

2016 / 2017

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 respect our diversity as we are called 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

Jennifer A. Carlo, PhD, Vice President for Student
Engagement/Dean of Students
P: 412.578.6087
E: jacarlo@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 myPortal.

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. For more information, please see page 35.

Disaster Statement

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

About the Carlow University Graduate Course Catalog

The Carlow University Graduate Course Catalog is the official record of Carlow University for fall 2016 through summer 2017. It contains information correct at the time of publication. Carlow University reserves the right to alter any or all statements contained herein. 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.

©2016 Carlow University is an affirmative action, equal opportunity institution. Produced in cooperation with University Marketing and Communications.

TABLE OF CONTENTS

GENERAL INFORMATION

- 7 Introduction to Carlow University
- 7 Carlow University Vision
- 7 Carlow University Mission
- 7 Values
- 8 Philosophy Statement
- 9 Degrees and Programs
- 9 Accreditation
- 9 Memberships

PROGRAMS OF STUDY

- 10 College of Learning and Innovation
- 10 College of Leadership and Social Change
- 10 College of Health and Wellness

ADMISSIONS

- 11 Office of Graduate Admissions

GRADUATE ADMISSION PROCESS

- 11 Graduate Admission Policies and Procedures
- 12 Guest Students
- 12 Provisional Admission
- 13 Conditional Admission
- 13 Re-Admission to the University
- 14 Transfer of Credits
- 14 Withdrawal/Leave of Absence

ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

- 14 Master of Business Administration (MBA)
- 14 Master of Education in Art Education
- 14 Master of Education in Early Childhood Education
- 15 Master of Education with Certification Options
- 15 Master of Science in Educational Leadership for High Performance Learning with Optional PA Principal Certification
- 15 Master of Fine Arts in Creative Writing
- 15 Master of Science in Fraud and Forensics
- 15 Master of Science in Professional Counseling
- 15 Master of Science in Nursing
- 16 Dual Degree—Master of Science in Nursing/NCEL and MBA
- 16 Doctor of Psychology in Counseling Psychology
- 17 Doctor of Nursing Practice
- 17 Professional Liability Coverage

INTERNATIONAL STUDENTS

- 17 International Admissions Requirements and Procedures

REGISTRATION

- 19 Change of Registration
- 19 Cross-Registration (PCHE)

FINANCIAL AID

- 20 Application Process
- 21 Satisfactory Academic Progress for Financial Aid

ACADEMIC INFORMATION

- 22 Academic Advising
- 22 Orientation
- 22 Transcript Requests

ACADEMIC RESOURCES

- 22 Center for Academic Achievement
- 23 Office of Career Development
- 23 Grace Library
- 24 Dr. Tom Hopkins Communication Laboratory

ACADEMIC POLICIES

- 24 Academic Calendar
- 24 Accelerated Course Calendar
- 24 Academic Integrity Policy
- 28 Student Code of Conduct
- 28 Academic Grievance Procedure
- 28 Academic Standing
- 29 Learning Assessment at Carlow
- 31 The Family and Educational Rights and Privacy Act (FERPA)
- 34 Course Information
- 35 Degree/Certificate Requirements
- 35 Disabilities Services Office
- 36 Grades
- 38 Institutional Review Board
- 38 Add/Drop and Leave of Absence/Complete Withdrawal Notification
- 39 Refund Policy
- 39 Military Deployment and Refund Policy
- 39 Appeals
- 39 Transfer of Credits
- 40 Second Graduate Degree for Students
- 40 Tuition and Fees
- 40 Student Accounts Payment Policies
- 41 Carlow University Credit Hour Policy

COLLEGE OF LEARNING AND INNOVATION

45 EDUCATION DEPARTMENT

- 45 Education Overview
- 46 Master of Education in Art Education

46	Master of Education in Early Childhood Education
47	Master of Education with Certification
48	Art Education Concentration/Initial Certification
49	Early Childhood Education Concentration/Initial Certification PreK through 4
49	Special Education Concentration/Certification
50	Master of Education with Certification Options in Special Education PreK through 8
50	Master of Education with Certification Options in Special Education 7 through 12
51	High Performance Learning Master's Program
51	Master of Science in Educational Leadership for High Performance Learning with Option for PA Principal Certification
52	Autism Endorsement
52	Education Department Course Descriptions
52	Art Education
54	Art Therapy
54	Early Childhood Education
55	Education
58	Early Intervention
58	High Performance Learning
61	Leadership
61	Secondary Education
61	Special Education
65	Professional Development

COLLEGE OF LEARNING AND INNOVATION

75 ENGLISH DEPARTMENT

75	Master of Fine Arts in Creative Writing
78	Master of Fine Arts in Creative Writing Course Descriptions

COLLEGE OF LEADERSHIP AND SOCIAL CHANGE

80 ACCOUNTING, FRAUD, AND FORENSICS DEPARTMENT

80	Master of Science in Fraud and Forensics
81	Master of Science in Fraud and Forensics Course Descriptions

83 BUSINESS ADMINISTRATION DEPARTMENT

83	Master of Business Administration
84	Master of Business Administration (MBA) Course Descriptions

88 PSYCHOLOGY AND COUNSELING DEPARTMENT

88	Doctor of Psychology in Counseling Psychology
89	Doctor of Psychology in Counseling Psychology Course Descriptions
92	Master of Science in Professional Counseling
94	Master of Science in Professional Counseling Course Descriptions

COLLEGE OF HEALTH AND WELLNESS

101 NURSING DEPARTMENT

101	Doctor of Nursing Practice
102	Doctor of Nursing Practice Course Descriptions

104	Master of Science in Nursing Programs
104	MSN: Nurse Practitioner (Family/Individual Across Lifespan)
105	MSN: Nursing Concentration in Education and Leadership (NCEL)
105	Dual Degree: MSN and MBA
105	RN-BSN to MS in Nursing Accelerated Program
106	Post-Master Certificate: Nurse Practitioner (Family/Individual Across Lifespan)
107	Master of Science in Nursing Course Descriptions
112	Administration
113	Board of Trustees
114	Faculty
123	Campus Directory
125	Conference for Mercy Higher Education
126	Visitors
127	Campus Map
128	Campus Map Directory

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 curriculum across all majors to prepare women and men for leadership in the 21st century. With an enrollment of more than 2,200 graduate and undergraduate students, Carlow is committed to providing 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
- 2,272 students
- 87 percent female/13 percent male
- Diverse student body
- 11:1 student–faculty ratio
- 26 undergraduate majors
- 12 graduate majors
- Two 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 and empowers 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 and we engage in reflection in order to understand and integrate our experiences. Education offers us the tools to 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 prioritize 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 which 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 who are 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 one 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 acknowledging the complexity required to interpret it.

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 its 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's efforts to reform societal attitudes toward women by recognizing their inherent dignity and by helping 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 male and female students because it champions the inherent worth of all voices and creates a pedagogical and scholarly environment that includes those who have been historically excluded. The Mercy approach to teaching and scholarship creates a campus culture where men and women experience empathy and mutual respect, while valuing inclusion, flexibility, and collaboration.

In practice, the university's philosophy leads to undergraduate and graduate pedagogy and curricula that are rooted in social justice and require Carlow students and graduates to challenge or affirm existing or 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)

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 is also accredited by the Commission on Collegiate Nursing Education and is 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 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

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 LEARNING AND INNOVATION

- Master of Education (MEd) in Art Education
- Master of Education (MEd) in Early Childhood Education
- Master of Education (MEd) with PA certification options:
 - Art Education (Initial teacher certification K–12)
 - Early Childhood Education (Initial teacher certification PreK through Grade 4)
 - Special Education (PreK–8; early or middle level certification required)
 - Special Education (grades 7–12; secondary certification required)
- Master of Science in Educational Leadership for High Performance Learning with PA Principal certification option
- Master of Fine Arts (MFA) in Creative Writing
 - Areas of Concentration:*
 - Creative Nonfiction, Fiction, and Poetry
- Carlow-issued Certificate:
 - Autism Endorsement

COLLEGE OF LEADERSHIP AND SOCIAL CHANGE

- Doctor of Psychology (PsyD) in Counseling Psychology
- Master of Business Administration (MBA)
 - Areas of Concentration:*
 - Fraud and Forensics
 - Health care Management
 - Human Resource Management
 - Leadership and Management
 - Project Management
- Master of Science (MS) in Fraud and Forensics
- Master of Science (MS) in Professional Counseling
 - Areas of Concentration:*
 - School Counseling
 - Alcohol and Drug Counseling
- Carlow-issued Certificates:
 - School Counseling
 - Alcohol and Drug Counseling
 - Professional Counseling

COLLEGE OF HEALTH AND WELLNESS

- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing (MSN)
 - Nurse Practitioner (Family/Individual Across Lifespan)
 - Nursing Concentration in Education and Leadership (NCEL)
- Dual degree: MSN/MBA (Nursing Concentration in Education and Leadership/Health Care Management Concentration from MBA)

- Post-Master Certificate:
 - Nurse Practitioner (Family/Individual Across Lifespan)

ACCELERATED PROGRAMS

- BA/BS to MBA Business Administration
- BA/BS to MS in Fraud and Forensics
- BA/BS to MS in Professional Counseling
- BA to MEd with Certification in Special Education
- RN-BSN to MS in Nursing

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

J.A.S. Professional Park
 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 masters 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 can submit an application online free of charge at www.carlow.edu.

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),
- 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 better (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:

1. 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.
2. The transcript must be a PDF certified document that has no indication of tampering.
3. A college official must receive the transcript from an approved e-transcript service.
4. 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 course work but who are not admitted to a program of study. Admission to graduate courses as a guest student requires the approval of the appropriate program's director and the registrar. It is not customary for a student to take more than six credits as a guest student unless she/he is 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 us with one or more final official transcripts. Once received, the student will be fully admitted to Carlow.

Conditional admission enables students to register and start classes, however, financial aid will remain as pending until the student is fully admitted. Once the appropriate documents are received, the student will be fully admitted to Carlow and financial aid will be credited to the student account.

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 graduate student and withdrew before completing a degree,
- Any student who has not attended Carlow for a period of four semesters, including summer terms.
- Graduation requirements are governed by the catalog in effect at time of readmission. See registrar for additional information.
- Any student academically dismissed, please see the Reinstatement Policy on page 29.

To initiate the re-admission process students should:

- Contact the Office of Graduate Admissions at 412.578.6059 or 1.800.333.2275.
- For re-admission as an international student, contact the Office of Admissions at 412.578.6059 or 1.800.333.2275.
- Complete and submit a re-admission 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.

RE-ADMISSION FOLLOWING MILITARY DEPLOYMENT

Carlow University has established readmission 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.

* 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. 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 regarding the transcript:

1. 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.
2. The transcript must be a PDF certified document that has no indication of tampering.
3. A college official must receive the transcript from an approved e-transcript service.

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

TRANSFER OF CREDITS

Six to 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.

The following chart provides an example of the credits that may be accepted based upon the total number of credits in the program.

GRADUATE PROGRAMS

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

WITHDRAWAL/LEAVE OF ABSENCE

A student who withdraws from the university should complete a university withdrawal form. Students who will be returning to complete their degree can apply for a leave of absence through the Office of the Registrar.

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 BUSINESS ADMINISTRATION (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

MASTER OF EDUCATION IN ART EDUCATION

Demonstration of studio competencies via a portfolio review by art education faculty is required. Candidates who seek initial 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 is required for initial teacher certification. GRE or GMAT not required.

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

Early childhood education, art education, 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 SCIENCE IN EDUCATIONAL LEADERSHIP FOR HIGH PERFORMANCE LEARNING WITH OPTIONAL PA PRINCIPAL CERTIFICATION

Candidates choosing to pursue the option to earn their PA Principal Certification are required at the time of application to this program to have completed at least three years of relevant professional experience defined by the Pennsylvania Department of Education as "professional experience in an educational setting that is related to the instructional process."

Candidates for this program who are not seeking PA Principal Certification must provide evidence of a bachelor's degree with a GPA of 3.0 and/or relevant experience

MASTER OF FINE ARTS IN CREATIVE WRITING

A 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, 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 work and/or work experience in the helping professions
- Undergraduate courses in abnormal psychology, personality theory, and statistics (descriptive and inferential)
- GRE or GMAT not required

MASTER OF SCIENCE IN NURSING

A successful candidate must be a graduate of a National League for Nursing (NLN) or American Association of Colleges of Nursing (AACN) 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/NCEL AND MBA

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

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 for helping professionals
- Helping relationships or counseling skills and techniques
- Counseling or personality theory
- Abnormal psychology or psychopathology
- Group counseling
- Research methods (statistics and quantitative methods)
- Psychological assessment, appraisal, or tests and measurements
- Counseling practicum and internship

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 documents are required for application to the PsyD program in Counseling Psychology. The documents must be submitted in one packet unless otherwise specified:

- Completed application
- 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 (three to six 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 (two to three 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. Letters are to be typed and submitted on applicable letterhead. (Note: Personal references are not considered.) Applicants should download the reference form from Carlow's website at www.carlow.edu, make three copies, complete the top portion of the forms, and forward one to each of their reference writers.

Applicants should direct each writer to: (1) complete the form, (2) Mail or email the form and accompanying recommendation letter directly to Kathleen Chrisman, PhD, Office of Graduate Admission.

The applicant should submit resume or curriculum vitae and two essays directly to the Office of Graduate Admissions.

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 and arrive in sealed envelopes.
- 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.

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 will no longer be required to obtain coverage outside of the university to meet this requirement.

INTERNATIONAL STUDENTS

INTERNATIONAL ADMISSIONS REQUIREMENTS AND PROCEDURES

All prospective, international undergraduate or graduate students who will have a United States visa (F-1, H-4, B-1 or B-2) while studying at Carlow will need to submit the following documents to the Office of Admissions:

1. **Completed Online Application**

2. **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.

3. **Official Academic Transcripts (secondary and/or post-secondary)**

Admission decisions cannot be made without official transcripts. These documents must come directly from your school/schools in sealed envelopes. Student copies, scanned copies, or photocopies are not acceptable. For some countries, other official test scores may be requested.

4. **Official Transcript Evaluation**

Transcript must be evaluated by one of the following transcript evaluation companies and have the official evaluation directly mailed from the company to Carlow, as copies will not be accepted.

- Joseph Silny and Associates <http://www.jsilny.com/html/foreign.htm>
OR
- World Education Services (WES) <http://www.wes.org/>
OR
- Educational Credential Evaluators (ECE) <https://www.ece/org/>

However, if you have WES complete the ICAP evaluation you do not need to have your home country send an official transcript to Carlow.

5. **Copy of Passport**

This document can be accepted by email.

6. **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.*

Carlow does not admit international students into Nursing and Education Programs, or the PsyD in Counseling Psychology.

CONTACT US

Office of Admissions

Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
P: 412.578.6059
E: admissions@carlow.edu (for students who wish to pursue their bachelor's degree)
E: gradstudies@carlow.edu (for students who wish to pursue their graduate degree)

MEET OUR INTERNATIONAL ADMISSIONS COUNSELORS

Graduate and Adult Students:

Kimberly Lipniskis, MBA
Associate Director of Graduate and International Admissions
P: 412.578.6671
E: klipniskis@carlow.edu

Traditional and Traditional Transfer Students (less than 4 years out of High School):

Laura Kawecki
Admissions Counselor
P: 412.578.8867
E: lmkawecki@carlow.edu

REGISTRATION

Online registration is available to graduate students during the normal registration period. Course schedules and registration information can be found through WebAdvisor and/or on the university's myPortal site. Admissions personnel can assist new students with this process. Printed registration materials are also available upon request from the Office of Graduate Admissions or the Office of the Registrar. Upon registration, students agree to pay all charges on the student account for that enrollment period according to the standard payment terms available on myPortal. Default of payment will result in a hold on future registration and release of transcripts.

CHANGE OF REGISTRATION

A student is officially registered for a course when included on the official class roster. A student may change registration for classes without financial or academic penalty during the official drop/add period. In eight-week courses, changes of registration must be completed the day before the second class meeting. Tuition refund policies, deadlines, and more details for each semester are available on myPortal or through the Student Hub.

CROSS-REGISTRATION (PCHE)

Full-time graduate students can participate in a cross-registration program through the Pittsburgh Council on Higher Education (PCHE). Students in good academic standing may cross-register for one course per semester in the fall and spring terms only at any of the PCHE institutions. For courses taken through this agreement, the grade appears on the Carlow transcript. There is

an additional charge to cross-register, although you may be assessed course fees (e.g. for courses with a laboratory component) by the host institution. Cross-registration course work must be approved by the advisor and registrar. Forms are available on myPortal.

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 federal, state, and institutional grant programs, Federal Direct Student Loans are available. All students are encouraged to use the Carlow website and myPortal 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.fafsa.gov. First-time borrowers must complete Entrance Counseling and the Master Promissory Note at www.studentloans.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. 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.

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.

RETURN OF TITLE IV FUNDS

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 students 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.

The Academic Progress Appeal Form for Financial Aid is located on the myPortal under Student HUB and Financial Aid. Upon completion, the form should be faxed, mailed or emailed to the Financial Aid Office to the attention of the Director of Financial Aid. All decisions rendered by the Appeals Committee are final.

Academic Forgiveness:

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

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 beginning their program of study. Most graduate programs have an order in which courses are to be taken. Students are rarely exempted from following the 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 taken in the appropriate order and that all requirements of the program are satisfied for graduation.

It is expected that the student will maintain the same academic advisor throughout tenure as a student within the program. If a conflict does occur between the academic advisor and the student, the student may request a change of advisor. The program director will review the request, discuss the request with the concerned parties, and determine if a change is necessary. If so indicated, the program director will assign a different academic advisor.

ORIENTATION

Graduate orientation programs are mandatory for new students. 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 graduate 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 in writing 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. Current students may view their own academic records online at <https://webadvisor.carlow.edu>.

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. 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's myPortal site.

INDEPENDENT AND ONLINE LEARNING

Students interested in independent learning online can also consult "CAA Resources" on Blackboard and the CAA myPortal site. The module includes links to resources and tip sheets. Instructional PowerPoint presentations include topics like "Becoming a Skilled Researcher" and "Formatting Your Paper in APA Style," and "APA Essentials."

OFFICE OF CAREER DEVELOPMENT

The Office provides graduate students with the training and coaching they need to make a successful transition from education to employment or advanced degrees. Services include one-on-one appointments, group workshops, career programs, skills training, classroom presentations, on campus employer interviews, job fairs, and online resources. All these services are available to current students and alumni within 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 and cover letter writing, mock interviews and career advising on careers and academic majors.

GRACE LIBRARY

Grace Library supports collections and services to foster academic excellence and promote the process of self-directed, life-long learning. The library offers more than 52,000 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.

The library contains more than 1,200 DVDs, streaming videos, and videotapes. Students are issued a library barcode on the back of each student ID that enables them to borrow an unlimited number of items from Grace Library. Grace Library offers a wide array of services to make the research process easier such as:

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 by using E-Z Borrow (for books) and RAPID ILL (for journal articles). Interlibrary Loan from more than 9,100 libraries around the United States is available for hard to find materials. Further information can be found on the Grace Library website located at www.carlow.edu/library.

The Carlow Archives and the International Poetry Forum Archives:

Carlow's Archives and the International Poetry Forum Archives are part of Grace Library. The Carlow Archives contain materials pertaining to the history of the University. The International Poetry Forum Archives contain poetry readings and other memorabilia which are of particular interest to creative writing students.

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

The Dr. Tom Hopkins Communication Laboratory is a state-of-the-art, fully digitized communication lab. It contains three interview rooms, two presentation rooms, a conference room, and a central control room. All the rooms are equipped with the latest technology that allows students to capture digital audio and video recordings. Additionally, there is projection technology which enables students to review, and evaluate examples of their oral communication. Using these recordings, faculty and peer advisors can assist students in improving their speaking and presentation skills. The lab is open to all graduate and undergraduate students who want to use this technology to monitor and enhance their communication skills.

ACADEMIC POLICIES

In addition to the following academic policies, students are advised to consult with their program directors or advisors regarding program-specific policy and procedure 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 course work, 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 course work 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 course work, 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:

1. Submitting another's work as one's own.
2. Not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing.
3. 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 course work. 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 course work.

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 Course work

Unauthorized acquisition or exchange of course work 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 course work, but also selling, lending, or otherwise offering one's own course work 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 course work 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.

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 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 his/her 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 is 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 Council for a judicial 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 Council for a judicial hearing, as described below. The Council may collaborate with the faculty to impose further sanctions following the hearing.

Judicial Hearing Procedure

The faculty will contact the Chair of the Academic Integrity Council at least 72 hours prior to the next regular meeting of the Council in the fall or spring semesters to begin the judicial hearing process. The Chair will then notify Dean of the College that houses the accused student's major(s) and the Office of the Registrar of the pending case. The Academic Integrity Council shall convene a Judicial 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 Council 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. If the student does not attend the meeting and fails to provide a written statement of his/her case, the hearing will continue with the evidence available.

Only members of the Judicial Hearing Panel, the faculty alleging the misconduct, and the accused student may attend the hearing; no other personnel shall be permitted. The faculty and student may be excused from the room during the Panel's deliberation.

During the judicial 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 Judicial 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 Judicial 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 and the program(s)/department(s) that houses the student's major area of study for a decision on appropriate sanctions. In collaboration with the faculty and the program(s)/department(s), 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 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, he/she 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 Council 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 over the summer months shall be directed to the Office of Academic Affairs, which will convene an ad hoc panel consisting of 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 Council

The Academic Integrity Council is a standing committee that is available to meet once per month during the fall and spring semesters. This committee shall consist of faculty members from each college, serving staggering three-year terms, along with three undergraduate and three graduate students. The Academic Integrity Council shall work with the Office of Student Affairs to identify eligible students to serve.

Judicial Hearing Panels shall be convened as needed to take place during the Council's scheduled meeting time. Each Panel shall consist of five members, as follows:

- Three faculty members from the Council (one from each College).
- One member from the accused student's major discipline. This member may be the dean, chair, or program director, or a faculty designee from the major.
- 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.

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

Members serving on a Judicial Hearing Panel must not have taught the accused student in the past or have personal ties to the student. In the case of small departments where no faculty is eligible to serve under this condition, the Dean or the Chair of the department may seek a representative from a closely related department.

Appeals

Following the Judicial 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 vice president of Academic Affairs within ten business days of the Panel's ruling. The decision of the vice president of Academic Affairs is final and a written record of the decision shall be kept on file. Should the vice president of Academic Affairs reverse the ruling of the Panel, he/she 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, student should consult the grade change policy on page 37. The student is encouraged initially to discuss the concern informally with the faculty member and/or department/program chair.

Steps to address a concern:

1. If a student has an academic concern she/he should present the situation to the faculty member in writing/email. 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.
2. 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:
 - a. Discuss the situation with the faculty member(s).
 - b. Arrange to meet with the student and involved faculty together to arrive at resolutions to the situation.
 - c. Retain written notes from each intervention.
3. 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.
4. 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 student 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.
5. 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 major in addition to this publication, especially in regards to 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 by the Academic Standing Committee 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 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. 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.

REINSTATEMENT AFTER ACADEMIC DISMISSAL POLICY

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 her/his 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. She/he may apply for reinstatement the semester prior to the anticipated reinstatement. Other procedures may be required by the department/program. If a dismissed student is reinstated by the program director and the dean she/he 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 financial aid office and student accounts office 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 students' progress in achieving these goals is not sufficient?

In *Characteristics of Excellence in Higher Education* (2009), the Middle States Commission on Higher Education observes that assessment has the student as its primary focus, functions to help students improve their learning, enhances quality, and leads 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:

1. **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 he or she has 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.

2. **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 and ensure they meet our expectations and prepare students for future success. Wherever necessary, rubrics are developed to clearly explain the criteria used to evaluate outcomes.

3. **COLLECTION AND ANALYSIS OF DATA**

Upon conducting assessments of each learning outcome, programs of study and core curriculum areas 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.

4. **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 Department of Nursing (CCNE), the Counseling Psychology Doctoral Program (APA), 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.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. FERPA allows students to have the right to inspect their own records.
2. FERPA creates rules regarding the confidentiality and disclosure of education records, and
3. 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: (a) financial information submitted by the student's parents; (b) 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; (c) information about other students; and (d) documents that are not considered "education records". For example, documents which 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 his or her written, signed and dated consent.

CARLOW UNIVERSITY PROCEDURES REGARDING DISCLOSURES OF STUDENT RECORDS

Carlow University Procedures for Students to Permit Disclosure of their Education Records to Their Parents and to Others. 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 a form Authorization to Release Records 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):

1. To Carlow University officials who have been determined by the university to have legitimate educational interests in the records. A school official is:
 - a. 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.
 - b. 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.
2. 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.
3. 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.
4. To organizations conducting certain studies for or on behalf of Carlow University, provided such organizations agree to protocols regarding the safeguarding of the information.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. 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.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. 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.
11. 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).
12. 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.
13. Directory information. Directory information is personally identifiable information which may be disclosed without the student's consent. Carlow University designates the following information as directory information:
 - a. Student's name
 - b. Address: home, local, personal email, and Carlow email
 - c. Telephone numbers
 - d. Date and place of birth
 - e. Program of study
 - f. Participation in officially recognized activities and sports
 - g. Dates of attendance
 - h. Degrees and certificates awarded

- i. Most recent previously attended school
- j. Photograph of the student, if available
- k. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
- l. Student honors and awards received.
- m. 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.

14. 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 which they believe to be inaccurate or 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 they want 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
U.S. 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>

COURSE INFORMATION

ATTENDANCE POLICY

Students have a special responsibility to attend classes. They are expected to attend all sessions of classes for which they have registered. 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 school 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.

INDEPENDENT STUDIES AND TUTORIALS

Independent Studies:

Students may explore areas not covered in the Carlow graduate 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. 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 in independent study 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 Graduate Course Catalog may be taken as tutorials with advisor and faculty member approval. Prior to registration, the student must make arrangements with the professor who usually teaches the course.

REPEATED 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. 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 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 appropriate oversight by the appropriate dean. In the event that a student has failed a course that is no longer offered or for which the student is ineligible to take by determination of the academic department, the department offering the course will decide what course or courses a student may substitute. 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 particular course after the drop deadline and prior to the final date to withdraw in a given semester, according to the academic calendar published in the Carlow Course Schedule and online via myPortal.

Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.

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. 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.

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 website at www.carlow.edu.

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, faculty, and the student work together to identify appropriate academic adjustments, auxiliary aids and services, and/or other reasonable accommodations that may be warranted under particular circumstances. Individuals with disabilities are encouraged to contact the University's Disabilities Services Representative in advance of the semester when accommodations/adjustments may be needed. Accommodations cannot be granted retroactively. 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.

Students with disabilities who are requesting accommodations should contact the Disabilities Services Representative at 412.578.6257 to arrange a meeting and discuss specific guidelines. Copies of these guidelines for receiving accommodations are available from the Disabilities Services Office.

GRADES

The MFA program has a unique grading policy, which can be found in the MFA section of this Course Catalog (see page 26) and in the MFA Student Handbook.

GRADING AND QUALITY POINT SYSTEMS

Faculty publish their grading policies so students know exactly how grades will be determined. The officially recognized equivalent of quality points to grades at the university is as follows:

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		

The overall academic 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

AU	Audit—no points assigned
I	Incomplete
P/F	Pass in certain approved courses as designed by instructor as P/F
IP	Course in progress—not to be finished by end of the semester
NG	No grade or problem with grade turned in
WD	Withdrawn officially in Office of the Registrar
M	Military Leave of Absence

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.

AUDITING A COURSE

Students may audit a course with the instructor's permission and must register through the Office of the Registrar. Tuition for an audited course is slightly lower than tuition for a degree status 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 where the student must repeat the course if she/he receives 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). For example, if the I grade is assigned at the end of the Spring semester, the Summer semester will be counted as part of the six weeks. In this situation, a Spring Incomplete grade change form will need to be submitted during the last week of June. Official deadlines for each semester will be supplied by the registrar and posted on myPortal.

Once the student has completed the work, the instructor notifies the registrar by submitting 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 GRADES (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 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 it is registered. 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

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 faculty member. To change a grade, the faculty member must complete the Change of Grade form and obtain the appropriate department chair's or program director's signature. Completed forms are to be submitted to the Office of the Registrar by the faculty member.

Students who have questions regarding a final course grade are to first consult with the faculty member who originally awarded the grade. Any request for a grade reconsideration must be made to the faculty member 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 faculty member does not believe the evidence warrants a change of grade, the student may appeal within 30 calendar days of the faculty member's written/emailed decision by following the appeal process outlined below.

If an acceptable solution cannot be reached by discussion with the faculty member, the student may appeal by sending a written statement to the faculty member and department chair/program director, along with any supporting evidence. The department chair/program director will then work with the faculty member 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 a faculty member 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 myPortal.

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 Office of the Registrar and other student service offices and online at <https://myPortal.carlow.edu>. Students dropping all courses cannot use a Change of Registration form. 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 who are considering withdrawal should investigate the financial implications prior to any action.
- Financial aid recipients are urged to contact the Office of Financial Aid to determine how financial aid amounts will be affected by any withdrawal.
- For complete withdrawal from all classes in a semester, final determination of 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 submitting the Withdrawal/Leave of Absence form to the Office of the Registrar.
- Students wishing to withdraw from the residence hall must complete a Residence Hall Withdrawal Form available in the Student Life section of myPortal. Refunds of room and board charges are governed by the Housing and Food Service Agreement signed by the student for the academic year.
 - 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.
 - 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.
 - Students seeking to take a leave of absence or withdrawal from the university for military activation must contact the Office of the Registrar.

ADD/DROP

A student who officially drops a course(s) during the designated add/drop period posted by the Office of the Registrar but who is still registered for at least one course in the semester will receive a full refund of charges for the course(s) dropped.

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. Graduate students and undergraduate students at the sophomore level and above can make changes in registration using WebAdvisor during the add/drop period.

Add/drop deadlines are posted in the academic calendar, published in the Carlow University Course Schedule and on myPortal, and are also listed at the Office of the Registrar.

Financial aid recipients should contact the Office of Financial Aid to determine if the aid amount will be affected by a planned change in registration.

REFUND POLICY

In some cases, students are entitled to a full or partial refund of charges. Refund amounts are connected to the student's official date of drop or withdrawal. Official dates and percentage of refund amounts are published in the academic calendar each semester in the Carlow University Course Schedule, on the university website, and in the student accounts section in myPortal. Specific questions about the refunds should be directed to the Office of Student Accounts.

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.

1. A student can take the grade s/he has 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 his/her grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded.
2. 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.
3. 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 his/her 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

Six to 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. 3) Some programs require that credits be earned no more than five years prior to enrollment in a Carlow University graduate program.

The following chart provides an example of the credits that may be accepted based upon the total number of credits in the program.

GRADUATE PROGRAMS

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 institutions. Typical considerations involve 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, when possible, with the other institution to learn about their policies regarding transfer of credits before taking the courses.

SECOND GRADUATE DEGREE FOR STUDENTS

Whether a student has completed a previous Carlow graduate degree or a degree at another institution, he or she 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. 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 myPortal. The university reserves the right to modify these charges if circumstances require. Payment options and student account policies are also listed on myPortal under the Student Hub/Student Accounts tab.

STUDENT ACCOUNTS PAYMENT POLICIES

Each semester, payment is due by the due date published on myPortal. 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 \$500 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 running 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 work load 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:

- (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for 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,
- (2) 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:

1. Onsite – all classes meet at a site (can be a combination of campus and another site – ex. clinical rotation or student teaching)
2. Hybrid – has a reduced number of face-to-face meetings. Blends online and face-to-face meetings. Hybrid courses will have meeting dates onsite.
3. Online – all content is delivered online. There are no required face-to-face meetings.

Levels of synchronicity:

1. 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.
2. At least 50 percent 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.
3. Less than 50 percent 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.
4. Completely Asynchronous – faculty member and students have no (real time) together. This would be a pure online section with no (real time) meetings.

Instructional format:

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

CARLOW UNIVERSITY CREDIT HOUR REQUIREMENTS

Method of attributing credits per course:

Undergraduate/Graduate credits are assigned per semester as follows:

- **Lecture/Seminar**
3 credits, 1 hour of classroom instruction and two 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 3 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
- **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 3 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/WEEKEND COURSES

Credit hours for online or hybrid learning courses, as well as accelerated and weekend 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 and weekend courses, faculty must also document, through their extended syllabi how CAP/WEC 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 one hour in class the student will have two 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 LEARNING AND INNOVATION

EDUCATION DEPARTMENT

- Master of Education in Art Education
- Master of Education in Early Childhood
- Master of Education with Certification Option
 - Art Education K-12, Early Childhood Education (PreK-4), Special Education PreK-8 and 7-12
- Master of Science in Educational Leadership for High Performance Learning with PA Principal Certification Option
 - Autism Endorsement Certificate

EDUCATION OVERVIEW

The Department of Education offers advanced graduate programs of study for those teaching in early childhood and K-12 art education settings. It offers graduate-level teacher certification in art education, early childhood, special education PreK-8 and 7-12, and secondary education 7-12.

Additionally, the graduate programs offer school principal certification, early childhood supervisory certification, and elementary and secondary school counselor certification.

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 who support and respect the dignity and diversity of all learners.

MASTER OF EDUCATION IN ART EDUCATION

PROGRAM OVERVIEW

The MEd in Art Education program will provide advanced pedagogical theory and non-classroom teaching internships for certified, experienced teachers. In addition, the program will integrate child and adolescent development theory with art education for both normal and exceptional (including gifted) children and youth. The objectives of the art education graduate program have been carefully developed to fulfill these purposes. Only courses numbered at the 700 level may be counted toward graduation in the MEd in Art Education. 36 credits

Graduates of the Master in Art Education Program will:

- Be able to manage the instructional environment by communicating challenging learning expectations to each student, establishing and maintaining rapport with students and promoting mutual respect among students, instilling in all students a belief that they can succeed in art education, establishing and maintaining consistent standards of classroom behavior, and making the physical environment safe and conducive to learning.
- Be able to plan instruction, independently and in collaboration with other educators, based upon art education subject matter, students and the community, Pennsylvania Academic Standards and national standards, content analysis with specific objectives, instructional methods, and results of student assessments.
- Be able to select, adapt, and implement a variety of instructional strategies ranging from simple reproductions and graphic demonstrations to “essay style” homework, class exhibitions, demonstrations, and projects, as well as utilize traditional tools that include modern technologies.
- Be able to select, analyze, and modify instructional materials to meet the needs of diverse learners.
- Be able to assess and evaluate student understanding of content through a variety of means, provide feedback to students to assist learning, and adjust instructional strategies.
- Be able demonstrate knowledge and competencies that foster professionalism in school and community settings; demonstrate integrity, ethical behavior and professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators and local, state, and federal laws; establish and maintain collaborative relations with colleagues; and communicate effectively with parents, guardians, other agencies, and the community at large to support learning by all students.

Required Courses:

- AE 702, AE 703, AE 704, ED 794 or ED 796, AE 706, AE 707 or AE 708, AE 710, HPL 700, ED 731;
- Electives: (6 credits): AE 700, ED 729, AT 731, AT 735

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

PROGRAM OVERVIEW

Persons competent to teach in early childhood classrooms must be well grounded in current theories of child development and appropriate practice. They must bring an appreciation of the child’s potential within a complex environment to their interaction

with children, their families, and other adults.

Advanced Early Childhood Graduates students will:

- Demonstrate 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 of the young child.
- Demonstrate 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.
- Demonstrate effective and appropriate use of 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 stewardship that reflect an understanding of diverse family and community characteristics as they support, engage, and involve families and communities in their programs.
- Demonstrate qualities of reflective scholar practitioners who engage in a variety of communities of practice and develop competency in one or more areas: leadership, advocacy, professional development, research.
- Create high performance learning environments within early care and education systems for diverse populations (which include children with disabilities, dual-language learners, children and families in poverty) through mentorship, leadership, professional development, and application of current research.

The Carlow program integrates current child development and curricular theory with field experience and ongoing field-based research.

Required Courses:

- ED 703, ED 704, ED 707, ED 710, ED 715, ED 718, ED 721, ED 729, EI 701, ED 727, HPL 750, SPED 712

MASTER OF EDUCATION WITH CERTIFICATION

CERTIFICATION OPTIONS:

- Art Education K-12
- Early Childhood Education PreK-4
- Special Education PreK-8
- Special Education 7-12

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

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.

ART EDUCATION CONCENTRATION/INITIAL CERTIFICATION

The Master of Education (MEd) degree with certification in Art Education offers students with a bachelor's degree the opportunity to complete a Master of Education degree and to obtain Pennsylvania state certification in art education. In the present era of inclusive schools, graduate students in this program will prepare to meet the educational needs of all children, including those with learning disabilities, physical limitations, emotional stress, and either limited or extremely advanced educational capacities. The fundamental purpose of the graduate program in art education is to advance Carlow's mission and educational strengths by developing competent and compassionate professional art educators.

The Master of Education degree with a concentration/certification in art education (K-12) is a 36 credit degree program for candidates who are new to the field of education in general and art education specifically. Candidates must have an art major and demonstrated studio proficiency. Required courses include child and adolescent development, learning theory, art education methods, and educating diverse learners, including working with English language learners and students with special needs. Student teaching at the elementary and secondary levels is required.

Graduate art teacher certification candidates will:

- Demonstrate their knowledge of the fundamental concepts of the arts and competence in teaching K-12 grade students two- and three-dimensional art, art history, criticism, and aesthetics.
- Establish an environment that is purposeful and equitable with high expectations of students both in work and conduct by maintaining a supportive relationship with all students by instilling a belief that they can succeed in art education.
- Utilize knowledge of content and pedagogical theory to engage K-12 grade students in learning art content through a variety of strategies ranging from simple reproductions and graphic demonstrations to "essay-style" homework, class exhibitions, projects, and utilization of traditional tools and modern technologies.
- Use a variety of means, providing feedback to K-12 grade students to assist learning and adjust instructional strategies.
- Demonstrate qualities of a scholar-practitioner within and beyond the classroom, with students and colleagues as well as members of the community.

Required Courses:

- HPL 700, HPL 710, AE 704, AE 726, AE 727, SPED 712, ED 727, SPED 734 or SPED 736, SPED 751, ED 731, AE 729, AE 730

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 a 42-credit degree program for candidates who are new to the field of education in general and early childhood specifically. Six credits of full time student teaching is required to complete the certification requirements. 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 of 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:

- HPL 700, ED 703, ED 704, ED 707, ED 710, ED 718, ED 721, ED 727, ED 729, ED 731, EI 701, SPED 712, EC 716, and EC 717 or EC 719 (6 cr.).

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 into 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 course work 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 his/her practice, particularly the effects of his/her 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 his/her practice, particularly the effects of his/her 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

HIGH PERFORMANCE LEARNING MASTER'S PROGRAM

Reflective of the Carlow scholar-practitioner philosophy, the Master of Science in Educational Leadership for HPL (MSELHPL) is built on the foundation of learner-centrality. This program positions learners to foster innovation, address issues in our current educational framework, explore new design models for teaching and learning, and become visionary educators. It is offered online and supported by a digitalized curriculum architecture.

Learners in the MSELHPL program will:

- Refocus learning performance on the learner and the process of learning;
- Apply the philosophy and principles of high performance learning in the context of practice;
- Demonstrate their understanding of cognition and the role assessment plays in cognition;
- Build learning opportunities that incorporate the use of formative assessment as pathways to metacognition;
- Explore how the emergence of digitalized learning environments has the power to transform education through individualized, personalized learning pathways;
- Explore the convergence of informal and formal learning opportunities signaling the demand to immerse learners in contextualized, "real world" learning experiences;
- Use current research on the neuroscience of learning to inform curricular and pedagogical decisions;
- Explain how performance is interpreted by various political, government, and educational communities;
- Create a High Performance Learning Symposium project demonstrating excellence.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP FOR HIGH PERFORMANCE LEARNING (MSELHPL) WITH OPTION FOR PA PRINCIPAL CERTIFICATION:

- Master of Science in Educational Leadership for High Performance Learning, 36 credits
- Master of Science in Educational Leadership for High Performance Learning (MSELHPL) with option for PA Principal Certification, 39 credits

With its emphasis on leadership, the MSELHPL program is designed to address a profound need to refocus learning performance on the learner and the process of learning. The objective of the MSELHPL curriculum is to enable administrators, policy makers, analysts, evaluators, managers, designers, teachers, and faculty to become fully informed regarding the scope and nature of shaping, creating, and sustaining a new learning ecosystem, at the heart of which is reclaiming focus on the individual learner and her/his potential for success. For those individuals intending to become principals, this program has an option for PA Principal Certification.

Required Courses:

- HPL 700, HPL 710, HPL 720, HPL 730, HPL 740, HPL 750, HPL 760, HPL 770, HPL 780, HPL 790, HPL 800, HPL 810

For PA Principal Certification:

- Add LE 718 (Principal Internship)

AUTISM ENDORSEMENT

Through a four-course sequence, certified teachers will become familiar with the theories and methods proven to be successful in working with the Autism Spectrum Disorder (ASD) population. The first course in the sequence, SPED 772: Positive Behavior Supports PreK-8 or SPED 774: Positive Behavior Supports 7-12, provides a foundation of Applied Behavioral Analysis (ABA), including conducting Functional Behavior Assessments (FBAs) and designing Behavior Interventions (BIPs). The second course, SPED 760: Communication and Assistive Technologies, focuses on typical challenges for students with ASD in developing effective communication and provides an in-depth exploration of the various assistive technologies including augmentative communication systems that improve opportunities for students to access the general education curriculum or to develop functional communication skills. The third course, SPED 778: Autism, explores the evidence-based practices for teaching children who are on the spectrum including ABA, TEACCH, Early Start Denver Model, Discrete Trial Training (DTT), Verbal Behavioral Intervention (VBI), Picture Exchange Communication System (PECS), and Pivotal Response Training (PRT). The final course in the sequence, SPED 788: Applied Issues in ASD, addresses professional ethics, co-morbidity and medications, and parental collaboration. Central to the final course is the opportunity to apply the methods previously explored in a classroom or therapeutic setting.

Required Courses:

- SPED 772 or SPED 774, SPED 760, SPED 778, SPED 788

EDUCATION DEPARTMENT COURSE DESCRIPTIONS

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 a 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**

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.*

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 School of Education. 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 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 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 praxis-based inquiry and prepare and present their final conceptual paper. Through on-campus class meetings and web-based learning modules, learners will have an opportunity to discuss issues of portrayal, voice, and stance in writing a scholarly paper. Emphasis will be on preparing a final draft of their scholarly paper. The primary emphasis in this seminar is conducting a creative inquiry. Students will be expected to do independent work and web-based learning modules in which they:

- Identify, locate, access, and obtain relevant information for inquiry;
- Evaluate the quality of the literature and information they are gathering;
- Interpret information using various theoretical lenses;
- Use information to develop and warrant conceptual arguments related to the intent of their inquiry.

In addition to whatever independent inquiry activities are associated with the project, learners also participate in a series of on-campus sessions during which they have an opportunity to:

- Submit oral and written progress reports on their project of creative inquiry;
- Obtain advice on any issues or problems that may have arisen about their project; and
- Examine epistemological and methodological issues associated with scholarly creative inquiry.

This seminar focuses on preparing a final conceptual paper and an oral presentation of the creative inquiry project. This seminar culminates with the choice of either participating in the Celebration of Teaching and/or the Graduate Colloquium during which time learners share the results of their creative inquiry with faculty, students, and community-based professionals. **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 which influence educational planning, ranging from basic through adapted education. **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**

ED 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 affects 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 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**

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**

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 her/his 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.

HPL 720 Cognition/Brain-based Learning

This course focuses on the science of learning, specifically on how advancements in science are helping us to understand cognition and cognitive development. Memory and the structure of knowledge and the role of emotions, relationships, culture, and experience affecting the learning process are examined. Monitoring processes that govern learning, including metacognition, are emphasized as an essential component in the creation of high performance learning environments designed to bring forth each learner's capacity to define her/his learning goals, transfer what s/he has learned to new problems and settings, and to assess her/his own learning. **3 credits**

PREREQUISITES: HPL 700 AND 710. CO-REQUISITES: HPL 730.

HPL 730 Assessment

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/evaluation is a broad subject area including all forms of program review, curriculum assessment, educational evaluation, teacher evaluation, student assessment, learning assessment, and grading. The 12 integrated modules in this course will immerse students in an exploration of the ways learning performance is viewed nationally and globally; enable future leaders to develop a thorough working knowledge of the basic principles, practices, and ethics of assessment in education; prepare educational leaders to collaborate with those whom they lead in effective use of the various forms and types of assessment in a high performance learning environment; and enable aspiring leaders to evaluate the role of an educational leader in creating and leading a culture of intentional learning that optimizes learning experiences for each student. **3 credits**

PREREQUISITES: HPL 700 AND 710. CO-REQUISITES: HPL 720 AND 740.

HPL 740 Learning Theory

This course focuses on the world of learning theory, beginning with its evolution over the decades. The course does not advocate one theory over another, nor does it reject outright or endorse any theory. Instead, the concept of learning theory is under study, specifically how learning theories are used and misused to influence curriculum, policy, teaching methods, and assessment. Attention is given to the emergence of a learner-centered theory and its influence upon emerging educational systems' design and curriculum. **3 credits**

PREREQUISITES: HPL 700, 710 AND 720. CO-REQUISITES: HPL 730.

HPL 750 Educational Research and Analysis

This course focuses on 1) understanding various types of research, how they are used, their strengths, weaknesses, and value in education research and 2) the process of more deeply understanding how learning performance is viewed, researched, explained, and advanced. Emphasis is placed on developing the knowledge and skills required to read, understand, and derive meaning from educational research. It will also prepare learners to recognize the misuse and false claims of research findings

and provide ways to diffuse their impact on decision making. The intent here is to develop a balanced view of research methods, recognizing that, together, qualitative and quantitative methods are both used to study, understand, and inform the process of designing, developing, delivering, and evaluating learning performance. Care must be given to a balanced sense of methods and avoid bias and disdain for either. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730 AND 740.

HPL 760 Deriving Meaning from Research on Teaching and Learning

This course offers an extensive view of the research on learning and instruction. The focus is meta-analysis as a means of constructing and using evidence and building evidence profiles for teaching and learning. It is a means of aggregating evidence—from which theory emerges. The course offers a meta-analytical approach rather than a research methods approach to develop a comprehensive view as a foundation to deriving meaning from bodies of research. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730, 740 AND 750.

HPL 770 Curriculum

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. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730, 740, 750, AND 760. CO-REQUISITES: HPL 780 AND 790.

HPL 780 Educational Structures and Policy

The purpose of this course is to explore and understand the relationship between educational structures, the policy environment, governance structures, and learning performance. This course provides an analytical framework by which to consider the dynamics of change in education structures. Additionally, students will explore the field of educational policy analysis and comparative educational systems resources, and they will examine how education policy manifests itself in our schools. Issues of structure, culture, and power are also analyzed through a high performance learning lens. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730, 740, 750, AND 760. CO-REQUISITES: HPL 770.

HPL 790 Digital Environments

This course focuses on the role that digital learning environments play in the new learning ecosystem. As digital environments increasingly become part of the foundational relationship between the learning environment and learning performance, this course explores this relationship and its primary role in future educational system design. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730, 740, 750, 760, AND 780 CO-REQUISITE: HPL 770. PREREQUISITES FOR MEDTHPL W/O CERTIFICATION OPTION: HPL 700, 710, 720, 740, AND 780.

HPL 800 Roles and Responsibilities: A Survey of Communities of Practice

The purpose of this course is to examine the relationship between organizational structures, governance, and roles and responsibilities and learning performance. **3 credits**

PREREQUISITES: HPL 700, 710, 720, 730, 740, 750, 760, 770, 780, AND 790. CO-REQUISITE: HPL 810.

HPL 810 Symposium

The purpose of this course is to synthesize and derive meaning from the concepts throughout the HPL program. This symposium is the culminating experience for the MSLHPL program and is meant to help students contextualize their learning about high performance learning through a project demonstrating the six qualities of a Carlow Scholar-Practitioner. Projects are school- or community-based and will be presented. **3 credits**

PREREQUISITES FOR MSLHPL: HPL 700, 710, 720, 730, 740, 750, 760, 770, 780, AND 790. CO-REQUISITE: HPL 800. PREREQUISITES FOR MSLHPL W/ CERTIFICATION OPTION: HPL 700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800, AND 2 CREDITS OF LE 718. CO-REQUISITE: LE 718.

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. **3 credits**

PREREQUISITES FOR FALL SEMESTER #2 INTERNSHIP: HPL 700, 710, 720, 730, 740, 750, AND 760. CO-REQUISITES FOR FALL SEMESTER #2 INTERNSHIP: HPL 770, 780, AND 790. PREREQUISITES FOR SPRING SEMESTER #2 INTERNSHIP: HPL 700, 710, 720, 730, 740, 750, 760, 780, 790, AND 1 CREDIT OF LE 718. CO-REQUISITES FOR SPRING SEMESTER #2 INTERNSHIP: HPL 800. PREREQUISITES FOR SUMMER SEMESTER #2 INTERNSHIP: HPL 700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800, AND 2 CREDITS OF LE 718. CO-REQUISITE FOR SUMMER SEMESTER #2 INTERNSHIP: HPL 810.

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.

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, that 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. **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; 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 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**

PROFESSIONAL DEVELOPMENT

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 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 which 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 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 can't 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 that has 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 641 Emergent Literacy Development

Current research on recommended "best practices" in emergent and early literacy are 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 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 which 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 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 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 them 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 to 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, and thus, keep 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 of 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 in 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 science 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 into 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 LEARNING AND INNOVATION

ENGLISH DEPARTMENT

- Master of Fine Arts in Creative Writing

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:

1. Four 11-day intensive residencies alternating in Pittsburgh and Ireland.
2. Four practicum semesters with a faculty mentor. Students will normally work with two or three mentors over the five semesters.
3. 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.
4. 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 in order to receive a passing grade for the residency. If a student fails a residency, he/she 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 2015 Pittsburgh residency but does not finish the Spring 2015 practicum, she/he 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 in order 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 of 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 her/his 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.

MASTER OF FINE ARTS IN CREATIVE WRITING COURSE DESCRIPTIONS

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 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 InProgress (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.

COLLEGE OF LEADERSHIP AND SOCIAL CHANGE

ACCOUNTING, FRAUD, AND FORENSICS DEPARTMENT

- Master of Science in Fraud and Forensics

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)
- Health care 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	2 credits
MFF 711	White-Collar Crime	3 credits
MFF 713	Fraud Prevention and Ethics	3 credits
MFF 715	Scientific Inquiry in Fraud and Forensics	3 credits
MFF 721	Legal Elements of Fraud	3 credits
MFF 723	Financial Statement Examination	3 credits
MFF 725	Audit Procedures for Detecting Fraud	3 credits
MFF 730	Cybercrime	3 credits
MFF 731	Technology Tools for Fraud Examiners	3 credits
MFF 733	Comprehensive Fraud Examination	4 credits

MFF 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."

MASTER OF SCIENCE IN FRAUD AND FORENSICS COURSE DESCRIPTIONS

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 principles 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.

BUSINESS ADMINISTRATION DEPARTMENT

- Master of Business Administration

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, health care 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 four tracks:

- Fraud and Forensics
- Health Care Management
- Human Resource Management
- Project Management
- Business Leadership and Management

MBA CURRICULUM

Core Courses

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
MBA 734	Project 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

Health Care Management Track (Select 3)

NU 709	Leadership Styles in Health Care Organizations	3 credits
NU 711	Health Care Innovation and Quality	3 credits
NU 727	Fiscal Management	3 credits
NU 737	Health Care 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 735	Project Management Body of Knowledge	3 credits
MBA 736	Current Issues in Project Management	3 credits
MBA 761	Capstone Experience—Project Management	3 credits

Leadership and Management Track (Select 3)

MBA 735	Project Management Body of Knowledge	3 credits
MBA 736	Current Issues in Project Management	3 credits
MBA 738	Global Business	3 credits
MBA 739	Global Trade and Supply Chain Management	3 credits
MBA 744	Strategic Leadership	3 credits
MBA 760	Experiential Learning	3 credits
MBA 761	Capstone Experience—Project Management	3 credits
MBA 762	Capstone Experience	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
MFF 711	White-Collar Crime	3 credits
NU 709	Leadership Styles in Health Care Organizations	3 credits
NU 711	Health Care Innovation and Quality	3 credits
NU 727	Fiscal Management	3 credits
NU 737	Health Care Ethics and Policy	3 credits

MASTER OF BUSINESS ADMINISTRATION (MBA) COURSE DESCRIPTIONS

CORE COURSES

MBA 722	Strategic Analysis
----------------	---------------------------

Examines the setting and prioritizing of goals in relationship 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 a myriad of 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

Provides a thorough examination of the science and art of project management. MS Project and Excel are the software programs utilized. This course emphasizes the processes involved in project/matrix management and their important role in the strategic planning process. Students will develop an understanding of the Project Management Institute's (PMI) Body of Knowledge, concepts, definitions, and approaches. Students will have the opportunity to apply the skills learned in class to manage a project. This experiential learning approach allows the student to apply the theory of this imperative skill in today's workplace. **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 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 your 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 they lead the design and implementation of a marketing strategy that encompasses product planning, pricing, supply chain management, and promotion strategies. **3 credits**

ELECTIVES

MBA 735 Project Management Body of Knowledge

Learn about the five process groups (Initiating, planning, executing, monitoring and controlling, and closing the project) and nine knowledge areas (integration, project scope, time, cost, quality, human resource, communications, risk and procurement management) of the Project Management Body of Knowledge (PMBOK). Develop project management expertise through theoretical discussions and hands-on applications, and examine specific aspects of project management through simulated projects. This course also counts towards the Project Management concentration of the MBA program. **3 credits**

MBA 736 Current Issues in Project Management

Examine contemporary issues in project management, such as governance and operational design, in a variety of industries including information systems, health care, and construction. Using case studies and simulations, 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

Learn the fundamental strategies and issues associated with the management of many facets of global business. Examine nation-specific, region-specific, industry-specific, and firm-specific factors that are critical to the success of global business. Apply these theoretical frameworks by examining a country or region (e.g., China, Europe) in depth and analyzing its economy, institutions, industries, and firms. 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; please consult your advisor. **3 credits**

MBA 739 Global Trade and Supply Chain Management

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

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. Examine different pricing models, with a specific focus on value-based theories such as economic value of equity (EVE). 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. Acquire theoretical and pragmatic competencies in pricing through case discussions and experiential learning. **3 credits**

MBA 760 Experiential Learning

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

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 capstone project must consist of at least one of the five main groups of project processes as defined by Project Management Institute (PMI). The student will perform the capstone project under the instructor's supervision and will relate the capstone experience to project management theories through assignments and the final paper. **3 credits**

PREREQUISITES: THE STUDENT MUST HAVE COMPLETED MBA 734 PROJECT MANAGEMENT, MBA 735 PROJECT MANAGEMENT BODY OF KNOWLEDGE, AND MBA 736 CURRENT ISSUES IN PROJECT MANAGEMENT.

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: THE STUDENT MUST HAVE COMPLETED MBA 777 STRATEGIC HUMAN RESOURCE MANAGEMENT OR OBTAIN PERMISSION FROM THE PROGRAM DIRECTOR.

MFF electives are listed in the Department of Accounting, Fraud and Forensics section.

NU electives are listed in the Department of Nursing section.

Additional electives may be offered. Students can also select electives from other graduate programs at Carlow University or transfer in graduate electives at the written approval of the director of the MBA program.

PSYCHOLOGY AND COUNSELING DEPARTMENT

- Doctor of Psychology in Counseling Psychology
- Master of Science in Professional Counseling
 - School Counselor Certificate
 - Alcohol and Drug Counseling Certificate
 - Professional Counseling 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 and feminism, 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 course work including advanced practica and progress in the preliminary stages of the practice-oriented 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 under-served 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:

- A. Knowledge of psychology as a scientifically grounded discipline;
- B. Understanding of counseling psychology as a profession;
- C. Competence in the integration of research and practice;

D. 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 835, CPY 839, CPY 840, CPY 844, CPY 850, CPY 852, CPY 855, CPY 856, CPY 858, CPY 860, CPY 864, CPY 879 or CPY 893, CPY 886, CPY 890, CPY 894

DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

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 plays, 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 then 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 250 hours of practicum related activities with no fewer than 40 hours being direct service work with clients. **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 begin 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 which 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 bio-rhythms. 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 that 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 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 credits**

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 course work 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 893 Special Topics (New course pending approval)

CPY 894 Integrative Social Justice Capstone (New courses pending approval)

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 an Adult-Generalist track, a School Counseling track, or an Alcohol and Drug Counseling track. Additionally, students that are in the Adult-Generalist track may also choose course clusters to develop specializations in either Child and Family or Trauma-Informed skills.

At the completion of the 60-credit program, students will be eligible to obtain their licensure in professional counseling (LPC) in the state of Pennsylvania after additional supervised experience in the field. A 48-credit program is also available for those not pursuing licensure. Additionally, the School Counseling and Alcohol and Drug Counseling Certificate Programs are options for those seeking to enhance their existing degrees.

60 credit program requirements:

- PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711 or PRC 715, PRC 712, PRC 713 or PRC 717, PRC 721, PRC 733, PRC 735, PRC 740, PRC 760*, PRC 761*
- 18 elective credits are required for the 60-credit program.

*PRC 760 AND 761 ARE REPLACED BY PRC 764 AND 765 FOR THOSE STUDENTS IN THE SCHOOL COUNSELING TRACK.

Child and Family course cluster:

- PRC 715, PRC 717, PRC 725, PRC 728

Trauma-Informed course cluster:

- PRC 719, PRC 736, PRC 746, PRC 747

48 credit 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 740, PRC 760, PRC 761
- 6 elective credits are required for the 48-credit program.

Alcohol and Drug Counseling track-specific courses:

- PRC 738, PRC 739, PRC 741, PRC 743

School Counselor track-specific courses:

- ED 727, ED 738, PRC 714, PRC 715, PRC 717, PRC 724, PRC 725, PRC 745

ALCOHOL AND DRUG COUNSELING CERTIFICATE

Certification as an advanced Alcohol and Drug Counselor requires a master's degree plus specific course work and experience. Applicants pursuing the graduate-level certificate are required to complete 180 hours of course work specific to addiction including six hours of ethics and six hours in communicable diseases. This certificate program includes all of the course work specific to alcohol and drug counseling required for the advanced certification. Applicants seeking certification through the Pennsylvania Certification Board (PCB) Advanced Alcohol and Drug Counselor are also required to complete 2,000 hours of paid experience as an alcohol and drug counselor that includes 300 hours of supervision while practicing as an alcohol and drug counselor. PCB certification applicants must also pass an exam.

Alcohol and Drug Counseling Certificate course work:

- PRC 738, PRC 739, PRC 741, PRC 743

SCHOOL COUNSELING CERTIFICATE

The Certificate in School Counseling provides the course work and internship requirements for applicants who currently hold a master's degree in counseling and who want to pursue certification as a school counselor. We expect applicants to be admitted with the prerequisite course work and field experience. This prerequisite course work includes the following content areas:

- Lifespan Development
- Social and Cultural Foundations
- Counseling Theory and Techniques
- Ethics and Professional Orientation

- Career and Lifestyle Counseling
- Research Methods and Program Evaluation
- Group Counseling
- Appraisal (including exceptional children in school settings)
- Practicum and Internship Experiences

Applicant transcripts will be reviewed as a part of the application process to ensure that the students come into the certificate program with these prerequisites.

Pennsylvania certification in elementary and/or secondary school counseling requires that the student's course work and internship experiences address specific competencies. Many of these competencies are common to most counseling programs (see prerequisites listed above). Some of these competencies are obviously specific to school counseling. The certificate course requirements will address those competencies specific to school counseling.

The certificate program requires the following course work (27 semester credit hours):

- ED 727, ED 738, PRC 714, PRC 715, PRC 724, PRC 725, PRC 745, PRC 764, PRC 765

PROFESSIONAL COUNSELING CERTIFICATE

The Certificate in Professional Counseling program is designed to meet the academic and internship requirements for applicants who currently hold a master's degree in counseling or a closely related field of less than 48 graduate credits that was earned prior to June 20, 2009 and who want to pursue licensure as a professional counselor. The certificate program will require at least one 3-credit graduate-level course in each of the following content areas (note that these content areas correspond to the course work required for licensure as a professional counselor in Pennsylvania):

- Lifespan Development (3 credits)
- Social and Cultural Foundations (3 credits)
- Counseling Theory and Techniques (3-6 credits)
- Ethics and Professional Orientation (3 credits)
- Career and Lifestyle Counseling (3 credits)
- Research Methods and Program Evaluation (3 credits)
- Group Counseling (3 credits)
- Psychological Assessment or Appraisal (3 credits)
- A 100 hour Practicum with Seminar (3 credits)
- 600 hours of Internship with Seminar (6 credits)

Applicants who have already completed course work in any of the above content areas may, at the discretion of the department, have that previous course work accepted as a part of the required certificate program of study. Certificate students will need to complete a minimum of 18 graduate credits at Carlow in order to be eligible for the Certificate in Professional Counseling. Students who are able to transfer previously earned credits may take additional elective courses in professional counseling at Carlow University to earn the 60 credits (i.e., the student's master's degree plus the additional courses taken at Carlow) needed to qualify for licensure as a professional counselor. Students admitted to this certificate program may be eligible for financial aid.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING COURSE DESCRIPTIONS

CORE COURSES

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 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 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 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**

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 that 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 that 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.

PRC 764 School Counseling Internship I: Elementary

The School Counseling Internship I provides the student with a supervised experience in the practice of school counseling in a setting similar to that in which a student might hope to work after graduation. Each of the two internships classes includes a minimum of 300 hours of supervised experience at the internship site. Students are also expected to attend a seminar that will meet an average of at least 1.5 hours per week for the entire semester. Students are expected to participate in two sections of Internship experience (i.e., Internship I and Internship II) for a total of 600 hours. **3 credits**

PRC 765 School Counseling Internship II: Secondary

The School Counseling Internship II provides the student with a supervised experience in the practice of school counseling in a setting similar to that in which a student might hope to work after graduation. Each of the two internships classes includes a minimum of 300 hours of supervised experience at the internship site. Students are also expected to attend a seminar that will meet an average of at least 1.5 hours per week for the entire semester. Students are expected to participate in two sections of Internship experience (i.e., Internship I and Internship II) for a total of 600 hours. **3 credits**

TRACK-SPECIFIC AND ELECTIVE COURSES

PRC 714 Introduction to School Counseling

This course provides an overview and orientation to the practice of school counseling. The course explores the history and fundamentals of school counseling practices and trends, the bio-psycho-social concerns of school-aged children, legal and ethical concerns, and multicultural issues pertinent to the practice of school counseling. Emphasis is placed on evidence-based approaches to practice that rely on outcome research to inform decision making. **3 credits**

PRC 715 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**

PRC 717 Group Counseling Child Emphasis

This class introduces basic concepts, knowledge, and skills needed for future group practice with children and adolescents and provides graduate students in professional counseling with the opportunity to further develop their expertise in the group modality. Students will give in-depth attention to select theories of group counseling and developmental considerations relevant to counseling children and adolescents in a group setting. The first portion of the course will be devoted to acquiring knowledge related to the essential elements of group therapy with children and adolescents. The remainder of the semester will provide opportunities to develop skills in leading groups as they relate to presenting problems common to children and adolescents. In addition, topics addressed through reading and discussion include ethical and legal issues in group counseling for children and adolescents, effective techniques for group counseling with children and adolescents, as well as the developmental considerations appropriate to counseling youth in group settings. **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 her/his 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 720 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 effects of parenting and attachment on dysfunctional development, the etiology of sexual paraphilias, and the identification of psychopathic traits through both objective and subjective assessment. Serial killers, cults, white-collar crime, and the historical interface between the criminal justice system and mental health will also be discussed. **3 credits**

PRC 722 Spirituality and Counseling

This course offers the opportunity to deepen one's 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 724 Organization and Administration of School Counseling Programs

This course is designed to prepare students for effective leadership and direction of K–12 school counseling programs. Students will develop the knowledge and skills needed to plan, design, implement, and evaluate school counseling programs. An organizational framework is utilized for both improving existing programs and establishing new programs. **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 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 728 Applied Behavioral Analysis

This course is designed to offer the student an opportunity to explore and learn about the basic principles and application of the science of Applied Behavioral Analysis (ABA). Students will study the philosophy and science of Applied Behavior Analysis, including basic vocabulary and concepts in the field, strategies for effectively measuring behavior, strategies for increasing and decreasing behaviors, functional analysis, verbal behavior, application of techniques, and ethical considerations of ABA. Special attention is placed on student participation and collaborative discussion, including in-class demonstrations/role-play. Videos that depict the major components of ABA, PowerPoints, supplemental readings, and the instructor's personal clinical vignettes will be utilized. **3 credits**

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 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 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 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 745 Leadership for School Counselors

This course is designed to prepare school counselors to lead teams in the development and implementation of comprehensive school counseling programs. Principles of leadership, system change, and advocacy are introduced. State and national comprehensive school counseling models are examined. **3 credits**

PRC 746 Special Populations, Advocacy, and Trauma

Special Populations, Advocacy, and Trauma is a course that will enhance the students' understanding of the larger system influences on individuals and groups who experience trauma. Students will explore at-risk populations and the issues faced by these individuals and groups as they begin their journey of healing. Advocacy planning and approaches for intervention with at-risk populations include: veterans of warfare, survivors of sexual assault, human trafficking victims, targets of political oppression, victims of medical trauma, care providers who work in public safety or crisis response, etc. This course also explores how the legal system interacts with trauma survivors and perpetrators of trauma. Concepts of poverty and marginalization in trauma-specific work will also be discussed. **3 credits**

PRC 747 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

PRC 763 Advanced Research Seminar

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 independent projects of their own, supervised research with a faculty member, or collaborative research with the course instructor and peers. Students' research work will culminate in a paper and/or presentation as warranted by the scope and nature of the selected project. In most cases, graduate students will be expected to participate in the annual spring Graduate Colloquium. **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)
 - MSN: Nursing Concentration in Education and Leadership (NCEL)
 - Dual Degree: MSN-NCEL and MBA
 - Post-Master Certificate: Nurse Practitioner (Family/Individual Across Lifespan)

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 leadership role in evidence-based advanced practice. Students gain competencies in translating research into practice, evaluating current evidence, and applying research findings in decision-making. 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 hybrid in format, combining a low-residency requirement with extensive online facilitation. The DNP program requires that students document the completed practice hours from their master's degree program and complete additional practice hours related to the Scholarly Inquiry project and the DNP Essentials during the DNP program to equal 1,000 hours total (including both programs). Students may complete the 30-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 44 months.

Program Objectives

After completing the program, the DNP student will:

1. Critically appraise current scientific findings and theories to enhance the practice of nursing and health care:
 - Evaluate strengths, limitations, and disparities in current health care 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.
2. 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 health care consumers that encourages active participation in their own health care;
 - Evaluate, apply, and revise evidence-based practice protocols to promote wellness.
 3. 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 health care systems to promote quality, safe care;
 - Impact the ethical, economic, social, and political issues that affect health care outcomes;
 - Develop, advocate for, and promote health care initiatives at local, regional, and/or national levels;
 - Promote fiscally responsible quality care.
 4. Pursue clinical scholarship and scientific inquiry to transform health care 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 801, NU 805, NU 806, NU 807, NU 808, NU 814, NU 831, NU 832, and six credits of graduate-level electives

DOCTOR OF NURSING PRACTICE COURSE DESCRIPTIONS

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 for DNP students.

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. This is a required course for DNP students. **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 practice under the supervision of faculty and a community expert preceptor. This is a required course for DNP students. **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 health care systems or with identified populations. These projects embody culturally sensitive, ethical, fiscally responsible, and politically sound principles designed to promote health and safety. Students will implement their scholarly inquiry under the supervision of faculty and a community expert preceptor. This is a required course for DNP students. **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 for DNP students. **3 credits**

PREREQUISITE: NU 807.

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 initiated in NU 806: Scholarly Inquiry I 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 health care systems or identified populations. This course is 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 for DNP students. **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 principles, 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 for DNP students. **3 credits**

ELECTIVES: SIX CREDITS OF GRADUATE-LEVEL COURSES

MASTER OF SCIENCE IN NURSING PROGRAMS

PROGRAM OVERVIEW

The graduate nursing program at Carlow prepares the student for generalized and specialized advanced practice roles in a variety of settings. One area of concentration in the program is the use of advanced practice knowledge and skills in family nursing in settings that may include local, regional, national, and international health care systems. A second area of concentration is the use of advanced practice leadership and education knowledge and skills in diverse health care and nursing education systems. The MSN program serves as the basis for doctoral studies and lifelong learning. Graduates will 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 health care policy.
- Collaborate as a member of an interdisciplinary team with organizations, populations, and professional communities.
- Evaluate and modify approaches to health care 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 50. Clinical hours in the program total 600 and take place in a wide variety of urban and rural health care agencies. Graduates are employed in a wide variety of health care 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. (Please see the Carlow University Undergraduate Course Catalog for the RN–MS in Nursing accelerated program requirements).

Requirements:

- NU 703, NU 705, NU 712, NU 720, NU 725, NU 737, NU 741, NU 742, NU 744, NU 745, NU 750*, NU 751*, NU 752*,

NU 753*, NU 754*, NU 792*, NU 7451, NU 7501, NU 7502, NU 7511, NU 7521, NU 7531, NU 7541, and NU 7921 or NU 7924

Prerequisite:

- An approved undergraduate statistics course.

*Students must take the corresponding clinical course (e.g. 751 and 7511, etc.) within one year of the theory course or repeat both.

MSN: NURSING CONCENTRATION IN EDUCATION AND LEADERSHIP (NCEL)

This 33-credit program can be completed in about 20 months by the student with a BSN. Eight-week Carlow Accelerated Program (CAP) courses are integrated with online support and full semester courses to prepare the graduate for a role in leadership or nursing education roles in a variety of settings.

Requirements:

- NU 703, NU 705, NU 709, NU 711, NU 712, NU 725, NU 727, NU 729, NU 733, NU 736, NU 737, NU 739

Prerequisite:

- An approved undergraduate statistics course.

DUAL DEGREE: MSN AND MBA

The dual degree program is a 51-credit program, which can be completed in about two and a half years, either completely online or with a combination of online and in-class courses. In addition to earning an MSN with a concentration in education and leadership (NCEL), 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. Students will experience learning in a small classroom environment, where theories are applied to case studies, simulations, and team projects. Students will graduate with a managerial toolkit they can apply in their professional work. Graduates will assume leadership positions in nursing and will contribute to the discipline of nursing through evidence-based practice.

Requirements:

- NU 703, NU 705, NU 709, NU 711, NU 712, NU 725, NU 727, NU 729, NU 733, NU 736, NU 737, NU 739, MBA 722, MBA 728, MBA 734, MBA 742, MBA 752, MBA 754

Prerequisite:

- An approved undergraduate statistics course.

RN-BSN TO MS IN NURSING ACCELERATED PROGRAM

The accelerated program prepares academically qualified Carlow nursing majors to take a fast-track approach toward their professional future that includes graduate education and advanced practice roles. 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: NCEL, NCEL/MBA Dual Degree, or NP Individual across the Lifespan and must meet MSN admission requirements including, but not limited to: submission of a current CV, two (2) professional reference letters, a personal goal statement for graduate nursing education, and, for admissions into the FNP program, have the equivalent of one year 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, LAI, 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 credit (120 credit) requirement for the BSN degree. The graduate core courses must begin with NU 705 and/or NU 737. Additional core courses in the accelerated program include NU 703, NU 712 and NU 725.

NU 412, NU 413, NU 430, NU 435, NU 440 and NU 450; NU 705, and NU 737 (additional MSN core courses include NU 703, NU 712, and NU 725).

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 course work 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.

POST-MASTER CERTIFICATE: NURSE PRACTITIONER (FAMILY/INDIVIDUAL ACROSS LIFESPAN)

Program Overview

Graduates can be certified as nurse practitioners in family/individual across lifespan. The total number of credits is 38. Clinical hours total 600 and take place in a wide variety of urban and rural health care agencies. Certificate graduates can be employed in a wide variety of health care 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 720, NU 741, NU 742, NU 744, NU 745, NU 750, NU 751, NU 752, NU 753, NU 754, NU 792, NU 7451, NU 7501, NU 7502, NU 7511, NU 7521, NU 7531, NU 7541, and NU 7921 or NU 7924

Prerequisite:

- Successful completion of core MSN courses.

MASTER OF SCIENCE IN NURSING COURSE DESCRIPTIONS

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 health care 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 health care 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 Health Care Organizations

This course includes a focus on understanding universal principles of leadership and management that form the basis of the study of change in health care organizations. Building on knowledge of these principles, the class will examine change processes in contemporary health care 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 711 Health Care Innovation and Quality

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. 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 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 health care 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 is 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 Health Care 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 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 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. **4 credits**

PREREQUISITE OR CO-REQUISITE: NU 741.

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. **3.5 credits**

PREREQUISITES: 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 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: NU 745, NU 7451.

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.

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 7501, 7502, 7511, 7521, 7531, and 7541 Series of Six Clinical Practice Courses

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; 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 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. Students will design and implement a health promotion/education 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.

NU 7921 Integration of Advanced Practice Nursing Clinical Role Clinical Practicum

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.

NU7924 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. **1.5 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.

ADMINISTRATION

Suzanne K. Mellon, PhD

President

BSN, University of Michigan; MS, Ohio State University; PhD, Wayne State University

Deanne D’Emilio, JD

Provost and Vice President for Academic Affairs

BA, Westminster College; MA, Bowling Green State University; JD, University of Pittsburgh

Anne M. Candreva, MEd

Assistant Vice President for Institutional Research, Effectiveness, and Planning

BS, University of Pittsburgh; BA, The Pennsylvania State University; MEd, Carlow University

Jennifer Carlo, PhD

Vice President for Student Engagement and Dean of Students

BA, Princeton University; MA, Goddard College; PhD, Antioch University

Sister Sheila Carney, RSM

Special Assistant to President for Mercy Heritage

BA, Carlow University; MDiv, Saint Vincent Seminary

Carol Descak, MEd

Vice President for Enrollment Management

BS, Indiana University of Pennsylvania; MEd, Carlow University

Jeffrey P. Devlin, MBA

Chief Information Officer

BS, Saint Vincent College; MBA, Robert Morris University

Kimberley A. Hammer, JD

Vice President for University Advancement

BA, Ohio Wesleyan University; JD, University of Cincinnati

Jeanne A. Hartig, PhD

Vice President for Marketing and Communications

BA, Allegheny College; MA, Ohio State University; MBA, Ohio State University; PhD, National Louis University

David J. Meadows, MBA

Vice President for Finance and Administration

BS, Cleveland State University; MBA, Averett University

BOARD OF TRUSTEES 2016-2017

Margaret Armen '69
Michele R. Atkins '82
Gregory Beard
Sister Gilmary Bauer, RSM
Sister Helen Marie Burns, RSM, PhD
Stephen Casey
Sister JoAnne Courneen, RSM (*Vice Chair, Mission*)
Dorothy Davis '78, JD (*Secretary*)
Bryan DiLucente
Jackie Dixon '11
William J. Gatti
John K. Gisleson, JD
Jeanne Gleason '60 (*Chair*)
Deborah F. Graver
Paula J. Hasbach (*Treasurer*)
Donna Hudson
Mary Beth Jenkins
Deborah Rice Johnson '09
Larry Karnoff, JD (*Vice Chair*)
Karen Dunn Kelley
Marcia Martin
Mary McGinley
Suzanne K. Mellon, PhD
Ana Maria Mieles
Arlene Morris '74
Thomas Nist
Helene E. Paharik
William Schenck
Theresa A. Scotti
Janet Simon '67, PhD
Morton Stanfield '04
Nancy Stuever '73, EdD
Sister Julia Upton, RSM, PhD
Sister Susan Welsh, RSM '70
George R. Whitmer

TRUSTEES EMERITAE

Helen Hanna Casey
Judith M. Davenport, DMD
Sister Anna Marie Goetz, RSM '62
Elsie H. Hillman (deceased)
Kevin P. Kearns, PhD
Eileen McConomy
George L. Pry
Sister Jane Scully, RSM '39
Mary Ann Sestili, '61 PhD
Regina D. Stover
Sister Patricia Whalen, RSM
David R. Williams
Sister Judith Worden, RSM '61

PRESIDENTS EMERITAE

Grace Ann Geibel, RSM, PhD (deceased)
Mary Hines, PhD
Jane Scully, RSM

FACULTY

DEANS

Lynn George, PhD, RN, CNE

Dean, College of Health and Wellness

BSN, Indiana University of Pennsylvania; MSN, University of Pittsburgh; PhD, Duquesne University School of Nursing

Matthew E. Gordley, PhD

Dean, College of Learning and Innovation

BA, Wheaton College; MDiv, Alliance Theological Seminary; PhD, University of Notre Dame

Allyson M. Lowe, PhD

Dean, College of Leadership and Social Change

BA, Miami University; MA, Ohio State University; PhD, Ohio State University

INSTRUCTOR, ASSISTANT, ASSOCIATE, AND PROFESSOR FACULTY

College of Health and Wellness

Shirley Boggs

Assistant Professor, Nursing

BSN, Regents College Degree; MS, PhD, Regis University,

Cindy A. Fickley

Associate Professor, Nursing

BSN, Pennsylvania State University; MSN, Duquesne University; DNP, Chatham University

Phyllis Maria Flavin

Assistant Professor, Nursing

BSN, MSN, University of Pittsburgh; DNP, Chatham University

Kim Haley

Instructor, Respiratory Care

BS, Indiana University of Pennsylvania; MEd, Concordia University

Susan Harchelroad

Instructor, Nursing

BSN, Kent State University; MSN, University of Pittsburgh

Jessica Huber

Instructor, Nursing

BSN, LaRoche College; MSN, Carlow University

Renee Ingel

Assistant Professor, Nursing

BSN, University of Pittsburgh; MSN, Carlow University; PhD, University of Pittsburgh

Teya Kamel

Instructor, Nursing

BSN, MSN, Carlow University

Angela Kelly

Instructor, Nursing

BSN, West Chester University; MSN, University of Delaware; DNP, Carlow University

Anne Kisak

Instructor, Nursing

BSN, MSN, University of Pittsburgh; MBA, Frostburg State University

Diana Kozlina-Peretic

Assistant Professor, Nursing

BSN, Carlow University; MSN, University of Pittsburgh; DNP, Carlow University

Michael Mehall

Instructor, Respiratory Care

BS, Wheeling Jesuit College; MEd, American Intercontinental University

Susan Mihaljevic

Assistant Professor, Nursing

BSN, Pennsylvania State University; MSN, University of Pittsburgh; DNP, Robert Morris University

Joyce Miketic

Assistant Professor, Nursing

BSN, MBA, PhD, University of Pittsburgh

Deborah Mitchum

Assistant Professor, Nursing

BSN, MSN, University of Pittsburgh; DNP, Carlow University

Janice G. Nash

Associate Professor, Nursing

BSN, York College of Pennsylvania; MSN, University of Pittsburgh; DNP, Carlow University

Courtney Nyoh

Instructor, Nursing

BSN, University of Pittsburgh; MSN, Waynesburg University

Diana R. Paladino

Assistant Professor, Nursing

BSN, La Roche College; MSN, Duquesne University

Mary Frances Reidell

Instructor, Nursing

BSN, MSN, Carlow University

Kimberly Smith

Instructor, Nursing

BSN, University of Pittsburgh; MSN, Robert Morris University

Lisa Spagnolo

Instructor, Nursing

BS, MSN California University

J. Ann Spence

Assistant Professor, Nursing
BSN, Michigan State University; MS, University of Michigan; DNP, Duquesne University

Danielle Spirnak

Assistant Professor, Nursing
BSN, Carlow University; MSN, Waynesburg University; DNP, Chatham University

Jennifer Stewart

Instructor, Nursing
BS, Pennsylvania State University; BSN, Duquesne University; MSN, University of Pittsburgh

Kathleen Tennant

Associate Professor, Nursing
BSN, MSN, West Virginia University; PhD, Ohio University

Carla D. Tomas

Instructor, Nursing
BSN, Indiana University of Pennsylvania; MSN, Waynesburg University

College of Leadership and Social Change**Courtney Alvarez**

Assistant Professor, Psychology
BS, University of Houston; MS, PhD, Texas A&M University

Michael E. Balmert

Professor, Communication
BS, Towson State University; MA, University of Pittsburgh; PhD, University of Kansas

Jason Bartolacci

Instructor, Accounting Fraud and Forensics
BA, University of Pittsburgh; MS, University of Cincinnati

Mary Anne Basilone, CPA, CFE

Associate Professor, Accounting, Forensic Accounting
BS, Robert Morris University; MS, MA, Carlow University

Joshua D. Bernstein

Assistant Professor, Psychology
BA the Evergreen State College; MA, Antioch University-Seattle; PhD, Duquesne University

Mary Catherine Burke

Professor, Psychology
BS, MEd, Old Dominion University; PhD, University of Memphis

Clara Michelle Cheng

Associate Professor, Psychology
BS, University of Toronto; MA, PhD, Ohio State University

Sandi DiMola

Assistant Professor, Political Science
BA, Chatham College; MA, University of Pittsburgh; JD, Duquesne University

Marsha Frank

Assistant Professor, Social Work
PhD, University of Pittsburgh

Jessica Friedrichs

Assistant Professor, Social Work
BA, Pennsylvania State University; MSW, MPA, University of Pittsburgh

Rachel Furman

Assistant Professor, Communication
BA, DePaul University; MA, University of Pittsburgh

Chrys Gabrich

Professor, Communication
BA, MS, PhD, University of Pittsburgh

Carrie Gilligan

Assistant Professor, Management
BA, MOT, Chatham University; PhD, Regent University

Patricia Jameson

Assistant Professor, Psychology
BA, Carlow University; MA, PhD, Duquesne University

Cynthia A. Karaffa

Assistant Professor, Sociology
BA, Edinboro University; MA, Duquesne University; MPA, PhD, University of Pittsburgh,

Melanie Kautzman-East

Assistant Professor, Psychology
BS, MEd, Pennsylvania State University; MEd, Youngstown State University; PhD, University of Akron

Frances A. Kelley

Professor, Psychology
BA, Drew University; MBA, MS, Georgia State University; PhD, University of Maryland

James M. Kelly

Professor, Social Work
BA, St. Vincent College; AM, Brown University; MSW, PhD, University of Pittsburgh

Diane A. Matthews, CPA, CFF, CFE

Professor, Accounting and Fraud and Forensics
BS, Indiana University of Pennsylvania; MS, Robert Morris University; PhD, University of Pittsburgh

Enrique Mu

Professor, Business Administration
BSEE, San Marcos National University; MBA, MS, PhD, University of Pittsburgh

Cynthia M. Nicola

Professor, Management
BS, Carlow University; MEd, Pennsylvania State University; EdD, University of Pittsburgh

Mary L. Onufer

Assistant Professor, Accounting
Fraud & Forensics
BS, MS, Carlow University

Robert A. Reed

Professor, Psychology
BS, MEd, California State College; PsyD, University of Pittsburgh

Joseph Roberts

Associate Professor, Psychology
BA, Creative Writing, University of Evansville; MSW, University of Nebraska; PhD, West Virginia University

Jennifer Roth

Assistant Professor, Psychology
BS, University of Pittsburgh; MA, PhD, Johns Hopkins University

Sheila Gillespie Roth

Professor, Social Work
BSW, LSW, PhD, University of Pittsburgh

Susan M. Rubisch-Gisler

Associate Professor, Management
BA, Duquesne University; MEd, MEd, PhD, University of Pittsburgh

Travis Schermer

Assistant Professor, Psychology
BA, The College of Wooster; MS, Chatham University; PhD, Kent State University

Linda Schifino

Associate Professor, Communication
BA, MA, PhD, Duquesne University

Harriett L. Schwartz

Associate Professor, Psychology
BA, Duquesne University; MS, Springfield College; PhD, Antioch University

William S. Schweers

Assistant Professor, Political Science and Sociology
BA, Washington and Jefferson College; JD, Duquesne University School of Law

Jennifer Snyder-Duch

Associate Professor, Communication
BA, Pennsylvania State University; MA, PhD, Temple University

Howard A. Stern

Associate Professor, Business Administration
BA, MIS, MPA, University of Pittsburgh; PhD, West Virginia University

Stephanie A. Wilsey

Associate Professor, Psychology
BS, Geneva College; PhD, University of Pittsburgh

College of Learning and Innovation

Janice K. Abrams

Associate Professor, Education

BS, Geneva College; MEd, University of Pittsburgh; EdD, Indiana University of Pennsylvania

John W. Alverson

Professor, Theology

BA, St. Pius X Seminary; MDiv, St. Vincent Seminary/University of St. Thomas Aquinas, Rome; PhD, Duquesne University

Beverly Barkon

Professor, Education

BA, University of Pittsburgh; MA, University of Kansas; PhD, Northwestern University

Janine Bartholomew

Associate Professor, Biology

BS, Cedarville University; PhD, University of Pittsburgh

Janet Beatty

Professor, English

BS, West Virginia University; MFA, University of Pittsburgh

Stephen R. Borecky

Professor, Biology

BS, PhD, University of Pittsburgh

Louis J. Boyle

Professor, English

BA, MA, PhD, Duquesne University

Roberta Campbell, OSB

Instructor, Education

BA, St. Joseph College; MA, University of Notre Dame

Michael S. Capp

Professor, Biology

BS, Cornell University; MS, Clarion University of Pennsylvania; PhD, University of Pittsburgh

James D. Carmine

Associate Professor, Philosophy

BA, MA, University of Colorado at Boulder; PhD, State University of New York at Stony Brook

Felicia L. Cianciarulo

Associate Professor, Biology

BS, Wilson College; PhD, University of Pennsylvania

Maureen Crossen

Associate Professor, Theology

BA, Carlow University; MA, Catholic Theological Union; PhD, Duquesne University

William DeBernardi

Associate Professor, Art

BFA, Pennsylvania State University; MFA, Indiana University, Bloomington

Matthew Fagerburg

Assistant Professor, Biology
BA, BS, PhD, University of Pittsburgh

Roberta N. Foizey

Assistant Professor, English
BA, MMT, Carlow University

David L. Gallaher, Jr.

Associate Professor, Chemistry
BS, University of Pittsburgh; PhD, Duquesne University

Kevin Haworth

Assistant Professor, English
BA, Vassar College; MFA, Arizona State University

Rae Ann Hirsh

Associate Professor, Education
BS, Duquesne University; MEd, Carlow University; DEd, Indiana University of Pennsylvania

Monique L. Hockman

Professor, Chemistry
BS, PhD, University of Pittsburgh

Dale R. Huffman

Professor, Art
BS, Carnegie Mellon University; MFA, School of the Art Institute of Chicago

Nancy E. Jacqmin

Associate Professor, Mathematics
BA, Cornell University; PhD, Stanford University

Sigrid M. King

Professor, English
BS, MA, PhD, Louisiana State University

William J. Kowallis

Instructor, Chemistry
BS, MS, University of Pittsburgh

Marilyn J. Llewellyn

Professor, Education
BA, Carlow University; MA, Boston College; PhD, The Union Institute Graduate College

Michael Martucci

Assistant Professor, Chemistry
BS, Millersville University; MS, University of Pittsburgh

Patricia L. McMahon

Professor, Education
BS, Pennsylvania State University; MA, PhD, University of Pittsburgh

Susan L. O'Rourke

Professor, Education
BS, MEd, EdD, University of Pittsburgh

Kenneth W. Peters, Jr.

Assistant Professor, Mathematics
BS, The College of Wooster; MS, PhD, Clemson University

René A. Picó II

Associate Professor, Education
BS, MEd, PhD, Pennsylvania State University

Anne M. Rashid

Associate Professor, English
BA, Wayne State University; MA, PhD, Binghamton University; State University of New York

Sylvia C. Rhor

Professor, Art
BA, New York University; MA, PhD, University of Pittsburgh

Suzanne A. Rumbaugh

Associate Professor, English
BS, West Virginia University; MPM, Carnegie Mellon University; MFA, Carlow University

Laura Schatzkamer

Assistant Professor, Biology
MS, BA, New York University

Csaba Toth

Professor, History
BA, MA, Lorand Eotvos University; PhD, University of Minnesota

Judith L. Touré

Associate Professor, Education
BA, Miami University; MA, Teachers College, Columbia University; EdD, University of Pittsburgh

Joel J. Woller

Assistant Professor, History
AB, University of Chicago; MA, Ohio State University

Beth A. Zamboni

Associate Professor, Mathematics
BA, University of Pittsburgh; MS, Harvard University; PhD, University of Pittsburgh

Aimee Zellers

Assistant Professor, Philosophy
BA, Clarion University of Pennsylvania; MA, PhD, Duquesne University

FACULTY EMERITI

Andrea Beranek
Mary Louise Bost
Linda M. Burns
Carol Caliendo
Marilyn Citron
Ellen Dehouske
Richard W. Devlin
Anne Marie Emanuel
Martha Ezzell
Phyllis A. Hackbart
Susan Sollon Hamilton
Mary Joy Haywood, RSM
Clare Hopkins
Eileen Hunkele
Carol Johnson
Mildred Jones
William F. Kraft
Irene Lietz
Emma Lucas-Darby
Joan Reale
Mary C. Rothenberger
William Stewart
Margaret S. Turner
Marlene Winter
Eleanor Wymard

DISTINGUISHED FACULTY

Suzanne M. Steiner

CAMPUS DIRECTORY

CARLOW UNIVERSITY
3333 FIFTH AVENUE
PITTSBURGH, PA 15213
412.578.6000 OR 1.800.333.2275
CARLOW.EDU

Academic Affairs

Convent of Mercy West Wing, First Floor
P: 412.578.6072
E: academicaffairs@carlow.edu

Office of Admissions

Antonian Hall, Third Floor
P: 412.578.6059
E: admissions@carlow.edu (Traditional First-Year and Transfer Students)
E: adc@carlow.edu (Adult Students)
E: gradstudies@carlow.edu (Graduate Students)

Office of Alumni Relations

Convent of Mercy West Wing, Third Floor
P: 412.578.6274
E: alumni@carlow.edu

Campus Ministry

University Commons, Third Floor
P: 412.578.6651
E: campusministry@carlow.edu

Carlow Bookstore

University Commons, First Floor
P: 412.578.6164
E: bookstore@carlow.edu

Center for Global Learning

University Commons, Third Floor
P: 412.578.6010
E: cgl@carlow.edu

Office of Career Development

University Commons, Second Floor
P: 412.578.6067
E: careercenter@carlow.edu

Disabilities Services Office

Frances Warde Hall, Fourth Floor
P: 412.578.6257
E: dso@carlow.edu

Center for Academic Achievement

University Commons, Third Floor

P: 412. 578.6146

E: caa@carlow.edu

Grace Library

University Commons

P: 412.578.6139

Office of Financial Aid

Student Hub, Antonian Hall, Second Floor

P: 412.578.6389

E: finaid@carlow.edu

Office of the President

University Commons, Fifth Floor

P: 412.578.6123

Office of the Registrar

Student Hub, Antonian Hall, Second Floor

P: 412.578.6389

E: registrar@carlow.edu

Student Accounts

Student Hub, Antonian Hall, Second Floor

P: 412.578.6389

E: studentaccounts@carlow.edu

Office of Student Affairs

University Commons, Second Floor

P: 412.578.6690

Technology Resources (Help! Services)

University Commons, Second Floor

P: 412.578.8700 (on campus)

University Advancement

Convent of Mercy West Wing, Third Floor

P: 412.478.6019

CONFERENCE FOR MERCY HIGHER EDUCATION

Carlow University
Pittsburgh, PA 15213

College Misericordia
Dallas, PA 18612

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

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

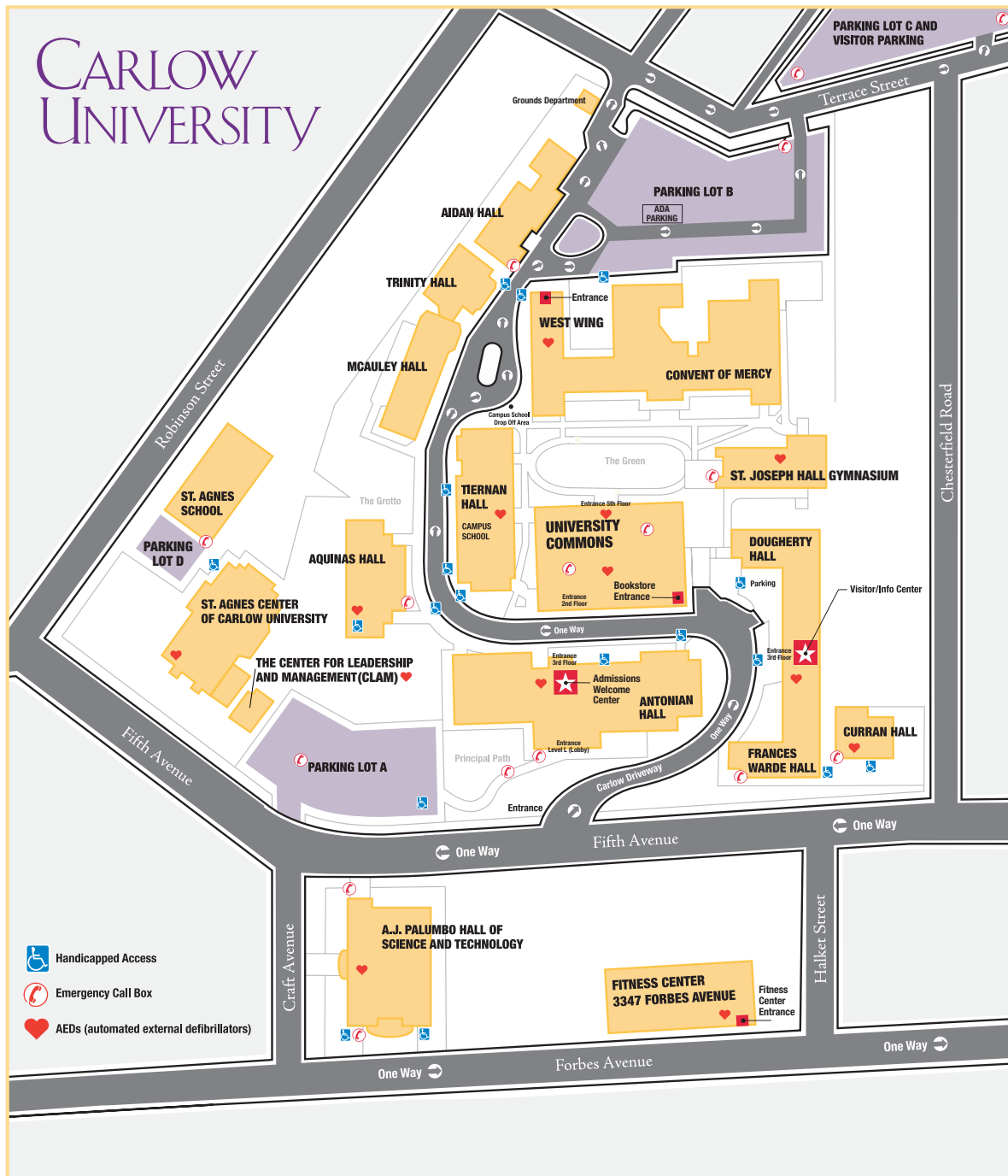
University of Detroit Mercy
Detroit, MI 48219

VISITORS

Visitors are welcome at Carlow University. Advance notice is recommended so that we can ensure an informative and enjoyable visit, as well as make appropriate parking arrangements. Prospective students are urged to visit the campus and meet with students, faculty, and other members of the Carlow community. The admissions offices are on the third floor of Antonian Hall. There are separate admissions areas that serve various populations of adult, graduate, international, and traditional students. Please call 1.800.333.2275 to be directed to the appropriate office for information on programs, admission, office hours, and appointments.

Visitors needing mobility assistance should either alert the Office of Admissions or contact the Carlow University Police Department at 412.578.8898 in advance of the visit.

CAMPUS MAP



CAMPUS MAP DIRECTORY

DEPARTMENT/BUILDING	FLOOR(S)
Academic Advising at the Student HUB	
Antonian Hall	2
Academic Affairs	
West Wing, adjacent to Convent of Mercy	1
Accounting Department	
Center for Leadership and Management (CLAM)	1
Admissions Welcome Center	
Antonian Hall	3
Advancement	
West Wing, adjacent to Convent of Mercy	3
Alumni Relations	
West Wing, adjacent to Convent of Mercy	3
Art Department	
Antonian Hall	4
Art Studio and Gallery #1	
Frances Warde Hall	Ground
Art Gallery #2	
University Commons	2
Athletics	
St. Joseph Hall	3
Biology Department	
A.J. Palumbo Hall of Science and Technology	2
Bookstore	
University Commons	1
Business Management Department	
Center for Leadership and Management (CLAM)	1
Campus Ministry	
University Commons	2
Campus Life/Residence Life	
University Commons	2
Campus Activities Board (CAB) Office	
University Commons	1
Career Development	
University Commons	2
Celtic Café	
A.J. Palumbo Hall of Science and Technology	1
Center for Academic Achievement (CAA)	
University Commons	4
Center for Digital Learning and Innovation (CDLI)	
University Commons	4
Center for Experiential Learning	
University Commons	2
Center for Global Learning	
University Commons	2
Ceramics Studio	
Antonian Hall	1
Chapel /Prayer Room	
University Commons	5
Chemistry Department	
A.J. Palumbo Hall of Science and Technology	3
Communication Department	
Antonian Hall	5
Dining Room	
Tiernan Hall	1
Disabilities Services	
University Commons	4
Education Department	
Frances Warde Hall	2
English Department	
Aquinas Hall	1
Evening Student Assistance Center (E-SAC)	
A.J. Palumbo Hall of Science and Technology	1
Facilities	
3356 5th Avenue	2
Finance and Administrative Services	
West Wing, adjacent to Convent of Mercy	2
Financial Aid at the Student HUB	
Antonian Hall	2
Fitness Center #1	
St. Joseph Hall	3
Fitness Center #2	
3347 Forbes Avenue	1

DEPARTMENT/BUILDING	FLOOR(S)
Frank B. Fuhrer Café	
University Commons	2
Health and Counseling Center	
Frances Warde Hall	4
Help! Services	
University Commons	2
Hopkins Communication Lab	
University Commons	4
Humanities Department	
Aquinas Hall	2
Inclusion and Intercultural Initiatives	
University Commons	2
Information Desk	
University Commons	2
Information Technology	
University Commons	2
Institutional Research, Effectiveness, and Planning	
Aquinas Hall	3
Justice Studies Department	
Antonian Hall	5
Kresge Multipurpose Room	
University Commons	5
Library Services/Circulation Desk	
University Commons	3
Mailroom	
University Commons	1
Marketing and Communications	
Antonian Hall	6
Massey Mathematics Laboratory	
University Commons	4
Mathematics Department	
A.J. Palumbo Hall of Science and Technology	1
Mercy Heritage	
University Commons	2
Mercy Service	
University Commons	2
Nursing Department	
Curran Hall	6
Nursing Simulation and Skills Lab	
Curran Hall	6
Police Dispatch Center (Parking Permits, IDs)	
Frances Warde Hall	3
President's Suite	
University Commons	5
Printing Services	
The St. Agnes Center of Carlow University	Basement
Psychology and Counseling Department	
Antonian Hall	5
Registrar's Office at the Student HUB	
Antonian Hall	2
Residence Hall #1	
Frances Warde Hall	1-2, 4-6
Residence Hall #2	
Dougherty Hall	4-10
Respiratory Care Simulation Center and Laboratory	
A.J. Palumbo Hall of Science and Technology	2
Rosemary Heyl Theatre	
Antonian Hall	Lobby
Social Work Department	
Antonian Hall	5
St. Agnes Church	
The St. Agnes Center of Carlow University	1
STEM Digital Learning Laboratory	
A.J. Palumbo Hall of Science and Technology	2
Student Accounts at the Student HUB	
Antonian Hall	2
Student Affairs	
University Commons	2
Student Government Association (SGA) Office	
University Commons	1
Student Lounge	
University Commons	2
Visitor Center	
Frances Warde Hall	3