skills with hands-on problem-solving.

The CEL recognizes six pathways to experiential learning: Community-based learning; Honors Program; international education; professional experiences (internships); public service & civic engagement; and research. The pathways allow students to encounter differences, clarify values, participate in democratic practices, and work within and across public, private, and independent sectors. Student participation in a specific pathway may result from the student's passion for a specific cause, expertise in a particular discipline, curiosity about a yet to be explored social issue, or connection with a specific community. The CEL, working with other University constituencies, is committed to providing students with the tools for effective and ethical applied learning.

GRACE LIBRARY

Grace Library supports collections and services to foster academic excellence and promote the process of self-directed, lifelong learning. The library offers more than 50,000 printed volumes and more than 140,000 e-books, with particular strengths in early childhood education, theology, literature, and women's studies. Special collections include those in peace studies, African American studies, and career resources. More than 16,000 electronic and print journals are available in the online database collection and in the library.

The library collection also contains more than 1,200 DVDs, streaming videos, and videotapes. Students are issued a library barcode on the back of their ID cards that enables them to borrow up to 15 items at a time. Grace Library offers a wide array of services to make the research process easier, including:

Reference Help: Librarians are available during most library hours to give students one-on-one help. Also, students can ask questions online via the "Ask a Librarian" service available on the library's website at www.carlow.edu/library or call 412.578.6139 to speak to a librarian.

Research Materials: Students can access a tremendous amount of research material such as full text journal articles, encyclopedia articles, and statistics from the library website. Also available on the website is the library's online catalog through which students can search for books and DVDs owned by Grace Library, renew and place holds on books, and see a listing of materials placed on reserve. Research guides, library hours, and policies are also found at www.carlow.edu/library

In-house Resources: Grace Library owns a rich collection of print materials available for student research, including over 7,000 reference volumes such as subject specific encyclopedias and dictionaries. For more advanced research, librarians will assist researchers with extensive online literature searches.

Borrowing from Other Libraries: Grace Library has made arrangements for Carlow students to borrow and use materials from other academic libraries through Interlibrary Loan. Students have access to books and articles from thousands of libraries from around the world. Through Interlibrary Loan, we provide a global library collection.

The Carlow Archives and the International Poetry Forum Archives: Carlow's Archives and the International Poetry Forum Archives are presently in storage and inaccessible to members of the Carlow University community.

Comfortable, Relaxing Study Areas: The library offers comfortable chairs for reading and relaxing; small, quiet study rooms; and numerous areas for group meetings.

DR. TOM HOPKINS COMMUNICATION LABORATORY

Carlow is fortunate to have a state-of-the-art communication lab open to all members of the university community. The Hopkins Communication Lab is located on the 4th floor of the Learning Commons. There are two large presentation rooms, three interview rooms and a digital conference room. All rooms in the lab are set up for digital video display. Additionally, there is a large workroom where classes can incorporate a true lab experience.

Well-trained peer tutors and a communication faculty member are available seven days a week and three evenings (open hours and by appointment) to assist students in all phases of the presentation process. The communication lab team members can help students with creating an individual communication plan, brainstorming a topic for any presentation, researching a speech, outlining a speech, building a persuasive argument through evidence, creating visual aids, coping with speech anxiety, taping a speech, or practicing a speech. All appointments are kept confidential and students receive individual attention.

STUDENT EVALUATION

The methods that faculty use to evaluate student achievement vary according to the types of learning experiences. Written examinations are a common means of evaluation, but research papers, essays, interviews, classroom interaction, media presentations, observation, and clinical and field experience are also used.

ACADEMIC POLICIES

In addition to the following academic policies, students are advised to consult with their program directors/chairs and advisors regarding program-specific policies and procedures. Some departments have program-specific handbooks.

ACADEMIC CALENDAR

The academic calendar is published annually. Carlow follows the semester system, although some programs are divided into shorter sessions within the semester. (See Accelerated Course Calendar in the section below.) Most academic related actions are carried out on a semester basis, such as academic standing decisions and determination for graduation.

ACCELERATED COURSE CALENDAR

Carlow Accelerated Program (CAP) classes generally meet for eight weeks. These courses typically meet in the evening or online and can occur in CAP I through VI sections. In addition to CAP sections, some courses meet over the weekend.

When an accelerated course is scheduled to meet at a time the university is closed, faculty will schedule a make-up class, provide an out-of-class assignment, or hold an online session. Classes will not be conducted on days when the institution officially closed. As alternatives to a make-up day, a faculty person may decide to give the class a substantive assignment or hold an online class session instead of using the make-up day. Faculty who teach an accelerated-format class that should meet on an official holiday will publish in their syllabus which of these plans will be in place for that course.

ACADEMIC INTEGRITY POLICY

Carlow University's values and vision are founded in the Sisters of Mercy's mission of cultivating lifelong learners through a learner-centric approach. It is in this tradition that Carlow University aims to educate and challenge students to reach their highest potential; to that end, we guide students along a path of honesty and integrity throughout their intellectual pursuits. Carlow University expects its

constituencies to understand the various forms of academic dishonesty and to uphold the highest standards of academic integrity.

FORMS OF ACADEMIC MISCONDUCT

Cheating

Any coursework, such as (but not limited to) quizzes, tests, exams (in-class, online, or take-home), homework or other assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work, is presumed to represent a student's individual, original work (or the original work of all members of a group, in the case of group assignments). Cheating thus involves completing coursework by providing or receiving inappropriate assistance from a person or reference, or using unauthorized material such as (but not limited to) notes of any form, texts, test banks, wireless devices such as cell phones, tablets, or smart watches, calculators, formulas, or computers, unless otherwise directed or permitted by the course instructor.

Plagiarism

Plagiarism refers to the unauthorized use of copyrighted material or misrepresentation of someone else's work as one's own in any coursework, such as (but not limited to) quizzes, tests, exams (in-class, online, or take-home), homework or other assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work. Plagiarism can occur in many ways, including:

- Submitting another's work as one's own.
- Not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing.
- Attributing citations to inaccurate or misleading sources.

Self-Plagiarism

Unless otherwise permitted by the course instructor or the nature of the assignment, each submitted work is presumed to be original. Self-plagiarism thus involves the unauthorized use of one's own work or part of a work, either from the same course or from another course, in more than one assignment.

Academic Deceit

Academic deceit involves the intentional use of false or altered information or the withholding of information critical to the processes of the University such as grade changes, course withdrawals, or other academic procedures. Academic deceit also entails providing false information or documentation with the intent to obtain an exemption, extension or exception to assignments, exams, presentations, and other coursework. In addition, academic deceit involves signing other students into classes or on group reports.

Fabrication of Data

Fabrication of data involves the use of distorted data through either falsification or fabrication, or any sort of forgery or unsanctioned use of documents for research or other coursework.

Interference with Other Students' Learning or Achievement

The interference with the classroom learning or scholarly products of other students is a violation of academic integrity. Examples include, but are not limited to: sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work including tests and quizzes, altering computer files or online posts, or making educational materials such as equipment or texts unavailable to others.

Unauthorized Acquisition or Exchange of Coursework

Unauthorized acquisition or exchange of coursework involves not only purchasing, borrowing, stealing, or otherwise obtaining material (such as, but not limited to, exams, test bank questions, papers, projects, assignments, and presentations) with the intent to use or represent part or all of the material as one's own coursework, but also selling, lending, or otherwise offering one's own coursework to others with the intent of allowing the recipient to use or represent part or all of the purchased or borrowed work as one's own. In addition, unauthorized acquisition or exchange of coursework entails obtaining a copy of one's own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.

Copyright Violations

According to the copyright law, the creator of an original work has the exclusive right to use or distribute said work. Unauthorized redistribution of copyrighted material, including any educational or training material provided by the instructor or the University or obtained from the textbook, constitutes a violation of the copyright law.

Other Forms of Academic Misconduct

Carlow University reserves the right to act upon other actions that a reasonable person would consider academic dishonesty that may not be listed specifically above.

VIOLATIONS OF ACADEMIC INTEGRITY

When academic misconduct is suspected, the faculty should contact the Office of Academic Affairs to inquire about previous academic integrity violations by the student. If a staff member or a student witnesses or suspects academic misconduct, they are encouraged to report the violation to the faculty teaching the course.

If the alleged misconduct is the student's first offense of a similar nature, and the faculty believes the misconduct is minor or the result of an honest mistake, the faculty should contact the student within five business days of discovering the violation to arrange a meeting (the meeting may be in person or online or via electronic communication) and attempt to resolve the matter with the student directly. The faculty member may impose a sanction at their discretion. Also, in the spirit of helping guide the student's learning process, the faculty should refer the student to such resources as the Center for Academic Achievement, as appropriate. Once a resolution is achieved, the faculty and the student must sign an agreement detailing the misconduct and the sanction imposed to be kept on record at the Office of Academic Affairs. This agreement only kept as a means of tracking and is not meant to become part of a student's permanent academic record. The student may not contest the sanction or appeal to a higher level.

If the faculty and the student are unable to reach a resolution, or if the student denies responsibility for the alleged academic integrity violation, the matter is forwarded to the Academic Integrity Committee for a hearing, as described below.

If the alleged misconduct is not the student's first offense of a similar nature, or if the faculty believes the misconduct is serious, blatant, or warrants consideration by a higher authority, the matter is forwarded to the Academic Integrity Committee for a hearing, as described below. The Committee may collaborate with the faculty to impose further sanctions following the hearing.

Academic Integrity Hearing Procedure

The faculty will contact the Chair of the Academic Integrity Committee at least 72 hours prior to the next regular meeting of the Committee in the fall or spring semesters to begin the academic integrity hearing process. The Chair will then notify Dean of the College that houses the accused student's major(s), the Office of the Registrar, and the Office of Academic Affairs of the pending case.

The Academic Integrity Committee shall convene an Academic Integrity Hearing Panel for the case at its next regularly scheduled meeting. The faculty and the student are both expected to appear at the hearing and present their evidence in front of all parties in attendance. If the faculty and/or the student is unable to attend the hearing in person, they may present their case in a written statement to be provided to the Chair of the Academic Integrity Hearing Panel prior to the hearing. Barring any extenuating circumstance, the faculty is expected to attend the meeting or provide a written statement of evidence; otherwise, the case is dismissed. The faculty should also provide the Panel with written documentation of the alleged misconduct, if possible, in digital form prior to the hearing. If the student does not attend the meeting and fails to provide a written statement of their case, the hearing will continue with the evidence available.

Only members of the Academic Integrity Hearing Panel, the faculty alleging the misconduct, the accused student, witnesses (if applicable), and a representative from the Disabilities Services Office (if applicable) may attend the hearing; no other personnel shall be permitted. If a witness cannot attend the hearing, they may be asked to submit a written statement as evidence. The faculty, student, and witnesses may be excused from the room during the Panel's deliberation.

During the academic integrity hearing process, the student may not withdraw from the course. If the matter is not resolved by the final grade due date, an incomplete grade is assigned until the Academic Integrity Hearing Panel rules on the matter. The student will not be conferred a degree or certificate if there are outstanding academic misconduct charges.

If the Academic Integrity Hearing Panel finds the student guilty of violating the academic integrity policy, the Panel will have three business days to consult with the faculty alleging misconduct for a decision on appropriate sanctions. In collaboration with the faculty, the following grade sanctions may be applied:

- Zero credit on the assignment

- Failure of the course

For serious cases of academic misconduct, the Panel may consult with the program(s)/department(s) that houses the student's major area(s) of study and recommend that the Provost apply the following sanctions:

- Suspension from the University
- Dismissal from the University

In the case of suspension from the University, if the ruling occurs past the course withdrawal date, the suspension will begin at the end of the current semester so that the student will not incur financial aid penalties. If a student is dismissed from the University due to violation of the academic integrity policy, they cannot be readmitted to the University in the future.

The Panel's ruling may be appealed, following the procedure described below.

The Chair of the Academic Integrity Committee will notify the student, the faculty alleging the misconduct, the Dean of the College that houses the student's major(s), and the Office of the Registrar regarding the outcome of the Panel's ruling.

All records of academic integrity violations will be kept permanently in the Office of Academic Affairs.

Cases of academic integrity violation that take place after the last spring hearing of the academic year or over the summer months shall be directed to the Office of Academic Affairs, which will convene an ad hoc panel consisting of three faculty who are available to serve within ten business days from the time the academic integrity violation is reported. The Office of Academic Affairs will also notify the Dean of the College that houses the student's major(s) and the Office of the Registrar regarding pending cases and the outcome of the ad hoc panel's ruling.

Composition of the Academic Integrity Committee

The Academic Integrity Committee is a standing committee that is available to meet once per month during the fall and spring semesters. This committee shall consist of faculty representatives from each college. The Academic Integrity Committee shall work with the Office of Student Affairs to identify eligible graduate and undergraduate students to serve on Academic Integrity Hearing Panels.

Academic Integrity Hearing Panels shall be convened as needed to take place during the Committee's scheduled meeting time.

Each Panel shall consist as follows:

- Faculty members from each College
- One student. An undergraduate student will serve if the accused is an undergraduate student, while a graduate student will serve if the accused is a graduate student. Student members must not have previous violations of the Academic Integrity Policy.

In addition, one staff member may serve as a consultant if such expertise is deemed necessary.

If a Panel member fails to attend the hearing, the hearing will proceed with the remaining members of the Panel, providing that there are at least three Panel members present.

Members serving on an Academic Integrity Hearing Panel must not have taught the accused student in the past or have personal ties to the student. If no Committee member from a particular College is eligible to serve under this condition, the Chair of the Academic Integrity Committee will work with the College representative to identify a substitute from that College.

Appeals

Following the Academic Integrity Hearing Panel's ruling, both the faculty alleging misconduct and the accused student may appeal the decision in writing detailing the grounds of the appeal. Appeals must be submitted to the Provost within ten business days of the Panel's ruling. The decision of the Provost is final, and a written record of the decision shall be kept on file. Should the Provost reverse the ruling of the Panel, they shall explain the rationale for the reversal, in writing, to the Panel.

STUDENT CODE OF CONDUCT

Students of Carlow University are expected to conduct themselves as responsible individuals who respect the rights and dignity of others. University rules and regulations are intended to protect the rights of each member of the university community.

Students are expected to act reasonably, responsibly, and with civility while on campus and at university-sponsored events off campus. See the Carlow University Student Handbook for more information.

ACADEMIC GRIEVANCE PROCEDURE

Formal grievance procedures have been established to provide students with a means to express concerns regarding the application of academic policies, procedures, practices, rules, or regulations of the University, and a method by which concerns can be resolved. For appeal of a grade, students should consult the Grade Changes and Grade Appeals section. The student is encouraged initially to discuss the concern informally with the faculty member and/or department/program chair. Students must utilize internal mechanisms for grievances before involving external counsel. General counsel is not part of the internal grievance procedure.

Steps to address a concern:

- If a student has an academic concern, they should present the situation to the faculty member in writing/email. The email must make explicit that the student is starting the grievance procedure. The faculty member will arrange an appointment as soon as possible. The faculty member will respond to the concern presented during this initial appointment within seven days of the appointment. Parties should retain a written record of this discussion. Most matters can be settled by frank discussion of the facts.
- Should the concern remain unresolved, the student will discuss the matter with the department chair or program director and determine if a resolution can be mutually agreed or if a grievance process is required. This will be completed within five days of response from Step 1. In order for all facts to be carefully re-examined and evaluated, the department chair will follow these procedures:
 - Discuss the situation with the faculty member(s).
 - Arrange to meet with the student and involved faculty together to arrive at resolutions to the situation.
 - Retain written notes from each intervention.
- Should the concern remain unresolved with the department chair or program director, or if the specific concern involves the department chair, the student will take the concern to the appropriate dean. The student filing the grievance must have completed Step 1 and have documentation of the discussion. The appropriate dean will then follow Steps 2a and b. There should be a written record of each meeting and its outcome.
- If the grievance remains unresolved at this level and the student wishes to pursue it further, the dean will begin the process of setting up the grievance committee as described in this step. The committee will consist of five members: two students and three faculty members. One faculty member will be elected as chair of the committee and will vote only to break a tie. Student members will be drawn from the pool of graduate students when a grievance is filed by a graduate student. Faculty members will be drawn from other graduate departments. The student and faculty members may each request the removal of any one member of the pool of eligible members.
- Both parties will be informed of the status or resolution of the grievance at each step of the process. If either party remains unsatisfied with the decision of the committee, the dean will notify the provost that there is dissatisfaction with the decision. The provost shall make a final determination.

ACADEMIC STANDING

Any student who fails to earn sufficient credits and/or a 3.0 GPA, or who does not satisfactorily complete other requirements, may be placed on academic warning, probation, or dismissal from the university. Policies regarding repeating courses and other minimum criteria vary among academic programs. Students are expected to consult the handbook for their particular program of study in addition to this publication, especially in regard to the definition of a failing grade in a program. Actions are taken by the Academic Standing Committee after careful analysis of the student's record.

ACADEMIC WARNING

Academic warning is a formal warning to a student who is in danger of being placed on probation. Academic Warning may result from individual course(s) or semester performance.

ACADEMIC PROBATION

Academic probation is a designation for students whose cumulative GPA is less than 3.0. Certain conditions must be met during the following semester and failure to improve may lead to dismissal. When the student's GPA is below 3.0, the semester GPA for the first semester attended after probationary status is designated must be at least a 3.0. The student has until the end of the second semester after probationary status is designated to raise the overall GPA to 3.0 or above. If the cause of the decline is a result of only one course grade, the probationary period may be extended until the course has been repeated. The student is permitted to repeat a course one time. A student may be granted a probationary period only one time in the graduate program. After being removed from probation, students who are unable to achieve a 3.0 GPA may be dismissed.

DISMISSAL

Dismissal occurs when the student has failed to meet the requirements defined under probationary status and cannot be appealed. The

student may apply for readmission after one year. Dismissed students readmitted by the major program director and the provost re-enter on probation. A student who is dismissed twice is not eligible for re-admission or appeal.

RE-ADMISSION AFTER A DISMISSAL

Academic dismissal occurs when a student either fails to meet the requirements defined under probationary status or fails to meet the academic requirements of the program. If dismissed, the student may return after one academic year, including the summer terms, if reinstated by the program director and the dean. Reinstatement is initiated when the student completes and submits an application for readmission. The student must subsequently notify the program director of the intent to reapply, and the program director will review the department's reinstatement process with the applicant. The procedure for consideration for reinstatement will include, but will not be limited to, a personal statement from the student that addresses the issues that led to the original dismissal and how obstacles to the student's academic progression have been remedied, an updated curricula vitae (CV), and an interview. The required statement and CV should be submitted concurrent with the reapplication and at the beginning of the semester prior to the semester of potential return. For example, a student dismissed in the fall semester must sit out the following spring, summer, and fall semesters. The student may apply for reinstatement the semester prior to the anticipated reinstatement. Other procedures may be required by the department/program. Dismissed students who are reinstated by the program director and the dean will re-enter with probationary status.

Due to changing admission and curriculum requirements, the university reserves the right to re-evaluate all academic courses, whether completed at Carlow or elsewhere, to determine what will be credited toward the student's degree. Graduation requirements are governed by the catalog in effect at time of readmission. See the Office of the Registrar for more information about catalog requirements. A student who is dismissed twice is not eligible for reinstatement or appeal. The student should also contact the Office of Financial Aid and Office of Student Accounts to address any other pertinent financial aid issues.

LEARNING ASSESSMENT AT CARLOW

A Carlow degree represents a commitment to our students—a commitment that they will be given the opportunity to learn and be able to demonstrate the skills, knowledge and competencies that are necessary to enter into a career, a community of practice, or higher levels of graduate study. One of the ways we honor this commitment is through the practice of learning assessment. By engaging in learning assessment processes, we take steps to ensure our students achieve the learning goals represented by their degree.

Through our learning assessment efforts, we seek to provide truthful and accurate answers to the following questions:

- What goals do we have for students with respect to the knowledge, competencies, and skills they should develop or master to be able to enter into a career, a community of practice, or higher levels of graduate study?
- What intentional steps do we take to achieve these goals?
- How successful are our students in achieving these goals? That is, what are the actual outcomes?
- How do we improve student learning when the information obtained through our efforts indicates that students' progress in achieving these goals is not sufficient?

In Standards for Accreditation and Requirements of Affiliation, the Middle States Commission on Higher Education observes that assessment and accreditation have the student as their primary focus, function to help students improve their learning, enhance quality, and lead to continuous improvements in academic programs. As a member of the Middle States Association, Carlow University embraces these principles as integral to its own framework for assessment. In fact, the improvement of teaching and learning is the framework's primary goal.

Carlow's Learning Assessment Framework

Based on best practices in the field of learning assessment, we have established a common set of expectations for the development and assessment of student learning outcomes. Each program of study is responsible for maintaining a sustainable assessment process. Specifically, a sustainable assessment plan in Carlow's learning assessment framework includes the following elements:

- Clearly Articulated Student Learning Outcomes
- To ensure learning, a program must first define goals in order to intentionally work toward those goals. With this in mind, each program of study defines five to seven program-level student learning outcomes. These outcomes are statements about what a learner should be able to do after they have completed the program of study. At the end of each academic year, departments and programs of study review their outcome results and use the information to determine action steps that will improve, bolster, and better assure student learning.
- Defined Measures and Criteria for Success
- Learning outcome statements specify student learning behaviors that are observable, measurable, and able to be demonstrated. Based on all of this, each program of study identifies opportunities where students apply and demonstrate their learning outcomes. These can include exams, papers, presentations, projects, and other assignments. After identifying these

demonstration opportunities, programs of study establish standards of quality, i.e., “criteria for success”, that they will use to evaluate the learning outcomes, ensuring that they meet our expectations and prepare students for future success. Wherever necessary, rubrics are developed to clearly explain the criteria used to evaluate outcomes.

- Collection and Analysis of Data
- Upon conducting assessments of each learning outcome, programs of study collect and analyze the resulting data. This analysis includes evaluation of the achievement of each outcome and thus leads to identification of best practices or areas in which student learning can be improved.
- Action Plans for the Improvement of Student Learning
- Where data collected indicate unsatisfactory progress in the achievement of learning outcomes, faculty will identify tangible actions that will be taken to improve student learning. The efficacy of these actions is then evaluated through future assessments.

It should be noted that while this framework provides clear guidelines for how each program of study carries out assessment, it leaves great flexibility to faculty, departments, and programs in determining and implementing the best practices for evaluating their students’ achievement. There are several programs at Carlow University that are externally accredited, including programs in the School of Nursing (CCNE), the Counseling Psychology Doctoral Program (APA), the Respiratory Care Program (provisional accreditation through COARC, the Commission on Accreditation for Respiratory Care), and the Social Work program (CSWE). For these programs, external agencies often have their own requirements regarding assessment, and these programs may adapt the Carlow framework to conduct assessment of student learning in ways that align with those requirements.

Assessment Reports and Activities

Each program produces an assessment report each year that includes the following:

- Assessment results data from the most recent academic year.
- Plans for the improvement of student learning that result from analysis of the data collected.

CLASSIFICATION OF STUDENTS

- Full-time Students: Graduate students enrolled in 6 or more credits
- Part-time Students: Graduate students enrolled in fewer than 6 credits
- Less than Half-time: < 3 credits

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act, as amended (FERPA) does three things:

- FERPA allows students to have the right to inspect their own records.
- FERPA creates rules regarding the confidentiality and disclosure of education records, and
- FERPA allows students to ask to have their records amended.

CARLOW UNIVERSITY PROCEDURE FOR STUDENTS TO INSPECT EDUCATION RECORDS

Students who wish to inspect and review their own education records may submit to the registrar a written request that identifies the records the student wishes to inspect. A university official will make arrangements for access and notify the student of the time and place where the records may be inspected within 45 days after the request was received. A university official may be present during the inspection and review.

Certain documents are excluded from the student’s inspection of his or her education records. These exclusions are: 1) financial information submitted by the student’s parents; 2) confidential letters of recommendation related to admission, employment, job placement, or honors, placed in the file before January 1, 1975, or thereafter when the student has waived the right to inspect and review such letters of recommendation; 3) information about other students; and (d) documents that are not considered “education records.” For example, documents that are in the sole possession of the maker of the document and are not shared with anyone else (except a substitute) are not considered education records maintained by the institution.

In general, students cannot inspect education records of other students unless the other student provides their written, signed and dated consent.

CARLOW UNIVERSITY PROCEDURES REGARDING DISCLOSURES OF STUDENT RECORDS

Carlow University students are encouraged to allow their parents and guardians to have access to their education records. To authorize disclosure to parents and guardians (and anyone else not listed in the exceptions below), students must provide written, signed and

dated, specific authorization specifying the records they wish to share. To do so, students may submit an Authorization to Release Records form with the registrar. The student may email the completed form to the registrar only from the student's own Carlow University email account. Otherwise, the student's signature must be hand delivered or mailed to the Office of the Registrar. To revoke this authorization, students may alert the registrar in writing, including by email.

Disclosure with the student's written consent is by no means mandatory or automatic. If a parent or guardian or other designated third party wishes to review a specific record, Carlow will respond to that request by reviewing whether Carlow has the student's written, signed, and dated authorization to disclose on file and weighing other interests. In many cases, the university may choose to share information directly with the student to allow the student to determine how and when to share with others.

Written consent generally required:

The general rule is that Carlow will not disclose personally identifiable information from the records of a student without the student's prior written consent. The list of exceptions (instances where Carlow may disclose education information without student consent) are set forth below.

Disclosures without student consent:

Carlow may disclose information from education records, including personally identifiable information, without the prior written consent of the student in the following circumstances (some are mandatory disclosures and Carlow has no choice; some are discretionary):

- To Carlow University officials who have been determined by the university to have legitimate educational interests in the records. A school official is:
 - a person employed by Carlow in an administrative, supervisory, academic or research, or support staff position. Any Carlow employee who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Carlow University has a legitimate educational interest. For example, human resources and accounting staff may have legitimate educational interests for purposes of tuition reimbursement.
 - a person employed by or under contract to Carlow to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official. Vendors (for example, technology vendors) who receive education records must sign contracts agreeing to use the information only for the purposes designated in their contracts, must agree not to disclose information further, and must otherwise agree to the protections and protocols in the Carlow University Non-Disclosure Agreement.
- To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
- In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
- To organizations conducting certain studies for or on behalf of Carlow University, provided such organizations agree to protocols regarding the safeguarding of the information.
- To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
- To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code. Although Carlow is permitted to disclose under the law, it is Carlow's policy to disclose only with the student's consent.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate parties in health or safety emergencies.
- To officials of another school in which a student seeks or intends to enroll.
- To an alleged victim of a crime of violence or sexual offense, the final results of the university disciplinary proceedings against the alleged perpetrator of that crime or offense with respect to that crime or offense.
- To persons in addition to the victim of a crime of violence or sexual offense, the final results of the Carlow University disciplinary proceedings described in paragraph 10 above, but only if the school has determined that a student is the perpetrator of a crime of violence or sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of Carlow University's rules or policies. Carlow University, in such instances, does not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student(s).
- To a parent regarding the student's violation of any federal, state, or local law or of any Carlow University rules governing the use or possession of alcohol or a controlled substance if Carlow determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.

Directory information: Directory information is personally identifiable information that may be disclosed without the student's consent. Carlow University designates the following information as directory information:

- Student's name
- Address: home, local, personal email, and Carlow email
- Telephone numbers
- Date and place of birth
- Program of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended school
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- Student honors and awards received.
- The height and weight of athletic team members.

Opting out of the directory:

A student may request that his or her information not be included in the directory. To do so, please complete the Request to Restrict Directory Information (opt-out) Form or otherwise submit written notice to the registrar. Failure to request nondisclosure of directory information may result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information. Carlow University does not provide directory information to marketing companies, including credit card companies, ring vendors, or the like.

Student Recruiting Information. Carlow University is required to comply with certain requests made by the U.S. Military. Student recruiting information includes ONLY: name, address, Carlow email address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received, and most recent educational institution attended. It does not include and Carlow University will not provide: Social Security numbers, race, ethnicity, nationality, GPA, grades, low-performing student lists, religious affiliation, students with loans in default, veteran's status, and information about students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

Records of Requests for Disclosure

The registrar maintains a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student. The registrar need not include in the record, disclosures made to the student himself/herself, disclosures made with the student's written authorization, disclosures to university officials and employees, and disclosures of directory information.

PROCEDURE TO AMEND EDUCATIONAL RECORDS

Students have the right to request that a school amend records that they believe to be inaccurate, misleading or in violation of their right to privacy. To do so, the student files a written request to amend the record with the Office of the Registrar, Carlow University, 3333 Fifth Avenue, Pittsburgh, PA 15213. The request should identify the part of the record the student wants to have amended and specify why the student believes it to be inaccurate or misleading.

Carlow will either amend the record or decide not to amend the record and will so alert the student. If Carlow decides not to amend the record, the student then has the right to request a hearing. Carlow will arrange for the hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome. That individual may be an official of Carlow University. The student shall be afforded a forum for the opportunity to tell his or her side of the story, and present documentation and other information relevant to the issues raised in the original request to amend. The student may be assisted by another person, including an attorney. After the hearing, Carlow University will prepare a written decision based upon the evidence presented at the hearing. If Carlow determines that the record was inaccurate or misleading, it will amend the record and inform the student in writing. If, after the hearing, Carlow still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

MORE INFORMATION ABOUT FERPA

Students are afforded the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

For additional information, please visit <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Copying of Education Records

Online students or other students who are not able to inspect their academic records in person may request a copy of their education records. Students must follow the procedure to inspect education records as stated above. Transcripts from other institutions submitted as part of the admissions process may not be copied and distributed. Students must contact the other institutions directly to receive official transcripts.

COURSE INFORMATION

REGISTRATION

A student is officially registered for a course when named on the official class roster. Grades and credits will not be recorded for any course for which a student is not officially registered. Upon registration, a student agrees to pay all charges on the student account for that enrollment period according to the standard payment terms available on the Portal. Default of payment will result in a hold on future registration and release of transcripts. Tuition refund policies, deadlines, and more details for each semester are available on the Portal and in the Student Hub. Only officially registered students may attend class.

CHANGE OF REGISTRATION

Students may change registration without academic penalty during the official add/drop period. Dropping below full-time status may affect financial aid. Students should contact the Office of Financial Aid for details. Students must have written permission from the instructor and advisor to add a course after the first week of classes.

In Carlow accelerated courses, change of registration must be completed one day prior to the beginning of the second class. Students who miss the equivalent of more than two sessions cannot receive a passing grade for the course. A WD is assigned if a student officially withdraws from a particular course prior to the final date to withdraw in a given semester. Grades of students who do not complete a course and who have not withdrawn officially will be listed as F. Add/Drop/Withdrawal dates are posted on the Portal.

ATTENDANCE POLICY

Students have a responsibility to attend classes for which they have registered and fully participate in them. Specific attendance requirements for each course are established by the instructor. Students should be aware of individual course attendance policies, as they are held accountable for meeting those standards. Students are obligated to be in attendance on days when examinations, major or minor, are scheduled. Students who absent themselves from examinations may be refused permission to take the examination at a later date; may receive a failing grade for the examination missed; and may receive a failing grade for the course. Further, absence from class on a day when an assignment is due does not excuse the student from the obligation to have the assignment turned in on time. Faculty may refuse to accept any work which is turned in late and may assign a failing grade to that work.

ACCELERATED COURSES

Accelerated courses, regardless of delivery mode, have a very specific attendance policy and faculty teaching these courses have a responsibility to adhere to it. Students who miss more than the equivalent of two class meetings of an eight-week/accelerated course will receive an F (failing grade). This policy includes partial absences that add up to more than two class meetings.

ONLINE/DISTANCE EDUCATION COURSES

In an online/distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A university must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question, in order to constitute attendance.

NON-ATTENDANCE POLICY

To be eligible for a Federal Title IV grant and loan funds, a student must begin attendance in the period of enrollment for which the loan was intended. Accordingly, institutions must have a process in place to determine that the student actually began attendance. Faculty

reporting activities are necessary for the university to comply with Federal Department of Education regulation 34CFR 668.21, which requires that if a student does not begin attendance in a payment period, the institution must return all Title IV, HEA program funds that were credited or disbursed to the student's account no later than 30 days after the date that the institution becomes aware that the student will not or has not begun attendance. If the student fails to begin attendance in any classes after disbursement of federal loan funds has been made directly to the student, the institution must immediately notify the applicable Federal loan servicer that the student has not begun attendance and did not establish eligibility for federal aid. The loan servicer will then issue a final demand letter to the student borrower for repayment.

STUDENT PARTICIPATION AND ABSENCE FOR MANDATORY UNIVERSITY-SPONSORED EVENTS

A university-sponsored event is defined as an event directly related to a student's education or the university community that takes place outside the classroom. Examples include participation in varsity athletics, professional conferences, on-campus theater productions, and student orientation activities.

A student whose participation in a university-sponsored event is required (such as athletics) or would promote their education (such as presenting research at a professional conference) must notify the appropriate faculty member(s) of their participation in these particular events, as well as the anticipated absence from class. It is recommended that the student should notify the appropriate faculty member(s) at least one week prior to the actual absence, and, if it is available, present the faculty member with a schedule of their events.

The student is responsible for all material and assignments covered during the absence. In the event that a student will be absent from an examination or absent on the due date for an assignment, the student will be expected to make up the examination or submit the assignment at a time and place designated by the faculty member. All students participating in university-sponsored events must be given the opportunity to make up classwork, including labs, assignments, and exams that they miss during attendance at such sponsored events. Every effort should be made to accommodate the student, and there will be no consequences due to missing class for the events (such as point deductions for an assignment, loss of attendance points, unfavorable grade adjustments, or new assignments beyond those listed in the course syllabus).

The student should also discuss the event schedule with their academic advisor when registering for courses. To the extent that event schedules are known in advance, and to the extent that multiple sections are offered for particular courses, the student, where it is possible and where it does not adversely affect the integrity of their Carlow education, should schedule courses in such a way as to minimize schedule conflicts. Accelerated courses are not recommended for students who are aware that they have extensive travel commitments, evening obligations, or other university-sponsored activities that would cause them to miss such classes. The guidelines established by the university regarding CAP classes will apply. Realizing that circumstances that may cause an absence can vary greatly, any exceptions will be at the discretion of the faculty member on a case-by-case basis.

INDEPENDENT STUDIES AND TUTORIALS

Independent Studies: Department resources permitting, students may explore areas not covered in the Carlow curriculum through independent study. Graduate students may work independently or design a course to be pursued independently under the guidance of a sponsoring faculty member and with chair/program director approval. Students must have a minimum grade point average (GPA) of 3.0 and demonstrate proficiency in dealing with pertinent materials. Students are expected to demonstrate learning outcomes consistent with comparable course work. No graduate student may have more than six credits of independent study counted toward graduation.

Tutorials: Courses taught infrequently but listed in the catalog may be taken as tutorials with advisor, faculty tutor, and chair/director approval, and department resources permitting. Prior to registration, the student must make arrangements with the professor who usually teaches the course. A tutorial may not be taken during a semester in which the same course is being offered as a class session. Exceptions to this policy must be approved by the department responsible for the tutorial.

REPEATED COURSES

Students may attempt to improve their grade point average by repeating courses. A student wishing to repeat a course can do so only by taking the same course at Carlow University. When a course has been repeated, both grades remain on the transcript. The grade earned by repeating a course is used in lieu of the grade originally earned and will be used in the calculation of the cumulative GPA. A student who repeats a course one time may still be considered for financial aid for that course. No course may be taken more than three times. A student who repeats a course for which credits were earned will not earn additional credits for the repeated course. In some situations, it may be necessary for a student to repeat a course off campus. This situation will be handled on a case-by-case basis with oversight by the appropriate dean. No course may be repeated at any other institution in order to have that grade accepted as a replacement for the original grade earned at Carlow University. In the event that a student has failed a course that is no longer offered or for which the student is ineligible to take as determined by the academic department, the department offering the course will decide which course or

courses a student may substitute. The grade for the substituted course does not replace the grade for the original course in the calculation of the cumulative GPA. Students should consult with the Office of Financial Aid for more information on how repeated courses might impact student aid.

WITHDRAWAL FROM A COURSE

Withdrawal from a course must be made officially in the Office of the Registrar. A WD is assigned if a student officially withdraws from a course after the drop deadline and prior to the final date to withdraw in a given semester, according to the deadlines posted on the Portal. Withdrawing from a course or courses does not withdraw a student from the university.

Withdrawal from the University requires submission of an Official Notification of Withdrawal/Leave of Absence form to the Office of the Registrar. Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.

CROSS-REGISTRATION (PCHE)

Full-time graduate students (6 credits or above) in good academic standing are eligible to participate in a cross-registration program through the Pittsburgh Council on Higher Education (PCHE), provided the course is open for cross-registration and the student has met the prerequisites. Students may cross-register for one course per semester in the fall and spring terms only. The registrant must have the approval of the appropriate dean, advisor, and the University Registrar. Grades earned through cross-registration are posted on the Carlow transcript and counted in the GPA. Students may not repeat courses for which they received a D- or above at Carlow for credit or to replace a grade. There is no additional tuition charge to cross-register, although students may be assessed course fees (e.g. for courses with a laboratory component) by the host institution. Students are responsible for special course or lab fees at the host institution. Academic rules and regulations of the host institution prevail. Cross-registration forms are available on the Portal.

There are ten schools where Carlow students can cross-register:

- Carnegie Mellon University
- Chatham University
- Community College of Allegheny County
- Duquesne University
- LaRoche College
- Pittsburgh Technical College
- Pittsburgh Theological Seminary
- Point Park University
- Robert Morris University
- University of Pittsburgh

DEGREE/CERTIFICATE REQUIREMENTS

Students must complete all of the graduate program requirements governed by the catalog in effect at their time of enrollment, including required courses and field placements, while maintaining a 3.0 average. Some programs also require that students receive a B or above in all courses. A student receiving a grade of C+ or below in any course may be asked to repeat the course. In addition, students must demonstrate professional competence in theoretical and field experiences. Some programs require the presentation of a thesis, project, or workplace internship to demonstrate these competencies. Students in dual degree programs must satisfy all requirements of both programs before the degree(s) are conferred. Students who change their program of study will be governed by the catalog in effect when the change is made. Certificate completion requires a 3.0 cumulative GPA.

All requirements must be completed within five years of admission or as mandated by the specific program. All requirements must be completed within five years of admission in programs that require fifty (50) credits or less to complete, or within eight years in programs that require more than fifty (50) credits for graduation. Students who take an official leave of absence should consult with their program director to determine how this leave could affect their time frame for completing their program of study.

GRADUATION POLICY

All students must submit an application for graduation in order to be reviewed by their advisors and the University Registrar. The purpose of this review is to ensure students have met requirements for their degree or certificate. Students must meet all degree or certificate requirements, including all minimum grade, credit hour, and GPA requirements per departmental and University policy. Due to the University's obligation to report graduates within federally-mandated deadlines, students must submit their graduation applications by the date required for that graduation period and no more than 30 days beyond the end of the term. Students who submit their graduation applications beyond the deadline and more than 30 days after the term end date will be reviewed for the next graduation term. In addition, students who do not complete their final courses by the aforementioned deadlines due to incomplete or in-progress grades, late submission of official transcripts for off-campus credit, or any other reason will be reviewed in the next graduation term.

GRADES

The MFA program has a unique grading policy, which can be found in the MFA section of this Course Catalog and in the MFA Student Handbook.

The FNP/WHNP programs have a unique grading policy, which can be found in the FNP/WHNP section of this Course Catalog and in the FNP/WHNP Student Handbook.

GRADING AND GRADE POINT AVERAGE (GPA)

Instructors publish their grading policies so students know exactly how course grades will be determined. The following letter grades and their grade point equivalents are used at the university:

Grade	Points	Grade	Points
A+	4.00	C	2.00
A	4.00	C-	1.75
A-	3.75	D+	1.25
B+	3.25	D	1.00
B	3.00	D-	0.75
B-	2.75	F	0.00
C+	2.25		

NOTE: MINIMUM PASSING GRADE REQUIRED MAY VARY BY PROGRAM

The cumulative Grade Point Average (GPA) is obtained by dividing the total points earned by the total number of semester hours attempted. These quality point values of grades are used for each credit attempted.

GRADING—NO POINTS ASSIGNED

AB	Absent from examination
AU	Audit—no points assigned
CC	Credit by Challenge
CR	Credit for course opted Credit/No Credit by student; CR = D- or above
EE	Exempt by Examination
I	Incomplete
IP	Course in progress for seminar, research, or internship extending beyond one semester
M	Military Leave of Absence
NA	Never attended (Eliminated effective Fall 1983)
NC	No credit; overcutting or failure to complete course
NG	No grade or problem with grade reported by instructor
NP	No credit for preparatory level courses (Effective Fall 1988)
NR	No credit for course opted Credit/No Credit by student
PA	Pass for preparatory level courses; P = C or better (Effective Fall 1988)
PD	Pass with distinction (MFA only)
PR	Pass with reservation (MFA only)
P/F	Course offered by Pass/Fail only
Q	Courses in progress (Eliminated effective Fall 1983)
S	Satisfactory (A, B, or C in course opted Pass/Fail by student)
U	Unsatisfactory (D or F in course opted Pass/Fail by student)
WD	Withdrawn

AUDITING A COURSE

Students may audit a course with the instructor's permission and must register through the Office of the Registrar. Students should consult with Student Accounts regarding fees for auditing a course. A grade of AU is given for an audited course with no credit.

GRADES OF C+ AND BELOW

A student receiving a grade of C+ or below in any course may be asked to repeat the course. The student will be permitted to repeat the

course only one time. However, in the nursing graduate program there are designated courses that the student must repeat if they receive a B or below. Policies regarding repeating courses and other minimum criteria vary among academic programs. However, a cumulative GPA of 3.0 is required for good standing in all graduate programs. Students are expected to consult the handbook for their particular major in addition to this publication.

INCOMPLETE GRADE POLICY

An incomplete grade (I grade) at the end of a course is reserved for those students who have completed at least 75 percent of the course work, have a passing grade in the course, and for good reason (mitigating or extenuating circumstances) have assignments or examinations to complete. Incompletes are given at the discretion of the instructor for the course; the instructor makes the final decision to award an incomplete.

The I grade is automatically changed to 'F' by the Office of the Registrar if not removed within the required time frame (six calendar weeks from the end of the semester in which the I grade was assigned, including summer terms). Official deadlines for each semester will be supplied by the University Registrar and posted on the Portal.

Once the student has completed the work, the instructor must submit a Change of Grade form to the Office of the Registrar. Instructors reserve the right to require that work be submitted prior to the six-week deadline in any given term. If an extension for an incomplete grade is needed, instructors must submit an Incomplete Extension form with dean's approval to the Office of the Registrar prior to the six-week deadline. Credits assigned the grade of incomplete are not considered earned credits until completion.

IN PROGRESS (IP) GRADES

The IP grade is reserved for certain classes where it is possible that a student's work will extend into the next semester (i.e. creative manuscript, thesis, project, internship, clinical, third student teaching experience, etc.). Students receive an IP grade based on the instructor's judgment. Students who receive an IP, and who have not completed the IP prior to the end of the following semester's add/drop period, must enroll for the same course number but denoted with the extended designation (i.e. ED 715 would be ED 715X, NU 7501 would be NU 7501X). Note that the "X" designates the course's extended status. Students who enroll in an approved, extended course are charged one credit for the term in which registration occurs. The student must register for the extended course each semester while working on the IP grade. When the student completes the IP, the student's final grade is substituted for the IP and the extended course numbers are assigned a P grade. Individual programs may place a time limit on the completion of IP courses, such as the creative manuscript, thesis, project, internship, clinical, third-year teaching experience, etc. Students should check with their program for any specific policies. Students who are carrying an IP grade and do not register for classes for two or more semesters will have the IP grade converted to an NG (no grade). If those students are readmitted to the university, they will register and pay for the original course again with its associated credits.

GRADE CHANGES AND GRADE APPEALS

Once a grade has been submitted to the Office of the Registrar, the grade cannot be changed unless there has been an error or grade reconsideration on the part of the instructor. To change a grade, the faculty member must complete the Change of Grade form and obtain the appropriate chair/director's signature. Completed forms are to be submitted to the Office of the Registrar by the instructor.

Students who have questions regarding a final course grade are to first consult with the instructor who originally awarded the grade. Any request for a grade reconsideration must be made to the instructor in writing/email within 30 calendar days of the beginning of the semester following the one for which the first grade was first issued. If the instructor does not believe the evidence warrants a change of grade, the student may appeal within 30 calendar days of the instructor's written/emailed decision by following the appeal process outlined below.

If an acceptable solution cannot be reached by discussion with the instructor, the student may appeal by sending a written statement to the instructor and department chair/program director, along with any supporting evidence. The department chair/program director will then work with the instructor to review and assess the student's claims. The decision will be communicated to the student in email by the department chair/program director and will be final. This process is not intended to replace informal conferences between a student and instructor concerning the issuance of a grade. In the event the instructor is the department chair/program director, the student should consult with the dean of the college.

INSTITUTIONAL REVIEW BOARD

Federal law protects the individual's right to privacy and protects citizens from harm from others. Research involving human subjects is reviewed to safeguard those rights. Carlow University has convened an Institutional Review Board (IRB) to ensure that all human subject research and/or projects that include data collection from human subjects is reviewed in advance by responsible, knowledgeable peers

to protect these rights. Carlow University is committed to these laws based on moral, ethical, and legal grounds. All research that comes under the aegis of the university must meet the procedures established to ensure the privacy and protection of human subjects. These procedures are followed by faculty in their own research, and by students in any research they conduct, regardless of where it is actually conducted. Guidelines can be found on the Portal.

ADD/DROP AND LEAVE OF ABSENCE/COMPLETE WITHDRAWAL NOTIFICATION

Non-attendance in classes does not constitute an official withdrawal and may result in full financial obligation. Students seeking to drop all classes and withdraw or take a leave of absence from the University must complete a Withdrawal/Leave of Absence form and submit it to the Office of the Registrar. The withdrawal form is available in the Student Hub the Portal. Students can take a leave of absence for one to three semesters, including summer terms. Students should contact the Office of the Registrar upon returning for registration instructions. Students taking a leave of absence or withdrawing due to military activation must contact the Office of the Registrar.

- Students who are considering withdrawal should investigate the financial and student aid implications prior to any action by contacting the Financial Aid and/or Student Accounts Office.
- Financial aid recipients are urged to contact the Financial Aid Office to determine how financial aid amounts will be affected by any withdrawal. Also, please review the Federal Title IV Aid Return of Funds Policy to determine how loans and grants will be recalculated.
- For complete withdrawal from all classes in a semester, final determination of tuition and fee refund amounts will be made by the Office of Student Accounts and will be based on the date that the student initiated the withdrawal process by contacting the Office of the Registrar or by submitting the withdrawal form.
- Students who do not return from a leave of absence or who are not registered for four consecutive semesters will be unofficially withdrawn from the university. Students who are unofficially withdrawn are still responsible for outstanding tuition balances.
- See below for the schedule of refunds of tuition, fees, room and board.

ADD/DROP

Students adding or dropping a class(es), but who are still enrolled at the University must submit the Change of Registration form available in the Student Hub or on the Portal. See below for the schedule of refunds of charges. *Graduate students and undergraduate students at the sophomore level and above can also make changes in registration prior to add/drop deadlines via WebAdvisor. For dropped courses, any refund of charges will be based on the date that the Change of Registration Form is received by the Office of the Registrar or the drop is completed by the student in WebAdvisor.

Financial aid recipients are urged to contact the Financial Aid Office to determine how financial aid amounts will be affected by a change in credit load.

Full-time status for undergraduate students is at least 12 credits. Full-time status for graduate students is at least 6 credits. Dropping below full-time status will have financial aid implications.

Students wishing to withdraw from the residence hall must contact the Residence Life office at 412-578-8776. Refunds of room and board charges are governed by the Housing and Food Service Agreement signed by the student for the academic year. Refunds of residence hall deposits are processed upon request if the Housing Agreement has not been broken and if the student owes no outstanding balance or fine to the University.

REFUND OF TUITION AND FEE CHARGES

Accelerated Courses (CAP or WEC formats with Section #s CA to CZ, WA to WZ, GA to GZ) excluding MFF courses

- Students can add or drop a course(s), or completely withdraw from all courses, through midnight on the day before the second class meeting time.
- Students dropping a course(s) prior to the second class meeting time will receive 100% refund of all charges.
- Students dropping a course(s) OR completely withdrawing from all courses after the second class meeting time will have no refund of charges.
- New students dropping all courses prior to the second class meeting time will be considered a “cancel” and will receive 100% refund of all charges. No academic record will be created for cancelled students.
- For accelerated courses with no scheduled meeting dates including online courses with WEB location, students can add or drop a course(s) through midnight of the 10th day of the accelerated session.

Accelerated Courses in the MFF program with Section #01 to 32

- Students can add or drop a course(s) through midnight on Day 5 and receive 100% refund of charges. Drops or withdrawals after that date will result in no refund of charges.

Semester Courses (Undergrad and Grad Day formats with Section #s DA to DZ or G1, G2...)

- Students can add or drop a course(s) through midnight on Day 14 of the Day course calendar.
- Students dropping a course(s) or completely withdrawing prior to midnight on Day 14 will receive 100% refund of all charges.
- Students dropping a course(s) after Day 14, and who are still enrolled in the semester for other courses, will have no refund of charges.
- New students dropping all courses prior to midnight on Day 14 of the day course calendar will be considered a “cancel” and will receive 100% refund of all charges. No academic record will be created for cancelled students.
- Students who completely withdraw and drop all courses in a semester from Day 15 to Day 21 will receive a 75% refund of tuition and fees.
- Students who completely withdraw and drop all courses in a semester from Day 22 to Day 28 will receive a 50% refund of tuition and fees.
- Students who completely withdraw and drop all courses in a semester from Day 29 to Day 35 will receive a 25% refund of tuition and fees.
- Students who completely withdraw and drop all courses in a semester from Day 36 to the end of the semester will receive no refund of charges.

For specific semester dates, please refer to the Add/Drop/WD Deadline Grid on the Portal.

REFUND OF ROOM AND BOARD CHARGES

Students who withdraw from the University within the first 14 days of the semester are charged \$50 per day for number of days residing in the residence hall. Beginning Day 15, the room and board charges are refunded following the tuition and fee refund schedule.

MILITARY DEPLOYMENT AND REFUND POLICY

The university will assist a student who is currently enrolled in an academic semester and who is called to active military duty with transition out of the university as quickly as possible. The student must file written documentation of the activation order with the registrar. The student may then choose one of three options by contacting the Office of the Registrar.

A student can take the grade they have earned to date in the class provided that the student has completed at least 75 percent of the course work, has a passing grade in the course, and if both the student and faculty agree with this option. A student selecting this option will not be refunded any tuition or fees and will have their grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded.

A student can choose to have an Incomplete (I) grade recorded at the end of the semester provided that the student has completed at least 75 percent of the course work, has a passing grade in the course, and if both the student and faculty agree with this option. The student and faculty will need to discuss the completion requirements for the course. A student who has selected the incomplete grade option will have one year after return from active duty to contact the university to arrange for completion of the credits. If the incomplete is not satisfied in this time period, the grade will be converted to an “F.” The student choosing this option will not receive a refund of tuition and fees.

A student can choose to process a withdrawal from one or all courses with an “M” grade at any time during the semester in which active military deployment occurs by informing the Office of the Registrar. Tuition and fees will be refunded or credited in full with no credit awarded for the term. The student should be aware that this option may result in the need to return funds to the university. The Financial Aid and Student Accounts Offices will inform the student of the impact of this option on the student account.

A student who resides on campus and who leaves for active duty assignment will be released from their housing contract for room and board. Fees will be refunded for the unused portion of the contract on a pro rata basis.

APPEALS

Changes to registration status resulting from injury to student or immediate family member, death in immediate family, sudden severe illness, accident, or exceptional trauma that is affecting the student’s emotional and physical health may be cause for an appeal of change of registration deadlines and/or charges. Students must complete an appeal form, attach appropriate documentation, and submit to appeals@carlow.edu to the Appeals and Grievance committee consisting of a representative from Academic Affairs, Admissions, Financial Aid, Registrar, Student Accounts, Student Affairs, and the faculty. The student will receive a written response within 30 days of the appeal submission.

TRANSFER OF CREDITS

6-12 graduate credits may be accepted for graduate credit by Carlow at the discretion of the chair/program director. Acceptance of transfer credits is specific to each program. Credits must: 1) be comparable or complementary to the Carlow University program and 2) indicate a grade of B or higher. Some programs require that credits be earned no more than five years prior to enrollment in a Carlow University graduate program. Transfer of credit into certificate programs varies by the program of study. Students should contact the appropriate chair/program director of specific certificate program. The following chart provides an example of the credits that may be accepted based upon the total number of credits in the program.

Total Credits	Potential Transfer Credits
30-credit program =	6 transfer credits
48-credit program =	9 transfer credits
60-credit program =	12 transfer credits

Carlow is part of the ACE Credit College and University that considers ACE recommendation for military training and experience.

Once a student matriculates at Carlow University, the student must have permission from the program director and the dean of the college prior to beginning a class at another institution. The student is also responsible for requesting that the registrar at the host institution forward an official transcript to the Office of the Registrar at Carlow University. The Carlow registrar will not accept a course for a student who has not obtained formal permission from the program director to take the course. Appropriate forms are available in the Office of the Registrar.

Carlow University makes no promises about the transferability of its credits to another institution of higher education. Transferability of credits is determined exclusively by each receiving institution. Typical considerations involve accreditation guidelines, whether the course substitutes for a course in the curriculum at the other institution, whether the student received a certain grade or better, how long ago the course was taken, how many credits the student seeks to transfer, and other factors. Students who plan to transfer credits from Carlow can check with the registrar to see if there is an affiliation agreement in place and check with the other institution to learn about their policies regarding transfer of credits before taking the courses.

SECOND DEGREE FOR STUDENTS

Whether a student has completed a previous Carlow graduate degree or a degree at another institution, the student must complete a minimum number of credits at Carlow for the additional graduate degree. While previous courses can fulfill requirements if appropriate, a requisite number of credits ranging from 24 to 48 credits depending on the program of study must be completed at Carlow to be awarded the second graduate degree. It is possible that students may need to take more than the requisite minimum number of credits to complete the degree. See department for more information.

TUITION AND FEES

A complete listing of charges and fees is available on the Carlow website at carlow.edu/tuition_and_fees and on the Portal. The University reserves the right to modify these charges if circumstances require. Payment options and student account policies are also listed on the Portal under the Student Hub/Student Accounts tab.

STUDENT ACCOUNTS PAYMENT POLICIES

Each semester, payment is due by the due date published on the intranet. A student must pay the balance due or begin an official payment plan to cover any balance that will not be cleared by pending financial aid in order to begin attending classes and to move into the residence halls.

Ten business days prior to the start of the semester, registration may be voided for any returning student who owes an outstanding balance of \$4,000 or more for any previous and/or upcoming semesters combined after any finalized financial aid would be applied to the student account, and who has not made payment arrangements with the Student Accounts Office. A notification letter will be sent to any student whose registration has been voided. Registration can be re-instated within the first week of the semester after the student pays the balance due or makes satisfactory payment arrangements. Re-instatement of registration will be subject to course availability.

Student accounts are audited during the semester and bursar holds are added to delinquent accounts. A bursar hold prevents receipt of transcripts. A registration hold is also placed on an account that has a delinquent balance of \$1,000 or higher.

Upon graduation, a student must pay all outstanding obligations to the university prior to receiving a diploma and transcripts.

A student who is no longer enrolled at the university and has an outstanding balance must make satisfactory payment arrangements or

the account may be placed with a collection agency, incur additional collection agency/legal fees of up to 33 1/3 percent of the balance due and be reported to credit reporting agencies.

CARLOW UNIVERSITY CREDIT HOUR POLICY

Carlow University complies with federal (U.S. Department of Education) and Middle States Commission of Higher Education (MSCHE) and Pennsylvania Department of Education (PDE) regulations pertaining to degree requirements and credit hours. Carlow University undergraduate degrees require the successful completion of 120 semester credit hours. All graduate degrees require a minimum of 30 semester credit hours.

Carlow University's academic year is separated into fall, spring, and summer semesters. Fall and spring are traditionally 15 weeks in length with an additional week for finals. Accelerated semesters (CAP/WEC) are typically five or eight weeks in length. Summer classes generally run for eight weeks. All formats, including traditional semester-length classes and the accelerated and summer formats, must comply with the university credit hour policy.

All new courses will have a credit hours calculation worksheet completed as part of new course development. For accelerated and weekend courses, faculty must also document, through their extended syllabi, how CAP/WEC courses will meet the minimum semester credit hour requirement. In addition, existing courses are reviewed periodically by the college dean and the Office of the Registrar to ensure that the workload is consistent with the potential credits to be earned.

BACKGROUND

The U.S. Department of Education, at 34 CFR Section 600.2, defines "credit hour" as:

"...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
- at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

The Pennsylvania regulation states, in part, "A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. A quarter credit hour represents a unit of curricular material that normally can be taught in a minimum of 10 hours or classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty." 22 Pa.

Code Section 31.21(b).u

The Middle States Commission on Higher Education, in its Credit Hour Policy, effective August 23, 2013, requires institutions to verify compliance with Credit Hour regulations.

CARLOW UNIVERSITY CREDIT HOUR POLICY

Carlow University has adopted the credit hour as the unit measure of instruction for awarding credit.

At Carlow University, a credit hour is equivalent to one hour of classroom instruction (50 minutes) with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meeting for 45 total hours over 15 weeks requires 90 total hours of out of class academic engagement. Carlow adheres to the federal standard of a total expectation of 45 total learning hours (15 hours for every 1 credit earned) in a semester, regardless of time frame of delivery.

CARLOW UNIVERSITY COURSE METHODS

Delivery method:

- Onsite—All classes meet at a site (can be a combination of campus and another site, ex. Clinical Rotation or Student Teaching).
- Hybrid—Online meetings reduce the number of face-to-face meetings. Hybrid courses will have meeting dates onsite.
- Online—All content is delivered online. There are no required face-to-face meetings.

Levels of synchronicity:

- Completely Synchronous—Regardless of whether the faculty member and students are in the same location or are online, they

have at least 45 hours together at the same time (in real time) for a 3-credit lecture or seminar course.

- At least 50% synchronous—Regardless of whether the faculty member and students are in the same location or are online, they have at least 22.5 hours but less than 45 hours together at the same time (in real time) for a 3-credit lecture or seminar course. CAP/WEC college format courses generally follow this formula.
- Less than 50% synchronous—Regardless of whether the faculty member and students are in the same location or are online, they have more than 0 but less than 22.5 together at the same time (in real time) for a 3-credit lecture or seminar course. 0 but less than 21 hours for CAP/WEC college format.
- Completely Asynchronous—The faculty member and students do not meet in real time together. This would be a pure online section with no real-time meetings.

Instructional format:

Clinical	Practicum
Externship	Seminar
Field Placement	Student Teaching
Independent Study	Studio
Internship	Thesis
Lab	Tutorial
Lecture	

CARLOW UNIVERSITY CREDIT HOUR REQUIREMENTS

Method of attributing credits per course:

Undergraduate credits are assigned per semester as follows:

- Lecture/Seminar
3 credits. 1 hour of classroom instruction and 2 hours of outside study per credit. 45 total hours per credit with 90 total hours of out of class academic engagement equaling 135 total hours for three credits over 15-week format.
- Accelerated CAP/ Weekend courses
3 hours per week over 8-week format, plus additional hours of equivalent instructional activities. 135 total hours for three credits.
- Lab
1 credit. 2-4 hours per week depending on the program, with 2 or more hours of student prep time per week over 15-week format.
- Clinical
1 credit per 60 hours of clinical contact.
- Student Teaching
12 credits per semester. 640 hours of total student teaching. 16 weeks, 8 hours per day/5 days per week.
- Internship/Externship
1-6 credits. 45 hours in field per credit.
- Psychology Internship
1 credit. 45 hours in field per credit.
- Art Therapy Practicum
1 credit. 45 hours in field per credit.
- Field Placement
3-5 credits. 135 to 225 hours in the field per credit depending on the program.
- Online
Refer to calculating credit hours for synchronous and asynchronous environments.
- Studio
3 credits. 50-minute clock hours. 60 total hours over 15-week format.
- Independent Study/Tutorial
Credits vary; contact hours will vary based upon program and or program requirements and will meet minimum credit hour requirements.

Specialized Graduate credits are assigned as follows:

- Nursing Clinical
1 credit per 75 hours of clinical contact.
- Doctor of Nursing Practicum

1 credit = 200 hours

- Thesis
3-6 credits. Hours variable per program.
- Internship/Practicum
1-4 credits. 45-100 field experience hours per credit
- Professional Counseling Practicum
3 credits. 100 hours of field experience, plus additional hours of class/preparation time. 135 total hours for three credits.
- Doctor of Psychology Practicum
3 credits. 300 hours of field experience.
- Doctor of Psychology Internship
9 credits. 2000 hours of internship experience.
- Student Teaching
6 credits per semester. 640 hours of total student teaching. 16 weeks, 8 hours per day/5 days per week.

Credit Hours for Online, Hybrid, and Accelerated Courses

Credit hours for online or hybrid learning courses, as well as accelerated courses at Carlow, must adhere to the Federal standard of a total expectation of 45 total learning hours for every 1 credit (15 hours of instruction with 30 hours of out of class academic engagement) earned in a semester regardless of time frame of delivery. All course developers are expected to complete the credit hours calculation worksheet as part of new course development. For accelerated courses, faculty must also document, through their extended syllabi how CAP courses will meet the minimum semester credit hour requirement.

Calculating Credit Hours for Synchronous or Asynchronous Environments

The following is a brief description of the types of activities that can be included in learning hour calculations. Many courses will present unique learning activities not directly covered in the exact or estimated equivalent examples provided below. Equivalent Instructional Activities contribute toward the total number of learning hours by using the following examples:

- Exact Equivalent (1:1, i.e. one learning or contact hour for every hour spent)
- Face-to-face or live synchronous sessions, such as classroom or web-based lectures or class sessions, real-time chat sessions, or conference calls
- Other live 'classroom' time (i.e. internships or practica, guided field experiences [museum or facility tours], studio work, virtual or at-home labs for chemistry/biology, service projects, etc.)
- Videos, audio recordings, recorded lectures or webinars, or timed animations/simulations/demonstrations
- Student presentations via web conferencing
- Proctored exams or quizzes

ESTIMATED EQUIVALENT

- LMS/module pages (estimated number of words at average adult reading rate)
- Learning assets such as assigned reading, digital mini-books, articles, simulations, self-paced modules, case studies, etc. (calculated average time needed to 'consume' the material assuming the student reads 10 to 15 pages per hour. Time may vary by department.)
- Instructor-facilitated or instructor-feedback-rich activities such as discussion boards, wikis, journals, group projects (instructor expectation of time to be spent)
- Student presentations via virtual poster session (instructor expectation of time spent reviewing and commenting on 'posters' or presentation)
- Instructor-guided research activities (instructor expectation of time to be spent)
- Low-stakes quizzes used as comprehension checkers (instructor estimation of time spent)
- Preparation for examinations (instructor estimation of time to be spent)
- Discussion question preparation (instructor estimation of time spent)
- Homework/Working Problems time (instructor estimation of time to be spent)

ACCEPTABLE RANGES OF STUDENT LEARNING HOURS

Given the diversity of course offerings and delivery and instructional formats, calculating student learning hours requires flexibility. Because of this, the following chart was devised to provide a foundation for calculating student learning hours. Equivalent Instructional Activities helps to supplement time when courses do not meet the traditional (45 total learning hours, 15 hours for every 1 credit earned).

Credit Value of Course 4: Target Number of Student Learning Hours 180
Credit Value of Course 3: Target Number of Student Learning Hours *135
Credit Value of Course 2: Target Number of Student Learning Hours 90

*Example represents a traditional course meeting for 45 contact hours with 90 hours of out of class academic engagement. This follows the federal guideline for every 1 hour in class the student will have 2 hours of work outside the classroom.

For courses with abbreviated contact hours, the out of class academic engagement will be supplemented via Equivalent Instructional Activities.

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ANALYTICAL, PHYSICAL, AND SOCIAL SCIENCES

Master of Social Work

Dual Degree: MBA/MSW Business Administration & Social Work

MASTER OF SOCIAL WORK

PROGRAM OVERVIEW

The Master of Social Work Program is designed to prepare students for advanced level social work, providing a generalist foundation, intended to promote human and social well-being through specializations in Direct Practice and Macro Practice. The program is committed to the promotion of reflective leadership, across diverse populations and systems, using lenses of advocacy, professional ethics, trauma-informed care, and social justice. The program is 60 credits for traditional students and 45 credits for advanced standing students.

The direct practice specialization focuses on teaching best practices for a range of intervention methods in working with individuals, families, and groups. It is grounded in the person-in-the-environment framework, trauma informed care, human rights, and social and economic justice. This specialization is designed for students seeking careers in health and mental health-related fields across the lifespan within a wide array of settings including: health care agencies, hospitals, public safety organizations, schools, correctional facilities, and community mental health counseling agencies.

The macro practice specialization is grounded in human and social well-being and advocating for human rights and social and economic justice. Students are taught best practices with large systems and frameworks for achieving change. This specialization is designed for students seeking careers in community advocacy, policy, human service leadership, non-profit leadership, and public service.

Upon completion of the MSW degree and after supervised practice, students in the MSW program will be eligible to test for their professional license in the state of Pennsylvania.

TRANSFER CREDITS

Students may transfer six credits from a master's program from an accredited program. The class must be comparable or complimentary to the Carlow University program and indicate a grade of B or higher. When students begin the MSW program, they do not repeat a class they may have taken in their undergraduate program with a grade of a B or above. They may exempt that class and take another class. They will still need the same number of credits to graduate but they will be able to take more advanced classes and electives and will not have to repeat what has already been achieved in their baccalaureate programs.

DUAL DEGREE: MSW AND MBA

The Master of Business Administration and Master of Social Work dual degree program is a 60-63 credit program. It is available to MSW students in either the Direct Practice or Macro Practice tracks. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration while studying in the Social Work program. The dual degree focuses on corporate social responsibility, ethical practices, reflective leadership across diverse populations, advocacy, professional ethics, trauma-informed care, and social justice. The scholar-practitioner model inspires a curriculum that is both practically relevant and academically rigorous. Engaged scholarship and experiential learning opportunities ensure that the education is timely, enriching, and highly relevant.

Required Courses:

MSW Requirements: MSW-720, MSW-723, MSW-724, MSW 727 (Direct Practice only), MSW-732, MSW-733, MSW-734, MSW-735, MSW-750, MSW-721 OR MSW-722, MSW-725 OR MSW-726, MSW-736 OR MSW-737

MBA Requirements: MBA-711, MBA-722, MBA-724, MBA-728, MBA-731, MBA-732, MBA-752, and MBA-778

DEPARTMENT OF ART, COMMUNICATION, AND ENGLISH

Master of Arts in Art with a concentration in:

- Painting/Drawing
- Ceramics

Master of Fine Arts in Creative Writing

- Fiction
- Non-Fiction
- Poetry

MASTER OF ARTS IN ART

PROGRAM OVERVIEW

The Master of Art (MA) in Art is a graduate program designed to further professional growth and education in studio art. The MA in Art is available for students interested in earning an MA in one of two areas: Painting and Drawing or Ceramics. This program is particularly appropriate for practicing K-12 teachers, post-baccalaureate students wishing to develop their portfolio beyond the undergraduate level, and artists wishing to further their studio practice in a structured academic setting. Students will benefit from a very low faculty-to-student ratio.

The program requires a minimum of 30 credits. Curriculum requirements are as follows:

- Advanced Studio Projects: 18 credits
- Thesis and Exhibition: 6 credits
- History of Art: 3 credits
- Elective: 3 credits

Each student will work with a faculty advisor to develop an appropriate course of study that meets the needs of the student and will work independently but with frequent interaction with the faculty advisor.

Admission to the program will be granted to select number of applicants. To be considered for admission to the program, an applicant must hold an approved undergraduate art degree, submit a portfolio for evaluation, and submit a complete application.

Accelerated Option for Carlow Undergraduates

Undergraduate students with a major concentration in Art, Painting, and Ceramics are invited to apply to Carlow's Master of Arts in Art program prior to graduation. Juniors and seniors admitted to this program may be permitted to take up to nine credits of AR 730, Advanced Projects, while they are still undergraduate students.

To be given graduate credit, all graduate courses must be passed with a B- or above. These credits will also be counted toward the 120 credits needed for the undergraduate degree. Graduate courses will count for graduate credit only if the student earns a B or above; graduate courses will count for undergraduate credit even if the student earns a C-.

This opportunity can save students time and money if they are planning to apply for admission to Carlow's MA in Art program. It is also an opportunity for students to engage in higher-level work and interact with graduate students while completing their undergraduate coursework. To stay in the program, students will need to maintain a 3.0 average. Admission to the accelerated program may not be retroactive; it must be approved and in place before registration for the courses to be included.

To begin MA courses, you must:

- Major in Art, Painting, or Ceramics
- Hold junior or senior status
- Achieve a cumulative GPA of 3.0 while at Carlow
- Meet Carlow residency requirements (minimum 18 AR credits at Carlow and appropriate overall credits at Carlow)
- Achieve a minimum grade of B in the courses to continue in the program
- Obtain undergraduate advisor's approval
- Submit application materials by contacting the MA director
- Obtain approval of MA director

Final and full admission to the MA in Art depends upon a portfolio and transcript review upon completion of the undergraduate degree from Carlow.

MASTER OF FINE ARTS IN CREATIVE WRITING

PROGRAM OVERVIEW

The Master of Fine Arts in Creative Writing is a low-residency international program designed for students who want to be professional writers, to teach creative writing at the college level, or to enjoy the satisfaction of writing and reading in an individualized program. For an entire semester, students study poetry, fiction, or nonfiction with prominent American and Irish writers who are also skilled teachers. A combination of workshops, seminars, and lectures creates a stimulating atmosphere for students to learn and discuss the art of writing.

The program requires a minimum of five semesters and 36 credits. Four semesters begin with an intensive 11-day residency at either Carlow University in Pittsburgh or a site in Ireland. At the end of each residency, students spend five months writing and reading in their chosen genre under the supervision of the professional writer with whom they worked during residency. The student may devote one of the residencies and its practicum to another genre. The student-to-faculty ratio is normally 5:1.

Students must complete the following degree requirements:

- Four 11-day intensive residencies alternating in Pittsburgh and Ireland.
- Four practicum semesters with a faculty mentor. Students will normally work with two or three mentors over the five semesters.
- An additional semester(s) to produce an original manuscript of publishable quality in fiction, poetry, or creative nonfiction. By the middle of the fourth semester, in consultation with the director of the MFA program, students choose a mentor for their creative manuscripts from among the mentors with whom they have studied.
- A defense of the creative manuscript, which includes a meeting with the academic review committee and a public reading from the manuscript followed by questions and answers.

RESIDENCY REQUIREMENTS

Students choose an intensive writing experience in fiction, poetry, or creative nonfiction guided by a mentor. Genre workshops and mentor-conferences typically fill half the day.

Seminars, lectures, and readings given by visiting writers and guest speakers from the publishing and writing communities fill the afternoons and early evenings. Students and mentors may also attend cultural events and visit sites of literary significance. Students must attend all events unless listed as optional. Readings and lectures may be open to the public and to alumni of the program, but workshops and seminars are for students only. Because of the nature of the program, auditing is not permitted.

At the end of the 11-day residency, mentors must design with each student an individualized five-month writing and reading schedule intended to improve the student's writing of poetry, fiction, or creative nonfiction. The mentor submits to the program director the contract to be filed in the MFA office. Each mentor will submit to the MFA director a detailed evaluation of the student's performance at the end of the residency. The student cannot advance in the program without the approval of the MFA director and of the mentor. The MFA director will send a copy of the residency evaluation to the student and retain a copy as part of the student's permanent record.

At the end of the 11-day residency, students are required to finalize an assignment contract with their mentor. Students must submit a residency evaluation, a questionnaire designed by the program director, to the MFA director after each residency. Students also submit to the program director an integrative critical essay on how the seminars, lectures, and readings contributed to their development as creative writers. Students must receive passing grades on the integrative essay and approval from their mentors to advance in the program. Students are graded with Pass with Distinction (PD), Pass (P), Pass with Reservation (PR), or Fail (F). Work cannot be resubmitted.

Each student must fulfill all residency requirements to the satisfaction of the program director and the mentor and meet all published deadlines to receive a passing grade for the residency. If a student fails a residency, they cannot advance to the adjoining practicum. Incompletes are not awarded. In Progress (IP) grades are possible only in the creative manuscript semester(s).

NOTE: RESIDENCY AND PRACTICUM TOGETHER MAKE UP A SEMESTER; ONE IS INEXTRICABLE FROM THE OTHER. IF A STUDENT COMPLETES A RESIDENCY BUT DOES NOT PARTICIPATE IN THE ADJOINING PRACTICUM, THE STUDENT MUST REPEAT THAT RESIDENCY AND COMPLETE THE ADJOINING PRACTICUM.

For example, if a student completes the January 2018 Pittsburgh residency but does not finish the Spring 2018 practicum, they must repeat the Pittsburgh residency and complete its adjoining practicum.

PRACTICUM REQUIREMENTS

The primary focus of the semester practicum is the student's creative writing. Students should be prepared to invest a minimum of 25 hours per week carrying out the writing plan designed with their mentor. Students will submit poems, fiction, or creative nonfiction to

their mentors at regular intervals during the semester.

Mentors will also give students specific writing assignments based on a reading list that is intended to contribute to their development as writers and critical readers. Mentors will give prompt, detailed responses to all assignments by written correspondence, email, or personal meetings. Students should receive comments from mentors well before the next assignment is due.

Students must complete a minimum of four exchanges with their mentors, and both are encouraged to keep logs of their correspondence. Midway through the practicum, mentors will submit a short narrative account of the student's progress in the program. Students will be alerted if they are in jeopardy.

At the end of the practicum, mentors submit an evaluation with supporting documentation of student progress and performance with recommendations for continued study in the program. Copies of the evaluation will be sent directly to the student by the MFA director. The MFA director's and the mentor's approvals are necessary for the student to continue in the program. The mentor's evaluation of the student's practicum becomes part of the student's permanent record. Each semester is graded Pass with Distinction (PD), Pass (P), Pass with Reservation (PR), or Fail (F). Students who are in danger of receiving a PR or F for the practicum are notified by the program director, mentor, and dean of the graduate school.

Each student must fulfill all practicum requirements to receive a passing grade for the practicum. A student who does not complete a practicum cannot register for the next residency without completing the practicum requirements to the satisfaction of the program director and mentor. A student who receives a final grade of F cannot proceed in the program.

Credit will be awarded for a practicum when all the following criteria are met:

- The student has successfully met submission deadlines with the mentor, according to Semester Practicum Contract.
- The student has submitted a practicum evaluation to the MFA office.
- The student has submitted a folder of creative and critical writing samples from the practicum to the MFA office.
- The student receives a passing grade (PD, P, or PR) for the practicum period.
- MFA faculty recommends that the student advance in the program.

GRADING FOR THE MFA PROGRAM

Pass with Distinction (PD)—acknowledges outstanding critical and creative writing in content and style.

Pass (P)—acknowledges worthy critical and creative writing of substantive content and clear style.

Pass with Reservation (PR)—acknowledges passing with significant reservations that the critical and creative writing meet the standards of the program. Students receiving two PR grades will not be permitted to continue in the program.

Fail (F)—acknowledges that critical and creative writing fails to meet the requirements of good writing. A student is dismissed from the program with a final grade of F.

In Progress (IP) grades are possible only in the creative manuscript semester(s), or in extreme personal situations. Students who receive an IP grade cannot register for the next semester until they satisfy the IP grade. IP grades are given only with the authority of the program director and the mentor.

Incomplete grades are not awarded.

CREATIVE MANUSCRIPT/DEFENSE

Students in their final semester will produce a book-length manuscript of poetry, fiction, or creative nonfiction as a culmination of their course of studies. This manuscript must be of publishable quality and demonstrate literary merit and should establish that the author understands and has mastered the elements of craft within the chosen genre. Students work closely with mentors with whom they have previously studied in the program. Students can complete the MFA with 36 to 41 credits, depending on when they finish the manuscript and have the approval of their manuscript mentor.

All manuscripts must be bound and typed in manuscript format.

Poetry manuscripts must be between 48 and 64 pages, while fiction and creative nonfiction must be between 150 pages and 250 pages. The length of a manuscript over 250 pages must be agreeable to the mentor. At the beginning of a manuscript semester, mentor and student must agree to the number of pages to be sent incrementally. It is in the student's best interest to understand that a mentor can read only so many pages per semester, regardless of projected final length. Manuscripts over 250 pages will require registering for more

time and more credits.

Poetry manuscripts must be single-spaced; creative nonfiction and fiction manuscripts must be double-spaced. The manuscript must be complete, not a work in progress. In the case of manuscripts over 250 pages, a polished segment, in rare instance, may be acceptable to a defense committee.

All manuscripts must be typed only on the right side of the page. The cover page must include the student's name, academic degrees and dates, and the title of the manuscript. The bottom of the cover page will include the following statement:

"This manuscript is submitted to Carlow University in partial fulfillment for the degree of Master of Fine Arts in Creative Writing, (date)." The student's curriculum vita (CV) must follow the title page. Acknowledgements can be cited on the page after the CV or at the very end of the manuscript. A table of contents must be included with each manuscript.

MANUSCRIPT DEFENSE

The manuscript defense includes two parts:

When all program and creative manuscript requirements are satisfied, students will meet with an academic review committee; students also give a public reading of their work followed by questions and answers. Steps for submission of the creative manuscript are as follows:

1. The mentor writes a letter to the director of the MFA program that the student's manuscript is ready for review. The student is responsible for delivering four copies of the manuscript to the program director at least six weeks before the anticipated defense and public reading.
2. Upon accepting the mentor's written recommendation, the director invites an academic committee to review the manuscript and act as the committee for the student's defense. Committee members must approve the manuscript within 10 days of receiving it. Committee approval of the manuscript is necessary for the student to proceed to the defense. If the manuscript is not approved, it is returned to the student for further revision.
3. The defense can be scheduled at any time during the academic year, except during Christmas and Easter breaks, spring vacation, the January residency, and two weeks before the end of a semester. (The academic year at Carlow University is from late August through May commencement.) Defenses are scheduled in the order in which they are received. The defense takes place with the committee and the student's mentor, if available. For the beginning of the meeting, the student prepares a presentation that places the work in a literary tradition and informs the committee about their creative process. As soon as possible after this meeting, scheduled for an hour, the student presents a public reading of the manuscript, with elucidating commentary, and answers questions from the audience.
4. The student earns the degree at the time of the defense.

TIMETABLE FOR SUBMISSION AND DEFENSE OF THE CREATIVE MANUSCRIPT

The student submits four copies of the manuscript to the director of the MFA program at least six weeks before the defense. Students who want to participate in the May commencement must submit their manuscripts by February 15. The student may participate in commencement exercises. Commencement ceremonies are held in May.

DEPARTMENT OF BIOLOGICAL SCIENCES

Master of Science in Cardiovascular Perfusion

ACCELERATED BACHELOR OF SCIENCE IN BIOLOGY / MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION

In cooperation with the UPMC Presbyterian-Shadyside School of Cardiovascular Perfusion, Carlow offers a five-year program leading to a Bachelor of Science degree in Biology and a Master of Science degree in Cardiovascular Perfusion. Perfusionists operate the cardiopulmonary bypass machine during open-heart surgery, coronary artery bypass, heart and lung transplantation, congenital defect repairs, and valve replacements.

The UPMC School of Perfusion accepts up to 20 students per year. There are two general populations of students who may apply for admission to the program: Carlow University undergraduate students who meet all program prerequisites at Carlow and students who already hold a bachelor's degree and have met all program prerequisites.

For MS in Cardiovascular Perfusion students, the program requires a 3.5 minimum GPA (3.5 in the sciences). Required coursework for the program includes General Biology I and II, Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, Physics I and II, Pharmacology, Calculus, and Medical Ethics. Prerequisite requirements may be waived at the program director's discretion for

MS only applicants who hold professional degrees or certifications.

The application deadline for the program is October 1st. Applicants are required to participate in an interview process conducted by the director and associate director of the perfusion program. The school of perfusion sends formal admission notification letters to the students at the end of January or early February.

Certification in Clinical Perfusion is attained by achieving satisfactory performance on the American Board of Cardiovascular Perfusion's certification examination. Requirements for certification can viewed at http://www.abcp.org/certification_.htm

NOTE: CARLOW UNIVERSITY DOES NOT GUARANTEE ADMISSION TO THE PERFUSION PROGRAM. ADMISSION IS ON A COMPETITIVE BASIS.

DEPARTMENT OF BUSINESS MANAGEMENT, ACCOUNTING, AND ETHICS

Degrees

- Master of Business Administration
- Dual Degree: MBA/MSN Health Care Management Concentration from MBA/ Nursing Education and Leadership
- Dual Degree: MBA/MSW Business Administration & Social Work
- Executive MBA (E-MBA)

Graduate Certificates

- Healthcare Management Graduate Certificate
- Human Resource Graduate Certificate
- Project Management Graduate Certificate

MASTER OF BUSINESS ADMINISTRATION

PROGRAM OVERVIEW

The Carlow MBA offers ultimate flexibility by allowing students to take courses online or in class. It is a unique, interdisciplinary degree that offers the opportunity to examine both the theoretical and practical aspects of business administration. Students may specialize in fraud and forensics, human resource management, project management, healthcare management, or in business leadership and management. Several themes permeate the program: first, corporate social responsibility and ethical practices are infused throughout the curriculum; second, the scholar-practitioner model inspires a curriculum that is both practically relevant and academically rigorous; third, engaged scholarship and experiential learning opportunities ensure that the MBA education is timely, enriching, and highly relevant for the business community.

Consists of 36 credits

- To qualify for full time status, students must take six (6) credits of course work per semester. Students wishing to take more than six (6) credits in one semester must obtain written permission from the program director before registering.
- Offered in an accelerated and flexible format (classes meet on campus typically every other week or online)
- Provides a forum for collaborative interaction with dedicated faculty
- Allows students to experience the art and science of quality leadership and management in a creative and supportive environment
- Utilizes experiential learning methods through the use of case studies, simulations, team projects, and client engagements with organizations and companies both regionally and nationally
- Assists students with assimilating a body of knowledge and developing a set of skills to keep them on the cutting edge of their professions
- Embodies the mission of Carlow University

In consultation with an advisor, students may elect one of five tracks:

- Fraud and Forensics
- Healthcare Management
- Human Resource Management
- Project Management
- Business Leadership and Management

MBA CURRICULUM

Core Courses

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 731	Managing Organizational Change and Innovation	3 credits
MBA 732	Financial Planning and Analysis	3 credits
	OR NU 727 Fiscal Management	3 credits
MBA 742	Economics	3 credits
MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits

Fraud and Forensics Track

MFF 711	White-Collar Crime	3 credits
MFF 713	Fraud Prevention and Ethics	3 credits
MFF 721	Legal Elements of Fraud	3 credits

Healthcare Management Track (Select 3)

MBA 797	Healthcare Project Management	3 credits
NU 709	Leadership Styles in Healthcare Organizations	3 credits
NU 711	Health Care Innovation and Quality	3 credits
NU 737	Healthcare Ethics and Policy	3 credits

Human Resource Management Track

MBA 777	Strategic Human Resource Management	3 credits
MBA 778	Employment Law	3 credits
MBA 779	Capstone Experience—Human Resource Management	3 credits

Project Management Track

MBA 734	Project Management – Methodologies	3 credits
MBA 735	Project Management Body of Knowledge	3 credits
MBA 761	Capstone Experience—Project Management	3 credits

Leadership and Management Track (Select 3)

MBA 700	Special Topics	3 credits
MBA 734	Project Management - Methodologies	3 credits
MBA 735	Project Management Body of Knowledge	3 credits
MBA 738	Global Business	3 credits
MBA 760	Experiential Learning	3 credits
MBA 761	Capstone Experience—Project Management	3 credits
MBA 777	Strategic Human Resource Management	3 credits
MBA 778	Employment Law	3 credits
MBA 779	Capstone Experience—Human Resource Management	3 credits
MBA 797	Healthcare Project Management	3 credits
MFF 711	White-Collar Crime	3 credits
MFF 713	Fraud Prevention and Ethics	3 credits
MFF 721	Legal Elements of Fraud	3 credits
NU 709	Leadership Styles in Health Care Organizations	3 credits
NU 711	Health Care Innovation and Quality	3 credits
NU 737	Health Care Ethics and Policy	3 credits

DUAL DEGREE: MSN AND MBA

The dual degree program is a program, which can be completed in about two and a half years, either completely online or with a combination of online and face-to-face courses. In addition to earning an MSN in Education and Leadership, the student will also earn a Master of Business Administration (MBA) degree by completing an additional 18 credits in the MBA program. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration. In the MSN/MBA concentration, exploration of theories as they apply to case studies, simulations, and team projects creates a managerial toolkit they can apply in their professional work. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through evidence-based practice.

Requirements:

NU 710, NU 727, NU 736, NU 738, NU 740, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796, NU 811, MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 752, MBA 778, MBA 797

Prerequisite: An approved undergraduate statistics course with a grade of C or better.

DUAL DEGREE: MSW AND MBA

The Master of Business Administration and Master of Social Work dual degree program is a 60-63 credit program. It is available to MSW students in either the Direct Practice or Macro Practice tracks. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration while studying in the Social Work program. The dual degree focuses on corporate social responsibility, ethical practices, reflective leadership across diverse populations, advocacy, professional ethics, trauma-informed care, and social justice. The scholar-practitioner model inspires a curriculum that is both practically relevant and academically rigorous. Engaged scholarship and experiential learning opportunities ensure that the education is timely, enriching, and highly relevant.

Required Courses:

MSW Requirements: MSW-720, MSW-723, MSW-724, MSW 727 (Direct Practice only) MSW-732, MSW-733, MSW- 734, MSW-735, MSW-750, MSW-721 OR MSW-722, MSW-725 OR MSW-726, MSW-736 OR MSW-737

MBA Requirements: MBA-711, MBA-722, MBA-724, MBA-728, MBA-731, MBA-732, MBA-752, and MBA-778

MASTER OF BUSINESS ADMINISTRATION FOR UPMC EMPLOYEES (LDI) PROGRAM

This is a pathway for graduates of UPMC's Leadership Development Intensive (LDI) program to begin a Carlow MBA. Graduates of the LDI program receive credit for two courses (6 credits) toward the MBA degree and can choose between the following tracks: Fraud and Forensics, Healthcare Management, Human Resource Management, and Project Management.

EXECUTIVE MBA (E-MBA)

The E-MBA is an online, 30-credit program, intended for the mid-career professional who is looking for a graduate credential to compliment years of relevant industry experience. Applicants to the E-MBA must have an undergraduate degree and at least eight (8) years of relevant industry experience. Cohorts are admitted to start in either October or January. Students enrolled in the E-MBA may, upon approval of the Program Chair, transfer into the MBA program. Students in the E-MBA must maintain a cumulative GPA of 3.0 for each semester of the program. Students whose GPA falls below a 3.0, in any semester in which they are enrolled, will be dismissed from the program.

Requirements:

MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 734, MBA 752, MBA 777

BS/BA TO MASTER OF BUSINESS ADMINISTRATION ACCELERATED PROGRAM

Undergraduate students with a major in any of the business programs or Respiratory Care are invited to apply to Carlow's MBA program prior to graduation. Juniors and seniors admitted to this program would be permitted to take up to nine credits of MBA courses while they are still undergraduate students. These nine credits would apply toward the 36 credit MBA, leaving just 27 credits to finish the MBA, which could be done in one year if a student chooses to attend full-time and chooses the Business Administration track. Student may choose three (3) of the following courses:

MBA 711 Business Writing
MBA 722 Strategic Analysis
MBA 732 Financial Planning & Analysis

MBA 752 Advances in IT and IT Management

Graduate courses will count for graduate credit only if the student earns a B- or higher; graduate courses will count for undergraduate credit even if the student earns a C+ through D-.

These nine credits will also be counted toward the 120 credits needed for the undergraduate degree. Admission into the program will be provisional. Full and final admission to the MBA may be granted upon completion of the undergraduate degree from Carlow and fulfillment of any additional criteria.

This opportunity can save students time and money if they are planning on starting into Carlow's MBA program. It is also an opportunity for students to engage in higher-level work and interact with graduate students while completing their undergraduate coursework. To stay in the program, students will need to maintain a 3.0 average.

Formal admission to the Master of Business Administration begins during junior year. To begin MBA study, the student will need:

- Major in the Department of Business or Management Department or a major in Respiratory Care
- Junior status when applying
- Cumulative 3.2 GPA
- To remain in this program, students will need to maintain a 3.0 overall GPA average.
- Undergraduate advisor's approval
- Submit application materials, which include letters of recommendation from two undergraduate instructors and a personal statement to be formally admitted.
- Approval of MBA director(s)

Final and full admission to the MBA may be granted upon completion of the undergraduate degree from Carlow and fulfillment of any additional criteria.

Healthcare Management Graduate Certificate

MBA 797 Healthcare Project Management: focus on healthcare-related projects

NU 711 Health Care Innovation and Quality

NU 727 Fiscal Management

Next Steps: MBA or dual MBA/MSN degree

Human Resources Graduate Certificate

MBA 777 Strategic Human Resource Management; planning; recruiting; compensation; employee relations; budgeting

MBA 778 Employment Law; collective bargaining; discrimination; statutes; regulations

MBA 779 Capstone Experience—Human Resource Management: complex case study; prep for HRCI Certification

Next Steps: [Human Resource Certification Institute Certifications](#) prep or MBA

Project Management Graduate Certificate

MBA 734 Project Management - Methodologies

MBA 735 Project Management Body of Knowledge: develop expertise; simulated projects

MBA 761 Project Management Capstone Experience; real-world project in a professional management setting

Next Steps: [Professional Project Management Certifications](#) prep or MBA

DEPARTMENT OF EDUCATION AND LIBERAL STUDIES

Master of Education with PA Certification Options:

- Early Childhood Education (PreK-4), Special Education PreK-8 and 7-12
- Educational Leadership with Principal Certification
- Secondary Education 7-12 in Social Studies, Math, Biology, Chemistry, General Science, or English
- Art Education PreK-12
- Reading Specialist

Master of Education in Curriculum and Instruction:

- Autism Teaching
- Dyslexia Teaching
- Early Childhood Leadership
- English as a Second Language
- Online Teaching
- STEM Teaching

Graduate Certificates

- Autism Teaching Graduate Certificate
- Dyslexia Teaching Graduate Certificate
- Early Childhood Leadership Graduate Certificate
- Online Teaching Graduate Certificate
- STEM Teaching Graduate Certificate

EDUCATION OVERVIEW

The Department of Education offers advanced graduate programs of study for those teaching in early childhood and special education PreK-8 and 7-12.

SCHOLAR-PRACTITIONER

Education of Scholar-Practitioners is the vision guiding all professional programs at Carlow University. At Carlow, scholar-practitioner is more than a professional role and goes beyond the acquisition of specific skill sets or application of best practices. Scholar-practitioner is a way of being in and relating to the world. Those who embody the stance of scholar-practitioner understand that teaching is a daunting task and a challenging endeavor. It is a vocation that, when taken seriously, demands moral vision and intellectual rigor. At Carlow we believe that scholar-practitioners in the professional field of education embody six intertwining qualities: metacognitive reflection, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship, and aesthetic imagination.

Graduates of all undergraduate and graduate programs of study in the Department of Education will be able to embody the qualities of a Carlow Scholar-Practitioner as manifested by their capacity for metacognitive reflection, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship, and aesthetic imagination.

Graduates of all undergraduate and graduate programs of study in the Department of Education will demonstrate the ability to be reflective in action, capable of creating and serving in high performance learning environments, and will support and respect the dignity and diversity of all learners.

MASTER OF EDUCATION WITH CERTIFICATION

CERTIFICATION OPTIONS:

Early Childhood Education PreK-4
Special Education PreK-8
Special Education 7-12
Secondary Education 7-12
Art Education PreK-12
Reading Specialist

The core of the MEd program includes child, youth and adolescent development, exceptionalities of development, teaching methodology, teaching in urban and culturally diverse settings, curriculum development, alternative methods of teaching, content area teaching, reading and writing across the curriculum, research and technology, and field experiences.

The overarching educational goal of the program is to enhance the graduate's understanding of the learning process of various cognitive styles to implement effective learning experiences that meet the varying needs of all children, youth, and adolescents. Each program has specific objectives.

FIELD EXPERIENCE REQUIREMENTS

Appropriate and current health clearances, criminal history background checks, child abuse history clearance, federal criminal history records (CHRI)

STUDENT TEACHING REQUIREMENTS

To be accepted for student teaching, students must have:

- A GPA of 3.0
- Appropriate and current health clearances, criminal history background checks, child abuse history clearance, federal criminal history records (CHRI)
- A completed student teaching application
- Satisfactory rating on all dispositions instruments

CERTIFICATION REQUIREMENTS

All candidates for certification must maintain a minimum cumulative GPA of 3.0. A teacher candidate who has not met this minimum academic level will not be placed in student teaching.

The Pennsylvania Department of Education has approved the instructional programs in each area of certification. Students completing these approved programs must pass the required Pennsylvania Educator Certification Tests (PECT) or PRAXIS II examinations for their certification areas. These examinations are required for every person applying for Pennsylvania certification, no matter where that person has completed a teacher preparation program. Students who plan to teach in states other than Pennsylvania should ascertain testing and other special requirements in those states.

All students are responsible for applying for Pennsylvania Level I instructional certification upon completion of the Carlow University program and passing the required examinations. The student must pay all fees for certification. Any questions regarding testing and certification should be directed to the Education Department Certification Office.

EARLY CHILDHOOD EDUCATION CONCENTRATION/INITIAL CERTIFICATION FOR PREK THROUGH 4

The Master of Education degree with a concentration/certification in early childhood education (PreK-Grade 4) is 36-credit hours for the MEd or 42-credit hours for the MEd with certification. Six additional credits of full-time student teaching are required for PA certification eligibility. Core courses focus on child development, including children with special needs; family-centered practice in settings that service children from birth through grade four; educational theories that apply to early childhood; specific developmentally-appropriate strategies for facilitating children's learning in the content areas (symbolic play, language and early literacy, logical and mathematical thinking, exploration and inquiry, creative expression); teaching children from culturally and linguistically diverse backgrounds; and instructional and behavioral adaptations for children with special needs.

Graduate early childhood teacher certification candidates will:

- Develop pedagogical wisdom and contextual literacy as they apply their understanding of young children's development, motivation, characteristics, and influences on children's development and learning to create environments that are healthy, respectful, supporting, and challenging for the young child.
- Develop a theoretical understanding of child development principles and early learning standards, including the common core standards, and will be able to design, implement, and evaluate meaningful and challenging curricula for each and every child.
- Be able to effectively and appropriately use a variety of assessment tools (including observation, informal, summative, formative, diagnostic, and benchmark) to plan appropriate curriculum for young learners based on a deep level of theoretical understanding.
- Demonstrate qualities of ethical stewards who know and understand diverse family and community characteristics; and who support, engage, and involve families and communities through respectful relationships to support children's development and learning.
- Demonstrate qualities of reflective scholar-practitioners who engage in a variety of communities of practice to become informed and ethical advocates and leaders in the field of education.
- Create high performance learning environments for diverse student populations (which include children with disabilities, English language learners, children in poverty, etc.) through aesthetic expression and imagination.

Required Courses:

PYM 730, ED 710, ED 704, ED 703, ED 778, ED 721, ED 718, ED 728, ED 707, SPED 750, ED 719, ED 731, ED 761
(ED 716 & ED 717 certification only)

SPECIAL EDUCATION CONCENTRATION/CERTIFICATION

Carlow University's Special Education program at the graduate level prepares teachers to meet the needs of children with a wide variety of mental, physical, social, emotional, and behavioral disabilities in multiple settings. Graduates of the program obtain Pennsylvania

special education certification in PreK-8, (3 years through eighth grade) and/or 7-12, (seventh grade through 21 years of age). To be considered highly qualified under the Pennsylvania Department of Education (PDE) a special education teacher must “complete an academic major or course work equivalent to an academic major at the PreK-4, 4-8, or 7-12 levels.” Therefore, students entering the special education graduate program must be certified teachers in another content area.

The Graduate Special Education program at Carlow University will include 21 credit hours of coursework focusing on the practical application of research-based special education theoretical constructs and methodology. Equally essential are the carefully correlated field experiences totaling 210 hours in a variety of classrooms and educational settings. Additionally, 12 credits focusing on research methodologies, analytical processes, and critical issues in the field of special education will be included to comprise a 33-credit master’s degree in education.

Prerequisites:

Students must have nine credits in special needs education as prerequisites to entering the Master of Education program with concentration in special education. At Carlow these would include: SPED 230, SPED 332, SPED 334, SPED 336, or SPED 360. For students who have not completed an educational certification program at Carlow, transcript review will determine prerequisites met in this area.

MEd WITH CERTIFICATION OPTIONS IN SPECIAL EDUCATION PREK THROUGH 8

Teacher candidates completing the special education program PreK through 8:

- Demonstrate the ability to design and/or employ a variety of assessment tools and strategies, formative and summative, formal and informal; to analyze the results of the assessments; and to use those results in the design and implementation of instruction for students with disabilities.
- Consistently demonstrate knowledge of the characteristics of individuals with disabilities as well as the understanding of the impact of the disabling condition on the ability to learn, to interact socially, and to live as fulfilled, contributing members of society. Teacher candidates demonstrate the ability to use this knowledge in planning and implementing instruction for students with disabilities.
- Consistently choose and implement a variety of research-based, systematic instructional strategies designed to allow students with a range of disabilities the opportunity to learn identified objectives, content, and skills.
- Demonstrate the ability to consistently incorporate a variety of research-based strategies to create positive educational environments that support individual and collaborative learning; value diversity; and encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for students with disabilities.
- Demonstrate the ability to use knowledge about student diversity in general, and individual student characteristics, strengths and needs in particular, to create lessons that meet those diverse needs and that ensure the opportunity to learn and access the general curriculum for students with a range of disabilities.
- Demonstrate professionalism and ethical behavior in all interactions with others in the teaching environment by using evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practices to meet the needs of each learner.

Required Courses:

SPED 750, SPED 751, SPED 760, SPED 770, SPED 771, SPED 772, SPED 776, SPED 777, SPED 778, SPED 779, SPED 782, SPED 790, ED 731

MEd WITH CERTIFICATION OPTIONS IN SPECIAL EDUCATION 7 THROUGH 12

Teacher candidates completing the special education program (7 through 12):

- Demonstrate the ability to design and/or employ a variety of assessment tools and strategies, formative and summative, formal and informal; to analyze the results of the assessments; and to use those results in the design and implementation of instruction for students with disabilities.
- Consistently demonstrate knowledge of the characteristics of individuals with disabilities as well as the understanding of the impact of the disabling condition on the ability to learn, to interact socially, and to live as fulfilled, contributing members of society. Teacher candidates demonstrate the ability to use this knowledge in planning and implementing instruction for students with disabilities.
- Consistently choose and implement a variety of research-based, systematic instructional strategies designed to allow students with a range of disabilities the opportunity to learn identified objectives, content, and skills.
- Demonstrate the ability to consistently incorporate a variety of research-based strategies to create positive educational environments that support individual and collaborative learning; value diversity; and encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for students with disabilities.
- Demonstrate the ability to use knowledge about student diversity in general, and individual student characteristics, strengths

and needs in particular, to create lessons that meet those diverse needs and that ensure the opportunity to learn and access the general curriculum for students with a range of disabilities.

- Demonstrate professionalism and ethical behavior in all interactions with others in the teaching environment by using evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practices to meet the needs of each learner.

Required Courses:

SPED 752, SPED 751, SPED 760, SPED 770, SPED 771, SPED 774, SPED 776, SPED 777, SPED 778, SPED 779, SPED 782, SPED 790, ED 731

MEd in EDUCATIONAL LEADERSHIP WITH PRINCIPAL CERTIFICATION

Carlow University's Educational Leadership program with Principal Certification at the graduate level prepares educators to become leaders who exemplify the knowledge, skills, and dispositions necessary to develop, articulate, implement, and sustain high quality learner-centered educational programs. The program provides students with advanced coursework in curricular models, pedagogy, and leadership that will prepare them for principal's certification and the licensure process. Through the department's collaboration with schools in the region, students have access to rich internship experiences that enable aspiring leaders to work alongside mentor principals as they manage the organization; lead curriculum, instruction, and assessment in their buildings; use data to make informed decisions; create and sustain a robust school culture; and engage with stakeholders to successfully implement initiatives that best serve the diverse needs of students.

Graduate candidates completing the Educational Leadership program will:

- Think and plan strategically and innovatively, creating an organizational vision around personalized student success
- Demonstrate an understanding of standards-based systems theory and design
- Access and use appropriate and varied data to inform decision-making at all levels of the system
- Create a rich culture of teaching and learning, with an emphasis on learning, that includes and engages families in the learning experience
- Manage resources for effective results
- Identify practices that foster a school environment where teachers, students, and staff feel physically and psychologically safe, and where expectations for student behavior are clearly communicated and regularly reinforced
- Demonstrate understanding of federal, state, and local educational structures, laws, policies, and guidelines
- Apply research-based strategies for continuous school improvement focused on student achievement
- Collaborate, communicate, and engage with all stakeholder groups both inside and outside the school environment to pursue academic excellence and meet the needs of all learners
- Demonstrate through dispositions the highest level of personal and professional ethics and integrity
- Advocate for children in the larger political, social, economic, legal, and cultural landscape
- Lead professional development of staff and promote ongoing professional growth of self and others through practice and inquiry

Required Courses:

ED-728, LE-718, LE-730, LE-750, LE-760, LE-770, LE-780, LE-790, PYM-731, PYM-732

For a student who has already earned and been awarded a master's degree, at least 12 of the 18 required credit hours toward principalship certification must be awarded at Carlow; this includes all three internship courses.

SECONDARY EDUCATION 7-12 and ART EDUCATION PREK-12

The Master of Education degree with a concentration/certification in secondary education or art education is a natural year-long extension of a traditional four-year bachelor degree program in Mathematics, Social studies, English, Biology, and Chemistry, not only for Carlow University graduates, but also recent graduates of other institutions and non-traditional adults. The MEd in Secondary Education complements other graduate departmental offerings in Early Childhood and Special Education and utilizes a core of courses shared across these and other programs. Students completing all program requirements and required certification tests are eligible for PA certification in the area of content specialization. Certification in Mathematics, Social studies, English, Biology, and Chemistry is grades 7-12. Art is considered a comprehensive program with certification ranging PreK-12.

Graduate secondary education teacher certification candidates will:

- Develop valid and reliable robust student assessments aligned to student outcomes and analyze assessment results
- Create learner-centered lesson and unit plans using varied instructional design models

- Incorporate innovative instructional technologies, including robotic technology, into teaching and learning to advance student achievement and increase student engagement
- Respond in a culturally responsive and developmentally appropriate ways to student behavior and in family engagement/community outreach
- Design instructional activities and projects based on individual student need
- Analyze educational policy, educational funding models, and community-based services impacting children and adolescents
- Adapt informal and out-of-school learning research and practices to traditional classroom practices
- Adhere to the highest level of professional behavior and ethics
- Critically evaluate educational research and effectively synthesize research in professional writing and speaking

Secondary Education Required Courses:

ED 728, ED 731, ED 741, ED 778, PYM 730, PYM 731, PYM 732, SE 709, SE 711, SE 720, SE 721, SE 750

Art Education Required Courses:

AE 704, AE 726, AE 727, AE 729, AE 730, AE 761, ED 728, ED 731, ED 741, ED 778, PYM 730, PYM 731, SE 711

MEd in READING SPECIALIST

The Master of Education in Reading Specialist is a 31-credit program that equips educators with a deep knowledge and skillset in the cognitive research surrounding the science of reading. It supports the development of reading practitioners and prepares them to be effective literacy leaders in the tradition of Carlow University's Sisters of Mercy mission and vision. It includes advanced coursework in research in how children learn to read, the developmental skills that children need to accomplish this task, the instructional routines and approaches that comprise effective reading instruction, the critical components in applying data-based decisions to systems of support, and leadership that will prepare them for reading specialist certification.

- Deliver diverse and innovative learning experiences, resulting in research informed literacy practitioners who demonstrate a passion for ensuring all kids learn to read.
- Collaborate with administration, staff, and colleagues to provide rich practicum experiences that enable aspiring literacy leaders to work alongside mentor reading specialists as they implement research based reading practices; lead literacy professional development, integrate assessment, using data to make informed decisions; create and sustain a robust school culture of literacy; and engage with stakeholders to successfully advocate for and implement research-based initiatives that best serve the literacy needs of all students.

MEd in Reading Specialist students will be able to:

- Demonstrate knowledge of evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading specialist in schools.
- Use foundational knowledge to select, adapt, design, and implement literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy.
- Design, implement, and evaluate small-group and individual evidence-based literacy instruction.
- Select, implement, and adapt effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners.
- Create a rich culture of literacy, with an emphasis on learning, that includes and engages families in the learning experience.
- Collaborate with teachers to implement effective literacy practices.
- Understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement, inform instruction, and assist teachers in their understanding and use of assessment results.
- Advocate for appropriate literacy practices to relevant stakeholders.
- Create classrooms and schools that are inclusive advocates for equity at school district and community levels.
- Collaborate with school personnel to use a variety of print and digital technologies in appropriate, safe, and effective ways.
- Demonstrate the ability to be reflective literacy professionals.
- Lead literacy professional development of administration, staff, and colleagues and promote ongoing literacy professional growth of self and others through practice and inquiry.

MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION (with various track options)

The Master of Education in Curriculum and Instruction offers several track options: Autism Teaching, Dyslexia Teaching, Early Childhood Leadership, English as a Second Language, Online Teaching, and STEM Teaching. The MEd in Curriculum and Instruction offers advanced study of pedagogy for practicing educators or other interested individuals. Teaching certification is not required for enrollment and completion of the MEd in Curriculum and Instruction; however, this program does not lead to initial teaching certification. Two of the tracks may be used to apply for PDE endorsements in Autism or Early Childhood Leadership if an individual holds Level I or Level II PA Teaching License. Graduate candidates in Curriculum & Instruction will:

- Examine advanced pedagogical research
- Critique varied curricular approaches
- Study learner motivation, brain-based research, and creativity
- Create interdisciplinary-based curricular projects
- Demonstrate advanced knowledge in a particular curricular focus

Requirements for each track:

- Autism Teaching: ED 728 or ED 778, ED 739, ED 731, PYM 730, PYM 731, PYM 732, SPED 760, SPED 773, SPED 778, SPED 788
- Dyslexia Teaching: ED 719, ED 739, ED 728, ED 731, PYM 732, READ-721, READ-722, READ-723, READ-724, SE 711
- Early Childhood Leadership: ED 739, ED 728, ED 731, PYM 730, PYM 731, PYM 732, ED 722, ED 720, ED 745, ED 753
- English as a Second Language: ED 739, ED 728, ED 731, PYM 730, PYM 731, PYM 732, 18 credits of coursework through the Allegheny Intermediate Unity (AIU)
- Online Teaching: ED 739, ED 728, ED 731, PYM 730, PYM 731, PYM 732, IDT 720, IDT 730, IDT 740, IDT 750
- STEM Teaching: ED 739, ED 728, ED 731, PYM 730, PYM 731, PYM 732, ED 703, ED 744, ED 740, ED 728

Autism Teaching Graduate Certificate

SPED 772 Positive Behavior Supports Prek-8 OR SPED 774, Positive Behavior Supports 7-12

SPED 760 Communication and Technologies in Special Education

SPED 778 Autism Spectrum Disorders

SPED 788 Applied Issues in Autism Spectrum Disorders

Next Steps: A Master's in Special Education, or Curriculum & Instruction

Note: Any educator or educational professional holding a current PA Level I or Level II certification is eligible for the Autism Endorsement through the Pennsylvania Department of Education (PDE) after successful completion of the four-course sequence at Carlow University. Students without a current Level I or Level II PA certification are not eligible for the PDE Autism Endorsement, but they may complete the four-course sequence to broaden professional knowledge. A Carlow certificate of completion will be issued in this case, but students will not receive a PDE Autism Endorsement.

Dyslexia Teaching Graduate Certificate

READ-721 Dyslexia & Structured Literacy

READ-722 Phonological Awareness

READ-723 Multisensory Teaching Methods

READ-724 Structured Literacy Assessment

Next Steps: A Master's in Curriculum & Instruction

Early Childhood Leadership Graduate Certificate

ED 722 Professional Development and Supervision

ED 720 Planning and Administering EC Programs

ED 745 Supervising Programs in Early Childhood

ED 753 Internship in EC Supervision

Next Steps: A Master's in Curriculum & Instruction

Note: Any educator or educational professional holding a current PA Level I or Level II certification in Early Childhood is eligible for the Early Childhood Supervisor endorsement through the Pennsylvania Department of Education (PDE) after successful completion of the four-course sequence at Carlow University. Students without a current Level I or Level II PA certification are not eligible for the PDE Supervisor Endorsement, but they may complete the four-course sequence to broaden professional knowledge. A Carlow certificate of completion will be issued in this case, but students will not receive a PDE Endorsement.

Online Teaching Graduate Certificate

IDT 720 Introduction to Instructional and Course Design

IDT 730 Online Teaching and Facilitation

IDT 740 Assessment and Evaluation of Online Learning

IDT 750 Technology Application

Next Steps: A Master's in Curriculum & Instruction

STEM Teaching Graduate Certificate

ED 703 Logical and Mathematical Thinking
ED 744 Computational Thinking and Robotics
ED 740 STEM Models
ED 728 Interdisciplinary Models

Next Steps: A Master's in Early Childhood Education or Curriculum & Instruction

DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND CRIMINOLOGY

Degrees

- Doctor of Psychology in Counseling Psychology
- Master of Arts in Psychology
- Dual Degree: MA/MS Psychology & Fraud and Forensics
- Master of Arts in Student Affairs
- Dual Degree: MA/MS Student Affairs and Professional Counseling
- Master of Science in Professional Counseling
- Master of Science in Fraud and Forensics
- Dual Degree: MA/MS Psychology & Fraud and Forensics

Certificates

- Alcohol & Drug Counseling Graduate Certificate
- Fraud and Forensics Graduate Certificate
- Cyber Threat Analytics Graduate Certificate

DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY

PROGRAM OVERVIEW

The Department of Psychology at Carlow University offers the Doctor of Psychology (PsyD) Degree in Counseling Psychology. The program is implemented through the practitioner-scholar model of training and prepares graduate students to apply knowledge grounded in psychological science and theory in support of professionally sound clinical practice.

Through the lens of social justice, the Counseling Psychology program seeks to train future psychologists to promote psychological wellness in individuals, couples, families, groups, and larger social systems. Skills in assessment, diagnosis, and treatment are developed for application in a wide range of treatment settings and for use across the full spectrum of adjustment and psychological disorders.

The PsyD in Counseling Psychology requires approximately four years of full-time academic study beyond the master's degree. Three years are dedicated to coursework, including advanced practice and progress in the preliminary stages of the scholarly dissertation. The final year is reserved for defense of the dissertation and for the completion of a yearlong, full-time internship.

The program is dedicated to training practitioners who are sensitive to the needs of underserved populations and who possess knowledge and skills relevant to human diversity. Specific goals and competencies for students in the Counseling Psychology program are included in the following areas:

- Knowledge of psychology as a scientifically grounded discipline
- Understanding of counseling psychology as a profession
- Competence in the integration of research and practice
- Professionalism

Requirements:

CPY 801, CPY 803, CPY 805, CPY 807, CPY 809, CPY 812, CPY 814, CPY 816, CPY 819, CPY 825, CPY 830, CPY 831
(3 1-credit electives), CPY 835, CPY 839, CPY 840, CPY 844, CPY 850, CPY 852, CPY 855, CPY 856, CPY 858, CPY 860,
CPY 864, CPY 886, CPY 890 (max 12 credits), CPY 894

MASTER OF ARTS IN PSYCHOLOGY

PROGRAM OVERVIEW

The MA in Psychology (MAP) is a 36-credit graduate program within Carlow's Department of Psychology and Counseling has a focus on the development of research skills and four distinct course clinical concentrations including: Forensic Psychology, Educational Psychology, Assessment Psychology, and a versatile Exploration concentration that allows students to take a wider breadth of courses across concentrations and programs. The MAP Program is designed to be completed in 4 semesters.

The MAP has been created for the following student types: 1) Students from a wide variety of undergraduate programs who are interested in graduate studies in psychology, but who are not sure they are interested in the longer 60-credit programs that lead to professional licensure; 2) Students from undergraduate criminal justice/criminology programs who are interested in integrating graduate studies in criminology and psychology to either pursue vocations in correctional settings and probation, OR who are interested in pursuing doctoral programs in Criminology in the near future; and 3) Students who wish to immediately pursue doctoral degrees in psychology fields, but who either require a Master's degree to apply to these desired doctoral programs or who would like to enhance their GPA, research skills, or clinical experiences to better enhance their applications to such programs in the near future.

36-credit MA in Psychology program requirements:

- PYM 700, PYM 701, PYM 704, PYM 706, PYM 707, PYM 708, PYM 709, PRC 701, and PRC 702
- PYM 720 or PYM 730 or PYM 760
- PYM 702 or PYM 705
- 6 additional elective credits from PYM or PRC

Forensic Psychology Concentration:

PYM 720, PYM 721, PYM 722

Educational Psychology Concentration:

PYM 730, PYM 731, PYM 732

Assessment Psychology Concentration:

PYM 740, PYM 750, PYM 760

MASTER OF ARTS IN PSYCHOLOGY and MASTER OF SCIENCE IN FRAUD AND FORENSICS DUAL DEGREE

The MA in Psychology and MS in Fraud & Forensics dual degree is well-suited for those students invested in criminology pursuits as it combines the psychology and theoretical aspects of deviance from the Psychology program with the direct, applied skills areas of the Fraud & Forensics program. Additionally, the specialization courses related to forensic psychology and cybercrime are unique aspects of the dual degree that do not exist otherwise in the region. The dual degree program consists of 8 courses from Psychology and 7 courses from Fraud & Forensics for a total of 15 courses (46 credits).

Required courses:

- Psychology coursework: PRC-701, PRC-702, PYM-700, PYM-701, PYM-706, PYM-720, PYM-721, and PYM-722
- Fraud & Forensics coursework: MFF-711, MFF-713, MFF-723, MFF-730, MFF-733, MFF-741, and MFF-743

BA/BS TO MA IN PSYCHOLOGY (MAP) ACCELERATED PROGRAM

Undergraduate students with a major in Psychology, Art Therapy, Social Work, or Criminology are invited to apply to Carlow's Master of Arts in Psychology Program (MAP) prior to graduation. Seniors admitted to this program would be permitted to take up to 9 credits while they are still undergraduate students from the following courses:

- PYM 700: Introduction to Positive Psychology
- PYM 701: Personality & Symptomology
- PYM 720: Foundations of Forensic Psychology
- PYM 721: Systems of Criminal Justice
- PYM 722: Psychology of Deviance

The courses offered have been pre-selected as optimal for undergraduate students. To be given graduate credit, all graduate courses must be passed with a B- or above. These 9 credits will also be counted toward the 120 credits needed for the undergraduate degree and be concurrently posted on the graduate transcript. Graduate courses will count for graduate credit only if the student earns a B- or higher; graduate courses will count for undergraduate credit even if the student earns a C+ through D-.

This opportunity can save students time and money if they are planning on starting into Carlow's MA in Psychology program. It is also an opportunity for students to engage in higher-level work and interact with graduate students while completing their undergraduate coursework. To stay in the program, students will need to maintain a 3.0 average.

Formal admission to the program begins your senior year. In order to begin MAP courses, you must:

- Major in psychology, art therapy, social work, or criminology
- Upcoming or current senior status
- Achieve a cumulative GPA of 3.0 while at Carlow
- Meet Carlow residency requirements (completed 9 credits of psychology or criminology at Carlow and 15 Carlow credits overall)
- Achieve a minimum grade of B in the MAP courses to continue in the program
- Undergraduate advisor's approval
- Submit application materials by contacting the MAP director
- Approval of MAP director

Several undergraduate courses serve as prerequisites for specific MAP courses:

- PY 285 Introduction to Counseling or SW 302 Social Work with Individuals to take PYM 700
- PY 209 Abnormal Psychology or CRM 300 Crime and Mental Illness to take PYM 701
- CRM 100 Introduction to Criminology to take PYM 720 or PYM 722
- CRM 101 Introduction to Criminal Justice to take PYM 721

Additional qualities that are not required but will elevate the likelihood of acceptance to the program include:

- Work experience in psychology, social work, or criminology via employment, internships, or practica
- Research experience or strong potential for research
- Strong writing skills
- Strong performance in undergraduate coursework (3.3 or better)
- Strong letters of recommendations
- Membership in Psi Chi

Full admission to the MAP may be granted upon completion of the undergraduate degree from Carlow and application to the program.

MASTER OF ARTS IN STUDENT AFFAIRS

PROGRAM OVERVIEW

The 36-credit Master of Arts Degree in Student Affairs is designed for students seeking careers in higher education student affairs including residence life, career development, student activities, service-learning, leadership development, multicultural affairs, academic advising, admissions and dean and other leadership positions.

The MA program includes core courses in student affairs that emphasize relational practice, a foundation in counseling practice, and additional emphasis in social justice/action. Students can pursue additional interests through electives in addictions, trauma and crisis response, advanced counseling, and management.

MA in Student Affairs program requirements:

- STA 703, STA 704, STA 711, STA 715, STA 745, PRC 701, PRC702, PRC 705, PRC 733
- 9 elective credits from STA, MBA, PRC, or PYM

DUAL DEGREE MA/MS STUDENT AFFAIRS AND PROFESSIONAL COUNSELING

This MA in Student Affairs can also be coupled with the Master of Science program in Professional Counseling. This unique dual degree (MA-MS Degree) can be completed in 66 credits and is ideal for students who want the option to pursue licensure as an LPC but are interested in working in college settings such as counseling centers.

Dual Degree: MA in Student Affairs and MS in Professional Counseling

- STA 703, STA 704, STA 711, STA 715, STA 745*, PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC 712, PRC 713, PRC 721, PRC 730, PRC 733, PRC 735, PRC 736, PRC 738, PRC 740, PRC 760, PRC 761
- 1 PRC Elective

*Dual degree students may have STA 745 Internship waived if they complete their PRC Practicum/Internship in a higher education setting
BA/BS TO MS IN STUDENT AFFAIRS ACCELERATED PROGRAM

Carlow University undergraduate students from all majors are invited to apply to Carlow's Master of Arts Degree in Student Affairs prior to graduation. Juniors and Seniors admitted to this program are permitted to take up to nine graduate credits while they are still undergraduate students. This includes the following courses: STA 703 Foundations of Student Affairs, STA 704 Relational Practice and Leadership*, PRC 701 Human Growth and Lifespan Development, PRC 702 Social & Cultural Foundations, and PRC 705 Helping Relationship.

*Special note: STA 703 is a prerequisite for STA 704.

The courses offered in the Accelerated program have been pre-selected as optimal for undergraduate students. To be given graduate credit, all graduate courses must be passed with a B- or higher. These nine credits will also be counted toward the 120 credits needed for the undergraduate degree. Graduate courses will count for graduate credit only if the student earns a B- or higher; graduate courses will count for undergraduate credit even if the students earns C+ through D-.

This opportunity can save students time and money. This option is ideal for students aspiring to get a master's degree in student affairs or a dual degree in both student affairs and professional counseling. Doing well in this accelerated program can also demonstrate your graduate-school readiness for other programs. To stay in the program, students must maintain a 3.0 average in their graduate coursework.

Formal admission to the program can begin in your Junior or Senior year. In order to begin STA courses you must:

- Have Junior or Senior status.
- Achieve a cumulative GPA of 3.0 while at Carlow.
- Meet Carlow residency requirements (completed a minimum of 15 Carlow credits).

Three undergraduate courses serve as prerequisites for specific STA courses under the Accelerated STA curriculum:

- PY 122 or SW 214 to take PRC 701
- PY 203 to take PRC 705
- PY 285 or SW 302 to take PRC 705

Additional qualities that are not required but will elevate the likelihood of acceptance to the program include:

- Work experience as a resident assistant or field experiences or student committee work in student affairs (e.g. student activities, admissions, registrar's office, etc.)
- Other student leadership or community service leadership experience.
- Research experience.
- Strong writing skills.
- Strong performance in undergraduate coursework (3.3 or better).
- Strong letters of recommendations.
- Membership in your discipline's honors society (e.g. Psi Chi, etc.).

Final and full admission to the STA may be granted upon completion of the undergraduate degree from Carlow.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

PROGRAM OVERVIEW

The Master of Science in Professional Counseling (MPC) program is designed for students seeking careers in mental health-related fields with children, adults, and families across a wide array of settings including schools, hospitals, correctional facilities, and community mental health agencies. Students may choose from a Clinical Mental Health or Addictions Counseling Master's. Additionally, students in Clinical Mental Health Counseling may also choose course clusters to develop a concentration in Children, Trauma-Informed, or Forensic Counseling.

At the completion of the 60-credit program, students will meet the educational requirements for licensure in professional counseling (LPC) in the state of Pennsylvania after additional supervised experience in the field and a passing score on the licensure test.

Professional Counseling program requirements:

PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC 712, PRC 713, PRC 721, PRC 733, PRC 735, PRC 736, PRC 738, PRC 730, PRC 740, PRC 760, PRC 761; Plus 9 credits of electives in Professional Counseling (PRC), Psychology (PYM), or

Student Affairs (STA).

Alcohol and Drug Counseling program requirements:

PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC 712, PRC 713, PRC 721, PRC 733, PRC 735, PRC 736, PRC 738, PRC 739, PRC 730, PRC 740, PRC 741, PRC 743, PRC 760, PRC 761

Alcohol and Drug Counseling Graduate Certificate

PRC 738 Introduction to Substance Abuse Counseling

PRC 739 Substance Abuse Counseling Theories and Interventions

PRC 743 Co-occurring Disorders: Counseling Clients with Substance Abuse and Psychiatric Disorders

Next Steps: Master's in Professional Counseling

MASTER OF SCIENCE IN FRAUD AND FORENSICS

PROGRAM OVERVIEW

Carlow University's Master of Science in Fraud and Forensics responds to the need for advanced training in the field of white-collar crime as a result of global financial crises, increasing white-collar crime, and growing instances of occupational fraud and abuse. Based on input from subject-matter experts, students learn the latest techniques in fraud prevention, detection, investigation, and remediation.

This degree prepares students to begin a new career or seek promotion in the field of fraud and forensics. Carlow's program positions students to work and excel in the field as anti-fraud experts working for organizations such as:

- Department of Defense (DOD)
- Federal Bureau of Investigation (FBI)
- U.S. Postal Inspection Service (USPIS)
- Healthcare organizations
- Insurance companies
- Financial institutions
- Accounting and forensic accounting firms
- Law enforcement agencies

Highlights of Carlow's program include:

- Designed by licensed experts from accounting, law enforcement, government, and corporations
- 100 percent online with a virtual residency
- 10 courses; 30 credit hours
- Students take 10 credits per semester
- Completed in one year—August to August—in three semesters
- Most courses are completed in five weeks
- Case-based learning
- Access to top anti-fraud resources through Carlow's partnership with the Association of Certified Fraud Examiners (ACFE)
- Expert, committed instructors complimented by guest lectures from experts in the field
- Cohort model through which students will develop life-long professional relationships
- Fulfills eligibility requirements for the Certified Fraud Examiner (CFE) exam
- Meets Pennsylvania's 150-hour requirement for the Certified Public Accountant (CPA) exam for those with an undergraduate accounting degree

MS IN FRAUD AND FORENSICS CURRICULUM

- MFF 710 Fraud and Forensics Community Experience
- MFF 711 White-Collar Crime
- MFF 713 Fraud Prevention and Ethics
- MFF 715 Scientific Inquiry in Fraud and Forensics OR MFF 741 Cyber Analysis
- MFF 721 Legal Elements of Fraud
- MFF 723 Financial Statement Examination
- MFF 725 Audit Procedures for Detecting Fraud
- MFF 730 Cybercrime
- MFF 731 Technology Tools for Fraud Examiners OR MFF 743 Advanced Cyber Analysis

- MFF 733 Comprehensive Fraud Examination

GRADE REQUIREMENTS

Students must earn a grade of B- or above in each course in the MFF program. If a student earns below a B-, the student must repeat the course. The student may repeat the course one time. If a student does not pass the course a second time, the student is dismissed from the program.

STUDENTS MUST MAINTAIN A CUMULATIVE GPA OF 3.0 TO REMAIN IN THE PROGRAM. SEE POLICY ON "ACADEMIC PROGRESS."

Fraud and Forensics Graduate Certificate

MFF 710 Fraud and Forensics Community Experience

MFF 711 White-Collar Crime; the psychology of the fraudster; why someone commits fraud

MFF 713 Fraud Prevention and Ethics; ways to be pro-active in preventing fraud; ethical standards of a fraud examiner

MFF 723 Financial Statement Examination; investigation of financial fraud

Next Steps: Certified Fraud Examiner (CFE) Prep or entry to the MS in Fraud and Forensics or [MBA](#)

Cyber Threat Analytics Graduate Certificate

MFF 730 Cybercrime

MFF 741 Cyber Analysis

MFF 743 Advanced Cyber Analysis

Next Steps: Certified Fraud Examiner (CFE) Prep or entry to the [MS](#) in Fraud and Forensics or [MBA](#)

COLLEGE OF ARTS AND SCIENCES COURSE DESCRIPTIONS

ART

AR 730 Advanced Art and Media Project

Advanced project work in visual media, conducted with the guidance of an appropriate studio faculty member. The emphasis of the course is on conceptualizing, researching, and executing substantive art projects, as well as advancing students' familiarity with techniques and media. 3 credits

AR 735 Art History Graduate Seminar

Graduate level Art Historical research conducted with the guidance of an Art History faculty member. 3 credits AR 740 MA Thesis

Students will demonstrate in-depth knowledge of their area of study, relevant to their intended professional practice, as well as the ability to think critically, integrate and evaluate research, theory, and practice, and to communicate their work clearly. The MA Thesis will utilize research into current and historical theory and studio practice to provide the background and theoretical framework for the work presented in student's MA Exhibition. 3 credits

PRE-REQUISITE: 4 GRADUATE SEMINAR COURSES

AR 745 MA Exhibition

MA Exhibition provides the student with the opportunity to have a professional presentation of work accomplished during MA studies as well as the opportunity for an in-depth critique of this work. 3 credits

ART EDUCATION

AE 700 Independent Study in Art Education

Research and study of topics that are of special interest or concern initiated by a student (e.g., early childhood education and the development of creativity, integration of art and science/social studies, development of multicultural programs). May include preliminary research for the development of a thesis. 3 credits

AE 702 Current Issues in Art Education

Examination and discussion of current issues in art education and their treatment in traditional approaches. The students will analyze the National Standards in Art Education, National Teaching Standards in Art Education, state and local issues in art as a foundation for research contact, instructional design, production, and presentation, as well as advocacy. Attention is given to the richness of cultural diversity and the role of technology. 3 credits

AE 703 Creativity

Instructional strand designed for teachers as a base for researching and analyzing the nature, definition, and implementation of creativity in the classroom. This foundational course serves as a link between production, art history, and aesthetics based on creative problem solving. Further understanding of creativity as empowering others (basic leadership element) by challenging them to break traditionally imposed boundaries. 3 credits

AE 704 Advanced Curriculum Development

Development of curricula rooted in current concepts and skills promoted in art education with application to the needs and abilities of the full range of K-12 students who may be involved in an art program (gifted; educationally, emotionally, physically challenged; and culturally diverse). 3 credits

AE 706 Research in Art/Museum Education

An overview and in-depth review of past and current research in art and museum education that includes social, ethnographic, multi-cultural and cross-cultural studies, descriptive and observation studies, behavioral and psychological studies, and historical studies. 3 credits

AE 707 Internship: Museum/Alternative Education Sites

An internship culminating in extended experience that allows the student to integrate theory with practice through the development, execution, and evaluation of programming in museums. It includes the development of expertise in a number of exhibit areas. The experience will take place in a museum education setting. This full-semester experience takes place under the supervision of a site monitor and university faculty member. 3 credits

AE 708 Internship: Alternative Education Site

An internship culminating in an extended experience that allows the student to integrate theory with practice through the development, execution, and evaluation of programming for special populations, including students with disabilities. The experience will take place in an alternative education site. This full semester experience takes place under the supervision of a site monitor and university faculty member. 3 credits

AE 710 Christian Iconography from the Catacombs to the Contemporary Museum

An introductory exploration of the branch of art history known as iconography, which studies the identification, description, and interpretation of the content of images. Students will explore the history of iconography and the dynamic concepts that controlled it as they discover why the growth of Christian iconography is so rich and varied. Students will translate information from a visual language to a textual language through formal and stylistic analysis. Students will compare and contrast ways that iconoclasm and censorship played a role in regulating iconographic artworks viewed by the public. 3 credits

AE 726 Elementary Art Materials and Methods

A professional sequence course designed for students pursuing certification in art education. This course provides sequential and systematic exposure and training in developmentally appropriate methods, materials, procedures, and techniques necessary for an effective elementary art program. Students gain theoretical knowledge in art education theory, developmental stages of artistic growth, and structuring and maintenance of a comprehensive elementary art program. 3 credits

AE 727 Secondary Art Materials and Methods

A core course designed for students in the art education certification program to gain an understanding of the structuring and implementation of an effective and comprehensive art program on the secondary level. This goal will be accomplished through the integration of art educational theory and practice. Through lecture, discussion, studio sessions, and observation and participation in field

experience, the students will achieve an awareness and understanding of the creative needs and potentials of early and late adolescents as part of their artistic development. 3 credits

AE 729 Art Education Student Teaching Elementary School

Eight weeks full-time teaching in an elementary (K-6) art room under the direct supervision of the cooperating teacher and university supervisors. Verification of competence will be determined jointly by the cooperating teacher and the university supervisor. The seminar will include the development of topics particularly pertinent to this experience: school law, professional organizations, evaluation, school-based relationships, strategies for teaching, classroom management, development of assessment strategies, and preparation for employment. Note: No other courses may be taken while a student is registered for student teaching without special permission of the director of art education. 3 credits

PREREQUISITE: COMPLETION OF ALL MAJOR COURSE REQUIREMENTS, PROFESSIONAL SEQUENCE REQUIREMENTS, AND MINIMUM CUMULATIVE GPA OF 3.0.

AE 730 Art Education Student Teaching Secondary School

Eight weeks full-time teaching in a secondary (7-12) art room under the direct supervision of the cooperating teacher and university supervisors. Verification of competence will be determined jointly by the cooperating teacher and the university supervisor. The seminar will include the development of topics particularly pertinent to this experience: school law, professional organizations, evaluation, school-based relationships, strategies for teaching, classroom management, development of assessment strategies, and preparation for employment. Note: No other courses may be taken while a student is registered for student teaching without special permission of the director of art education. 3 credits

PREREQUISITE: COMPLETION OF ALL MAJOR COURSE REQUIREMENTS, PROFESSIONAL SEQUENCE REQUIREMENTS, AND MINIMUM CUMULATIVE GPA OF 3.0.

ART THERAPY

AT 731 Overview of Art Therapy

The course is an introduction to art therapy and an orientation in the fields of expressive therapies. The course presents a variety of therapeutic modalities and provides the student with opportunities to experience those modalities. The student will experience workshops, lectures, demonstrations, and films, and be required to complete observations with a local arts therapist. 3 credits

AT 735 Foundations of Art Therapy

Investigates the basic concepts and theories in the field of art therapy. The essential elements of art therapy are explored through experiences that familiarize the student with art materials and the process of art making. Students are provided with supervised experiences that highlight the therapeutic benefits of art. Theoretical material pertinent to the process of art therapy is discussed. 3 credits

BIOLOGY

BIO 739 Pharmacology

BIO 739 Pharmacology is a one-semester graduate-level online course designed to provide students in the perfusion track with an overview of the pharmacological sciences and an understanding of the pharmacologic principles regarding common medical issues. Consideration of special populations and drug therapy across the lifespan will be addressed. Indications and mechanisms of action of drugs classified as autonomic, central nervous system, cardiovascular, endocrine, contraceptives, and chemotherapeutic agents are studied, along with their major side effects and adverse reactions. Attention will be given to receptor mechanisms as they relate to the therapeutic application of drugs. 3 Credits

PREREQUISITES: BIO 110, BIO 120, BIO 205 AND 206, CHM 111-113, CHM 112-114, CHM 211-213, CHM 212-214.

BIO 740 Anatomy and Physiology I

BIO 741 Anatomy and Physiology I Lab

This is the first in a series of two courses is designed for health science students. It is an in-depth systems approach to the study of human structure and function on across a histologic level. Special attention is given to the normal functional state of the organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The course uses lecture, demonstration, and discussion as well as models and dissection of human cadavers. 3 credits lecture; 1 credit lab

BIO 742 Anatomy and Physiology II
BIO 743 Anatomy and Physiology II Lab

This is the second in a series of two courses is designed for health science students. It is an in-depth systems approach to the study of human structure and function on across a histologic level. Special attention is given to the normal functional state of the organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The course uses lecture, demonstration, and discussion as well as models and dissection of human cadavers. 3 credits lecture; 1 credit lab

BUSINESS ADMINISTRATION

MBA 711 Business Writing

Focuses on written communication skills for professionals, emphasizing the critical role effective, carefully crafted written communications play in successful business and nonprofit leadership. Students prepare various short pieces of writing throughout the semester, such as memos, emails, and letters. Topics include business/corporate, technical, and persuasive writing, and grammar, mechanics, and style. 3 credits

MBA 722 Strategic Analysis

Examines the setting and prioritizing of goals in relation to the mission, culture, resources, and objectives of the organization in order to gain competitive advantage. Organizational strengths, weaknesses, structure, culture, and past performance will be proactively analyzed. Trends will be identified, and alternatives developed for an organizational strategic plan. Tools are introduced to facilitate the process, such as simulations, optimizations, database management, goal setting, and decision-making software. Students will prepare and present a strategic plan for an organization or business in the local community. 3 credits

MBA 724 Business Analytics

Introduces the MBA student to theories and techniques critical to the function of business analytics as defined by The Institute for Operations Research and the Management Sciences (INFORMS). Discussions focus on framing the business problem or question, framing the analytics problem, managing data, selecting the analytics approach, and addressing the business problems/questions based on data analysis results. Students will discuss case studies of Big Data, evidence-based decision making, and work on real or simulated analytics projects using analytical packages and statistical tools. 3 credits

MBA 728 Decision Making for Leaders

Focuses on decision making as a fundamental activity of professionals working in any management discipline. Modern leaders need to deal with myriad factors that affect the achievement of their goals. This course addresses the fundamental problems that occur in managerial decision making at both the theoretical and practical level. This method combines simplicity with theoretical rigor and has been successfully applied to make decisions in economic, political, social, and technological environments. 3 credits

MBA 731 Managing Organizational Change and Innovation

To stay competitive in today's global economy, organizations need to manage change, develop innovative products and strategies, and explore new ways to attract new markets. Learn the strategies being used in a variety of organizations and draw upon knowledge from leading experts. Students will develop an executive-level change and innovation strategy as their final project. 3 credits

MBA 732 Financial Planning and Analysis

Focuses on corporate financial management, planning, and analysis. Topics include financial statements, financial statement analysis, budgets, stock markets, cost of capital, and present and future values. Students will examine corporate annual reports, participate in a simulated stock market competition, prepare cash budgets, analyze capital investment opportunities, and conduct and present a team research project on a financial topic of their choice. 3 credits

MBA 734 Project Management - Methodologies

One of the first decisions of a Project Manager is choosing an appropriate Project Management Methodology. This course explores the many varieties of modern Project Management approaches such as Agile, Scrum, CCPM PRiSM or 1PM and contrasts them against more traditional methodologies such as Waterfall or CPM. Students will learn both the advantages and disadvantages of each methodology as

well as how to choose and apply the right approach based on project type and scope. 3 credits

MBA 735 Project Management Body of Knowledge

This course examines five process groups and ten knowledge areas of the Project Management Body of Knowledge (PMBOK®). The five process groups are: Initiating the project, planning the project, executing the project, monitoring, and controlling the project, and closing the project. The ten knowledge areas are: Integration management, project scope management, schedule management, cost management, quality management, resource management, communications management, risk management, procurement management, and stakeholder management. The purpose of this course is to develop project management expertise through theoretical discussions and hands-on applications. Students will examine specific aspects of project management through simulated projects. This course counts towards the Project Management concentration of the MBA program. 3 credits

MBA 736 Current Issues in Project Management

Students examine contemporary issues in project management, such as governance and operational design, in a variety of industries including information systems, healthcare, and construction. Using case studies and simulations, students gain a deeper understanding of the field and then use the skills and knowledge acquired throughout the semester in a project management simulation exercise. This course counts towards the MBA concentration in Project Management. 3 credits

MBA 738 Global Business

Students learn the fundamental strategies and issues associated with the management of many facets of global business. Students examine nation-specific, region-specific, industry-specific, and firm-specific factors that are critical to the success of global business. These theoretical frameworks are applied by examining a country or region (e.g., China, Europe) in depth and analyzing its economy, institutions, industries, and firms. Students then develop a basic conceptual framework to formulate strategy to conduct business in that particular country or region. Part of the course work may be completed abroad; Students should please consult their advisor. 3 credits

MBA 739 Global Trade and Supply Chain Management

Students study supply chain management and trade finance, two primary domains of the National Association of Small Business International Trade Educators' (NASBITE) Certified Global Business Professional exam. Students learn about the financial tools needed for international trade and the logistic tools necessary to operate a global business. An overview of the mechanics of successful global businesses leads to an examination of financial and logistic enablers of successful models. Students apply these theoretical frameworks by examining specific cases of global business in depth and analyze the financial and logistic resources critical for their strategic as well as operational excellence. 3 credits

MBA 742 Economics

Explores microeconomics and macroeconomics in the United States and globally. This course will take an apolitical approach to analyzing economic principles and theories. The student will study the basic economic problem of demand and supply, looking at the different types of markets and how government influences these markets. The different pricing strategies of markets, profits, and industry performance will be covered as well. The student will also examine macroeconomic outcomes such as inflation, unemployment, and economic growth. 3 credits

MBA 744 Strategic Leadership

Examines the essence of strategic leadership. The student will study the rationale, logic, and tools of strategic leadership. The balanced scorecard technique will be emphasized. The student will also develop mission statements, diagnose the external environment of organizations to uncover emerging threats and opportunities, assess an organization's internal environments, and learn when and how to implement organizational strategies of growth, retrenchment, stabilization, and collaboration. 3 credits

MBA 752 Advances in IT and IT Management

In today's IT/digital world, managers of large and small organizations need to know how to make information technology work for them- and how to use it to give them a true competitive edge. Move beyond the fundamentals, strengthen the ability to manage IT initiatives, and learn how to work more effectively with technology partners. 3 credits

MBA 754 Marketing Management

Examines the impact of technology on marketing and the strategic role of marketing in the overall goal of organizational success in a highly competitive and volatile market. The decision-making process of managers will be explored as students lead the design and implementation of a marketing strategy that encompasses product planning, pricing, supply chain management, and promotion strategies. 3 credits

MBA 758 Strategic Pricing for Marketing, Sales, and Financial Management

Students learn the definitions, concepts, and dimensions of the pricing construct and the role of the pricing function in strategic, innovative, marketing, sales, and financial management. Students will examine different pricing models, with a specific focus on value-based theories such as economic value of equity (EVE). Students will consider pricing strategies within the organization and in the marketplace in the context of behavioral and psychological drivers of customer decision making. Ethical and legal challenges in pricing decisions will also be examined. Students will acquire theoretical and pragmatic competencies in pricing through case discussions and experiential learning. 3 credits

MBA 760 Experiential Learning

Students combine experiential learning with academic theory by participating in an internship (part-time or full-time) in a professional managerial setting. Minimum hours: 280. Assignments will relate current management theories to the practical internship experience. To participate, students must have completed at least one term in the MBA program. 3 credits

MBA 761 Capstone Experience—Project Management

This course prepares the MBA student for Project Management Professional (PMP)[®] or Certified Associate in Project Management (CAPM)[®] certification (based on prior Project Manager experience) through the Project Management Institute, Inc. (PMI)[®]. In addition, this course increases the MBA student's practical Project Management expertise by supplementing their prior project management course knowledge with hands-on experience of project management best practices as well as through further research of current project management trends and issues. 3 credits

PREREQUISITES: MBA 734, MBA 735, AND MBA 736

MBA 762 Capstone Experience

Prepares the MBA student by combining experiential learning with academic theory. The experiential learning component will be obtained through a capstone project consisting of 200 hours in a professional management setting. The student must propose the capstone project with the current employer or an established organization, and the project must be approved by the course instructor. The student will perform the capstone project under the instructor's supervision and will relate the capstone experience to management theories through assignments and the final paper. 3 credits

PREREQUISITES: THE STUDENT MUST HAVE COMPLETED ALL COURSE WORK IN THE CHOSEN TRACK.

MBA 777 Strategic Human Resource Management

This course is an introduction to the role of the human resource professional as a key organizational stakeholder. Topics will include planning, recruitment and selection, total compensation administration, employee relations, budgeting, employment law, technology, and ethical practices. 3 credits

MBA 778 Employment Law

This course provides a review of federal, state, and local laws affecting employers, including discrimination, wage, and collective bargaining issues. Statutes, regulations, executive orders, and court decisions will provide the student with both theoretical and pragmatic competencies in legal analysis of employment-related issues. The life of an employment case will be examined through case discussions and experiential learning. 3 credits

MBA 779 Capstone Experience—Human Resource Management

This course prepares the MBA student by combining experiential learning with academic theory and research. The experiential learning component will be achieved through a capstone project consisting of a complex business organization case study requiring research, analysis, and design of strategic solutions across major functional areas of HR management. The student will perform the capstone project under the instructor's supervision and will relate the capstone experience to the linkage between organization strategy and human resource planning and management through assignments and a final paper. HRCI Certification- eligible students will prepare for the appropriate HR Certification Institute exam through guided study and review that will also ensure comprehensive knowledge across HR functional areas necessary for successful capstone completion. 3 credits

PREREQUISITES: MBA 777

MBA 797 Healthcare Project Management

This graduate-level course will introduce essential concepts and strategies for effective project management in the context of health care. Topics will include project selection, project initiation, defining scope, identifying project teams, defining project goals, time management, implementation activities, and project monitoring. 3 credits

COUNSELING PSYCHOLOGY

CPY 801 Foundations of Counseling Psychology

In support of student identity development as a counseling psychologist, this class will address the history, development, and current issues related to the profession of counseling psychology. Philosophical assumptions of the profession as well as legal and ethical considerations related to the science and practice of the profession will be addressed. 3 credits

CPY 803 Psychometrics

Psychometrics is intended as an introduction to psychometrics for doctoral students who need to understand the properties of tests and measures used by psychologists and others interested in human behavior. 3 credits

CPY 805 Social Justice and Feminism in Counseling Psychology

This class is designed to provide doctoral students in counseling psychology with a comprehensive introduction to social justice and feminism. The relationship between psychological distress and broader social realities will be the underlying principle on which the course is based. Students will engage in structural analyses of basic social and political institutions, and the ways in which they function to maintain inequities. Students will explore the nuances of such inequities and the impact of related systemic issues on the wellness and development of particular sociocultural groups. Through self-analysis, group dialogue, and assigned readings, students will consider the impact of socially constructed identity categories on which privilege and discrimination are based, on their own personality development and sense of self. In addition, students will examine their attitudes and beliefs about those who occupy identity categories that are different than their own. Students will consider the ways in which counseling psychologists can work as change agents at the macro-level and how to effectively integrate attention to relevant social justice issues into their practice of the profession, including psychotherapy, consultation, activism, teaching, and research. 3 credits

CPY 807 Intellectual Assessment

Intellectual Assessment is designed to provide an in-depth overview of the theories, research, and practice of assessing the intellectual abilities of children and adults. To that end, students are expected to acquire the skills necessary to accurately administer, score, interpret, and report the findings from commonly used intelligence tests. An overview of academic assessment is provided since a comparison of ability and achievement is often desirable. The limitations of these instruments, as well as social justice and ethical issues related to intelligence and achievement testing, will also be addressed. 3 credits

CPY 809 Personality Assessment

This course will focus on the theory and application of objective and projective methods of assessing adult personality and psychopathology. Specifically, there will be a strong emphasis on the administration, scoring, and interpretation of a variety of often-utilized measures of adult personality. Tests that will be of primary focus include Minnesota Multiphasic Inventory-2 (MMPI-2), Millon Clinical Multiaxial Inventory-3 (MCMI-III), Thematic Apperception Test (TAT), Rorschach Inkblot Test, and the Rotter Incomplete Sentence Bank (RISB). The overarching goal of the course is for students to be able to be familiar with these tests and learn how to properly synthesize data from various sources into a coherent assessment report. 3 credits

CPY 812 Advanced Theory and Clinical Techniques

The Advanced Theory and Clinical Techniques class is designed to support doctoral students in counseling psychology in their ongoing development as practitioners. To that end, in-depth attention is given to several theoretical approaches and to more advanced, process-oriented counseling skills. With regard to advanced conceptual and clinical skill development, students will focus on identifying critical moments in counseling as related to client dynamics. In addition, students will continue to develop skills in selecting the most appropriate intervention for use at critical points with clients. Counselor-client relationship issues will be of central concern. 3 credits

CPY 814 Diversity Issues in Counseling Psychology

This course explores differences and similarities of experiences, beliefs, needs, and behaviors of diverse population groups in our society and provides a theoretical foundation from which to develop differential and appropriate assessment and counseling skills that are essential for culturally sensitive practice. Patterns, dynamics, racial antagonisms, experiences, and consequences of discrimination, oppression, biases, and prejudices are discussed, with particular emphasis on racially and culturally diverse groups and communities, women, sexual orientation, and mentally and physically challenged populations. This course builds upon PRC 702 Social and Cultural Foundations, which is taught in the master's curriculum at Carlow. 3 credits

CPY 816 Scientific and Professional Ethics and Standards

This course provides an overview of the current ethical, legal, and professional issues that are vital to proper psychological care. The course includes readings, discussion, role playing, and a survey of the relevant and seminal literature related to the ethical practice of counseling psychology. In addition, application of ethical guidelines to challenging case scenarios, with particular attention to culturally sound practice, is an integral component of learning. 3 credits

CPY 819 Diagnosis and Interventions for Counseling Psychologists

Diagnosis and Interventions is an advanced course in the diagnosis and treatment of common mental health disorders. Emphasis is placed on DSM-5 nomenclature, difficulties confronted with co-occurring disorders, and the evidence-based treatments for these disorders. 3 credits

CPY 825 Statistics and Quantitative Methods

Statistical Methods reviews descriptive statistics and provides an overview of parametric and non-parametric inferential techniques, correlation and regression, and an introduction to meta-analysis and factor analysis techniques commonly found in counseling psychology. Instruction in the use of statistical software programs (e.g., Excel and SPSS) is provided. 3 credits

CPY 830/840/850/860 Supervised Practicum with Seminar I through IV

The Practicum with Seminar is designed to support doctoral students in counseling psychology in their ongoing development as practitioners. To that end, students will be provided with a variety of experiences, both on and off campus, which will promote an increased awareness of the various roles and clinical skills required of the counseling psychologist. Students are expected to complete a minimum of 300 hours of practicum-related activities per seminar with no fewer than 120 direct service work with clients. 3 credits

CPY 831 Special Topics

Special Topics courses cover a wide range of interests for students in the program and are designed as one-credit electives to enhance understanding and/or develop skills in more specialized areas of training. Students are required to take three of these Special Topics electives over the course of their studies in the program. Recent courses include: Practice Pragmatics, Child Assessment, and the summer Ireland Experience. 1 to 3 credits

CPY 835 Cognitive and Affective Bases for Behavior

This course examines cognitive and affective development including the theories derived primarily from information process psychology, Jean Piaget, and leaders in the field of cognitive behavioral therapy such as Adler and Beck. Specific focus will be paid to the understanding of cognitive and behavioral therapeutic techniques through seminal readings and in-class workshops. In addition, concepts of memory construction, language acquisition, problem solving styles, and creativity will be addressed to define the broader aspects of human cognition. 3 credits

CPY 839 Research Methods for Counseling Psychologists

Research Methods for Counseling Psychologists is a doctoral-level course taken by students prior to the dissertation. The course provides an in-depth and advanced analysis of the research methods commonly used by counseling psychologists with special emphasis placed on qualitative methods. The course also provides an opportunity for doctoral students to collaborate with their instructor and peers as they begin to develop their dissertation/research project. 3 credits

CPY 844 Biological Bases of Behavior

This course will introduce the student to the biologic processes that underlie human behavior. Emphasis will be placed on neurologic development, function, and structures with an exploration into classic areas of investigation including sensory-motor systems, emotions,

human communication, learning/memory, and biorhythms. Related topics such as genes and behavior, the relationship between nervous and endocrine systems and behavior, stress and the immune system, psychopharmacology, and biologic considerations in psychopathology will also be addressed. Across these areas, the focus is on clinical implications, ethical issues, social policy needs, and cultural impacts that may result from the study of the biological bases of behavior. 3 credits

CPY 852 Vocational Psychology

This class will offer a comprehensive review of the field of vocational psychology including its history, current trends, and projected future directions. Major theories of career development, choice, and adjustment will be addressed. In addition, attention will be given to issues related to assessment, career satisfaction, lifespan concerns, and career counseling with special populations. The unique experiences of women and other minority groups as related to career development and counseling will be infused throughout the class. 3 credits

CPY 855 History and Systems of Psychology

This course provides an overview of the historical traditions and originating systems of thought that have developed in the current field of counseling and psychology in the modern era. This course will explore the roots of psychology by tracing the growth of philosophy and the natural sciences and identifying the paramount thinkers who have shaped our knowledge of behavior, insight, and attachment. In addition to learning about the major schools and systems of psychology

(e.g., Functionalism, Gestalt, Behaviorism, etc.), this course will also explore the political and historical forces that shaped the development of the various psychological theories. 3 credits

CPY 856 Social Bases of Behavior

This course is designed to offer a sophisticated overview of social psychological theory and research to students pursuing a graduate degree in clinical, counseling, or school psychology. The course will focus on the themes and perspectives of social psychology including situational and environmental influences on behavior, social perception, human relationships, human behavior in social groups, inter-group conflict, attitudes, and attitude change. Applications of social psychological theory to clinical, counseling, and school problems will be discussed, and the interface of social and clinical psychology will be examined. 3 credits

CPY 858 Supervision and Consultation: Theory and Techniques

This course provides the student with the opportunity to develop a knowledge base and skill set in the area of clinical supervision. Supervision theory, research, models of practice, and professional issues are considered. In addition, supervision skills are developed and practiced. 3 credits

CPY 864 Advanced Group Psychotherapy

This class builds upon foundation knowledge and skills for group practice and provides doctoral students in counseling psychology with the opportunity to further develop their expertise in the group modality. Students will give in-depth consideration to select theories of group counseling and will expand their counseling skills by co-facilitating a growth group for master's level students taking the group counseling class. In addition, topics addressed through readings and discussion include ethical and legal issues in group counseling, the group counselor as a person and a professional, dynamic issues in group functioning, managed care and agency considerations, and multiculturalism as it impacts the group process. 3 credits

CPY 879 Psychopharmacology for Counseling Psychologists

The purpose of this course is to survey basic pharmacological principles for non-medical helping professionals. This course explores the field of psychopharmacology for all the major mental disorders. Emphasis is placed on the relationships between drugs, their mechanisms of action in the nervous system, and human behavior. 1 credit

CPY 886 Doctoral Internship

During the last year of the doctoral program in counseling, psychology students participate in a year-long, full-time (or two year, part-time), 2,000-hour internship. The pre-doctoral internship affords students the opportunity to employ the knowledge and skills acquired during their doctoral studies under the supervision of seasoned practitioners of psychology. With approval from their advisor and the director of training for the PsyD program in counseling psychology, students apply for internships following successful completion of necessary coursework and comprehensive examinations. Students will have the option of securing a program-approved internship site on their own or of participating in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match program. More

information about the APPIC match program can be found at www.appic.org. 3 credits

CPY 890 Dissertation

Through the doctoral dissertation, students in the Counseling Psychology program are required to provide evidence of scholarly competence that represents a unique contribution to the field of psychology. Through this project, students are expected to demonstrate in-depth knowledge of an area relevant to the professional practice of psychology as well as the ability to think critically, integrate and evaluate research and theory, and communicate their work clearly to members of the profession. Given the program emphasis on the professional practice of psychology, it is expected that the doctoral dissertation be psychological in nature and be clinically useful to practicing psychologists. While dissertations are a rigorous scholarly exercise, they are not limited to experimental studies and quantitative measurement. Rather, students are encouraged to use a variety of formats, including but not limited to case studies of individuals, groups, or systems, program evaluation or development, correlational research, theory development, or synthesis and critical analysis of existing scholarly literature. 1-3 credits

CPY 894 Integrative Social Justice Capstone

As the final capstone project of the program, this doctoral course will guide students in developing a presentation for a specific lay audience or regional/national conference that incorporates elements of Social Justice with the Discipline Specific Knowledge (DSK) obtained through the following aspects of curriculum: 1) Development Aspects of Behavior, Cognitive Aspects of Behavior, Affective Aspects of Behavior, Social Aspects of Behavior, and Biological Aspects of Behavior. In this, students will be able to not only apply social justice into their clinical work, but through the foundational knowledge aspects of the psychology discipline as a whole. 2 credits
PRE-REQUISITES: A Graduate Human Development course+ CPY 801, CPY 805, and CPY814. CO-REQUISITES: CPY 835, CPY 844, and CPY 856

EARLY CHILDHOOD EDUCATION

EC 716 Student Teaching in Preschool Settings

Preschool student teaching provides supervised experience teaching in a preschool setting for eight weeks. The student assumes teaching responsibilities, applies theory/practice, and develops a teaching style under the direct supervision of the cooperating teacher and university supervisor. Verification of student competency will be determined jointly by the cooperating teacher and the university supervisor. Student teachers return to campus for a seminar with the university instructor as scheduled. These seminars provide opportunities for discussion of various student teaching experiences as well as analysis of the goals, program designs, and curricula of various early childhood programs. In addition, the seminar focuses on current school issues, school law, certification requirements, as well as suggestions for completing portfolios, applications, and resumes. Mock interviews with adjunct faculty and graduate students provide opportunities for candidates to practice articulation of theory to practice. 3 credits

NOTE: NO OTHER COURSES MAY BE TAKEN DURING STUDENT TEACHING WITHOUT SPECIAL PERMISSION OF THE DIRECTOR OF EARLY CHILDHOOD EDUCATION. PREREQUISITES: COMPLETION OF ALL EARLY CHILDHOOD EDUCATION REQUIREMENTS AND MINIMUM CUMULATIVE GRADE AVERAGE OF 3.0.

EC 717 Student Teaching in Primary Classrooms

Primary grade student teaching provides supervised experience teaching in a K-3 setting for eight weeks. The student assumes teaching responsibilities, applies theory/practice, and develops a teaching style under the direct supervision of the cooperating teacher and university supervisor. Verification of student competency will be determined jointly by the cooperating teacher and the university supervisor. Student teachers return to campus for a seminar with the university instructor as scheduled. These seminars provide opportunities for discussion of various student teaching experiences as well as analysis of the goals, program designs, and curricula of various early childhood programs. In addition, the seminar focuses on current school issues, school law, certification requirements, as well as suggestions for completing portfolios, applications, and resumes. Mock interviews with adjunct faculty and graduate students provide opportunities for candidates to practice articulation of theory to practice. 3 credits

NOTE: NO OTHER COURSES MAY BE TAKEN DURING STUDENT TEACHING WITHOUT SPECIAL PERMISSION OF THE DIRECTOR OF EARLY CHILDHOOD EDUCATION. PREREQUISITES: COMPLETION OF ALL EARLY CHILDHOOD EDUCATION REQUIREMENTS AND MINIMUM CUMULATIVE GRADE AVERAGE OF 3.0.

EC 719 Early Childhood Student Teaching

Provides supervised experience in teaching settings that serve children from PreK through grade four for 12-16 weeks, depending on individual circumstances. The student assumes teaching responsibilities, applies theory/practice, and develops a teaching style under the

direct supervision of the cooperating teacher and university supervisor. Verification of student competency will be determined jointly by the cooperating teacher and the university supervisor. Student teachers return to campus for a seminar with the university instructor as scheduled. These seminars provide opportunities for discussion of various student teaching experiences as well as analysis of the goals, program designs, and curricula of various early childhood programs. In addition, the seminar focuses on current school issues, school law, certification requirements, as well as suggestions for completing portfolios, applications, and resumes. Mock interviews with adjunct faculty and graduate students provide opportunities for candidates to practice articulation of theory to practice. 3-6 credits

NOTE: NO OTHER COURSES MAY BE TAKEN DURING STUDENT TEACHING WITHOUT SPECIAL PERMISSION OF THE DIRECTOR OF EARLY CHILDHOOD EDUCATION.

PREREQUISITES: COMPLETION OF ALL EARLY CHILDHOOD EDUCATION REQUIREMENTS AND MINIMUM CUMULATIVE GRADE AVERAGE OF 3.0.

EARLY INTERVENTION

EI 701 Strategies for Early Intervention

An overview of the laws that relate to services for children with disabilities and appropriate strategies for providing those services to children and their families. Focus is on children from birth to eight years in various settings: home, school, Head Start, childcare, and early intervention programs. Intervention strategies address topics such as developing individualized plans for children and families, adapting program structure and content, managing behavioral difficulties, using a team approach, implementing specific strategies for inclusion, and accessing various support services available to families and children. 3 credits

EDUCATION

ED 703 Developing Logic and Mathematical Thinking in Young Children

An examination of the ways logical thinking develops in the young mind, particularly in relation to early numeracy and science concepts. Candidates assess children's development in early numeracy skills such as one-to-one correspondence and number sense, conservation of number, space, and volume, and patterning and seriation. The NCTM standards for PreK to grade two provide a framework for designing a numeracy curriculum in early childhood. Science concepts are presented using inquiry-based methodology and are aligned with standards for early childhood. 3 credits

ED 704 Child, Family, and Culture

An examination of the development of the family and the concept of childhood. The inter-relatedness of the child, family, and community are explored. Through an understanding of theoretical content and its application to the lives of children and their families, the advanced student gains sensitivity to the meaning of education in its broadest sense. 3 credits

ED 707 Understanding and Facilitating Children's Play

An overview of the role of play and symbolic representation in the young child's social, emotional, physical, and cognitive development. Candidates are able to integrate a play-based curriculum into an early childhood program using current theories and research on the meaning and importance of play in the development of the young child. The development of the capacity for play and fantasy across developmental stages includes the role of play in programs for infants, toddlers, preschoolers, and school-age children. 3 credits

ED 710 Child Development: Birth–Eight Years

Advanced study of the mental, social, emotional, moral, and physical development that occurs at a rapid and critical rate from birth to eight years. The learner becomes familiar with the normative descriptive research relative to these aspects of child development and with theories and principles of human development that pertain to the early years of the child. Educators have the opportunity to deepen their understanding of the subtle, interactive nature of these facets of development and study the role of adults who actively and passively participate in this developmental process. 3 credits

ED 715 Thesis/Research Project

The master's thesis is a research study or project that contributes to the theory and practice of education in the candidate's field of study. The thesis is carried out under the direction of a research director according to the guidelines established by the Education Department. During this course, candidates will develop a thesis proposal, seek approval from the thesis committee and Carlow University IRB committee, implement the thesis study or project, and write a final thesis report. The thesis proposal includes a problem statement, review of the literature, and method section outlining the thesis plan. The thesis report includes the problem statement, a

review of the literature, the methodology, the results of findings, and a discussion of the findings.

Guidelines for writing the thesis proposal and the thesis report are found in the thesis guide. Capstone experience, typically taken at the end of the program. 3 credits

PREREQUISITE: ED 714

ED 718 Communication and Reading Development

This course focuses on the development and relationship between language skills and literacy/reading skills. The first half of the course will show how children become readers, highlighting significant developments from birth through eight years of age. The course provides general information on how children learn and develop, with special emphasis on communication. Interactive language experiences are linked to the acquisition of reading skills. Reading skills are examined in depth, with many opportunities to see where children might struggle. Phonology will receive particular attention. The course includes recommended practices and instructional strategies to teach reading or enhance literacy development during the early childhood years. 3 credits

ED 719 Reading & Language Arts

This course is the foundational basis for teaching reading and literacy development in the elementary classroom, grades K - 6. Current theory, research, and techniques are integrated with valid traditional views of teaching reading to a diverse population of children and their needs. Views of the process of reading, emergent literacy, major approaches and materials for teaching reading, assessment of students, classroom organization, and communication with parents, and integrating computer technology are addressed. Specific skills in teaching phonemic awareness, phonics, reading fluency, and comprehension are emphasized. Pre-service teachers will develop a philosophy that encompasses all the major components of reading instruction to ensure literacy for all children. 3 credits

ED 721 Curriculum and Assessment in Early Childhood Education

A theoretical and practical review of curriculum for early childhood programs and various models for delivery of quality programming for young children and their families. Students develop a curriculum that is congruent with their stated philosophies of education. Informal and formal assessment, methods, and screening instruments are examined for validity and reliability with young children. 3 credits

ED 727 Teaching English Language Learners PreK to 12

This course provides an introduction to the principles of second language acquisition, with a focus on linguistics. Developmental factors and cross-cultural awareness, as well as an introduction to methods in teaching English language learners (ELLs) from PreK to 12, will be discussed. Techniques for developing the conversation and literacy skills of English language learners in the mainstream classroom will be presented. Participants will practice techniques and learn methods of assessing student proficiency and progress. Participants will learn to utilize available school and community resources to assist ELLs in language acquisition and content learning and will become aware of ways to promote parental/family involvement in their children's educational experiences. Because classroom observations are required, students need to have clearances. 3 credits

ED 728 Interdisciplinary Models of Teaching and Learning

This course engages learners in thinking about meaningful work with young children in a team-taught seminar and practicum experience that includes an evening class meeting schedule followed by a full day on-site practicum experience in a preschool, kindergarten, or primary grade setting. Seminar content includes cross-disciplinary content instruction and pedagogical strategies for working with children in a PreK-grade four setting. Learners will demonstrate competencies that include planning and organization; assessment of learning; reflection on teaching; interdisciplinary collaboration; and inquiry-based approaches to teaching and learning. Specific Pennsylvania Department of Education (PDE) competencies are met in this course and are included in the syllabus. 3 credits

ED 729 Aesthetics as Learning

The students will describe aesthetics and the value of beauty in life. They will describe ways that learning is promoted through the visual arts, creative writing, dramatic play, music, and movement. The students will examine a developmental approach to the art forms. Building upon an understanding of the principles of child development, students will develop an understanding of the ways that aesthetics will facilitate learning and creativity. The art forms will be a route to facilitating the young child's growth and development cognitively, socially, emotionally, physically, and in language development. Aesthetics is another way of knowing. Students will learn to apply concepts to practice in working with typical young children with a range of individual differences, as well as to children with developmental delays and special needs. Written and orally presented case studies, weekly readings, and writings are required. 3 credits

ED 731 Creative Inquiry

During this capstone course learners are expected to complete their scholarly inquiry and prepare and present their final creative product. Through on-campus class meetings and web-based learning modules, learners will have an opportunity to discuss issues of portrayal, voice, and stance in developing their creative inquiry. Emphasis will be on preparing a final draft of their scholarly work. The primary emphasis in this seminar is conducting a creative inquiry. Students will be expected to do independent work and web-based learning modules. Classroom and Web-based format. 3 credits

ED 738 Curriculum Theory and Development

Designed to assist the student in gaining knowledge and skills necessary to select and develop the curriculum that will support the philosophy and aims of the school. The student becomes aware of the relationship of curriculum to instruction, to supervision, and to society's expectations. Curriculum skills are developed within the context of those factors that influence educational planning, ranging from basic through adapted education. 3 credits

ED 740 STEM Models

Students will explore various integrated STEM models for learning and teaching that enable a learner to develop tech fluency. Tech fluency is comprised of inquiry, case-making, and advocacy. Students explore how tech fluency serves as a catalyst for engagement, empathy, collaboration, connection, and learning to help their students solve important and relevant problems. This course is part of a four-course series that is required for the STEM Endorsement (ED 703, ED 728, ED 740, and ED 744). 3 credits

ED 744 Computational Thinking and Robotics

This course provides an introductory experience to computational thinking and its application to robotics. As the processing capabilities of computers continue to grow, the ability to use them as tools to solve complex problems also increases. Computations can be performed at an ever-increasing rate, enhancing the ability to develop more intricate uses for computers such as simulating challenging systems in the sciences and mathematics. Thus, an understanding of the process by which problems can be reframed into the style that is handled best by traditional computers is fundamental for the future growth of scientific knowledge and engineering capabilities. Likewise, the progress of robotic systems is becoming more commonplace in a variety of domains. These robots can greatly increase the efficiency and safety of human endeavors, leading to more profound discoveries and previously unknown applications. Since most robots operate under the same informational processing paradigm as traditional computers, a mandatory connection can be made between computational methodologies and the development of increasingly useful robotic systems. Students will have the opportunity to learn about some of the computational techniques used in and out of the robotics discipline. 3 credits

ED 741 Assessment and Evaluation

This course focuses on the language and key concepts of assessment in order to build a holistic and global view and understanding of assessing learning performance. Educational assessment and evaluation is a broad subject area including but not limited to formative assessment, summative assessment, diagnostic assessment, competency-based assessment, and grading. With a deep understanding of the role of learner centrality and human cognition in developing optimum learning environments, students will apply this understanding to the area of assessment. Students will be able to design and implement assessment strategies that measure each learner's individual progress, enable those learners to understand the progress of their own learning, and communicate information about student achievement that is valid and reliable. The use and analysis of student achievement data will be woven throughout the course. 3 credits

ED 751 Special Topics for Independent Study

Research and study of topics of special interest or concern initiated by a student or faculty member (e.g. public relations, fundraising, effective written communications, teacher, and child rights) are emphasized. Each independent study is planned cooperatively by the student and a supervising faculty member. The study must either be related to one or more of the competencies listed for an elementary or secondary school principal, or other appropriate areas of leadership. Approval of the program director is required. Variable credits

766 Children and the Media

An overview of the research and educational policies regarding young children and the media. There is growing controversy over the role of media and technology in the lives of children. Some suggest that starting early to teach technology skills is important; others have grave concerns about the impact on early brain development when children experience extended viewing of objects in two-dimensional form, rather than exploration of three-dimensional objects. Additionally, there is ample evidence that television and video viewing affect the social behavior of young children, in either positive or negative ways, depending on the content of the programming. Learners will examine the controversies surrounding the effects of media (visual, auditory stimulation) and the recommendations of various professional organizations on the use of media and technology in programs for young children. 2-3 credits

ED 778 Designed for Differences

This course examines various instructional, physical, and behavioral constructs in PK-12 classrooms which support universally, designed educational experiences for children and adolescents with various exceptionalities and those who are English Language Learners. Students will study particular areas of exceptionalities typically present in inclusive general classrooms and develop and adapt traditional curricular models to address individualized student need. As part of this course, students will demonstrate an understanding of interpreting educational achievement tests other forms of assessment, classroom observations and parent reports, in order to plan for personalized learning and the development of individualized education plans (IEPs). Special emphasis will be placed on the development social emotional learning supports and planning appropriate scaffolds. 3 credits

ED 794 Instructional Design for Technology Integration

Introduction of the theories, research, and conceptual models utilized in instructional design. It focuses on analysis of variables that allow the educator to integrate technology effectively. Issues regarding computer ethics, equity, and history are presented and discussed. Assessment of technology needs and planning for implementation as well as diffusion theory are combined to prepare the individual to develop a school technology plan and to realize its adoption. Design elements of computer-based instruction (CBI) and the evaluation of CBI software programs are introduced. This class is designed to prepare the teacher to develop a philosophy regarding technology and its implementation. Classroom format. 3 credits

ED 795 Internship in Instructional Technology

The internship in instructional technology is designed to allow students to implement the theories and skills acquired through their educational training in the instructional technology program. Students experience a variety of problems and design solutions for effective implementation of instructional technologies for K-12 schools. These include the assessment, design, application, and evaluation processes involved in the delivery of instructional technology services. 3 credits

ED 796 Selection and Integration of Media into the Classroom

Provides an overview of a variety of media including, print, audio, video, projection, multimedia, and telecommunications, focusing on their attributes and utilization in the classroom. Provides teachers with the working knowledge necessary to appropriately select technologies for the classroom that support student learning. This course will allow educators to use and evaluate a variety of media and will provide guidelines for the selection of their application. Classroom or online format. 3 credits

EDUCATION LEADERSHIP

LE 718 Principal Internship

The internship is designed to provide the student experience in the field under the supervision of school leaders and University faculty. Students arrange their placements with approval from the HPL Program Director, spending 65 percent of their time at their preferred grade level (i.e., K-6 or 6-8), and 35 percent at the other level (i.e., 9-12). Although the practicum is planned cooperatively by all those involved, the goal of the course is to involve the student in a wide range of leadership activities and competencies. Students will read scholarly work in school leadership related to problems of practice that surface in the field. 1-6 credits

LE 730 The Principalship

is course focuses on two modes of supervision designed to support the professional development of educators. In addition to learning about clinical observation (both formal and Informal) of teacher practice, students in this course will also study differentiated supervision. This supervision model engages teachers in decision-making regarding their own professional development and envisions leadership designed to improve teacher efficacy through collaboration regarding each teacher's needs and interests and recognizing their level of experience, effectiveness, and professionalism. Students will learn the specifics of planning, developing, and implementing differentiated supervision and how to engage teachers in their continuing professional development through peer coaching, self-directed action research, formal clinical supervision, team-focused or cooperative professional growth, intensive supervision and portfolio development. This course provides students the opportunity to develop the competencies necessary for effective teacher supervision and evaluation through a study of the Danielson Framework for Effective Teaching and a variety of other teacher appraisal techniques. 3 credits

LE 750 Improvement Science

This introductory course familiarizes students with the tools and processes of Improvement Science with application in the field of education. Initially adopted by business and industry, as well as the health care field, Improvement Science is a disciplined approach to innovation and continuous improvement that uses research, measurement, and evidence-based practices to improve student performance and institutional effectiveness that supports daily practice in education. 3 credits

LE 760 Educational Administration

This course focuses on the leader's role in school law and ethics, the financial budget process (including the financing of education, taxation, state, and federal funding), strategic planning, and human resources as foundational to school management. Understanding administrative theory in practice also positions educators to conduct and lead practice-based inquiry for the purpose of guiding continuous school improvement. 3 credits

LE 770 Instructional Leadership

This course explores the concept of curriculum as a conceptual framework by which to consider its evolutionary manifestations related to federal and state education reform policies. As part of this exploration, the relationship between curriculum and learning performance is analyzed through the lens of the wide variety of educational approaches that are in use across the globe. The curriculum as it is experienced is highly influenced by the educational approach that is used in its design, development, and delivery. Leading curriculum design and curriculum mapping efforts is a critical component of this course. 3 credits

LE 780 Networked Learning Communities

In this course, students will study the role of leadership in organizing and sustaining networked learning communities aimed at cultivating an environment of continuous improvement and innovation. Students will examine the design and utilization of digital learning environments in education. A deep understanding and analysis of several digital learning environments such as learning management systems, virtual realities, and social media environments will enable students to review and evaluate approaches for collaboration in their learning communities. In evaluating these technological possibilities, the aim is to make use of these applications to cover some of the key practical and theoretical issues in education. 3 credits

EDUCATION LITERACY

READ 721 Dyslexia and Structured Literacy

This course is designed to provide the historical perspective of language-based learning differences and dyslexia in the content of literacy programs involving reading, writing, spelling, and handwriting. Within this framework, the neurological basis of oral and written difficulties of dyslexia will be given particular emphasis. Candidates will examine the research of instructional evidence-based methods and practices in accordance with the National Reading Panel and International Dyslexia Association and the implementation of assistive technology in literacy instruction. 3 credits

READ 722 Critical Components of Phonological Awareness

This course is designed to provide candidates with the foundational elements of the speech sounds of English. This course will introduce various stages of phonological and phonemic awareness development. Phonological awareness is a critical cognitive/linguistic skill that is needed to store words for immediate, effortless retrieval. Through research-based readings, practical case studies, and peer discussions, students will learn to administer phonological awareness assessments, design and implement evidenced based instructional strategies that strengthen students' skills in phonological and phonemic awareness, and identify work of leading researchers in the field of structured literacy. 3 credits

READ 723 Language and Linguistics I

This hybrid graduate course with embedded practicum will delve deeply into meaningful understanding and direct application of the elements of word recognition: the challenge of learning to read, the speech sounds of English, teaching beginning phonics, word recognition, spelling, and teaching advanced decoding, spelling, and word recognition. A strong emphasis will be placed on critical underlying research. Students will also plan effective, evidence-based scaffolds for students with learning difficulties and English Language barriers. 3 credits

READ 724 Structured Literacy Assessment

This course is a study of formal and informal assessments used by reading specialists as part of literacy and reading intervention programs. Candidates will administer and score norm-referenced standardized assessments and informal reading assessments/diagnostic

tests. Candidates will create detailed narrative assessment reports with qualitative and quantitative analysis of collected data. Special emphasis will be placed on the comparison of available assessment instruments and the development of literacy intervention plans. 3 credits

READ 725 Teachers as Writers

In this hybrid graduate course students immerse themselves in the theory and practice of teaching writing, grades PreK-12. Essential to the course is the concept of teacher as writer. The ability to articulate and apply the qualities of writing as a writer, is directly related to the ability to teach the qualities of writing to writers. Students will write in multiple genres to experience the act of writing in relation to how it informs our teaching. Course content includes the elements of mode specific writing, utilizing mentor texts, incorporating on-demand pre and post assessments, the writing process within a writer's workshop, conferring, setting goals and striving to meet those goals, and establishing voice. Students will differentiate writing instruction with emphasis on growth and development. Students will also plan effective, evidence-based scaffolds for students with learning difficulties and English Language barriers. 3 credits

READ 726 Critical Analysis of Text

This hybrid graduate course will focus on developing the skills necessary to read closely, annotate, infer, analyze text from multiple sources, and synthesize information gathered. Work will be actualized through effective discourse and evidence-based written analysis and articulation. Through close reading, writing, and discussion of texts from a variety of genres and grade levels, students will learn to identify the elements of complex texts, design relevant assessment prompts to accompany the texts, craft and compile annotated exemplars, evaluate student written analysis with an eye towards growth and development, identify common patterns in written responses, and develop targeted instruction to promote student achievement and growth towards proficiency in written analysis of text. Students will also plan effective, evidence-based scaffolds for students with learning difficulties and English Language barriers. 3 credits

READ 727 Adolescent and Adult Literacy

This hybrid graduate course with embedded field experience will delve deep into meaningful understanding and direct application of the literacy lives of adolescents and adults who have not achieved full literacy. This course examines the learning of reading and writing of adolescents and adults who have continued to struggle with literacy. A variety of populations will be explored including basic adult education, vocational and technical education, developmental/remedial education, adolescents and adults with dyslexia and other disabilities, immigrants and populations with limited English language proficiency, and adjudicated youth. As a hybrid course, this study of adolescent and adult literacy will have both onsite and online learning experiences, in addition to a field experience component which will include direct opportunity to apply learning in a myriad of adolescent and adult learning environments. 3 credits

READ 729 Structures of Language and Linguistics II

This hybrid graduate course with embedded practicum will delve deep into meaningful understanding and direct application of the elements of language comprehension: oral language and vocabulary, understanding reading comprehension, text-driven comprehension instruction, and the reading-writing connection. A strong emphasis will be placed on the critical underlying research that is aligned to the Knowledge and Practice Standards for Teachers of Reading, the Elements of Effective Instruction, and Classroom Reading Instruction that Supports Struggling Readers: Key Components for Effective Teaching. Students will plan effective, evidence-based scaffolds for students with learning difficulties and English Language barriers. 3 credits

READ 740 Seminar: Evaluating Literacy Curriculum

In this seminar, candidates will explore, examine, and evaluate the elements of a variety of marketed literacy curricula. The seminar will analyze the research on specific literacy programs and use that knowledge to guide selection of literacy resources and materials in both core and intervention environments. Emphasis will be placed on evidence-based discussions surrounding alignment criteria that must be met in full for material and resource consideration. Candidates will evaluate materials through criteria that are aligned to state standards. Candidates will examine and evaluate potential resources and curriculum against a set of criteria that develop foundational reading skills systematically, using research based and transparent methods. Careful consideration will be placed on conducting current literacy needs assessments and utilizing the results as criteria in the selection of literacy curriculum. During this seminar, participants will engage in a three-day overview of the Wilson Reading System taught directly by a Level I Wilson Certified Trainer. 3 credits

ENGLISH

A semester's work is awarded eight hours of graduate credit, which covers the residency (four credits) and the practicum (four credits). Students must complete four residencies and four practicum periods. Students may devote one residency and its adjoining practicum to another genre. Students receive no credit for partial completion of the residency or practicum. Students who attend a residency but do

not participate in the adjoining practicum must repeat that residency and complete the adjoining practicum. Incomplete grades are not available for MFA students. In Progress grades are possible only in the manuscript semester or in extreme personal situations. Each student must complete four genre practicum periods.

EN 701, 702, 703, 704 MFA Residency

(EACH STUDENT MUST COMPLETE FOUR RESIDENCIES)

Students participate in six intensive genre workshops in poetry, fiction, or nonfiction guided by a visiting writer, also called a mentor. In workshops, students and mentors discuss issues of craft and aesthetics, followed by individual conferences. Students must attend seminars, lectures, and readings given by visiting writers and guest speakers from the publishing and writing communities. At the end of the residency, student and mentor agree on an individualized four-month writing and reading schedule intended to improve the student's writing of poetry, fiction, or nonfiction. 4 credits per residency

MFA POETRY PRACTICA

EN 710	Practicum 1	4 credits
EN 711	Practicum 2	4 credits
EN 712	Practicum 3	4 credits
EN 713	Practicum 4	4 credits

MFA FICTION PRACTICA

EN 720	Practicum 1	4 credits
EN 721	Practicum 2	4 credits
EN 722	Practicum 3	4 credits
EN 723	Practicum 4	4 credits

MFA CREATIVE NONFICTION PRACTICA

EN 730	Practicum 1	4 credits
EN 731	Practicum 2	4 credits
EN 732	Practicum 3	4 credits
EN 733	Practicum 4	4 credits

EN 740 The Entrepreneurial Writer

This optional course focuses on preparing students for post-MFA life by developing the skills necessary to work within a professional literary community—whether as a writer, editor, publisher, or organizer of literary projects and programs. In this course, students learn multiple forms of writing related to publishing (query letters for literary, trade, and commercial magazines), securing an agent (book proposals, query letters, treatments), applying for grants and fellowships (narrative statements, writing samples, project plans), and seeking employment (biographical statements, CV, teaching statements).

Offered once a year, the semester runs January to May. 2 credits EN 750 Creative Manuscript

Students produce an original manuscript in poetry, fiction, or creative nonfiction. In consultation with the program director, students choose their mentors for the creative manuscript by the middle of the fourth semester. Students will defend their manuscript with an academic committee composed of Carlow faculty, MFA mentors and/or writers from the extended university community; give a public reading; and answer questions. Students who do not complete the manuscript receive an In Progress (IP) grade. A manuscript semester is from January to May or September to December. 4 credits

EN 751 Creative Manuscript

Students continue to work with mentor guidance to complete their creative manuscripts as described in EN 750. Students are urged to complete their manuscripts in this semester. Students who do not complete the manuscript receive an In Progress (IP) grade. A manuscript semester is from January to May or September to December. *1 to 4 credits

EN 752 Creative Manuscript

Students continue to work with mentor guidance to complete their creative manuscripts. Students who do not complete the manuscript receive an In Progress (IP) grade. A manuscript semester is from January to May or September to December.

*1 to 4 credits Independent Study

For students requiring a semester for final revising and polishing of their manuscript with their mentor. Students must register for credit(s) for an independent study.

*Variable credits

*Mentor and program director, in consultation with student, determine the number of credits the student needs.

FRAUD AND FORENSICS

MFF 710 Fraud and Forensics Community Experience

An orientation to Carlow University and the Masters in Fraud and Forensics (MFF) program by providing an overview of the academic program, university office policies and procedures, support services, case-based learning, and an introduction to their online learning community and all technologies used in the delivery of the course. 2 credits

MFF 711 White-Collar Crime

Staying one step ahead of white-collar criminals is critical in today's complex global marketplace. Gain a basic understanding of white-collar crime, its impact on organizations and our economy, and how it develops. Learn about the principle types of fraud and the "fraud triangle"-pressure, opportunity, and rationalization, and delve into the theories of crime causation. MFF 710 is a prerequisite for Fraud and Forensics students. 3 credits

MFF 713 Fraud Prevention and Ethics

A study of fraudulent behaviors, individual and organizational ethical processes, fraud prevention programs and tools, and fraudulent activities. Students will study theories related to the criminogenic organization and learn how fraud prevention programs and establishing ethical corporate cultures can reduce the likelihood of criminal behaviors. 3 credits
PREREQUISITE: MFF 710.

MFF 715 Scientific Inquiry in Fraud and Forensics

This course develops the scholar practitioner by fostering the understanding of fundamental principles of the scientific method, and its application in the fraud and forensics practice. Topics include theoretical frameworks, hypothesis generation, hypothesis testing, determination of causality, logical fallacies, cognitive biases, validity, and reliability. Students will develop skills in identifying and evaluating scientific evidence for fraud and forensics practices and tools and formulate evidence-based recommendations for the fraud and forensics community. Students will reflect on pragmatic, social, and moral values of evidence-based practice. 3 credits
PREREQUISITE: MFF 710.

MFF 721 Legal Elements of Fraud

A study of criminal and civil law related to fraud and forensics investigations. Students will study theories related to U.S. constitutional law and federal rules of civil and criminal procedure. The assignments will challenge students to research, analyze, and apply legal theories and law. 3 credits
PREREQUISITE: MFF 710.

MFF 723 Financial Statement Examination

An understanding of accounting terminology and theory, accounting and business processes, types and purposes of financial statements, processes for analysis of financial statements, detecting financial statement fraud, identifying fraudulent financial transactions, exploring types of financial fraud schemes, calculating economic damages, and lifestyle analysis. 3 credits
PREREQUISITE: MFF 710.

MFF 725 Audit Procedures for Detecting Fraud

A study of the field of auditing and its relation to the detection and investigation of fraud, procedures employed during a fraud audit, document analysis, internal controls and their impact on fraud, the risk management assessment process as it relates to fraud, and report writing for fraud. 3 credits
PREREQUISITES: MFF 710 AND MFF 723.

MFF 730 Cybercrime

A theoretical and hands-on examination of the complexities of cybercrime and the difficulty of investigating and prosecuting cybercrime cases. Students will study cybercriminals and the science of social media. Students will also evaluate methods to protect organizational and personal data from cybercrime. Finally, students will develop an understanding of the national and international law regulating cyber activity and understand the complexities of compliance. 3 credits

PREREQUISITE: MFF 710.

MFF 731 Technology Tools for Fraud Examiners

An investigation into the technology tools used in fraud examination and financial forensics as well as the role of technology in committing fraud and white-collar crime. The course includes the examination of computer-aided forensic accounting investigation techniques, various data mining/data extraction software, and case management software. Finally, this course explores the role of technology in committing white-collar crime and the difficulty of investigating and prosecuting these types of cases. 3 credits

PREREQUISITE: MFF 710.

MFF 733 Comprehensive Fraud Investigation

A capstone course that includes the steps to be performed in a fraud investigation. Topics include: when and why to call in forensic accounting investigators; teaming with forensic investigators; anonymous communications; covert operations; gathering and documenting evidence; potential missteps when fraud is suspected; sources of information used in a forensic investigation; investigation techniques, the interview and interrogation process; report writing; supporting a criminal prosecution; working with attorneys; and the fraud examination checklist. Students solve a case study by performing a comprehensive fraud investigation that incorporates skills they have learned throughout the MFF program. 4 credits

PREREQUISITE: ALL MFF COURSES.

MFF 741 Cyber Analysis on the Dark Web

This course will build upon the threats and technologies introduced in Cybercrime (MFF730) as well as introduce more technical topics. The course provides students with a more thorough understanding of important topics such as encryption, obfuscation, virtual currency, preparing for online investigations. Students will also be introduced to the dark web and sources for discovering sites as well as security precautions they should take. Additionally, the class will introduce intelligence and analysis topics such as link analysis, clear net, and dark targeting methodologies. The class will be online with hands-on exercises. 3 credits

PREREQUISITE: MFF730 CYBERCRIME.

MFF 743 Advanced Cyber Analysis & Targeting on Dark Web

This course builds off of topics covered in MFF730 and MFF741. Students will leverage the following techniques: anonymizing oneself, analytic targeting, intelligence methodologies and data analysis. Students will identify targets of interest and safely navigate to forums and marketplaces of interest. The course will consist of a capstone event at the National Cyber-Forensics and Training Alliance. 3 credits

PREREQUISITE: MFF 730 CYBERCRIME, MFF741 CYBER ANALYSIS ON THE DARK WEB

HIGH PERFORMANCE LEARNING

HPL 700 Foundations of High-Performance Learning

This overview course depicts some of the major issues and challenges facing education today. The new paradigm in education requires a deep understanding of key concepts and principles essential to a high performance learning strategy, including but not limited to: learner centrality, cognition, assessment, learning theory, educational research and analysis, educational structures and policy, and digital learning environments. In terms of the overview structure of this course, it is built on the repeated findings from analyzing effective learning that, when learners know what they are about to learn and why, they perform better. This course comprises 12 modules and presents a systematic introduction to the entire program of study, focusing upon what each course entails, why it is important to a high performance learning strategy, and how it integrates the other courses and learning material. This course presents all of the programmatic course objectives and key structural elements for each of the courses that follow. 3 credits

CO-REQUISITE: HPL 710.

HPL 710 Learner Centrality in Performance

This course is built on the foundational principle of high-performance learning: the primacy of the learner. Five interrelated sets of questions are explored for analysis: 1.) What does performance mean and how is it measured? 2.) What does performance mean to an individual learner whose future is tied to their learning performance? 3.) How are the dynamics of learner performance being changed by the emergence of new digital learning environments? 4.) What is learner centrality and how is it different from the current teaching

practices? 5.) How do instructional policies and practices affect how much and how well persons learn? 3 credits
CO-REQUISITE: HPL 700.

INSTRUCTIONAL DESIGN AND TECHNOLOGY

IDT 710 Introduction to Instructional Design for Online Teaching

This course introduces students to different instructional design models commonly utilized in business and education and provides opportunities for students to develop a personal philosophy towards online instruction and learning. Students will examine the features of each ID model discussing benefits and limitations and apply this to a current educational problem. Students will review the steps required for effective analysis of educational problems. 3 credits

IDT 720 Introduction to Instructional and Course Design

This course focuses on the practical application of a variety of instructional tools for communication and learning in an online learning environment. Students will identify features, benefits, and limitations of each as they relate to a selected or given context within a learning or training environment. Students will learn to create online/eLearning experiences using the technology. 3 credits

IDT 730 Online Teaching and Facilitation

Teaching online is new, despite the fact that it has been around since 1892! The technologies that have been applied in online learning have evolved from the use of live radio shows in the 1920s to the use of artificial intelligence and virtual realities in online learning today. These technologies have largely informed the transition to teaching in the online environment, and the focus on the implementation and pedagogies is not given as much attention. This course focuses on the implementation of technologies for online learning with a focus on implementation and change management. The practical application of implementation processes and strategies will help the student to understand and identify effective approaches to the implementation of learning technologies. 3 credits

IDT 740 Assessment and Evaluation of Online Learning

This course focuses on the components of a comprehensive Needs Assessment, including determining learner characteristics that impact decision-making in the design of instruction in the online environment. Processes for analyzing learning needs and learning content will be studied and applied to a current educational problem. In addition, students will begin to examine potential constraints and resources that exist in a selected or given training opportunity. Finally, the results of the analysis will be applied to create the learning goals and objectives for a selected educational problem. 3 credits

IDT 750 Technology Application

In the IDT 750 Technology Application course, learners will focus on the implementation of technologies and approaches for online learning, implementation, and the focus on change management in learning. Implementation strategies of learning technologies will allow the learner to understand and identify effective approaches of instruction delivery in an online environment. In this course, with the guidance of the instructor, you are required to work on a 15-20-hour substantial project that reflects a deep mastery of the competencies for your field work. 3 credits.

IDT 760 Assessments in the Digital Environment: Validating Learning

This course is designed to prepare individuals to use the assessment component of instructional design effectively in a range of digital environments. Learners will become literate in assessment terminology. They will be able to distinguish, utilize and design formative assessments and summative assessments. Learners will have an opportunity to practice, devise and apply a variety of assessment techniques and approaches that may be used in the digital environment. They will create instructionally sound assessment tools. They will be able to create assessment measures that meet the needs of their area of interest/field of employment for the digital environment. 3 credits

PERFUSION

PRT 750 Introduction to Clinical Perfusion

This graduate level course is offered each summer and consists of both theory and practice to orient the student to the surgical environment of the cardiovascular perfusionist prior to beginning the clinical portion of the perfusion program. 2 Credits
PREREQUISITES: CARLOW UNIVERSITY BIO 205 AND BIO 206. ACCEPTANCE INTO THE BIOLOGY WITH PERFUSION MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION AT CARLOW UNIVERSITY OR ACCEPTANCE INTO THE UPMC SCHOOL OF PERFUSION MASTER OF SCIENCE

IN CARDIOVASCULAR PERFUSION PROGRAM.

PRT 7711/7712 Perfusion Systems – Clinical I /Clinical I Continued

Introduction to the essential diagnostic and monitoring devices utilized by perfusionists. This graduate level course of instruction is designed to enable the student to calibrate, operate, and maintain cardiovascular perfusion equipment. 4/4 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 775 Hematology

A graduate level course of hematology and immunological principles with emphasis on coagulation and disorders of hemostasis, the preservation and clinical use of blood components, and the pathological effect of cardiopulmonary bypass on the biochemistry of the blood. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 778 Renal Anatomy & Physiology

A graduate level course of renal physiology study with particular emphasis on the approach to cardiovascular patients with renal disease and the effects of cardiopulmonary bypass on renal function. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 779 Cardiovascular Physiology

A graduate level study of the functional physiology of the cardiovascular system with emphasis on the hemodynamics of cardiopulmonary bypass. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 780 Introduction to Cardiovascular Surgery

A graduate level introduction to general considerations in the care of the surgical patients with emphasis on cardiovascular surgical procedure. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 781 Cardiovascular Anatomy

A graduate level study of functional anatomy of the cardiovascular system with emphasis on the hemodynamics of cardiopulmonary bypass. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 782 Pulmonary Anatomy & Physiology

A graduate level review of pulmonary anatomy and respiratory physiology with emphasis on gas exchange and transport, acid-base balance, the effects of cardiopulmonary bypass on pulmonary function, and the clinical treatment of respiratory failure. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 783 Electrophysiology

A graduate level study of the fundamentals of electrocardiography and the electrocardiographic basis of arrhythmias. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 7851/7852 Perfusion Procedures – Clinical II/ Clinical II Continued

A graduate level course designed to demonstrate the preparation of the cardiopulmonary bypass and auxiliary equipment used during surgery. The principles and practices of clinical perfusion management are introduced along with an emphasis on the types of systems and procedural applications associated with bypass surgery. 4/8 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 787 Medical Physics

A graduate level course designed to introduce the learner to the properties of liquids and gases and the medical application of pressures

in fluids and the cardiovascular system. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 789 Acquired Pathology

A graduate level course designed to introduce the learner to the disorders of the cardiovascular system and diseases of the heart and blood vessels. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 793 Congenital Pathology

A graduate level course designed to introduce the learner to the pathology, abnormal physiology, and surgical treatment of congenital heart disease. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 795 Perfusion Conduct – Clinical III

A graduate level practicum in the conduct of cardiopulmonary perfusion. 10 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PRT 797 Clinical Pharmacology

Comprehensive graduate level study of cardiovascular pharmacology. 2 Credits

PREREQUISITES: GOOD STANDING IN THE UPMC SCHOOL OF CARDIOVASCULAR PERFUSION PROGRAM.

PSYCHOLOGY (EDUC)

PYM 730 Foundations of Educational Psychology

This graduate course will examine differing learning theories and their application in varied educational environments. These learning theories include information processing and executive functioning, behaviorism and social cognition, and constructivist- based teaching strategies. Various models will be examined with particular attention to the principles of restorative discipline and its relationship to the conflicting paradigm of operant conditioning practices present in many schools and classrooms.

Special attention will be given to understanding and addressing bullying behaviors, the impact of shame and trauma on the instructional and behavioral practices of educators and designing engaging and technology-rich instruction based on child or adolescent development and student choice. 3 credits

PYM 731 Systems of Educational Practice

This graduate course will examine the systems of educational practice and how external and internal forces such as government mandates and conflicting ideologies manifest at the micro, mezzo, and macro systems levels of the learning ecosystem. Because educators interact within each of these systems, special attention will be given to understanding systems thinking and cultivating contextual literacy. In the new learning ecosystem, the work of educators will involve thinking like systems designers who see beyond the context of the single classroom and embrace the paradoxical elements inherent in the complex nested systems of education. 3 credits

PYM 732 Thinking, Motivation & Creativity

This course will focus on advanced, integrative theories regarding processes that facilitate thinking, motivation, and creativity. In-depth conceptualizations of flow, optimal experience and problem-finding processes will be explored. Flow refers to the collective focus of sensate experiences that create order in consciousness. Increased activation of flow leads to greater self-integration and optimal experience. Intended for students pursuing graduate-level coursework in education and/or psychology, this course will move beyond understanding cognitive theories of consciousness and toward facilitating optimal experience through flow. Thinking, motivation, and creativity are conceptualized as highly complex, interwoven aspects of flow. As such, the whole self will be integrated in this learning experience. 3 credits

PSYCHOLOGY

PYM 700 Introduction to Positive Psychology

This course will take an active approach in identifying how the theory and research in the field of positive psychology is useful across clinical, forensic, medical, educational, and industrial/organizational settings. Additionally, emphasis will be placed on how interventions from positive psychology can be used to support behavior change. Attention will be placed on the development of counseling skills useful to the application of interventions from positive psychology. 3 credits

PYM 701 Personality & Symptomology

This graduate-level MAP course will consider the foundations of temperament and personality and how these traits affect both healthy and problematic development. Specifically, the course will address the relationship between traits and the emergence of mental health and personality related disorders. Additionally, students will gain deeper knowledge on the way that parenting, environment, and trauma affect adult development and consider new research that challenges the historical assumptions of personality as we age. Lastly, this knowledge will be considered through the lens of common forms of diagnostic assessment such as the DSM-5 and ICD-10. 3 credits

PYM 702 Applications of Cognitive & Behavioral Treatment

The course increases student knowledge and application of CBT methods. This includes the use of a variety of CBT oriented problem-solving techniques such as: healthy reasoning, cognitive reflection, visualizations, and acceptance. This material is supplemented by instruction on the development of behavioral change models, reinforcement methods, behaviorally based therapy plans and measured outcomes. Material will include selected professional readings, classroom demonstrations, performance journals, a shared symposium experience and a final paper which outlines the student's solutions to common therapy issues and diagnoses. 3 credits

PYM 704 Psychology Practicum I with Ethics

The Practicum with Ethics Module is designed to assist students in attaining competence as future leaders in the fields of psychology and criminology, as well as to provide direct contact with a variety of clients in relevant settings. Students will also develop a deeper knowledge of their own personal theoretical model of personal change and distress alleviation and apply the APA Ethics Code to a variety of scenarios and with actual clients during their practicum training. 2 credits

PREREQUISITES: PRC 702, PYM 700, AND PYM 703

PYM 705 Applications of Existential & Dynamic Treatment

This graduate-level MAP course will consider the foundations and influences of existential theory and other dynamic approaches that encompass the following themes: identity, freedom, meaning, isolation and death - with an emphasis on their appearance and direct application in therapy and counseling. The student will learn the history and background of these perspectives, concepts, principles, and research relevant to application, critiques and case conceptualizations, and other integrative techniques and implications. Additionally, students will gain deeper knowledge on the way that existential themes and related agents affect personality and lifespan development. 3 credits.

PYM 706 Research Methods & Foundational Statistics

Advanced Research Seminar provides students with the opportunity to further develop research skills and apply these skills on independent, supervised, or collaborative research projects. The course is structured as a seminar in which students discuss their various projects while receiving instruction on research design, research ethics, and data analysis. Students in the course can choose to work on an independent project of their own, supervised research with a faculty member, or collaborative research with the course instructor and peers. Student research work will culminate in a paper and/or presentation as warranted by the scope and nature of the selected project. Additionally, as this is a 4-credit course, 1 credit is dedicated to applied foundational statistics. Statistics training is delivered in a self-directed online module that students can navigate at their own speed throughout the semester. 3 credits

PREREQUISITE: PRC 733

PYM 707 Psychology Practicum II with Theory Integration

Practicum II with Integrated Theories is a graduate-level, field placement course designed to assist students in attaining competence as future leaders in the fields of psychology and criminology, as well as to provide direct contact with a variety of clients in relevant settings. Students will also develop a deeper knowledge of their own personal theoretical model of personal change and distress alleviation. A typical 2 credit practicum course entails 150 total hours with 60 hours (40%) spent in a direct service role. 2 credits

PRE-REQUISITES: PYM 700, PRC 702, AND PYM 701 OR PRC 711

PYM 708 Tests and Measures

Tests and Measures is designed as an introductory graduate-level course for students pursuing a master's degree in psychology.

Knowledge and use of psychological tests and measures distinguishes psychology from other helping professions. A background in this area is relevant for practitioners who may administer or interpret such tests and it is also relevant for scholars who develop and/or use tests and measures within their areas of research. As such, this course explores the psychometrics used to develop, evaluate, and administer psychological tests and measures. In addition, approaches to assessing the strengths and limitations related to administering, scoring, and interpreting psychological tests are investigated. 3 credits

PYM 709 Capstone Research Project

Capstone Research Project provides graduate students with the opportunity to further develop research skills and apply these skills on independent, supervised, research projects. The course is structured as a seminar in which students discuss their various projects while receiving instruction on research design, research ethics, and data analysis. Student research work will culminate in a paper and/or presentation as warranted by the scope and nature of the selected project. 2 credits
PREREQUISITES: PYM 706 (OR PRC 733 WITH INSTRUCTOR APPROVAL)

PYM 710 Developmental Psychology

This graduate-level MAP course will explore seminal theories and theorists of human development, such as Erikson, Piaget, Bronfenbrenner, and Vygotsky. A heavy emphasis will be placed on recent research and developments in the area of Developmental Psychology, as well as the real-world application of theories and research findings. The course will focus on the developmental span from infancy through late adolescence; yet we will emphasize the continuous nature of developmental psychology, which will include associations between early life development and adjustment, personality, and psychopathology in adulthood. 3 credits

PYM 720 Foundations of Forensic Psychology

This course is focused on the intersection between psychology and the justice system. The three critical areas of knowledge and skill that define the scope of practice for psychologists working in forensic psychology are: 1) Clinical (e.g., diagnosis, treatment, psychological testing, and intervention/rehabilitation), 2) Forensic (e.g., response style, forensic ethics, tools and techniques for assessing symptoms and risk, and relationship to answering specific legal questions) and, 3) Legal (e.g., knowledge of law and the legal system, knowledge of legal proceedings and protocol). Within these areas of scope (clinical, legal, and forensic) that define psychological practice in forensic settings, students will learn how professionals in the forensic field develop sound and empirically based decision-making related to forensic populations. 3 credits

PYM 721 Systems of Criminal Justice

This course will examine the development and structure of the criminal justice system, including police, courts, and corrections. Topics will include the history, present status, and possible reform solutions for the criminal justice system. Students will formulate policy solution strategies to address the issues that are identified in each branch of the criminal justice system. 3 credits

PYM 722 The Psychology of Deviance

This course will focus on the concepts of deviance in human society, specifically that which is found in Western cultural norms. Theories of deviance, as well as the cultural, biological, and temporal nature of these theories will be explored in depth through both sociological and psychological lenses. Some other fundamental foci of the course include the: the nature of sexual paraphilias, the cultural context of drug abuse, the underlying determinants of "cultic" membership, and the identification of psychopathic traits through both objective and projective assessment. 3 credits

PYM 725 Foundations of Religious Meaning & Human Experience

This graduate-level course looks at human experience from a religious/theological perspective. The student will be introduced to the study of hermeneutics. Hermeneutics is the study of interpretation. When applied religiously, it suggests that different religions possess particular religious/theological/spiritual hermeneutics in how they perceive God, creation, humanity, morality, purpose, and the ultimate goals of life. Thus, this course presents the student with the opportunity to reflect upon their own "hermeneutics of experience", particularly from the perspective of religious hermeneutics. While the course will touch upon the major world religions, the primary foci will be that of Judaism and Christianity. 3 credits

PYM 730 Foundations of Educational Psychology

This graduate course will examine differing learning theories and their application in varied educational environments. These learning theories include information processing and executive functioning, behaviorism and social cognition, and constructivist-based teaching strategies. Various models will be examined with particular attention to the principles of restorative discipline and its relationship to the

conflicting paradigm of operant conditioning practices present in many schools and classrooms. Special attention will be given to understanding and addressing bullying behaviors, the impact of shame and trauma on the instructional and behavioral practices of educators and designing engaging and technology-rich instruction based on child or adolescent development and student choice. 3 credits

PYM 731 Systems of Educational Practice

This course will explore a variety of educational systems, their history in America, and how educational psychology impacts classroom design, assessment procedures, and best practice teaching methodologies in schools. Additionally, this course will examine contemporary issues through problem-based learning that will address how future professionals can address problems present in the crime and justice field. 3 credits

PYM 732 Thinking, Motivation, & Creativity

This course will focus on advanced, integrative theories regarding processes that facilitate thinking, motivation, and creativity. In-depth conceptualizations of flow, optimal experience and problem-finding processes will be explored. Flow refers to the collective focus of sensate experiences that create order in consciousness. Increased activation of flow leads to greater self-integration and optimal experience. Intended for students pursuing graduate-level coursework in education and/or psychology, this course will move beyond understanding cognitive theories of consciousness and toward facilitating optimal experience through flow.

Thinking, motivation, and creativity are conceptualized as highly complex, interwoven aspects of flow. As such, the whole self will be integrated in this learning experience. 3 credits

PYM 740 Trauma Assessment & Intervention

Trauma Assessment & Intervention explores several areas relevant to trauma care including: 1) personality and symptomology assessment; 2) proper interviewing techniques for both children and adults affected by violence; 3) current research on traumatic memory; and 4) empirically validated interventions utilized in trauma treatment. The purpose of this course is to prepare students for immediate entrance into the field in working with populations afflicted by PTSD, complicated grief, or prolonged trauma reactions. 3 credits

PREREQUISITE: PRC 736

PYM 745 Human Trafficking: Background, Prevention, and Intervention for Counseling and Psychology

Human trafficking or slavery has occurred throughout time. However, social, political, and economic forces over the past 60 years have changed how and why this human rights abuse occurs. In order to solve this or any social problem, it is important that it is fully understood. To that end, the underlying causes, means, economics, and approaches to combatting human trafficking will be addressed in this graduate-level course. The traumatic impact of surviving trafficking is significant. Counseling theory and unique considerations for treatment with this population will be addressed. 3 credits

PYM 750 Advanced Child Assessment and Diagnosis

This course explores the symptomology of childhood DSM disorders, but also expands on the specific assessment possibilities available to those working with younger populations. This course is designed for students to gain a deeper level of sophistication in the utilization of assessments that address psychopathology as well as normative development. Additionally, this course will examine the trends and controversies associated with child psychology and prepare students to work in a variety of settings including hospitals, schools, and community mental health agencies. Developmental norms will also be explored within this course as well as the etiology of violence, the research on child abuse and neglect, and the nature of parental influence on a variety of childhood disorders. Lastly, students will consider assessment that promotes a child's individual strengths and gifts and how learning disorders intersect and exacerbate mental health-related issues. 3 credits

PYM 760 Foundations of Neuropsychology

This course is an introductory seminar with the goal of familiarizing students to the foundational theory and practice of Clinical Neuropsychology. The central aim of the course is to explore brain-behavior relationships in the service of designing and suggesting interventions to improve patients' lives. Brain-behavior relationships are explored and measured through Neuropsychological evaluation, which is conducted by employing psychological assessments designed to quantify the quality of specific neuro-behavioral domains of function. Neuropsychology is based upon an interdisciplinary integration of information from several subfields of medicine (neurology, neuroscience, neuroradiology, and psychiatry) and psychology (cognitive, abnormal, developmental, biological and health psychology). 3 credits

PROFESSIONAL COUNSELING

PRC 701 Human Growth and Lifespan Development

This course explores the nature and needs of individuals across the lifespan, including theories of individual and family development and transitions across the lifespan, theories of learning and personality development, human behavior including an understanding of developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, spirituality, and situational and environmental factors that affect both normal and abnormal behavior. Strategies for facilitating optimum development over the lifespan; ethical and legal considerations are also addressed. 3 credits

PRC 702 Social and Cultural Foundations

This course explores the social and cultural contexts of relationships and issues that surface in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities. Topics include individual, couple, family, group, and community strategies for working with diverse populations and the counselor's roles in social justice, advocacy and conflict resolution, cultural oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Ethical and legal considerations are reviewed within the context of social and cultural diversity. 3 credits

PRC 705 The Helping Relationship

An introductory skills-focused course for the graduate student pursuing a career in one of the helping professions. Basic counseling/helping skills will be explored with emphasis on experiential learning. Students will be expected to acquire and demonstrate basic counseling and helping skills using classroom demonstrations, role-play, peer consultation, and videotape. Students will be introduced to the therapeutic relationship. Reflecting skills, challenging, and goal-setting skills as well as techniques for enhancing self-efficacy, lowering, and raising emotional arousal, and evaluating the helping relationship are included. 3 credits

PRC 708 Ethics and Professional Orientation

This course addresses the ethical standards of the American Counseling Association and related organizations (i.e., APA, NASW), and ethical and legal considerations in professional counseling. Examples of common ethical issues in professional counseling are presented and discussed. Professional roles, functions, and relationships with other human service providers, as well as the impact of professional organizations on the counseling profession, are explored. Requirements for professional credentialing, such as the National Board for Certified Counselors (NBCC) certification and licensure in Pennsylvania as a professional counselor will be discussed. The role of the professional counselor as an advocate for the profession will be explored. 3 credits

PRC 710 Counseling Theory

Counselors and other mental health professionals use a number of different theories to explain personality, understand the development of psychopathology, and explain the process of change. This course provides the student with an opportunity to critically examine the predominant theoretical approaches to counseling, the assumptions underlying the theoretical approaches, and the basic principles necessary to understand the role of the counselor from the perspective of each theory. Throughout the course, students will be provided with opportunities to apply each of the theories to case studies in an effort to promote a greater understanding of the material. Students are expected to make significant progress toward developing a personal model of counseling. The course will address multicultural and gender issues as they pertain to the subject matter. 3 credits

PRC 711 Diagnosis in Counseling

This course provides an in-depth review of mental health disorders as described within the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition. Current etiological explanations for the disorders are examined, and diagnostic considerations including structured and semi-structured interviewing techniques and mental status exams are reviewed. An in-depth exploration of bio-psycho-social treatments for these disorders is considered. This course also reviews the practices of community intervention programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities. 3 credits

PRC 712 Families & Larger Systems

This course offers an in-depth exploration of systems theories of the family and other systems that include marital, couple, and family life-cycle dynamics, healthy family functioning, family structures, and development. Other topics include family of origin intergenerational influences, cultural heritage, socioeconomic status, human sexuality, and working with diverse family systems (e.g.,

families in transition, dual career couples, and blended families). Ethical and legal considerations related to the practice of marital, couple, and family counseling/therapy (e.g., the ACA and IAMFC Code of Ethics) will be addressed. 3 credits

PRC 713 Group Counseling

Designed to provide counseling students with the primary theoretical bases as well as the essential knowledge and skills for understanding, organizing, and working with groups in the counseling field. The course will incorporate didactic and experiential learning through lecture, large group discussion, and small group activities. 3 credits

PRC 718 Advanced Counseling Skills

An in-depth and personalized approach to the exploration and refinement of counseling skills, theory, and techniques. In addition to intensive practice of counseling skills, each student formulates and demonstrates their own theory of counseling change and growth. Each student's theory is compared and contrasted with several major theories of counseling. A comparative evaluation of the strengths and weaknesses of each viewpoint are discussed with a focus on the application to specific counseling cases. Participants in the course have an opportunity to critique the methodology and theoretical soundness of each student's counseling concept. 3 credits

PRC 719 Advanced Crisis Management

A theory- and skills-focused course for the graduate student pursuing a career in the helping professions. The course is intended to introduce crisis theory, principles, concepts, and intervention techniques. Emphasis will be placed on understanding both individual and group crisis as well as thinking about these concepts in a variety of settings (hospitals, schools, clinics, community, etc.). The course will focus on the use of basic counseling skills to promote stabilization and will also emphasize gaining a working knowledge of completing lethality risk assessments. Upon course completion, students should be able to predict the need for crisis intervention services and demonstrate the provision of first-order crisis intervention. 3 credits

PRC 721 Career and Lifestyle Development

This course focuses on career development and related lifestyle factors that include career development theories, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. Assessment instruments and techniques that are relevant to career planning and decision making are reviewed and the use of technology-based career development applications and strategies and appropriate Internet sites are presented and discussed. Ethical and legal results are explored. 3 credits

PRC 722 Spirituality and Counseling

This course offers the opportunity to deepen understanding of spirituality and to learn therapeutic skills that foster spiritual growth in oneself and in others. The approach is phenomenological, not theological or religious. Among others, topics include differential theories of spirituality, dynamics of spiritual growth, spiritual displacements, spirituality and sexuality, the relationship between psychology and spirituality, therapeutic ways to engender and nourish spiritual growth, and the results of living a spiritual life. 3 credits

PRC 725 Interventions with Children

This course explores the counseling and consultation processes used with children. Specific problems/disorders presented by children will be explored, with emphasis placed on the use of cognitive behavioral counseling techniques, non-directive play, and the use of games, activities, and expressive arts in addressing those problems. Additional emphasis will be placed on skills needed to work with and educate parent(s) regarding their child's emotional and behavioral needs to ensure that the parent(s) become "part of the solution," rather than "part of the problem." Factors that influence the helping processes with children, including age, gender, and ethnic differences, and verbal and nonverbal behaviors, will be explored. 3 credits

PRC 726 Study Abroad: Cross Cultural Perspectives/Behavioral Health

The Study Abroad in Ireland program offers students from various disciplines (special education, counseling, general education, nursing, psychology, social work, art therapy and health related services) an international experience in schools and organizations working with this population. This program, designed jointly by faculty from Carlow University and St. Angela's College, combines a course focusing on collaborative planning for individuals with special needs, field work in various settings serving individuals with special needs and didactic instruction regarding Ireland's approach to mental health. The course will focus on valuing persons with different abilities utilizing a holistic approach while exploiting the synergy created by including students from diverse backgrounds, experiences, and interests. Opportunities to interact with a variety of related service providers enhance the experience while offering students multiple

perspectives and techniques for enriching the lives of individuals with different abilities. Each student will be placed in a setting for individuals with special needs and be provided with an Irish mentor for guidance. In addition to the field placement, students will gain an understanding of Irish culture, history and experience the natural beauty of the island through sightseeing tours and activities. 1-3 credits

PRC 727 Therapy and the Expressive Arts

The use of the expressive arts in the context of therapy is an intrinsically healing process. This course provides the student with an opportunity to experientially explore the creative process as a means to help clients connect with feelings, bring the unconscious to consciousness, and gain heightened self-awareness. The experiential aspect of this course will allow students to connect to the material in a meaningful way, thereby increasing their ability to apply the expressive arts to the therapy setting. An overview of the use and application of the expressive arts to psychotherapy will be conducted. Additionally, the general principles and techniques of expressive arts therapies will be examined, as well as applied to a variety of clinical populations. A specific emphasis on the creative process as a healing force will be explored. 3 credits

PRC 730 Counseling Pre-Practicum

This course is a counseling-laboratory course designed to provide supervised practical counseling experience that can be applied in agency settings. Students will apply academic content from pre-requisite courses to both participatory and observational counseling skills and techniques. The course will prepare students for their clinical placement experiences for both school and community-based settings. The overarching theme of this course is to establish your professional identity for you to begin to define who are you as a counselor and then how to communicate this identity to clients in a clinical setting. 3 credits

PRE-REQUISITES: PRC-701 PRC-702 PRC-705 PRC-708 PRC-710 and PRC-711 or PRC-715

PRC 731 Special Topics

An analysis of selected topics in professional counseling. The course is organized in any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. May be repeated for credit as content changes. Credits vary

PRC 732 Human Sexuality

Human Sexuality examines sexual development as an intrinsic and pervasive force in life. The body of knowledge incorporates various disciplines including biology, psychology, and sociology, and explores the counselor's role in helping individuals, couples, and families with intimacy and relationships. Culture and diversity issues are considered along with the professional, ethical, and legal parameters relevant to sexuality and counseling. 3 credits

PRC 733 Research Methods and Program Evaluation

This course reviews descriptive and inferential statistics and examines research methods commonly used by counselors, needs assessment, and program evaluation. An introduction to computer-based statistical analyses used in conducting research and program evaluation will be provided. Emphasis will be placed on research methods used to improve counseling effectiveness. Ethical and legal considerations will be explored. 3 credits

PRC 735 Psychological Assessment

This course examines individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing and other assessment techniques, which include norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods. Issues include age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. Emphasis will be placed on the use of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. Ethical and legal considerations in the assessment of clients will be examined, as will the ethical guidelines for the use of psychological assessment instruments. 3 credits

PRC 736 Trauma-Informed Counseling

This course introduces the professional counseling student to the field of traumatic stress studies. The history of the field, current trauma theory, and practice, as well as prevalence rates, will be reviewed. Consideration is given to the responses of a variety of traumatic experiences including childhood trauma, adult sexual assault, combat, domestic violence, homicide, witnessed violence, etc. The psychology of the victim's response to trauma will be explored in detail, as will societal, cultural, and historical influences on our

understanding of the impact of trauma. Trauma occurs in relationships. The importance of a reparative relationship developed with authentic, honest, and unconditional love between the victim (survivor of trauma) and the therapist will be discussed in depth. 3 credits

PRC 738 Introduction to Substance Abuse Counseling

This course reviews key concepts of substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills will be reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients will also be reviewed. The purpose of this course is to provide students the introductory knowledge and techniques necessary to provide basic competent counseling and psychological services to substance abusers. Attention is paid to the interplay of conceptual knowledge and specific clinical skills and interventions, and the process of familiarization and personal introspection necessary to work comfortably with substance abusers. Additionally, students will be able to make appropriate diagnosis of substance-related disorders, and to make appropriate referrals for treatment. 3 credits

PRC 739 Substance Abuse Counseling Theories and Interventions

The purpose of this course is to review counseling theories and techniques available to provide competent, ethical counseling and psychological services to substance abusers and their families. Students will be introduced to the primary theories of counseling and behavior change including empirically supported models of prevention and treatment used when working with substance abusers and their families. This course will focus on developing case conceptualization skills and will teach students how to make informed decisions regarding the theories they may choose to use and integrate into their own future counseling practice with substance abusers. Students will become knowledgeable and skilled in the utilization of the Pennsylvania Certification Board's Code of Ethical Conduct and learn how to address any ethical and legal issues related to professional conduct when working with substance abusers. 3 credits

PRC 740 Counseling Practicum with Seminar

Designed to support graduate-level professional counseling students in their ongoing development as counseling practitioners. To that end, students will be provided with a variety of experiences, both on and off campus, which will promote an increased awareness of the various roles and clinical skills required of the professional counselor. Course objectives will include increasing the graduate student's understanding of the operations of a counseling organization (e.g. clinic, college counseling center, etc.), helping the students identify other skills that contribute to their effectiveness as professional counselors, and providing experiences that enhance students' individual and group counseling skills. Students are required to complete 100 contact hours in a counseling setting, which includes 40 hours of direct counseling experience. Students will be challenged to become increasingly aware of personal qualities relevant to the effective practice of professional counseling and to acquire insight into the supervision process and the role of the supervisee in the counseling process. Ethical and professional behavior will be emphasized. 3 credits

PRE-REQUISITES: PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC730

PRC 741 The Biological Bases of Alcohol and Other Drug Addiction

This course will introduce students to the biological bases of drug and alcohol addiction and the neurobiological mechanisms of action. Students will develop an understanding of how experience with drugs and alcohol may lead to the development of prominent symptoms of addiction. Students will become familiar with how various drugs of abuse are introduced into the body, absorbed, distributed, and eliminated. The physiological, psychological, and social consequences of long-term substance abuse will be addressed. Students will learn about the relationship between risk behaviors of people who use drugs and/or alcohol and the development of diseases such as hepatitis, tuberculosis (TB), HIV/AIDS, and common sexually transmitted diseases (STIs). 3 credits

PRC 742 LGBT Lives, Cultures, and Theories

Is U.S. society inclusive of LGBT identities, cultures, and family structures? Are school and athletic events, dances, and proms safe and inviting spaces for LGBT youth? Are school and university holdings and displays inclusive of LGBT people and issues? This course will address these important questions through the study of LGBT lives, cultures, and theories. It will stress active class participation and a focus on historical, literary, and psychological literature on and by LGBT people. The course will draw on the pedagogy and disciplines of LGBT studies, psychology, women's studies, and literature to explore the following: the impact of microaggressions on racial, gender, and sexuality minorities; the unique experiences and social contributions of LGBT individuals and communities in the United States; the difference between essentialist and constructionist approaches to the study of sexuality and gender; theories of LGBT identity development; and the ways in which sexuality and gender intersect with other aspects of identity such as ethnicity, race, religion, ability, age, class, and nation. 3 credits

PRC 743 Co-Occurring Disorders: Counseling Clients with Substance Abuse and Psychiatric Disorders

This course will provide students with an understanding of the nature of the overlap between psychiatric disorders and psychoactive substance use disorders, and the assessment and treatment of clients with co-occurring disorders. Students will acquire an understanding of the differential diagnosis of chemical dependency and mental disorders. Students will learn about the mental disorders likely to be present in clients with co-occurring disorders, and the assessment strategies and intervention approaches for working with clients who have co-occurring disorders. 3 credits

PRC 760 Internship with Seminar I

The internship provides the student with a supervised experience in the practice of counseling in a setting similar to one in which the student wishes to work. Each internship session includes a minimum of 300 hours of supervised experience within the internship site plus an additional seminar session that meets on campus weekly. 3 credits

PREREQUISITE: PRC 740.

PRC 761 Internship with Seminar II

This internship is a continuation of Internship with Seminar I (PRC 760) and continues to provide the student with a supervised experience in the practice of counseling in a setting similar to one in which the student plans to work. Each internship session includes a minimum of 300 hours of supervised experience at the internship site plus an additional seminar session that meets on campus weekly. 3 credits

PREREQUISITES: PRC 740 AND A PRE/CO-REQUISITE OF PRC 760.

SECONDARY EDUCATION

SE 709 Student Teaching in Secondary Education

Sixteen weeks of full-time teaching experience in a middle or high school setting under the direct supervision of a cooperating teacher and university supervisor. After a brief observation period, the student teacher is expected to demonstrate competency in planning, facilitating, and assessing learning activities. The student teacher gradually assumes full classroom responsibilities. Students may teach in more than one content area. Verification of competence is determined jointly by the cooperating teacher and the university supervisor. Student teachers are required to attend university seminar meetings throughout the semester.

6 credits

PREREQUISITES: COMPLETION OF PROFESSIONAL SEQUENCE REQUIREMENTS AND A MINIMUM GPA OF 3.0. NOTE: NO OTHER COURSE MAY BE TAKEN WHILE A STUDENT IS REGISTERED FOR SE 709 WITHOUT SPECIAL PERMISSION FROM THE PROGRAM DIRECTOR OF SECONDARY EDUCATION. PREREQUISITES: HPL 700, 710, 720, 740, SPED 712, AND ED727.

SE 711 Content Area Literacy

An introduction to methods for teaching reading and writing in the secondary content areas. Students are immersed in critical thinking concepts and strategies that enable them to identify and analyze the structure of their discipline. They incorporate knowledge of their particular discipline and what research has documented about reading and literacy theories in order to understand the role of reading and writing within that discipline. The focus is content literacy. Central to this course is the idea of using writing as a means of coming to know. 3 credits

SE 720 Engaging in Scholarly Practice I

This course provides students seeking certification in Secondary Education with field experiences in a 7-12 setting under the mentorship of a PA certified classroom teacher. Field experiences and student teaching are central components of all professional educator programs. The Pennsylvania Department of Education requires pre-service teachers to have robust field experiences because they provide opportunities to apply principles and theories from the program to actual practice in the classroom, as well as practice with diverse populations, ages, and school settings. This course will provide candidates an opportunity to have a strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through coursework and fieldwork, students will begin to learn how to integrate pedagogy, theory, and practice. 1 credit

SE 721 Engaging in Scholarly Practice II

SE 721 is a three-week course that provides students seeking certification in Secondary Education with 105 hours of field experience in a 7-12 setting under the mentorship of a PA certified classroom teacher. SE 721 affords teacher candidates an opportunity to have strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through field work and online course readings and assignments, students demonstrate the qualities of a Scholar-Practitioner philosophy--integrating pedagogy, theory, practice-and reflecting on these elements as they articulate their developing insights about teaching and learning. 1 credit

SOCIAL WORK

MSW 700 The Foundations of Generalist Practice

This course is a required graduate course and it is designed to provide social work foundation knowledge for working with individuals, families, and small groups. It is designed to simulate the practice environment. Students will be introduced to concepts and skills in the course and then participate in Skill Labs to practice intervention techniques, prepare written reports, and evaluate generalist practice knowledge and skills. Like work in a social service agency environment, it is expected that written assignments will be clear, well-organized and turned in on time. 3 credits

MSW 701 Introduction to Social Welfare

An introduction to the social welfare institution with an emphasis on understanding the historical development of social welfare as a response to human need, social welfare services, the philosophical base of social welfare, and the role of social work in service delivery. Students will examine cultural, political, economic, and social systems to see the interrelatedness of these systems in the development and delivery of social welfare. The course incorporates a liberal arts orientation in its use of literature, history, film, song, art, and history texts as contextual references. 3 credits

MSW 702 Social Welfare and Public Policy

This course is both an introduction to social welfare and public policy. The course will introduce the social welfare institution with an emphasis on understanding the historical development of social welfare as a response to human need, social welfare services, the philosophical base of social welfare, and the role of social work in service delivery. This course will also help students understand the role of social work practitioners in shaping public policy and policies in social service agencies within the United States. 4 credits
PREREQUISITES: MSW 700

MSW 703 Social Welfare Policy and Analysis

The goal of this course is to help students understand the role of social work practitioners in shaping public policy and policies in social service agencies within the United States. The social welfare system is one way human needs are considered and addressed in society. Various social and economic factors, values, and philosophies have influenced the development of the social welfare system. The history of this system and its link to policy developments will be reviewed. This course will also examine the choices made regarding human needs and political implications of making such choices. Attention will be given to ways prejudice has influenced the social welfare system and ways policy formation and advocacy can address specific types of discrimination. Students will also learn ways to engage in effective social welfare policy practice. The course presents strategies and tactics to influence the development and implementation of social welfare policies and programs. This is a required course. 3 credits

MSW 714 Human Behavior in the Social Environment

This course focuses on human behavior as understood through the interplay of psychological, biological, and social dimensions of human development. The life cycle of individuals is reviewed in the context of families, groups, and larger social systems including the cultural, social, and physical environment. This knowledge is useful to social workers and other practitioners in dealing with problem situations, whether created by individuals or by environmental factors. The course explores theoretical perspectives in a holistic approach grounded in the liberal arts. The advanced version of the course, open to students in the MSW Program, requires an in-depth case study analysis in which students demonstrate integrative knowledge and critical thinking in their application of the theories within the multidimensional perspective. 3 credits

MSW 715 Cultural Awareness

This course helps students develop an understanding of a practical, stage-based approach to ethnic and cultural awareness. Given our culturally diverse society, intervention practice approaches have universal application to populations which social workers and other health professionals serve. Drawing on cultures as holistic designs for living, insights and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. Students will develop: a critical understanding of the need for a multicultural perspective in the delivery of human services; a critical understanding of the pluralistic makeup of communities and their citizens who request human services; cultural awareness skills necessary for working as a professional social worker. 3 credits

MSW 716 Communities, Organizations, and Groups: Theory and Praxis

This course explores behavior in groups, organizations, and communities to achieve a theoretical, conceptual, and practical

understanding of the workings of the macro social environment. Students take an active role in their learning through engagement with a community, organization, and group. An ecosystems perspective is combined with sociology and group psychology theories that promote a working knowledge of the operation and interrelatedness of macro systems and human behavior. Primary consideration is given to concepts of empowerment, diversity, populations-at-risk, and the promotion of social and economic justice at the local, national, and global levels. Students in the MSW Program (Advanced) will engage develop a more in-depth perspective on the relationship between an organization and its community environment. 3 credits

MSW 718 Social Work with Aging Populations

This graduate course elective provides the knowledge base and context to teach students how to provide evidence-based social work practice with older populations. Theoretical approaches, biopsychosocial/spiritual assessments, cultural competence with diverse aged populations, assessing risk factors, legal and ethical considerations, chronic illness and disability, long term care planning, loss and bereavement, advanced care planning and end-of-life issues for best practice will be covered. Practice, planning and management from the micro and mezzo perspective will be covered as well as advocacy and policy from the macro perspective. 3 credits

MSW 719 Applied Assessment in Crisis Response

This course focuses on issues related to traumatic, crisis-related, mass casualty events, and disaster-related incidents. Covered in this course are various types of critical events that behavioral health practitioners may encounter while working with individuals in crisis, however, we will also look at these incidents from a systems lens. Clinical assessment and treatment will be reviewed with an emphasis upon a general understanding of the techniques to modify, manage, and cope with traumatic events and human reactions to them. 3 credits

MSW 720 Multidimensional Assessment and Methods

This is a required foundation graduate course designed to introduce all students to frameworks for treatment, therapeutic modalities, specialized clinical, organizational and community issues. Topics covered include social work values, multidimensional assessment, contemporary theories of social work as they relate to practice with diverse client systems, organizations, and communities. Students will gain knowledge and skills related to the theories behind various methods and techniques and continue to build upon them as lifelong learning takes place. In addition, skill-building sessions are included as a key component of the course for students to practice various aspects of knowledge. 3 credits

PRE-REQUISITE: ADVANCED STANDING OR MSW 700

MSW 721 Grant Writing and Organizational Management

As outlined in the NASW Code of Ethics, social workers' ethical responsibilities in practice settings include the use of supervision and consultation to enhance professional practice, administration within and outside of agencies to advocate for adequate resources to meet clients' needs, and the assurance that social workers are diligent stewards of the resources of their employing organizations. This course is designed to prepare advanced generalist practitioners to assume middle management leadership positions and engage in the facilitation of change in contemporary human service practice. The course introduces the processes and practices involved in organizational management, program advocacy, and grant writing. Organizational Management and Grant Writing is a course to develop the skills necessary to develop a funding grant proposal and to integrate the administrative responsibilities while working with non-profits and government agencies. 3 credits

PRE-REQUISITE: ADVANCED STANDING OR MSW 700

MSW 722 Mental Health: The Art of Diagnosis

This course enhances student's understanding of the most commonly used mental health diagnoses by social work professionals. Learning the history of the treatment of mental illness to treatment in the present day, students will learn cultural, psychosocial, and life experiences along with the diagnosable behaviors. The process of diagnosis will include learning about Depressive Disorders, Anxiety Disorders, Schizophrenia Spectrum and other Psychotic Disorders, Bi-polar Disorders, Trauma and Stress Related Disorders, Dissociative Disorders, Eating Disorders, Alcohol and Substance Use Disorders, Personality Disorders and Autism Spectrum and other disorders of childhood. All mental disorders cannot be taught in one course; however the student will learn the process of diagnosis using the DSM5 and will be able to use this process with all diagnoses. The DSM5 is taught as a clinical assessment tool. 3 credits

PRE-REQUISITE: ADVANCED STANDING OR MSW 700

MSW 724 Strength-Based Leadership

This course is designed for social work graduate students preparing for a career in team-based settings and leadership positions. This course focuses on self-reflection as a tool for students to examine their motivations, challenge their biases, and learn how to leverage

their strengths when serving in the capacity of a social worker. In addition to self-reflection, this course informs students on transformational leadership practices and skills, clinical supervision, and feminist topics to create added value to their leadership style when serving as leaders in practice settings. 3 credits

PRE-REQUISITES: MSW 700, MSW 701, MSW 703, MSW 714, and MSW 715

MSW 725 Treatment Approaches in Direct Practice

This course examines an array of basic treatment approaches to provide a foundation for direct social work practice. It includes models based on Mindfulness/Person Centered, Cognitive-Behavioral, and Trauma-Informed and other trauma focused treatment approaches with individuals, groups, and communities. Students will apply and practice assessment, intervention, and evaluation skills using these approaches, while comparing and contrasting their application. This is a required course in the direct practice concentration in the Carlow Social Work program. 3 credits

PRE-REQUISITE: ADVANCED STANDING OR MSW 700

MSW 726 Advocacy and Organizing

This course examines selected historical phenomena in order to better understand future prospects. The course assists students in developing the repertoire of macro knowledge, skills, and values needed to analyze and assess social policies and political systems as they relate to client welfare. The course teaches students how to formulate macro interventions, advocate for, and work collaboratively in change and capacity building processes within organizations and communities, and to influence social policies and the political processes that affect the everyday lives and opportunities of clients. In addition, the course seeks to deepen students' understanding of distributive justice, human and civil rights, and the dynamics of oppression as well as the saliency of advocacy and social change action in pursuit of social and economic justice through responsible policy and political practice. 3 credits

PRE-REQUISITE: MSW 703

MSW 727 Complex Trauma

This required course is designed to introduce the graduate student to the field of complex trauma. Topics covered include the brain and trauma, veterans and trauma, living in captivity, women and trauma, diagnosis and treatment. Students will learn skills about engagement, assessment, intervention, and evaluation for people who have complex trauma. On-line and skill building in person sessions are important for this class. 3 credits

PRE-REQUISITE: ADVANCED STANDING OR MSW 700 AND MSW 720

MSW 730 Generalist Field Placement

A supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice in pursuit of mastery of knowledge, skills, and values of professional social work. 5 credits

MSW 731 Generalist Field Seminar

A seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, ethically grounded, trauma informed generalist practice. 1 credit

MSW 732 MSW Field Placement II

A supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice. 3 credits

MSW 733 MSW Field Seminar II

A seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories. 3 credits

MSW 734 MSW Field Placement III

A supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice. 5 credits

MSW 735 MSW Field Seminar III

MSW-735 is a seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories. 1 credit

MSW 736 Advanced Practice Colloquium (Direct section)

MSW 737 Advanced Practice Colloquium (Macro section)

This advanced practice colloquium will focus on developing an integrative, professional orientation that links classroom learning, field learning to social work licensure and employment. The colloquium will also continue to address cutting edge issues, evidence supported practices and trauma informed approaches to both direct and macro settings. 3 credits

PREREQUISITES: MSW 722, MSW 723, MSW 724, and MSW 725 (Direct Section)

PREREQUISITES: MSW 720, MSW 721, MSW 722, MSW 723, MSW 724, MSW 726, MSW 730, MSW 731, and MSW 750 (Macro Section)

MSW 750 MSW Colloquium: Ethics

This course is presented in four sections: ethical decision making, crisis assessment issues as they relate to ethical decision making, engaging students in a "hands on" experience of various theoretical and methodology systems, and introducing students to the ethical issues involved when working with specific clients (e.g., clients with eating disorders). 3 credits

SPECIAL EDUCATION

SPED 712 Foundations of Special Education

An introduction to the field of special education. Included among the topics addressed are the history of special education and its legal and legislative foundation. A focus on the nature and causes of disabilities will give students an overview of the needs of exceptional children. The entire range of disabilities requiring special education intervention will be addressed. This includes children with hearing losses, visual problems, speech disorders, attention deficit, traumatic brain injury, autism, emotional-social disorders, mental retardation, learning disabilities, and giftedness. Current trends will focus on minority representation, inclusion, and standards. Lastly, definitions, prevalence, causes, assessment, characteristics, and educational considerations for several exceptionalities will be reviewed. This course is designed to nurture in students a critical stance towards research, theory, and practice. The goal is that students become educated consumers of the special education knowledge base. For this purpose, the prevailing as well as alternative perspectives on topics will be reviewed. In addition, cultural diversity and social justice will be emphasized throughout the course. 3 credits

SPED 732 Instructional Strategies in Reading, Writing, and Math

Designed for the general education teacher, this course focuses on prevention and early intervention for struggling learners in general and inclusive classrooms. The instructional cycle of assessment, planning, instruction, and progress monitoring combines for a complete view for developing an effective learning environment for all learners. Specific instructional and learning strategies to improve literacy and mathematics are introduced, practiced, and applied in a 30-hour field placement in a classroom with students exhibiting learning difficulties. Emphasis on the reading-writing connection is included. Examination of current practices in the implementation of responsiveness to intervention (RTI) models and understanding of universal design for learning (UDL) prepares teachers to meet the learning needs of all students, including those identified as having special needs and those students who are at risk. Models and methods for collaboration and communication with other teachers and parents are examined. 3 credits

PREREQUISITES: SPED 712.

SPED 734 Instructional Support for Subject PreK-8

This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the teaching of students with disabilities in the primary and middle school environments. Another area of exploration is the ways in which these differences need to be addressed within a standards-aligned system that demands high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language, and math, which are necessary for success in today's classrooms. 3 credits

SPED 736 Instructional Support for Subject 7-12

This course focuses on expanding the understanding of development and cognition in and academic and functional performance of students with disabilities, how these are similar to and different from all developing students, and how this understanding informs the

teaching of students with disabilities in secondary school environments. Another area of exploration is the ways in which these differences need to be addressed within a standards-aligned system that demands high expectations of students with disabilities so that they have true access to the general education curriculum. This course will enhance the development of a range of instructional supports and use of validated practices in prospective teachers for inclusive settings, especially in content area subjects, but also the supporting skills of reading, written language, and math that are necessary for success in today's classrooms. 3 credits

SPED 750 Early Intervention (PreK-8)

This course focuses on the professional knowledge and skills needed to provide young children (birth through age eight) with effective interventions across a variety of settings. Special attention is given to building partnerships with related service providers and families in culturally/linguistically diverse settings. Students evaluate Individualized Family Service Plans (IFSP) and Individual Education Plans (IEP) and design appropriate instructional strategies in a 30-hour field placement. Special attention is given to language development, facilitating play as a learning activity, and instructional strategies that promote inclusion in typical settings. Implications of medical advances and routines for daily care including feeding, dressing, toileting, and other activities of daily living are covered. 3 credits

SPED 751 Assessment

This course is designed to familiarize teacher candidates with the many ways in which assessment accompanies instruction in the classrooms of today. A strong emphasis is placed on linking assessment with planning for instruction and developing Individual Education Plans for students identified as eligible for special education services. Students will learn to identify, choose, and administer appropriate assessment measures, both formal and informal, in the classroom and for identification of disabilities in students. Emphasis is placed on developing the understanding necessary to interpret assessment data and to use that information to plan instruction for students in a standards-aligned system. Among the specific topics covered are progress monitoring and its relationship to response-to-intervention in the general education classroom, functional behavioral assessment and its relationship to behavioral intervention plans, and issues of assessment with children from culturally and linguistically diverse communities. 3 credits

SPED 752 Transitions to Adulthood (7-12)

This course is designed to prepare special education teacher candidates to assist students with disabilities and their families as they navigate transition points such as moving from preschool to school and from secondary settings to work or postsecondary education. Effective instructional practices that support transition at each level will be a central part of this course, as will the range of delivery methods for effective transition. Transition remains a challenge for individuals with disabilities, despite the focus on providing students with disabilities access to the general education. Special educators need to understand the processes and procedures of transition from secondary school to postsecondary settings. They must develop facility with the tools that support transition regardless of the setting in which education takes place. A key focus will be on the vocational choices, training, and education available to young adults with disabilities, and the major societal challenges that face young adults as they make the transition into adulthood. Understanding transition assessment and incorporating transition planning into IEP development will also be a focal point of this course. The differing legal requirements between the Individuals with Disabilities Education Act and the Americans with Disabilities Act will be a central part of this course. The field component of this course involves visits to sites that prepare individuals with disabilities to enter the post-school environment. 3 credits

SPED 760 Communication and Technologies in Special Education

This course focuses on language development from birth to adult in individuals with disabilities, the range of communication needs often displayed, and alternative technologies to support those needs. An area of particular emphasis is the teacher's role in supporting language and communication development in the classroom and as a contributing member of the transdisciplinary team. Collaborative models and communication strategies for developing effective working relationships with team members will be examined. In addition, students will study the role of augmentative and alternative communication (AAC) and assistive technologies, and their selection, function, and application for promoting independence for learning and living. Opportunities for hands-on exploration of a variety of devices, both low- and high-tech, including switches, augmentative communication devices, alternative keyboards, specialized computer software, adaptive equipment, and other items available in Carlow's Assistive Technology Library will be utilized. 3 credits

SPED 770 Mild/Moderate

This course is designed to support special education teacher candidate mastery of the range of instructional approaches available for teaching students with mild to moderate disabilities in today's classrooms, including specialized strategies for the teaching of reading, written language, mathematics, and social skills. The course addresses the special educator's role in the continuum of classroom settings and the teaching methods utilized with this population. Teacher candidates explore the conceptual frameworks required by teachers as they identify student ability levels and learning styles and plan for appropriate instruction for all learners. Adaptation of existing educational materials and curriculum are often required to implement a successful program. Universal design for learning and instruction

is an integral part of this course. Teacher candidates will learn to utilize current research and evidence-based practices that are used in the education of students with mild/moderate disabilities. They will learn to employ strategies from multiple instructional approaches. They will learn to use principles of instructional design that will permit them to address Pennsylvania state standards and assessment anchor content standards in the classrooms in which they teach that will meet students' IEP goals and objectives. 3 credits
PREREQUISITES: SPED 751

SPED 771 Seminar for Mild/Moderate

This web-based seminar course focuses on the examination of current research in the field related to the teaching and learning of individuals with mild/moderate disabilities. It is designed to help students develop advanced foundational knowledge which will apply in a variety of diverse school settings and prepare them to be critical producers and consumers of both quantitative and qualitative research. 1 credit

SPED 772 Positive Behavior Supports (PreK-8)

This course is intended to provide teachers with an understanding of the etiology and conditions of student behavior and equip them with strategies so that they may manage classroom behavior effectively. The techniques of Applied Behavioral Analysis will be introduced. Identification of students at risk including children with emotional, social, and behavioral disorders and the development of effective intervention strategies will be covered. A variety of methods for data collection and the analysis of the information generated by these methods are included in the course. Functional Behavioral Assessments (FBA) and the development of the Behavior Improvement Plan (BIP) will be explored so that a beginning teacher is prepared with numerous options to use when dealing with problem behavior in a positive and proactive manner. 3 credits

SPED 773 Positive Behavior Supports Prek-12

Course provides teachers with an understanding of etiology and conditions of student behavior and equips them with strategies to manage classroom behavior effectively. Techniques of Applied Behavioral Analysis are introduced. Identification of students at risk including children with emotional, social, and behavioral disorders and development of effective intervention strategies are covered. A variety of methods for data collection and analysis of information generated by these methods are included. Functional Behavioral Assessments (FBA) and development of Behavior Improvement Plan (BIP) are explored so that a beginning teacher is prepared with numerous options to use when dealing with problem behavior and proactive manner. 3 credits

SPED 774 Positive Behavior Supports (7-12)

This course is intended to provide teachers with an understanding of the etiology and conditions of student behavior and equip them with strategies so that they may manage classroom behavior effectively. The techniques of Applied Behavioral Analysis will be introduced. Identification of students at risk including children with emotional, social, and behavioral disorders and the development of effective intervention strategies will be covered. A variety of methods for data collection and the analysis of the information generated by these methods are included in the course. Functional Behavioral Assessments (FBA) and the development of the Behavior Improvement Plan (BIP) will be explored so that a beginning teacher is prepared with numerous options to use when dealing with problem behavior in a positive and proactive manner. 3 credits

SPED 776 Severe/Profound

This course is designed to prepare students to teach children and young adults with severe/profound disabilities. Learning objectives will cover student assessment and program design, along with the implementation of an appropriate educational program. In addition, communication methods, self-help skills, activities of daily living, as well as socialization will be addressed with this population. This course will include a 30-credit field placement in an authentic learning environment—a nationally accredited approved private school that demonstrates 'best practices' with this population. The field placement will reflect the special education program, either a PreK-8 or 7-12 age group. This will provide the student with excellent teaching models and the opportunity to learn from a variety of experts and practitioners in the field including teachers, para-professionals, administrators, speech and language therapists, occupational therapists, physical therapists, and rehabilitation technologists. The student, through hands-on learning, will experience the challenges and rewards of teaching children and young adults who are challenged by severe/profound disabilities. 3 credits

SPED 777 Seminar for Severe/Profound

This web-based seminar course focuses on the examination of current research in the field related to the teaching and learning of individuals with severe/profound disabilities. It is designed to help students develop advanced foundational knowledge which will apply in a variety of diverse school settings and prepare them to be critical producers and consumers of both quantitative and qualitative research. 1 credit

SPED 778 Autism Spectrum Disorders

This course is designed to prepare teachers to work in a variety of environments serving children and young adults with autism spectrum disorders (ASD) including the general education classroom, inclusive settings, and specialized settings. Evidence-based practice, philosophical approaches, and specific intervention techniques are examined. These practices are considered within the continuum of services and collaborative models utilized in designing effective instructional environments for students with ASD. Attention is given to current and evolving research related to etiology, brain function, and early intervention, as well as Applied Behavior Analysis, PECS, and TEACHH practices. 3 credits

SPED 779 Seminar for ASD

This web-based seminar course focuses on the examination of current research in the field related to the teaching and learning of individuals with autism spectrum disorders (ASD). It is designed to help students develop advanced foundational knowledge which will apply in a variety of diverse school settings and prepare them to be critical producers and consumers of both quantitative and qualitative research. 1 credit

SPED 782 Social Foundations of Special Needs Education

This course explores the historical and legal background of special education, a sociological view of disability, and the current state of special education including issues confronting the field, such as inclusion, professionalism, the changing role of the special educator, and ethics. The course is designed to broaden students' understanding of the evolution of special education in the contexts of social, economic, and political influences. In addition, students are required to identify an area of need either locally or internationally and complete 20 hours of service to meet this need. 3 credits

SPED 788 Applied Issues in Autism Spectrum Disorders

This course is designed to provide professionals working in a variety of environments serving children and young adults with Autism Spectrum Disorders (ASD) including the general education classroom, inclusive settings, and specialized settings, with opportunities to develop essential skills for effective collaboration with families and service providers. Examination of professional ethics and approaches for effective communication and support for individuals and their families define the foundation for decisions regarding appropriate educational practices for children and youth with ASD. These include determinations for medication, related services, generalization, and long-range planning. 3 credits

PREREQUISITES: SPED 772 OR SPED 774, SPED 778

SPED 790 Special Education Internship

A culminating experience that will demonstrate the integration of theory and effective practices in special education. The students will achieve this through an on-site experience with children and youth who have a range of disabilities. A mentor teacher is assigned to provide daily feedback and guidance in the planning, preparation, instruction, and evaluation of the effectiveness of learning experiences for children and youth with special needs. A university supervisor oversees the student teaching experience, and students attend bi-weekly seminars at Carlow. 1 to 3 credits

STUDENT AFFAIRS

STA 703 Foundations of Student Affairs

This course traces the history of the student affairs profession and its evolving role within higher education. The varied roles played by student affairs professionals will be examined, as well as the broad differences in student affairs practice in varied higher education settings (2-year and 4-year institutions, graduate schools, etc.). Students will begin to explore social justice issues in the student affairs context. Students will also begin to consider student affairs as relational practice. Current and future trends in student affairs practice will be examined. 3 credits

STA 704 Relational Practice and Leadership

This course is designed to help students grow as relational, reflective, and ethical student affairs practitioners. Students will explore and reflect on relevant literature and theoretical leadership and ethics frameworks. Students will explore mentoring and relational practice literature to develop greater intentionality regarding their work with students and their role as positive contributors in the workplace. Students will also consider their own career development, self-care, and other challenges for new and emerging professionals. 3 credits

STA 711 Legal Issues and Administration of Student Affairs Programs

This course examines the current legal issues in student affairs practice and teaches students basic tools to navigate the ever-changing legal landscape of student affairs and higher education. Students will learn the basics of the major laws that apply to student affairs work (Title IX, Clery, Campus Save, HEOA, FERPA, etc.), and how to write compliant campus policies that safeguard student rights and responsibilities as well as protect the institution. The student affairs role within university-wide compliance and crisis response teams will be examined and students will have the opportunity to create crisis and compliance plans for a student affairs division. Students will also learn to use legal and public resources to keep up with evolving legal requirements. 3 credits

STA 725 Co-curricular Programming and Assessment of Student Learning

This course will focus on the principles and elements of effective co-curriculum design. This will include an exploration of different models of curriculum design; the importance and role of “intended outcomes”; the incorporation of evidence-based practices; and the benefits and challenges of different forms of assessment (e.g. needs assessment, operations assessment, learning assessment). Synthesizing all of this, this course will provide an understanding and appreciation of curriculum design and assessment skills critical to the effective development of co-curricular programming within the field of student affairs. 3 credits

STA 745 Internship in Student Affairs

This course is a graduate-level 300-hour internship experience in higher education student affairs and administration (e.g., career development, residence life, multicultural affairs, admissions, student activities, academic/athletic counseling). The focus of the course will be in applying theory in practice, as students take on the roles and functions of professionals in the field. To that end, students will be provided with a variety of experiences that will promote an increased awareness of the various roles and skills required of a student affairs professional. Students will meet with their onsite supervisor weekly and attend seminars through the university. 3 credits
PRE-REQUISITES: STA 703, STA 704, STA 705, STA 711, STA 725, PRC 701, PRC 702, PRC 733

STA 746 Internship in Student Affairs II

This course will provide a seminar and supervised field experience for student affairs interns. The internship seminar is designed to promote the integration of theory and practitioner experiences for students in the Student Affairs emphasis. Furthermore, the seminar is intended to help students prepare for the transition to a professional student affairs position following completion of the degree. 3 credits
PRE-REQUISITES: STA 703, STA 704, STA 705, STA 711, STA 725, PRC 701, PRC 702, PRC 733, STA 745

STA 760 Supervised Research in Student Affairs

This elective is open to all MA and dual degree students and is most relevant for students considering doctoral work. Students work 1-1 with a professor to develop a relevant research question and design a research project (achievable in one semester) to address the question through a qualitative or quantitative study or comprehensive literature review. Student and faculty supervisor will meet regularly throughout the semester as the student completes the project.

TEACHER EDUCATION INSTITUTE (TEI)

The following professional development courses are offered in collaboration with the Teacher Education Institute (TEI) except for ED 605 Seminar in Student Assistance. Call 800.331.2208 or visit www.TeacherEducation.com to register for those courses offered through TEI. Students can register for ED 605 Seminar in Student Assistance by contacting Susan Tarasevich, EdD at 412.586.2575.

The listed professional development courses are rarely used in the graduate program at Carlow University and only if the course and grade are consistent with university-wide transfer policies and if the academic advisor recommends the course(s) for transfer into the student's program. They may fulfill ACT 48 hours.

ED 601 Writing across the Curriculum, K-12

This course will provide participants with an understanding of the factors and traits of writing, a common language for teaching and assessing student writing, and a practical prescription for teaching the tools of self-assessment. Participants will be provided with ideas and strategies to be effective teachers of writing. Online format. 3 credits

ED 603 Cyber Bullying

Cyber bullying has quickly become a 21st-century epidemic and a growing concern for students, parents, and educators. This course will

alert teachers to the harmful effects of online harassment and teach them how they can be the driving force to prevent it in their schools. A primary goal of this course requires that teachers will learn various techniques that they can implement upon return to their classrooms. Additionally, teachers will reflect on what they are learning and propose a way to integrate cyber bullying content into the classroom curriculums. Classroom or online format. 3 credits

ED 602 Strategies for Teaching Students with Autism/Asperger's Syndrome

This course is designed to focus on developing an understanding of autism and Asperger's syndrome, intervention strategies to enhance communication and learning for these students, and methods of teaching social skills to assist them in interacting with their peers. This course will provide teachers with tools and strategies to implement effective teaching practices for students with autism/Asperger's syndrome. Classroom or online format. 3 credits

ED 604 Common Core Mathematics

This course will examine the Common Core Standards for Mathematics (CCSSM). Part of the course will focus on the background and factors that led up to the present Common Core initiative and the relationship of CCSSM to previous mathematics education initiatives such as STEM and the National Council of Teachers of Mathematics (NCTM) standards. The course work will examine the Mathematical Practices and delineate how current research supports these practices. New and emerging technologies will be examined to evaluate the appropriate role of technology in teaching and learning in the CCSSM environment. 3 credits

ED 608 Integrating Teaching: Whole Brain Learning

The purpose of this course is to provide teachers with the brain-based tools and the understanding necessary to assist students in reaching their full potential for test-taking, increasing overall focus, enhancing reading and math skills, improving general study skill techniques, and building self-confidence in today's classrooms. Teachers will become familiar with the brain's developmental stages and how they affect learning and behavior. Focus will be on how the body and brain are integrated, and students will be introduced to the physical components of learning. Teachers will be presented with specific movements that can assist with balancing the vestibular system in the brain and the knowledge of how these movements can be easily assimilated into the lessons as part of the learning process and the overall school day. Classroom or online format. 3 credits

ED 609 Educating Special Needs Students

This course is designed for all educators and related providers who work with students with learning disabilities, attention deficits (with or without hyperactivity), developmental delays, behavior problems, or other distinctive disorders. Participants will also gain understanding of students with dyslexia, autism, and multiple disabilities. Federal laws will be explored: IDEA, No Child Left Behind (NCLB), and Section 504 of the Rehabilitation Act of 1973, along with many required applications to the classroom. Participants will develop a clinical eye toward all students (with or without an IEP) and will be able to apply classroom accommodations, developmental teaching techniques, and designed modifications. Each course participant will organize and complete a case study based on one selected student. We will review symptoms, describe individual deficits, and customize an educational plan that will accommodate that student's weakness. That plan will be put into effect and monitored as per course assignment. Internet websites will be reviewed and discussed to facilitate current research. Classroom or online format. 3 credits

ED 610 Common Core State Standards

Common Core State Standards (CCSS)—what are they, what do they cover, how are they organized, how do you implement them? This course will explore the Common Core State Standards. It will provide teachers with an understanding of the CCSS, but, more importantly, it will give them the strategies and tools necessary to create an educational framework to meet the needs of students, to help them achieve success, and be fully prepared for college and the workforce. 3 credits

ED 611 Reaching Gay/Trans Students

This course is imperative for all who work in the school setting as it will enable any counselor or educator to be a reliable source for those youth who feel marginalized due to their sexual orientation or gender identity/expression. Additionally, there are children who have gay parents who need to feel safe from the attitudes that prevail in many communities. This course will provide school personnel with resources and enlightenment that will prepare them to meet the needs of their students. Many supplemental sources and websites are included which will enrich the knowledge of all who take this class. 3 credits

ED 615 Curriculum, Instruction, and Assessment

In-depth understanding of curriculum design is essential for every teacher. Teachers must also be skilled in the design of assessments

that diagnose student needs, guide teaching, and help to determine whether students have achieved goals and standards. This course will focus on using national, state, and district standards as a framework to guide curriculum design work. Course participants will learn a multi-step “backwards” curriculum design process for determining teaching and learning priorities, and to aide in the design of assessments. This course will explore a curriculum design process that acknowledges the importance of standards and accountability, while also focusing on teaching for in-depth understanding. 3 credits

ED 617 Study Strategies for School Success

This course is designed to teach teachers research-based learning strategies. Participants will gain understanding of widely tested educational theories regarding the relationship between teaching efficient strategies and its impact upon student learning and achievement. The importance of this course is underscored by the results of extensive research done over the past 30 years, changing the art of teaching into the science of teaching (Marzano 2001). The results of research empirically document that students who effectively utilize learning strategies in the classroom are better able to learn and retain information. As students develop learning efficiency, they will also develop a better attitude toward school and a greater belief in their ability to succeed. Though teachers must teach the academic information required by the school curriculum, they are also acutely aware of a need to teach strategies for long-term learning. Online format. 3 credits

ED 618 Character Education in the Classroom

Examines the role of educators in developing moral and ethical behavior in students by assisting teachers in defining and identifying character traits that would be important in their schools. Character education has become a very popular theme in education since the 1990s because of the increase of violence in schools, discipline concerns, and a national call to action for character education. Educators will explore different theories of moral development and identify skills that can be integrated into the classroom. Practical application of the concepts shared is an important part of this course. Teachers will prepare lessons/vignettes that they will use in their classrooms. They will analyze and critique these lessons to see the value of promoting character development in students. It is the intent of the author that this course stretches beyond the classroom and that character education be developed into not only a school-wide program but involve the community as well. Exploring avenues to involve the entire school, parents, and the community are addressed in this course. Classroom or online format. 3 credits

ED 620 Bully Prevention in Schools

The aim of this course is to create a classroom climate in which all students feel safe. One child in four is bullied at school. One in five admit bullying. Recently, a government report on school shootings showed that the only common trait among student shooters was that they all have a long history of being bullied. In schools where fear and anxiety are the norm, students cannot learn and achieve. In this course, teachers review the research on the causes and effects of bullying, as well as study best practices. In addition, they learn strategies for meeting the underlying needs of bullies. Classroom or online format. 3 credits

ED 621 Teachers and Parents: Winning and Keeping Parent Support

This course presents proven and innovative methods to gain and keep parent support. This model emphasizes interventions through a cooperative team approach between teachers and parents. Based on research endorsed by the National PTA, the skills and procedures taught in this course and practiced in applied assignments will enable educators to maintain supportive involvement from parents of even the most challenging students. Classroom or online format. 3 credits

ED 622 Teaching and Learning with Groups

This course presents proven methods for teaching students through group projects. Based on research and years of practice, this model helps teachers avoid the pitfalls and capitalize on the many benefits of cooperative learning. The skills and procedures taught in this course and practiced in applied assignments will enable educators to motivate students to develop important life skills for working in teams while learning subject matter more completely. Classroom or online format. 3 credits

ED 624 Stress Management for Teachers and Students

The purpose of this course is for teachers to enhance student performance by minimizing the negative effects of stress in the classroom. Teachers learn an operational definition of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors operating in their classrooms. This knowledge is then integrated, by applying strategies to identify and address specific sources of stress that undermine effective teaching and learning in their classrooms. In addition, teachers identify specific students experiencing debilitating stress and take actions to address these problems and help the students restore personal equilibrium and enhance their performance. Classroom or online format. 3 credits

ED 626 Effective Classroom Management

This course is designed to assist teachers and administrators in public and private schools in developing skills to help them effectively manage the behavior problems that today's students bring to school. The ultimate aim or reason for this course is to prepare teachers to be effective managers of their classrooms so that student learning is maximized. The management principles contained in *The First Days of School* by Harry and Rosemary Wong will form the foundation for the course. Classroom or online format. 3 credits

ED 627 Teaching Gifted and Talented Students

Teaching gifted students provides classroom teachers the strategies and techniques they can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, as well as in pull-out or full-time classes for gifted students. A course emphasis is upon ways of knowing (epistemology) unique to gifted students, and an appropriate pedagogy to specifically enhance each student's giftedness. Classroom or online format. 3 credits

ED 628 Teaching Creativity, Creatively

This course provides teachers with the knowledge and skills to nurture creativity in their students. Creativity is one of the most essential of human talents. Our daily lives are enriched by the products of creative individuals. It can be argued that creativity is the driving engine of civilized societies. Among students in our classrooms, creativity varies over a wide range— visual, mechanical, verbal, artistic, linguistic, athletic, mathematical, and analytical. Each student is a living composite of innate characteristics associated with creative behavior. These innate characteristics can be enhanced by teachers who are aware and knowledgeable of proven and effective ways to teach creative behavior. Classroom or online format. 3 credits

ED 632 Dropout Prevention: A Strategic Approach

The dropout rate for public schools is often used as an indicator of the success or failure of public educators. One circumstance that reinforces this source of criticism is that no indisputable theory or explanation is accessible to understand the problem of school dropouts. Discrete facts and information are useful, but an explanation that relates what we know into a workable approach to diminish the dropout rates is needed, and meeting that need is the purpose of this course. The explanation systematically presented during the 10 modules is based on both current and historical research. Participants will develop and apply an explanation of school dropouts to both problems and program construction. Participants will exit this course with a "back home" strategy to implement a dropout prevention approach based on the explanation. Classroom or online format. 3 credits

ED 633 New Faces Meeting the Challenge

Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming and assure that classroom teachers will be seeing "new" faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges, and now is the time to prepare to meet those challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of "new faces," and at the same time improve the educational opportunity for all students. Classroom or online format. 3 credits

ED 634 Accelerated Learning: Using Brain Research in the Classroom

The purpose of this course is to make the advances in the field of brain research more accessible to educators. The techniques and strategies of accelerated learning will accelerate learning across the curriculum and improve student curiosity and satisfaction with the learning process. Beginning with the neurons, the building blocks of the brain, the focus will be on identifying, assessing, and connecting connections between those neurons (neuronal networks). The Accelerated Learning course will help educators assess the overall classroom environment and possible roadblocks to the cortex from subtle or overt 'fight or flight' responses. The course offers insight into the relationship of sensory input and memory including emphasis on the core information the brain receives from the eyes, ears, and touch. This course also examines the unique relationship between the body and the brain, and between students and teachers. This course is based on current brain research and emphasizes and creates opportunities for a balanced approach between traditional teaching approaches and new approaches. Classroom or online format. 3 credits

ED 635 Innovative Testing Tools

In the age of accountability, assessment is the key element in any restructuring of the educational system and is the primary focus for

both individual school achievement and improvement. This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The paradigm featuring assessment of learning will be flipped over to reveal assessment for learning. The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the two separate fields of instruction and assessment will merge into a single domain. Teachers will begin instructional planning with the end (assessment) in mind by identifying the desired results and competency targets as related to their specific subject and grade level. Teachers will address how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance. Related issues such as classroom management, motivation, and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities. Classroom or online format. 3 credits

ED 637 The Collaborative Classroom

The purpose of this course is to provide educators with a strong foundation for planning, implementing, and maintaining successful co-teaching programs. Since most of today's classrooms include a diverse student population with different learning styles, cultural differences, and educational needs, it has become important for teachers and administrators to find effective methods to help every student achieve greater success. Starting first with developing a clear definition of co-teaching, then examining critical components of co-teaching models, and finally evaluating current co-teaching programs, the focus of this course will be to explore both the conceptual and operational aspects of this approach to delivering instruction. This course examines the most commonly accepted co-teaching practices between general and special education teachers on the elementary, middle, and high school levels. It is based on current research and experiences of prominent individuals in the field of education. Classroom or online format. 3 credits

ED 639 Differentiated Instruction in the Classroom

This course is designed to provide educators with the resources needed to create a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. In this course educators will gain knowledge of how to manage instructional time in a way that meets standards and also provides motivating, challenging, and meaningful experiences for school age students by differentiating instruction. Participants will be presented with a variety of strategies for differentiating instruction by establishing a foundation in the principles of differentiated instruction. They will understand what defines differentiation and recognize their role and responsibilities in a differentiated learning community. Practical applications of how to differentiate with the content, process, and product will be explored while planning differentiated lessons. Educators will establish quality criteria and assessments to clarify and evaluate assignments. At the end of this course, they will possess a repertoire of strategies for differentiating instruction that will allow them to respond to the diverse needs of the students in their classroom. Classroom or online format. 3 credits

ED 640 The Digital Classroom

This course is designed to prepare educators to integrate technology in order to support engaged and effective K-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies within a student-centered learning environment. In this course, you will examine and explore technology integration strategies within the K-12 environment. Content will include an examination of Internet tools which can be integrated in all classroom levels and content areas. You will identify advantages for "going paperless" and will explore digital best practices. 3 credits

ED 641 Emergent Literacy Development

Current research on recommended "best practices" in emergent and early literacy is explored. Emphasis is placed on classroom environment, organization, effective practices, and learning resources designed to maximize literacy achievement. Practical hands-on projects will provide guided practice in using new methods and materials. Technology resources for integrating literacy instruction and assessment will also be introduced. Online format. 3 credits

ED 645 Reaching and Teaching Students with ADD/ADHD: Instructional and Academic Strategies

The course is designed to provide comprehensive information on Attention Deficit and Hyperactivity Disorders. The material in this course is a useful resource for teachers, parents, and other professionals involved in educating and providing support services for individuals with ADHD/ADD. The course involves the exploration of current research and best practices for understanding students diagnosed with ADHD/ADD, as well as providing useful research-based intervention techniques to address academic and behavioral challenges within this population. Course material will provide information regarding characteristics, prevalence and types, causes, behavioral interventions, academic strategies, family issues, and current strategies for children with ADHD. The references and resources contained in the book *Teaching Teens with ADD, ADHD & Executive Function Deficits: A Quick Reference Guide for Teachers and Parents* by Chris A. Zeigler Dendy (2011), will form the foundation for this course. Although the title suggests that teens are the targeted population, strategies and information found within the book are practical for K-12 students, educators, parents, and professionals.

Online format. 3 credits

ED 646 Achieving Parental Support: Using 21st–Century Strategies

The 21st century holds a new outlook on how and why we should be making parental contact an important part of our everyday jobs as educators. Many of the original gospels that dealt with this topic were written in a world that has since evolved. Families have changed, as have the demographics of our populations. Teachers must be educated about the families that exist in society today and the ramifications of how that translates to parental contact and communication. This course will offer ways teachers and parents may communicate using the latest technology and social media sites. The latest articles that debate how and when parents should be involved will be shared and reflected upon. Online format. 3 credits

ED 647 Classroom Technologies: Technology to Enhance 21st–Century Learning

In the ever-changing world of education, technology fits perfectly with forward-thinking educational beliefs of student-centered learning and higher-order thinking. Classroom Technologies is designed to offer ideas for technology integration, as well as resources to successfully prepare students for 21st century learning. This course is a graduate level class designed for educators and administrators at both the introductory and intermediate levels. With a blend of theory and practice, students will be able to create lessons that incorporate technology and Web 2.0 tools to prepare students for college and career. The course is designed to equip students with a better understanding of technology integration in today's classroom. Participants will research best practices with classroom technologies and create assignments that will fit into the curriculums that they currently teach. They will leave the course with new information, ideas, and resources to be put to use immediately and effectively.

Online format. 3 credits

ED 648 Strategies to Teach Critical Vocabulary: Vocabulary and the Common Core

The purpose of this course is to learn how to help students increase their background knowledge and their success in school and life by building their vocabularies. Students must be able to understand what is being asked of them in order to process new information presented. The vocabulary words that will be discussed in this course are highly relevant in both academic and social situations. A primary goal of this course will require teachers to use what they are learning and, in turn, implement these strategies and vocabulary into the curriculum in order to create student understanding. Participants will discover how to use old and new strategies in creating personal toolboxes, and how to assess useful strategies to integrate vocabulary throughout the curriculum. The use of technology to further extend understanding and to provide tools to capture the attention of 21st-century learners will also be a focus. Online format. 3 credits

ED 649 Emotional Security in Schools: Strategies to Protect Children and Promote Learning

What comes to mind when you hear the words: Safety in Schools? Most people respond with answers related to security systems, building updates, or police presence in schools. These physical precautions to safety are often the focus of schools when trying to keep staff and students secure. We must not ignore, though, a key component in keeping our schools safe: emotional security. How students feel when they are in school shapes learning and student development. Educational research has shown that a positive school climate is connected to academic achievement and positive peer relationships. The emotional security component is often overlooked in the quest for physically safer schools. The reality is that emotional security needs to be a priority as well. It needs to be deeply embedded into the culture of a school, both for staff and students. By effectively addressing emotional security in schools, students will be more open to and engaged in learning, staff will be more cognizant of the individual needs of students, and risk prevention strategies will automatically be in place. This course is designed to develop an in-depth framework of emotional security in schools. In addition, this course will provide clear and effective strategies for implementing emotional security into a school system for all students and staff. Online format. 3 credits

ED 651 Self-Esteem for Educators

Self-Esteem for Educators is the first program ever designed to assist teachers in integrating self-esteem principles and methods into curriculum content areas. This course was written, in collaboration with members of the National Council for Self-Esteem, by Ken Miller, author of the highly successful Teacher Effectiveness Training curriculum. The purpose of Self-Esteem for Educators is for teachers to increase content area learning of students by first learning and applying a model for enhancing self-esteem and then integrating that model into the curriculum they are currently teaching. In Self-Esteem for Educators, teachers learn specific techniques and skills for assessing and improving their own self-concepts, then collaboratively develop strategies and lesson plans to incorporate these concepts into their daily activities with students. Online format. 3 credits

ED 653 Disciplinary Literacy

The focus of this course will be on creating the instructional skills necessary to deepen student understanding. Teachers will examine and analyze the unique characteristics of the literacy patterns of their individual discipline and acquire strategies for addressing these patterns in order to improve comprehension. Disciplinary literacy needs to be seen not as an add-on, but as a means to an end, that end being deeper understanding and transfer of learning for all students. Teachers will leave this course equipped to address discipline-specific literacies and to prepare students for college, career, and workforce readiness. 3 credits

ED 660 Teaching Reading Strategies

This course is designed to assist teachers (elementary through high school) in the development of specific skills/methods needed to effectively teach strategic reading that improves comprehension across the curriculum. These methods will be used as tools for thinking and learning in all content areas. The course will include strategies for comprehending nonfiction, informational, and narrative text, vocabulary development, reciprocal teaching, reflective strategies, writing strategies that construct and extend meaning, assessments, and strategic lesson planning. A framework for teaching reading will be established by examining current research and effective practices that will allow the teacher to develop content literacy for themselves and their students. Reading is a complex process and teachers will gain an understanding of the meta-cognitive skills and strategic reading strategies needed to effectively utilize specific skills that facilitate student growth in the reading process. Classroom or online format. 3 credits

ED 661 Adolescent Literacy Strategies: Developing Instructional Practices that Foster Adolescents' Literacy Development

Literacy skills are essential in order to participate in today's increasingly global society and economy that demand the ability to effectively use literacy in multiple contexts for multiple purposes. Today's adolescents have greater literacy demands placed upon them than ever before as they prepare to enter an adult world that requires their ability to read, write, and speak successfully. Today's teachers face greater challenges than ever before in meeting the increasingly diverse literacy needs of their students in order to prepare them for success in the adult world. This course will prepare educators to assist their adolescent students who struggle with literacy to achieve literacy success by providing strategies and techniques that can be incorporated into the secondary classroom in order to scaffold students' literacy development. In this course, participants will learn to implement research-based instructional practices that scaffold adolescents' literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Additionally, educators will learn to implement research-based assessment techniques that will allow them to monitor their students' growth and adjust their instructional practices to foster students' continued progress. Classroom or online format. 3 credits

ED 662 Multicultural Education: Appreciating Diversity

Today's classroom teachers routinely face increased racial, ethnic, socioeconomic, and cultural/familial diversity within the educational structure. As a result, there is a growing need for teacher education to prepare teachers with methods of restructuring lessons that are not to be viewed as add-ons to their content area. In Multicultural Education, participants will discover instructional strategies that benefit English as a Second Language (ESL) students and that are consistent with strategies that benefit all students. All teachers teach students of varying cultures and diverse backgrounds, and some teachers specialize in the teaching of students who have English as their second language. It is important for teachers to acquire specialized competencies and skills to effectively teach across the curriculum, i.e., knowledge of how language is structured, how first languages are acquired and developed, and how languages vary. Classroom or online format. 3 credits

ED 663 Peer Mentoring and Coaching: Supporting the Novice and Veteran Teacher

This course is designed to assist all educators in developing and utilizing effective practices to successfully mentor novice teachers. In addition, the course will explore the benefits that experienced teachers can gain by collaborating with colleagues in peer coaching programs. Because teaching is such a complex and demanding profession, it is important for new teachers to be provided with a support system that allows them to transition from theory to practice. Recent legislation in many states calls for mentoring new teachers in order to help them improve and strengthen their skills and practices, thus keeping them in the profession. Meanwhile, veteran teachers need to remain current with new teaching methods, stay energized in the classroom, and experience periodic professional renewal in order to avoid burnout. Classroom or online format. 3 credits

ED 664 Professional Learning Communities: Educators as Learners and Leaders

This course is designed to assist teachers and administrators in public and private schools to create a clear and compelling vision of how an organization must shift in order to help all students learn. Members of professional learning communities use results-oriented action steps to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions, and use collective inquiry/feedback to create a collaborative atmosphere of continual improvement. The self-assessments and reflective exercises contained in *Learning by Doing: A Handbook for Professional Learning Communities at Work* by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, will form the foundation for the course. Classroom or online format. 3 credits

ED 666 Strategic Lesson Planning: Research-Based Strategies for Every Lesson

This course is designed to assist teachers in public and private schools in creating more effective lesson plans by aligning their plans with their students' learning styles. Lesson plans are a teacher's self-created guide to content presentations that maximize mastery by the student. This course combines meta-analysis with current action research. By combining these two fields of educational research, participants will be able to create lesson plans that are both efficient and effective. Research based lesson plans address both today's high standards and the differentiated learning styles of the student. The identification and approach to each of the learning styles presented in *The Strategic Teacher* by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini, will form the foundation for the course. Classroom or online format. 3 credits

ED 667 Service Learning: Learning through Community Service

This course will provide educators with an understanding of the concept of service learning, the guiding principles of service-learning activities, and how to implement, monitor, and evaluate effective service-learning projects. Students will learn to design and initiate service-learning projects at the K-12 level as well as examine the current and past practices of service learning in educational settings. Participants will discover how service learning became linked to schools and become knowledgeable about the history of service learning in America. Participants will discover the varied and diverse activities providing service-learning opportunities for students. Finally, they will learn how to connect service-learning activities to their state curriculum objectives and learning standards. Online format. 3 credits

ED 669 Teachers and the Law

This course is specifically tailored for classroom teachers in the public schools. Traditional school law courses usually approach the content of school law from the perspective of school administrators. The intent of this course is to examine the legal system and the role it plays in the educational setting for the teacher rather than from the viewpoint of the building or district level administrator. Content will focus on the practical application of legal concepts and how they apply to the numerous daily decisions teachers must make. The goal of this course is to provide teachers with up-to-date and relevant information so they will be knowledgeable regarding school law issues that impact them. Classroom format. 3 credits

ED 674 Combating Problem Behaviors in a Respectful, Responsible, and Cooperative Way

This course provides educators with practical, easy-to-use strategies for preventing and responding to misbehavior in ways that will build respectful, responsible, and cooperative classroom communities. This course is designed to directly deal with the issues surrounding problem behaviors in a classroom. Students will learn to establish a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Candidates will explore instructional strategies to enhance teaching and learning for all students. Online format. 3 credits

ED 676 Teaching English to ESOL Learners: English as a Second Language

With the driving force of English as the world's dominant language, educational systems providing ESOL lessons to young learners have increased worldwide. This course provides an overview of the methodologies, theories, and applications suggested to teach English to young learners, K-12. A primary goal of this course requires that teachers will learn various applications that they can assimilate and emulate upon return to their classrooms. Additionally, teachers will enhance their cultural insights by understanding differences and sociological factors that contribute to a successful teaching and learning experience. Classroom or online format. 3 credits

ED 677 Brain-Based Teaching for the Adolescent Learner: Adolescent Learning Strategies

This course will enable teachers to understand how the brain develops during the teen years and the implications for classroom teaching. The focus will be on addressing adolescent learning, curriculum design, and research-based instruction in the context of brain development. Learners will be expected to identify conditions that support adolescent learning, developmental tendencies, personal development, social development, and intellectual development. Related issues such as classroom management, motivation, and building a learning community will be addressed. Alternative methods of assessing learning will be introduced and incorporated into practical and classroom-friendly activities. Classroom or online format. 3 credits

ED 678 English for Speakers of Other Languages: (ESOL) in Schools

The goal of this course is to take a comprehensive look at research, policy, and evidence-grounded effective practices in U.S. schools for students who are from culturally and linguistically diverse backgrounds. The federal government continues to predict that students with close connections to their bilingual/bicultural origins will be very large in number in the near future and will become the majority in many states over the next two decades. We, as educators, need to provide appropriate, meaningful, and effective instruction for these

students who have historically been underserved. This course will integrate theories of bilingualism, second language acquisition, cultural transmission, content integration, assessment of language, minority students, bilingual special education, policy and practice, and community relations. Online format. 3 credits

ED 679 Bringing Excitement to the Science Classroom: Science Specific Strategies

The aim of this course is to infuse within students the thrill and excitement of science. By looking at what teachers already do, and either adding or adjusting what they do, science in the classroom can be enhanced or even revitalized. Science education develops the skills not only for future doctors, scientists, and engineers, but also for future citizens who will have to make decisions on many new scientific advances that will affect their own lives. Classroom or online format. 3 credits

ED 688 Discipline with Dignity

Discipline with Dignity equips educators with classroom skills, techniques, and structure that enable them to spend less time dealing with behavioral problems and more time on positive interactions with students and on instruction. It presents educators with the framework, tools, and skills for being effective within their own style of classroom management, and furnishes administrators, teachers, parents, and management teams with information and a basis for setting school-wide policy. This approach helps children develop their self-esteem, while giving them the tools and encouragement necessary for making responsible decisions in their lives, both within and outside the classroom. The underlying belief of this discipline approach is that all students' dignity must be enhanced and preserved, regardless of their behavior. Classroom or online format. 3 credits

ED 691 Inclusion

This course is designed to focus on inclusion as it relates to children with disabilities and how to include them in public education. Current issues and trends, parent/professional relationships, legislation and legal rights, and other related topics will be covered. In addition, current resources available on the World Wide Web will be explored and utilized. Classroom or online format. 3 credits

ED 692 Response to Instruction/ Intervention

RTI2 – This course will combine the research-based philosophy of providing effective instruction for all students with proven strategies to facilitate the academic and behavioral success of every student. It will assist all educators in ensuring that both high-achieving and struggling learners in every discipline and at every grade level will become competent and armed for their future educational and professional endeavors. Classroom or online format. 3 credits

ED 693 Teaching Algebra K-8: Integrating Algebraic Thinking into Early Mathematics

This course will introduce primary and intermediate teachers to the scaffolding of algebraic thinking. It will explore the reasoning behind the need for this type of instruction. Teachers will be encouraged to look at their current mathematics curriculum through a new lens. They will see that, in many cases, algebraic thinking activities in the early grades can serve as natural extensions of their students' number sense. Many activities suggested and those developed by the teachers throughout this course will support and enhance current instruction. Classroom or online format. 3 credits

ED 694 Reaching Today's Students: Building the Community Circle of Caring

An exciting synthesis of the most current theories, strategies, and practices to comprehensively address the needs of children and youth at risk within educational settings. Building upon traditional philosophy and educational commitment with current research and proven strategies, Reaching Today's Students strives to fulfill the promise that all children and teachers can succeed. Teachers begin by exploring the motives and dynamics surrounding misbehavior and the desire to learn. They learn how prevailing assumptions and practices within the four worlds of socialization—school, family, work, and friends—actually reinforce misbehavior while interfering with learning. Before launching into strategies and techniques for dealing with conflict, teachers first learn how to create a community circle of caring—a healthy and positive environment that meets children's four basic needs: connection, competence, self-control, and contribution. By building this foundation, teachers can reclaim youth and prevent conflict before it occurs. Classroom or online format. 3 credits

ED 695 Teaching and Learning with Documents

Various educational institutions, both private and public, have long encouraged the use of critical and analytical skills. There has been an increasing focus throughout the past years to utilize document-based questions for assessment. Document-based questions have always been used on the College Board Examinations and are currently used by various state education agencies. In addition, document- and data-based questions have been used to differentiate instruction and increase student

achievement in all content areas and grade levels. Graduate school comprehensive examinations are now among the educational institutions that use document-based questions. This course will deal directly with the use, understanding, and application of documents in the classroom for the purpose of increasing student understanding, encouraging analytical skills, and maximizing performance. The focus will be on exploring the skills necessary to make classroom exercises, activities, and assessment using documents and the document-based questions successful and productive. Teachers will address how to differentiate instruction based on available documents. Teachers will learn how to assess students based on document-based questions, both with a scaffold and unguided. 3 credits

ED 696 Web 2.0 in the Classroom: Discovering Ways to Utilize Technology to Facilitate Student Learning

This course is designed to provide teachers with the tools necessary for effectively utilizing multimedia technology in the classroom. Topics covered will include planning and designing effective lessons using multimedia; implementation of the designed lessons; assessment and evaluation of the lessons; professional productivity; and social, ethical, and legal issues concerning the utilization of the technology. This course reflects multimedia technologies such as PowerPoint, graphic software, audio, video, podcasting, and Web 2.0 technologies. Online format. 3 credits

ED 697 Linguistically Diverse Students and Literacy: Language Development for ESL Learners

This course is designed to help in-service teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English. The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. Online format. 3 credits

ED 699 Combating the Effects of Poverty in the Classroom

The number of children who come from low-income families is increasing. The effects of poverty can impact their performance in class. Responsive educators can level the playing field and give all children the skills they need to be successful students. Understanding the relationship between socio-economic status and academic performance helps teachers find ways to support children who are affected by poverty. Classroom or online format. 3 credits

COLLEGE OF HEALTH AND WELLNESS

NURSING DEPARTMENT

- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing
- MSN: Nurse Practitioner (Family/Individual Across Lifespan and Women's Health Nurse Practitioner)
- MSN: Education and Leadership
- Dual Degree: MSN/MBA (Education and Leadership/Health Care Management Concentration from MBA)
- Post-Master Certificate: Nurse Practitioner (Family/Individual Across Lifespan and Women's Health Nurse Practitioner)

DOCTOR OF NURSING PRACTICE

PROGRAM OVERVIEW

The Department of Nursing at Carlow University offers the Doctor of Nursing Practice (DNP) degree. The DNP curriculum focuses on providing a systems level leadership role using evidence-based advanced practice. Students gain competencies in translating research into practice, evaluating current evidence, and applying research findings in decision-making for quality improvement. The emphasis is on leading the implementation of transformational change in their area of practice. Completion of the program prepares graduates to practice in a variety of advanced practice leadership roles.

Classes are offered in a low residency format which is primarily online. The course delivery is both synchronous and asynchronous culminating in completion of a scholarly project and 1,000 clinical practice hours. In order to achieve the 1,000 clinical practice hours required by the American Academy of Colleges of Nursing (AACN), master's and DNP clinical practice hours are combined so the student achieves the required total. The scholarly project is completed with mentorship from a Carlow faculty (chair) and in consultation with a Carlow statistician. Clinical practice hours are related to the student's Scholarly Inquiry Project, focusing on immersion in leadership. All clinical practice hours must be approved by the student's faculty chair and must meet at least one of the AACN DNP essentials.

Students may complete the 28-32 credit program in a 20-month period, taking two to three classes per term, or complete the program part-time, taking one course per term for up to 60 months. Scholarly writing is required throughout the program.

After completing the program, the DNP student will:

Critically appraise current scientific findings and theories to enhance the practice of nursing and health care:

- Evaluate strengths, limitations, and disparities in current healthcare systems and care to diverse populations;
- Integrate current theoretical and research literature to impact positively the quality of health care;
- Construct and evaluate new approaches to practice, utilizing a collaborative interdisciplinary approach.

Translate and utilize evidence-based concepts and information systems to promote optimal health in diverse populations, settings, and systems:

- Use databases, information technology, and research methods to participate in data collection that generates and evaluates evidence-based practice;
- Design effective methods for the empowerment of healthcare consumers that encourages active participation in their own health care;
- Evaluate, apply, and revise evidence-based practice protocols to promote wellness.

Create leadership roles and collaborate with other professionals to effect changes within complex systems of care:

- Propose and implement ongoing changes in delivery approaches and healthcare systems to promote quality, safe care;
- Impact the ethical, economic, social, and political issues that affect healthcare outcomes;
- Develop, advocate for, and promote healthcare initiatives at local, regional, and/or national levels;
- Promote fiscally responsible quality care.

Pursue clinical scholarship and scientific inquiry to transform healthcare practice and systems:

- Demonstrate accountability for and utilization of evidence-based practice principles in the practice of advanced nursing;
- Advance the practice of nursing through scholarship, mentorship, and leadership efforts;
- Disseminate results of evidence-based practice protocols, systems changes, and population health care initiatives.

Requirements:

NU 795, NU 810, NU 811, NU 812, NU 813, NU 814, NU 830, NU 838, and six credits of graduate-level electives
NU 8801, NU 8802, NU 8803, NU 8804 (Minimum 3 credits - Scholarly Practice Block)
NU 8901, NU 8902, NU 8903, NU 8904 (Minimum 3 credits - Clinical Practicum Block)

Recommended: Proficiency with Scholarly Writing

MASTER OF SCIENCE IN NURSING PROGRAMS

PROGRAM OVERVIEW

The MSN nursing programs at Carlow prepares the student for generalized and specialized advanced practice roles in a variety of settings. Carlow University offers four MSN degrees. There are two MSN Nurse Practitioner Concentrations: One area of concentration prepares graduates for roles as a Family Nurse Practitioner (FNP), while the other prepares Women's Health Nurse Practitioners (WHNP). A third area of concentration is the MSN in Education and Leadership which prepares the student with the knowledge and skills needed to become leaders in diverse healthcare systems and leaders in various educational roles, including but not limited to clinical education and academic settings. The fourth area of concentration is the MSN/MBA dual degree program in which students complete the MSN Leadership and Education degree and then complete additional credits in the MBA program, culminating in the student being awarded two master's degrees upon completion. The MSN program serves as the basis for doctoral studies and lifelong learning. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through their evidence-based practice efforts.

Program Student Learner Outcomes:

- Incorporate primary, secondary, and tertiary levels of prevention efforts in the culturally competent care of individuals, families, and communities.
- Demonstrate leadership and interdisciplinary skills in advocating for individuals, families, and communities to influence healthcare policy.
- Collaborate as a member of an interdisciplinary team with organizations, populations, and professional communities.
- Evaluate and modify approaches to healthcare delivery, utilizing principles of continuous quality improvement.
- Assimilate ethical, legal, and practice standards from professional organizations into the practice setting to enable preparation for certification in a variety of advanced roles.
- Synthesize nursing, medical, and other current and relevant knowledge to engage in evidence-based practice.
- Recommend practice changes based on integration of the evidence with clinical expertise, patient safety and preferences, and available health care resources.
- Demonstrate leadership abilities, including writing and presentation skills in practice and actively assist others in professional growth.
- Analyze health care delivery systems in order to design, implement, and coordinate fiscally responsible care.
- Employ technology and information systems in the transformation of health care delivery.
- Develop a foundation for lifelong learning and doctoral studies.

MSN: NURSE PRACTITIONER (FAMILY/INDIVIDUAL ACROSS LIFESPAN)

Nurse practitioner graduates are prepared to be certified as family/individual across lifespan nurse practitioners.

The total number of credits is 49. Courses are offered either completely online or with a combination of online and face-to-face courses. Clinical hours in the program total 600, taking place in a wide variety of urban and rural health care agencies. Graduates are employed in a variety of healthcare settings such as home health agencies, physician's offices, health maintenance organizations, family health centers, and clinics in both urban and rural medically underserved communities.

Requirements:

NU-710, NU-715, NU-738, NU-740, NU-741, NU-742, NU-743, NU-745, NU-746, NU-747, NU-748, NU-749, NU-751, NU-752, NU-758, NU-793, NU-795, NU-7151, NU-7451, NU-7461, NU-7471, NU-7481, NU-7511, NU-7521

Prerequisite: An approved undergraduate statistics course with a grade C or better.

*Students must take the corresponding clinical course (e.g. 751 and 7511, etc.) within one year of the theory course or repeat both.

MSN: NURSE PRACTITIONER (WOMEN'S HEALTH)

Nurse practitioner graduates are prepared to be certified as women's health gender-related nurse practitioners.

The total number of credits is 49. Courses are offered either completely online or with a combination of online and face-to-face courses.

Clinical hours in the program total 600, taking place in a wide variety of urban and rural health care agencies. Graduates are employed in a variety of healthcare settings such as home health agencies, physician's offices, health maintenance organizations, family health centers, OB/GYN offices, hospital-based women's clinics, in-patient pre-natal and post-partum settings, and clinics in both urban and rural medically underserved communities.

Requirements:

NU-710, NU-715, NU-738, NU-740, NU-741, NU-742, NU-743, NU-745, NU-746, NU-748, NU-749, NU-752, NU-756, NU-757, NU-758, NU-793, NU-795, NU-7152, NU-7451, NU-7462, NU-7481, NU-7522, NU-7561, NU-7571

Prerequisite: An approved undergraduate statistics course with a grade C or better.

*Students must take the corresponding clinical course (e.g. 748 and 7481, etc.) within one year of the theory course or repeat both.

MSN: EDUCATION AND LEADERSHIP

This 33-credit program is delivered entirely online and can be completed in about 20 months with full-time study or up to 48 months with part-time study. Courses are delivered in both 16-week and 8-week Carlow Accelerated Program (CAP) format. Students complete two capstone internship practicum experiences. One capstone focuses on leadership and one capstone focuses on education, each in a setting with a project chosen by the student in collaboration with a master's prepared nurse preceptor. Students will accrue a total of 300 clinical practice hours throughout the Education and Leadership program.

Requirements:

NU 710, NU 727, NU 736, NU 738, NU 740, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796, NU 811

Prerequisite: An approved undergraduate statistics course with a grade of C or better.

DUAL DEGREE: MSN AND MBA

The dual degree program is a program, which can be completed in about two and a half years, either completely online or with a combination of online and face-to-face courses. In addition to earning an MSN in Education and Leadership, the student will also earn a Master of Business Administration (MBA) degree by completing an additional 27 credits in the MBA program. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration. In the MSN/MBA concentration, exploration of theories as they apply to case studies, simulations, and team projects creates a managerial toolkit they can apply in their professional work. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through evidence-based practice.

Requirements:

NU 710, NU 727, NU 736, NU 738, NU 740, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796, NU 811, MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 752, MBA 778, MBA 797

Prerequisite: An approved undergraduate statistics course with a grade of C or better.

RN-BSN TO MSN IN NURSING ACCELERATED PROGRAM

The accelerated program prepares academically qualified undergraduate Carlow nursing majors to take a fast-track approach toward their professional future that includes graduate level courses while enrolled in undergraduate studies. Students who qualify for this program may earn up to 12 master's nursing credits by the completion of their BSN degree at Carlow University. Refer to the Department of Nursing RN-BSN Student Handbook for specific policies regarding admission into and progression across the RN-BSN to MSN accelerated program curriculum.

During the RN-BSN to MSN plan of study, the student must successfully complete an undergraduate statistics course, achieve a minimum Carlow cumulative GPA of ≥ 3.0 , and achieve $\geq B$ grade in the MSN accelerated program courses. Accelerated program students must apply to one of the MSN programs: Nursing Leadership, MSN/MBA Dual Degree, Family Nurse Practitioner, or Women's Health Nurse Practitioner and must meet MSN admission requirements including, but not limited to: submission of a current CV, and, for admissions into the FNP or WHNP programs, have the equivalent of one year of full-time direct patient care nursing experience. Please see the Department of Nursing RN-BSN and MSN Student Handbooks for a complete list of admission requirements.

Have a current, active, valid, unrestricted license as a Registered Nurse. The RN-BSN nursing major requires 120 credits for graduation. Of this total, 30 credits are advanced standing for RN license, 24 credits are in the nursing major, and 66 credits are in general education, support, and liberal arts, including university core requirements.

Prerequisites: Undergraduate nursing and support courses must be completed before beginning “accelerated” MSN courses.

Accelerated Program Requirements:

- Eligibility to begin the graduate courses requires the approval of your nursing faculty advisor. Only students accepted into the RN-BSN to MSN accelerated program may take designated MSN core courses to fulfill the minimum 120-credit requirement for the BSN degree. The graduate core courses must begin with NU 743 and/or NU 738/NU 740. Additional courses in the accelerated program include NU 710 and NU 748.

In order to begin the accelerated MSN program students must:

- Must be a graduate of an ACEN-, NLNAC-, or ACCNE-accredited program and have a current, valid, unrestricted license as a Registered Nurse.
- Licensure in the Commonwealth of Pennsylvania is required for coursework completed in Pennsylvania.
- Meet both university and clinical agency health requirements.
- Achieve and maintain a cumulative grade point average (GPA) of greater or equal to 3.0 while at Carlow University
- Achieve a minimum grade of B- in the accelerated MSN courses to continue in the accelerated program.
- If a student obtains a grade below a B- in an MSN course, the student will return to complete the RN to BSN (not accelerated) program and may apply directly to the MSN program after earning the BSN degree.
- A grade below a B- in an MSN core course must be repeated if accepted into the MSN Program. Note: An undergraduate statistics course (e.g., Math 106 or 115) is required for admission to the MSN programs.

MSN TO DNP ACCELERATED PROGRAM

The MSN to DNP Accelerated Option provides the curriculum for a bachelor’s prepared student to obtain a master’s degree (MSN) in Education and Leadership and to transition seamlessly into the DNP program. Upon completion, students are conferred with a Doctor of Nursing practice (DNP) degree in Systems Leadership. Two courses at the DNP level will be taken in the MSN program, thereby reducing cost and time to completion. Students progress through the program in a cohort. Full-time or part-time study is available. MSN courses are delivered entirely online, while DNP courses are delivered via low residency format, with in-person and online engagement. The course delivery is both synchronous and asynchronous culminating in completion of a scholarly project and 1,000 clinical practice hours. To achieve the 1,000 clinical practice hours required by the American Academy of Colleges of Nursing (AACN), master’s and DNP clinical practice hours are combined so the student achieves the required total. The scholarly project is completed with mentorship from a Carlow faculty (chair) and in consultation with a Carlow statistician. Clinical practice hours are related to the student’s Scholarly Inquiry Project, focusing on immersion in leadership. All clinical practice hours must be approved by the student’s faculty chair and must meet at least one of the AACN DNP essentials.

Requirements:

MSN level: NU 710, NU 727, NU 736, NU 738, NU 740, NU 743, NU 748, NU 780, NU 781, NU 793, NU 794, NU 795, NU 811, NU 812

DNP level: NU 810; NU 813; NU 814; NU 830; NU 838; NU 8801, NU 8802, NU 8803, NU 8804 (Minimum 3 credits - Scholarly Practice Block); NU 8901, NU 8902, NU 8903, NU 8904 (Minimum 3 credits - Clinical Practicum Block)

POST-MASTER CERTIFICATE: NURSE PRACTITIONER (FAMILY/INDIVIDUAL ACROSS LIFESPAN)

Graduates can be certified as nurse practitioners in family/individual across lifespan. The total number of credits is 36. Clinical hours total 600 and take place in a wide variety of urban and rural healthcare agencies. Certificate graduates can be employed in a wide variety of healthcare settings such as home health agencies, physician’s offices, health maintenance organizations, family health centers, and clinics in both urban and rural medically underserved communities. Transfer of credits will be determined by a gap analysis for applicants who are already certified as a nurse practitioner and wish to pursue a secondary nurse practitioner certification as an FNP. Those who are certified in another NP specialty are eligible for a gap analysis to determine additional transfer of credits.

Requirements:

NU 715, NU 741, NU 742, NU 745, NU 746, NU 747, NU 748, NU 749, NU 751, NU 752, NU 793, NU 7151, NU 7451, NU 7461, NU 7471, NU 7481, NU 7511, NU 7521

Prerequisite: Successful completion of core MSN courses.

POST-MASTER CERTIFICATE: NURSE PRACTITIONER (WOMEN'S HEALTH)

Graduates can be certified as nurse practitioners in women's health. The total number of credits is 35. Clinical hours total 600 and take place in a wide variety of urban and rural healthcare agencies. Graduates are employed in a variety of healthcare settings such as OB/GYN offices, hospital-based women's clinics, inpatient pre-natal and post-partum settings, and clinics in both urban and rural medically underserved communities. Transfer of credits will be determined by a gap analysis for applicants who are already certified as a nurse practitioner and wish to pursue a secondary nurse practitioner certification as a WHNP. Those who are certified in another NP specialty are eligible for a gap analysis to determine additional transfer of credits.

Requirements:

NU-715, NU-741, NU-742, NU-745, NU-746, NU-748, NU-749, NU-752, NU-756, NU-757, NU-793, NU-7152, NU-7451, NU-7462, NU-7481, NU-7522, NU-7561, NU-7571

Prerequisite: Successful completion of core MSN courses.

COLLEGE OF HEALTH AND WELLNESS COURSE DESCRIPTIONS

DOCTOR OF NURSING PRACTICE

NU 801 Nursing Inquiry and Leadership

This course examines the history of, and major concepts used in scientific inquiry. The process of theory development, evaluation, and testing, as it relates to knowledge development within the practice of nursing, will be highlighted. The role of leadership in advancing evidence-based practice in nursing will be underscored. This is a required course. 3 credits

NU 802 Cultural Competence: From Theory to Application

The United States is a multicultural nation. Such diversity creates a significant challenge for interactions at all levels of society. This course provides the theoretical foundation to examine key concepts related to cultural competence as experienced in personal and professional life. Approaches and tools to enhance the quality of the cross-cultural interaction will be provided. 3 credits

NU 805 Research Methods and Applied Statistics

This course provides a foundation for interpreting the evidence in current literature and conceptualizing a scholarly research project. Students will begin to appreciate the complexities of qualitative and quantitative research methodologies while gaining an understanding of how a researcher determines selection of a particular research method and data analysis techniques. The analysis and interpretation of data from qualitative and quantitative research designs will be emphasized. During the course, students will begin investigation and development of a research question and write a literature review. Students will begin to practice under the supervision of faculty chair and a community expert preceptor. This is a required course. 3 credits

NU 806 Scholarly Inquiry I

This course builds on graduate-level research foundations knowledge. The systematic collection and evaluation of both quantitative and qualitative evidence will be highlighted. Students use databases and other existing information technologies to collect and evaluate evidence for practice improvement. During the course, students will finalize a research question, refine a review of the literature, and design a study for the implementation and evaluation of current evidence or for the collection of new evidence and analysis of the data. Students will develop an IRB proposal. Students will continue to practice under the supervision of faculty chair and a community expert preceptor. This is a required course. 3 credits

PREREQUISITES: NU 801, NU 805.

NU 807 Scholarly Inquiry II

This course builds on work completed in NU 806, Scholarly Inquiry I. Students implement evidence-based projects for use in healthcare systems or with identified populations. These projects embody culturally sensitive, ethical, fiscally responsible, and politically sound principles designed to promote health safety and quality. Students will continue to work on their scholarly inquiry under the supervision of faculty chair and a community expert preceptor. This is a required course. 3 credits

PREREQUISITE: NU 806.

NU 808 Scholarly Inquiry III

In this doctoral course, advanced leadership, ethical behaviors, collaboration, and organizational skills are applied. Students evaluate their evidence-based projects completed under the supervision of faculty and a community expert preceptor. Communication with the instructor, professionals associated with the project, and peers, is ongoing throughout the course in seminar discussions. Students present their completed projects and prepare a manuscript for publication. This is a required course. 3 credits
PREREQUISITE: NU 807.

NU 810 Transforming Systems: Big Data, Innovation, and Quality

This course focuses on data acquisition and utilization of information systems/technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement. Students will be prepared to design, implement, and evaluate evidence-based quality health care practices and drive clinical transformation for patient populations, individuals, and aggregates. This course requires the student to demonstrate the skills to effectively utilize data for health care decision making based on the process of outcomes management. 3 credits

NU 811 Evidenced-Based Quality Improvement (EBQI) & Intervention Research

This doctoral level nursing course is the foundation for designing, conducting, and analyzing evidence-based quality improvement (EBQI) and intervention studies to improve health care quality, safety, costs, and health outcomes. Students will learn advanced strategies to navigate through databases to find and appraise relevant internal and external evidence. Problem prevalence, significance, translatability, and passion to conduct a scientifically rigorous study or impactful EBQI project is emphasized. 3 credits

NU 812 Critical Appraisal of Evidence

This course focuses on critically appraising and synthesizing evidence for the EBQI project and for clinical decision-making. Emphasis is placed on design; methodology; data management; and measurable outcomes for evidence-based quality improvement. The analysis and interpretation of data from quantitative, qualitative, and mixed methods designs will be examined. Students incorporate rigorous evidence-based clinical practice guidelines in an effort to reduce variation in care and optimize population health outcomes. 3 credits
PREREQUISITE: NU 811

NU 813 Transitioning Evidence into Practice

This Doctoral Level core nursing course teaches about the culmination of the DNP scholarly project. Students will incorporate the best evidence in an intervention study or evidence-based quality improvement (EBQI) project while integrating clinical expertise, patient preferences, and values. Particular attention will be given to data management and intervention fidelity with regard to data collection, data analysis, extraneous variables and measurable outcomes. Leadership strategies that involve stakeholders to sustain and disseminate practice change are critical to influencing health outcomes and making decisions about resource allocation. 3 credits
PREREQUISITES: NU 795, NU 811, NU 812

NU 814 Population Health Promotion

This graduate-level course relates to health promotion for populations. Public health concepts and system-level population determinants of health are examined; strategies are analyzed and developed. This is a required course for DNP students.
3 credits

NU 824-829 Scholarly Inquiry Practice (Optional)

These courses provide an optional opportunity to continue development of the scholarly inquiry project or to continue to participate in DNP practice hours. Students are expected to demonstrate critical thinking, integration and evaluation of theory and research, and continued development and implementation of an evidence-based project in healthcare systems or identified populations. These courses are not approved for any of the required elective credits in the DNP program. 1 credit per course

NU 831 Systems Leadership I: Quality, Innovation, Technology, and Fiscal Management

This graduate-level course synthesizes key concepts in organizational and systems leadership. The course will encompass in- depth analysis of select concepts or topics using an analytical framework, focusing on quality, innovation, technology, and fiscal management. Doctoral students will examine the underpinnings of organizational and systems behavior and leadership, emphasizing innovative

practice and improved health outcomes while ensuring patient safety. This is a required course. 3 credits

NU 832 Systems Leadership II: Communications, Policy, Advocacy, Ethics, and Informatics

This graduate-level course synthesizes key concepts in organizational and systems leadership. The course will encompass in-depth analysis of select concepts or topics using an analytical framework, focusing on advanced communication and collaboration skills, ethical decision-making, fiscal principles and management, and policy and advocacy. Doctoral students will examine the underpinnings of organizational and systems behavior and leadership, emphasizing innovative practice and improved health outcomes while ensuring patient safety. This is a required course. 3 credits

NU 8801-8804 Scholarly Project I-IV

This required scholarly project courses provide the student the opportunity to collaborate with a faculty chair mentor to develop and implement an evidence-based quality improvement project. The project culminates in review of proficiency of doctoral preparation by an academic committee consisting of the DNP chair and a community expert. The final DNP product is evidence that the student has achieved a level of expertise and mastery of the requisite knowledge within a self-selected field of inquiry. 1 credit each

PREREQUISITES: NU 811; PRE OR COREQUISITE NU 812

NU 8901-8904 Clinical Practicum I-IV

The purpose of the clinical practicum courses is to refine leadership strategies and best practice models in the delivery of high-quality care. The focus of these courses is to evaluate progress toward achievement of the DNP AACN Essentials. The emphasis is on incorporation of evidence and concepts from previous coursework to improve the status of individuals, communities, and organizations. 1 credit each

STUDENTS MUST HAVE COMPLETED ONE SEMESTER IN DNP PROGRAM BEFORE TAKING THESE COURSES.

MASTER OF SCIENCE IN NURSING

NU 703 Evidence-based Nursing Practice

This course provides an introduction to the nature and purpose of theoretical thinking and critical thinking in nursing. Selected nursing theories are discussed, especially in terms of providing a framework for nursing research. The course reviews the important role of theory in nursing practice, education, administration, and research. The development of research questions, evaluation of research methodologies and designs, and search of the evidence-based literature to investigate clinical practice and other nursing issues are emphasized. Content includes evidence-based clinical decision making and methods for disseminating findings. 3 credits

PRE- OR CO-REQUISITE: GRADUATE STATISTICS.

NU 705 Nursing Leadership

This course focuses on theoretical foundations and conceptual principles of nursing leadership and the skills necessary to practice leadership competently in healthcare environments. The course is designed to enhance leadership self-awareness and to encourage students to fashion personal perspectives on how to lead professionally. Analyzing trends and issues in the current healthcare system that have implication for exercising leadership will help students determine the way they can make a difference. 3 credits

NU 709 Leadership Styles in Healthcare Organizations

This course includes a focus on understanding universal principles of leadership and management that form the basis of the study of change in healthcare organizations. Building on knowledge of these principles, the class will examine change processes in contemporary healthcare organizations as well as the evolving roles of management, and transformational leadership.

Students will develop skills to lead change, encourage resilience, and manage transitions. 3 credits

NU 710 Quality & Data Analytics

This course focuses on quality, informatics, and the role of statistics in quality improvement. Concepts, models, and strategies of quality improvement and informatics are examined. Students will apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within and across organizational systems. The student will apply informatics and statistical concepts to identify, gather, process, and manage information/data. At the end of the course, the student will be able to create and implement innovative solutions to improve patient care and safety. 3 credits

NU 711 Health Care Innovation and Quality

This course provides the student the opportunity to learn about current initiatives and innovations in health promotion and disease prevention, patient safety, and quality environment. In conjunction with a review of evidence-based guidelines, benchmarks, and regulatory and professional standards, the course examines relevant methodology, tools, measurement systems, data collection, and medical informatics usage in quality improvement. Strategies for creating a culture of quality and safety are examined utilizing models of evaluation and process improvement. Students apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within organizations and systems to become effective leaders and change agents. 3 credits

NU 712 Professional Collaboration and Communications

This course provides students with the information and skills to build management effectiveness, focusing on the areas of professional collaboration and communications. Strategies to assess and improve professional communications are introduced. Key concepts in health services administration, including motivation and individual behavior, interpersonal and group behavior, job satisfaction, work stress and culture, and influences of micro-, meso-, and macro-organizational behaviors, are explored. Students will learn how to develop and use performance management to evaluate individual and team outcomes and link employee behaviors to organizational goals. 2 credits

NU 715 Advanced Practice Role in the Community

This course will focus on the advanced practice role as it relates to practice in a primary care setting, or women's health setting. Topics will include the multifaceted aspects of legal and financial issues related to advanced practice; nurse to nurse practitioner to physician role differentiation; how advanced practice nurses manage care provision to individuals and families; and special issues in the community. 2 credits

NU 7151 Advanced Practice Role in the Community Clinical Practicum

The purpose of this course is to prioritize management strategies and apply selected practice models for delivery of care to families across the lifespan, in a variety of community specialties. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for families. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. 1 credit
Prerequisite: NU741, NU742, NU745, NU7451, NU746, NU7461

NU 7152 Advanced Practice Role in the Community Clinical Practicum

The purpose of this course is to prioritize management strategies and apply selected practice models for delivery of care to women across the lifespan, in a variety of community specialties. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for women. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. 1.5 credits
Prerequisite: NU741, NU742, NU745, NU7451, NU746, NU7461

NU 720 Health Risks in Communities

This graduate-level course deals with health risks in communities. High-risk populations, aggregates, and communities comprise the focus for investigation. Risk appraisal methods and evidence-based strategies to identify and prevent health risks in individuals and communities are examined. Trends and current issues related to health risks are explored. 3 credits

NU 725 Statistical Applications

This course builds on basic concepts of descriptive and inferential statistics and provides an overview of commonly utilized statistical methodologies. Students will explore the relationship of statistical methods to research questions and evaluate the results of research reported in the current nursing and allied literature. 1 credit
PREREQUISITE: UNDERGRADUATE STATISTICS COURSE

NU 727 Fiscal Management

This course provides an introduction to the principles of fiscal management in the healthcare environment, covering financial and managerial accounting, cost analysis, budgeting, planning, and control. The object of this course is to prepare nursing management to understand the financial management of the organizations for which they work. 3 credits

NU 729 Leadership in Adult Education

In this course, students will examine the content and process of their experiences and styles of learning as individuals and in the group setting. Theories of adult learning and strategies to facilitate them in a variety of contexts are explored. The who, what, when, where, and why of the change process to motivate learning and the connection to leadership are discussed. Emphasis is placed on non-traditional methods and gender issues that influence the process of learning and instructional design. Students take an active role in applying the tools learned in this course to their professional practice. This course will be relevant to those students who would like to be nurse-educators in settings such as the hospital, community, and higher educational institutions. 3 credits

NU 733 Nursing Leadership Internship

This required internship is based on experiential learning models. It allows the student to synthesize the learning acquired in previous nursing leadership courses. The course requires a 150-hour internship with a preceptor in an area of nursing jointly chosen by the student and the teacher. This experience positions the student to assume a leadership role in health care. Four seminars focus on current issues in nursing leadership. 3 credits

PREREQUISITES OR CO-REQUISITES: NU 703, NU 705, NU 709, NU 711, NU 712, NU 727, NU 729, NU 736, NU 737, NU 739.

NU 736 Key Concepts in Pathophysiology, Pharmacology, and Physical Assessment for Nurse Educators

The focus of this graduate course is to provide an exploration and synthesis of key concepts in human pathophysiology, physical assessment, and pharmacotherapy, with consideration of varied populations, health-promotion practices, and evidenced-based practice. Students synthesize knowledge and practice from cognitive, affective, and psychomotor domains of learning in order to facilitate learning of those key concepts by nursing students and professional nurses. 3 credits

NU 737 Leadership in Healthcare Ethics and Policy

The focus of this course will be the confluence of ethics and policy in health care in general with specific application to nursing. General principles of ethics and those principles most often applied in health care will be considered. This course will include an overview of health care policymaking in the United States as well as the role of the "leader as advocate" in ethics and policy. Case studies will be utilized to debate and apply the role of advocate for ethical decisions and for policies resulting from these decisions. 3 credits

NU 738 Health Policy and Healthcare Economics

This course introduces economic concepts and current policy issues facing the United States health care system. Issues of cost, quality, access, disparities, and finance will be examined from the view of payers, providers, and regulators, and the interactions of these stakeholders both within the United States and in comparison with global markets. Topics will include various health care markets, the role of government in financing of health care, the structure and functions of public and private health insurance, economic components of the delivery system, and understanding the challenges of health care reform. 2 credits

NU 739 Leadership in Evaluation and Measurement

In this course, students have the opportunity to explore ways of leading in conceptualizing, designing, and implementing innovative evaluation practices. We will explore suitable performance assessments in educational and organizational settings (i.e., instructor-student; practitioner-client; program providers-stakeholders). In addition to validity, reliability, and applicability of evaluation strategies and tools, students will be encouraged to focus on an array of groundbreaking methods (i.e., collaborative evaluation, action research, appreciative inquiry, etc.) that can broaden assessment practices in their chosen fields. 3 credits

PREREQUISITES: NU 729.

NU 740 Ethical & Legal Healthcare Issues

This course examines the ethical, moral, and legal accountability and professional responsibility for nurse leaders, nurse educators and advanced practice nurses (APN). Ethical leadership and the roles of the leaders, nurse educators and APN as it relates to social justice, technology and business, research, and advanced practice specialty areas will be explored. The regulatory and legal framework for leaders, nurse educators, and APNs scope of practice will be addressed. Ethical reasoning, decision making, and action will be applied. 2 credits

NU 741 Human Pathophysiology

This course is an advanced level course in pathophysiological functioning in human organisms. The focus will be on the central concepts of pathophysiology at the cellular, tissue, and program levels. Elements of related supportive and therapeutic management across the lifespan will also be discussed. 4 credits

NU 742 Advanced Practice Nursing Pharmacology

This course will study the interaction of chemicals with living systems across the lifespan. It explores decision-making processes that identify concepts, and principles that illuminate the importance, meaning, and rationale for using one drug over another. Builds on knowledge of drugs, pathophysiology, and disease states across the lifespan. 3 credits

PREREQUISITE OR CO-REQUISITE: NU 741.

NU 743 Organizational Leadership

This course focuses on theoretical foundations and conceptual principles of leadership, professional collaboration, communications, and the skills necessary to practice leadership competently in healthcare environments, recognizing that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Key concepts including ethical and critical decision making, motivation and individual behavior, interpersonal and group behavior, job satisfaction, work stress and culture, and influences of micro-, meso-, and macro-organizational behaviors are explored. The course is designed to enhance leadership self-awareness and to encourage students to fashion personal perspectives on how to lead professionally. Analyzing trends and issues in the current health care system that have implications for exercising leadership will help students determine the way they can make a difference. 3 credits

NU 744 Community and Family Health Promotion

A course designed to provide information about specific community resources for families, particularly those individuals in medically underserved areas. Resources at the local, state, and federal level will be explored. Developmental, psychodynamic, social-political, and cultural theories and concepts are synthesized and applied to analysis of health behaviors of families in community settings across the life cycle. 3 credits

NU 745 Advanced Physical Assessment and Diagnostics

Theory and techniques in the measurement of human health, development, and level of functioning will be presented. Clinical practice in obtaining health histories, conducting physical examinations, making physical measurements, and testing functioning in individuals across the lifespan will be included. Common diagnostic tests will be used to identify pathologic variations and to initiate intervention(s). Clinical experiences will take place in clinics located in rural and medically underserved areas. 3 credits

PREREQUISITES: NU 741, NU 742; CO-REQUISITE: NU 7451.

NU 7451 Advanced Physical Assessment and Diagnostics Clinical Practicum

The student will apply techniques in the measurement of human health, development, and level of functioning in the clinical setting. The student will gain clinical practice in obtaining health histories, conducting physical examinations, making physical measurements, and testing functioning in individuals across the lifespan. Credits: 0.5 (38 hours)

CO-REQUISITE: NU 745.

NU 746 Chronic and Episodic Management of the Family I

This course, the first in two sequential clinical courses in primary care, addresses the health care needs of adults across the lifespan from early adulthood through senescence. It introduces the student to acute and chronic common health concerns. Emphasis is placed on the collaborative management of patients to achieve desired outcomes. Students use scholarly inquiry to further develop their practice.

Evidenced-based research as related to normal and high-risk populations. 3 credits

PREREQUISITES: NU 741, NU 742, NU 745, NU 7451; CO-REQUISITE: NU 7461

NU 7461 Chronic and Episodic Management of the Family I Clinical Practicum

NU 7462 Chronic and Episodic Management of the Family I Clinical Practicum

The focus of each of the clinical courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. 1 or 2 credits

NU 747 Chronic and Episodic Management of the Family II

This course, the second in two sequential clinical courses in primary care, addresses the health care needs of adults across the lifespan from early adulthood through senescence. It introduces the student to acute and chronic common health concerns. Emphasis is placed on the collaborative management of patients to achieve desired outcomes. Students use scholarly inquiry to further develop their practice. Evidenced-based research as related to normal and high-risk populations. 3 credits

PREREQUISITES: NU 741, NU 742, NU 745, NU 745, NU 7451, NU 746, NU 7461; CO-REQUISITE: NU 7471

NU 7471 Chronic and Episodic Management of the Family II Clinical Practicum

The focus of each of the clinical courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. 2 credits

NU 748 Health Promotion in Families and Communities

This graduate level course addresses health risks and trends in communities and in families. High-risk populations, aggregates, and communities comprise the focus for investigation. Developmental, psychodynamic, social-political, and cultural theories and concepts are synthesized and applied to analysis of health behaviors in community settings and in families across the life cycle. Risk appraisal methods and evidence-based strategies to identify and prevent health risks in individuals, families, and communities are examined. This course highlights local, state, and federal resources for families, particularly those individuals in medically underserved areas. 3 credits

PREREQUISITES: NU 741, NU 742, NU 745, NU 7451

NU 7481 Primary Care Clinical Skill Lab

Graduate students will be introduced to the graduate diagnostic testing modalities including but not limited to: Radiographs, Laboratory Values, Suturing, Extremity Splinting/Casting, Joint injections. Students will participate in learning modules and simulation module activities in order to achieve course objectives. Diagnostic techniques, procedures, and results will be used to formulate Differential Diagnosis for plan of care development and implementation. 0.5 credits

PREREQUISITES: NU741

NU 749 Differential Diagnosis

Using a problem-based approach to symptoms, students will be introduced to the diagnostic framework, algorithms, and terminology that will allow them to move from symptom to diagnosis. Evidence-based diagnosis will focus on the accuracy of the health history and sensitivity of the physical exam, laboratory studies and tests to “rule in” or “rule out” specific diseases. Students will learn the importance of formulating clinical impressions that lead to hypothesis testing in the care of patients across the lifespan. 1 credit

PREREQUISITES: NU741; PRE or COREQUISITE: NU745

NU 750 Advanced Practice Nursing in Primary Health Care

The focus of this course is the management of health maintenance and the planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. 3 credits

PREREQUISITES: NU741, NU 742, NU 745, NU 7451, NU 7481, NU 749

NU 751 Advanced Practice Nursing in Pediatrics

The focus of this course is the management of acute and chronic health problems in the pediatric population. It will incorporate planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. 2 credits

PREREQUISITES: NU 750, NU 7501, NU 7502.

NU 752 Advanced Practice Nursing in Women’s Health

The focus of this course is the management of acute and chronic health problems in women’s and reproductive health. It will incorporate planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. 2 credits

PREREQUISITES: NU 750, NU 7501, NU 7502 (FAMILY NURSE PRACTITIONER; WOMEN’S HEALTH NURSE PRACTITIONERS NU 750 AND NU 7501 ONLY)

NU 753 Advanced Practice Nursing in Geriatrics

The focus of this course is the management of acute and chronic health problems in the geriatric population. It will incorporate planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on the high-risk groups and individuals living in medically underserved populations. 2 credits

PREREQUISITES: NU 750, NU 7501, NU 7502.

NU 754 Advanced Practice Nursing in Urgent Care

The focus of this course is on the management of urgent health problems in the outpatient setting. Emphasis is on the diagnosis and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. 2 credits

PREREQUISITES: NU 750, NU 7501, NU 7502.

NU 756 Advanced Practice Nursing in Women's Health Theory II

This course continues to provide the framework for clinical practice in well woman gynecologic care and care of the pregnant woman. Evidence-based care processes are presented. Topics include common variations experienced by the woman with a healthy pregnancy and during the normal life cycle. Psychosocial factors influencing adaptation to pregnancy, motherhood, and reproductive life issues are explored. Cultural factors impacting childbearing women are explored. Physical assessment skills specific to care of pregnant women, and skills for gynecological assessment are presented and practiced in the clinical setting. Management approaches for preconception care, and preparation for childbirth and breastfeeding will be covered in this second women's health course. Pharmacotherapeutic agents and prescribing responsibilities used in the management of preconception and pregnancy are considered throughout the course. 2 credits

PREREQUISITES: NU 752; NU 7522; CO-REQUISITES: NU 7561, NU 757, NU 7571

NU 757 Advanced Practice Nursing in Women's Health Theory III

This third women's health course focuses on complex issues in gynecologic care of women. The student will be provided the opportunity to synthesize and integrate research, theories, concepts, and advanced skills into a framework for advanced nursing practice in women's health care, applying physiologic, developmental, psychosocial, and cultural factors to diverse populations, from adolescence to senescence. Analysis is used to evaluate contemporary trends and issues, as well as policy that have an impact on the delivery of health care to women. 3 credits

PREREQUISITES: NU 752 AND NU 7522; CO-REQUISITES: NU 756, NU 7561, NU 7571

NU 758 APN as Scholar: Evidence-Based Practice

This FNP focused research course provides a review of elementary research concepts and the introduction of moderate to advanced research concepts. Students will identify pertinent clinical problems, review the literature regarding those problems, and formulate a plan to address clinical problems using evidenced-based sources and appropriate statistical methods. Students will compose a rudimentary clinically-based research proposal for continuation in subsequent graduate level courses. This course fulfills the graduate assessment requirement for writing. 3 credits

NU 7501, 7502, 7511, 7521, 7531, and 7541 Series of Six Clinical Practice Courses (FNP)

The focus of each of these one-credit courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. Students will complete two clinical credits in primary care (NU 7501, NU 7502) prior to completing one clinical credit in pediatrics (NU 7511), women's health (NU 7521), geriatrics (NU 7531) and urgent care (NU 7541) settings. Each credit will require 75 hours of clinical practice. Clinical practice courses must be completed either in the same semester with the corresponding theory course or within the next term. 1 credit (75 clinical hours) for each of the six courses
PRE- OR CO-REQUISITES: NU 750 FOR NU 7501 and NU 7502; STUDENTS MUST TAKE NU 751 WITH OR PRIOR TO TAKING NU 7511; STUDENTS MUST TAKE NU 752 WITH OR PRIOR TO TAKING NU 7521; STUDENTS MUST TAKE NU 753 WITH OR PRIOR TO TAKING NU 7531; STUDENTS MUST TAKE NU 754 WITH OR PRIOR TO TAKING NU 7541

NU 7501, 7522, 7561, and 7571 Series of Four Clinical Practice Courses (WHNP)

The focus of each of these one-credit courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. Particular emphasis will be placed on high-risk groups and individuals living in medically underserved populations. Students will complete one clinical credit in primary care (NU 7501) prior to completing one clinical credit in women's health (NU 7522), women's health II (NU 7561) and women's health III (NU 7571) settings. Each credit will require 75 hours of clinical practice. Clinical practice courses must be completed either in the same semester with the corresponding theory course or within the next term. 1-2 credits for each of the six courses
PRE- OR CO-REQUISITES: NU 750 FOR NU 7501; STUDENTS MUST TAKE NU 752 WITH OR PRIOR TO TAKING NU 7522; STUDENTS MUST TAKE NU 756 WITH OR PRIOR TO TAKING NU 7561; STUDENTS MUST TAKE NU 757 WITH OR PRIOR TO TAKING NU 7571

NU 7522 Advanced Practice in Women's Health Practicum

The focus of this course is on the management of acute and chronic health problems in women, including reproductive and gynecologic health across the lifespan. It will incorporate health promotion, recognition of health risks and evaluation and management of illness in women by the advanced practice nurse. Particular emphasis will be placed on the high-risk groups and individuals living in medically underserved populations. 1.5 credits (112 clinical practicum hours)

PREREQUISITES: NU 741, NU 742, NU 745, NU 7451; CO-REQUISITES: NU 750, NU 7501, NU 752

NU 7561 Advanced Practice Nursing in Women's Health II Practicum

This course, the second in a series of three sequential clinical courses in women's health care continues to address reproductive-based health care for pregnant and non-pregnant women across the life span, but introduces common gynecologic complications of the pregnant woman, prepares the students to assume the professional practice roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students use scholarly inquiry to further develop their practice. Evidence-based research as related to normal and at-risk client systems is applied. 2 credits (150 clinical practicum hours)

PREREQUISITES: NU 750, NU 7501, NU 752, NU 7522; CO-REQUISITE: NU 756

NU 7571 Advanced Practice Nursing in Women's Health III Practicum

Clinical emphasis is on in-depth data collection, analysis, and the provision of care through health education, counseling, health maintenance and promotion with women. Also, emphasis is placed on nursing management of women with gynecologic health deviations. 1 credit (75 clinical practicum hours)

CO-REQUISITES OR PREREQUISITES: NU 7560, NU 7561, NU 757

NU 780 Foundations: Nurse as Educator

Students will be prepared to apply teaching and learning principles with patients and/or students in a variety of settings. Key aspects of learning development, the process of learning, and teaching methodologies are studied. Students will explore the impact of institutional, social, and economic forces as well as the role of diversity and ethical principles of learning to plan and develop innovative student-centered learning activities. The nurse educator will demonstrate competency with technology in education. This course will be relevant to those students who would like to be nurse educators in settings such as healthcare settings, community settings and educational institutions. 3 credits

NU 781 Evaluation & Measurement in Healthcare

In this course, students have the opportunity to explore ways of leading in conceptualizing, designing, and implementing innovative evaluation practices. We will explore suitable performance assessments in educational and organizational settings (i.e., instructor-student; practitioner-client; program providers-stakeholders). In addition to validity, reliability, and applicability of evaluation strategies and tools, students will be encouraged to focus on an array of groundbreaking methods (i.e., collaborative evaluation, action research, appreciative inquiry, etc.) that can broaden assessment practices in their chosen fields. 3 credits

PREREQUISITE: NU 780

NU 792 Integration of Advanced Practice Nursing Role

This course is a master's capstone course in which students will integrate the knowledge gained throughout the program into the practice setting. This course will focus on advanced practice role integration and legal and financial issues related to advanced practice nursing, management of care, and special issues in the community. Students will practice the designated number of hours in the community with an advanced practice nurse, or physician preceptor. Students will design and implement a health promotion/education scholarly project designed to meet an identified need within the community. 1.5 credits

PREREQUISITES: COMPLETION OF DIDACTIC AND CLINICAL PRACTICE COURSES (NU 7501, NU 7502, NU 7511, NU 7521, NU 7531, NU 7541. CO-REQUISITE: NU 7921 OR NU 7924 (FNP). PREREQUISITES: COMPLETION OF DIDACTIC AND CLINICAL PRACTICE COURSES (NU 7501, NU 7522, NU 7561, NU 7571); CO-REQUISITE: NU 7922 OR NU 7924 (WHNP).

NU 7921 Integration of Advanced Practice Nursing Clinical Role Clinical Practicum (FNP)

This 1.5 credit course is a master's capstone course in which students will integrate the knowledge gained throughout the program into the practice setting. Students will practice the designated number of hours in the community with an advanced practice nurse or physician preceptor. Students will design and implement a health promotion/education project designed to meet an identified need within the community and present an evaluation of this project to faculty and peers. 1.5 credits (112 hours)

PREREQUISITES: NU 750, NU 7501, NU 7502, NU 751, NU 7511, NU 752, NU 7521, NU 753, NU 7531, NU 754, & NU 7541; CO-REQUISITE:

NU 792

NU 7922 Integration of Advanced Practice Nursing Role Practicum (WHNP)

This clinical practicum guides the learner in a comprehensive synthesis of the skills and knowledge base acquired throughout the program's core clinical courses and graduate core courses. With a supervising WHNP preceptor, the learner functions as a full-scope WHNP in a women's health clinical setting, comprehensively managing women's health deviations and promoting health across the lifespan. Students will demonstrate their ability and readiness to assume the role and professional responsibilities of the beginning-level WHNP. Evidence-based research as related to normal and at-risk client systems is applied. Students will design and implement a health promotion/education project designed to meet an identified need within the community and present an evaluation of this project to faculty and peers. 2 credits (150 hours)

PREREQUISITES: NU 750, NU 7501, NU 752, NU 7522, NU 756, NU 7561, NU 757, NU 7571; CO-REQUISITE: NU 792

NU 7924 Integration of Advanced Practice Nursing Role Practicum in the International Setting

This course is a master's capstone course in which students will integrate the knowledge gained throughout the program into the practice setting. Students will practice the designated number of hours in both a local and an international clinical setting with an advanced practice nurse or physician preceptor. Students will design and implement a health promotion/education project designed to meet an identified need within the community and present an evaluation of this project to faculty and peers.

credits (88 hours in local site; 24 hours in international site)

PREREQUISITES: NU 750, NU 7501, NU 7502, NU 751, NU 7511, NU 752, NU 7521, NU 753, NU 7531, NU 754, NU 7541; CO-REQUISITE: NU 792 (FNP).

PREREQUISITES: NU 750, NU 7501, NU 752, NU 7522, NU 756, NU 7561, NU 757, NU 7571; CO-REQUISITE: NU 792 (WHNP).

NU 795 Scholarly Writing

This graduate level writing course will help the student refine writing skills from the fundamentals of writing through argumentation. Through a series of small writing assignments, this course will prepare the student for scholarly writing and research. 1 credit

NU 796 Nursing Leadership Internship

This is the culmination of the MSN Leadership and Education program. It is 150 hours of internship experience in a healthcare organization with a master's Prepared Nurse. The main outcome is to provide a substantial change/contribution to the organization. 2 credits

PREREQUISITES: NU 727, NU 743

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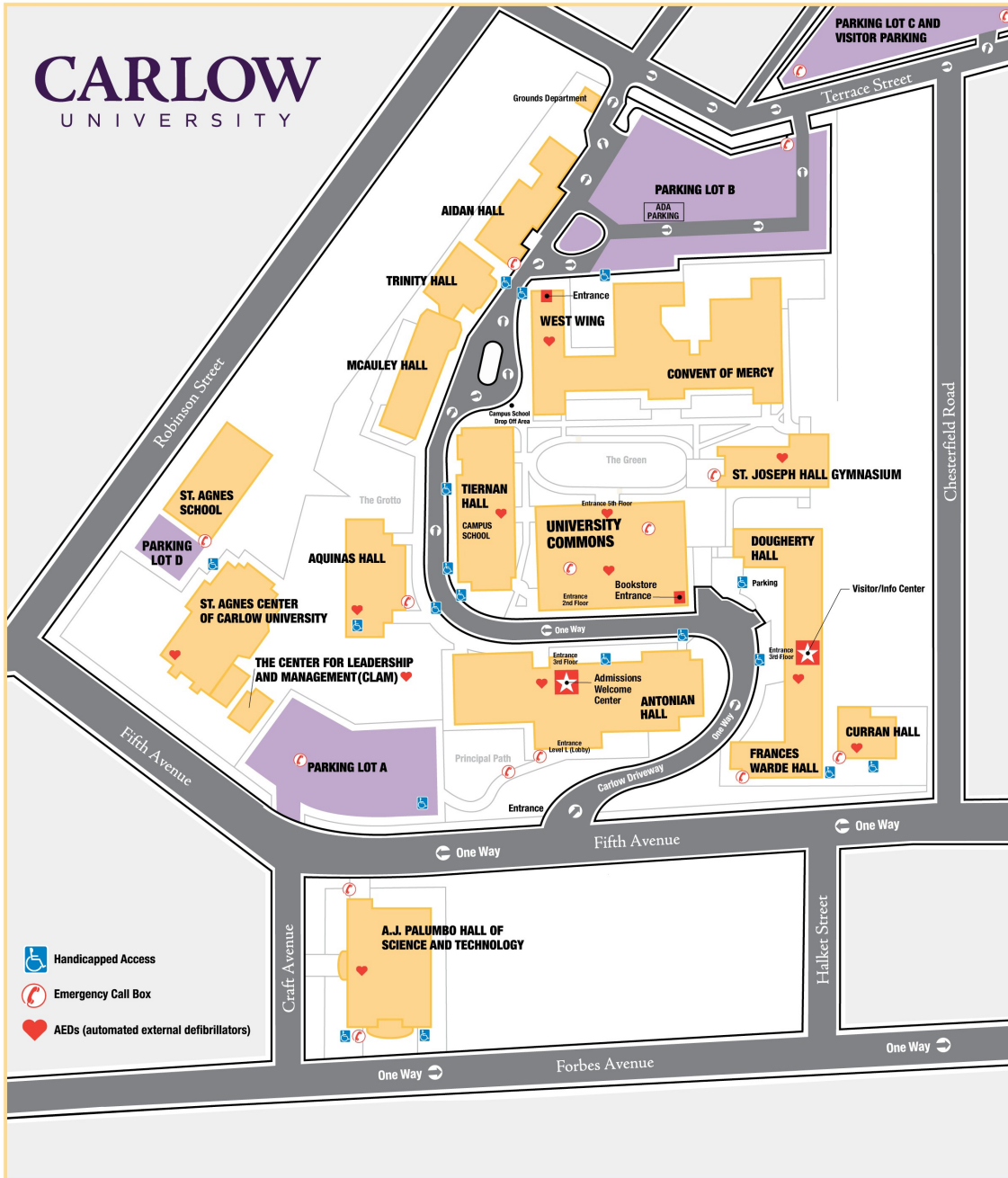
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- College of Saint Mary - Omaha, NE 68124
- Georgian Court University - Lakewood, NJ 08701
- Gwynedd-Mercy College - Gwynedd Valley, PA 19437
- Maria College - Albany, NY 12208
- Marian Court College - Swampscott, MA 01907
- Mercyhurst College - Erie, PA 16546
- Misericordia University - Dallas, PA 18612
- Mount Aloysius College - Cresson, PA 16630
- Mount Mercy College - Cedar Rapids, IA 52402
- Saint Joseph College - West Hartford, CT 06117
- Saint Joseph's College - Standish, ME 04062
- Saint Xavier University - Chicago, IL 60655
- Salve Regina University - Newport, RI 02840
- Trocaire College - Buffalo, NY 14220
- University of Detroit Mercy - Detroit, MI 48219

VISITORS

Visitors to Carlow University must have a previously arranged appointment with a particular office or department; "walk-in" visits cannot be accommodated. Prospective students are encouraged to schedule a campus tour with the Office of Admissions. Those needing mobility assistance should alert the office with which they have an appointment. Visitors must be escorted at all times while on campus grounds by a representative of the hosting office or department and will need to abide by all campus policies, including those pertaining to health and safety.

CAMPUS MAP



CAMPUS MAP

DIRECTORY ON REVERSE

REV. JULY 2019

CAMPUS MAP DIRECTORY

DEPARTMENT/BUILDING	FLOOR(S)	DEPARTMENT/BUILDING	FLOOR(S)
Academic Affairs		Frank B. Fuhrer Café	
West Wing, adjacent to Convent of Mercy	1	University Commons	2
Accounting Department		Gailliot Center	
Center for Leadership and Management (CLAM)	1	University Commons	5
Admissions Welcome Center		Health and Counseling Center	
Antonian Hall	3	Frances Warde Hall	4
Advancement		Help! Services	
West Wing, adjacent to Convent of Mercy	3	University Commons	2
Alumni Relations		Hopkins Communication Lab	
West Wing, adjacent to Convent of Mercy	3	University Commons	4
Art Department		Humanities Department	
Antonian Hall	4	Aquinas Hall	2
Art Studio and Gallery #1		Inclusion and Intercultural Initiatives	
Frances Warde Hall	Ground	University Commons	2
Art Gallery #2		Information Desk	
University Commons	2	University Commons	2
Athletics		Information Technology	
St. Joseph Hall	3	University Commons	2
Biology Department		Institutional Research, Effectiveness, and Planning	
A.J. Palumbo Hall of Science and Technology	2	Aquinas Hall	3
Bookstore		Library Services/Circulation Desk	
University Commons	1	University Commons	3
Business Management Department		Mailroom	
Center for Leadership and Management (CLAM)	1	University Commons	1
Campus Ministry		Marketing and Communications	
University Commons	2	Antonian Hall	6
Campus Life/Residence Life		Massey Mathematics Laboratory	
University Commons	2	University Commons	4
Campus Activities Board (CAB) Office		Mathematics Department	
University Commons	1	A.J. Palumbo Hall of Science and Technology	1
Career Development		Mercy Heritage	
University Commons	2	University Commons	2
Celtic Café		Mercy Service	
A.J. Palumbo Hall of Science and Technology	1	University Commons	2
Celtic Simulation Center for Innovative Learning		Nursing Department	
Curran Hall	3, 4	Curran Hall	6
Center for Academic Achievement (CAA)		Police Dispatch Center (Parking Permits, IDs)	
University Commons	4	Frances Warde Hall	3
Center for Digital Learning and Innovation (CDLI)		Political Science Department	
University Commons	4	Antonian Hall	5
Center for Experiential Learning		President's Suite	
University Commons	2	University Commons	5
Center for Global Learning		Printing Services	
University Commons	2	The St. Agnes Center of Carlow University	Basement
Ceramics Studio		Psychology and Counseling Department	
Antonian Hall	1	Antonian Hall	5
Chapel /Prayer Room		Registrar's Office at the Student HUB	
University Commons	5	Antonian Hall	2
Chemistry Department		Residence Hall #1	
A.J. Palumbo Hall of Science and Technology	3	Frances Warde Hall	1-2, 4-6
Communication Department		Residence Hall #2	
Antonian Hall	5	Dougherty Hall	4-10
Dining Room		Respiratory Care Simulation Center and Laboratory	
Tiernan Hall	1	A.J. Palumbo Hall of Science and Technology	2
Disabilities Services		Rosemary Heyl Theatre	
University Commons	4	Antonian Hall	Lobby
Education Department		Social Work Department	
A.J. Palumbo Hall of Science and Technology	2	Antonian Hall	5
English Department		St. Agnes Church	
Aquinas Hall	1	The St. Agnes Center of Carlow University	1
Facilities		STEM Digital Learning Laboratory	
3356 5th Avenue	2	A.J. Palumbo Hall of Science and Technology	2
Finance and Administrative Services		Student Accounts at the Student HUB	
West Wing, adjacent to Convent of Mercy	2	Antonian Hall	2
Financial Aid at the Student HUB		Student Affairs	
Antonian Hall	2	University Commons	2
Fitness Center		Student Government Association (SGA) Office	
St. Joseph Hall	3	University Commons	1
		Student Lounge	
		University Commons	2
		Visitor Center	
		Frances Warde Hall	3

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