

2026/2027



GRADUATE COURSE CATALOG

CARLOW
UNIVERSITY

CARLOW.EDU

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY POLICY

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

Carlow University strictly prohibits sexual misconduct, identity-based discrimination and harassment, and related retaliation. The University is committed to taking actions to prevent and effectively respond to these types of concerns, including by offering support, resources, and information. The University has adopted a non-discrimination policy and related procedures that ensure a prompt, fair, and impartial process for anyone involved in an allegation of discrimination, harassment, sexual misconduct, or retaliation.

To view Carlow's non-discrimination policy and learn more about how to share concerns, file a report, options for resolution, and support and resources available, please visit Carlow's Title IX Website.

Questions and Concerns should be directed to the following individuals:

Mary Anne Koleny, EdD, SHRM-SCP
Chief Human Resources Officer
201 West Wing
E: mskoleny@carlow.edu
P: 412.578.6015

Carissa Monaco
Title IX Coordinator
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P: 412.578.6050

Maleea Johnson. Ed.D
Title VI/Civil Rights Coordinator
E: mdjohnson4833@carlow.edu
P: 412.578.6227

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 according to ADA and Section 504 regulations. Enrolled students may request accommodations via the [Accommodate portal](#). following link https://carlow-accommodate.symphlicity.com/public_accommodation/ New and prospective students may contact Carissa Monaco, Sr. Director of Disability Services at 412-578-6050 or email at cmmonaco@carlow.edu. Additional information can be found on the [Carlow Disability Services webpage](#).

Emergency Management

If events or conditions arise which affect the ability of Carlow University to operate in the normal course of business and the delivery of academic programs and services is impacted, the University will work to provide students with options to address completion of their academic course work as promptly as possible.

About the Carlow University Course Catalog

The Carlow University Course Catalog is the official record of Carlow University for Fall 2026 through Summer 2027. It contains information correct at the time of publication. Carlow University reserves the right to alter any or all statements contained herein. A student, by voluntarily accepting admission to Carlow University or enrolling in a class or course of study offered by Carlow, accepts the academic requirements and criteria of the institution. Normally students may finish a program of study according to the requirements under which they were admitted to the program. However, requirements and course modalities are subject to change. Changes to the catalog or course requirements and/or delivery methods will be posted to the university website or intranet. 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 requirements.

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GENERAL INFORMATION

INTRODUCTION TO CARLOW UNIVERSITY

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

- Founded in September 1929 as Mount Mercy College
- University status awarded in 2004
- Catholic/Liberal Arts
- 2,453 students
- Diverse student body
- 10:1 student–faculty ratio
- 5 doctoral programs
- 15 graduate programs
- 28 undergraduate majors
- 24 certificate programs
- 3 associate degree programs

CARLOW UNIVERSITY CAMPUSES

MAIN-OAKLAND
3333 Fifth Avenue
Pittsburgh, PA 15213

CRANBERRY EDUCATION CENTER
Regional Learning Alliance
850 Cranberry Woods Drive
Cranberry Township, PA 16066

CARLOW UNIVERSITY AT WESTMORELAND COUNTY COMMUNITY COLLEGE
145 Pavilion Lane
Youngwood, PA 15697

OWNERSHIP

The statute by or under which Carlow University is incorporated is: Act of the General Assembly of the Commonwealth of Pennsylvania providing for the incorporation and regulation of colleges and universities approved the 25th day of June, A.D., 1895 (P.L. 327).

The original date of its incorporation is: April 24, 1933.

The purpose for which the corporation is organized are exclusively charitable, scientific or educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, and include all the purposes, powers and privileges conferred upon the Corporation by the Corporation Not-for-Profit Code, 15 Pa.C.S.A. 7101-8145.

CARLOW UNIVERSITY VISION

Carlow University's vision is to 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 and all their future endeavors as compassionate, responsible leaders in the creation of a just and merciful world.

VALUES

MERCY

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

HOSPITALITY

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

SERVICE

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

DISCOVERY

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

SACREDNESS OF CREATION

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

PHILOSOPHY STATEMENT

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

In line with its philosophy, Carlow:

- Is committed to the liberal arts as part of its undertaking to educate the whole person: body, mind and spirit.
- Recognizes the dignity of all human persons and the value of all creation and understands that genuine wisdom and knowledge yield imperatives for justice.
- Adheres to the belief that commitment to transforming the world flows from the values of the founders of Carlow University.

THE MERCY APPROACH

The Mercy approach to teaching and scholarship creates a campus culture where individuals 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
- Require students and graduates to challenge or affirm existing or prevailing values in the workplace and the world
- Are embodied in the integrative Mercy approach to rigorous scholarship, creative thinking and problem solving

CATHOLIC INTELLECTUAL TRADITION

Honoring the teachings of the Catholic Church

Carlow's Catholic identity derives from its foundation by the Sisters of Mercy and calls us to honor the teachings of the Catholic Church and to celebrate its significant liturgical events. This identity is strengthened by the University's participation in the Catholic Intellectual Tradition and its adherence to Catholic Social Teaching.

The Catholic Intellectual Tradition:

- Holds that faith and reason are not opposing positions but partners in the quest for truth, each illuminating the other
- Is viewed as a 2,000-year-long dynamic conversation in which we continue to ask questions about our human experience and its ultimate meaning
- Holds that truth is not static and unchanging but the source of ongoing discovery and enlightenment

Catholic Social Teaching

Catholic Social Teaching is found in documents of the Catholic Church that speak to the social order. Primarily, this body of teaching is characterized by:

- An insistence on the dignity of the human person
- A preferential option for the poor and vulnerable
- A concern for the common good.

Adherence to these principles creates the ambiance of a Catholic institution.

DEGREES AND PROGRAMS

Undergraduate Degrees

Associate of Science (AS)
 Bachelor of Arts (BA)
 Bachelor of Science (BS)
 Bachelor of Science in Nursing (BSN)
 Bachelor of Social Work (BSW)

Graduate Degrees

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

ACCREDITATION

Carlow University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104

(267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Carlow's Nursing programs are also accredited by the Commission on Collegiate Nursing Education and the Bachelor of Science in Nursing and Master of Science in Nursing (NP) are approved by the Pennsylvania State Board of Nursing. Program approval is granted by the Pennsylvania Department of Education for Carlow University's teacher and school counselor preparation programs. The Bachelor and Master of Social Work program is accredited by the Council on Social Work Education. Carlow University's Doctor of Psychology in Counseling Psychology program is accredited by the American Psychological Association. The Carlow University Respiratory Therapy program Bachelor of Science Degree at its Pittsburgh, PA, campus is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The Respiratory Therapy program's Associate of Science Degree holds provisional accreditation from the Commission on Accreditation for Respiratory Care. The Professional Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs. The Behavioral Neuroscience Intraoperative Neuromonitoring program's affiliate institution, UPMC Presbyterian, is accredited by the Commission on Accreditation of Allied Health Education Programs for their Intraoperative Neurophysiologic Monitoring program. Carlow University's and UPMC School of Cardiovascular Perfusion's Cardiovascular Perfusion program is accredited by the Commission on Accreditation of Allied Health Education Programs. The Master of Education Reading Specialist program is accredited by the International Dyslexia Association. The Master of Science (M.S.) education program in speech-language pathology (residential) at Carlow University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The Master of Science in Occupational Therapy (MSOT) and the entry level Doctorate in Occupational Therapy (OTD) are both Candidate for Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE). The Master of Science (MS) in Physician Assistant has been granted Accreditation-Provisional status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

MEMBERSHIPS

The Association of Catholic Colleges and Universities, the Association of Governing Boards, the Conference for Mercy Higher Education, the Association of Independent Colleges and Universities in Pennsylvania, the College and University Personnel Association, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the Society of College and University Planning, the Women's College Coalition, the Commission on Collegiate Nursing Education, the American Association of Colleges of Nursing, the 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. Under the Carnegie Classifications, Carlow University's Institutional Classification is *Special Focus: Other Health Professions*. The Student Access and Earnings Classification is *Opportunity Colleges and Universities – HigherAccess, Higher Earnings*.

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:

Doctor of Education (EdD)

- Arts Education, Administration, & Leadership; Curriculum & Learning; Early Childhood Policy & Leadership; Educational Leadership (General, Principal Certification, Superintendent Letter of Eligibility); Literacy; Special Education

Doctor of Nursing Practice (DNP)

Doctor of Occupational Therapy (OTD)

Doctor of Physical Therapy (DPT)

Doctor of Psychology (PsyD) in Counseling Psychology

Master of Arts (MA) in Art

- Ceramics, Painting/Drawing

Master of Arts (MA) in Psychology:

- Assessment, Child and Family Psychology, Exploratory, Forensics, Public Safety, Therapeutic Arts, Treatment

Master of Business Administration (MBA) with specializations in:

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

Master of Business Administration/Executive MBA

Master of Education (MEd)

- Art Education, Athletic Leadership, Curriculum and Instruction, Early Childhood and Elementary Education, Early Childhood Supervision, Educational Leadership with Principal Certification, Experienced-Based Certification, Reading Specialist, Secondary Education, Special Education

Master of Fine Arts (MFA) in Creative Writing

- Fiction, Nonfiction, Poetry

Master of Science (MS) in Cardiovascular Perfusion

Master of Science (MS) in Criminology & Criminal Justice

Master of Science (MS) in Fraud and Forensics

- Cyber Threat Analytics

Master of Science (MS) in Occupational Therapy

Master of Science (MS) in Physician Assistant

Master of Science (MS) in Professional Counseling

- Addictions Counseling, Clinical Mental Health Counseling

Master of Science (MS) in Speech-Language Pathology

- Voice & Aerodigestive

Master of Science in Nursing (MSN)

- Executive Organizational Nurse Leadership, Family Nurse Practitioner, Nursing Leadership and Education, Psychiatric Mental Health Nurse Practitioner, Women's Health Nurse Practitioner

Master of Social Work (MSW)

- Direct Practice, Macro Practice, School Social Work

DUAL DEGREE PROGRAMS

- MA/MS Psychology & Fraud and Forensics
- MA/MS Psychology/Forensics Specialization & Criminology and Criminal Justice
- MS/MS Fraud and Forensics & Criminology and Criminal Justice
- MSN/MBA Nursing Education and Leadership & Business Administration/Health Care Management Specialization
- MSW/MBA Social Work & Business Administration

POST-MASTER'S CERTIFICATES

- Addictions Counseling
- Executive Organizational Nurse Leadership
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- School-Based Mental Health Counseling
- School Social Work
- Women's Health Nurse Practitioner

GRADUATE CERTIFICATES

- Autism Teaching Graduate Certificate
- Curriculum & Instruction Supervisory Certificate
- Cyber Threat Analytics Graduate Certificate
- Dyslexia Teaching Graduate Certificate
- Early Childhood Leadership Graduate Certificate
- Educational Leadership Graduate Certificate with Principal Certification
- Fraud and Forensics Graduate Certificate
- Healthcare Management Graduate Certificate
- Human Resource Graduate Certificate
- Project Management Graduate Certificate
- Reading Specialist Graduate Certificate
- Special Education Graduate Certificate
- Superintendent Letter of Eligibility Certificate

ACCELERATED PROGRAMS

- Accelerated program to Doctor of Nursing Practice
- Accelerated Program to Doctor of Psychology in Counseling Psychology

PARTICIPATING MEMBERSHIP INSTITUTIONS

- Pennsylvania Transfer and Articulation Center (PaTrac)
- Department of Defense—Memorandum of Understanding

ADMISSIONS

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 Admissions invites those with at least a bachelor's degree to consider one of our many graduate certificates, master's, or doctoral programs. With few exceptions, standardized tests such as GREs, GMATs, and SAT Subject Tests are not required. Students applying for graduate admission to most programs can apply online free of charge at www.carlow.edu. Select programs may require an alternative application method and fee.

A student's physical location/address of residence is based on the information they provide on the admissions application. While Carlow does not require proof of residence, we verify that the address is current and consistent with other materials received by the student (e.g. official transcripts). If there is a discrepancy, Admissions will ask the student for verification of their physical location/address of residence.

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

GRADUATE STUDENT ADMISSIONS REQUIREMENTS

The admissions committee makes decisions based upon a careful, thorough, and holistic review of each application. Applicants who seek admission to graduate programs must provide sufficient evidence of 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 all information submitted and available at the time of application review.

Unless otherwise stated in the *Admissions Requirements for Specific Programs*, it is preferred that applicants:

- Possess a minimum 3.000 cumulative college GPA (on a 4.000 scale).
- Have at least one year of experience in a setting appropriate to the degree or certificate being sought.
- Exhibit competency in Microsoft Office Suite.
- Demonstrate an ability to work in an online environment (particularly for 100% online programs).

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

GRADUATE STUDENT ADMISSIONS PROCEDURES

Graduate students applying for regular admission should:

- Submit a completed application online at www.carlow.edu. Those applying to one of Carlow's graduate health sciences programs (Occupational Therapy, Physical Therapy, Physician Assistant, and Speech-Language Pathology) must apply through the associated Centralized Application Service.
- Upload a current resume or curriculum vitae within the application.
- Upload a personal essay within the application. The topic of the essay may vary by program.
- Submit official transcripts* from the institution(s) where you earned or will earn your bachelor's degree. Note that some programs may require transcripts from all institutions where undergraduate credit was earned.
- Submit official transcripts* from any institution where you took graduate-level coursework.
- Provide the name and contact information for 2-3 references who can speak to your leadership potential and ability to succeed in graduate-level work. You can identify these individuals within the application, and they will automatically receive a request to complete a reference form and upload a letter of recommendation. References are optional for most programs but required for some.

Please refer to the *Admissions Requirements for Specific Programs* to see if additional materials are required or requested.

*The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts can be mailed by the issuing school on paper and sent to the Office of Admissions at 3333 Fifth Ave., Pittsburgh, PA 15213. Paper transcripts personally delivered to the Office of Admissions by students are considered official only when sealed in an envelope, with the institution's seal/stamp or school official's signature over the flap. Faxed transcripts are not considered official. Carlow University will accept electronic transcripts for admissions purposes, in PDF format, if:

- The transcript is certified as official from the college, university, and/or proprietary school using a third-party agency for the certification process, such as AVOW Systems, Docufile, National Student Clearinghouse, Parchment, or Scrip-Safe.
- The transcript is emailed to Carlow University as an attached PDF (no screenshots) by a registrar or other school official using a school-issued email address and domain. Emails from commercial domains (Gmail, Yahoo, iCloud, Hotmail, etc.) will not be accepted.

Carlow University has the right to refuse transcripts and/or request additional information if there is question about the authenticity of any document received on the student's behalf. In such cases, an appropriate University representative (e.g., an admissions officer or registrar) will contact the registrar or other appropriate official at the school(s) in question to verify the legitimacy of transcripts or other documents and request new ones if appropriate and necessary.

Additionally, Carlow University reserves the right to verify the identity of any applicant for admission. This could involve a verification in person or using an online verification process.

Misrepresentation or falsification of required documents may be grounds for denial or revocation of admission to the institution.

ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

Program-specific requirements are in addition to the general application requirements listed in the *Graduate Student Admissions Procedures* section.

MASTER OF ART IN STUDIO ART (CERAMICS OR PAINTING/DRAWING)

Candidates are required to demonstrate studio competence via a portfolio review by art faculty.

EXECUTIVE MBA

Candidates should have a minimum of five years of work experience, preferably with some at an executive level.

MASTER OF EDUCATION IN ART EDUCATION OR SECONDARY EDUCATION

Candidates must submit official transcripts from all post-secondary institutions where credit was attempted.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH PRINCIPAL CERTIFICATION

Candidates must have a bachelor's degree (BA or BS) with initial certification in a relevant educational field (teacher, school counselor, school librarian, school psychologist, etc.), three years of successful classroom or educational experience prior to program admission, cumulative 3.000 undergraduate or graduate GPA and successful completion of background checks/PA clearances.

For 18-Credit Principal Certification Program: candidates must have a master's degree (MA, MS, MEd, etc.) and initial certification in a relevant educational field (see above).

MASTER OF FINE ARTS IN CREATIVE WRITING

Applicants must be able to attend the two-week long residencies in Pittsburgh and Ireland.

Candidates must upload two essays within the application:

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

Within the application, candidates must also submit the following text for their indicated specialization areas: 10 poems, or 25 pages of fiction, or 25 pages of creative non-fiction.

MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION

There are 18 seats available to all students entering into the UPMC School of Cardiovascular Perfusion each year. Current Carlow undergraduate biology students have the first chance at securing a seat in the clinical portion at UPMC.

The following are additional requirements for master's candidates:

- Official transcripts from all post-secondary institutions where credit was attempted.
- A minimum 3.500 cumulative college GPA and a minimum 3.500 cumulative GPA in the sciences (no exceptions).
- A bachelor's degree in biology, chemistry, nursing, respiratory therapy, or another closely related field.
 - If the student does not have a bachelor's degree in one of these areas, they must have all prerequisites completed to

- be considered for the program. The prerequisites include General Biology I and II, Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, Physics I and II, Microbiology, Pharmacology, Calculus, and Medical Ethics.
 - NOTE: Individuals holding a health-related professional degree need to provide a transcript reflecting their major and may not be required to complete all the prerequisites.
- A minimum of two professional/academic references.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

Candidates must have either an undergraduate degree or work experience in psychology-related professions, as well as an interest and aptitude in the development of research skills.

A minimum of two professional/academic references are required.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY AND OCCUPATIONAL THERAPY DOCTORATE

Current Carlow undergraduate degree-seeking students as well as Carlow alumni may choose to apply through the Carlow website. All other students must apply via the OT centralized application system, OTCAS. The following are required for admissions consideration:

1. Completion of an online application.
2. Baccalaureate degree from an accredited college or university or a plan to complete one prior to enrollment. While a specific discipline is not required, undergraduate students often major in areas such as health science, exercise science, or psychology in preparation for the MSOT or OTD.
3. Undergraduate degrees must be completed with a minimum 3.000 cumulative college GPA.
4. Completion of each of the prerequisite courses listed below with a letter grade of "C" or higher. Candidates must have completed the prerequisites within the last 10 years. Applications are still accepted if prerequisites are in progress if official transcripts showing successful completion ("C" or higher) are received prior to program matriculation. For prerequisites taken during the spring or fall of 2020 (semesters affected by COVID-19), a grade of "Satisfactory" or "Pass" will be accepted.
 - a. Anatomy and Physiology I (4 cr.)
 - b. Anatomy and Physiology II (4 cr.)
 - c. Medical Terminology (1 cr.)
 - d. Developmental Psychology (3 cr.)
 - e. Abnormal Psychology (3 cr.)
 - f. Statistics or Research (3 cr.)
 - g. Social Science (3 cr.)
5. A copy of current resume/CV.
6. A personal written statement, one page maximum, responding to the following prompt: Explain why you selected occupational therapy as a career and how an occupational therapy degree relates to your immediate and long-term professional goals. Describe how your personal, educational, and professional background will help you achieve your goals.
7. Three letters of reference, one of which must be from an occupational therapist.
8. Verification of completion of 20 hours of OT observation, volunteer, or work experience – completed in at least two settings – within the last five years. This should be documented from a registered OT on official letterhead.

Applicants who are finalists for admission will be invited to interview with program faculty.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT

Candidates for admission to the Master of Science in Physician Assistant must:

1. Complete an application for admission through the PA centralized application system, CASPA, by the published deadline.
2. Possess a baccalaureate degree from an accredited institution by the time of program matriculation.
3. Earn a minimum 3.300 cumulative college GPA on a 4.000 scale for all undergraduate coursework.
4. Complete all prerequisite coursework, as listed below, within the last 10 years. Courses outstanding at the time of application must be successfully completed before matriculation. All prerequisite courses must be successfully completed with a "C" or better, and the minimum GPA for all prerequisite coursework is 3.300 on a 4.000 scale.
 - a. Anatomy and Physiology I and II, with labs (8 cr.) OR Human or Vertebrate Anatomy (3 cr.), Anatomy lab (1 cr.) and Human or Vertebrate Physiology (3 cr.)
 - b. Biochemistry (3 cr.)
 - c. General biology I and II, with labs (8 cr.)
 - d. Microbiology (3 cr.)
 - e. Genetics (3 cr.)
 - f. General/inorganic chemistry I and II, with labs (8 cr.)

- g. Organic chemistry I and II, with labs (8 cr.)
 - h. English composition/writing (3 cr.)
 - i. General psychology (3 cr.)
 - j. Statistics (3 cr.)
 - k. Medical terminology for clinicians (not used in calculation of prerequisite GPA; may complete an online course for a certificate of completion)
5. Confirm the ability to meet the essential functions outlined in the program's technical standards that are necessary for participation in the program and profession.
 6. Complete a minimum of 500 hours of direct patient care or 500 hours of clinical research experience prior to application.
 7. Submit three references, none of which can be a relative. One must be from a physician assistant, one must be an academic individual involved in the applicant's education, and one is an individual of the applicant's choosing.

Those who meet the admissions requirements will be invited to interview with faculty and practicing PAs. This will involve interviews in both an individual and group setting, as well as the completion of a writing sample.

The full and complete admissions policy can be found on the Master of Science in Physician Assistant website on carlow.edu.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

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

1. Completion of a CSDCAS Application. The CSDCAS application must be verified.
2. Baccalaureate degree from an accredited institution.
3. Minimum 3.000 cumulative college GPA on a 4.000 scale.
4. Completion of each of the following prerequisite courses with a letter grade of "C" or higher from an accredited institution prior to program matriculation:
 - Communication Sciences & Disorders Prerequisites (15 total credit hours):
 - i. Phonetics (3 credits)
 - ii. Speech & language Development (3 credits)
 - iii. Speech & Hearing Science (3 credits)
 - iv. Introduction to Audiology (3 credits)
 - v. General Anatomy & Physiology I or Anatomy & Physiology of Speech & Hearing Mechanism (3 credits)
 - Additional prerequisite coursework (12 total credit hours):
 - i. Biological Sciences (3 credits)
 - ii. Physical Sciences (3 credits)
 - iii. Social/Behavioral Sciences (3 credits)
 - iv. Statistics (3 credits)
5. Verification of completion of 25 guided clinical observation hours with a Speech-Language Pathologist certified by the American-Speech-Language-Hearing Association (ASHA) prior to program matriculation.
6. Two letters of recommendation. At least one letter should be from a current or previous professor.
7. A copy of current resume/CV.
8. A personal written statement describing academic objectives, plans for graduate study, and career goals.
9. Completion of a virtual interview.
10. Verification of the ability to perform all the essential functions required to practice as a speech-language pathologist as defined in the program's Core Functions for Speech-Language Pathology Education document.

MASTER OF SCIENCE IN NURSING AND DUAL DEGREE MSN/MBA

A successful candidate must be a graduate of an accredited Bachelor of Science in Nursing (BSN) program with a minimum 3.000 cumulative college GPA; 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 should have one year or more of recent direct patient care clinical nursing experience.

Candidates must submit official transcripts from all post-secondary institutions where credit was attempted. A minimum of two professional/academic references is also required.

MASTER OF SOCIAL WORK AND DUAL DEGREE MSW/MBA

Candidates must have:

- Completed a BSW from a CSWE-accredited program or other undergraduate bachelor's degree from an accredited school.
- Earned a minimum 3.000 cumulative college GPA (on a 4.000 scale)
- Submitted a response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and competent writing skills.
- Completed a mixture of classes in social work, liberal arts, social sciences, math, and science.
- A minimum of two professional/academic references.

In addition to the criteria above, students may be granted Advanced Standing in the MSW program if they have:

- Completed a BSW from a CSWE-accredited undergraduate program within the past 7 years, or an equivalent program recognized through its International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.
- Earned a minimum 3.000 cumulative college GPA (on a 4.000 scale).
- Earned a grade of B- or above in all undergraduate social work courses.

DOCTOR OF NURSING PRACTICE

A successful candidate must be a graduate of an accredited Bachelor of Science in Nursing (BSN) program and an accredited Master of Science (MSN) program with a minimum 3.000 cumulative GPA. They must have an active, current, valid, unrestricted license as a registered nurse, and should meet both university and clinical agency health requirements.

Candidates must submit official transcripts from all post-secondary institutions where credit was attempted. A minimum of two professional/academic references is also required.

Applicants who are finalists for admission will be invited to interview with school representatives.

DOCTOR OF PHYSICAL THERAPY

Students must apply via the PT centralized application system, PTCAS. The following are required for admissions consideration:

1. Completion of an online application.
2. Baccalaureate degree from an accredited college or university or a plan to complete one prior to enrollment. While a specific discipline is not required, undergraduate students often major in areas such as health science, exercise science, biology, or psychology.
3. Undergraduate degrees must be completed with a minimum 3.000 cumulative college GPA.
4. Completion of each of the prerequisite courses listed below within the last 10 years. Applications are still accepted if prerequisites are in progress and will be completed prior to program matriculation.
 - a. Must earn a letter grade of "C+" or higher:
 - i. Anatomy with lab (4 cr.) and Physiology with lab (4 cr.), OR two-course sequence in Anatomy & Physiology with lab (8 cr.)
 - ii. Two courses in biological sciences (6-8 cr.)
 - iii. Psychology/sociology (3 cr.)
 - b. Must earn a letter grade of "C" or higher:
 - i. Two courses in general chemistry with lab (8 cr.)
 - ii. Two courses in general physics with lab (8 cr.)
 - iii. Statistics (3 cr.)
5. A copy of current resume/CV.
6. Two letters of reference:
 - a. One from a licensed physical therapist that you observed describing your passion for physical therapy and how the profession is a right fit for you.
 - b. One from an undergraduate advisor or professor who can describe your personal and academic abilities to be successful in a DPT program and become a licensed practitioner.

No set number of observation hours is required. However, it is expected that interested students will have engaged in those opportunities to be able to articulate their interest in the physical therapy profession confidently and competently.

Applicants who are finalists for admission will be invited to interview with program faculty.

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 an accrediting association recognized by the Council for Higher Education Accreditation. Master's degrees are considered closely related if they include coursework in the following areas:

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

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

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

Within the application, applicants will need to upload:

- A personal essay that is autobiographical in nature and focuses on the applicant's developmental history, cultural background, and experiences, and explains the applicant's reasons for pursuing doctoral studies in counseling psychology and their understanding of the program's social justice mission (three to four pages of double-spaced text).
- A reflective essay that addresses the applicant's thoughts and understanding regarding the etiology of client distress and the nature of the change process (three to four pages of double-spaced text).

Candidates must submit official transcripts from all post-secondary institutions where credit was attempted. Additionally, three letters of recommendation are required from professionals (i.e., academics and practitioners) who can address the applicant's suitability for doctoral study. (Note: Personal references are not considered and doctoral-level letter writers are preferred.)

READMISSION TO THE UNIVERSITY

Readmission procedures have been established for the following categories of students:

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

These students should:

- Submit a completed application online at www.carlow.edu.
- 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 reevaluate all academic courses, whether completed at Carlow or elsewhere, to determine what will be credited toward the student's degree. The University also reserves the right to request placement tests, where appropriate.

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

*The transcript is considered official if it contains the seal of the institution and is issued directly to Carlow University. Transcripts can be mailed by the issuing school on paper and sent to the Office of Admissions at 3333 Fifth Ave., Pittsburgh, PA 15213. Paper transcripts personally delivered to the Office of Admissions by students are considered official only when sealed in an envelope, with the institution's seal/stamp or school official's signature over the flap. Faxed transcripts are not considered official. Carlow University will accept electronic transcripts for admissions purposes, in PDF format, if:

- The transcript is certified as official from the high school, college, and/or proprietary school using a third-party agency for the certification process, such as AVOW Systems, Docufile, National Student Clearinghouse, Parchment, or Scrip-Safe.
- The transcript is emailed to Carlow University as an attached PDF (no screenshots) by a counselor, registrar, or other school official using a school-issued email address and domain. Emails from commercial domains (Gmail, Yahoo, iCloud, Hotmail, etc.) will not be accepted.

Carlow University has the right to refuse transcripts and/or request additional information if there is question about the authenticity of any document received on the student's behalf. In such cases, an appropriate University representative (e.g., an admissions officer or registrar) will contact the registrar, counselor, or other appropriate official at the school(s) in question to verify the legitimacy of transcripts or other documents and request new ones if appropriate and necessary.

Misrepresentation or falsification of required documents may be grounds for denial or revocation of admission to the institution.

READMISSION 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 time frame will follow the university policies associated with a traditional leave of absence time frame. Exceptions to this are cited in the university military and refund deployment policy. Students who return from military service within the leave of absence time frame (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.

INTERNATIONAL STUDENT ADMISSIONS

International students are those who are not citizens or permanent residents of the United States.

For those wishing to pursue study in the United States (rather than 100% online study from their home country), students must be enrolled in a full course of study, must maintain full-time status while enrolled, and can take no more than one online course per semester. Carlow is an F-1 school. Students must apply for and receive a visa that permits study in the United States and submit the necessary documents to the Office of Admissions.

Please note that international students may not be eligible for specific academic programs based on certification or licensure expectations and/or program format/modality.

INTERNATIONAL ADMISSIONS REQUIREMENTS AND PROCEDURES

International students applying for regular admission should:

- Submit a completed application form by applying online at www.carlow.edu.
- Submit official academic transcripts (secondary and/or post-secondary) from all institutions attended.
 - Admission decisions cannot be made without official transcripts. Originals or notarized (certified) copies are required. These documents must come directly from your school(s) in sealed envelopes or alongside a certified credential evaluation sent directly by the evaluation company. Student copies, scanned copies, or photocopies are not acceptable.
- Request a certified credential evaluation.
 - It is the applicant's responsibility to have transcript(s) from any institution outside the United States officially evaluated by World Education Services (WES), our preferred provider. Alternatively, you may request an evaluation from another current member organization of the National Association of Credential Evaluation Services (NACES). The list of current members can be found at naces.org. When requesting the certified credential evaluation, graduate students must request a course-by-course evaluation.
 - The evaluation company must send the official evaluation report, along with the transcript(s), directly to Carlow University. Transcripts or certified credential evaluations sent by the student will not be accepted.
- Show proof of English language proficiency. Official results from one or more of the following standardized tests must be submitted directly from the applicable testing agency. Sending results from a GRE, GMAT, SAT Subject Test, or other graduate-specific assessment does not satisfy the requirement outlined herein. We cannot accept test scores sent by the student, school officials, consultants, liaisons, or any other person or entity. Additionally, Carlow University does not provide fee waivers to offset the cost of taking one or more of these tests.
 - TOEFL: Preferred minimum score of 4.5 on the Internet-based test (IBT) for master's or certificate students; preferred minimum score of 5.0 for doctoral students.
 - IELTS: Preferred minimum score of 6.5 for master's or certificate students; preferred minimum score of 7.0 for doctoral students. Note that Carlow does not accept the IELTS Indicator.
 - Duolingo: Preferred minimum score of 110 for master's or certificate students; preferred minimum score of 120 for doctoral students.
 - PTE: Preferred minimum score of 67 for master's or certificate students; preferred minimum score of 76 for doctoral students.

- NOTE: English language proficiency requirements for doctoral programs may differ by program.

You may be exempt from the English Language Proficiency requirement if:

- You were born and raised in Australia, Bahamas, Barbados, Belize, Canada, Fiji, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Liberia, Malta, New Zealand, Nigeria, Papua New Guinea, Philippines, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Uganda, United Kingdom, Vanuatu, and Zimbabwe.
- You completed a bachelor's degree in the U.S. or in a country noted above.
- You completed 12 or more credits of graduate coursework taught at an accredited college or university in the U.S. or in a country noted above.
- You submit a request for review of alternative English proficiency evidence.
- Submit a copy of your valid (unexpired) passport. This can be sent by email to admissions@carlow.edu.

International students admitted to Carlow University will need to submit financial documentation for Carlow to issue a Form I-20, the Certificate of Eligibility for Nonimmigrant Student Status. These items must be received before a student can be registered for any coursework.

- Notarized Affidavit of Support
 - The Office of Admissions will send this to you which informs you of your approximate balance. Each affidavit must be submitted in its original form; copies will not be accepted.
- Official Bank or Employer's Statement
 - All affidavits of support must be accompanied by official/notarized bank or employer's statement and must show evidence that the amount pledged is available. If a student has more than one sponsor, each sponsor must submit a Carlow notarized affidavit with an accompanying statement. Bank statements should be no older than six months. Bank statements must be submitted in their original form; copies will not be accepted.

Carlow University has the right to refuse submitted documentation and/or request additional information if there is question about the authenticity of any document received on the student's behalf. In such cases, an appropriate University representative (e.g., an admissions officer or registrar) will contact the registrar, counselor, or other appropriate official at the school(s) or agencies in question to verify the legitimacy of transcripts, test scores, or other documents and request new ones if appropriate and necessary.

Misrepresentation or falsification of required documents will render an applicant ineligible for admission and will be grounds for denial or revocation of admission to the institution.

UNDOCUMENTED STUDENTS / DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

Students who are undocumented under DACA are welcome to apply to Carlow University using the procedures previously outlined. These students will not be able to apply or qualify for need-based financial assistance or federal/state aid.

PROVISIONAL ADMISSION

Occasionally, an applicant is provisionally admitted to a graduate program. Provisional admission is granted to an applicant who does not fully meet all the admissions criteria, but for whom we believe there is a strong possibility for academic success. Provisionally admitted students are often limited to 6 credits for their first semester. Specific guidelines for academic progress must be met by all graduate students to remain in good academic standing.

CONDITIONAL ADMISSION

Many applicants are conditionally admitted. This occurs when final official documentation is still needed to be fully admitted to the university. This is often the case when a student is still actively enrolled at another post-secondary institution with "in progress" coursework listed on their transcript at the time they are applying to Carlow. Conditional admission is based on the student's ability to provide us with one or more final official transcripts, or any other required documentation as requested by the Office of Admissions. Once received, the student will be fully admitted to Carlow. Conditionally admitted students can register and start classes; however, registration for the following semester is held until the student is fully admitted to the university.

TRANSFER OF CREDITS

Depending on program requirements and the program director's discretion, 6-12 credits of graduate level coursework may be accepted for credit by Carlow if:

- They are comparable or complementary to the Carlow University program.
- They indicate a grade of B or higher.

Acceptance of transfer credits is specific to each program. 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 general guidance of the number of credits that may be accepted based on the total credits for the program. The Program Director and/or Department Chair have final approval on all graduate transfer credits.

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

GUEST STUDENTS

Guest students are those who wish to register for coursework but who are not admitted to a program of study. Guest students are not eligible for financial aid or academic recognition; however, they are subject to the rules and regulations of the university. Admission to graduate courses as a guest student requires the approval of the appropriate program director. It is not customary for a student to take more than six credits as a guest student unless they are pursuing post-master's coursework for licensure or certification. Those interested in being a guest student should visit <https://www.carlow.edu/academic-programs/academic-information/registrar/>.

DISCIPLINARY AND CRIMINAL HISTORY POLICY

Carlow University is committed to balancing transformative justice and human dignity with the safety and wellbeing of our entire campus community, including our Early Learning Center and Campus Laboratory School. We invite full disclosure of any disciplinary violations and criminal convictions as requested in the application. We may follow up with additional requests for information as necessary and may conduct a background screening as part of the review. Please note that the existence of a disciplinary or criminal past does not automatically disqualify a student from admission consideration.

Those affirming a criminal history will be asked to supply additional information, including the identity of the court, docket number, and disposition of the case. To the extent any additional information exists regarding being adjudicated guilty or convicted of a misdemeanor, felony, or other crime, those details will also be requested.

Upon receipt of this information:

- The University reserves the right to conduct a general background check.
- The results of the background check, along with the student-submitted information, are shared with the Office of Student Affairs for review. This review could trigger additional requests for information.
- Based on the subsequent review, the Office of Student Affairs provides recommendations to the Office of Admissions. A student's enrollment may involve additional restrictions pertinent to the nature of the offense(s).
- For those entering programs that result in licensure additional documentation may be required from said board of licensure prior to enrollment into the program

Depending on the nature of a reported disciplinary violation, the Office of Admissions reserves the right to seek additional information and engage in a process like that which is listed above for those with a criminal history.

RESCISSION OF ADMISSION

The University reserves the right to rescind admission at any time for any reason. Such reasons may include, but are not limited to, failure to meet the conditions outlined as part of their acceptance, misrepresentation through falsification or omission of information, and disciplinary/criminal activity post-admission.

CONTACT INFORMATION AND LOCATIONS

MAIN (OAKLAND) CAMPUS – OFFICE OF ADMISSIONS

Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
P: 412.578.6059 or 800.333.2275
F: 412.578.6321
E: admissions@carlow.edu
<http://www.carlow.edu/admissions>

CRANBERRY REGIONAL EDUCATION CENTER

Regional Learning Alliance
850 Cranberry Woods Drive
Cranberry Township, PA 16066
P: 724.741.1000

CARLOW UNIVERSITY AT WESTMORELAND COUNTY COMMUNITY COLLEGE

Business and Industry Center
145 Pavilion Lane
Youngwood, PA 15697
P: 724.838.7399

FINANCIAL AID

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

SPECIAL CIRCUMSTANCES

Individual circumstances that could affect the Student Aid Index (SAI) include unemployment, change in job status, or unusual medical expenses. When these situations occur, they should be communicated to the Financial Aid Office via a Special Conditions Form, which is available at www.carlow.edu under Financial Aid Forms.

APPLICATION PROCESS

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

FEDERAL DIRECT STUDENT LOAN

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

The annual unsubsidized loan limit for a full-time graduate student is \$20,500. The aggregate limit for a graduate student is \$100,000. Annual loan amounts are prorated for students who enroll less than full-time. This proration requirement is called SOR, Schedule of Reductions.

PRIVATE ALTERNATIVE LOANS

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

FEDERAL TEACH GRANT

The TEACH grant provides up to \$4,000 per year in grants to graduate students who commit to teach full-time in high-need subject areas for at least four out of the first eight years teaching, and at schools that serve students from low-income families. If the commitment is not fulfilled, the grant is permanently converted to a Federal Direct Unsubsidized Loan that you may repay with interest calculated from the time of the first grant disbursement. Once the grant is converted to a loan, it cannot be converted back to a grant. Eligible programs are MEd in Special Education, MEd in Education/Reading Specialist, MEd in Secondary Education (Biology, Chemistry, or Math subject

areas only), and MEd in curriculum & Instruction/Specialization in ESL. More information about TEACH can be found at <https://studentaid.gov/understand-aid/types/grants/teach>. Contact the Graduate Coordinator in the Education Department to apply.

RETURN OF TITLE IV FUNDS

When a student is the recipient of federal financial aid, the funds are intended for educational purposes only. Therefore, when a student does not complete the entire period of enrollment (semester), a portion of the federal funds received may have to be returned to the federal government. The Financial Aid Office is required to recalculate Title IV (federal) financial aid if a student withdraws, drops out, is dismissed, or takes a leave of absence prior to completing 60% of a payment period or term, usually a semester. In these circumstances, the Financial Aid Office uses the Return of Title IV Funds formula to recalculate the student's eligibility for Title IV Funds, meaning the amount of federal aid the student earned. This formula is only applicable when the student withdraws from all classes, and this policy is separate and distinct from the Carlow University Drop and Withdrawal Refund Policy.

Return of Title IV Funds Calculation

STEP ONE – To determine the percent of financial aid that a student earned, the formula takes the number of days completed in the semester, divided by the total number of days in the semester, excluding five or more consecutive days that Carlow University is closed such as Spring Break or Thanksgiving Break.

STEP TWO – To determine the amount of financial aid that must be returned, the formula takes the percentage earned in Step One, times the amount of federal aid disbursed or to be disbursed.

Federal financial aid includes Federal Pell Grant, Federal SEOG Grant, Federal TEACH Grant, Federal Direct Student Loan, Federal Direct PLUS Loan. Unearned financial aid is returned in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Direct PLUS Loan (Graduate PLUS and Parent PLUS)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Federal TEACH Grant

If the calculation generates a credit on the student's account, a refund will be issued to the student within 14 days. Carlow University has 45 days from the date it is determined that the student withdrew to return all unearned funds for which it is responsible. We are also required to notify the student if they owe a repayment via written communication. A notification will be sent to the student that explains any returns that have been made to the Title IV programs as a result of the withdrawal, and that remaining unearned Title IV loan funds must be repaid by the student in accordance with the terms of the loan as outlined in the Master Promissory Note.

Post Withdrawal Disbursement

If the Return of Title IV Funds calculation determines that the student received less federal financial aid than the amount earned, Carlow University will advise the student in a written communication.

In the case of federal grants, Carlow University will make the post-withdrawal disbursement within 45 calendar days from the date the student withdrew.

If the post-withdrawal disbursement is a result of a federal student loan or Parent PLUS Loan the borrower will be notified within 30 calendar days about the offer and will have 14 calendar days to accept the post withdrawal disbursement. If a response is not received from the student or parent within the allowed time frame or the disbursement is declined, the Financial Aid Office will return any earned funds to the applicable Title IV programs.

All post-withdrawal disbursements are applied to the student account first, and any resulting credit balance is handled as noted above.

Official Withdrawal from Carlow University

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 an online Withdrawal/Leave of Absence form and submit it to the Office of the Registrar.

Students who are considering withdrawal should investigate the financial implications prior to any action by contacting the Financial Aid and/or Student Accounts Office.

For complete withdrawal from all classes in a semester, final determination of tuition and fee refund amounts will be made by the Office

of Student Accounts and will be based on the date that the student initiated the withdrawal process by contacting the Office of the Registrar or by submitting the withdrawal form. Students who do not return from a leave of absence or who are not registered for four consecutive semesters will be unofficially withdrawn from the university. Students who are unofficially withdrawn are still responsible for outstanding tuition balances.

Unofficial Withdrawal from Carlow University

Federal regulations require schools to identify students who may have withdrawn during a semester without providing official notification. These students are classified as unofficial withdrawals for that semester and their eligibility will be recalculated. Per federal regulations, the Financial Aid Office will use the midpoint of the semester as the withdrawal date, unless we become aware that the student ceased attendance on a specific date.

Non-Attendance

If a student awarded Title IV Financial Aid does not begin attendance in the period of enrollment, the student is ineligible for any Title IV Aid.

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.

TA FUNDS

Carlow University will return any unearned TA funds on a proportional basis through at least the 60 percent portion of the period which funds were provided.

TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. Complete details of our policy to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing at least 60% of a semester can be found in the above Return of Title IV Funds policy.

Schedule for Return of Unearned TA Funds:

16 Week Course Withdraw Submitted -

Before or during weeks 1-2: 100% return

During weeks 3-4: 85% return

During weeks 5-6: 65% return

During weeks 7-8: 45% return

During week 9-10: 25% (60% of course is completed)

During weeks 11-16: 0% return

8 Week Course Withdraw Submitted -

Before or during week 1: 100% return

During week 2: 75% return

During week 3-4: 50% return

During week 5: 25% return (60% of course is completed)

5 Week Course Withdraw Submitted -

Before or during week 1: 100% return

During week 2: 50% return

During week 3: 25% return (60 percent of course is completed)

During weeks 4-5: 0% return

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

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

PROCEDURE

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

APPEAL PROCESS

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

Academic Forgiveness:

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

SATISFACTORY ACADEMIC PROGRESS POLICY FOR VETERANS

The US Department of Education and Veterans Administration regulations require institutions of higher education to set standards to measure satisfactory academic progress for students who are receiving financial aid, including Veterans Benefits. Carlow University uses the same standards to measure academic standing.

Academic Progress is reviewed after each semester. A student who completes coursework with a GPA less than 3.00 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 3.00 will have their eligibility for financial aid Suspended. A student may submit one appeal for an additional semester of financial aid eligibility. (See Appeal Process above.) The maximum time frame to maintain financial aid eligibility varies according to program of study and the number of credits that are required for completion of the program.

ACADEMIC LEVELS:

The following guidelines are used to determine the status for graduate students:

- Full-time—a student enrolled in 6 or more credits
- Half-time—a student enrolled in fewer than 6 credits
- Less than Half-time - < 3 credits

VETERANS AFFAIRS (VA) BENEFITS

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

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

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

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

Carlow University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the

individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

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

Veterans, active duty service members, and reservists are given priority when registration opens for the coming term, regardless of class level. Please see notifications from the Office of the Registrar with specific dates and instructions.

ACADEMIC INFORMATION

ACADEMIC ADVISING

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

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

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

ORIENTATION

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

TRANSCRIPT REQUESTS

All requests for official transcripts should be submitted via the National Student Clearinghouse. A link to the transcript ordering page is available on the Registrar page on Carlow's website: <https://www.carlow.edu/academic-programs/academic-information/registrar/>. A fee is charged for each transcript. Students receive one complimentary hard copy transcript upon completion of their program that is mailed with their diploma or certificate. Unofficial transcripts are available only to current students. The Office of the Registrar does not release unofficial transcripts.

STUDY ABROAD

We encourage Carlow students to enhance their on-campus and online coursework with a study abroad experience. Study abroad allows students to travel outside the United States to earn credits toward their Carlow degree requirements (major, minor, and Compass) through coursework, academic internships, and service-learning. Opportunities of varying lengths are available year-round for students of all majors and foreign language proficiency levels (including English-only programs), and funding may be available to help make the experience affordable for students from a range of financial backgrounds.

There are three types of study abroad opportunities:

- **Faculty-Led Academic Global (FLAG) Programs**
Designed for Carlow students and taught by Carlow faculty, these programs typically offer focused coursework and experiential learning opportunities outside the classroom. Fees vary by program, and students may be able to use their regular financial aid, including Carlow scholarships, to help fund the experience. In addition to the program fee for the abroad component, tuition is charged at the per-credit rate, unless the credits can be included within undergraduate flat-rate tuition during the semester of the course. Most FLAG Programs range in length from 1-3 weeks. The number of credits and the grading scale (letter grades or Pass/Fail) varies by program.
- **Semester Abroad Programs**
Carlow students may spend one or two semesters earning credits through coursework at institutions abroad. Courses taken

abroad appear on transcripts with Pass/Fail grades only and do not factor into GPA. Students who study abroad for a semester are expected to take a full course load abroad (6 credits minimum or more, depending on program-specific requirements). Students who do not pass all of their courses abroad are not eligible for a tuition refund for courses that do not meet the requirements to transfer back to Carlow. There are two types of semester abroad programs. Programs of varying lengths, disciplines, and prices are available around the world, and English-language coursework is available on both types of programs

- o **Celtic Programs:** These pre-approved programs are designed so that Carlow students pay their regular Carlow tuition and fees, and they pay for housing and meals abroad. Students may be able to use their regular financial aid, including Carlow scholarships, to help fund the experience.
- o **Shamrock Programs:** Students may select from a list of pre-approved Shamrock programs or can petition for approval for credit-bearing programs offered by other universities and study abroad providers. Although students cannot use Carlow scholarships on these programs, they may still be able to use federal financial aid. All academic costs are paid directly to the host university or study abroad program.
- **Summer Abroad Programs**
All Carlow students are eligible to study abroad for 2 weeks to 3 months over the summer term. Like Shamrock Semester Abroad programs, all costs are paid directly to the host university or study abroad program. Students should speak to Financial Aid to determine eligibility for aid for these programs. Courses taken abroad appear on transcripts with Pass/Fail grades only and do not factor into GPA. Programs of varying lengths, disciplines, and prices are available around the world.

Students who are interested in studying abroad should begin the planning process as early as possible with the Center for Global Engagement, which provides support with program selection, financial planning, credit transfer, health and safety orientation, and more.

Center for Global Engagement
University Commons 320
www.carlow.edu/studyabroad

INTERNSHIPS AND FIELD PLACEMENTS

Off-campus fieldwork or internships are a regular part of the curriculum. There are multiple programs where students are required to do discipline-specific professional work experiences as an integral part of their program. These requirements are listed on a student's program evaluation. Students should consult with their advisor or the chair/director for details.

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.

Students can receive help with writing through face-to-face or live online tutoring or via e-tutoring by email. All tutoring formats are provided by writing consultants with graduate degrees in writing-related fields. Students may request one, or on-going sessions throughout their graduate program as needed. More information, including guidelines for writing support and APA research documentation for graduate students, is available on the CAA's [MyCarlow](#) page under the "Resources" tab

The CAA also provides Academic Coaching services. Academic coaches work with students through purposeful mentoring in academic and organization skills to promote self-efficacy and resiliency. Coaches provide guidance regarding time management, learning and study strategies, and test-taking skills in order to help students create and be accountable for achieving academic goals

Please also visit [MyCarlow](#) make an appointment with a tutor, [or academic coach](#).

DISABILITY SERVICES OFFICE

Carlow University makes every reasonable effort to provide accommodations to provide qualified students with disabilities the opportunity to take full advantage of programs, activities, services, and facilities. The University's Disability Services Office does this in part by arranging reasonable and effective accommodations for qualified students through an interactive process which includes review of documentation, meeting with the student and review of additional relevant information.

Students seeking accommodations must self-identify as a person with a disability to the [Disability Services Office](#) by submitting the [Confidential Request Form](#), along with supporting documentation. Students are encouraged to initiate their accommodation request as soon as a need is identified to ensure sufficient time to complete the interactive process which includes a meeting with the Disability Services Office.-Accommodations are not retroactive.

Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct. Disability Services strives to facilitate accommodations that offer the most equitable experience without fundamentally altering an essential outcome or aspect of a course or campus experience. Additional information about the Reasonable Accommodation Determination Process is available on the [Disability Services webpage](#).

Disability Services encourages students to reach out with questions and/or concerns. Please call us at 412-578-6257 or email dso@carlow.edu.

This is a summary of Disability Services Guidelines and Policies. To access the full list of both, please visit at the [Disability Services webpage](#).

OFFICE OF CAREER DEVELOPMENT

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

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

CENTER FOR EXPERIENTIAL LEARNING

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

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

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

GRACE LIBRARY

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

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

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

librarian.

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

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

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

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

STUDENT EVALUATION

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

ACADEMIC POLICIES

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

ACADEMIC CALENDAR

The academic calendar is published annually. Carlow follows the semester system, although some programs are divided into shorter sessions within the semester.

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 when 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 is 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.

Some classes follow a unique schedule and meet for anywhere from 4-12 weeks. Course start and end dates are posted in Self Service.

ACADEMIC FORGIVENESS

Any student who matriculated at Carlow University and withdrew at least five years prior to seeking re-admission* has the option of requesting academic forgiveness through the Office of the Provost** and Vice President for Academic Affairs. A student seeking academic forgiveness shall request consideration at the time of re-admission. Academic forgiveness means all previous courses the student has passed will remain on the permanent record, but none will be computed into the new cumulative GPA. Credit earned prior to academic forgiveness for courses graded A to D-will be counted toward degree requirements. Previous courses graded F will not be counted toward degree requirements. Please refer to individual departments for specific repeat policies in major and support courses.

When a student is granted academic forgiveness by the Provost**, the actual earned credits and earned grades are the units taken into account for the purpose of measuring academic progress for financial aid. To complete the degree, the student must earn a minimum of 30 credits after academic forgiveness. To earn graduation honors, the student must earn a minimum 3.5 GPA. Honors are limited to the

cum laude designation, no matter how high the GPA.

*For additional information regarding re-admission please refer to section: Re-Admission Procedure to the University.

ACADEMIC INTEGRITY POLICY

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

FORMS OF ACADEMIC MISCONDUCT

Cheating

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

Plagiarism

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

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

Self-Plagiarism

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

Academic Deceit

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

Fabrication of Data

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

Interference with Other Students' Learning or Achievement

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

Unauthorized Acquisition or Exchange of Coursework

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

Copyright Violations

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

Other Forms of Academic Misconduct

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

VIOLATIONS OF ACADEMIC INTEGRITY

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

If the alleged misconduct is the student's first offense of a similar nature, and the faculty believes the misconduct is minor or the result of an honest mistake, the faculty should contact the student within five business days of discovering the violation to arrange a meeting (the meeting may be in person or online or via electronic communication) and attempt to resolve the matter with the student directly. The faculty member may impose a sanction at their discretion. Also, in the spirit of helping guide the student's learning process, the faculty should refer the student to such resources as the Center for Academic Achievement, as appropriate.

Once a resolution is achieved, the faculty and the student must sign an Academic Integrity Violation agreement detailing the misconduct and the sanction imposed to be kept in the Academic Integrity database in the Office of Academic Affairs. This agreement is kept as a means of tracking and does not become part of a student's permanent academic record. The student may not contest the sanction or appeal to a higher level.

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

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

Academic Integrity Hearing Procedure

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

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

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

and witnesses may be excused from the room during the Panel's deliberation.

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

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

- Zero credit on the assignment
- Failure of the course

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

- Suspension from the University
- Dismissal from the University

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

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

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

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

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

Composition of the Academic Integrity Committee

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

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

Each Panel shall consist as follows:

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

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

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

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

Appeals

Following the Academic Integrity Hearing Panel's ruling, both the faculty alleging misconduct and the accused student may appeal the decision in writing detailing the grounds of the appeal. Appeals must be submitted to the Provost** within ten business days of the

Panel's ruling. The decision of the Provost** is final, and a written record of the decision shall be kept on file. Should the Provost** reverse the ruling of the Panel, they shall explain the rationale for the reversal, in writing, to the Panel.

STUDENT CODE OF CONDUCT

Students of Carlow University are expected to conduct themselves as responsible individuals who respect the rights and dignity of others. University rules and regulations are intended to protect the rights of each member of the university community. Students are expected to act reasonably, responsibly, and with civility while on campus and at university-sponsored events off campus. See the Carlow University Student Handbook for more information.

ACADEMIC GRIEVANCE PROCEDURE

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

Steps to address a concern:

1. If a student has an academic concern, they should present the situation to the faculty member in writing/email. The email must make explicit that the student is starting the grievance procedure. The faculty member will arrange an appointment as soon as possible. The faculty member will respond to the concern presented during this initial appointment within seven days of the appointment. Parties should retain a written record of this discussion. Most matters can be settled by frank discussion of the facts.
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 students and three faculty members. One faculty member will be elected as chair of the committee and will vote only to break a tie. Student members will be drawn from the pool of graduate students when a grievance is filed by a graduate student. Faculty members will be drawn from other graduate departments. The student and faculty members may each request the removal of any one member of the pool of eligible members.
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.

***In processes or procedures where the Provost is not available, such as academic matters requiring intervention from Academic Affairs, the Interim Provost will step in. There also may be circumstances where it is more appropriate for a cabinet member or administrator to be involved. These will be evaluated on a case-by-case basis. Students, faculty, and staff are expected to comply with any changes.*

ACADEMIC STANDING

Good academic standing at the graduate level is defined as maintaining a cumulative GPA of 3.0 and earning no lower than a B- in any course. In addition, each term GPA must be 3.0 or higher. Some individual graduate programs have their own academic standing criteria and review process. This includes grade standards that may be higher or lower than B-. Students are expected to consult the handbook for their program of study for this information. A student is permitted to repeat a course one time. Policies regarding course withdrawals, course repeats, and other minimum criteria vary among academic programs.

At the end of each term, a student's academic record is reviewed. Any student who does not maintain the above GPA and grade standards will be placed on an academic standing as outlined below.

ACADEMIC WARNING

Academic Warning is a designation for a student whose term GPA is less than 3.0. In their next term of enrollment, the student must earn a term GPA of 3.0, maintain a cumulative GPA of 3.0, and earn a B- or higher in all classes to be in good academic standing. *Grade thresholds may be higher or lower in some academic programs.*

ACADEMIC PROBATION

Academic Probation is a designation for a student whose cumulative GPA is less than 3.0 and/or the student has earned lower than a B- in a class. *Grade thresholds may be higher or lower in some academic programs.* In their next term of enrollment, the student must bring up their cumulative GPA to 3.0 and earn a B- or higher in all classes to be in good academic standing. If a student's cumulative GPA remains below a 3.0, but it has increased from a previous term, and the student has earned a B- or higher in all classes, the student may continue on probation for another term.

ACADEMIC DISMISSAL

A student will be dismissed from the institution if they do not increase their cumulative GPA after their probationary term and/or they earn below a B- in two or more courses over the length of the program. If two or more grades below B- are earned in the student's first term at the university, they may be dismissed without a probationary term. *Grade thresholds may be higher or lower in some academic programs.*

An academic dismissal at the graduate level cannot be appealed. The student may apply for readmission after one year. Readmission is not guaranteed. A student who is dismissed twice is not eligible for readmission.

RE-ADMISSION AFTER A DISMISSAL

If a student is dismissed from the university, the student may apply for re-admission after one academic year, including the summer terms. For example, a student dismissed in the fall semester must sit out the following spring, summer, and fall semesters. The student may apply for readmission the semester prior to the anticipated reinstatement. Reinstatement is initiated when the student completes and submits an application for readmission. 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 resume, two letters of reference, and an interview. The required statement and resume should be submitted concurrent with the reapplication. All readmitted students must be approved to return by a number of offices/individuals, including but not limited to, Student Affairs, Student Accounts, Financial Aid, the Registrar, Program Director, and the Dean. Students may be asked to submit an appeal or other documentation during this review process. Other procedures may be required by the department/program. Dismissed students who are reinstated by the program director and the dean will re-enter with probationary status.

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

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA)

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

NC-SARA helps states, institutions, policymakers, and students understand the purpose and benefits of participating in SARA. Carlow University is among the more than 2,400 institutions that voluntarily participate in SARA.

Complaint information and procedures:

- [SARA Student Complaints | NC-SARA](#)
- [Students Complaints | Department of Education | Commonwealth of Pennsylvania](#)

LEARNING ASSESSMENT AT CARLOW

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

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

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

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

Carlow's Learning Assessment Framework

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

- Clearly Articulated Student Learning Outcomes
 - To ensure learning, a program must first define goals in order to intentionally work toward those goals. With this in mind, each program of study defines five to seven program-level student learning outcomes. These outcomes are statements about what a learner should be able to do after they have completed the program of study. At the end of each academic year, departments and programs of study review their outcome results and use the information to determine action steps that will improve, bolster, and better assure student learning.
- Defined Measures and Criteria for Success
 - Learning outcome statements specify student learning behaviors that are observable, measurable, and able to be demonstrated. Based on all of this, each program of study identifies opportunities where students apply and demonstrate their learning outcomes. These can include exams, papers, presentations, projects, and other assignments. After identifying these demonstration opportunities, programs of study establish standards of quality, i.e., "criteria for success", that they will use to evaluate the learning outcomes, ensuring that they meet our expectations and prepare students for future success. Wherever necessary, rubrics are developed to clearly explain the criteria used to evaluate outcomes.
- Collection and Analysis of Data
 - Upon conducting assessments of each learning outcome, programs of study collect and analyze the resulting data. This analysis includes evaluation of the achievement of each outcome and thus leads to identification of best practices or areas in which student learning can be improved.
- Action Plans for the Improvement of Student Learning
 - Where data collected indicate unsatisfactory progress in the achievement of learning outcomes, faculty will identify tangible actions that will be taken to improve student learning. The efficacy of these actions is then evaluated through future assessments.

It should be noted that while this framework provides clear guidelines for how each program of study carries out assessment, it leaves great flexibility to faculty, departments, and programs in determining and implementing the best practices for evaluating their students' achievement. There are several programs at Carlow University that are externally accredited, including programs in the School of Nursing (CCNE), Education (PDE), Reading Specialist (IDA), Counseling Psychology Doctoral Program (APA), Respiratory Therapy (provisional accreditation through COARC), Professional Counseling (CACREP), Behavioral Neuroscience/Intraoperative Neuromonitoring program's affiliate institution, UPMC Presbyterian (CAAHEP), Social Work program (CSWE), and Speech-Language Pathology (Candidacy pre-accreditation with CAA). For these programs, external agencies often have their own requirements regarding assessment, and these programs may adapt the Carlow framework to conduct assessment of student learning in ways that align with those requirements.

Assessment Reports and Activities

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

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

CLASSIFICATION OF STUDENTS

- Full-time Students: Graduate students enrolled in 6 or more credits
- Part-time Students: Graduate students enrolled in fewer than 6 credits
 - Half-time = 3-5 credits
 - Less than Half-time = 0-2 credits

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

CARLOW UNIVERSITY PROCEDURE FOR STUDENTS TO INSPECT EDUCATION RECORDS

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

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

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

CARLOW UNIVERSITY PROCEDURES REGARDING DISCLOSURES OF STUDENT RECORDS

Carlow University students are encouraged to allow their parents and guardians to have access to their education records. To authorize disclosure to parents and guardians (and anyone else not listed in the exceptions below), students must provide written, signed and dated, specific authorization specifying the records they wish to share. To do so, students may submit an Authorization to Release Records form with the registrar. The student may email the completed form to the registrar only from the student's own Carlow University email account. Otherwise, the student's signature must be hand delivered or mailed to the Office of the Registrar. To revoke this authorization, students may alert the registrar in writing, including by email.

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

Written consent generally required:

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

Disclosures without student consent:

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

- To Carlow University officials who have been determined by the university to have legitimate educational interests in the

records. A school official is:

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

Directory information: Directory information is personally identifiable information that may be disclosed without the student's consent.

Carlow University designates the following information as directory information:

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

Opting out of the directory:

A student may request that his or her information not be included in the directory. To do so, please complete the Request to Restrict Directory Information (opt-out) Form or otherwise submit written notice to the registrar. Failure to request nondisclosure of directory

information may result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information. Carlow University does not provide directory information to marketing companies, including credit card companies, ring vendors, or the like.

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

Records of Requests for Disclosure

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

PROCEDURE TO AMEND EDUCATIONAL RECORDS

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

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

MORE INFORMATION ABOUT FERPA

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

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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

Copying of Education Records

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

Recording Virtual Class Sessions

Prior to a virtual session, instructors who choose to record the session must inform their students and participants that they are being recorded. Videos of recorded sessions containing students' names and images can be embedded in Celtic Online without students' written consent. The link to the recording should be accessible only to students who are officially enrolled in the course. Recorded sessions containing students' names and images should not be posted publicly.

Record Retention

The University maintains academic records for a period of 5 years from the student's date of separation from the institution (i.e. graduation, withdrawal, etc.). These records can include, but are not limited to, application materials, transcripts from previous institutions, and academic or informational forms completed by a student. The student's Carlow University transcript is maintained in the institution's electronic records system indefinitely.

STUDENT INFORMATION CHANGES

Students who, after registration, change their name, address, or phone number must complete the appropriate form found in the student portal MyCarlow: <https://my.carlow.edu/pages/office-of-the-registrar>. A student will be notified via Carlow email once the update has been made. Any communication from the College that is mailed to the name and address on record is considered to have been properly delivered.

COURSE INFORMATION

REGISTRATION

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

CHANGE OF REGISTRATION

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

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

ATTENDANCE POLICY

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

ACCELERATED COURSES

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

ONLINE/DISTANCE EDUCATION COURSES

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

NON-ATTENDANCE POLICY

To be eligible for a Federal Title IV grant and loan funds, a student must begin attendance in the period of enrollment for which the loan was intended. Accordingly, institutions must have a process in place to determine that the student actually began attendance. Faculty will report a student as never attended if they have not attended an in-person class or participated in an online class by the end of the add/drop period. The course will then be dropped from the student's schedule. Faculty reporting activities are necessary for the university to comply with Federal Department of Education regulation 34CFR 668.21, which requires that if a student does not begin attendance in a payment period, the institution must return all Title IV, HEA program funds that were credited or disbursed to the student's account no later than 30 days after the date that the institution becomes aware that the student will not or has not begun attendance. If the student fails to begin attendance in any classes after disbursement of federal loan funds has been made directly to the student, the institution must immediately notify the applicable Federal loan servicer that the student has not begun attendance and did not establish eligibility for federal aid. The loan servicer will then issue a final demand letter to the student borrower for repayment.

STUDENT PARTICIPATION AND ABSENCE FOR MANDATORY UNIVERSITY-SPONSORED EVENTS

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

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

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

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

INDEPENDENT STUDIES AND TUTORIALS

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

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

REPEATED COURSES

Students may attempt to improve their grade point average by repeating courses. A student wishing to repeat a course can do so only by taking the same course at Carlow University. When a course has been repeated, both grades remain on the transcript. The grade earned by repeating a course is used in lieu of the grade originally earned and will be used in the calculation of the cumulative GPA. A student who repeats a course one time may still be considered for financial aid for that course. No course may be taken more than three times. A

student who repeats a course for which credits were earned will not earn additional credits for the repeated course. In some situations, it may be necessary for a student to repeat a course off campus. This situation will be handled on a case-by-case basis with oversight by the appropriate dean. No course may be repeated at any other institution in order to have that grade accepted as a replacement for the original grade earned at Carlow University. In the event that a student has failed a course that is no longer offered or for which the student is ineligible to take as determined by the academic department, the department offering the course will decide which course or courses a student may substitute. The grade for the substituted course does not replace the grade for the original course in the calculation of the cumulative GPA. Students should consult with the Office of Financial Aid for more information on how repeated courses might impact student aid.

WITHDRAWAL FROM A COURSE

Withdrawal from a course must be made officially in the Office of the Registrar. A WD is assigned if a student officially withdraws from a course after the drop deadline and prior to the final date to withdraw in a given semester, according to the deadlines posted on the intranet. Withdrawing from a course or courses does not withdraw a student from the university. Withdrawal from the University requires submission of a Withdrawal/Leave of Absence form to the Office of the Registrar. To receive WD's for their courses, a student must submit the Withdrawal/Leave of Absence form by the posted course withdrawal deadlines. If a student submits the form after the course withdrawal deadline, they will receive the letter grades they earned for their courses. Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.

CROSS-REGISTRATION (PCHE)

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

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

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

TRANSFER OF CREDITS

6-12 graduate credits may be accepted for graduate credit by Carlow at the discretion of the department chair or program director. Chairs/Directors will evaluate prior credit during the admissions process in a timely manner and notify the registrar's office if approved. Acceptance of transfer credits is specific to each program. Credits must: 1) be comparable or complementary to the Carlow University program and 2) indicate a grade of B or higher. Some programs require that credits be earned no more than five years prior to enrollment in a Carlow University graduate program. Transfer of credit into certificate programs varies by the program of study. Students should contact the appropriate chair/program director of specific certificate program. The following chart provides guidance on the number of transfer credits accepted based on the total credits of the program. Exceptions must have chair/director approval.

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

Once awarded, these credits are posted on a student's official academic transcript, and how the credit is applied to degree requirements is viewable on a student's program evaluation in Self Service. Carlow is part of the ACE Credit College and University that considers ACE recommendation for military training and experience. Carlow will also review additional types of credit, such as credit for college-level

learning that has taken place outside the classroom, on a case-by-case basis. It is to the discretion of the department chair/program director to approve the transfer of alternative credit. Credits earned are considered transfer credits and are not included in the number of credits necessary to satisfy college residency requirements (see guidance chart above). Once awarded, these credits are posted on a student's official academic transcript, and how the credit is applied to degree requirements is viewable on a student's program evaluation in Self Service.

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

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

DEGREE/CERTIFICATE REQUIREMENTS

Students must complete all of the graduate program requirements governed by the catalog in effect at their time of enrollment, including required courses and field placements, while maintaining a 3.0 average. Some programs require a minimum grade of B or B- in all courses. The specific grade required varies by program. A student who does not earn the minimum required grade in a course will be asked to repeat that course. Please consult the handbook for your program of study for more information. In addition, students must demonstrate professional competence in theoretical and field experiences. Some programs require the presentation of a thesis, project, or workplace internship to demonstrate these competencies. Students in dual degree programs must satisfy all requirements of both programs before the degree(s) are conferred. Students who change their program of study will be governed by the catalog in effect when the change is made. Certificate completion requires a 3.0 cumulative GPA.

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

GRADUATION POLICY

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

POSTHUMOUS DEGREE POLICY

Carlow University recognizes that, on rare occasions, a student may die prior to the completion of a degree for which they were enrolled. This policy allows Carlow to recognize the achievements of the deceased student and award the student a degree posthumously. This policy outlines the process for determining the criteria for awarding the posthumous degree.

Eligibility Criteria

A posthumous degree may be awarded if the student:

- Was actively enrolled at Carlow University at the time of their passing or on an approved leave of absence.
- Had completed a substantial portion of their degree program:
 - Undergraduate students: At least 75% of required coursework.
 - Graduate students: At least 50% of required coursework or substantial progress on a thesis, dissertation, or capstone project.

- Note: If a student has completed all of the requirements to earn their degree, the standard degree conferral process will be followed.
- Was in good academic standing, with a minimum GPA of 2.0 (undergraduate) or 3.0 (graduate) and no unresolved academic or disciplinary sanctions.
- Had demonstrated a commitment to Carlow University's values, as affirmed by faculty and academic leadership.

Nomination and Approval Process

Initiation of Request

- A request for a posthumous degree may be initiated by a family member, faculty member, academic advisor, or department chair.
- The request must be submitted in writing to the Office of the Provost.

Review Process

- The Registrar's Office will verify the student's academic progress and standing.
- The academic department and college dean will review the request and provide a recommendation.
- The request will be forwarded to the Provost for final approval, with a recommendation from the Vice President for Academic Affairs.
- The President of the University will provide final authorization.

Awarding and Recognition

Diploma and Transcript

- The diploma will not include a notation that the degree was awarded posthumously.
- The student's official transcript will reflect the degree with a posthumous designation.

Commencement and Presentation

- The degree may be presented to the family at a Carlow University commencement ceremony or in a private recognition ceremony arranged with the family's preferences.
- The student's name may be included in the commencement program.
- Alternative Recognition: If the student did not meet the credit threshold for a degree, Carlow University may issue a Certificate of Academic Achievement in recognition of their contributions to the university community.

Special Considerations

Honorary Degrees

- In exceptional cases where a student was deeply engaged in university life but did not meet the coursework requirement, the University may award an honorary posthumous degree, subject to Presidential approval.

Ethical and Pastoral Considerations

- Given Carlow University's Catholic and Mercy tradition, pastoral support will be offered to the family through Campus Ministry and Student Affairs.
- A Mass of Remembrance or a special memorial service may be arranged in honor of the student in consultation with Campus Ministry.

Oversight and Amendments

This policy is maintained by the Office of the Provost in collaboration with the Registrar's Office and Student Affairs. Amendments to this policy require approval from the University Academic Council and the Office of the President.

SECOND DEGREE FOR STUDENTS

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

GRADES AND GRADING POLICIES

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

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

GRADING AND GRADE POINT AVERAGE (GPA)

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

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

NOTE: MINIMUM PASSING GRADE REQUIRED MAY VARY BY PROGRAM

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

GRADING—NO POINTS ASSIGNED

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

AUDITING A COURSE

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

GRADE CHANGES AND GRADE APPEALS

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

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

outlined below.

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

GRADES OF C+ AND BELOW

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

INCOMPLETE GRADE POLICY

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

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

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

IN PROGRESS (IP) GRADES

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

INSTITUTIONAL REVIEW BOARD

Federal law protects the individual's right to privacy and protects citizens from harm from others. Research involving human subjects is reviewed to safeguard those rights. Carlow University has convened an Institutional Review Board (IRB) to ensure that all human subject research and/or projects that include data collection from human subjects is reviewed in advance by responsible, knowledgeable peers to protect these rights. Carlow University is committed to these laws based on moral, ethical, and legal grounds. All research that comes under the aegis of the university must meet the procedures established to ensure the privacy and protection of human subjects. These procedures are followed by faculty in their own research, and by students in any research they conduct, regardless of where it is actually conducted. Guidelines can be found on the intranet.

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 on myCarlow. Students can take a leave of absence for one to three semesters, including summer terms. Students should contact the Office of the Registrar upon returning for registration instructions. Students taking a leave of absence or withdrawing due to military activation must contact the Office of the Registrar.

- To receive WD's for their courses, a student must submit the Withdrawal/Leave of Absence form by the posted course withdrawal deadlines. If a student submits the form after the course withdrawal deadline, they will receive the letter grades they earned for their courses. Grades of students who do not complete a course and who have not withdrawn officially will be listed as F.
- Students who are considering withdrawal should investigate the financial and student aid implications prior to any action by contacting the Financial Aid and/or Student Accounts Office.
- Financial aid recipients are urged to contact the Financial Aid Office to determine how financial aid amounts will be affected by any withdrawal. Also, please review the Federal Title IV Aid Return of Funds Policy to determine how loans and grants will be recalculated.
- For complete withdrawal from all classes in a semester, final determination of tuition and fee refund amounts will be made by the Office of Student Accounts and will be based on the date that the student initiated the withdrawal process by contacting the Office of the Registrar or by submitting the withdrawal form.
- Students who do not return from a leave of absence or who are not registered for four consecutive semesters will be unofficially withdrawn from the university. Students who are unofficially withdrawn are still responsible for outstanding tuition balances.
- See below for the schedule of refunds of tuition, fees, room, and board.

ADD/DROP

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

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

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

Students wishing to withdraw from the residence hall must contact the Residence Life office. Refunds of room and board charges are governed by the Housing and Food Service Agreement signed by the student for the academic year. Housing deposits are non-refundable.

REFUND OF TUITION AND FEE CHARGES

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

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

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

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

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

- Students can add or drop a course(s) through midnight on Day 14 of the Day course calendar.

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

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

REFUND OF ROOM AND BOARD CHARGES

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

MILITARY DEPLOYMENT AND REFUND POLICY

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

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

A student can choose to have an Incomplete (I) grade recorded at the end of the semester provided that the student has completed at least 75 percent of the course work, has a passing grade in the course, and if both the student and faculty agree with this option. The student and faculty will need to discuss the course's completion requirements. A student who has selected the incomplete grade option will have one year after returning 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 student will be withdrawn from the course(s) with an “M” grade. 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 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 withdraws due to active duty will be released from their housing contract for room and board. Fees will be refunded for the term in which they have withdrawn.

APPEALS

In cases where a student misses the course drop or withdrawal deadline due to extenuating or mitigating circumstances, such as a death in the family, injury, sudden severe illness, or accident, may appeal for a late drop or late withdrawal. Students must complete an online appeal form, available on myCarlow. The appeal is reviewed by the Appeals and Grievance committee, which consists of representatives from Academic Affairs, Admissions, Financial Aid, Student Accounts, Student Affairs, and the faculty. The student will receive an email with the appeal decision within 30 days of submission. All decisions made by the Committee are final.

TUITION AND FEES

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

STUDENT ACCOUNTS PAYMENT POLICIES

Each semester, payment is due by the due date published on myCarlow and in the email notice about a month before due date. 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 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 receiving a diploma. A registration hold is also placed on an account that has a delinquent balance of \$2,000 or higher.

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

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 AND COURSE METHODS

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

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

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

BACKGROUND

The U.S. Department of Education, at 34 CFR Section 600.2, defines "credit hour" as "...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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

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

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

CARLOW UNIVERSITY COURSE METHODS

Delivery method:

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

Levels of synchronicity:

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

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

CARLOW UNIVERSITY CREDIT HOUR REQUIREMENTS

Undergraduate credits are assigned per semester as follows:

- Lecture/Seminar
3 credits. 1 hour of classroom instruction and 2 hours of outside study per credit. 45 total hours per credit with 90 total hours of out of class academic engagement equaling 135 total hours for three credits over 15-week format.
- Accelerated CAP/Weekend courses
3 hours per week over 8-week format, plus additional hours of equivalent instructional activities. 135 total hours for three credits.
- Lab
1 credit. 2-4 hours per week depending on the program, with 2 or more hours of student prep time per week over 15-week format.
- Clinical
1 credit per 60 hours of clinical contact.
- Student Teaching
12 credits per semester. 640 hours of total student teaching. 16 weeks, 8 hours per day/5 days per week.
- Internship/Externship
1-6 credits. 45 hours in field per credit.
- Psychology Internship
1 credit. 45 hours in field per credit.
- Art Therapy Practicum
1 credit. 45 hours in field per credit.
- Field Placement

3-5 credits. 135 to 225 hours in the field per credit depending on the program.

- Online
Refer to calculating credit hours for synchronous and asynchronous environments.
- Studio
3 credits. 50-minute clock hours. 60 total hours over 15-week format.
- Independent Study/Tutorial
Credits vary; contact hours will vary based upon program and/or program requirements and will meet minimum credit hour requirements.

Specialized Graduate credits are assigned as follows:

- Nursing Clinical
1 credit per 75 hours of clinical contact.
- Doctor of Nursing Practicum
1 credit = 200 hours
- Thesis
3-6 credits. Hours variable per program.
- Internship/Practicum
1-4 credits. 45-100 field experience hours per credit
- Professional Counseling Practicum
3 credits. 100 hours of field experience, plus additional hours of class/preparation time. 135 total hours for three credits.
- Doctor of Psychology Practicum
3 credits. 300 hours of field experience.
- Doctor of Psychology Internship
9 credits. 2000 hours of internship experience.
- Student Teaching
6 credits per semester. 640 hours of total student teaching. 16 weeks, 8 hours per day/5 days per week.
- Physical Therapy Clinical
1 credit per 80 hours of clinical contact
- Occupational Therapy Clinical
1 credit per 90 hours of clinical contact

Credit Hours for Online, Hybrid, and Accelerated Courses

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

Calculating Credit Hours for Synchronous or Asynchronous Environments

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

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

ESTIMATED EQUIVALENT

- LMS/module pages (estimated number of words at average adult reading rate)
- Learning assets such as assigned reading, digital mini-books, articles, simulations, self-paced modules, case studies, etc. (calculated average time needed to 'consume' the material assuming the student reads 10 to 15 pages per hour. Time may vary by department.)

- Instructor-facilitated or instructor-feedback-rich activities such as discussion boards, wikis, journals, group projects (instructor expectation of time to be spent)
- Student presentations via virtual poster session (instructor expectation of time spent reviewing and commenting on 'posters' or presentation)
- Instructor-guided research activities (instructor expectation of time to be spent)
- Low-stakes quizzes used as comprehension checkers (instructor estimation of time spent)
- Preparation for examinations (instructor estimation of time to be spent)
- Discussion question preparation (instructor estimation of time spent)
- Homework/Working Problems time (instructor estimation of time to be spent)

ACCEPTABLE RANGES OF STUDENT LEARNING HOURS

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

Credit Value of Course 4: Target Number of Student Learning Hours 180

Credit Value of Course 3: Target Number of Student Learning Hours *135

Credit Value of Course 2: Target Number of Student Learning Hours 90

*Example represents a traditional course meeting for 45 contact hours with 90 hours of out of class academic engagement. This follows the federal guideline for every 1 hour in class the student will have 2 hours of work outside the classroom. For courses with abbreviated contact hours, the out of class academic engagement will be supplemented via Equivalent Instructional Activities.

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ART, COMMUNICATION, AND ENGLISH

Master of Arts in Art with specializations in:

- Painting/Drawing
- Ceramics

Master of Fine Arts in Creative Writing with specializations in:

- Fiction
- Non-Fiction
- Poetry

MASTER OF ARTS IN ART

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

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

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

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

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

MASTER OF FINE ARTS IN CREATIVE WRITING

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, and to develop and hone their craft by writing and reading in an individualized program. For an entire semester, students study poetry, fiction, or nonfiction with prominent American and Irish writers-

The program requires a minimum of five semesters and 36 credits. Four semesters begin with an intensive 11–14-day residency at either Carlow University in Pittsburgh, Trinity College, Dublin or another site in Ireland. At the end of each residency, students spend the following semester 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 or less.

Students must complete the following degree requirements: (Details for each requirement below are provided to students each semester in the residency guide.)

- Four 11–14-day intensive residencies alternating in Pittsburgh and Ireland.
- Four practicum semesters with a faculty mentor. Students will normally work with two or three mentors over the five semesters.
- A public reading during each residency and a craft talk during the final residency.
- An additional semester(s) to produce an original manuscript of publishable quality in fiction, poetry, or creative nonfiction. By the middle of the fourth semester, in consultation with the director of the MFA program, students choose a mentor for their creative manuscripts from among the mentors with whom they have studied.
- A manuscript workshop at the end of the final manuscript semester, with the approval of the mentor, during which the defense

committee gives initial feedback on the manuscript.

- A period of six months following the manuscript workshop, in which students use feedback to revise the manuscript, before moving with mentor approval to the defense of the creative manuscript. The defense includes the completion of a revision statement, 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, along with cultural events, fill the afternoons and early evenings. 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. With the director's permission, auditing is permitted.

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

- The student has successfully fulfilled all residency requirements to the satisfaction of the mentor and program director.
- The student has submitted a residency evaluation to the MFA office.
- The student receives a passing grade (PD, P, or PR) for the residency.
- MFA faculty recommends that the student advance in the program.

If a student fails a residency, they cannot advance to the adjoining practicum. In Progress (IP) grades are possible only with the approval of the director and mentor.

NOTE: Residency and practicum together make up a semester; one is inextricable from the other.

PRACTICUM REQUIREMENTS

The primary focus of the semester practicum is the student's creative writing. Students should be prepared to invest a minimum of 15-20 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.

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

- The student has successfully met submission deadlines with the mentor, according to Semester Practicum Contract.
- The student has submitted a practicum evaluation to the MFA office.
- The student 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 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

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 a minimum of 36 credits, including 1 manuscript semester. Most fiction and creative nonfiction students may require 2 to 3 manuscript semesters.

All manuscripts must be submitted in PDF 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 approved by the director and the mentor. At the beginning of a manuscript semester, mentor and student must agree to the number of pages to be sent incrementally.

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 approved at over 250 pages, a polished segment, in rare instances, may be acceptable to a defense committee.

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)."
Acknowledgements should be cited at the very end of the manuscript. A table of contents must be included with each manuscript.

MANUSCRIPT WORKSHOP AND FINAL DEFENSE

Once the mentor, student, and MFA director have agreed that the manuscript is ready, a Manuscript Workshop will be scheduled with the committee. The Manuscript Workshop will be followed by a revision period of six months (if an extension is requested, the revision period will be limited to no more than 1 year) in which the student works independently to incorporate the feedback given during the Manuscript Workshop. Once the student feels the revision is complete, the manuscript will be reviewed by the manuscript mentor to ensure that revisions have successfully been incorporated. A Final Defense in which the student discusses their manuscript and revision statement with the committee will be held. A public reading with Q&A to follow will be scheduled for after the Final Defense.

TIMETABLE FOR SUBMISSION AND DEFENSE OF THE CREATIVE MANUSCRIPT

The student submits the manuscript to the MFA director at least four weeks before the defense. Commencement ceremonies are held in May.

DEPARTMENT OF BIOLOGICAL SCIENCES

Master of Science in Cardiovascular Perfusion

MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION

In cooperation with the UPMC School of Cardiovascular Perfusion, Carlow University offers a Master of Science degree in Cardiovascular Perfusion. Perfusionists operate the cardiopulmonary bypass machine during open-heart surgery, coronary artery bypass, heart and lung transplantation, congenital defect repairs, and valve replacements.

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

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

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

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

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

Required Courses for the Master of Science in Cardiovascular Perfusion

- PRT 750 Introduction to Perfusion
- PRT 7711 Clinical I Perfusion Systems
- PRT 7712 Clinical I Perfusion Systems Continued
- PRT 775 Hematology
- PRT 778 Renal Anatomy & Physiology
- PRT 779 Cardiovascular Physiology
- PRT 780 Introduction to Cardiovascular Surgery
- PRT 781 Cardiovascular Anatomy
- PRT 782 Pulmonary Anatomy and Physiology
- PRT 783 Electrophysiology
- PRT 7851 Clinical II – Perfusion Procedures
- PRT 7852 Clinical II – Perfusion Procedures Continued
- PRT 787 Medical Physics
- PRT 789 Acquired Pathology
- PRT 793 Congenital Pathology
- PRT 795 Clinical III - Perfusion Conduct
- PRT 797 Clinical Pharmacology
- BIO 739 Pharmacology
- MBA 728 Decision Making for Leaders

Total: 54 credits. Students who start the program as undergraduates will take some of these credits while in the BS in Biology program.

DEPARTMENT OF BUSINESS MANAGEMENT, ACCOUNTING, AND ETHICS

Master of Business Administration with specializations in:

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

Dual Degree: MBA/MSN Business Administration/Health Care Management specialization & Nursing Education and Leadership

Dual Degree: MBA/MSW Business Administration & Social Work

Executive MBA (E-MBA)

Graduate Certificates:

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

MASTER OF BUSINESS ADMINISTRATION

The Carlow 36-credit MBA offers ultimate flexibility by allowing students to take courses online. It is a unique, interdisciplinary degree that offers the opportunity to examine both the theoretical and practical aspects of business administration. Students may specialize in fraud and forensics, human resource management, project management, healthcare management, or 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.

- 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 are online)
- Provides a forum for collaborative interaction with dedicated faculty
- Allows students to experience the art and science of quality leadership and management in a creative and supportive environment
- Utilizes experiential learning methods through the use of case studies, simulations, team projects, and client engagements with organizations and companies both regionally and nationally
- Assists students with assimilating a body of knowledge and developing a set of skills to keep them on the cutting edge of their professions
- Embodies the mission of Carlow University

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

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

Business Leadership and Management Track

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 731	Managing Innovation and Artificial Intelligence	3 credits
MBA 732	Financial Planning and Data Analytics	3 credits
MBA 742	Economics	3 credits
MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits
TAKE 9 CREDITS FROM THE FOLLOWING		9 Credits
MBA 733	Project Management I - Introduction	3 credits
MBA 734	Project Management II - Agile	3 credits
MBA 735	Project Management III - Capstone	3 credits
MBA 777	Strategic Human Resource Management	3 credits
MBA 778	Employment Law	3 credits
MBA 796	Healthcare Management & Administration	3 credits
MBA 797	Healthcare Project Management	3 credits
MBA 798	Telehealth Management	3 credits
MFF 711	White-Collar Crime	3 credits
MFF 713	Fraud Prevention and Ethics	3 credits
MFF 721	Legal Elements of Fraud	3 credits

Fraud and Forensics Track

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 732	Financial Planning and Data Analytics	3 credits
MBA 742	Economics	3 credits

MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits
MFF 711	White-Collar Crime	3 credits
MFF 713	Fraud Prevention and Ethics	3 credits
MFF 721	Legal Elements of Fraud	3 credits
TAKE 3 CREDITS FROM THE FOLLOWING		3 Credits
MBA 731	Managing Innovation and Artificial Intelligence	3 credits
MBA 733	Project Management I - Introduction	3 credits
MBA 734	Project Management II - Agile	3 credits

Healthcare Management Track

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 731	Managing Innovation and Artificial Intelligence	3 credits
MBA 742	Economics	3 credits
MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits
MBA 796	Healthcare Management & Administration	3 credits
MBA 798	Telehealth Management	3 credits
MBA 732 or NU 727	Financial Planning and Data Analytics OR Fiscal Management	3 credits
TAKE 3 CREDITS FROM THE FOLLOWING		3 Credits
MBA 733	Project Management I - Introduction	3 credits
MBA 734	Project Management II - Agile	3 credits
MBA 797	Healthcare Project Management	3 credits

Human Resource Management Track

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 731	Managing Innovation and Artificial Intelligence	3 credits
MBA 732	Financial Planning and Data Analytics	3 credits
MBA 742	Economics	3 credits
MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits
MBA 777	Strategic Human Resource Management	3 credits
MBA 778	Employment Law	3 credits
MBA 733, MBA-734, OR MBA 797	Project Management I, Project Management II, OR Healthcare Project Management	3 credits

Project Management Track

MBA 711	Business Writing	3 credits
MBA 722	Strategic Analysis	3 credits
MBA 724	Business Analytics	3 credits
MBA 728	Decision Making for Leaders	3 credits
MBA 731	Managing Innovation and Artificial Intelligence	3 credits
MBA 732	Financial Planning and Data Analytics	3 credits
MBA 733 OR MBA 797	Project Management I – Introduction OR Healthcare Project Management	3 credits
MBA 734	Project Management II - Agile	3 credits
MBA 735	Project Management III - Capstone	3 credits
MBA 742	Economics	3 credits
MBA 752	Advances in IT and IT Management	3 credits
MBA 754	Marketing Management	3 credits

DUAL DEGREE: MSN AND MBA

The 59-credit MSN and MBA dual degree program is a program, which can be completed in about two and a half years, either completely online or with a combination of online and face-to-face courses (MSN). In addition to earning an MSN in Education and Leadership, the student will also earn a Master of Business Administration (MBA) degree by completing an additional 18 credits in the MBA program, completely online. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration. In the MSN/MBA specialization, exploration of theories as they apply to case studies, simulations, and team projects creates a managerial toolkit they can apply in their professional work. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through evidence-based practice.

Requirements: NU 710, NU 727, NU 736, NU 738, NU 740, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796, NU703, MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 752, MBA 777 OR MBA 778, Choose one course from MBA 796, MBA 797, and MBA 798

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

DUAL DEGREE: MSW AND MBA

The Master of Business Administration and Master of Social Work (MSW/MBA) dual degree program is a unique interdisciplinary degree which offers the opportunity to examine both the theoretical and practical aspects of business administration while also studying social work. This dual degree is available to MSW students in the direct practice or macro practice specializations and focuses on corporate social responsibility, ethical practices, reflective leadership across diverse populations, advocacy, professional ethics, trauma-informed approaches, and social justice. The scholar-practitioner model inspires a curriculum that is both practically relevant and academically rigorous. Engaged scholarship and experiential learning opportunities ensure that the education is timely, enriching, and highly relevant. The total credits required for the MSW/MBA program ranges from 63-84 credits depending on whether the student is advanced standing or traditional. This dual degree is earned by completing all requirements for the MSW degree within the direct practice or macro practice specialization and by completing 27 credits in the MBA program.

MBA Requirements: MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 752, MBA 778, and MBA 798.

MSW Requirements (coursework varies based on advanced standing and track):

- Advanced Standing Students in direct practice specialization: MSW 711, MSW 720, MSW 722, MSW 723, MSW 724, MSW 725, MSW 727, MSW 732, MSW 734, and MSW 736
- Traditional Students in direct practice specialization: MSW 700, MSW 702, MSW 711, MSW 714, MSW 715, MSW 716, MSW 720, MSW 722, MSW 723, MSW 724, MSW 725, MSW 727, MSW 730, MSW 732, MSW 734, and MSW 736
- Advanced Standing Students in macro practice specialization: MSW 711, MSW 720, MSW 721, MSW 723, MSW 724, MSW 726, MSW 732, MSW 734, MSW 736, and MSW 752
- Traditional Students in macro practice specialization: MSW 700, MSW 702, MSW 711, MSW 714, MSW 715, MSW 716, MSW 720, MSW 721, MSW 723, MSW 724, MSW 726, MSW 730, MSW 732, MSW 734, MSW 736, and MSW 752

MASTER OF BUSINESS ADMINISTRATION FOR UPMC EMPLOYEES (LDI) PROGRAM

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

EXECUTIVE MBA (E-MBA)

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

Requirements: MBA 711, MBA 722, MBA 724, MBA 728, MBA 731, MBA 732, MBA 752, MBA 754, MBA 777 or MBA 778, and MBA 733 or MBA 797

Healthcare Management Graduate Certificate (9 credits)

- MBA 796 Healthcare Management and Administration

- MBA 797 Healthcare Project Management: focus on healthcare-related projects
- MBA 798 Telehealth Management

Next Steps: MBA or dual MBA/MSN degree

Human Resources Graduate Certificate (9 credits)

- MBA 777 Strategic Human Resource Management; planning; recruiting; compensation; employee relations; budgeting
- MBA 778 Employment Law; collective bargaining; discrimination; statutes; regulations
-
- MBA 731 – Managing Innovation and AI

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

Project Management Graduate Certificate (9 credits)

- MBA 733 Project Management I – Introduction OR MBA-797 Healthcare Project Management
- MBA 734 Project Management II – Agile
- MBA 735 Project Management III - Capstone

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

DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND CRIMINOLOGY

Doctor of Psychology in Counseling Psychology

Accelerated Program to PsyD in Counseling Psychology

Master of Arts in Psychology with specializations in:

- Assessment
- Child and Family Psychology
- Forensics
- Public Safety
- Therapeutic Arts
- Treatment

Master of Science in Criminology and Criminal Justice

Master of Science in Fraud and Forensics

- with a Specialization in Cyber Threat Analytics

Master of Science in Professional Counseling with specialization in:

- Addictions Counseling
- Clinical Mental Health Counseling

Dual Degrees:

- MA/MS Psychology & Fraud and Forensics
- MA/MS Psychology/Forensics & Criminology and Criminal Justice
- MS/MS Fraud and Forensics & Criminology and Criminal Justice

Graduate Certificates

- Post Master's Certificate in Addictions Counseling
- Post Master's Certificate in School-Based Mental Health Counseling
- Fraud and Forensics Graduate Certificate

DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY

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

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

The PsyD in Counseling Psychology is a 92-credit program that requires approximately four years of full-time academic study beyond the master's degree. Three years are dedicated to coursework, including advanced practice and progress in the preliminary stages of the scholarly dissertation. The final year is reserved for defense of the dissertation and for the completion of a yearlong, full-time internship.

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

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

Required Courses: CPY 801, CPY 803, CPY 805, CPY 807, CPY 809, CPY 812, CPY 814, CPY 816, CPY 819, CPY 825, CPY 835, CPY 839, CPY 852, CPY 855, CPY 856, CPY 858, CPY 859, CPY 860 (Minimum 18 credits), CPY 864, CPY 877, CPY 878, CPY 881, CPY 882, CPY 886 (minimum 3 credits), CPY 890 (minimum 7 credits), CPY-899 (Dissertation Defense), 9 credits of PYM electives, and completion of a 1-credit DSK project as related to one of their chosen electives (with advisor approval).

ACCELERATED PROGRAM TO PSYD IN COUNSELING PSYCHOLOGY

Students who are enrolled in the Master of Arts in Psychology Program and who have an Undergraduate GPA of 3.4 or higher, MAP GPA of 3.8 or higher, and at least 9 complete credits in the MAP program, may apply for early accelerated admission to the Carlow PsyD Program during their first academic year. These students will be assessed and interviewed similarly to the way that external students and traditional internal admissions are assessed.

Students who have been accepted as accelerated students will have additional course options available that are reserved for doctoral students and will also be able to begin first year PsyD courses in the fall of their 2nd year. These courses include CPY 801 Foundations of Counseling Psychology, CPY 803 Psychometrics, CPY 809 Personality Assessment, CPY 814 Diversity Issues, CPY 812 Advanced Theory and Techniques, CPY 816 Ethics and Standards, CPY 839 Advanced Research Design, CPY 852 Vocational Psychology, and CPY 860 Practicum I.

MASTER OF ARTS IN PSYCHOLOGY

The MA in Psychology (MAP) is a 36-credit graduate program within Carlow's Department of Psychology, Counseling, & Criminology has a focus on the development of research skills and specializations including: Assessment, Child & Family, Forensics, Public Safety, Therapeutic Arts, Treatment, and a versatile Exploration pathway that allows students to take a wider breadth of courses across specializations and programs. The MAP Program is designed to be completed in 4 semesters.

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

36-credit MA in Psychology requirements:

- Level 1 Core: PYM 701, PYM 706, PYM 708, PYM 710, PYM 711, PYM 714
- Level 2 Clinical: Choose 3 Courses from PYM 700, PYM 702, PYM 705, PYM 724, PYM 735, PYM 764, PYM 765, PYM 766, PYM 771, MCR 712
- Level 3 Capstone Experience: Choose 1 of the following: PYM 704, PYM 709, PYM 712, PYM 713, or a study abroad experience (must be approved by advisor)

The following specializations take the additional courses listed:

Assessment Specialization:

Choose 2 courses from PYM 740, PYM 750, PYM 760

Child and Family Psychology Specialization:

Choose 2 courses from PYM-730, PYM-750, PYM-767

Exploratory/General

Take 6 credits from Psychology (PYM) in consultation with your advisor

Forensics Specialization:

PYM 720, PYM 722

Public Safety Specialization:

MCR-710, MCR-711

Therapeutic Arts Specialization:

PYM-736, PYM-737

Treatment Specialization

For this specialization, students take 5 classes in the Level 2 Clinical category above from the following: PYM 700, PYM 702, PYM 705, PYM 724, PYM 735, PYM 764, PYM 765, PYM 766, PYM 776, MCR 712

MASTER OF SCIENCE IN CRIMINOLOGY AND CRIMINAL JUSTICE

The American criminal justice system faces significant challenges, many of which stem from systemic issues such as mass incarceration, racial disparities, and inadequate mental health and substance abuse resources. To address these mounting problems, future leaders in criminal justice reform must be equipped with both theoretical knowledge and the practical tools to implement change. The Master of Science in Criminology and Criminal Justice is a one-year, 30-credit program. Students complete the core program requirements totaling 12 credits and will select from two specialization tracks, each consisting of 9 credits for a total of 18 credits. Specialty tracks include Forensic Psychology, Public Safety, and Fraud Investigation. Students are first taught to understand and critique existing criminal justice policies using evidence-based approaches, ensuring that reform efforts are grounded in data rather than ideology or politics. Courses focused on restorative justice and alternatives to incarceration, such as diversion programs for nonviolent offenders, can also provide students with innovative strategies for reducing recidivism and promoting rehabilitation. A deep understanding of the intersections between mental health, trauma, substance abuse and the criminal justice system can prepare future leaders to advocate for integrated treatment options and push for expanded access to mental health courts and diversion programs.

Requirements:

CORE: Complete All (12 credits)				
	MCR 700 Advanced Criminological Theory	MCR 701 Justice Policy	PYM 706 Research Methods for the Social Sciences	PYM 721 Systems of Criminal Justice
Specializations: Pick Two (18 credits; 9 credits each)				
Forensic Psychology	Fraud Investigation	Public Safety		
PYM 720 Foundations of Forensic Psychology	MFF 711 White Collar Crime	MCR 710 Street Diagnosis for Public Safety		
PYM 722 The Psychology of Deviance	MFF 712 Elements of Money Laundering	MCR 711 De-escalation Skills for Public Safety		
PYM 724 Motivational Int. & Offender Treatment	MFF 713 Fraud Prevention & Ethics	MCR 712 Mental Health for Public Safety		

MASTER OF SCIENCE IN FRAUD AND FORENSICS

Carlow University's 30-credit 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, growing instances of occupational fraud and abuse, as well as cyber-crimes. Based on input from subject-matter experts, students learn the latest techniques in fraud prevention, detection, investigation, and remediation.

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

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

Highlights of Carlow's program include:

- Designed by licensed experts from accounting, criminology, law enforcement, government, and corporations
- 100 percent online
- 10 courses; 30 credit hours or 12 courses; 36 credits to complete the enhanced cyber threat analytics specialization
- Students take approx. 10 credits per semester
- For fall starts, complete in one year—August to August—in three semesters or four semesters with additional cyber specialization; for spring starts, complete in four semesters starting in January.
- Courses are completed in 8-week rotations that follow the CAP schedule at Carlow.
- Case-based learning

Required Courses: MFF 711, MFF 712, MFF 713, MFF 717, MFF 721, MFF 723, MFF 725, MFF 730, MFF 733, MFF 701 or MFF 733, MCR 700 or PYM 721 or MFF 743

For the 36-credit MS in Fraud and Forensics with Cyber Threat Analytics specialization, students must also take MFF 741 and MFF 743.

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.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

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

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

Program Track: **Clinical Mental Health Counseling requirements (60 credits):**

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

Program Track: **Addictions Counseling requirements (60 credits):**

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

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

The MA in Psychology and MS in Fraud & Forensics dual degree is well-suited for those students interested in the theoretical aspects of deviance and psychopathology explored in the Psychology program with the direct, applied skills areas developed by the Fraud & Forensics program. Additionally, the specialization courses related to forensic psychology and cybercrime are unique aspects of the dual degree that do not exist otherwise in the region. The dual degree program consists of a total of 15 courses (46 credits).

Required courses:

- Psychology coursework: PYM-701, PYM 708, PYM-720, PYM-721, PYM-722, PYM-724, MCR-700
- Fraud & Forensics coursework: MFF-711, MFF 712, MFF-713, MFF 717, MFF-723, MFF-725, MFF-730, MFF-733

MASTER OF ARTS IN PSYCHOLOGY and MASTER OF SCIENCE IN CRIMINOLOGY AND CRIMINAL JUSTICE DUAL DEGREE

The MA/MS dual degree in Psychology and Criminology & Criminal Justice is an ideal program for students who are interested in integrating graduate studies in criminology and forensic psychology to pursue vocations related to prevention, enforcement, or rehabilitation in the criminal justice system. Students are taught to understand and critique existing criminal justice policies using evidence-based approaches.

Requirements: PYM-701, PYM-706, PYM-708, PYM-711, PYM-714, PYM-720, PYM-722, PYM-724, MCR-700, MCR-701, MCR-710, MCR-711, MCR-712, PYM-721, MFF-717.

MASTER OF SCIENCE IN FRAUD & FORENSICS and MASTER OF SCIENCE IN CRIMINOLOGY & CRIMINAL JUSTICE DUAL DEGREE

The MS/MS dual degree in Fraud & Forensics and Criminology & Criminal Justice prepares students for careers in the fields of fraud and forensics and criminal justice. Background in both disciplines is applicable to positions at such organizations as the Department of Defense (DOD), Federal Bureau of Investigation (FBI), and Law enforcement agencies. Courses are focused on fraud investigation, criminal justice policies, and restorative justice.

Requirements: MFF-711, MFF-712, MFF-713, MFF-723, MFF-725, MFF-730, MFF-733, MFF-743, MCR-700, MCR-701, MCR-710, MCR-711, MCR-712, PYM-706, PYM-721.

POST MASTER'S CERTIFICATE IN ADDICTIONS COUNSELING

The Addiction Counseling certificate consists of four, 3-credit courses (12 credits total) that provide students with the foundation for competency in addiction counseling. Students gain skills to work with adults and adolescents experiencing one or more addictions (alcohol, prescription drugs or illicit drugs) in a variety of community settings, including addiction/recovery centers, community mental health centers, hospitals and employee assistance programs. The certificate meets the Addictions-specific education requirements for the IC&RC Examination for Advanced Alcohol and Drug Counselors (AADC exam) and PA Certification Board - Certified Advanced Alcohol and Drug Counselor (CAADC).

12 credits:

PRC 738 Introduction to Substance Abuse Counseling

PRC 739 Substance Abuse Counseling Theories and Interventions

PRC 741 The Biological Bases of Alcohol and Other Drug Addiction

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

POST MASTER'S CERTIFICATE IN SCHOOL-BASED MENTAL HEALTH COUNSELING

The school-based mental health counseling certificate consists of three 3-credit courses (9 credits total) that provide students with specialized knowledge of evidence-based and developmentally informed assessment, treatment planning, interventions, and clinical skills to be utilized with children and adolescents within their larger systems, including school and family. Additionally, this certificate emphasizes the importance of understanding the cultural and social diversity of children, adolescents, their families, and their communities; and integrating cultural and social diversity considerations in all aspects of mental health prevention and intervention, including advocating for historically marginalized populations of children and adolescents.

9 Credits:

PRC 725 Interventions with Children
PRC 749 Introduction to Play Therapy
PRC 751 School-Based Mental Health Counseling Field Experience or PRC 756 Advanced Play Therapy

FRAUD AND FORENSICS GRADUATE CERTIFICATE

MFF 711 White-Collar Crime
MFF 712 Elements of Money Laundering
MFF 723 Financial Statement Examination
MFF 725 Audit Procedures for Detecting Fraud

Total: 12 credits

COLLEGE OF ARTS AND SCIENCES COURSE DESCRIPTIONS

ART

AR 730 Advanced Art and Media Project

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

AR 735 Art History Graduate Seminar

Graduate level Art Historical research conducted with the guidance of an Art History faculty member. 3 credits AR 740 MA Thesis
Students will demonstrate in-depth knowledge of their area of study relevant to their intended professional practice, as well as the ability to think critically, integrate and evaluate research, theory, and practice, and to communicate their work clearly. The MA Thesis will utilize research into current and historical theory and studio practice to provide the background and theoretical framework for the work presented in student's MA Exhibition. 3 credits
PRE-REQUISITE: 4 GRADUATE SEMINAR COURSES

AR 740 MA Thesis

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

AR 745 MA Exhibition

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

BIOLOGY

BIO 710 Medical Genetics

This course provides an overview of genetic and molecular mechanisms of health and disease. Basic knowledge about the composition and function of the human genome as well as the importance of genetic factors for origin of diseases, abnormalities and developmental disorders in humans is described. Fundamental principles of cytogenetics, molecular genetics, biochemical genetics, cancer genetics and skeletal genetics are addressed. 3 credits

BIO 739 Pharmacology

BIO 739 Pharmacology is a one-semester graduate-level online course designed to provide students in the perfusion track with an overview of the pharmacological sciences and an understanding of the pharmacologic principles regarding common medical issues. Consideration of special populations and drug therapy across the lifespan will be addressed. Indications and mechanisms of action of

drugs classified as autonomic, central nervous system, cardiovascular, endocrine, contraceptives, and chemotherapeutic agents are studied, along with their major side effects and adverse reactions. Attention will be given to receptor mechanisms as they relate to the therapeutic application of drugs. 3 Credits

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

BUSINESS ADMINISTRATION

MBA 701 Product Management in the Age of AI

The objective this course is to equip students with a comprehensive understanding of product management principles and practices. Students will learn to manage the product lifecycle, conduct market research, develop strategies and roadmaps, collaborate with cross-functional teams, and understand product development methodologies. The course also covers stakeholder engagement, performance measurement, and business acumen. Through theoretical knowledge, practical exercises, case studies, and real-world projects, students will be prepared for the challenges and opportunities of a career in product management. 3 credits

MBA 711 Business Writing

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

MBA 722 Strategic Analysis

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

MBA 724 Business Analytics

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

MBA 728 Decision Making for Leaders

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

MBA 731 Managing Innovation and Artificial Intelligence

This course focuses on societal transformation using artificial intelligence (AI) in the business environment. As business leaders, we must know how to embrace and lead change for the optimal achievement of an organization's mission and goals. This course reviews a unique framework for artificial intelligence that leverages leading change issues and strategies and helps you understand and manage the dynamics of change on a personal, organizational, and global level. 3 credits

MBA 732 Financial Planning and Data Analytics

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 733 Project Management I - Introduction

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

MBA 734 Project Management II - Agile

One of the first decisions of a Project Manager is choosing an appropriate Project Management Methodology. This course explores the many varieties of modern Project Management approaches such as Agile, Scrum, CCPM PRISM or 1PM and contrasts them against more traditional methodologies such as Waterfall or CPM. Students will learn both the advantages and disadvantages of each methodology as well as how to choose and apply the right approach based on project type and scope. 3 credits

MBA 735 Project Management III - Capstone

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

PREREQUISITES: MBA 733, MBA 734

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 the ability to manage IT initiatives, and learn how to work more effectively with technology partners. 3 credits

MBA 754 Marketing Management

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

MBA 760 Experiential Learning

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

MBA 762 Capstone Experience

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

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

MBA 777 Strategic Human Resource Management

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

MBA 778 Employment Law

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

MBA 779 Capstone Experience—Human Resource Management

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

PREREQUISITES: MBA 777

MBA 796 Healthcare Management & Administration

This graduate-level course will provide an overview of the concepts and responsibilities associated with healthcare management and administration. An overview of topics in the course include healthcare policy, the U.S. healthcare system, healthcare climate/culture, managing change in healthcare, best leadership practices, decision making, human capital in healthcare, healthcare quality, healthcare budgeting, ethical practices/standards, and strategic planning. Students will become familiar with healthcare case studies, evidence-based healthcare management and administration concepts. 3 credits

MBA 797 Healthcare Project Management

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

MBA 798 Telehealth Management

This graduate-level course provides students with an overview of telehealth services. The core topics in this course include technology infrastructure, telehealth modalities, and basic business requirements for implementing telehealth services. Students will be introduced to designing telehealth encounters that promote health and wellness for clinicians and consumers. 3 credits

COUNSELING PSYCHOLOGY

CPY 801 Foundations of Counseling Psychology

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

CPY 803 Psychometrics

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

CPY 805 Social Justice and Feminism in Counseling Psychology

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

CPY 807 Intellectual Assessment

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

CPY 809 Personality Assessment & Advanced Diagnosis

This course focuses on the theory and application of objective and projective methods of assessing adult personality and psychopathology. Specifically, there is a strong emphasis on the administration, scoring, and interpretation of a variety of often utilized measures of adults and adolescents. Topics and instruments that will be of primary focus include Minnesota Multiphasic Inventories (MMPI-3), Personality Assessment Inventories (PAI), Millon Clinical Multiaxial Inventories (MCMI-IV), Thematic Apperception Test (TAT), Rotter Incomplete Sentence Blank (RISB); Rorschach Inkblot Test and Projective artwork. Additionally, students will extend their knowledge and application of psychological diagnosis as it pertains to personality disorders and the impact of these traits on overall symptom expression. 3 credits

CPY 812 Advanced Theory and Clinical Techniques

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

CPY 814 Diversity Issues in Counseling Psychology

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

CPY 816 Scientific and Professional Ethics and Standards

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

CPY 819 Foundational Diagnosis & Intervention

This course addresses the diagnosis and treatment of mental health symptoms and disorders. Emphasis is placed on DSM-5 classification and the evidence-based treatments for these disorders. Students will also have the opportunity to consider the macro system influences on diagnosis and the nuances of multiculturalism, development, and trauma as it pertains to modern diagnostic approaches in health

service psychology. 3 credits

CPY 825 Statistics and Quantitative Methods

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

CPY 831 Special Topics

Special Topics courses cover a wide range of interests for students in the program and are designed as one-credit electives to enhance understanding and/or develop skills in more specialized areas of training. Students are required to take three of these Special Topics electives over the course of their studies in the program. Recent courses include Practice Pragmatics, Child Assessment, and the summer Ireland Experience. .5 to 3 credits

CPY 835 Cognitive and Affective Bases for Behavior

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

CPY 839 Research Methods for Counseling Psychologists

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

CPY 844 Biological Bases of Behavior

This course will introduce the student to the biologic processes that underlie human behavior. Emphasis will be placed on neurologic development, function, and structures with an exploration into classic areas of investigation including sensory-motor systems, emotions, human communication, learning/memory, and biorhythms. Related topics such as genes and behavior, the relationship between nervous and endocrine systems and behavior, stress and the immune system, psychopharmacology, and biologic considerations in psychopathology will also be addressed. Across these areas, the focus is on clinical implications, ethical issues, social policy needs, and cultural impacts that may result from the study of the biological bases of behavior. 3 credits

CPY 852 Vocational Psychology

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

CPY 855 History and Systems of Psychology

This course provides an overview of the historical traditions and originating systems of thought that have developed in the current field of counseling and psychology in the modern era. This course will explore the roots of psychology by tracing the growth of philosophy and the natural sciences and identifying the paramount thinkers who have shaped our knowledge of behavior, insight, and attachment. In addition to learning about the major schools and systems of psychology (e.g., Functionalism, Gestalt, Behaviorism, etc.), this course will also explore the political and historical forces that shaped the development of the various psychological theories. 3 credits

CPY 856 Social Bases of Behavior

This course is designed to offer a sophisticated overview of social psychological theory and research to students pursuing a graduate degree in clinical, counseling, or school psychology. The course will focus on the themes and perspectives of social psychology including

situational and environmental influences on behavior, social perception, human relationships, human behavior in social groups, inter-group conflict, attitudes, and attitude change. Applications of social psychological theory to clinical, counseling, and school problems will be discussed, and the interface of social and clinical psychology will be examined. 3 credits

CPY 858 Supervision and Consultation: Theory and Techniques

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

CPY 860 Practicum with Seminar

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. Each credit hour of practicum requires a minimum of 100 hours in placement, 40 of which are to be spent in the provision of direct client service. Students are to complete a minimum of 1800 total hours of practica and these hours can be obtained with as few as two different placement sites, or as many as six depending on student interests and career path. Students are to participate in a minimum of 1 hour of weekly individual on-site supervision provided by a graduate-level professional in a related field to psychology (licensed psychologists are preferred, but students are sometimes supported on-site by physicians, psychiatric nurses, counselor educators, licensed social workers, and licensed professional counselors). Students are expected to complete a minimum of 300 hours of practicum-related activities with no fewer than 40 hours being direct service work with clients. Course can be repeated for credit. 1-6 credits

CPY 864 Advanced Group Psychotherapy

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

CPY 877 Dissertation: Concept Development

Dissertation: Concept Development is a focused 1-credit course designed for doctoral counseling psychology students aimed at cultivating essential skills in formulating research questions, constructing hypotheses, and conducting rigorous literature reviews. Throughout this eight-week course, students will engage with key concepts and methodologies critical for developing a solid foundation for their dissertation work. By the end of the course, students will produce a 20-page foundational starter document that will outline their research intent and prepare them for the subsequent phases of their doctoral studies. 1 credit

CPY 878 Dissertation: Methods & IRB Workshop

Dissertation: Methods and IRB Workshop builds upon the foundational dissertation concept developed in CPY 877. It provides students with advanced training in research methodologies and the IRB proposal process. Students will refine their research designs, focusing on critical elements such as sampling strategies, ethical considerations, measurement techniques, and appropriate research design. The course culminates in the development of a comprehensive IRB proposal ready for submission, ensuring their dissertation research adheres to the highest ethical and methodological standards. 1 credit
PREREQUISITE: CPY 877

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 major mental disorders. Emphasis is placed on the relationships between drugs, their mechanisms of action in the nervous system, and human behavior. 1 credit

CPY 886 Doctoral Internship

During the last year of the doctoral program in counseling, psychology students participate in a year-long, full-time (or two years, part-time), 2,000-hour internship. The pre-doctoral internship affords students the opportunity to employ the knowledge and skills acquired during their doctoral studies under the supervision of seasoned practitioners of psychology. With approval from their advisor and the

director of training for the PsyD program in counseling psychology, students apply for internships following successful completion of necessary coursework and comprehensive examinations. Students will have the option of securing a program-approved internship site on their own or of participating in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match program. More information about the APPIC match program can be found at www.appic.org. 3 credits

CPY 890 Dissertation

CPY 895 Dissertation Extension

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 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 899 Dissertation Defense

This is a non-credit course that PsyD students take in the semester in which they are defending their dissertation. A passing grade is entered only after a successful dissertation defense. 0 credits
PREREQUISITE: CPY 890

CRIMINOLOGY

MCR 700 Advanced Criminological Theory

This graduate-level course provides an in-depth exploration of advanced criminological theories, focusing on the evolution, application, and critique of contemporary models of crime and deviance. Through critical analysis and discussion, students will evaluate the strengths and limitations of various theoretical models, assess their applicability to diverse populations, and explore how social, political, and economic factors influence crime trends and criminal behavior. The course also considers how theories of crime intersect with issues of race, class, gender, and mental health. 3 credits

MCR 701 Justice Policy

This graduate-level policy course is a study on the ways in which governmental policies impact individuals and society. It will examine the foundation of certain criminal justice policies and their evolution. Specific attention will be paid to the influence of government, culture, and ideology on criminal justice policy. 3 credits

MCR 712 Mental Health for Public Safety

Public safety professionals including law enforcement, firefighters, emergency medical personnel, and emergency operations personnel face unique psychological stressors that can affect their mental health, decision-making, and professional longevity. This graduate level MCRM course examines the intersection of mental health and public safety, focusing on occupational stress, trauma exposure, crisis intervention, resilience, and organizational culture. Students will explore evidence-based approaches for supporting mental wellness among public safety professionals and improving interactions between public safety agencies and individuals experiencing mental health crises. 3 credits

ENGLISH

A semester's work is awarded eight hours of graduate credit, which covers the residency (four credits) and the practicum (four credits). Students must complete four residencies and four practicum periods. Students may devote one residency and its adjoining practicum to another genre. Incomplete grades are not available for MFA students. In Progress grades are possible only in extreme personal situations. Each student must complete four genre practicum periods. Note: Completion of three semesters of Madwomen in the Attic sessions may substitute for one semester of the MFA program.

EN 701, 702, 703, 704 MFA Residency

Students participate in daily intensive genre workshops in poetry, fiction, or nonfiction guided by 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

EN 710, 711, 712, 713 MFA Poetry Practica 1-4

EN 720, 721, 722, 723 MFA Fiction Practica 1-4

EN 730, 731, 732, 733 MFA Creative Nonfiction Practica 1-4

The primary focus of the semester practicum is the student's creative writing. Students will submit poems, fiction, or creative nonfiction to their American or Irish mentors at regular intervals, along with critical responses to reading based on an individualized semester long writing and reading schedule intended to improve the student's writing of poetry, fiction, or nonfiction. 4 credits per practicum

EN 750 MFA 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 complete a manuscript workshop, period of revision, and defend their manuscript with an academic committee composed of at least two (2) MFA mentors and/or a guest writer from the extended university community; give a public reading; and answer questions. A manuscript semester is from January to May or September to December. 4 credits

EN 751, 752 MFA 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 one semester. Fiction and creative nonfiction students may require 2 to 3 manuscript semesters. A manuscript semester is from January to May or September to December. 1 to 4 credits

ADDITIONAL NOTE: When student completes their final manuscript semester, the manuscript defense process (workshop, revision, and final defense and reading) does *not* require registration for an additional course.

EN 700 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. 1 to 4 credits

EN 740 Living as a Writer Post-MFA

This optional course focuses on preparing students for post-MFA life by developing the skills necessary to work within a professional literary community—whether as a writer, editor, publisher, or organizer of literary projects and programs. In this course, students learn multiple forms of writing related to publishing (query letters for literary, trade, and commercial magazines), securing an agent (book proposals, query letters, treatments), applying for grants and fellowships (narrative statements, writing samples, project plans), and seeking employment (biographical statements, CV, teaching statements). Offered intermittently in the fall or spring semester. 2 credits

FRAUD AND FORENSICS

MFF 711 White-Collar Crime

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

MFF 712 Elements of Money Laundering

This course offers a detailed approach to understanding the methods and stages of money laundering with a hands-on examination of how money laundering is conducted, investigated and prosecuted. Students will be introduced to the various methods and components that allow criminals and criminal enterprises to utilize the global banking system and crypto-currency to integrate illegally obtained currency into spendable cash flow. Students will learn the methodology that criminal and terrorist organizations, narcotics enterprises and corrupted government officials utilize through various financial crimes to conceal and evade law enforcement. Students will review actual case documents from money laundering investigations to build their investigative foundation and legal knowledge to detect, investigate and prosecute money laundering activity that impacts both private and public organizations on a global scale. 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

MFF 717 Psychological & Criminological Aspects of Financial & Cyber Crimes

This course examines financial and cyber-crimes through the dual lenses of psychology and criminology. Students will learn how various mental health issues and personality disorders (including psychopathy) alter the motivations and behavioral manifestations of certain criminal enterprises. Students will also apply various criminology concepts to these crimes and consider the ways in which law enforcement and rehabilitation are affected by these varied theoretical considerations. 3 credits

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

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

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

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

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. 2 credits

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. 3 credits

PREREQUISITE: ALL MFF COURSES.

MFF 741 Cyber Analysis on the Dark Web

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

PREREQUISITE: MFF730 CYBERCRIME.

MFF 743 Advanced Cyber Analysis & Targeting on Dark Web

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

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

INTERNATIONAL

INTL 724 Global Health and Wellness Immersion

The Study Abroad program offers an international experience in a UPMC affiliate hospital in Palermo, Italy. It includes 90 hours of practical experience working with healthcare providers specializing in transplant surgeries and cancer care. Nursing students will complete clinical hours in the transplant institute, Social Work students will work with community care professionals. Opportunities to interact with a variety of related healthcare providers enhance the experience while offering multiple perspectives and procedures in patient care. In addition to the clinical experience, students will gain an understanding of Sicilian culture, history, and explore Sicily through sightseeing tours and activities. To register for this course, students need to apply and be accepted into the Center for Global Engagement's study abroad program. 1-3 credits

PERFUSION

PRT 750 Introduction to Clinical Perfusion

This graduate level course is offered each summer and consists of both theory and practice to orient the student to the surgical environment of the cardiovascular perfusionist prior to beginning the clinical portion of the perfusion program. 2 Credits

PREREQUISITES: CARLOW UNIVERSITY BIO 205 AND BIO 206. ACCEPTANCE INTO THE BS IN BIOLOGY TO MS IN CARDIOVASCULAR PERFUSION AT CARLOW UNIVERSITY OR ACCEPTANCE INTO UPMC'S MASTER OF SCIENCE IN CARDIOVASCULAR PERFUSION PROGRAM.

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

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

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

PRT 775 Hematology

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

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

PRT 778 Renal Anatomy & Physiology

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

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

PRT 779 Cardiovascular Physiology

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

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

PRT 780 Introduction to Cardiovascular Surgery

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

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

PRT 781 Cardiovascular Anatomy

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

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

PRT 782 Pulmonary Anatomy & Physiology

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

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

PRT 783 Electrophysiology

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

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

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

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

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

PRT 787 Medical Physics

A graduate level course designed to introduce the learner to the properties of liquids and gases and the medical application of pressures in fluids and the cardiovascular system. 2 Credits

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

PRT 789 Acquired Pathology

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

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

PRT 793 Congenital Pathology

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

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

PRT 795 Perfusion Conduct – Clinical III

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

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

PRT 797 Clinical Pharmacology

Comprehensive graduate level study of cardiovascular pharmacology. 2 Credits

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

PSYCHOLOGY

PYM 700 Introduction to Positive Psychology

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

PYM 701 Personality & Symptomology

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

PYM 702 Applications of Cognitive & Behavioral Treatment

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

PYM 704 Psychology Practicum I with Ethics

The Practicum with Ethics Module is designed to assist students in attaining competence as future leaders in the fields of psychology and criminology, as well as to provide direct contact with a variety of clients in relevant settings. Students will also develop a deeper knowledge of their own personal theoretical model of personal change and distress alleviation and apply the APA Ethics Code to a variety of scenarios and with actual clients during their practicum training. 3 credits

PREREQUISITES: PYM 701, PYM 702 or PYM 705, PYM 710

PYM 705 Applications of Existential & Dynamic Treatment

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

PYM 706 Research Methods & Foundational Statistics

This research methods and fundamental statistics course will discuss the blueprint of doing research in the social sciences. The course will cover in detail the step-by-step process to develop a research proposal, IRB protocol, survey instruments, and statistical methodology needed for the proposed research idea. Students will independently choose what research topic to explore with guidance from the professor. The students will complete a concept paper that will prepare them for the PYM 709 Capstone course. 3 credits

PYM 708 Tests and Measures

Tests and Measures is designed as an introductory graduate-level course for students pursuing a master's degree in psychology. Knowledge and use of psychological tests and measures distinguish psychology from other helping professions. A background in this area is relevant for practitioners who may administer or interpret such tests and it is also relevant for scholars who develop and/or use tests

and measures within their areas of research. As such, this course explores the psychometrics used to develop, evaluate, and administer psychological tests and measures. In addition, approaches to assessing the strengths and limitations related to administering, scoring, and interpreting psychological tests are investigated. 3 credits

PYM 709 Capstone Research Project

Capstone Research Project provides graduate students with the opportunity to further develop research skills and apply these skills on independent, supervised, research projects. The course is structured as a seminar in which students discuss their various projects while receiving instruction on research design, research ethics, and data analysis. Student research work will culminate in a paper and/or presentation as warranted by the scope and nature of the selected project. 3 credits
PREREQUISITES: PYM 706

PYM 710 Developmental Psychology

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

PYM 711 Multicultural Psychology

This graduate level course explores differences and similarities in the experiences, beliefs, needs, and behaviors of diverse groups in our society. This course provides a theoretical foundation from which to develop a more comprehensive understanding of how to work from a culturally sensitive framework. Patterns, dynamics, experiences, and consequences of discrimination, oppression, biases, and prejudices are discussed with particular emphasis on racial and culturally diverse groups and communities, women, the LGBTQ+ community, religion and SES. Emphasis will be placed on examination of one's own culture, biases and assumptions and how those impact one's work with clients from diverse backgrounds. 3 credits

PYM 712 Integrated Research Team

This graduate-level MAP course will allow students to expand their research skills in a group format with other peers under direct faculty supervision. The purpose of the research team is for students to engage in the development of original research, as well as pursue publication and/or presentation opportunities relevant to their career paths. 3 credits

PYM 713 Teaching at the Collegiate Level

This course will focus on a variety of pedagogical techniques that are necessary for successful college teaching for those students interested in potential academic positions in higher education. The topics will include evidence-based best practices in both classroom and online instruction. The students will complete a teaching portfolio that will demonstrate proficiency in a series of required teaching documents. 3 credits

PYM 720 Foundations of Forensic Psychology

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

PYM 721 Systems of Criminal Justice

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

PYM 722 The Psychology of Deviance

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

PYM 724 Motivational Interviewing and Offender Treatment

Motivational Interviewing and Offender Treatment is a graduate-level MAP course. Students will obtain knowledge about Motivational Interviewing (MI), specifically as they pertain to working with offenders. They apply this knowledge throughout the course and develop MI skills in a hands-on manner. Students will also develop basic knowledge about a range of other offender-specific treatment modules and will reflect on personal biases and challenges related to working with offenders. 3 credits

PYM 725 Foundations of Religious Meaning & Human Experience

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

PYM 730 Foundations of Educational Psychology

This graduate course will examine differing learning theories and their application in varied educational environments. These learning theories include information processing and executive functioning, behaviorism and social cognition, and constructivist- based teaching strategies. Various models will be examined with particular attention to the principles of restorative discipline and its relationship to the conflicting paradigm of operant conditioning practices present in many schools and classrooms. Special attention will be given to understanding and addressing bullying behaviors, the impact of shame and trauma on the instructional and behavioral practices of educators and designing engaging and technology-rich instruction based on child or adolescent development and student choice. 3 credits

PYM 731 Systems of Educational Practice

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

PYM 732 Thinking, Motivation, & Creativity

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

PYM 735 Clinical and Empirical Applications of Art Therapy

This graduate course covers the theory and research that inform the roots and contemporary practice of therapeutic art approaches and techniques across settings as related to the most predominant models of treatment in the United States (CBT, Humanistic, Psychodynamic, Narrative, Group). Developmental stages of creativity, special populations, settings of practice, and goal setting for art therapy integrated with traditional forms of psychotherapy will be explored in-depth. Students will have the opportunity for additional practice with researching, designing, and implementing exercises in other therapeutic arts of interest. 3 credits

PYM 736 Healing Through Writing & Storytelling

This graduate-level MAP course provides students with the opportunity to study works of literature that deal with mental health issues, and to have hands-on workshop experience that shows how creative writing can enhance personal healing and also enhance psychological skill. Students will also read evidence-based research that documents the healing power of storytelling in a variety of settings. Over the class shows the centrality of narrative expression to the field of psychology, highlighting the importance of learning the patient's story as the first step toward helping them heal. 3 credits

PYM 737 Psychology of Literature

The graduate level MAP course explores the connection between psychological concepts and literary texts. Students will examine myths, fairy tales, contemporary fiction, drama, and poetry from literary and psychological perspectives, analyzing parallels between psychodynamic theory and authors' characters and, at times, authors' lives. This interdisciplinary approach encourages students to discover and articulate how psychology and literature reflect the core concepts that define humanity. Lecture topics and literary works will address issues such as social alienation, the nature of evil, family dynamics, the construction of myth, and the nature of love. 3 credits

PYM 740 Trauma Assessment & Intervention

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

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

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

PYM 750 Clinical Child Assessment and Diagnosis

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

PYM 760 Foundations of Neuropsychology

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

PYM 764 The Satir Growth Model: Theory & Practice

This course is an in-depth investigation into the methods and approaches of Virginia Satir, pioneer in the field of individual and family therapy. The Satir Growth Model, as it is known, has been successfully utilized by many professionals trained in the model who work in the fields of therapy, counseling, social work, education and corporate/business worlds. This course ultimately aligns with Carlow's emphasis on becoming a scholar/ practitioner within your chosen field. 3 credits

PYM 765 Evidence Based Psychology Practice

This course provides an overview of the therapeutic approaches and evidence-based treatments for various diagnoses. The class will explore the professional, ethical, and diversity issues applicable to the treatment of psychological disorders through lecture, case conceptualizations, and treatment planning. Special attention will be paid to differentiating evidence-based practices from various forms of pseudoscientific methods that have a long and unfortunate history within the practice of psychology. 3 credits

PYM 766 Foundations of Family Therapy

The course focuses on theories and interventions related to conceptualization and improvement of interactions between couples and within family systems. A framework of family science and evidence-informed approaches is emphasized. Students will examine general systems theory, family systems interventions, trans-generational theory, modern and post-modern adaptations of family intervention, and multi-systemic approaches. 3 credits

PYM 767 Autism Across the Lifespan

This course provides an in-depth, interdisciplinary exploration of Autism Spectrum Disorder (ASD) across the lifespan. Students will engage with historical, medical, psychological, educational, and sociocultural perspectives while critically analyzing theories of etiology, assessment tools, and intervention models. The course emphasizes the person-centered approach, the importance of autistic self-advocacy, and contemporary issues facing the autistic community. Topics include early identification, psychological assessment, educational transitions & independent living, mental health considerations, and aging with autism. Students will synthesize scholarly research and first-person narratives to build a holistic understanding of autism in diverse contexts. 3 credits

PYM 771 Applications of Acceptance and Commitment Therapy (ACT)

This graduate-level MAP course provides a comprehensive, in-depth examination of Acceptance and Commitment Therapy (ACT), a third-wave cognitive-behavioral intervention that integrates acceptance and mindfulness strategies with behavioral commitment and values-clarification techniques. Students will develop both conceptual mastery of the ACT model and applied clinical competence. The course surveys the philosophical and theoretical foundations of ACT, the six core processes of the psychological flexibility model, evidence-based protocols for a range of clinical presentations, and practical training in ACT-consistent case conceptualization and intervention delivery. 3 credits

PROFESSIONAL COUNSELING

PRC 701 Human Growth and Lifespan Development

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

PRC 702 Social and Cultural Foundations

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

PRC 705 The Helping Relationship

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

PRC 708 Ethics and Professional Orientation

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

PRC 710 Counseling Theory

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

PRC 711 Diagnosis in Counseling

This course provides an in-depth review of mental health disorders as described within the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition. Current etiological explanations for the disorders are examined, and diagnostic considerations including structured and semi-structured interviewing techniques and mental status exams are reviewed. An in-depth exploration of bio-psychosocial 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

PREREQUISITES: PRC 701, 702, 705, 708, 710, 711

PRC 718 Advanced Counseling Skills

Advanced Counseling Skills offers 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

PREREQUISITES: PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711

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

PREREQUISITES: PRC 701, 702, 705, 708, 710, 711, 736

PRC 721 Career and Lifestyle Development

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

PRC 722 Spirituality and Counseling

This course offers the opportunity to deepen 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 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

PREREQUISITES: PRC 701, 702, 705, 708, 710, 711

PRC 726 Study Abroad: Cross Cultural Perspectives/Behavioral Health

The Study Abroad in Ireland program offers students from various disciplines (special education, counseling, general education, nursing, psychology, social work, art therapy and health related services) an international experience in schools and organizations working with this population. This program, designed jointly by faculty from Carlow University and St. Angela's College, combines a course focusing on collaborative planning for individuals with special needs, field work in various settings serving individuals with special needs and didactic instruction regarding Ireland's approach to mental health. The course will focus on valuing persons with different abilities utilizing a holistic approach while exploiting the synergy created by including students from diverse backgrounds, experiences, and interests. Opportunities to interact with a variety of related service providers enhance the experience while offering students multiple perspectives and techniques for enriching the lives of individuals with different abilities. Each student will be placed in a setting for individuals with special needs and be provided with an Irish mentor for guidance. In addition to the field placement, students will gain an understanding of Irish culture, history and experience the natural beauty of the island through sightseeing tours and activities. 1-3 credits

PRC 727 Therapy and the Expressive Arts

The use of the expressive arts in the context of therapy is an intrinsically healing process. This course provides the student with an opportunity to experientially explore the creative process as a means to help clients connect with feelings, bring the unconscious to consciousness, and gain heightened self-awareness. The experiential aspect of this course will allow students to connect to the material in a meaningful way, thereby increasing their ability to apply the expressive arts to the therapy setting. An overview of the use and application of the expressive arts to psychotherapy will be conducted. Additionally, the general principles and techniques of expressive arts therapies will be examined, as well as applied to a variety of clinical populations. A specific emphasis on the creative process as a healing force will be explored. 3 credits

PREREQUISITES: PRC 701, 702, 705, 708, 710, 711

PRC 730 Counseling Pre-Practicum

This course is a counseling-laboratory course designed to provide supervised practical counseling experience that can be applied in agency settings. Students will apply academic content from pre-requisite courses to both participatory and observational counseling skills and techniques. The course will prepare students for their clinical placement experiences for both school and community-based settings. The overarching theme of this course is to establish your professional identity for you to begin to define who you are as a counselor and then how to communicate this identity to clients in a clinical setting. 3 credits

PREREQUISITES: PRC-701 PRC-702 PRC-705 PRC-708 PRC-710 and PRC-711 or PRC-715

PRC 731 Special Topics

An analysis of selected topics in professional counseling. The course is organized in any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. May be repeated for credit as content changes. Credits vary

PRC 732 Human Sexuality

Human Sexuality examines sexual development as an intrinsic and pervasive force in life. The body of knowledge incorporates various disciplines including biology, psychology, and sociology, and explores the counselor's role in helping individuals, couples, and families with intimacy and relationships. Culture and diversity issues are considered along with the professional, ethical, and legal parameters relevant to sexuality and counseling. 3 credits

PREREQUISITES: PRC 701, 702, 705, 708, 710, 711

PRC 733 Research Methods and Program Evaluation

This course reviews descriptive and inferential statistics and examines research methods commonly used by counselors, needs assessment, and program evaluation. An introduction to computer-based statistical analyses used in conducting research and program evaluation will be provided. Emphasis will be placed on research methods used to improve counseling effectiveness. Ethical and legal considerations will be explored. 3 credits

PRC 735 Psychological Assessment

This course examines individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing and other assessment techniques, which include norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods. Issues include age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. Emphasis will be placed on the use of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. Ethical and legal considerations in the assessment of clients will be examined, as will the ethical guidelines for the use of psychological assessment instruments. 3 credits

PRC 736 Trauma-Informed Counseling

This course introduces the professional counseling student to the field of traumatic stress studies. The history of the field, current trauma theory, and practice, as well as prevalence rates, will be reviewed. Consideration is given to the responses of a variety of traumatic experiences including childhood trauma, adult sexual assault, combat, domestic violence, homicide, witnessed violence, etc. The psychology of the victim's response to trauma will be explored in detail, as will societal, cultural, and historical influences on our understanding of the impact of trauma. Trauma occurs in relationships. The importance of a reparative relationship developed with authentic, honest, and unconditional love between the victim (survivor of trauma) and the therapist will be discussed in depth. 3 credits

PRC 738 Introduction to Substance Abuse Counseling

This course reviews key concepts of substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills will be reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients will also be reviewed. The purpose of this course is to provide students the introductory knowledge and techniques necessary to provide basic competent counseling and psychological services to substance abusers. Attention is paid to the interplay of conceptual knowledge and specific clinical skills and interventions, and the process of familiarization and personal introspection necessary to work comfortably with substance abusers. Additionally, students will be able to make appropriate diagnosis of substance-related disorders, and to make appropriate referrals for treatment. 3 credits

PRC 739 Substance Abuse Counseling Theories and Interventions

This course examines counseling theories and interventions to provide competent, ethical counseling and psychological services to people in addiction treatment and recovery, and their families. Students will be introduced to the primary theories of counseling and behavioral change, including empirically supported models of prevention and treatment used when working with addictions and their families. This course will focus on developing case conceptualization skills and teach students how to make informed decisions regarding the theories they may choose to use and integrate into their own future practice in addiction counseling. Students will become

knowledgeable and skilled in the utilization of the ACA Code of Ethics and NAADAC/NCC AP Code of Ethics and learn how to address any ethical and legal issues related to professional conduct when working in addiction counseling. 3 credits

PREREQUISITE: PRC 701, 702, 705, 708, 710, 711, 738

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

PREREQUISITES: PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC730

PRC 741 The Biological Bases of Alcohol and Other Drug Addiction

This course will introduce students to the biological bases of drug and alcohol addiction and the neurobiological mechanisms of action. Students will develop an understanding of how experience with drugs and alcohol may lead to the development of prominent symptoms of addiction. Students will become familiar with how various drugs of abuse are introduced into the body, absorbed, distributed, and eliminated. The physiological, psychological, and social consequences of long-term substance abuse will be addressed. Students will learn about the relationship between risk behaviors of people who use drugs and/or alcohol and the development of diseases such as hepatitis, tuberculosis (TB), HIV/AIDS, and common sexually transmitted diseases (STIs). 3 credits

PREREQUISITE: PRC 701, 702, 705, 708, 710, 711, 738

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

PREREQUISITE: PRC 701, 702, 705, 708, 710, 711, 738

PRC 749 Introduction to Play Therapy

This is an advanced clinical course covering the basic knowledge and skill competencies to facilitate play therapy. This course provides students with the philosophical basis for play therapy, including a review of the history of play therapy, how to develop a relationship with a child through a child-centered theoretical framework, and an introduction to various theoretical applications and play therapy best practices. Students will become familiar with play therapy micro-skills, treatment planning in play therapy, assessment of treatment progress, and applications to a variety of populations and therapeutic contexts. 3 credits

PREREQUISITES: PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711

PRC 751 School-Based Mental Health Counseling Field Experience

This is an advanced clinical course that provides an in-depth exploration of the application of evidence-based modalities including play therapy to support prevention and intervention with children and adolescents in a school-based counseling setting. Students will develop the ability to conceptualize common presenting problems through a developmental, sociocultural lens, utilizing empirically validated theories and methods. The course will also cover the impact of trauma on child and adolescent mental health, development, and functioning in a school environment. Students will gain practical experience and clinical supervision while providing counseling services and collaborating with school personnel in a school-based counseling setting. 3 credits.

PREREQUISITES: PRC 701, PRC 702, PRC 705, PRC 708, PRC 710, PRC 711, PRC 730, PRC 736, PRC 740, PRC 725 OR PRC 749

PRC 756 Advanced Play Therapy

This is an advanced course that is built upon material taught in PRC 749 Introduction to Play Therapy. The course employs a hybrid approach to cultivate advanced knowledge and clinical competencies in play therapy. Students will engage in both didactic and

experiential learning through structured discussions, individual supervision, peer consultation, practical experiences reflective writing, observation, and presentations. The course prepares students to competently implement play therapy interventions across diverse practice settings (schools, clinical, and home-based environments). Grounded in theoretical foundations, students will develop applied skills through direct play therapy instruction, supervised client contact, and ongoing clinical supervision. Client work will involve assessment, intervention, and the facilitation of the healing process through trauma-informed and social-justice-oriented frameworks, supporting students' growth in the core competencies required for effective and ethical play therapy practice. 3 credits

PREREQUISITE: PRC 749

PRC 760 Internship with Seminar I

The internship provides the student with a supervised experience in the practice of counseling in a setting similar to one in which the student wishes to work. Each internship session includes a minimum of 300 hours of supervised experience within the internship site plus an additional seminar session that meets on campus weekly. 3 credits

PREREQUISITE: PRC 740

PRC 761 Internship with Seminar II

This internship is a continuation of Internship with Seminar I (PRC 760) and continues to provide the student with a supervised experience in the practice of counseling in a setting similar to one in which the student plans to work. Each internship session includes a minimum of 300 hours of supervised experience at the internship site plus an additional seminar session that meets on campus weekly. 3 credits

PREREQUISITES: PRC 740 AND A PRE/CO-REQUISITE OF PRC 760.

COLLEGE OF EDUCATION AND SOCIAL WORK

DEPARTMENT OF EDUCATION

Doctor of Education

- Arts Education, Administration, and Leadership
- Curriculum and Learning
- Early Childhood Policy and Leadership
- Educational Leadership (General, Principal Certification Prep, Superintendent Letter of Eligibility)
- Literacy
- Special Education (Autism Teaching, Higher Education, Supervisory Certificate)

Master of Education:

- Art Education Pre-K-12
- Art Education Experienced-Based Certification
- Athletic Leadership
- Early Childhood and Elementary Education
- Early Childhood Education Experienced-Based Certification
- Early Childhood Supervision
- Educational Leadership with Principal Certification
- Reading Specialist PreK-12
- Secondary Education 7-12 in Social Studies, Math, Biology, Chemistry, General Science, or English
- Secondary Education Experienced-Based Certification
- Special Education PreK-12
- Special Education Experienced-Based Certification

Master of Education in Curriculum and Instruction:

- Autism Teaching
- Dyslexia Teaching
- Early Childhood Leadership
- English as a Second Language
- Supervisory Certificate

Graduate Certificates

- Autism Teaching Graduate Certificate
- Curriculum & Instruction Supervisory Certificate
- Dyslexia Teaching Graduate Certificate
- Early Childhood Leadership Graduate Certificate
- Educational Leadership Graduate Certificate with Principal Certification
- Reading Specialist Graduate Certificate
- Special Education Graduate Certificate
- Superintendent Letter of Eligibility Certificate

SCHOLAR-PRACTITIONER

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

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

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

DOCTOR OF EDUCATION

Carlow's 51-57-credit Doctorate in Education (EdD) program is geared toward teachers and administrators who recognize the need for a new brand of leadership to re-imagine the future of education. This three-year practice-based inquiry program is for people who are devoted to extending their voices beyond their particular disciplines to help change the world for their future students. It offers four learning tracks: Curriculum and Learning, Early Childhood Policy and Leadership, Literacy, Educational Leadership (General leadership, Principal Certification Prep, or Superintendent Letter of Eligibility), and Special Education (Autism Teaching, Higher Education, or Supervisory Certificate).

Requirements:

- Arts Education, Administration, and Leadership: ED-670 OR ED-734, ED-732, ED-737, ED-781, ED-786, ED-787, ED-820, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, and ED-885
- Curriculum and Learning: ED-670 OR ED-734, ED-725, ED-726, ED-732, ED-737, ED-789, ED-820, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, and ED-885
- Early Childhood Policy and Leadership: ED-670, ED-725, ED-732, ED-752, ED-754, ED-758, ED-820, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, and ED-885;
- Educational Leadership (General): ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, LE-750, LE-776, LE-785, LE-791, and 3 courses from the following: ED-670, ED-726, ED-734, ED-739, ED-820, LE-770
- Educational Leadership/Principal Certification Prep: ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, LE-730, LE-750, LE-760, LE-770, LE-780, LE-784 OR ED-726, and LE 718
- Educational Leadership/Superintendent Letter of Eligibility: ED 820, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, LE-750 or LE-775, LE-761, LE-770, LE-776, LE-785, and LE 718
- Literacy: ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, READ-721, READ-722, READ-723, READ-724, READ-729, READ-741, and SE-711
- Special Education/Autism Teaching: ED-732, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, SPED-760, SPED-767, SPED-773, SPED-778, SPED-788, SPED-786
- Special Education/Higher Education: ED-734, ED-786, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, READ-721, SPED-767, SPED-776, SPED-784, SPED-788, SPED-810
- Special Education/Supervisory Certificate: ED-820, ED-822, ED-830, ED-840, ED-845, ED-850, ED-855, ED-860, ED-865, ED-870, ED-875, ED-880, ED-881, ED-885, LE-760, LE-770, SPED-718, SPED-720, SPED-767, SPED-786

MASTER OF EDUCATION WITH CERTIFICATION

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), and any additional requirements required by the Pennsylvania Department of Education.

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) and any additional requirements required by the Pennsylvania Department of Education.
- A completed student teaching application
- Exemplary or expected ratings on all dispositions instruments throughout the program.
- Successful completion of all practicum and field experiences in all programmatic coursework.

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.

MEd in ART EDUCATION PREK-12

The Master of Education degree with certification in art education is a natural year-long extension of a traditional four-year bachelor's degree program not only for Carlow University graduates, but also recent graduates of other institutions and non-traditional adults. Art is considered a comprehensive program with certification ranging PreK-12.

Graduate secondary education teacher certification candidates will:

- Develop valid and reliable robust student assessments aligned to student outcomes and analyze assessment results
- Create learner-centered lesson and unit plans using varied instructional design models
- Incorporate innovative instructional technologies, including robotic technology, into teaching and learning to advance student achievement and increase student engagement
- Respond in a culturally responsive and developmentally appropriate ways to student behavior and in family engagement/community outreach
- Design instructional activities and projects based on individual student need
- Analyze educational policy, educational funding models, and community-based services impacting children and adolescents
- Adapt informal and out-of-school learning research and practices to traditional classroom practices
- Adhere to the highest level of professional behavior and ethics
- Critically evaluate educational research and effectively synthesize research in professional writing and speaking

Art Education Required Courses (40 credits)

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

Art Education Experienced-Based Certification (40 credits)

AE-704, AE-726, AE-727, AE-761, ED-727, ED-728, ED-731, ED-741, ED-778, ED-792, ED-793, PYM-730, PYM-731, SE-711

MEd in ATHLETIC LEADERSHIP

The 30-credit MEd. in Athletic Leadership Program has been designed with consideration of professional consensus in state and national standards for leadership in the K-12 school space, coaching across age spans, and athletic leadership. The program will provide two track options: administration and coaching. The administration track leads to careers in managing athletic programs in public and private arenas. The coaching track develops coaching techniques aligned to the National Standards for Sports Coaching for public schools, higher education, and organization-based coaches. The required coursework for the program is informed by research about adolescent development, psychology of sport, and motivation. The curriculum includes courses in psychology developed to deepen understanding and support leadership in sports.

Requirements:

- Coaching track: LE-760, PYM-780, LE-718, ED-741, LE-750, LE-735, PYM-781, LE-736, PYM-782, LE-790
- Leadership tracks: LE-760, PYM-780, LE-775, LE-718, LE-737, LE-750, LE-738, PYM-781, PYM-782, LE-790

MEd in EARLY CHILDHOOD AND ELEMENTARY EDUCATION

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

Graduate early childhood and elementary teacher certification candidates will:

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

Required Courses: PYM 730, ED 703, ED 704, ED 710, ED 718, ED 719, ED 721, ED 727, ED 728, ED 731, EC 761, ED 778, SPED 750, (ED 716 & ED 717 or ED 719 certification only)

Early Childhood Education Experienced-Based Certification (43 credits): ED-703, ED-704, ED-710, ED-718, ED-719, ED-721, ED-727, ED-728, ED-731, EC-761, ED-778, ED-792, ED-793, SPED-750, PYM-730

MEd in EARLY CHILDHOOD SUPERVISION

The 30-credit Early Childhood Supervision program prepares early childhood leaders for positions in childcare centers and elementary programs serving children from birth through sixth grade. Most principals are not prepared for Pre-K through kindergarten and early elementary leadership, which is this program's focus. Students will be trained to become effective, ethical agents of systemic change who can tackle implicit bias, racism and equity issues in the early childhood field while connecting with like-minded educators.

Required Courses: ED-720, ED-722, ED-745, ED-753, ED 758, ED 820, LE-760, LE-770, LE-780, LE-790

MEd in EDUCATIONAL LEADERSHIP WITH PRINCIPAL CERTIFICATION EDUCATIONAL LEADERSHIP GRADUATE CERTIFICATE WITH PRINCIPAL CERTIFICATION

Carlow University's Educational Leadership program with Principal Certification at the graduate level prepares educators to become leaders who exemplify the knowledge, skills, and dispositions necessary to develop, articulate, implement, and sustain high quality learner-centered educational programs. The program provides students with advanced coursework in curricular models, pedagogy, and leadership that will prepare them for principal's certification and the licensure process. Through the department's collaboration with schools in the region, students have access to rich internship experiences that enable aspiring leaders to work alongside mentor principals as they manage the organization; lead curriculum, instruction, and assessment in their buildings; use data to make informed decisions; create and sustain a robust school culture; and engage with stakeholders to successfully implement initiatives that best serve the diverse needs of students. A graduate certificate in Educational Leadership is an alternative option that includes Principal Certification for those who are not pursuing the MEd.

Graduate candidates completing the Educational Leadership program will:

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

Required Courses:

- ED 726, ED 830, LE-718*, LE-730*, LE-750*, LE-760*, LE-770*, LE-780*, LE 784, LE-790 (30 credits)
- **Courses required for the Educational Leadership Graduate Certificate with Principal Certification (18 credits)*

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

MEd in READING SPECIALIST (Initial certification and add-on certification) READING SPECIALIST GRADUATE CERTIFICATE

The Master of Education in Reading Specialist equips educators with a deep knowledge and skillset in the cognitive research surrounding the science of reading. It supports the development of reading practitioners and prepares them to be effective literacy leaders in the tradition of Carlow University's Sisters of Mercy mission and vision. It includes advanced coursework in research in how children learn to read, the developmental skills that children need to accomplish this task, the instructional routines and approaches that comprise effective reading instruction, the critical components in applying data-based decisions to systems of support, and leadership that will prepare them for reading specialist certification. A graduate certificate in Reading Specialist is an alternative option that includes certification for those who are not pursuing the MEd.

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

MEd in Reading Specialist students will be able to:

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

Requirements:

- READ-721*, READ-725* READ-722*, READ-726*, READ-723*, SE-711*, READ-724*, READ-729*, READ-727, READ-740*, ED-731 (31 credits for Add-on Certification)
- For initial certification, students must also take ED-727, PYM-730, ED-778, READ-761, READ-790 (47 credits for initial certification)
- **Courses required for Reading Specialist Graduate Certificate (25 credits)*

MEd in SECONDARY EDUCATION 7-12

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

Graduate secondary education teacher certification candidates will:

- Develop valid and reliable robust student assessments aligned to student outcomes and analyze assessment results
- Create learner-centered lesson and unit plans using varied instructional design models
- Incorporate innovative instructional technologies, including robotic technology, into teaching and learning to advance student achievement and increase student engagement
- Respond in a culturally responsive and developmentally appropriate ways to student behavior and in family engagement/community outreach
- Design instructional activities and projects based on individual student need
- Analyze educational policy, educational funding models, and community-based services impacting children and adolescents
- Adapt informal and out-of-school learning research and practices to traditional classroom practices
- Adhere to the highest level of professional behavior and ethics
- Critically evaluate educational research and effectively synthesize research in professional writing and speaking

Secondary Education Required Courses (32 credits)

ED 727, ED 728, ED 731, ED 741, ED 778, PYM 730, PYM 731, SE 709, SE 711, SE 720, SE 721, SE 750

Secondary Education Experienced-Based Certification (35 credits)

ED-727, ED-728, ED-731, ED-741, ED-778, ED-792, ED-793, PYM-730, PYM-731, SE-711, SE-720, SE-721, SE-750

MEd IN SPECIAL EDUCATION (Initial Certification and add-on certification) SPECIAL EDUCATION GRADUATE CERTIFICATE

Carlow University's Special Education program at the graduate level prepares teachers to meet the needs of children with a wide variety

of intellectual, physical, social, emotional, and behavioral disabilities in multiple settings. Graduates of the program obtain Pennsylvania special education certification in PreK-12, (3 years through 21 years of age). A special education certification can be obtained through three different graduate pathways: MEd in Special Education Initial Certification, MEd in Special Education Add on Certification, and Graduate Certificate in Special Education. Students entering the special education add-on or graduate certificate program must be certified teachers in another content area.

The Graduate Special Education MEd Initial Certification pathway at Carlow University will include 51 credit hours of coursework focusing on the practical application of research-based special education theoretical constructs and methodology. Equally essential are the carefully correlated field experiences in a variety of classrooms and special education settings during two Engaging in Scholarly Practice courses and student teaching. The Graduate Special Education MEd Add On Certification pathway will include 33 credit hours of coursework. Should students pursue a graduate certificate only, they will complete 29 credit hours.

Prerequisites: Students must have nine credits in special needs education as prerequisites to entering the Master of Education program with specialization 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.

Teacher candidates completing the special education program:

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

Requirements:

- SPED 751, SPED 773, SPED 770, SPED 761, SPED 760, SE 711, ED 718, SPED 762, SPED 776, SPED 750, READ 740, ED 731, SPED 790 (33 credits for add-on certification)
- For initial certification, students must also take READ 721, READ 724, ED 727, ED 703, PYM 730 (51 credits for initial certification)
- Special Education Graduate Certificate Requirements (29 Credits): SPED 751, SPED 773, SPED 770, SPED 761, SPED 760, SE 711, ED 718, SPED 762, SPED 776, SPED 750, SPED 790
- Special Education Experienced-Based Certification (51 credits): ED-703, ED-718, ED-727, ED-731, ED-792, ED-793, PYM-730, READ-721, READ-724, READ-740, SE-711, SPED-750, SPED-751, SPED-760, SPED-761, SPED-762, SPED-770, SPED-773, SPED-776

MEd IN CURRICULUM & INSTRUCTION

The Master of Education in Curriculum and Instruction is a 33-credit program that offers several track options: Autism Teaching, Dyslexia Teaching, Early Childhood Leadership, English as a Second Language, and Supervisory Certificate. The MEd in Curriculum and Instruction offers advanced study of pedagogy for practicing educators or other interested individuals. Teaching certification is not required for enrollment and completion of the MEd in Curriculum and Instruction; however, this program does not lead to initial teaching certification. Two of the tracks may be used to apply for PDE endorsements in Autism or Early Childhood Leadership if an individual holds Level I or Level II PA Teaching License. Graduate candidates in Curriculum & Instruction will:

- Examine advanced pedagogical research
- Critique varied curricular approaches
- Study learner motivation, brain-based research, and creativity
- Create interdisciplinary-based curricular projects

- Demonstrate advanced knowledge in a particular curricular focus

Requirements for each track:

- Autism Teaching: ED 739, ED 731, ED 830, PYM 730, PYM-731, SPED 760, SPED 773, SPED 778, SPED 788; Choose one course from: ED 728, ED 778, ED-725, ED-758, or LE-791
- Dyslexia Teaching: ED 719, ED 739, ED 728, ED 731, ED 820, READ-721, READ-722, READ-723, READ-724, SE 711
- Early Childhood Leadership: ED 720, ED 722, ED 728, ED 731, ED 739, ED 745, ED 753, ED 758, ED 820, LE 770, PYM 731
- English as a Second Language: ED 726 or ED 728, ED 739, ED 731, ED 830, PYM 730, PYM 731, 18 credits of coursework through the Allegheny Intermediate Unity (AIU) or Midwestern Intermediate Unit (MIU)
- Supervisory Certificate: ED-725, ED-737, ED-739, ED-789, ED-820, ED-830, LE-718, LE-770, LE-790, ED-734 OR LE-750, ED-726 OR PYM-731

Autism Teaching Graduate Certificate

SPED 773 Positive Behavior Supports Prek-12

SPED 760 Communication and Technologies in Special Education

SPED 778 Autism Spectrum Disorders

SPED 788 Applied Issues in Autism Spectrum Disorders

Total: 12 credits

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

Curriculum & Instruction Supervisory Certificate

ED 725 Comparative International Models

ED 737 Curriculum as Inquiry & Innovation

ED 789 Curriculum Design for Deeper Learning

ED 830 AI, Humans, Education

LE 718 Internship

LE 770 Instructional Leadership

ED 734 Educational Neuroscience or LE-750 Improvement Science

ED 726 Systems Thinking or PYM-731 Systems of Educational Practice

Total: 31 credits

Dyslexia Teaching Graduate Certificate

READ-721 Dyslexia & Structured Literacy

READ-722 Phonological Awareness

READ-723 Structures of Language and Linguistics I

READ-724 Structured Literacy Assessment

Total: 12 credits

Early Childhood Leadership Graduate Certificate

ED 722 Professional Development and Supervision

ED 745 Supervising Programs in Early Childhood

ED 753 Internship in EC Supervision

ED 758 Curriculum, Evaluation, and Early Childhood

Total: 12 credits

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

Superintendent Letter of Eligibility Certificate

LE 770 Instructional Leadership

LE 718 Internship (taken 3 times at 1 credit each)

ED 820 Culture, Power, Place & Space

LE 775 Leadership in a Socially & Politically Charged Environment or LE 750 Improvement Science Online 3 Cr

LE 761 District Administration

LE 785 Organizational Climate & Culture

LE 776 Policy, Advocacy & Governance

TOTAL: 21 credits

DEPARTMENT OF SOCIAL WORK

Master of Social Work with Specializations in

- Direct Practice
- Macro Practice
- School Social Work

Dual Degree: MBA/MSW Business Administration & Social Work

- Direct Practice
- Macro Practice

School Social Work Certificate

MASTER OF SOCIAL WORK

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE) and prepares students for advanced level social work practice. The MSW Program promotes a trauma and research-informed approach to professional social work practice to promote human and societal well-being and human rights. The program is committed to preparing exemplary leaders to critically engage in service to and advocacy for diverse populations and complex systems using a cultural humility lens to promote racial, social, economic, and environmental justice. Students become knowledgeable about the generalist foundations of social work and develop the unique skills and abilities required to promote human and social well-being through specializations in Direct Practice, Macro Practice, and School Social Work. Minimum degree requirements are 60 credits for traditional MSW students and 39 credits for advanced standing MSW students.

The direct practice specialization builds on the elements of generalist practice to foster advanced practice practitioners who can extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate direct practice with individual and families in direct practice settings. This specialization teaches best practices to prepare students to engage in research-informed practice and be proactive in responding to the impact of context on professional practice specifically with individuals and families. The direct practice area of specialized practice is designed for social workers seeking careers providing direct services to clients experiencing various challenges across their lifespan within a variety of settings, including but not limited to hospitals, health and mental health agencies, public safety organizations, correctional facilities, community counseling centers, and various social service organizations.

The macro practice specialization builds on the elements of generalist practice to foster advanced macro practice practitioners who can extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate practice through macro social work with organizations and communities. The specialization is designed to develop strengths-based and trauma-informed ethical leaders and managers of human services organizations and social change leaders who advance human well-being. Students learn best practices and engage in research-informed practice to become proactive in responding to the impact of context on professional practice for working with larger systems, including communities, and organizations. The macro practice curriculum is grounded in a commitment to advocacy for human rights and social, racial, economic, and environmental justice. This area of specialized practice is designed for social workers seeking careers in human services leadership and management, policy analysis, advocacy, and social change leadership at the local, state, national, and global levels.

The school social work specialization builds on the elements of generalist practice to foster advanced practice practitioners who can extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate practice with individual, families, and communities in school-based practice settings. Students learn to engage in

research-informed practice and be proactive in responding to the impact of context on professional practice in school-based settings. This specialization is designed for social workers seeking careers within schools, across larger educational programs and systems, and in policy practice as it is related to public and private preschool, elementary, and secondary schools. Students who successfully complete the school social work specialization will be eligible for Pennsylvania's School Social Worker Educational Specialist Certification.

*Pennsylvania requires any social worker seeking the Pennsylvania School Social Worker Educational Specialist Certification to be a Licensed Social Worker (LSW) in the State of Pennsylvania before this certificate is issued.

Requirements:

- Direct Practice (Advanced Standing): MSW 711, MSW 720, MSW 722, MSW 723, MSW 724, MSW 725, MSW 727, MSW 732, MSW 734, and MSW 736, plus a 3-credit elective
- Direct Practice (Traditional): MSW 700, MSW 702, MSW 711, MSW 714, MSW 715, MSW 716, MSW 720, MSW 722, MSW 723, MSW 724, MSW 725, MSW 727, MSW 730, MSW 732, MSW 734, and MSW 736, plus a 3-credit elective
- Macro Practice (Advanced Standing): MSW 711, MSW 720, MSW 721, MSW 723, MSW 724, MSW 726, MSW 732, MSW 734, MSW 736, and MSW 752, plus a 3-credit elective
- Macro Practice (Traditional): MSW 700, MSW 702, MSW 711, MSW 714, MSW 715, MSW 716, MSW 720, MSW 721, MSW 723, MSW 724, MSW 726, MSW 730, MSW 732, MSW 734, MSW 736, and MSW 752, plus a 3-credit elective
- School Social Work (Advanced Standing): MSW 711, MSW 720, MSW 723, MSW 724, MSW 727 or MSW 752, MSW 732, MSW 734, MSW 736, MSW 741, ED 778, and SPED 770 or SPED 773 or SPED 778
- School Social Work (Traditional): MSW 700, MSW 702, MSW 711, MSW 714, MSW 715, MSW 716, MSW 720, MSW 723, MSW 724, MSW 727 or MSW 752, MSW 730, MSW 732, MSW 734, MSW 736, MSW 741, ED 778, and SPED 770 or SPED 773 or SPED 778

*Please note: Obtaining child abuse and criminal background clearances may be a prerequisite to MSW field placement (required courses MSW-730, MSW-732, MSW-734).

In addition to the University's academic standing requirements, the MSW program requires students to earn a minimum of B- (81%) in all graduate courses. Students who do not meet this minimum requirement must repeat the course.

Carlow's MSW Program prepares students for the Association of Social Work Boards (ASWB) master's exam professional licensure. Social work licensure is regulated by individual states and provinces and requirements vary. ASWB supports social work boards by providing the required licensing exam for Pennsylvania as well as other states and provinces. It is important for students who are considering the profession of social work to be aware of the rules and regulations for licensing. Details are available at: <https://www.aswb.org/licenses/how-to-get-a-license/>.

For more information about becoming a licensed social worker in Pennsylvania (LSW) please visit the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors webpage. https://www.pa.gov/agencies/dos/departments-and-offices/bpoa/boards-commissions/social-workers-marriage-family-therapists-professional-counselors.html#.Vxo2g_krKU

For more information about becoming a licensed social worker in other states or provinces please visit: <http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>.

TRANSFER CREDITS and Advanced Standing

Students who have completed an undergraduate degree in social work from a CSWE accredited institution, within the past 7 years and earned an overall GPA of 3.0 or above, are eligible for Advanced Standing which can award students up to 15 credits toward the MSW degree. Students in non-social work disciplines may be eligible to transfer up to twelve credits from a CSWE accredited master's degree program, this is reviewed on a case-by-case basis. Transfer courses must be comparable or complimentary to those required by Carlow University's MSW program and a grade of B- or higher must have been earned. The MSW Program does not grant social work credit for life experience or previous work experience.

DUAL DEGREE: MSW AND MBA

The Master of Business Administration and Master of Social Work (MSW/MBA) dual degree program is a unique interdisciplinary degree which offers the opportunity to examine both the theoretical and practical aspects of business administration while also studying social work. This dual degree is available to MSW students in the direct practice and macro practice specializations and focuses on corporate social responsibility, ethical practices, reflective leadership across diverse populations, advocacy, professional ethics, trauma-informed approaches, and social justice. The scholar-practitioner model inspires a curriculum that is both practically relevant and academically rigorous. Engaged scholarship and experiential learning opportunities ensure that the education is timely, enriching, and highly relevant. The total credits required for the MSW/MBA program ranges from 60-87 credits depending on whether the student is advanced standing or traditional. This dual degree is earned by completing all requirements for the MSW degree and by completing 27 credits of required

coursework in the MBA program.

Dual degree students take the MSW requirements for their specialization (Direct Practice or Macro Practice) along with requirements for the MBA as follows: MBA-711, MBA-722, MBA-724, MBA-728, MBA-731, MBA-732, MBA-752, MBA-778, and MBA-798.

*Please note: Obtaining child abuse and criminal background clearances may be a prerequisite to MSW field placement (required courses MSW-730, MSW-732, MSW-734).

SCHOOL SOCIAL WORK CERTIFICATE

Carlow's 15-credit School Social Work Certificate program adheres to the mission of the MSW Program as it educates and prepares graduate-level social workers for Pennsylvania's School Social Worker Educational Specialist Certification. This program provides post-masters social workers to practice with individuals, families, and communities in school-based practice settings to become qualified for careers within schools, across larger educational programs and systems, and in policy practice as it is related to public and private preschool, elementary, and secondary schools. Students who successfully complete the school social work specialization will be eligible for Pennsylvania's School Social Worker Educational Specialist Certification. *Pennsylvania requires any social worker seeking the Pennsylvania School Social Worker Educational Specialist Certification to be a Licensed Social Worker (LSW) in the State of Pennsylvania before this certificate is issued.

Requirements: MSW 727 or MSW 752, MSW 741, ED-778, SPED 770 or SPED 773 or SPED 778, MSW-732 or MSW-734**

**At least 3 credits of field placement will need to be completed in a school or school-based setting. This requirement may be waived for professionals seeking a post-graduate certificate who are currently working in a school-based setting. A waiver is dependent on the approval of the MSW Program Director and MSW Field Director.

COLLEGE OF EDUCATION AND SOCIAL WORK 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. May include preliminary research for the development of a thesis. 3 credits

AE 702 Current Issues in Art Education

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

AE 703 Creativity

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

AE 704 Advanced Curriculum Development

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

AE 706 Research in Art/Museum Education

An overview and in-depth review of past and current research in art and museum education that includes social, ethnographic, multi-

cultural and cross-cultural studies, descriptive and observation studies, behavioral and psychological studies, and historical studies. 3 credits

AE 707 Internship: Museum/Alternative Education Sites

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

AE 708 Internship: Alternative Education Site

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

AE 710 Christian Iconography from the Catacombs to the Contemporary Museum

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

AE 726 Elementary Art Materials and Methods

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

AE 727 Secondary Art Materials and Methods

A core course designed for students in the art education certification program to gain an understanding of the structuring and implementation of an effective and comprehensive art program on the secondary level. This goal will be accomplished through the integration of art educational theory and practice. Through lecture, discussion, studio sessions, and observation and participation in field experience, the students will achieve an awareness and understanding of the creative needs and potentials of early and late adolescents as part of their artistic development. 3 credits

AE 729 Art Education Student Teaching Elementary School

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

PREREQUISITE: COMPLETION OF ALL MAJOR COURSE REQUIREMENTS, PROFESSIONAL SEQUENCE REQUIREMENTS, AND MINIMUM

CUMULATIVE GPA OF 3.0.

AE 761 Engaging in Scholarly Practice I – Art

This offsite course comprises 105 hours of Stage 3 Pre-Student Teaching Field Experience in an art classroom. AE-761 is designed to be practitioner-based, providing learners with experiences that position them with the skills and knowledge to transition to all the responsibilities of a student teacher. The field experience hours in an Art classroom include observation of teaching and learning, working with a student or a small group of students under the direction of the classroom teacher, and co-teaching a number of lessons each week with your mentor teacher. For each of your lessons, you will have prepared a lesson plan for approval and implementation under the direction of the classroom teacher. Each week, the instructor will post course readings and reflective journal assignments in your online course. During the course of the field experience, your instructor will visit you to observe your teaching and to confer with you about your progress. 1 credit

Must be eligible for student teaching to take this course

EARLY CHILDHOOD AND ELEMENTARY 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.

EC 761 Engaging in Scholarly Practice I – Early Childhood

This course is a three-week Stage 3 Pre-Student Teaching Field Experience that builds upon the Stage 1 and Stage 2 practicum experiences throughout the Early Childhood Education program, providing students seeking certification in PK-4 Early Childhood Education with 105 hours of field experience under the mentorship of a PA certified classroom teacher. EC-761 affords teacher candidates an opportunity to have strong clinical experience in the content area and grade levels in which they are preparing to teach. Through field work and online course readings and assignments, students will demonstrate the qualities of a Scholar-Practitioner philosophy—integrating pedagogy, theory, practice—and reflecting on these elements as they articulate their developing insights about teaching and learning. 1 credit

EDUCATION

ED 703 Developing Logic and Mathematical Thinking in Young Children

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

ED 704 Child, Family, and Culture

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

ED 707 Understanding and Facilitating Children's Play

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

ED 710 Child Development: Birth–Eight Years

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

ED 715 Thesis/Research Project

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

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

ED 716 Early Childhood Student Teaching I

Study of current theory and practice related to the mental, physical, social, emotional and moral development in this period of human growth. One focus of the course is the processes through which the person integrates past experiences, develops individuality, and becomes aware of a personal destiny. In addition, the student has the opportunity to explore the supports and challenges of the

transient and adolescent in varied social settings: home, school, peer group, church, and community. 2 credits

ED 718 Communication and Reading Development

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

ED 719 Reading & Language Arts

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

ED 720 Planning & Administering Early Childhood Education Programs

An examination of the growth of programs for the care and education of young children during the last century, particularly in Europe and the United States, and an analysis of trends and current challenges in the field of early childhood and of various types of programs designed for children in childcare, Head Start, preschool, and early intervention programs. Enables candidates to identify the goals and purposes of these various programs. Candidates discuss the impact of administration, supervision, team teaching, and parent involvement on the delivery of service and examine federal and state licensing standards as well as the process for registration of teaching staff. The final project consists of a case study of one early childhood program currently in operation. 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 722 Staff Development & Supervision

An examination of the complex issue of staff development which addresses the needs of the new, as well as the experienced, teacher responding to community pressure; accurately reflecting the values of the school; and recognizing the transition from theory to practice. Scheduling, evaluating, and funding staff development programs are also considered. In addition, the course emphasizes the human dimension of supervision, which is ordinarily defined as "... the direction and critical evaluation of instruction." Students' convictions about supervision will be either challenged or affirmed by the human resources perspective presented in this course. 3 credits

ED 725 Comparative International Models

This doctoral-level course explores international education models, focusing on early childhood education, Secondary education, and apprenticeships. It examines global practices, policies, pedagogies, and financial investments, including Reggio Emilia, Montessori, Democratic Education, the Dual System and the Comprehensive Schooling Model, and others as students explore viable inquiry questions. Students will critically analyze educational sectors across different countries, considering the broader social, economic, and political contexts influencing outcomes. Key international metrics, including PISA, will be evaluated. As a culminating assignment, students will synthesize their learning to propose informed policy recommendations for improving educational practices at local, state, and federal levels. 3 credits

ED 726 Systems Thinking

Stewarding a learning ecosystem involves thinking like systems designers who see beyond single sites of practice and embracing the paradoxical elements inherent in the complex nested systems of education. Central to the work in this course is the concept of stewardship, specifically stewarding systems redesign—understanding the complexity and interconnectedness of the school organization and recognizing networks as the core structure of systems that create and sustain a culture conducive to deeper learning for students and educators. Concepts reflecting an emergent view of change include complexity, empathy, chaos theory, fractals, coherence,

metaphor, paradox, nuance, disequilibrium, learning communities, and symmetry. 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. 2 credits

ED 729 Aesthetics as Learning

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

ED 731 Creative Inquiry

During this capstone course learners are expected to complete their scholarly inquiry and prepare and present their final creative product. Through on-campus class meetings and web-based learning modules, learners will have an opportunity to discuss issues of portrayal, voice, and stance in developing their creative inquiry. Emphasis will be on preparing a final draft of their scholarly work. The primary emphasis in this seminar is conducting a creative inquiry. Students will be expected to do independent work and web-based learning modules. Classroom and Web-based format. 1 credit

ED 732 Philosophy of Education: Soul Work

In this inquiry-based course, we study the relationship between philosophy and practice in order to explore what it means to develop practical wisdom in schools to teach for human dignity. Guiding questions include What is the relationship of philosophy to teaching and learning? What is the purpose of school and who decides? What does it mean to be learner-centered in the 21st Century? How is curriculum developed and who decides? How are schools organized? How do one's own practices and beliefs relate to the purpose of education? 3 credits

ED 734 Research on Teaching and Learning

This EDD course requires candidates to investigate, discuss, and assess how the brain works to enable learning. The course will investigate educational neuroscience to ascertain how learning works in the everyday classroom and in our brains. Furthermore, the core idea behind the research on teaching and learning is that it is a truly interdisciplinary endeavor, bringing together best practices in teaching, psychology, and developing neuroscience. The goal is to focus on how to bring in multiple modalities of teaching to improve learning outcomes for children. 3 credits

ED 737 Curriculum as Inquiry and Innovation

This course explores curriculum as a foundational element of education, guiding students to ask critical questions about the future of learning. Through analysis of historical, epistemological, and structural factors, students examine curriculum innovation, including

emerging learner-centered pedagogies. Emphasis is placed on Deeper Learning, project-based initiatives, personalized learning, and curriculum networks, with a focus on envisioning curriculum as a tool for transformational change within educational systems. 3 credits

ED 738 Curriculum Theory and Development

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

ED 739 Advanced Curriculum Theory and Theory Development

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

ED 740 STEM Models

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

ED 741 Assessment and Evaluation

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

ED 744 Computational Thinking and Robotics

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

ED 745 Supervising Early Childhood Programs

An examination and identification of appropriate supervisory models for each of the three levels of educational programs. The course focuses on developmentally appropriate practices for each age group and evaluates the best strategies for assisting staff in providing sound programs for the physical, social, and cognitive development of children. The course also offers models of parent involvement in each program area and ways of supervising parent participation. 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 752 Legislative Policy and Practice in Early Childhood

This course will focus on legislative policy and practices in early childhood education at the federal, state, and local levels. Students will consider how legislation is created and supported politically, the ways in which advocacy organizations and lobbyists work, and the influence of national policy on state educational models. Students will consider legislative policy that impacts curriculum adoption, intersecting policy issues around community health, and social policies that impact families. 3 credits

ED 753 Internship in Early Childhood

A full semester's experience in early childhood settings. The intern is paired with a supervisor in a school district (or other appropriate supervisory personnel) and a college supervisor. The intern must demonstrate competence in policy determination, program development, instructional design, and staff development. The intern develops guidelines for conformance of sites and programs to regulations, conducts a needs assessment for a proposed program, designs a program, and plans and conducts an appropriate program related to staff identified needs. 3 credits

ED 754 Educational Access & Equity in Early Childhood

This course explores the factors influencing access and equity in early childhood education, focusing on underserved populations. Students will examine the impact of policy, race, gender, socioeconomic status, and disability on early learning. Through policy analysis, research critiques, and case studies, students will develop strategies for creating inclusive environments. The course includes bi-weekly virtual meetings and a capstone project to apply the concepts learned to real-world early childhood education settings. 3 credits

ED 758 Curriculum Evaluation in Early Childhood Education

This course emphasizes the critical processes of curriculum evaluation and selection in early childhood education, central to achieving optimal outcomes for young learners. Students will engage in a comprehensive examination of research-based criteria for evaluating curriculum effectiveness. The curriculum selection process will be scrutinized, enabling students to discern quality materials and methods that meet diverse learner needs. Through practical application and critical analysis, participants will refine their skills in assessing various curriculum models and strategies. By the conclusion of the course, students will be proficient in selecting and evaluating curricula that foster equitable and engaging learning environments. 3 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 affect the social behavior of young children, in either positive or negative ways, depending on the content of the programming. Learners will examine the controversies surrounding the effects of media (visual, auditory stimulation) and the recommendations of various professional organizations on the use of media and technology in programs for young children. 3 credits

ED 778 Designed for Differences

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

ED 781 Arts-Based Educational Research

An introduction to arts-based educational research (ABER) methodologies and procedures. Arts-based research is an approach to research in which the researcher uses artistic processes and forms of expressions to investigate educational phenomena. ABER practices are a set of methodological tools used by qualitative researchers across the disciplines during all phases of social research, including data collection, analysis, interpretation, and reinterpretation. Topics include the philosophical grounding and process of arts-based research, the fundamentals of art-based research design, and the use of technology in research design. 3 credits

PREREQUISITE: ED 855

ED 786 Intergenerational & Out-of-School Learning

This course explores intergenerational programs and practices found in non-traditional schools, museums, and community-based organizations. We will examine their significance for enriching lives (across the lifespan), promoting family cohesion, strengthening community support systems, and reinforcing a sense of cultural identity and continuity. You will learn about beneficial opportunities and challenges of working with multi-generational and Out-of-School groups. 3 credits

ED 787 Cultural Policy & Arts Advocacy

This course explores cultural policy and advocacy within arts education. We will examine historical and theoretical underpinnings and reflect on how these intersect with honoring the dignity of all. Students will evaluate advocacy approaches and creatively communicate the instrumental value of the arts, using research information. Students will articulate the implications for policy and practice, using diverse artistic mediums for research dissemination. 3 credits

ED 789 Curriculum Design for Deeper Learning

Students will consider the role of assessment in transforming school and district-level curriculum designed to create deeper learning experiences for learners. Students will analyze horizontal and vertical alignment of standards, create crosswalks aligned to district-adopted curriculum and consider spiraled curriculum in and among grade levels. Students will analyze and utilize student achievement data regarding the redesign of curriculum. Curriculum implementation designed to foster collaborative teacher teams focused on personalizing student learning will be examined. Students will evaluate and create professional development that promotes teacher instructional practices, including improvement, modification, and adjustment of instruction and assessment, in support of deeper learning. 3 credits

ED 792 Internship Certification I

The semester-long Internship I course will provide opportunities for critiquing on-the-job experiences, discussions, and reflections on issues related to a positive classroom environment. The seminar will include the development of topics particularly pertinent to the full-time teaching experience. Topics and discussions will be governed by planning for instruction and evaluation of the effectiveness of the learning experiences for all children. The university supervisor will oversee the growth experiences with monthly visits and students will attend bi-weekly seminars online. In both cases, assignments and evaluations will be given by the university supervisor and advisor. 3 credits

ED 793 Internship Certification II

The semester-long Internship II course will include cumulative assessments of lesson plans, unit plans, collaboration with teachers and children, and developmentally appropriate instructional practices. Assignments and evaluations will be given by the university supervisor and advisor. The seminar will cumulatively assess the topics of school law, code of ethical behavior, professional organizations, evaluation, school-based relationships, best strategies for teaching, classroom management, development of assessment strategies, and preparation for the Instructional Level I license. 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 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

ED 820 Culture, Power, Place, & Space

This course is a sociological examination of social processes and structures that shape schooling in the US. Students will examine concepts of identity, culture, power, and place as they relate to schools and school. The course will also be interdisciplinary, drawing upon work in the fields of history and geography to explore the spatial and locational aspects of education. The course will introduce classical sociological theory and scholarship regarding contemporary issues at work in schools. Central to the course will be the intersectional relations among theories, research, communities, and flows of power. 3 credits

ED 822 Ways of Knowing/Researching

This course builds upon the work done in ED 840, ED 850, ED 845, ED 855 with a particular emphasis on each student's innate ways of knowing. Learners are invited to examine their own knowledge-generating proclivities in relation to multiple knowledge traditions within education. Respecting the diversity of thinking and expression is foundational to students' work in the course as they practice articulating their understanding of the structures of knowledge, processes for the generation of knowledge, and criteria for judging the legitimacy and merits of knowledge. 3 credits

PREREQUISITES: ED 840, ED 850, ED 845, ED 855

ED 830 AI, Humans, Education

This course immerses students in the dominant rhetoric regarding artificial intelligence, ranging from its educational benefits to the possible existential threat it poses to humanity. We center our inquiry on how, in the evolving education landscape, educators can leverage the power of AI to create engaging learning experiences for students. How can artificial intelligence help educators personalize learning and streamline administrative tasks? What guidelines should be developed for the use of generative artificial intelligence in classrooms? How can we use AI to drive continuous innovation in education without contributing to existing disparities in society? What is the future of learning?

ED 840 Engaging in Doctoral Study I

This course introduces students to an overview of the EdD program, its content, goals, structure, and processes. The nature of practice-based inquiry is discussed as well as the nature of study in this doctoral program. Emphasis is on cultivating a scholarly community among learners and faculty involved in the program as a means of becoming a collaborative leadership community of Scholar-Practitioner Stewards. Students have opportunities to begin acclimating to a culture of scholarship and the concept of educational praxis. Engaging in Doctoral Studies I is a Core course in the EdD program. 3 credits

COREQUISITE: ED 850

ED 845 Engaging in Doctoral Study II

This course introduces students to an overview of the EdD program, its content, goals, structure, and processes. The nature of practice-based inquiry is discussed as well as the nature of study in this doctoral program. Emphasis is on cultivating a scholarly community among learners and faculty involved in the program as a means of becoming a collaborative leadership community of Scholar-Practitioner Stewards. Students have opportunities to begin acclimating to a culture of scholarship and the concept of educational praxis. Engaging in Doctoral Studies II is a Core course in the EdD program. 3 credits

PREREQUISITE: ED 840, ED 850

COREQUISITE: ED 855

ED 850 Scholar-Practitioner Stewardship I

Education is a social institution and, as such, is entrusted with the accomplishment of purposes that serve the public good. This course is based on the premise that those prepared at a doctoral level have a responsibility to serve as stewards of education. Fulfilling this responsibility entails knowledge, wisdom, commitment, and integrity. This course is intended to help students develop a deeper understanding of the complex forces that make stewardship so challenging—and important. Only through such understanding might it be possible to discern ways in which to change the institution to make it more effective, equitable, and just. Scholar-Practitioner Stewardship I is a Core course in the EdD program. 3 credits

COREQUISITE: ED 840

ED 855 Scholar-Practitioner Stewardship II

Understanding the complexities of education as a social institution entails intensive study. The ideas presented during Scholar-Practitioner Stewardship I initiate a process of study that will continue throughout the doctoral program and beyond. This second course in the sequence provides opportunity to continue an investigation into the intersection of institutional and personal stewardship. At this intersection are possibilities for communal stewardship that are explored in this course. Scholar-Practitioner Stewardship II is a Core course in the EdD program. 3 credits

PREREQUISITE: ED 850

COREQUISITE: ED 845

ED 860 Seminar I

In Seminar I, students engage in independent study activities related to the conceptualization and writing of their dissertation proposal. They are expected to carefully review the Study Plan developed in ED 822 and identify specific action steps—including independent reading and writing—that they will complete during Seminar I. Emphasis will be given to studying discourses related to the research tradition in which their study is embedded, their proposed mode of inquiry, and the procedures needed to carry out their dissertation inquiry. By the end of Seminar I, students will have chosen their Dissertation Chair and discussed potential committee members. 3 credits
PREREQUISITE: ED 822

ED 865 Seminar II

Throughout Seminar II, students will continue to explore literature related to their research and integrate that knowledge through their writing, seminar discussions, and their Scholarly Personal Portfolio website. Building on their work from Seminar I, students in Seminar II will apply ethical and rigorous data analysis practices across quantitative and qualitative strands, including transparency, reflexivity, and appropriate reporting of limitations, while distinguishing among common research designs and their implications for data analysis. 2 credits

PREREQUISITE: ED 860

ED 870 Seminar III

In this course, the student will work independently with their Dissertation Chair as they fully develop and refine their Proposal document for their Dissertation inquiry. Students may opt to present their Proposal to their full Committee in Seminar III if they are ready to do so. If more time is needed to complete their Proposal and present it their full Committee, students must do so in Seminar IV. 2 credits
PREREQUISITE: ED 865

ED 880 Dissertation I

During ED 880, Dissertation I, EdD students become more deeply immersed in the dissertation inquiry and writing process. Working in concert with their dissertation chair, students engage in an iterative process through which they sharpen their thinking, provide more clarity to the writing, communicate complex ideas more effectively, and develop a well warranted thesis. Through the doctoral dissertation, students in the EdD program are required to provide evidence of scholarship that contributes to the field of education. As scholar-practitioners, doctoral students are expected to demonstrate in-depth knowledge of an educationally significant matter that is relevant to their professional practice.

PREREQUISITE: ED 875

ED 881 Dissertation II

During ED 881, the student works independently with their Committee Chair to complete the writing of their Dissertation. The document should demonstrate a thorough understanding of the inquiry and its results as the student is capable of articulating. With the Chair's agreement, the document should be sent to all Committee members for preliminary review, affording the student an opportunity to make necessary adjustments prior to scheduling a formal defense during the next CAP session. Because the Defense can result in the need for additional refinements, it should be scheduled as early in the following CAP session as possible. 2 credits

PREREQUISITE: ED 880

EDUCATION LEADERSHIP

LE 705 Nature and Needs of the Gifted

This course will emphasize characteristics of the gifted learner, various identification procedures, the needs of the student population, program models to meet those needs, theories of intelligence, and legal issues related to gifted education. Students will be prepared to implement instructional models and classroom services based on research and current literature on gifted education. Additionally, they will be able to select and use data from a variety of assessments (formative, summative, diagnostic and benchmark) to inform instructional decision-making and design differentiated learning plans/curricula for gifted learners in a school setting. Students will model respect for students with different cultural backgrounds through their communication and performance while exhibiting an understanding of how culture affects manifestation of gifted abilities. 3 credits

LE 718 Principal Internship

The Administrator Internship provides an immersive experience in the art and science of leading and learning. During three semester experiences under the direction of a school district administrator and a university supervisor, students will synthesize and apply knowledge and practice within a school district setting. Through projects, case studies, collaborative experiences with other district leaders and stakeholder groups, professional readings, research, and discussion, students will utilize fact-based evidence to demonstrate their competence in leading high performing learning organizations. In their 360 hours of leadership experience over three semesters, students will work to help shape and continuously improve standards-aligned instructional systems, advocate for and help create more equitable learning opportunities for students, enhance collaborative school cultures focused on personalized learning, exhibit ethical behavior, and embrace professional accountability for school improvement and student achievement. The activities that comprise the internship will be aligned to the Pennsylvania Leadership Core and Corollary Standards, as well as the Professional Standards for Educational Leaders (PSEL), the Culturally Relevant and Sustaining Education Competencies (CR-SE) and the Professional Ethics Competencies (PE). 1 credit

LE 730 The Principalship

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

LE 750 Improvement Science

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

LE 760 Educational Administration

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

LE 761 District Administration

This course focuses on the Superintendent's role in school district administration as it relates to human resource management, fiscal responsibility, collective bargaining, district transportation, oversight of food service, facilities, and student activities. Each component will be examined through the Superintendent's vision and implementation of an academic program that assures excellence and equity for all students. Course activities will address the two principal goals of the text: To convey understanding with the purpose of creating a spirit of cooperation between education and business leaders and managers and to provide technical information necessary for principals and superintendents to effectively execute job responsibilities. Participating in leadership projects, activities and discussions will provide a context for students to garner the knowledge and skills necessary for successful executives. 3 credits

LE 770 Instructional Leadership

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

LE 774 School Culture and Climate

This course is designed for future and current leaders seeking to develop or improve their work environment for all stakeholders. Beginning with an introduction to various leadership styles, students will identify the qualities and characteristics of leaders that affect positive culture and climate in the school/work environment including the importance of collaboration, delegation, and building self and staff efficacy. Students will study the importance of student/teacher relations and the impact it has on the education/work environment. As part of this course, students will examine the three tiers of Positive Behavior Interventions and Supports and alternatives to suspensions. Also, students will examine how the Implicit Bias and the Deficit Thinking Model greatly impact these relationships. Special emphasis will be placed on urban educational and workplace settings. 3 credits

LE 775 Leadership In A Socially & Politically Charged Environment

A major premise is asserted that to be an effective educational leader, it is essential that one embrace Aristotle's charge to serve the "polis." By the power of speech and the power of moral judgement, the leader can create a community of learners that respects the vast spectrum of beliefs and values. To achieve this goal, the course will focus on identifying a political ideology and its impact on decision-making, determining priorities based on demographic and electoral changes within communities, interpreting the social and political dynamics observed at community meetings, and developing a leadership style that emphasizes appropriate community engagement strategies. It is expected that an understanding of these dynamics will enhance an educational leader's ability to serve the community in a manner that promotes educational excellence and results in increased student achievement. To achieve these outcomes, students will analyze relevant readings, demographic and electoral data, and interactions in community and school board meetings. 3 credits

LE 776 Policy, Advocacy, & Governance

This course is designed to introduce students to the role of the superintendent as it relates to policy development, advocacy, and governance and to provide students with an understanding of the forces that shape educational policy, influence advocacy and impact governance arrangements to support school success. The course introduces students to research, theory and practice rooted within the development of education policy, advocacy issues and governance. The ways in which educational inequalities in education organizations contribute to broad social and economic inequality will be examined. 3 credits

LE 780 Networked Learning Communities

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

LE 784 Literacy Leadership

In this course, students will study the role of leadership in organizing and sustaining networked literacy learning communities aimed at cultivating an environment of continuous literacy improvement. Content will focus on evidenced-based practices that align to the Science of Reading. Students will examine and explore the theoretical models that underpin the instructional practices involved in explicit reading instruction and intervention at the district and school level. Students will examine instructional routines, techniques, and explicit lesson plans necessary to analyze current practices and improve literacy outcomes for all students and systems. Students will develop an understanding of assessments specific to reading and integration of literacy data into instruction to close achievement gaps. In evaluating theoretical models, instructional routines, and literacy assessment frameworks, the aim is to ensure literacy for all is achieved through systemic change in practices aligned to the Science of Reading. 3 credits

LE 785 Organizational Climate & Culture

This course focuses on the complex world of organizational culture and climate, examining how these factors shape employee behavior, attitudes, and overall organizational performance. Through a combination of theoretical frameworks, case studies, and practical applications, students will gain a deep understanding of the role that culture and climate play in shaping overall organizational dynamics and the specific context of school districts. Through an exploration of leadership styles, students will identify the qualities and characteristics of leaders that affect positive climate and culture in the school/work environment. Students will engage in research and practice that addresses assessment of organizational culture; articulation and implementation of a culture of learning throughout the organization; and modeling and stewardship of a clear vision of the culture that is shared and supported. The student will demonstrate the ability to engage in dialogic discourse to analyze issues from multiple frameworks to provide strategies by which to change the culture of the system to bring about successful reform. 3 credits

LE 790 Leadership for Innovation Capstone

This capstone course focuses on the processes of leading innovation and implementation in the learning ecosystem and is designed to enable educators to communicate effectively and present persuasively their vision for innovative, sustainable, learner-centered leadership. Students will prepare an Educational Leader Portrait and a Preliminary Analysis of their practice-based internship context and present their work to faculty, students, and community-based professionals. 3 credits

LE 791 Leadership Theories: Cases and Concepts

This course provides a foundational understanding of leadership constructs and how leaders position themselves to best advance the mission of organizations or schools. Grounded in the research of Bolman and Deal's four frames, students will consider the symbolic, political, structural, and human resource concepts of leadership while interrogating different leadership styles and organizational motivations. Using case studies, students will consider multi-faceted leadership perspectives and intersecting factors which influence how individuals in leadership positions function in complex organizational structures. As part of the course, students will conduct semi-structured interviews with leaders and model collected data to inform leadership principles. 3 credits

EDUCATION LITERACY

READ 721 Dyslexia and Structured Literacy

This graduate course is designed to provide the historical perspective of language-based learning differences and dyslexia in the content of literacy programs involving reading, writing, spelling and handwriting. Within this framework, the neurological basis of oral and written difficulties will be given particular emphasis. Candidates will examine the research of evidence-based multi-sensory teaching methods and instructional practices in accordance with the National Reading Panel and the International Dyslexia Association and the implementation of assistive technology in literacy instruction. Candidates will demonstrate competence in planning explicit lessons for students with reading difficulties, grades K-6. Students will also plan effective, evidence-based scaffolds and supports for students with English Language barriers. 3 credits

READ 722 Critical Components of Phonological Awareness

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

READ 723 Language and Linguistics I

This hybrid graduate course will delve deep into meaningful understanding and direct application of the elements of word recognition: the challenge of learning to read, the speech sounds of English, teaching beginning phonics, word recognition, and spelling, and teaching advanced decoding, spelling, and word recognition. A strong emphasis will be placed on the critical underlying research that is aligned to the *Knowledge and Practice Standards for Teachers of Reading* (Moats et al., 2010), the *Elements of Effective Instruction* (Florida Center for Reading Research, 2006), and *Classroom Reading Instruction that Supports Struggling Readers: Key Components for Effective Teaching* (Denton, n.d.). In this course, participants will complete 16.5 hours of embedded practicum work with one K-4 student with word-level reading difficulties. These practicum hours will take place across 7 to 8 weeks, averaging approximately 2.25 hours/week. Some lessons will be video recorded by the candidate and submitted for review. Post-lesson conferencing will take place between the candidate and the practicum supervisor. Students will also plan effective, evidence-based scaffolds and supports for students with English Language barriers. 3 credits

READ 724 Structured Literacy Assessment

This course is a study of formal and informal assessments used by reading specialists as part of literacy and reading intervention programs. Candidates will administer and score norm-referenced standardized assessments and informal reading assessments/diagnostic tests. Candidates will create detailed narrative assessment reports with qualitative and quantitative analysis of collected data. Special emphasis will be placed on the comparison of available assessment instruments and the development of literacy intervention plans for

the purpose of targeting instruction to close achievement gaps, facilitating data meetings, participating in professional learning communities, and for supporting colleagues with literacy coaching and job-embedded professional development models. Additionally, the course will hone Response to Intervention (RTI) in relation to promptly addressing and meeting the needs of all learners. In this course, candidates will complete 10.5 practicum hours working with students in grades K-4. 3 credits

READ 725 Teachers as Writers

In this hybrid graduate course students immerse themselves in the theory and practice of teaching writing, grades PreK-12. Essential to the course is the concept of teacher as writer. The ability to articulate and apply the qualities of writing as a writer is directly related to the ability to teach the qualities of writing to writers. Students will write in multiple genres to experience the act of writing in relation to how it informs our teaching. Course content includes the elements that comprise skilled written expression, utilizing mentor texts, incorporating pre- and post-assessments, the writing process, conferring, setting goals and striving to meet those goals, and establishing voice. Students will differentiate writing instruction with emphasis on growth and development. In this course, candidates will complete 10.5 practicum hours working with students in grades 3-8. Students will also plan effective, evidence-based scaffolds and supports for students with learning difficulties and English Language barriers. 3 credits

READ 726 Critical Analysis of Text

This hybrid graduate course will focus on developing the skills necessary to read closely, annotate, infer, analyze text from multiple sources, and synthesize information gathered. Work will be actualized through effective discourse and evidence-based written analysis and articulation. Through close reading, writing, and discussion of texts from a variety of genres and grade levels, students will learn to identify the elements of complex texts, design relevant assessment prompts to accompany the texts, craft and compile annotated exemplars, evaluate student written analysis with an eye towards growth and development, identify common patterns in written responses, and develop targeted instruction to promote student achievement and growth towards proficiency in written analysis of text. In this course, candidates will complete 10.5 practicum hours working with students in grades 3rd-8th. Students will also plan effective, evidence-based scaffolds and supports for students with learning difficulties and English Language barriers. 3 credits

READ 727 Adolescent and Adult Literacy

This hybrid graduate course with embedded field experience will delve deep into meaningful understanding and direct application of the literacy lives of adolescents and adults who have not achieved full literacy. This course examines the learning of reading and writing of adolescents and adults who have continued to struggle with literacy. A variety of populations will be explored including basic adult education, vocational and technical education, developmental/remedial education, adolescents and adults with dyslexia and other disabilities, immigrants and populations with limited English language proficiency, and adjudicated youth. This study of adolescent and adult literacy will have an extensive field experience component which will include direct opportunity to apply learning in a myriad of adolescent and adult learning environments. Candidates will complete 21 hours of embedded practicum/tutoring work with adolescent and/or adult students with reading difficulties. 3 credits

READ 729 Structures of Language and Linguistics II

This hybrid graduate course will delve deep into meaningful understanding and direct application of the elements of language comprehension: oral language and vocabulary, understanding reading comprehension, text-driven comprehension instruction, and the reading-writing connection. A strong emphasis will be placed on the critical underlying research that is aligned to the *Knowledge and Practice Standards for Teachers of Reading* (Moats et al., 2010), the *Elements of Effective Instruction* (Florida Center for Reading Research, 2006), and *Classroom Reading Instruction that Supports Struggling Readers: Key Components for Effective Teaching* (Denton, n.d.). In this course, participants will complete 10.5 hours of embedded practicum work with K-4 student(s) with reading difficulties. Students will also plan effective, evidence-based scaffolds and supports for students with English Language barriers. 3 credits

READ 740 Seminar: Evaluating Literacy Curriculum

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

READ 741 Elements of Skilled Written Expression

The course focus is the Science of Writing and evidenced-aligned teaching practices that are critical components to supporting PreK-12 students in becoming skilled in written expression. The course is designed to examine and build competency in evidenced-aligned instructional practices that will ultimately have the greatest impact on student writing. Candidates will delve deeply into practitioner-oriented assignments and research that explore how writing develops in learners and the instructional routines and practices that lead directly to effective written expression. Candidates will also examine the differences between dyslexic and non-dyslexic students and how to best scaffold writing instruction to support all learners. 3 credits

READ 761 Engaging in Scholarly Practice I – Reading Specialist

This course is a three-week Stage 3 pre-student teaching field experience that builds upon the Stage 1 and Stage 2 practicum experiences throughout the Reading Specialist program, providing students seeking certification in PK-12 Reading Specialist with 105 hours of field experience under the mentorship of a PA certified classroom teacher. READ-761 affords teacher candidates an opportunity to have strong clinical experience in the content area and grade levels in which they are preparing to teach. Through field work and online course readings and assignments, students will demonstrate the qualities of a Scholar-Practitioner philosophy--integrating pedagogy, theory, practice—and reflecting on these elements as they articulate their developing insights about teaching and learning. 1 credit

READ 790 Reading Specialist Student Teaching

Student teaching is a culminating experience that will demonstrate the integration of theory and effective practices for reading specialists. The students will achieve this through an on-site 16-week classroom experience with children and youth who have a range of reading challenges (MEd Initial Certification Reading Specialist candidates only). 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 in the classroom. A university supervisor oversees the student teaching experience and students attend bi-weekly seminars at Carlow. 6 credits

INSTRUCTIONAL DESIGN AND TECHNOLOGY

IDT 710 Introduction to Instructional Design for Online Teaching

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

IDT 720 Introduction to Instructional and Course Design

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

IDT 730 Online Teaching and Facilitation

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

IDT 740 Assessment and Evaluation of Online Learning

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

IDT 750 Technology Application

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

IDT 760 Assessments in the Digital Environment: Validating Learning

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

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.

SE 711 Content Area Literacy

An introduction to methods for teaching reading and writing in the secondary content areas. Students are immersed in critical thinking concepts and strategies that enable them to identify and analyze the structure of their discipline. They incorporate knowledge of their particular discipline and what research has documented about reading and literacy theories in order to understand the role of reading and writing within that discipline. The focus is content literacy. Central to this course is the idea of using writing as a means of coming to know. 3 credits

SE 720 Engaging in Scholarly Practice I

This course provides students seeking certification in Secondary Education with field experiences in a 7-12 setting under the mentorship of a PA certified classroom teacher. Field experiences and student teaching are central components of all professional educator programs. The Pennsylvania Department of Education requires pre-service teachers to have robust field experiences because they provide opportunities to apply principles and theories from the program to actual practice in the classroom, as well as practice with diverse populations, ages, and school settings. This course will provide candidates an opportunity to have a strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through coursework and fieldwork, students will begin to learn how to integrate pedagogy, theory, and practice. 1 credit

SE 721 Engaging in Scholarly Practice II

SE 721 is a three-week course that provides students seeking certification in Secondary Education with 105 hours of field experience in a 7-12 setting under the mentorship of a PA certified classroom teacher. SE 721 affords teacher candidates an opportunity to have strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through field work and online course readings and assignments, students demonstrate the qualities of a Scholar-Practitioner philosophy--integrating pedagogy, theory, practice-and reflecting on these elements as they articulate their developing insights about teaching and learning. 1 credit

SE 750 Curriculum and Methods in Secondary Education

The purpose of Secondary Education Curriculum and Methods is to prepare students to teach adolescent learners. This course involves elements of theory, reflection, and workshop. It is theoretically informed so that students have an understanding of theoretical positions that drive classroom practice. It is reflective in order to involve students in consistent, formal reflection about the course readings, their own experiences as learners, and their experiences in the course itself. It incorporates workshop opportunities in which students participate in activities they are being taught to teach. 3 credits

SOCIAL WORK

MSW 700 The Foundations of Generalist Practice

This is a foundational (generalist I) course that traditional MSW students must take in the first semester of the MSW Program. It is designed to provide social work foundation knowledge for working with individuals, families, small groups, and macro systems. It is designed to simulate the practice environment and introduces students to essential social work concepts and skills. Students will actively participate in virtual skill labs to practice intervention techniques, prepare written reports, and evaluate generalist practice knowledge and skills. 3 credits

MSW 702 Social Welfare and Public Policy

This foundational (generalist I) course is an introduction to social welfare and public policy. The course will introduce the social welfare institution with an emphasis on understanding the historical development of social work and social welfare as a response to human need, social welfare services, and the philosophical base of social welfare. This course will also help students understand the role of social work practitioners in shaping public policy and policies in social service agencies within the United States. 3 credits

PREREQUISITE: MSW 700

MSW 711 Ethics Across Social Work Practice

This is a generalist II practice course that introduces students to ethics and moral decision making related to the field of social work. Students will develop theoretical, conceptual, and practical understanding of ethics through discussions, activities, and assignments. The course will address the history of ethics in social work practice, the NASW Code of Ethics, and current ethical issues in direct and macro practice. Specific concepts such as human dignity, cultural humility, stigma, and modern technology will be explored. The course will also include briefings on broad areas of ethics including healthcare, public health, global bioethics, and human rights will also occur. 3 credits

PREREQUISITE: Advanced Standing or MSW 700

MSW 713 Emerging Trends in Healthcare Social Work

Today's healthcare environments are complex systems in which social workers are core members of interdisciplinary healthcare teams who possess the bio-psycho-social expertise to bridge the gaps between healthcare systems, individuals, families, groups, and communities. This course will foster knowledge about social work practice in healthcare from both direct practice and macro perspectives as well as develop the skills necessary for practice in healthcare. Students will explore the intersections between health, behavioral health, social work, and the other professional disciplines that work collaboratively in today's healthcare system to gain an appreciation for the value of an integrated approach to care. In this course, students will learn about the foundations of healthcare and social work, social work roles in healthcare, the impact of illness on individuals, families, and communities, the cultural context of health and illness, and cultivate skills related to health literacy, patient advocacy, care coordination, healthcare ethics, medical decision making, and health advocacy 3 credits

PREREQUISITES: MSW 711, MSW 720

MSW 714 Human Behavior in the Social Environment

This foundational (generalist I) course is focused on human behavior as understood through the interplay of psychological, biological, and social dimensions of human development. The life cycle of individuals is reviewed in the context of families, groups, and larger social systems including the cultural, social, and physical environment. This knowledge is useful to social workers and other practitioners in understanding social hazards whether created by individuals or by environmental factors. The course explores theoretical perspectives in a holistic approach grounded in the liberal arts. This course requires an in-depth case study analysis in which students demonstrate integrative knowledge and critical thinking in their application of the theories within the multidimensional perspective. 3 credits

MSW 715 Diversity, Inclusion, and Cultural Humility

This generalist I course is designed to increase students' awareness, knowledge, and skills related to diversity and cultural humility,

including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections between and among these social identity groups. Students will learn to promote social work values, including anti-racism, diversity, equity, and inclusion in all levels of practice including micro, mezzo, and macro. Additionally, students will learn essential skills needed to successfully work with underrepresented groups and cultures to appropriately provide services. The goal of this course is to help students develop an understanding of practical social work approaches to diverse populations. Coursework ensures the consideration of diversity in decision making through personal reflection and growth. Students will develop: A critical understanding of the role of culture and difference in the delivery of human service; A critical understanding of the varied and diverse makeup of communities and their citizens who engage with human services, and Cultural humility skills necessary for working as a professional social worker to dismantle oppressive practices. 3 credits

PREREQUISITE: MSW 700

MSW 716 Human Behavior in the Macro Environment

This generalist I course explores human behavior in groups, organizations, and communities to achieve an in-depth theoretical, conceptual, and practical understanding of the workings of the macro social environment. Students take an active role in their learning through engagement with a community, organization, and group. An ecosystem perspective is combined with sociology, group psychology, and organizational theories that promote a working knowledge of the operation and interrelatedness of macro systems and human behavior. Primary consideration is given to concepts of empowerment, diversity, populations-at-risk, and the promotion of social and economic justice at the local, national, and global levels. 3 credits

PREREQUISITE: MSW 700

MSW 720 Social Work Theory and Assessment

This generalist II practice course is designed to introduce MSW students to frameworks for treatment, therapeutic modalities, and specialized clinical, organizational and community issues. Topics covered include social work values, multidimensional assessment, contemporary theories of social work as they relate to practice with diverse client systems, organizations, and communities. Students will gain knowledge and skills related to the theories behind various methods and techniques and continue to build upon them as lifelong learning takes place. In addition, virtual skill-building sessions are included as a key component of the course for students to practice various aspects of knowledge. 3 credits

PREREQUISITE: ADVANCED STANDING OR MSW 714

MSW 721 Human Services Management and Grant Writing

This advanced practice course is designed to prepare advanced generalist practitioners to assume middle management leadership positions and engage in the facilitation of change in contemporary human service practice. As outlined in the NASW Code of Ethics, social workers' ethical responsibilities in practice settings include the use of supervision and consultation to enhance professional practice, administration within and outside of agencies to advocate for adequate resources to meet clients' needs, and the assurance that social workers are diligent stewards of the resources of their employing organizations. The course introduces the processes and practices involved in organizational management, program advocacy, and grant writing. Human Services Management and Grant Writing is a course to develop the skills necessary to develop a funding grant proposal and to integrate the administrative responsibilities while working with organizations and agencies. This course is required for MSW students in the macro practice specialization and is an elective option for students in other specializations. 3 credits

PREREQUISITE: MSW 724

MSW 722 Mental Health and the Art of Diagnosis

This advanced practice course enhances students' understanding of mental health and diagnosis in both a micro and macro context. The treatment of mental illness in the US and internationally will be explored, and students will learn about the cultural, psychosocial, and life experiences of those with mental illnesses and other diagnosable behaviors. Students will learn about the full spectrum of mental health disorders and gain skills in best practices for diagnostic assessment. Students will learn about the history of the DSM, navigating the DSM for the process of diagnosis, and be able to apply this process in practice. Students will learn about suicide assessment in both a micro and macro context, as well as tools for working with the suicidal patient in practice. This course is required for MSW students in the direct practice specialization and is an elective option for students in other specializations. 3 credits

PREREQUISITE: MSW 720

MSW 723 Applied Research: Assessment and Evaluation

This generalist II course is a required course for all graduate social work students, whether they are preparing for a career in direct practice, macro practice, or school social work. Scientific methods and principles of logic will be applied to assessment and evaluation of

social work practice at the individual, family, and group levels, as well as social work programs serving larger populations. Students will learn about the purpose and types of case and program evaluation. They will learn how to select measures and evaluation designs based on their appropriateness for case and program applications. They will develop practice or program evaluation designs based on their desired specialization. 3 credits

PREREQUISITE: ADVANCED STANDING OR MSW 700

MSW 724 Strength-Based Leadership

This generalist II practice course is designed to prepare graduate level students for careers in team-based settings and leadership positions. This course focuses on self-reflection as a tool for students to examine their motivations, challenge their biases, and learn how to leverage their strengths when serving in the capacity of a social worker. In addition to self-reflection, this course informs students on transformational leadership practices and skills, clinical supervision, and feminist topics to create added value to their leadership style when serving as leaders in practice settings. 3 credits

PREREQUISITES: ADVANCED STANDING OR MSW 700

MSW 725 Treatment Approaches in Direct Practice

This advanced practice course examines an array of treatment approaches to provide a foundation for direct social work practice. It includes models based on Mindfulness/Person Centered, Cognitive-Behavioral, and Trauma-Informed and other trauma focused treatment approaches with individuals, groups, and communities. Students will apply and practice assessment, intervention, and evaluation skills using these approaches, while comparing their applications. This course is required for MSW students in the direct practice specialization and may be an elective option for students in other specializations. 3 credits

PREREQUISITE: MSW 720, MSW 722

MSW 726 Policy Practice for Social Justice

This advanced macro practice course prepares students to engage in social welfare policy analysis with attention to historical, political, social, economic, and cultural factors that shape social welfare policy environments at the organizational, local, state, national, and international levels. Students apply knowledge, skills, and values needed to create ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels. Students learn to use interpersonal communication and evidence to engage with and build the capacity of affected constituencies to participate in advocacy efforts focused on supporting human well-being and social, economic, and environmental justice. This course is required for MSW students in the macro practice specialization and is an elective option for students in other specializations. 3 credits

PREREQUISITE: ADVANCED STANDING OR MSW 702

MSW 727 Complex Trauma

This is an advanced direct practice course focused on a specific type of trauma called complex trauma. Complex trauma involves child or adolescent exposure to repeated or chronic traumatic experiences that are severe and pervasive and can have wide-ranging and long-term effects. Students will learn about this type of trauma, the effects, screening and assessment, interventions and evaluations of treatment. This course is required for MSW students in the direct practice specialization and is an elective option for students in other specializations. 3 credits

PREREQUISITE: MSW 720

MSW 728 Interventions in Cognitive Behavioral Therapy

This elective course teaches students the foundations of Cognitive Behavioral Therapy. The course focuses on the applicability of the cognitive-behavioral model to direct practice with individuals, families, and small groups. Students learn skills in applying CBT assessment and treatment methods for a variety of affective, anxiety and substance abuse disorders. The course also focuses on the relevance of cognitive-behavioral practice to direct practice with diverse populations with a focus on inclusivity in treatment.

PREREQUISITE: ADVANCED STANDING OR MSW 700

MSW 730 Generalist Field Placement I

This is the generalist field placement experience, also referred to as field I, is required for traditional MSW students. The generalist field placement requires students to complete 300 hours of supervised experience in an agency that provides the opportunity for students to apply and observe the theories, methods, and values of social work in practice. In addition to the placement hours, students will engage with the field faculty liaison and other students in Field I to ensure integration of the field experience with generalist practice skills and theories. Emphasis is placed on promoting competence through strength-based, culturally competent, ethically grounded, trauma informed generalist practice. Students are eligible to complete Field I after successfully completing 12- credits of generalist I course

work. 6 credits

PREREQUISITE: MSW 714

MSW 732 Specialization Field Placement II

The initial segment of the specialization field placement experience, also referred to as field II, is required for all MSW students. Specialization field placement II requires students to complete 300 hours of supervised experience in an agency that provides the opportunity for students to apply and observe the theories, methods, and values of social work in practice in their selected area of specialization. In addition to the placement hours, students will engage with the field faculty liaison and other students in Field II to ensure integration of the field experience with specialized practice skills and theories. Emphasis is placed on promoting advanced levels of competence through strength-based, culturally competent, ethically grounded, trauma informed practice. As such students typically take Field II in the semester prior to graduation from the MSW Program. Field II continues into Field III during students' final semester of the MSW Program and will continue at the same agency. 6 credits

PREREQUISITE: ADVANCED STANDING OR MSW 730, and MSW 720

MSW 734 Specialization Field Placement III

The final segment of the specialization field placement experience, also referred to as field III, is required for all MSW students. Specialization field placement III requires students to complete 300 hours of supervised experience in the same agency where Field II was completed to continue applying and observing the theories, methods, and values of social work in practice in their selected area of specialization. In addition to the placement hours, students will engage with the field faculty liaison and other students in Field III to ensure integration of the field experience with specialized practice skills and theories. Emphasis is placed on promoting advanced levels of competence through strength-based, culturally competent, ethically grounded, trauma informed practice. Students typically complete Field III during their final semester in the MSW Program. 6 credits

PREREQUISITE: MSW 732

MSW 736 Advanced Practice Synthesis for Licensure and Career Readiness

This synthesis course prepares all MSW students for the masters social work licensure exam and your transition into professional practice. Through an interactive seminar, students will integrate classroom learning with field experience while refining their knowledge, test-taking strategies, and professional skills. The course provides comprehensive exam preparation alongside career readiness, including résumé building, interviewing, networking, and job search strategies. Students will also explore workplace expectations, ethics, and long-term career growth. By the end, students will have a solid licensure plan, a strong professional identity, and the tools to confidently enter the job market as a credentialed social worker. 3 credits

PREREQUISITES: MSW 732

MSW 741 Social Work in Schools

This advanced practice course offers an orientation to social work practice in schools and other educational settings. Students will become familiar with traditional and changing roles and practices of social workers in schools, as well as with larger systemic trends, such as the movement toward school-linked services and education reform. The course addresses prevention and intervention methods with children and youth at risk for school failure, as well as other behavioral and mental health problems. This course presents knowledge and skills for critically analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. This course is required for MSW students in the school social work specialization and is an elective option for students in other specializations. 3 credits

PREREQUISITE: ADVANCED STANDING OR MSW 700

MSW 750 MSW Colloquium: Ethics

This is an MSW elective taught by multiple MSW faculty members and designed to facilitate ethical contemplation as it relates to specific aspects of social work practice. Students will explore various ethically complex topics, examine their ethical implications, and analyze approaches to intervention using the NASW Code of Ethics and ethical frameworks designed specifically for social workers. Examples of topics covered in this 8-week course may include crisis response, eating disorders, urban gentrification, the aging LGBTQ Community, and Alzheimer's disease. 3 credits

PREREQUISITE: ADVANCED STANDING OR MSW 700

MSW 752 Trauma-Informed Community Practice

This course prepares graduate social work students to engage, assess, intervene, and evaluate practice at the community-level using a trauma-informed perspective. While trauma-informed care is widely used and recognized in work with individuals, families, and groups,

it is equally important for work with larger systems, particularly communities that have experienced historic or contemporary trauma. Addressing community-wide trauma is an essential step for communities pursuing strategies of community building and economic development. This course emphasizes evidence-based strategies in community social and economic development, including models used in the United States and in the global south, in urban and rural contexts. This course is required for MSW students in the macro practice specialization and is an elective option for students in other specializations. 3 credits
PREREQUISITES: ADVANCED STANDING OR MSW 716

SPECIAL EDUCATION

SPED 718 Supervisor of Special Education Internship

The internship experience guides students in the Special Educational Leadership program in gaining valuable special education leadership experience in special education settings by working closely with an experienced special education director /supervisor. The internship is designed to be completed over three CAP sessions. Students will acquire a minimum of 270 hours of leadership experience, 135 of which will be completed in a site-based field experience setting and 135 of which will be completed through case studies, coursework, professional readings, research and discussion. 3 credits

SPED 720 Special Education Financing and Budget

This doctoral-level course prepares special education leaders to navigate the fiscal systems that support special education in Pennsylvania. It focuses on federal and state funding structures (IDEA-B, Act 16, ACCESS/Medicaid), budget development, compliance, audit readiness, and equitable allocation of resources. Students will apply the fiscal management competencies established by the Pennsylvania Department of Education (PDE) to design ethical and actionable financial plans for Local Education Agencies (LEAs) and Intermediate Units. 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. Special attention is given to language development, facilitating play as a learning activity, and instructional strategies that promote inclusion in typical settings. Implications of medical advances and routines for daily care including feeding, dressing, toileting, and other activities of daily living are covered. 3 credits

SPED 751 Assessment

This course is designed to familiarize teacher candidates with the many ways in which assessment accompanies instruction in the classrooms of today. A strong emphasis is placed on linking assessment with planning for instruction and developing Individual Education Plans for students identified as eligible for special education services. Students will learn to identify, choose, and administer appropriate assessment measures, both formal and informal, in the classroom and for identification of disabilities in students. Emphasis is placed on developing the understanding necessary to interpret assessment data and to use that information to plan instruction for students in a standards-aligned system. Among the specific topics covered are progress monitoring and its relationship to response-to-intervention in the general education classroom, functional behavioral assessment and its relationship to behavioral intervention plans, and issues of assessment with children from culturally and linguistically diverse communities. 3 credits

SPED 752 Transitions to Adulthood (7-12)

This course is designed to prepare special education teacher candidates to assist students with disabilities and their families as they navigate transition points such as moving from preschool to school and from secondary settings to work or postsecondary education. Effective instructional practices that support transition at each level will be a central part of this course, as will the range of delivery methods for effective transition. Transition remains a challenge for individuals with disabilities, despite the focus on providing students with disabilities access to general education. Special educators need to understand the processes and procedures of transition from secondary school to postsecondary settings. They must develop facility with the tools that support transition regardless of the setting in which education takes place. A key focus will be on the vocational choices, training, and education available to young adults with disabilities, and the major societal challenges that face young adults as they make the transition into adulthood. Understanding transition assessment and incorporating transition planning into IEP development will also be a focal point of this course. The differing legal requirements between the Individuals with Disabilities Education Act and the Americans with Disabilities Act will be a central part of this course. The field component of this course involves visits to sites that prepare individuals with disabilities to enter the post-school environment. 3 credits

SPED 760 Communication and Technologies in Special Education

This course focuses on language development from birth to adult in individuals with disabilities, the range of communication needs often displayed, and alternative technologies to support those needs. An area of particular emphasis is the teacher's role in supporting language and communication development in the classroom and as a contributing member of the transdisciplinary team. Collaborative models and communication strategies for developing effective working relationships with team members will be examined. In addition, students will study the role of augmentative and alternative communication (AAC) and assistive technologies, and their selection, function, and application for promoting independence for learning and living. Opportunities for hands-on exploration of a variety of devices, both low- and high-tech, including switches, augmentative communication devices, alternative keyboards, specialized computer software, adaptive equipment, and other items available in Carlow's Assistive Technology Library will be utilized. 3 credits

SPED 761 Engaging in Scholarly Practice I – SPED

This course provides students seeking certification in Special Education PreK-12 with field experiences in a PreK-12 special education setting under the mentorship of a PA certified classroom teacher. Field experiences and student teaching are central components of all professional educator programs. The Pennsylvania Department of Education requires pre-service teachers to have robust field experiences because they provide opportunities to apply principles and theories from the program to actual practice in the classroom, as well as practice with diverse populations, ages, and school settings. This course will provide candidates an opportunity to have a strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through coursework and fieldwork, students will begin to learn how to integrate pedagogy, theory and practice. 1 credit

SPED 762 Engaging in Scholarly Practice II

This course provides students seeking certification in Special Education PreK-12 with field experiences in a PreK-12 special education setting under the mentorship of a PA certified classroom teacher. Field experiences and student teaching are central components of all professional educator programs. The Pennsylvania Department of Education requires pre-service teachers to have robust field experiences because they provide opportunities to apply principles and theories from the program to actual practice in the classroom, as well as practice with diverse populations, ages, and school settings. This course will provide candidates an opportunity to have a strong clinical experience in the specific content area and grade levels in which they are preparing to teach. Through coursework and fieldwork, students will begin to learn how to integrate pedagogy, theory and practice. 1 credit

SPED 767 Single Case and Research Methodologies

This course provides an in-depth exploration of single case research designs (SCRD) and other research methodologies commonly used in special education. This course will focus on methodological rigor, ethical considerations, and various analytical approaches. Students will be introduced to baseline logic, behavior measurement, graphing, and visual analysis. Students will explore the advantages and disadvantages of SCRD and other designs. Students will critically evaluate published work and apply these methodologies to areas of professional interest. 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

SPED 773 Positive Behavior Supports Prek-12

This course provides teachers with an understanding of etiology and conditions of student behavior and equips them with strategies to manage classroom behavior effectively. Techniques of Applied Behavioral Analysis are introduced. Identification of students at risk, including children with emotional, social, and behavioral disorders and development of effective intervention strategies are covered. A variety of methods for data collection and analysis of information generated by these methods are included. Functional Behavioral

Assessments (FBA) and development of Behavior Improvement Plan (BIP) are explored so that a beginning teacher is prepared with numerous options to use when dealing with problem behavior and proactive manner. 3 credits

SPED 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 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, paraprofessionals, 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 severely or profoundly disabled. 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 (ABA), Augmentative and Alternative Communication (AAC), and Naturalistic Developmental Behavioral Interventions (NDBIs). 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 784 Dyscalculia and Math Learning Disabilities

This course introduces students to math learning differences, including dyscalculia, the math learning disability. The nature of mathematical processing and retention is discussed as well as the nature of typical and atypical neurological development in relation to mathematics. Emphasis is on cultivating an understanding of mathematical thinking as a means of addressing difficulties in mathematics success. Students have opportunities to explore research studies and case studies, identify interventions, and apply accommodations to a variety of student needs. 3 credits

SPED 786 Legal and Current Issues in Special Education

This course examines the legal foundations of special education with an emphasis on practitioner application. Students will analyze federal, state, and local education law; apply special education regulations to instructional planning and district policy; and evaluate current legal interpretations and case law affecting service provisions. Emphasis is placed on defensible decision-making, documentation, and ethical practice in educational settings. 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

SPED 790 Special Education Student Teaching

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. 3 to 6 credits

SPED 815 College Teaching in Special Education

This course prepares doctoral students to design and deliver high-quality and effective college instruction to pre-service special educators. Students will learn high leverage practices to engage undergraduate and graduate students. Students will practice designing syllabi, course content, and assessments for special education courses. Students will teach or co-teach with various faculty in the College of Education and Social Work. 3 credits

CONTINUING EDUCATION

AE 600 Art and Learning

This course examines the relationship between art and human development —how engaging with works of art and learner-centered discovery-based inquiry activities develop SEL, creativity and imagination, multiliteracy, and aesthetic understanding. Students will deepen their understanding in Visual Thinking Strategies and Thinking Routines. Emphasis will be placed on creativity and the brain, imagination, and aesthetic experiences, and will expand their understanding of how the arts relate to social justice and affect human development. As part of this course, students will demonstrate how to create experiential learning in art that develop imagination and multi-modal learning. 3 credits

ED 670 Grant Writing for Educators

This course examines various aspects of grant writing and proposal development, specifically education-related grants targeted for educators. The focus of this course is on researching and writing successful education grant proposals. This course emphasizes the various components of the grant writing process and the development of grant research and application skills for opportunities that align with the participant's school or organization's mission. Emphasis will be placed on an understanding and utilization of Best Practices in grant management/grant writing/grant stewardship and the successful planning of grants projects. All of these skills will culminate in a final proposal of an educator project idea. 3 credits

TEACHER EDUCATION INSTITUTE (TEI)

The Teacher Education Institute (TEI) offers a number of professional development courses in collaboration with Carlow University. Visit www.TeacherEducation.com to register for courses offered through TEI. TEI courses are rarely accepted for 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.

COLLEGE OF HEALTH AND WELLNESS

SCHOOL OF NURSING

DEPARTMENT OF GRADUATE NURSING

Doctor of Nursing Practice (DNP)

Master of Science in Nursing

- Executive Organizational Nurse Leadership
- Nursing Leadership and Education
- Nurse Practitioner (Family/Individual Across Lifespan)
- Nurse Practitioner (Psychiatric Mental Health)
- Nurse Practitioner (Women's Health Gender-related)

Dual Degree: MSN/MBA (Leadership and Education/Health Care Management Specialization MBA)

MSN to DNP Accelerated Program

Post-Master Certificates:

- Executive Organizational Nurse Leadership
- Nurse Practitioner (Family/Individual Across Lifespan, Psychiatric Mental Health Nurse Practitioner, and Women's Health Gender-related Nurse Practitioner)

DOCTOR OF NURSING PRACTICE

The 31-credit Doctor of Nursing Practice (DNP) degree offers the opportunity to lead systems and individuals through the high demands of very challenging healthcare environments. The DNP curriculum includes scholarly inquiry with a focus on quality improvement of an organization, evaluating current evidence, and applying findings in decision-making. The emphasis is on implementation of transformational change in their area of practice through advocacy and leadership excellence. Upon completion of the program, the DNP student will:

Critically appraise current scientific findings and theories to enhance the practice of nursing and health care:

- Evaluate strengths, limitations, and disparities in current healthcare systems and care to diverse populations.
- Integrate current theoretical and research literature to impact positively the quality of health care.
- Construct and evaluate new approaches to practice, utilizing a collaborative interdisciplinary approach.

Translate and utilize evidence-based concepts and information systems to promote optimal health in diverse populations, settings, and systems:

- Use databases, information technology, and research methods to participate in data collection that generates and evaluates evidence-based practice.
- Design effective methods for the empowerment of healthcare consumers that encourage active participation in their own health care.
- Evaluate, apply, and revise evidence-based practice protocols to promote wellness.

Create leadership roles and collaborate with other professionals to effect changes within complex systems of care:

- Propose and implement ongoing changes in delivery approaches and healthcare systems to promote quality and safe care.
- Impact the ethical, economic, social, and political issues that affect healthcare outcomes.
- Develop, advocate for, and promote healthcare initiatives at local, regional, and/or national levels.
- Promote fiscally responsible quality care.

Pursue clinical scholarship and scientific inquiry to transform healthcare practice and systems:

- Demonstrate accountability for and utilization of evidence-based practice principles in the practice of advanced nursing.
- Advance the practice of nursing through scholarship, mentorship, and leadership efforts.
- Disseminate results of evidence-based practice protocols, systems changes, and population health care initiatives.

DNP courses are delivered via low residency format, with online engagement, as well as one remote synchronous session per course per month. The program culminates in completion of a quality improvement scholarly project with mentorship from Carlow faculty and in consultation with a Carlow statistician. Immersion in 1,000 graduate level clinical practice hours focus on fulfillment of the AACN DNP Essentials with immersion in systems leadership. All clinical practice hours must be approved by the clinical coordinator and must meet at least one of the AACN DNP Essentials. Up to 100 clinical practice hours may be completed via webinars. Clinical practice hours may begin in the second DNP semester and are accrued in clinical block courses NU8901-8904 until 1000 hours are logged.

Students may complete the 31-credit program in a 16-month period, taking two to three classes per term, or complete the program part-time, taking one course per term for up to 60 months. Scholarly writing using APA format is required throughout the program.

Requirements: NU 795, NU 802, NU 810, NU 811, NU 812, NU 813, NU 814, NU 815 (Scholarly Inquiry), NU 830, NU 838, and 3 credits of

graduate-level electives, NU 8901, NU 8902, NU 8903, NU 8904 (Minimum 3 credits - Clinical Practicum Block)

Recommended: Proficiency with Scholarly Writing

MASTER OF SCIENCE IN NURSING PROGRAMS

The MSN nursing programs at Carlow prepare the student for generalized and specialized advanced practice roles in a variety of settings. Carlow University offers five Master of Science in Nursing degrees. There are three MSN Nurse Practitioner Specializations: One area of specialization prepares graduates for the role of a Family/Individual Nurse Practitioner (FNP) Across the Lifespan, another prepares graduates for the role of Women's Health Nurse Practitioner (WHNP). A third area of specialization is the Psychiatric Mental Health Nurse Practitioner (PMHNP).

An MSN in Education and Leadership prepares the student with the knowledge and skills needed to lead in diverse healthcare systems and in various educational roles. A dual degree program in which students complete the MSN Leadership and Education degree and then complete additional credits in the MBA program, culminating in the student being awarded two master's degrees upon completion (MSN/MBA). The MSN in Executive Organizational Leadership prepares the student for senior executive roles. The MSN program serves as the basis for doctoral studies and lifelong learning. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through their evidence-based practice efforts.

Program Student Learner Outcomes:

- Incorporate primary, secondary, and tertiary levels of prevention efforts in the culturally competent care of individuals, families, and communities.
- Demonstrate leadership and interdisciplinary skills in advocating for individuals, families, and communities to influence healthcare policy.
- Collaborate as a member of an interdisciplinary team with organizations, populations, and professional communities.
- Evaluate and modify approaches to healthcare delivery, utilizing principles of continuous quality improvement.
- Assimilate ethical, legal, and practice standards from professional organizations into the practice setting to enable preparation for certification in a variety of advanced roles.
- Synthesize nursing, medical, and other current and relevant knowledge to engage in evidence-based practice.
- Recommend practice changes based on integration of the evidence with clinical expertise, patient safety and preferences, and available health care resources.
- Demonstrate leadership abilities, including writing and presentation skills in practice and actively assist others in professional growth.
- Analyze health care delivery systems in order to design, implement, and coordinate fiscally responsible care.
- Employ technology and information systems in the transformation of health care delivery.
- Develop a foundation for lifelong learning and doctoral studies.

MSN: EXECUTIVE ORGANIZATIONAL NURSE LEADERSHIP

This 30-credit graduate program is designed to prepare nurses for high-level executive roles, such as unit directors, divisional directors, and chief nursing officers (CNOs). The curriculum addresses critical areas of organizational and system-level leadership, fiscal management, quality and data analytics, project management, and human resource management.

Core Curriculum:

- Fiscal and Business Management in Healthcare
- Organizational and System Leadership
- Quality Improvement and Data Analytics
- Strategic Human Resource Management in Healthcare
- Executive Nursing Leadership Capstone

Requirements: NU-703, NU-710, NU-727, NU-737, NU-743, NU-748, NU-795, NU-796, MBA-731, MBA-777, and MBA-797

MSN: NURSING LEADERSHIP AND EDUCATION

This 32-credit program is delivered entirely online and can be completed in about 20 months with full-time study or up to 48 months with part-time study. Some courses are delivered in over 16-weeks and some courses are delivered over 8-weeks in the Carlow Accelerated Program (CAP) format, permitting the student to take up to 3 courses in one semester if desired. Students complete two 150-hour capstone internship practicum experiences. One capstone focuses on leadership and one capstone focuses on education, each in a

setting with a project chosen by the student in collaboration with a master's prepared nurse preceptor. Students will accrue a total of 300 clinical practice hours throughout the Education and Leadership program.

Requirements: NU 703, NU 710, NU 727, NU 736, NU-737, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796

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

MSN: NURSE PRACTITIONER (FAMILY/INDIVIDUAL ACROSS LIFESPAN)

Nurse practitioner graduates are prepared to be certified as family/individual across lifespan nurse practitioners. The total number of credits is 49, and the program is completed in 7 semesters or 24 months with full-time study, or 10 semesters or 36 months with part-time study. Courses are offered in both a hybrid (online and face-to-face combination of courses) format and an asynchronous online format, with virtual synchronous sessions throughout the program. In-person labs and simulations days (6) require presence on campus in the 3rd or 4th semester. Clinical hours in the program total 760, taking place in a wide variety of urban and rural health care agencies. Graduates are employed in a variety of healthcare settings such as home health agencies, physician offices, health maintenance organizations, family health centers, and clinics in both urban and rural medically underserved communities.

Requirements: NU-710, NU-715, NU-737, NU-741, NU-742, NU-743, NU-745, NU-7451, NU-746, NU-7461, NU-747, NU-7471, NU-748, NU-7481, NU-749, NU-751, NU-7511, NU-752, NU-7521, NU-758, NU-793, NU-795, NU-7151

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

*Students must take the corresponding clinical course (e.g., 751 and 7511, etc.) together.

MSN: NURSE PRACTITIONER (PSYCHIATRIC MENTAL HEALTH)

Nurse practitioner graduates are prepared to be certified as psychiatric mental health nurse practitioners to meet the growing healthcare needs of people with mental health and substance use disorders across the lifespan. The total number of credits is 49, and the program is completed in 7 semesters with full-time study. Options for part-time progression are available. Courses are offered in an online format. Clinical hours in the program total 760, taking place in a wide variety of urban and rural health care agencies. Graduates are employed in a variety of healthcare settings such as behavioral health organizations, psychiatric private offices, substance use disorder programs, pediatric and long-term care settings, and clinics in both urban and medically underserved communities.

Requirements: NU-741, NU-715, NU-795, NU-745, NU-737, NU-710, NU-742, NU-743, NU-759, NU-702, NU-7021, NU-706, NU-758, NU-7061, NU-748, NU-708, NU-7431, NU-716, NU-7161

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

*Students must take the corresponding clinical course (e.g., 702 and 7021, etc.) within one year of the theory course or repeat both.

MSN: NURSE PRACTITIONER (WOMEN'S HEALTH)

Nurse practitioner graduates are prepared to be certified as women's health gender-related nurse practitioners. The total number of credits is 49, and the program is completed in 7 semesters with full-time study. Options for part-time progression are available. Fall or Spring start options are available. Courses are offered either completely online or with a combination of online and face-to-face courses. Clinical hours in the program total 760, taking place in a wide variety of urban and rural health care agencies. Graduates are employed in a variety of healthcare settings such as home health agencies, physician's offices, health maintenance organizations, family health centers, OB/GYN offices, hospital-based women's clinics, in-patient pre-natal and post-partum settings, and clinics in both urban and rural medically underserved communities.

Requirements: NU-710, NU-715, NU-7152, NU-737, NU-738, NU-741, NU-742, NU-745, NU-7451, NU-746, NU-7461, NU-748, NU-7481, NU-749, NU-752, NU-7522, NU-756, NU-7561, NU-757, NU-7571, NU-758, NU-793, NU-795

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

*Students must take the corresponding clinical course (e.g., 748 and 7481, etc.) together.

DUAL DEGREE: MSN AND MBA

The 59-credit MSN/MBA dual degree program can be completed in about two and a half years, with the MSN being completely online and the MBA being either completely online or with a combination of online and face-to-face courses. In addition to earning an MSN in Education and Leadership, the student will also earn a Master of Business Administration (MBA) degree by completing an additional 27 credits in the MBA program. It is a unique interdisciplinary degree, which offers the opportunity to examine both the theoretical and practical aspects of business administration. In the MSN/MBA specialization, exploration of theories as they apply to case studies, simulations, and team projects creates a managerial toolkit they can apply in their professional work. Graduates will be prepared to assume leadership positions in nursing and will contribute to the discipline of nursing through evidence-based practice.

Requirements: NU 703, NU 710, NU 727, NU 736, NU 737, NU 743, NU 748, NU 780, NU 781, NU 794, NU 795, NU 796
MBA 711, MBA 722, MBA 724, MBA 728, MBA 732, MBA 752, MBA 777 OR MBA 778, Choose two courses from MBA 701, MBA 796, MBA 797, and MBA 798

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

MSN TO DNP ACCELERATED PROGRAM

The MSN to DNP Accelerated Option provides the curriculum for a bachelor's prepared student to obtain a master's degree (MSN) in Education and Leadership and to transition seamlessly into the DNP program. Upon completion, students are conferred with a Doctor of Nursing practice (DNP) degree in Systems Leadership. Students participating in this program are exempt from taking 3 credits of DNP electives, thereby reducing overall cost of tuition. Full-time or part-time study is available. MSN courses are delivered entirely online, while DNP courses are delivered via low residency format, with online engagement, as well as one remote synchronous session per course per month. The program culminates in completion of a quality improvement scholarly project with mentorship from a Carlow faculty (chair) and in consultation with a Carlow statistician. Immersion in 1,000 graduate level clinical practice hours. focus on fulfillment of the AACN DNP Essentials with immersion in systems leadership. All clinical practice hours must be approved by the student's faculty chair and must meet at least one of the AACN DNP Essentials. Up to 100 clinical practice hours may be completed via webinars. Clinical practice hours may begin in the second DNP semester and are accrued in clinical block courses NU8901-8904 until 1000 hours are logged. NU8801-8803 Scholarly project block courses are scheduled as co-requisites with NU811, NU812 and NU813 with the possibility of NU8804 if needed to complete all requirements of the student's project.

Requirements:

- MSN level: NU 710, NU 727, NU 736, NU 737, NU 743, NU 748, NU 780, NU 781, NU 793, NU 794, NU 795
- DNP level: NU 802; NU 810; NU 812; NU 813; NU814; NU 815, NU 830; NU 838; NU 8801, NU 8802, NU 8803, NU 8804 (Minimum 3 credits - Scholarly Practice Block); NU 8901, NU 8902, NU 8903, NU 8904 (Minimum 3 credits - Clinical Practicum Block)

POST-MASTER CERTIFICATE: EXECUTIVE ORGANIZATIONAL NURSE LEADERSHIP CERTIFICATE

The 12-credit certificate in Executive Organizational Nurse Leadership focuses on executive management essentials, providing a streamlined pathway for experienced nurses to advance their leadership skills in managing complex systems, improving patient outcomes, and addressing operational challenges in large healthcare enterprises

Requirements: NU-830, MBA-731, MBA-777, and MBA-797

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

Graduates can be certified as nurse practitioners in family/individual across lifespan. Clinical hours total 760 and take place in a wide variety of urban and rural healthcare agencies. Certificate graduates can be employed in a wide variety of healthcare settings such as home health agencies, physician's offices, health maintenance organizations, family health centers, and clinics in both urban and rural medically underserved communities. Transfer of credits will be determined by a gap analysis for applicants who are already certified as a nurse practitioner and wish to pursue a secondary nurse practitioner certification. Those who are certified in another NP specialty are eligible for a gap analysis to determine additional transfer of credits.

Requirements: NU-710, NU-715, NU-737, NU-741, NU-742, NU-743, NU-745, NU-7451, NU-746, NU-7461, NU-747, NU-7471, NU-748, NU-7481, NU-749, NU-751, NU-7511, NU-752, NU-7521, NU-758, NU-793, NU-795, NU-7151 transfer equivalent determined by a gap analysis

Prerequisite: Successful completion of core MSN courses.

POST-MASTER CERTIFICATE: NURSE PRACTITIONER (PSYCHIATRIC MENTAL HEALTH)

Graduates can be certified as nurse practitioners in psychiatric mental health. The total number of credits is 36. Clinical hours total 760 and take place in a wide variety of urban and rural healthcare agencies. Certificate graduates are employed in a variety of healthcare settings such as behavioral health organizations, psychiatric private offices, substance use disorder programs, pediatric and long-term care settings, and clinics in both urban and medically underserved communities. Transfer of credits will be determined by a gap analysis for applicants who are already certified as a nurse practitioner and wish to pursue a secondary nurse practitioner certification. Those who are certified in another NP specialty are eligible for a gap analysis to determine additional transfer of credits.

Requirements: NU-741, NU-715, NU-745, NU-748, NU-702, NU-7021, NU-742, NU-759, NU-706, NU-7061, NU-708, NU-7431, NU-716, NU-7161

Prerequisite: Successful completion of core MSN courses.

POST-MASTER CERTIFICATE: NURSE PRACTITIONER (WOMEN'S HEALTH)

Graduates can be certified as nurse practitioners in women's health. The total number of credits is 36. Clinical hours total 760 and take place in a wide variety of urban and rural healthcare agencies. Graduates are employed in a variety of healthcare settings such as OB/GYN offices, hospital-based women's clinics, inpatient pre-natal and post-partum settings, and clinics in both urban and rural medically underserved communities. Transfer of credits will be determined by a gap analysis for applicants who are already certified as a nurse practitioner and wish to pursue a secondary nurse practitioner certification. Those who are certified in another NP specialty are eligible for a gap analysis to determine additional transfer of credits.

Requirements: NU-715, NU-741, NU-742, NU-745, NU-746, NU-748, NU-749, NU-752, NU-756, NU-757, NU-793, NU-7152, NU-7451, NU-7462, NU-7481, NU-7522, NU-7561, NU-7571 transfer equivalent determined by a gap analysis

Prerequisite: Successful completion of core MSN courses.

SCHOOL OF ALLIED HEALTH SCIENCES

DEPARTMENT OF OCCUPATIONAL THERAPY

Doctor of Occupational Therapy
Master of Science in Occupational Therapy

DOCTOR OF OCCUPATIONAL THERAPY MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

OT Curriculum Overview:

Consistent with the identity of Carlow University, rooted in the Catholic Intellectual Tradition and founded by the Sisters of Mercy, the entry-level Occupational Therapy Program (MSOT/OTD) curriculum is nurtured by the spirit of the liberal arts tradition and the values of the Mercy heritage which stress service to promote the common good. An extension of this humanistic framework is the concept of occupational justice, defined as the right of all people to have equal rights to meet their basic needs and equal opportunities to live life to the fullest. The concepts of diversity, equity, and inclusion are the building blocks of occupational justice and our program.

The scaffolding that supports the creation of our curriculum design is built upon the concept of health as the foundation of occupational justice, formed from Humanism theory and Maslow's Hierarchy of Needs and developed along a Transformative Learning progression. The core of the design is focused on health and wellbeing as a way to enable occupational engagement and as a critical path to transformational learning and achievement of occupational justice. The curriculum design is infused with the threads of professional identity, interprofessional education, environment/community, innovation and technology, and evidence-based reasoning, and those principles guide the design and placement of courses in the OT program. The mission and educational philosophy are critical to the development of learning strategies that offer opportunities for the threads to be explored and further illustrates how we carry out occupational therapy education at Carlow University.

The OT Program's mission statement was crafted from the foundation of health and well-being being as a path to occupational engagement and justice along with our specific educational philosophy and curricular threads. The mission illustrates how these elements come together to create a cohesive approach to occupational therapy education supporting the mission and goals of Carlow

University.

Mission:

The Carlow University Program in Occupational Therapy offers an interprofessional, transformative educational opportunity to a diverse, socially responsive community of learners in order to prepare them as ethical, innovative leaders in healthcare, dedicated to optimizing health and wellbeing as a path to occupational justice.

OT Program Goals:

1. Provide a quality educational experience in order to recruit and develop socially conscious learners who are competent, ethical, and sensitive health professionals.
2. Cultivate an innovative, learner-centered curriculum which promotes interprofessional (IP) practice, occupational justice, health and well-being, and the development of critical thinking and evidence-based clinical practices.
3. Promote and develop collaborative learning which fosters an atmosphere of dedication to occupational justice to benefit the university, student body, and local community.
4. Enhance the financial stability of the program to support the successful achievement of the mission of the university and the OT Department.

Admission Process/Requirements Pathways

All candidates for admission must have:

1. Bachelor's degree from an accredited college or university or a plan to complete one prior to enrollment. While we do not require any specific discipline, undergraduate students often major in areas such as health science, exercise science, or psychology in preparation for an entry-level masters or entry-level doctorate degree in occupational therapy.
2. Minimum 3.0 cumulative pre-requisite undergraduate GPA (on a 4.0 scale).
3. C or better in all prerequisite courses
4. Carlow Occupational Therapy does not accept any advanced placement, transfer credits, or work experience as credit for courses. The program does acknowledge lived and work experience in the holistic admissions process.

Admissions Prerequisites for All Applicants

Prerequisite course (corresponding Carlow course)	Credit hours
Anatomy and Physiology I (BIO 205)	4
Anatomy and Physiology II (BIO 206)	4
Medical Terminology (HIM 102)	1
Psychology (Developmental) (PY 122)	3
Abnormal Psychology (PY 209)	3
Statistics or Research (MAT 115 or PY 290)	3
Social Science (SO-102 or higher; also accepted HSC-200; HSC 201)	3

Occupational Therapy Centralized Application System (OTCAS):

The OTCAS opens up annually in July. Students are encouraged to complete this process early and are welcome to reach out to our department for support. For those students completing undergraduate programs at Carlow, you are eligible to apply directly to the Occupational Therapy program and bypass the centralized application system. If you have met the minimum requirements, you will be granted an automatic interview and your application will be evaluated in early fall for *provisional admission* pending completion of all required elements.

Application Timeline:

Applications for the fall cohort of occupational therapy students will be accepted upon the opening of OTCAS through December 1st of each year. Applications received by December 1st each year are given priority; however, applications will be accepted until the class is filled.

General Admission Decision: Application deadline is December 1st

Carlow UG/Alum Admission Decision: Application deadline is September 15th

Applicants can participate in an early decision process for the upcoming OT class. To be considered for the September admissions cycle, applicants must be an alumnus or enrolled and completing an undergraduate degree at Carlow University. Applicants must submit all application elements through OTCAS or directly to the Carlow University Admissions office for consideration.

Master of Occupational Therapy Plan of Study

Semester	Course	Credits	Total CR
Fall	OCTH 710: Occupational Justice and Foundations	3	16
	OCTH 711: Anatomy and Biomechanics	4	
	OCTH 712: Neuroscience for Occupations	4	
	OCTH 713: Medical Conditions & Impairments in OT	3	
	IPE 710: Critical Thinking I	1	
Spring	OCTH 720: OT Practice: Children and Youth	5	14
	OCTH 721: Level IA Fieldwork: Children and Youth	2	
	OCTH 722: Environment and Community I	3	
	OCTH 723: Innovation and Technology I	3	
	IPE 711: Critical Thinking II	1	
Summer	OCTH 730: OT Practice: Adults and Older Adults	5	15
	OCTH 731: Fieldwork 1B: Adults and Older Adults	2	
	OCTH 732: Environment and Community II	2	
	OCTH 733: Innovation and Technology II	2	
	OCTH 735: Scholarship I	3	
Fall	IPE 712: Critical Thinking III	1	16
	OCTH 740: OT Practice: Psychosocial Impact on Engagement	4	
	OCTH 741: Level CI Fieldwork: Community and Mental Health	2	
	OCTH 742: Cultivating a Culture of Health	2	
	OCTH 743: Leadership and Management	3	
Spring	OCTH 745: MSOT Scholarship II	3	6
	OCTH 746: MSOT Bridge to Practice	2	
Spring	OCTH 751: Level IIA Fieldwork (12 weeks; January-March)	6	6
Summer	OCTH 761: Level IIB Fieldwork (12 weeks; April-June)	6	6
Total Credits: 73			
Time to Degree: 6 semesters			

The MSOT Program falls into two categories:

1. Academic Coursework (on campus): The academic portion must be completed within 36 months from initial entry into the program.
2. Level II Fieldwork (24 weeks): Fieldwork experiences must be completed within 24 months of fulfilling the academic coursework.

Doctor of Occupational Therapy Plan of Study

Semester	Course	Credits	Total CR
Fall	OCTH 710: Occupational Justice and Foundations	3	16
	OCTH 711: Anatomy and Biomechanics of Occupation	4	
	OCTH 712: Neuroscience and Occupation	4	
	OCTH 713: Medical Conditions & Impairments in OT	2	
	IPE 710: Critical Thinking I	1	
Spring	OCTH 720: OT Practice: Children and Youth	5	14
	OCTH 721: Level IA Fieldwork: Children and Youth	2	
	OCTH 722: Environment and Community I	3	
	OCTH 723: Innovation and Technology I	3	
	IPE 711: Critical Thinking II	1	
Summer	OCTH 730: OT Practice: Adults and Older Adults	5	15
	OCTH 731: Fieldwork 1B: Adults and Older Adults	2	
	OCTH 732: Environment and Community II	2	
	OCTH 733: Innovation and Technology II	2	
	OCTH 735: Scholarship I	3	
Fall	IPE 712: Critical Thinking III	1	3
	OCTH 740: OT Practice: Psychosocial Impact on Engagement	4	
	OCTH 741: Level CI Fieldwork: Community and Mental Health	2	
	OCTH 742: Cultivating a Culture of Health	2	
	OCTH 843: Leadership and Management	3	

	OCTH 845: OTD Scholarship II	3	
	OCTH 849: OTD Capstone I	2	16
Spring	OCTH 850: Adv Practice: Education, Advocacy, and Leadership	4	
	OCTH 855: OTD Scholarship III	3	
	OCTH 856: OTD Seminar: Bridge to Practice	2	
	OCTH 859: OTD Capstone II	4	
	IPE 715: Ethics (8 weeks; online)	2	15
Summer	OCTH 851: Level IIA Fieldwork (12 weeks – June-September)	6	6
Fall	OCTH 861: Level IIB Fieldwork (12 weeks – September-December)	6	6
Spring	OCTH 881: Doctoral Capstone Experience	8	
	OCTH 889: OTD Capstone III	4	12
Total Credits: 100			
Time to Degree: 8 semesters			

The OTD Program falls into three categories:

1. Academic Coursework (on campus): The academic portion must be completed within 36 months from initial entry into the program.
2. Level II Fieldwork (24 weeks): Fieldwork experiences must be completed within 24 months of fulfilling the academic coursework.
3. Doctoral Capstone Experience (14 weeks): The experiential component must be completed within 24 months of fulfilling the academic coursework.

Academic Policies:

For specific academic policies, refer to the OT Student Handbook. Handbooks are available by contacting the OT Office.

DEPARTMENT OF PHYSICAL THERAPY

Doctor of Physical Therapy Program

Program Mission

Carlow physical therapy program strives to develop evidence-informed critically thinking skilled practitioners and leaders who would advocate for the healthcare equity to serve their communities with empathy and compassion contributing to creating a just and merciful world.

Program Goals

- Develop graduates who are skilled in providing contemporary physical therapy services based on the principles of Evidence Informed Practice.
- Develop graduates who provide care to all individuals regardless of race, gender, religion, sexual orientation, and financial status.
- Provide students with educational experiences that include interprofessional team collaboration, integration of the liberal arts and humanities, and recognition of the role of social determinants of health in guiding care plans.
- Faculty advances their academic careers in teaching, service, and scholarship.
- The program engages all the stakeholders* to ensure the curriculum prepares graduates for current and future healthcare trends.

*Stakeholders are defined as students, graduates, faculty, clinical partners, community members, employers, and local healthcare organizations.

Program Learning Outcomes

- Proficient in using the evidence-informed practice principles, physical therapy foundational, and clinical skills during clinical decision-making.
- Display professionalism, communication, leadership, and interprofessional collaboration characteristics to provide the best quality care to their patient population.
- Participates in professional development activities to stay current with practice standards.
- Provide care to everyone with empathy and compassion without any discrimination.

Educational Principles

- Healthcare equity is the cornerstone of a healthy society.
- Health and wellness promotion for the population/community is essential in conjunction with individual patient care.

- Every individual is a leader who must be prepared for a dynamic healthcare environment.
- Clinical decision-making shall be based on the three pillars of evidence-informed practice (using the best available research evidence, applying clinical experience/expertise, and incorporating patients'/clients' beliefs and values with empathy and compassion).
- Physical therapy graduates and clinicians must be proficient in clinical competencies based on the contemporary standards of physical therapy practice.

Program Philosophy

The Doctor of Physical Therapy program at Carlow University is designed to encompass the Mercy mission to serve the community by promoting the dignity of every person, advocating for equity and inclusion to address matters of social justice throughout its' entire curriculum. The curriculum is based on three major educational theories: Social Reconstruction, Constructivism, and Cognitive Load Theory.

In a Social Reconstruction philosophy-inspired curriculum, there is a strong emphasis that the role of education is to bring a positive change in society. The curriculum would train the students on assessing societal needs and taking responsibility for social reforms within their scope of practice. We created courses that take a deeper dive into pain, grief, and suffering through art, cinema, and literature. The students will learn techniques to grow in their empathy and compassion. Dedicated courses are designed with experiential learning to teach students about interprofessional collaboration, entrepreneurship, leadership, health informatics for decision-making, and understanding healthcare policies and economics. These courses will place our students in a unique position to advance their career path to address the social determinants of health and the societal need for diversity, equity, inclusion, and justice.

According to the theory of Constructivism, the focus of teaching needs to be on how students learn over how much they learn. The new knowledge shall be built on the learner's prior knowledge and experiences. The classroom environment must emphasize active learning instead of passively receiving information. We developed each learning objective for each course in a semester based on the information students learned in their last semester. The first semester learning objectives are built on the learner's knowledge gained during undergraduate education. The content related to knowledge level will be delivered asynchronously using an online hybrid format. The class time will be used to apply, evaluate, and synthesize the pre-class material.

According to the Cognitive Load Theory, learners have limitations on how much information they can process at a given time. Traditionally, in an Entry Level PT education, a student takes 7-8 courses (the equivalent of 18-22 credits) in a semester. We have divided each of the Fall and Spring semesters into two, eight-week sessions in which the students will take 4-5 courses (the equivalent of 9-10 credits) to reduce their cognitive load and provide them more time to digest and reflect on the information they will receive inside and outside the classroom.

Doctor of Physical Therapy Plan of Study

First Year Fall		
Session 1		
Course number	Course Name	Credit Hours
DPT 811	Introduction to Physical Therapy Profession	1
DPT 812	Functional Anatomy I	3
IPE 710	Critical Thinking within Inter-professional Framework I	1
Session 2		
DPT 813	Applied Pathophysiology	2
DPT 817	Community Health and Wellness	2
DPT 815	Functional Anatomy II	3
DPT 816	Foundations of Physical Therapy Skills	2
Total Credit Hours		14

First Year Spring		
Session 1		
Course number	Course Name	Credit Hours
DPT 821	Art of Healthy Living	3
DPT 822	Biomechanics of Human Motion	2
DPT 829	Pharmacotherapeutics in Physical Therapy	2
IPE 711	Critical Thinking within Inter-professional Framework II	1
DPT 823	Therapeutic Modalities in Physical Therapy Practice	2

Session 2		
DPT 825	Principles of Movement and Exercise Science	3
DPT 826	Introduction to Diagnostic Imaging	1
DPT 824	Foundations of Neuroanatomy and Neuroscience	2
DPT 828	Neurobiology and Therapeutics of Pain	2
DPT 827	Building Blocks of Development	1
Total Credit Hours		19

First Year Summer		
Session 1		
Course number	Course Name	Credit Hours
DPT 832	Musculoskeletal I: Foundations of Orthopedic Evaluation	3
DPT 834	Neuromuscular I: Foundations of Neurologic Evaluations	3
IPE 712	Critical Thinking within Inter-professional Framework III	1
DPT 835	Basics of Research and Statistics	1
DPT 831	Clinical Experience Readiness	1
Session 2		
DPT 830	Integrated Clinical Experience (6 Weeks)	5
Total Credit Hours		14

Second Year Fall		
Session 1		
Course number	Course Name	Credit Hours
DPT 841	Art of Healing I	1
DPT 844	Neuromuscular II: Rehabilitation Principles of Non-Traumatic Neurological and Vestibular Conditions	3
DPT 846	Healthcare Finance and Policy	1
DPT 842	Musculoskeletal II: Advanced Concepts of Orthopedic Spinal and Temporomandibular Joint Conditions	3
Session 2		
DPT 845	Application of Research and Statistics	1
DPT 843	Health Systems I: Foundations of Cardiovascular, Pulmonary, Lymphatics, Integumentary, and Other Systems	3
DPT 847	Leadership in Healthcare Practice	1
DPT 848	Rehabilitation Technology in Physical Therapy	2
Total Credit Hours		15

Second Year Spring		
Session 1		
Course number	Course Name	Credit Hours
DPT 854	Neuromuscular III: Rehabilitation Principles of Traumatic Brain and Spinal Cord Injuries	3
DPT 855	Empowering Children and Adolescents to Functional Independence	2
DPT 859	Primary Care in Physical Therapy	2
IPE 715	Interprofessional Ethical and Legal Issues in Clinical Practice	2
DPT 851	Art of Healing II	1
Session 2		
DPT 852	Musculoskeletal III: Advanced Concepts of Orthopedic Extremity Conditions	3
DPT 856	Diagnostic Imaging and Clinical Decision Making	1
DPT 861	Art of Healing III	1

DPT 853	Health Systems II: Advanced Concepts in Cardiovascular, Pulmonary, Lymphatics, Integumentary, and Other Systems	3
DPT 857	Physical Therapy for the Older Adults	2
Total Credit Hours		20

Second Year Summer		
Session 1		
Course number	Course Name	Credit Hours
DPT 862	Musculoskeletal IV: Managing Orthopedic Cases	1
DPT 864	Neuromuscular IV: Managing Neurologic Cases	1
DPT 863	Health Systems III: Managing Medically Complex Cases	1
DPT 865	Principles of Evidence Informed Practice	2
DPT 858	Entrepreneurship in PT	1
Session 2		
DPT 860	Terminal Clinical Experience I (6 Weeks)	5
Total Credit Hours		11

Third Year Fall		
Course number	Course Name	Credit Hours
DPT 870	Terminal Clinical Experience II (12 Weeks)	10
DPT 871	Doctoral Capstone Project	1
Total Credit Hours		11

Third Year Spring		
Course number	Course Name	Credit Hours
DPT 880	Terminal Clinical Experience III (12 Weeks)	10
DPT 881	Preparation for Physical Therapy Clinical Practice	1
Total Credit Hours		11

Total Credit Hours: 115

Accreditation Status

- The Doctor of Physical Therapy Program at Carlow University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditationsupport@apta.org ; website: <https://www.capteonline.org>. If needing to contact the program/institution directly, please call 412-578-6317 or email: dptprogram@carlow.edu

For Admission requirements and admission process please refer to the DPT Website

- <https://www.carlow.edu/academic-programs/healthcare-degrees/doctor-of-physical-therapy/>

For DPT Academic Policies please refer to DPT Student Handbook and DPT Clinical Education Handbook uploaded on the MyCarlow.

DEPARTMENT OF PHYSICIAN ASSISTANT

Master of Science in Physician Assistant

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT

Program Overview:

The Master of Science in PA (MPA) Program at Carlow University is a 6 semester, 102 credit program preparing graduates to practice as physician assistants in a variety of medical and surgical areas. Following 3 didactic semesters, students will progress on to complete eight 6-week supervised clinical practice courses (consisting of 5 week clinical experiences at sites in the Pittsburgh region and across the

United States, some of which represent underserved communities and populations. The sixth week consists of on-campus instruction and assessment.) This allows students the opportunity to experience health care in a variety of settings, providing care to diverse communities of people, and supporting a transformational change in our students. Following completion of all clinical experiences, the students return to campus in order to complete a transitional process to prepare for graduation and practice as a clinical professional. Following completion of the program, students will be awarded a master's degree in Physician Assistant (MPA) from the University and be eligible to sit for the national certification examination offered by NCCPA, and licensure to practice.

Program Mission:

The mission of the Physician Assistant Program at Carlow University is to offer transformational educational opportunities for a diverse community of learners who are prepared as health care professionals to contribute to the quality and safety of healthcare for all. Consistent with the heritage and values of the Sisters of Mercy, graduates are expected to excel as compassionate, responsible leaders in the creation of a just and merciful world.

Program Goals:

The goals of the PA program are to:

1. Recruit diverse and highly qualified applicants who successfully complete an academically rigorous curriculum that prepares individuals with the knowledge, skills and attitudes to effectively practice medicine as a PA.
2. Create a culturally enriched, inclusive community for students, faculty and staff that encourages diversity in thoughts and actions, and equity in treatment of all, in and out of the classroom.
3. Encourage the deployment of graduates to work in underserved health care communities.
4. Develop future leaders by fostering a culture of professional involvement, advocacy, lifelong learning and contributing to the advancement of knowledge in the PA profession and medicine.

Program Learning Outcomes:

The following list designates the core competencies that all graduates of the Carlow University Physician Assistant Program are expected to have attained as a result of successfully completing the curriculum and all its requirements:

1. Graduates will accurately elicit a medical history incorporating effective use of communication skills which foster trust and patient rapport.
2. Graduates will perform an appropriate physical examination based on patient presentation and formulate a differential diagnosis and problem list.
3. Based upon a clinical presentation, graduates will select, perform and/or interpret diagnostic and/or therapeutic procedures associated with the diagnosis and management of common medical and minor surgical conditions.
4. Using an evidence-based and patient centered approach, graduates will develop, implement and monitor a treatment plan and recommend or prescribe appropriate pharmacologic and non-pharmacologic therapeutic interventions including referring patients to other health care professionals.
5. Graduates will provide patient information in an organized and effective manner that facilitates patient understanding and compliance, and allows for patient-focused shared decision making, while recognizing and minimizing barriers to treatment and promoting positive outcomes.
6. Graduates will apply the principles of public and community health toward enhancing the health status of individuals and the community in which they live.
7. Graduates will accurately and effectively document and report medical information in a variety of formats.
8. Graduates will engage in inter-professional and collaborative patient-centered care.
9. Graduates will practice medicine while maintaining the professional and personal standards and responsibilities consistent with the PA profession and values of Carlow University and work to ensure the trust of patients, the community and the medical profession.
10. Graduates will approach clinical encounters with respect and inclusivity for all persons of diverse beliefs, cultures, orientation and abilities with a commitment to providing care to those in need.

Accreditation Statement:

The ARC-PA has granted **Accreditation-Provisional** status to the **Carlow University Physician Assistant Program** sponsored by **Carlow University**. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation

history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-carlow-university/>.

Requirements: PAS 701, PAS 702, PAS 703, PAS 721, PAS 722, PAS 723, PAS 724, PAS 725, PAS 726, PAS 731, PAS 732, PAS 733, PAS 734, PAS 735, PAS 736, PAS 741, PAS 742, PAS 743, PAS 744, PAS 751, PAS 752, PAS 753, PAS 754, PAS 755, PAS 756, PAS 757, PAS 761, PAS 762, PAS 763, PAS 771, PAS 772, PAS 773, PAS 774, PAS 775, PAS 776, PAS 777, PAS 778, IPE 710, IPE 711, IPE 712.

Policies:

The Carlow University Physician Assistant Program Student Manual (2022-2024) provides details on all policies and procedures for students, faculty and staff. This manual is provided to all enrolled students. Policies intended for prospective students are posted on the PA Program web page at: <https://www.carlow.edu/academic-programs/healthcare-degrees/physician-assistant-masters/>

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Master of Science in Speech-Language Pathology

Master of Science in Speech-Language Pathology/Voice & Aerodigestive Specialization

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

Program Overview:

The Master of Science (M.S.) education program in speech-language pathology is a comprehensive 5-semester, 60-credit graduate program designed to prepare students for entry level practice as speech-language pathologists. Graduate study will focus on developing the necessary knowledge and skills to prevent, assess, and treat communication and swallowing disorders across the lifespan. Students will advance their knowledge and skills within a high technology, interprofessional training environment. The program emphasizes clinical application of theoretical concepts through hands-on experiences and close faculty mentorship. High value is placed on a teaching-learning environment founded in compassion, mutual respect, ethical accountability, and professionalism as these elements are essential to providing the highest level of professional practice. The program prepares students to be eligible to apply for national certification, licensure, and Pennsylvania school-based certification (Teacher Certification Special Education Speech-Language Pathologist Impaired PK-12 or Speech-Language Pathologist Educational Specialist Certificate PK-12).

The program's unique curricular design includes:

- Interprofessional collaborative activities with faculty, clinical educators, and students from several different professions such as education, nursing, physician assistant, occupational therapy, physical therapy, and respiratory therapy
- Dedicated corequisite clinical skills labs with all core courses
- Safe and supportive lifelike simulation experiences
- Advanced coursework in gross/head and neck anatomy, neuroscience/neurology, critical thinking, and ethics
- On-campus outpatient and school-based clinical rotations
- Local and out-of-state outpatient, healthcare, and school-based externship options
- Some courses offered in an online course design format

Program Mission:

The mission of the Speech-Language Pathology Program is to offer an innovative, interprofessional learning environment that empowers new leaders in speech-language pathology to excel as evidence-based, compassionate, and responsible clinicians in the creation of a just and merciful world.

Program Vision:

The Speech-Language Pathology Program seeks to be a leader of innovation and transformational educational opportunities by providing exceptional training within a diverse, interprofessional, collaborative learning environment.

Program Goals:

SLP Goal 1: Equip students with the required knowledge and skills needed for entry-level professional practice in speech-language pathology.

SLP Goal 2: Establish an innovative, high-technology, learner-centered curriculum which promotes the development of critical thinking and evidence-based clinical practices.

SLP Goal 3: Provide a strong, interprofessional, teaching-learning environment whereby students use cross-disciplinary partnerships to guide clinical decision-making.

SLP Goal 4: Foster a person-centered, professional practice climate of mutual respect, professionalism, ethical accountability, self-reflection, and life-long learning.

Program Student Learning Outcomes:

There are eight student learning outcomes that were designed in accordance with preparing individuals for entry-level practice into the profession and are as follows:

Graduates from the Carlow University Master of Science in Speech-Language Pathology Program will...

1. Demonstrate professional practice competence in the areas of accountability, integrity, communication, clinical reasoning, evidence-based practice, research processes, concern for individuals served, cultural competence, professional duty, and collaborative practice.
2. Demonstrate knowledge of the discipline of human communication sciences and disorders.
3. Demonstrate the ability to synthesize and apply content pertaining to basic human communication and swallowing processes, including the relevant biological, neurological, acoustic, psychological, developmental, and cultural-linguistic bases.
4. Demonstrate knowledge of the nature of communication and swallowing processes including factors pertaining to etiology, characteristics, anatomy and physiology, acoustic properties, psychology, development, linguistic properties, and cultural relevance of the disorders and differences specific to the scope of:
 - a. Articulation
 - b. Fluency
 - c. Voice and Resonance, including respiration and phonation
 - d. Receptive and Expressive Language in speaking, listening, reading, writing, and manual modalities
 - e. Hearing
 - f. Swallowing
 - g. Cognitive Aspects of Communication
 - h. Social Aspects of Communication
 - i. Augmentative and Alternative Communication
5. Demonstrate clinical proficiency in the (1) identification of communication and swallowing disorders and differences and (2) the prevention of communication and swallowing disorders
6. Demonstrate knowledge of and clinical proficiency in the evaluation of communication and swallowing disorders and differences specific to the scope of:
 - a. Articulation
 - b. Fluency
 - c. Voice and Resonance, including respiration and phonation
 - d. Receptive and Expressive Language in speaking, listening, reading, writing, and manual modalities
 - e. Hearing
 - f. Swallowing
 - g. Cognitive Aspects of Communication
 - h. Social Aspects of Communication
 - i. Augmentative and Alternative Communication
7. Demonstrate knowledge of and clinical proficiency in the intervention mechanisms used to minimize the effects of changes in the communication and swallowing processes across the lifespan specific to the scope of:
 - a. Articulation
 - b. Fluency
 - c. Voice and Resonance, including respiration and phonation
 - d. Receptive and Expressive Language in speaking, listening, reading, writing, and manual modalities
 - e. Hearing
 - f. Swallowing
 - g. Cognitive Aspects of Communication
 - h. Social Aspects of Communication
 - i. Augmentative and Alternative Communication
8. Demonstrate general knowledge and skills applicable to professional practice specific to 1. Ethical conduct 2. Integration and application of knowledge and interdependence of speech, language, and hearing 3. Engagement in contemporary professional issues 4. Professionalism and professional behavior 5. Interaction skills, personal qualities, counseling and collaboration 6. Self-evaluation 7. Advanced certifications, licensure, other professional credentials including relevant local, state, and national regulations and policies

Accreditation Statement

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

Requirements: SLP 700, SLP 702, SLP 704, SLP 705, SLP 708, SLP 714, SLP 716, SLP 720, SLP 7201, SLP 721, SLP 7211, SLP 724, SLP 7241, SLP 725, SLP 728, SLP 7281, SLP 730, SLP 734, SLP 7341, SLP 7351, SLP 738, SLP 7381, SLP 740, SLP 7401, SLP 743, SLP 7431, SLP 747, SLP 7471, SLP 756, SLP 758, SLP 770, SLP 771, SLP 772, SLP 780, SLP 781, SLP 782, SLP 785, SLP 788, SLP 790, SLP 791, , IPE 710, IPE 711, IPE 712, IPE 715

Electives: SLP 792, SLP 760

Policies:

* The *MS in Speech-Language Pathology Academic & Clinical Education Student Handbook* contains information about the academic and clinical requirements for the MS in Speech-Language Pathology. The handbook describes the current policies and procedures that are unique to the Master of Science (MS) in Speech-Language Pathology (SLP) Program at Carlow University.

Academic Standing:

Processes that the SLP Program uses to identify students who may not meet program requirements are congruent with Carlow's academic policies are outlined in the current Carlow University Graduate Course Catalog. **Policies regarding repeating courses, grading, and other minimum criteria vary among academic programs; and, as such, students are expected to carefully review the SLP Academic & Clinical Education Handbook for SLP program specific policies and procedures.**

SLP Credit Hour requirements:

- SLP Externships: Schedule permitting, minimum of 2 days up to 5 days per week for 16 weeks (up to 18 weeks) per semester. Students must accrue a minimum of 275 field hours, 125 direct contact hours. Students must meet a total of 375 direct contact hours as a graduation requirement. If 375 direct contact hours are met prior to end of semester or program, students must complete the entirety of the externship placement in order to receive full course credit. Schedule will be individualized between the student, externship site, and Director of Clinical Education.
- SLP On-Campus Outpatient Clinic Practicums: 1 credit, approximately 20-30 hours in the field per credit (1.5-2 hours per week) and accrue a minimum of 9-10 total semester hours of direct clinical contact (approximately .75 hours per week). Approximately .75-1.25 total hours of clinical preparation, supervisory pre-briefings and debriefings, and .75 hours of direct clinical contact hours are included in the 1.5-2 hours of field time per week. Outpatient Clinic I & III are 16-week practicums. Outpatient II is a 12-week rotation. Therefore, students will also be required to complete 2-3 additional hours of simulated cases.
- SLP On-Campus School Practicum: 1 credit, students will complete approximately 45 hours in the field per 1 credit (3 hours per week) and accrue a minimum of 20 total semester hours of direct clinical contact (approximately 1.5 hours per week). Approximately 1.5 hours of supervisory pre-briefings and debriefings, and approximately 1.5 hours of direct clinic contact hours are included in the 3 hours of field time per week. This is a 16-week practicum. Students will complete clinical rotations in (1) Early Learning Center (0-3 years); (2) Preschool; and (3) K-8.
- SLP Off-Campus Language-Literacy Clinic Practicum: 1 credit, special off-campus experience that takes place in Summer Semester 1. Students will complete approximately 16-18 hours per week in the field per credit over a 3-4-week period as per off-site specific assignment. Students will accrue approximately 20-40 total semester hours of direct clinical contact (approximately 5-10 hours of direct clinical contact per week). Included in the 16-18 hours of field time per week are supervisory pre-briefings and debriefings, clinical prep time and documentation, and direct clinic contact hours
- SLP Diagnostic & Intervention Principles Labs: 1 credit, this is a two-part lab series that is completed in Fall 1 and Spring 2 (total of 2 credits) focusing on developing clinical diagnostic and intervention skills relevant to the scope of speech-language pathology. The lab experience is 2 hours face to face lab time per week over a 15-week format for Fall 1 and Spring 2 semesters.
- SLP Hearing Measure Lab: 1 credit, one semester lab/clinical experience focusing on developing knowledge and clinical skills relevant to audiological screening and referral procedures within the scope of speech-language pathology. This lab/clinical experience is 3 hours face to face lab time per week over a 15-week format.
- SLP Clinical Skills Labs: 1 credit, 2 hours of lab time per week for 15-week format
- SLP 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.

COLLEGE OF HEALTH AND WELLNESS COURSE DESCRIPTIONS

INTERPROFESSIONAL EDUCATION

IPE 710 Critical Thinking in IPP I

This course is the initial 1 credit of a 3-credit course series aimed to promote the development of critical thinking within the construct of an interprofessional clinical team. Students will be introduced to concepts pertaining to interprofessional collaborative practice including learning about the practice scope of various health professions, providing a framework for shared critical thinking, and exploring how professions can work collaboratively to make evidence-based clinical decisions. Emphasis will be placed on the components of critical thinking including the role of cognitive biases in clinical decision-making processes. 1 credit

IPE 711 Critical Thinking in IPP II

This course is the second 1 credit of a 3-credit course series aimed to promote the development of critical thinking within the construct of an interprofessional clinical team. Students will have the opportunity to apply critical thinking concepts relevant to interprofessional collaborative practice using a case-based format. Emphasis will be placed on making sound clinical decisions within the dynamics of the interprofessional team and developing self-evaluation skills. 1 credit
Prerequisite: IPE 710

IPE 712 Critical Thinking in IPP III

This course is the final 1 credit of a 3-credit course series aimed to promote the development of critical thinking within the construct of an interprofessional clinical team. Students will advance their ability to apply critical thinking concepts relevant to interprofessional collaborative practice using a case-based format. Emphasis will be placed on refining the interprofessional clinical decision-making process and acquiring proficient self-evaluation skills needed for life-long learning. 1 credit
Prerequisite: IPE 711

IPE 715 IPE Ethical and Legal Issues

This course examines the ethical, moral and legal accountability and professional responsibility for clinical practitioners, leaders, and educators. Ethical leadership and the roles of the leaders, team members, and educators in clinical practice as it relates to social justice, technology and business, research, and advanced practice specialty areas will be explored. The regulatory and legal framework for various interprofessional clinical practices will be addressed. Ethical reasoning, decision making, and action will be applied. 2 credits

NURSING – DOCTORAL LEVEL

NU 802 Cultural Competence: From Theory to Application

The United States is a multicultural nation. Such diversity creates a significant challenge for interactions at all levels of society. This course provides the theoretical foundation to examine key concepts related to cultural competence as experienced in personal and professional life. Approaches and tools to enhance the quality of the cross-cultural interaction will be provided. 3 credits

NU 808 Scholarly Inquiry III

In this doctoral course, advanced leadership, ethical behaviors, collaboration, and organizational skills are applied. Students evaluate their evidence-based projects completed under the supervision of faculty and a community expert preceptor. Communication with the instructor, professionals associated with the project, and peers, is ongoing throughout the course in seminar discussions. Students present their completed projects and prepare a manuscript for publication. This is a required course. 3 credits

NU 810 Transforming Systems: Big Data, Innovation, and Quality

This course focuses on data acquisition and utilization of information systems/technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement. Students will be prepared to design, implement, and evaluate evidence-based quality health care practices and drive clinical transformation for patient populations, individuals, and aggregates. This course requires the student to demonstrate the skills to effectively utilize data for health care decision making based on the process of outcomes management. 3 credits

NU 811 Evidenced-Based Quality Improvement (EBQI) & Intervention Research

This doctoral level nursing course is the foundation for designing, conducting, and analyzing evidence-based quality improvement (EBQI) and intervention studies to improve health care quality, safety, costs, and health outcomes. Students will learn advanced strategies to navigate through databases to find and appraise relevant internal and external evidence. Problem prevalence, significance, translatability, and passion to conduct a scientifically rigorous study or impactful EBQI project is emphasized. 3 credits

NU 812 Critical Appraisal of Evidence

This course focuses on critically appraising and synthesizing evidence for the EBQI project and for clinical decision-making. Emphasis is placed on design; methodology; data management; and measurable outcomes for evidence-based quality improvement. The analysis and interpretation of data from quantitative, qualitative, and mixed methods designs will be examined. Students incorporate rigorous evidence-based clinical practice guidelines in an effort to reduce variation in care and optimize population health outcomes. 3 credits
PRE/COREQUISITE: NU 811

NU 813 Transitioning Evidence into Practice

This Doctoral Level core nursing course teaches about the culmination of the DNP scholarly project. Students will incorporate the best evidence in an intervention study or evidence-based quality improvement (EBQI) project while integrating clinical expertise, patient preferences, and values. Particular attention will be given to data management and intervention fidelity with regard to data collection, data analysis, extraneous variables and measurable outcomes. Leadership strategies that involve stakeholders to sustain and disseminate practice change are critical to influencing health outcomes and making decisions about resource allocation. 3 credits
PREREQUISITES: NU 795, NU 811, NU 812

NU 814 Population Health Promotion

This graduate-level course relates to health promotion for populations. Public health concepts and system-level population determinants of health are examined; strategies are analyzed and developed. This is a required course for DNP students. 3 credits

Nu 815 Scholarly Project Implementation

The focus of this course is on implementation of an evidence-based quality improvement project in the clinical setting. You will demonstrate many of the DNP Essentials required for translating evidence into nursing and clinical practice by leading collaborative teams through the complex health care system to influence practice change and improve patient and healthcare outcomes. 3 credits
PREREQUISITES: NU 811, NU 812

NU 824-829 Scholarly Inquiry Practice

These courses provide an optional opportunity to continue development of the scholarly inquiry project or to continue to participate in DNP practice hours. Students are expected to demonstrate critical thinking, integration and evaluation of theory and research, and continued development and implementation of an evidence-based project in healthcare systems or identified populations. These courses are not approved for any of the required elective credits in the DNP program. 1 credit per course

NU 830 Leadership for Practice Excellence

This course helps meet the AACN DNP Essentials 1, 2, 3, 5 addressing multi-disciplinary collaboration and systems leadership. 3 credits
PREREQUISITE: NU 810, PRE/CO-REQUISITE: NU 814

NU 832 Systems Leadership II: Communications, Policy, Advocacy, Ethics, and Informatics

This graduate-level course synthesizes key concepts in organizational and systems leadership. The course will encompass in-depth analysis of select concepts or topics using an analytical framework, focusing on advanced communication and collaboration skills, ethical decision-making, fiscal principles and management, and policy and advocacy. Doctoral students will examine the underpinnings of organizational and systems behavior and leadership, emphasizing innovative practice and improved health outcomes while ensuring patient safety. This is a required course. 3 credits

NU 838 Advocacy, Policy, and Politics in Complex Healthcare Systems

This doctoral level course is intended to prepare the DNP nurse leader to take an active role in effecting change on behalf of the individual, organizations, the public, and the nursing profession through synthesis and analysis of the political process and policy

development at the local, state, federal and global level. Political action is the context for taking a leadership role in identifying issues and advocating within organizational, educational, and political systems to reduce health disparities, improve health inequities, and integrate quality, safe, and ethical outcomes. This is a required course for DNP students. 3 credits

NU 8801-8808 Scholarly Project I-VIII

These required scholarly project courses provide the student the opportunity to collaborate with a faculty chair mentor to develop and implement an evidence-based quality improvement project. The project culminates in review of proficiency of doctoral preparation by an academic committee consisting of the DNP chair and a community expert. The final DNP product is evidence that the student has achieved a level of expertise and mastery of the requisite knowledge within a self-selected field of inquiry. 1 credit each
PREREQUISITES: NU 811; PRE OR COREQUISITE NU 812

NU 8901-8908 Clinical Practicum I-VIII

The purpose of the clinical practicum courses is to refine leadership strategies and best practice models in the delivery of high-quality care. The focus of these courses is to evaluate progress toward achievement of the DNP AACN Essentials. The emphasis is on incorporation of evidence and concepts from previous coursework to improve the status of individuals, communities, and organizations. 1 credit each
STUDENTS MUST HAVE COMPLETED ONE SEMESTER IN DNP PROGRAM BEFORE TAKING THESE COURSES.

NURSING – MASTER’S LEVEL

NU 702 Diagnosis and Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing I

This course focuses on psychotherapeutic screening, assessment and diagnosis of psychiatric disorders and behavioral/mental health problems, with a focus on early diagnosis leading to appropriate treatment, at risk populations, consideration of diverse populations, and use of psychopharmacotherapeutics across the lifespan. Current research and epidemiological trends in psychiatric mental health care are utilized for the screening, assessment, and diagnosis of psychopathology across the lifespan. Clinical settings allow students to apply assessment and intervention strategies to assist clients with the maintenance and restoration of their highest level of mental health. 2 credits
PREREQUISITES: NU 741
COREQUISITES: NU 745

NU 7021 Clinical Practicum I

This clinical practicum is designed to give the student clinical experience integrating basic counseling skills, diagnostic and therapeutic management into nursing practice. Building upon therapeutic communication, this practicum is designed for students build counseling and reflective skills through individual sessions with clients diagnosed with a mental illness. The student will think critically in the evaluation of differential diagnoses and application of appropriate management strategies. The helping professional will also gain insight into the self through self-reflection and validation from instructors, peers, and health providers. Students will be asked to log hours of clinical practice and supervision. 2 credits
PREREQUISITES: NU 741, NU 745
COREQUISITES: NU 745

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

NU 709 Leadership Styles in Healthcare Organizations

This course includes a focus on understanding universal principles of leadership and management that form the basis of the study of change in healthcare organizations. Building on knowledge of these principles, the class will examine change processes in contemporary healthcare organizations as well as the evolving roles of management, and transformational leadership. Students will develop skills to lead change, encourage resilience, and manage transitions. 3 credits

NU 710 Quality & Data Analytics

This course focuses on quality, informatics, and the role of statistics in quality improvement. Concepts, models, and strategies of quality improvement and informatics are examined. Students will apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within and across organizational systems. The student will apply informatics and statistical concepts to identify, gather, process, and manage information/data. At the end of the course, the student will be able to create and implement innovative solutions to improve patient care and safety. 3 credits

NU 711 Health Care Innovation and Quality

This course provides the student the opportunity to learn about current initiatives and innovations in health promotion and disease prevention, patient safety, and quality environment. In conjunction with a review of evidence-based guidelines, benchmarks, and regulatory and professional standards, the course examines relevant methodology, tools, measurement systems, data collection, and medical informatics usage in quality improvement. Strategies for creating a culture of quality and safety are examined utilizing models of evaluation and process improvement. Students apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within organizations and systems to become effective leaders and change agents. 3 credits

NU 715 APN Role in US Healthcare System

This course will focus on the advanced practice role as it relates to practice in a primary care setting, or women's health setting. Topics will include the multifaceted aspects of legal and financial issues related to advanced practice; nurse to nurse practitioner to physician role differentiation; how advanced practice nurses manage care provision to individuals and families; and special issues in the community. 2 credits

NU 7151 Advanced Practice Role in the Community Clinical Practicum

The purpose of this course is to prioritize management strategies and apply selected practice models for delivery of care to families across the lifespan, in a variety of community specialties. The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic and management skills to provide care for families. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. 1 credit 95 clinical hours
PREREQUISITES: NU 7471

NU 7152 Advanced Practice Role in the Community Clinical Practicum

The purpose of this course is to prioritize management strategies and apply selected practice models for delivery of care to women across the lifespan, in a variety of community specialties. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for women. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models. 1.5 credits 142.5 clinical hours
PREREQUISITES: NU 7561, NU 7571

NU 727 Fiscal Management

This course provides an introduction to the principles of fiscal management in the healthcare environment, covering financial and managerial accounting, cost analysis, budgeting, planning, and control. The object of this course is to prepare nursing management to understand the financial management of the organizations for which they work. 3 credits

NU 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 helps 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 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 Healthcare Ethics and Policy

The focus of this course is 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. 3 credits

NU 741 Human Pathophysiology

This course is an advanced level course in pathophysiological functioning in human organisms. The focus will be on the central concepts of pathophysiology at the cellular, tissue, and program levels. Elements of related supportive and therapeutic management across the lifespan will also be discussed. 4 credits

NU 742 Advanced Practice Nursing Pharmacology

This course will study the interaction of chemicals with living systems across the lifespan. It explores decision-making processes that identify concepts, and principles that illuminate the importance, meaning, and rationale for using one drug over another. Builds on knowledge of drugs, pathophysiology, and disease states across the lifespan. 3 credits

PREREQUISITE: NU 741

NU 743 Organizational Leadership

This course focuses on theoretical foundations and conceptual principles of leadership, professional collaboration, communications, and the skills necessary to practice leadership competently in healthcare environments, recognizing that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Key concepts including ethical and critical decision making, motivation and individual behavior, interpersonal and group behavior, job satisfaction, work stress and culture, and influences of micro-, meso-, and macro-organizational behaviors are explored. The course is designed to enhance leadership self-awareness and to encourage students to fashion personal perspectives on how to lead professionally. Analyzing trends and issues in the current health care system that have implications for exercising leadership will help students determine the way they can make a difference. 3 credits

NU 745 Advanced Physical Assessment and Diagnostics

Theory and techniques in the measurement of human health, development, and level of functioning will be presented. Clinical practice in obtaining health histories, conducting physical examinations, making physical measurements, and testing functioning in individuals across the lifespan will be included. Common diagnostic tests will be used to identify pathologic variations and to initiate intervention(s). Clinical experiences will take place in clinics located in rural and medically underserved areas. 3 credits

PREREQUISITE: NU 741

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 47.5 clinical hours

COREQUISITE: NU 745

NU 746 Chronic and Episodic Management of the Family I

This course, the first in two sequential clinical courses in primary care, addresses the health care needs of adults across the lifespan from early adulthood through senescence. It introduces the student to acute and chronic common health concerns. Emphasis is placed on the collaborative management of patients to achieve desired outcomes. Students use scholarly inquiries to further develop their practice. Evidenced-based research as related to normal and high-risk populations. 3 credits

PREREQUISITES: NU 742, NU 7451, NU 7481; PRE/COREQUISITE: NU 749

NU 7461 Chronic and Episodic Management of the Family I Clinical Practicum (For FNP students only) 2 credits 190 clinical hours

NU 7462 Chronic and Episodic Management of the Family I Clinical Practicum (For WHNP students only) 1 credit 95 clinical hours

The focus of each of the clinical courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. 1-2 credits

COREQUISITE: NU 746

NU 747 Chronic and Episodic Management of the Family II

This course, the second in two sequential clinical courses in primary care, addresses the health care needs of adults across the lifespan from early adulthood through senescence. It introduces the student to acute and chronic common health concerns. Emphasis is placed on the collaborative management of patients to achieve desired outcomes. Students use scholarly inquiries to further develop their practice. Evidenced-based research related to normal and high-risk populations. 3 credits

PREREQUISITES: NU 7461

NU 7471 Chronic and Episodic Management of the Family II Clinical Practicum

The focus of each of the clinical courses is the management of acute and chronic health problems and the planning and management of both nursing and medical care by the advanced practice nurse. 2 credits 190 clinical hours

PRE/COREQUISITE: NU 747

NU 748 Health Promotion in Families and Communities

This graduate level course addresses health risks and trends in communities and families. High-risk populations, aggregates, and communities comprise the focus for investigation. Developmental, psychodynamic, social-political, and cultural theories and concepts are synthesized and applied to analysis of health behaviors in community settings and in families across the life cycle. Risk appraisal methods and evidence-based strategies to identify and prevent health risks in individuals, families, and communities are examined. This course highlights local, state, and federal resources for families, particularly those individuals in medically underserved areas. 3 credits

NU 7481 Clinical Skill Practicum

Graduate students will be introduced to the graduate diagnostic testing modalities including but not limited to: Radiographs, Laboratory Values, Suturing, Extremity Splinting/Casting, Joint injections. Students will participate in learning modules and simulation module activities to achieve course objectives. Diagnostic techniques, procedures, and results will be used to formulate Differential Diagnosis for plan of care development and implementation. 0.5 credits 47.5 clinical hours (on campus expectation every Fall and Spring)

PREREQUISITE: NU 741; COREQUISITE: NU 745, NU 7451

NU 749 Differential Diagnosis

Using a problem-based approach to symptoms, students will be introduced to the diagnostic framework, algorithms, and terminology that will allow them to move from symptom to diagnosis. Evidence-based diagnosis will focus on the accuracy of the health history and sensitivity of the physical exam, laboratory studies and tests to “rule in” or “rule out” specific diseases. Students will learn the importance of formulating clinical impressions that lead to hypothesis testing in the care of patients across the lifespan. 1 credit

PRE/COREQUISITE: NU 741, NU 745

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 7151, NU 7471

COREQUISITE: NU 7511

NU 7511 Advanced Practice Pediatrics Clinical Practicum

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. 1 credit 95 clinical hours

COREQUISITE: NU 751

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

PRE/COREQUISITE: NU 746

NU 7521 Advanced Practice Women's Health Clinical Practicum

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. 1 credit 95 clinical hours

COREQUISITE: NU 7511

NU 7522 Advanced Practice in Women's Health Practicum

The focus of this course is on the management of acute and chronic health problems in women, including reproductive and gynecologic health across the lifespan. It will incorporate health promotion, recognition of health risks and evaluation and management of illness in women by the advanced practice nurse. Particular emphasis will be placed on the high-risk groups and individuals living in medically underserved populations. 1.5 credits 142.5 clinical hours

CO-REQUISITES: NU 7462, NU 752

NU 756 Advanced Practice Nursing in Women's Health Theory II

This course continues to provide the framework for clinical practice in well woman gynecologic care and care of the pregnant woman. Evidence-based care processes are presented. Topics include common variations experienced by the woman with a healthy pregnancy and during the normal life cycle. Psychosocial factors influencing adaptation to pregnancy, motherhood, and reproductive life issues are explored. Cultural factors impacting childbearing women are explored. Physical assessment skills specific to care of pregnant women, and skills for gynecological assessment are presented and practiced in the clinical setting. Management approaches for preconception care, and preparation for childbirth and breastfeeding will be covered in this second women's health course. Pharmacotherapeutic agents and prescribing responsibilities used in the management of preconception and pregnancy are considered throughout the course. 2 credits

PREREQUISITES: NU 752

PRE/COREQUISITE: NU 7561

NU 7561 Advanced Practice Nursing in Women's Health II Practicum

This course, the second in a series of three sequential clinical courses in women's health care continues to address reproductive-based health care for pregnant and non-pregnant women across the life span, but introduces common gynecologic complications of the pregnant woman, prepares the students to assume the professional practice roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students use scholarly inquiry to further develop their practice. Evidence-based research related to normal and at-risk client systems is applied. 2 credits 190 clinical hours

PREREQUISITE: NU 7522

PRE/COREQUISITE: NU 756

NU 757 Advanced Practice Nursing in Women's Health Theory III

This third women's health course focuses on complex issues in gynecologic care of women. The student will be provided the opportunity to synthesize and integrate research, theories, concepts, and advanced skills into a framework for advanced nursing practice in women's health care, applying physiologic, developmental, psychosocial, and cultural factors to diverse populations, from adolescence to senescence. Analysis is used to evaluate contemporary trends and issues, as well as policy that have an impact on the delivery of health care to women. 3 credits

PREREQUISITES: NU 752

PRE/COREQUISITES: NU 7571

NU 7571 Advanced Practice Nursing in Women's Health III Practicum

Clinical emphasis is on in-depth data collection, analysis, and the provision of care through health education, counseling, health maintenance and promotion with women. Also, emphasis is placed on nursing management of women with gynecologic health deviations. 1 credit 95 clinical hours

PREREQUISITE: NU 7522

PRE/COREQUISITE: NU 757

NU 758 APN as Scholar: Evidence-Based Practice

This FNP focused research course provides a review of elementary research concepts and the introduction of moderate to advanced research concepts. Students will identify pertinent clinical problems, review the literature regarding those problems, and formulate a

plan to address clinical problems using evidenced-based sources and appropriate statistical methods. Students will compose a rudimentary clinically based research proposal for continuation in subsequent graduate level courses. This course fulfills the graduate assessment requirements for writing. 3 credits
PREREQUISITES: NU 710

NU 759 Advanced Psychopharmacology

This course builds upon the previous advanced pharmacotherapeutics (NU742) course. It provides comprehensive information about the various drug classes and properties of psychologic drugs in each class. This course prepares students to manage the pharmacological aspects of treatment in patients with mental health disorders. Common psychological disorders will be reviewed with attention to successful therapeutic strategies and the advantages of specific treatments based on patient history and preferences. 3 credits
PREREQUISITE: NU 741
COREQUISITE: NU 702

NU 780 Foundations: Nurse as Educator

Students will be prepared to apply teaching and learning principles with patients and/or students in a variety of settings. Key aspects of learning development, the process of learning, and teaching methodologies are studied. Students will explore the impact of institutional, social, and economic forces as well as the role of diversity and ethical principles of learning to plan and develop innovative student-centered learning activities. The nurse educator will demonstrate competency with technology in education. This course will be relevant to those students who would like to be nurse educators in settings such as healthcare settings, community settings and educational institutions. 3 credits

NU 781 Evaluation & Measurement in Healthcare

In this course, students have the opportunity to explore ways of leading in conceptualizing, designing, and implementing innovative evaluation practices. We will explore suitable performance assessments in educational and organizational settings (i.e., instructor-student; practitioner-client; program providers-stakeholders). In addition to validity, reliability, and applicability of evaluation strategies and tools, students will be encouraged to focus on an array of groundbreaking methods (i.e., collaborative evaluation, action research, appreciative inquiry, etc.) that can broaden assessment practices in their chosen fields. 3 credits
PREREQUISITE: NU 780

NU 7924 Integration of Advanced Practice Nursing Role Practicum in the International Setting

This course is a master's capstone course in which students will integrate the knowledge gained throughout the program into the practice setting. Students will practice the designated number of hours in both a local and an international clinical setting with an advanced practice nurse or physician preceptor. Students will design and implement a health promotion/education project designed to meet an identified need within the community and present an evaluation of this project to faculty and peers.
credits (88 hours in local site; 24 hours in international site)
PREREQUISITES: All clinical courses.

NU 793 Professional Transitions

This course will focus on advanced practice role integration, legal and financial issues related to advanced practice nursing, management of care, and transition to nurse practitioner practice. This course builds on graduate level research foundational knowledge. Students will complete a quality improvement project designed to meet an identified need within the community of practice, develop an IRB proposal, and systematically collect and evaluate evidence for practice improvement. The student will present findings to the practice and the academic community. 2 credits
PREREQUISITE: NU 7571 OR NU 7151

NU 794 Nursing Education Internship

This required internship allows the student to synthesize the learning acquired in previous nursing education courses. The course requires 150 hours (minimum 75 hours direct care; remaining hours indirect care) internship with a preceptor in an area of nursing practice with other identified health care professionals who are involved in direct patient care. This experience positions the student to assume a nurse educator role in a health care organization or academic center. There will be 4 seminars (3 online, 1 meeting or phone conference) which will focus on the progression of individual projects, as well as current nursing education issues. 2 credits
PREREQUISITE: NU 780, PRE/COREQUISITE: NU 781

NU 795 Scholarly Writing

This graduate level writing course will help the student refine writing skills from the fundamentals of writing through argumentation. Through a series of small writing assignments, this course will prepare the student for scholarly writing and research. 1 credit

NU 796 Nursing Leadership Internship

The focus of this graduate course is to provide an exploration and synthesis of advanced 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 and carry out a clinical direct patient care project (includes 10 direct practice hours.). 2 credits
PREREQUITES: NU 727, NU 743

OCCUPATIONAL THERAPY

OCTH 710 Occupational Justice and Foundations

This course was designed to address accreditation standards that apply to foundational components of occupational science as it relates to occupational justice. Occupational justice is a curricular theme representing the mission and values of the University including Mercy, Service, Hospitality, Sacredness of Creation, and Discovery. This course will also offer content exploring the history, theories, models of practice, and official documents of the occupational therapy profession. 3 credits

OCTH 711 Anatomy and Biomechanics of Occupation

Students build upon previous knowledge of the structure and function of the healthy human body by examining the musculoskeletal system in greater depth. This course includes the study of the active and passive structures and the forces that impact human movement and function. The structure of the musculoskeletal system and the organization and analysis of functional movement patterns are introduced through lecture and lab experiences. Students are asked to apply their knowledge of the human body to “bottom-up” occupational therapy assessments of strength, range of motion, and gross and fine motor analysis of movement. They will gain an appreciation of how these areas impact an individual’s ability to engage in occupation. This knowledge of normal movement and typical development will lay the groundwork for higher level analysis of abnormal movement patterns and treatment interventions in subsequent coursework. 4 credits

OCTH 712 Neuroscience for Occupations

This course introduces the occupational therapy student to the neurological foundations of human performance, behavior, and emotion. Students will be asked to apply their knowledge of the nervous system to “bottom-up” occupational therapy assessments of sensation, cognition, vision, and visual perception. They will gain an understanding of how these areas influence an individual’s ability to engage in occupation. The structure of the nervous system and the theories of nervous system organization will be introduced through a variety of learning experiences. This knowledge of normal neurological function and typical development lay the groundwork for higher-level analysis of abnormal nervous system patterns and treatment interventions in subsequent coursework. 4 credits

OCTH 713 Medical Conditions & Impairments in OT

This course creates a priority for self-care as the foundation of learning and growth, and self-care is examined as an important precursor to full occupational engagement and fulfillment. Students explore their own occupations and occupational balance, experience strategies for enhancement of healthy occupations, and set personal goals for health of mind, body, and spirit. In addition, health promotion theories and social determinants of health provide the backdrop for future examination of how to create healthy communities and populations. 4 credits

OCTH 715 Assessment of Occupation

This course introduces occupational therapy students to the evaluation process by examining the principles and methods used in occupational therapy assessment across the lifespan. Students will develop the ability to select, administer, score, and interpret standardized and non-standardized assessment tools. The assessment tools reviewed in this course are used to evaluate occupational performance, client factors, performance skills, performance patterns, and the contextual and environmental factors that influence occupational engagement. This foundational knowledge prepares students for higher-level analysis of occupational engagement and clinical reasoning in subsequent coursework. 2 credits

OCTH 720 Occupational Therapy Practice for Children and Youth

This course is the first in a series of OT Practice intervention courses and integrates previously learned knowledge to address interventions for children and youth. The course begins with the occupations of healthy living for this population. This course explores the occupational development and behavior of children and youth. The importance of play and its role in the development of occupation is emphasized with particular attention given to inclusion, social participation, and health promotion. The normal and atypical development of children and youth and their participation in occupations is explored. Students choose an appropriate frame of reference, develop an occupational profile, analyze occupational performance, create an intervention plan with goals and objectives, and plan discontinuation of services. Students experience the “top-down” use of occupation-based assessments and interventions using case studies, synthesizing intervention activities based on the child’s strengths, challenges, context, and available resources. Occupation-based activities are examined to promote occupational engagement, both as a means of intervention and the end goal of treatment. Students study the rehabilitation process to promote occupational justice and participation for the population through prevention, promotion, restoration, and maintenance. Long-term health and wellness is a focus for prevention of disease and discharge planning is prioritized. Emphasis is on occupational participation, client satisfaction, role competence, health, and improved quality of life. 5 credits

Prerequisite: OCH 710, OCH 711, OCH 712, OCH 713, IPE 710

Co-requisites: OCH 721

UCH 721 Fieldwork 1A: Children and Youth

This course integrates information learned in other OT courses through both field experience and classroom activities. Students are placed in Carlow community early learning and K-8 Campus Laboratory school settings for infants, children, and adolescents. In the classroom, students have the opportunity to discuss and synthesize their experiences, exploring the concept of occupational justice and service across practice settings. Students have the opportunity to work with an individual client to address an occupational or play need that can be addressed through the use of innovation and technology. Through the clinical and classroom experiences, students learn to appreciate the role of occupation in health and wellness, develop positive professional skills and behaviors, demonstrate therapeutic use of self, and exhibit ethical integrity. Fieldwork is a Pass/Fail Course, and students must pass this course in order to progress through the MSOT or OTD program. 2 credits

Co-requisites: OCH 720

UCH 722 Environment and Community I

This course is the first in a two-part series addressing the impact of the environment on occupational participation. The impact of context (extrinsic factors) on participation in occupation is addressed in relation to the practice settings for children and youth. Topics of environmental design, universal design, and ergonomics are explored to address activities of daily living, instrumental activities of daily living, and functional and community mobility, including environmental accessibility to promote occupational engagement. Students learn environmental assessment in terms of both social and physical aspects. This first course covers all of the traditional practice settings related to children and youth (e.g., NICU, PICU, inpatient, outpatient, early intervention, and schools) and extends learning to community-based services. Specific coverage of early intervention and school-based services are highlights of this course and UCH 721 Level I FW concomitant enrollment provides opportunities at the Carlow Early Learning Center and Campus Laboratory K-8 school. The differentiation of services, documentation, and reimbursement in various practice settings for children and youth are covered. 3 credits

Prerequisites: OCH 710, OCH 711, OCH 712, OCH 713, IPE 710

UCH 723 Innovation and Technology I

This is the first in a two-part series and focuses on the adaptive approach for interventions with children and youth. This course explores the foundational skills for activity analysis and adaptations commonly used by occupational therapists when working with children and youth to promote participation in occupations. The impact of interventions using an adaptive approach and assistive technology is examined and practiced with hands-on design and fabrication labs. Additionally, the interplay between the individual's capabilities and the barriers to occupational participation is examined. Content in this first course introduces foundations of assistive technology including the prescription and fabrication of devices. Content is related to the OT practice course for children and youth. This course includes the prescription and fitting of orthotic and prosthetic devices, introduction to physical agent modalities, and mobility aids to promote participation in occupations, specifically the use of assistive technology for self-care and play. Students will collaborate with Level I Fieldwork (FW) sites for fabrication of toy, computer, or iPad adaptation project. The role the occupational therapist plays in promoting functional engagement in occupations, with a focus on adaptation, compensatory techniques, and accommodation, is considered within the various models of service delivery for children and youth. 3 credits

Prerequisites: OCH 710, OCH 711, OCH 712, OCH 713, IPE 710

UCH 730 OT Practice with Adults and Older Adults

This course is the second in a series of OT Practice intervention courses and integrates previously learned knowledge to address interventions. It primarily examines the OT process from referral to discontinuation of services for adults and older adults. The course

begins with the occupations of healthy living for this population. All aspects of ethical and professional provision of occupational therapy for the adult and older adult populations are examined when choosing an appropriate frame of reference, developing an occupational profile, critically analyzing occupational performance through assessment and evaluation tools, collaboratively developing a treatment plan and goals, and planning for discharge. Students experience the “top-down” use of occupation-based assessments and intervention and using case studies, synthesize intervention activities based on the client’s strengths and challenges, context, and available resources. Occupation-based activities are examined to promote occupational engagement, both as a means of intervention and a focused end goal of treatment. Students study the rehabilitation process to promote occupational justice and participation for all adult and older adult clients through prevention, promotion, restoration, and maintenance. Adult and older adult diagnoses are critically analyzed with an ethical approach to the person, current evidence, and the client’s valued occupations. Long-term health and wellness is a focus for prevention of disease as well discharge planning. Emphasis is on occupational participation, client satisfaction, role competence, health, and improved quality of life. 5 credits

Prerequisite: OCTH 720

Co-requisites: OCTH 731

OCTH 731 Fieldwork 1B: Adults and Older Adults

This course integrates information learned in other OT courses through both field experience and classroom activities. This course focuses on the psychological and social needs of adults and older adults in a variety of settings. Students are placed at Carlow campus adult programs and the Sisters of Mercy Convent. Students have the opportunity to observe and interact with individuals and with groups. In the classroom, students have the opportunity to discuss and synthesize their experiences to understand how psychological and social needs affect the occupations of adults. Through the clinical and classroom experiences, students should learn to appreciate the role of occupation in health and wellness and psychosocial needs, develop positive professional skills and behaviors, and exhibit ethical integrity. Fieldwork is a Pass/Fail Course and students must pass this course in order to progress through the OT program. 2 credits

Co-requisites: OCTH 730

OCTH 732 Environment and Community II

This course is the second in a two-part series addressing the impact of the environment on occupational participation. The impact of context (extrinsic factors) on participation in occupation is addressed in relation to the practice settings for adults and older adults. This course covers all of the traditional practice settings related to adults and older adults and extends learning to community-based services. This particular course emphasizes the promotion of adult and older adult health and wellness through occupational engagement by examining function through different sociopolitical lenses and models of health care delivery, including direct service provision (e.g., acute care, inpatient, outpatient, adult daycare, skilled nursing facility) and community initiatives (e.g., community wellness programs and support groups). Specific aspects of the workplace and home environment, community driving, and teaching for health and wellness are highlights of this course. Level I FW associated with this semester takes place through Carlow campus adult community programming and the Sisters of Mercy Convent. Content with regard to the differentiation of services, documentation, and reimbursement in various practice settings for adults and older adults is covered, in addition to the intra-professional roles of OT and OTA. 2 credits

Prerequisite: OCTH 722

OCTH 733 Innovation and Technology II

This is the second in a two-part series and focuses on the adaptive approach for interventions with adults and older adults. This course explores advanced skills in activity analysis and adaptations used by occupational therapists when working with people of all ages and in all settings to promote engagement in occupation. The impact of interventions such as assistive technology, ergonomic strategies, physical agent modalities, orthotics and prosthetics on successful return to engagement in occupation are explored. Students demonstrate abilities in fabricating custom orthotics and advanced use of physical agent modalities. Assistive technology and adaptive methods for increasing occupational engagement at home, work, and in the community are identified and practiced. Additionally, the interplay between the individual’s capabilities and the barriers to occupational participation are examined. Students will collaborate with Level I FW sites for fabrication of an assistive technology project to meet a need of an adult/older adult client. The role the occupational therapist plays in promoting functional engagement in occupations, with a focus on adaptation, compensatory techniques, and accommodation, is considered within the various models of service delivery for adults and older adults. 2 credits

Prerequisite: OCTH 723

OCTH 735 Scholarship I

Scholarly study and research are essential to the profession of occupational therapy. Within this course, students explore quantitative and qualitative research methodologies. Students examine the aim and priorities of research related to the profession, the range of research, characteristics of effective scientific inquiry, and the necessity of evidence-based practice to the profession of occupational therapy. Specific content includes an examination of current research priorities for the profession and the mission-aligned scholarship agenda of the Carlow Occupational Therapy Program. Students search and read the current OT literature, develop a research proposal,

implement a process of scholarly study, and write scholarly reports as individuals or in small groups. In addition, a comprehensive literature review, as well as research design and methods, is examined. An important emphasis is on the role of ethics in research and gaining an understanding of the relationship obligations between researchers and people involved as participants in research. 3 credits
Prerequisites: OCH 710, OCH 711, OCH 712, OCH 713, IPE 710, IPE-711, OCH 720, OCH 721, OCH 722, OCH 723.
Co-requisites: IPE 712

OTH 740 OT Practice: Psychosocial Impact on Engagement

This course is the third in a series of OT Practice interventions courses and integrates previously learned knowledge to address interventions and examines the OT process from referral to discontinuation of services for individuals with psychosocial concerns across the lifespan. The course begins with the occupations of healthy living for this population. All aspects of ethical and professional provision of occupational therapy for individuals with mental health conditions are examined when choosing an appropriate frame of reference, developing an occupational profile, critically analyzing occupational performance through assessment and evaluation tools, collaboratively developing a treatment plan and goals, and planning for discharge. Community health issues are explored utilizing theories to address occupational justice through consultative approaches across the lifespan. This course includes assessment, occupation-based treatment planning, intervention, advocacy, and exploration of programming needs and community resources for discharge planning. Social, economic, legal, ethical, and public policy issues involving mental illness are addressed. Students experience the “top-down” use of occupation-based assessments and interventions using case studies. They synthesize intervention activities based on the client’s strengths and challenges, context, and available resources. Occupation-based activities are examined to promote occupational engagement, both as a means of intervention and a focused end goal of treatment. Mental health needs are critically analyzed with an ethical approach to the person, community, current evidence, and valued occupations. Emphasis is on occupational participation, client satisfaction, role competence, health, and improved quality of life. 4 credits

Prerequisite: OCH 730

Co-requisites: OCH 741

OTH 741 Fieldwork IC: Community and Mental Health

Fieldwork IC course integrates information learned in OT courses through field and classroom experiences. Students are placed in a variety of settings where the psychosocial impact of impairments is seen. FW IC will focus on analyzing the psychosocial, cognitive, and spiritual factors of clients using the OT process in class and field experiences. Students will have the opportunity to discuss and synthesize their experiences emphasizing how psychosocial, cognitive, and spiritual factors impact occupational performance and participation across the lifespan. Through fieldwork and classroom experiences, students learn to develop positive professional skills and behaviors, exhibit ethical integrity, identify the roles of occupational therapists, and understand the occupational therapy process emphasizing person, environment, and occupational performance factors. 2 credits

Co-requisites: OCH 740

OTH 742 Cultivating a Culture of Health

This course represents the culmination of study around the curricular foundation of health and wellness. Students began their examination of the occupations of healthy living in semester one, and this final course offers an opportunity to reexamine the historical foundation of occupational therapy as promoters of health and wellness. This final course applies knowledge and skills of health promotion to communities and populations to address social determinants of health and promote change. This course expands student critical thinking beyond self and direct service provision, as explored in the OT practice courses, to include community and population-based lifestyle interventions. These include occupational therapy services as part of an interprofessional team in community and primary care settings. In addition, this course includes an opportunity for second-year students to be involved in teaching this important lifestyle management content to first-year students in the “Occupations of Healthy Living” course. 2 credits

Prerequisite: OCH 730

OTH 743 MSOT Leadership and Management

MSOT Leadership and Management focuses on the roles, knowledge, and skills used when leading and managing OT services. This includes the tasks of planning and organizing systems and programs, addressing staffing and coordination of teams for success, evaluating program outcomes and controlling for quality and finance factors. Students prepare for work in academia, legislative advocacy, and leadership roles throughout the profession and society. This course examines the use of occupation and teaching and learning principles and health literacy to develop these roles in professional practice. Students learn how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as conduct outcomes assessments to determine program impact in order to influence policy and program development. 3 credits

Prerequisites: OCH 730, OCH 735

OTH 745 MSOT Scholarship II

This is the second in a series of two Scholarship courses and is taught by a core faculty and guided by a research project mentor. The emphasis during this second course is on finalizing a research project and manuscript. Students search and read relevant literature, develop a research proposal, implement a process of scholarly study, and write scholarly reports as individuals or in small groups. This research includes the development of a critically appraised topic to address a gap in practice. 3 credits

Prerequisites: OCH 735

OTCH 746 MSOT Bridge to Practice

MSOT Bridge to Practice Seminar is designed to assist the student as they transition to practice, which includes preparing for successful completion of Level II Fieldwork and preparation to assume a variety of roles upon certification (academics, consultant, advocate, researcher). This course aids the student in recognizing and meeting the expectations and requirements of Level II Fieldwork, the certification examination, state licensure, professional organizations, and ongoing professional development. 2 credits

Prerequisites: OCH 735

OTCH 751 MSOT Level IIA FW

OTCH 761 MSOT Level IIB FW

Level II Fieldwork begins after successful completion of all required didactic coursework. These two 12-week, full-time equivalent experiences allow the student to bridge academically acquired knowledge with practical application of skills in professional practice settings. The student engages in assessing, planning, and implementing occupational therapy intervention programs for consumers in a wide variety of traditional and innovative service settings. Students must complete six months of Level II Fieldwork experience and be supervised by a licensed and certified occupational therapist with at least one year of practice experience for a traditional setting where OT services exist or by a licensed and certified occupational therapist with three years of practice experience in innovative setting where no OT services presently exist. Upon successful completion of all coursework and Level I and Level II Fieldwork, the student will qualify to take the NBCOT (National Board for Certification in Occupational Therapy) examination. 6 credits each

Prerequisite: Completion of MSOT didactic curriculum (OTCH 710-3; 720-3; 730-3, 735; 740-3, 745-6; IPE 710, 712)

OTCH 843 OTD Leadership and Management

OTD Leadership and Management focuses on the roles, knowledge, and skills used when leading and managing OT services. This includes the tasks of planning and organizing systems and programs, addressing staffing and coordination of teams for success, evaluating program outcomes, and controlling for quality and finance factors. Students prepare for work in academia, legislative advocacy, and leadership roles throughout the profession and society. This course examines the use of occupation and teaching and learning principles and health literacy to develop these roles in professional practice. Students understand how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as conduct outcomes assessments to determine program impact in order to influence policy and program development. The content in this course will offer the student the ability to consider an approach for studying the groups, diagnoses, or elements inherent to their individualized capstone area of study. 3 credits

Prerequisites: OCH 730, OCH 735

Co-requisites: OCH 845; OCH 849

OTCH 845 OTD Scholarship II

This is the second in a series of three scholarship courses, and it is taught by a core faculty and guided by each student's project mentor and committee. The emphasis during this second class is on finalizing a research proposal, literature review, and beginning implementation. Students search and read literature, develop a research proposal, implement a process of scholarly study, and write scholarly reports as individuals. This research may include a critically appraised topic, needs assessment, community-based participatory research, systematic review, or experimental research. Students analyze the ethical concerns present in their agenda, gain ethics review board approval if required, and begin engaging in this research. This work will support the development of their culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge. 3 credits

Prerequisites: OCH 735

Co-requisites: OCH 843; OCH 849

OTCH 849 OTD Capstone I: Proposal

This course solidifies the advanced knowledge gained through the OT Practice, Scholarship, and Leadership and Management courses and students develop a specific doctoral project proposal. Students use the knowledge gained in previous analysis and synthesis of client factors, context, and environment factors, population needs, and research findings related to their individual interests as they formalize their culminating project that connects theory to practice. The students continue to build upon their reasoning skills and knowledge of the OT Process to understand the elements of their individual interests and how those impact occupational performance, participation,

and overall health and wellness. The student may incorporate interviews, networking, and observation/field hours to identify relevant locations where advocacy and impact could occur during the experiential component. 2 credits

Prerequisites: OCH 735

Co-requisites: OCH 845, OCH 843

OCH 850 OTD Advancement of Practice: Education, Advocacy, and Leadership

This course provides a study of the advancement of occupational therapy practice through the professional pathways of education, advocacy, and leadership. Students expand upon professional roles including work in academia, legislative advocacy, and leadership roles throughout the profession and society. This course challenges students to be innovative in the use of occupation and teaching and learning principles and health literacy to advance these roles in professional practice. A specific focus of this course is on health literacy as it impacts under-resourced and diverse populations. 4 credits

Prerequisites: OCH 843, OCH 845

Co-requisites: OCH 855; OCH 859

OCH 851 OTD Level IIA FW & OCH 861 OTD Level IIB FW

Level II Fieldwork begins after successful completion of all required didactic coursework and is a pre-requisite of the Doctoral Capstone Experience. These two 12-week, full-time equivalent experiences allow the student to bridge academically acquired knowledge with practical application of skills in professional practice settings. The Level II doctoral fieldwork student reflects upon capstone development to inform their practice throughout the fieldwork experience. The student engages in assessing, planning, and implementing occupational therapy intervention programs for consumers in a wide variety of traditional and innovative service settings. The student must complete six months of Level II Fieldwork experience and be supervised by a licensed and certified occupational therapist with at least one year of practice experience for a traditional setting where OT services exist or by a licensed and certified occupational therapist with three years of practice experience in innovative setting where no OT services presently exist. Upon successful completion of all coursework, Level I and Level II Fieldwork, and the Doctoral Capstone Experience, the student qualifies to take the NBCOT (National Board for Certification in Occupational Therapy) examination. 6 credits each

Prerequisite: OCH 850, OCH 855, OCH 856, OCH 859, IPE 715

OCH 855 OTD Scholarship III

This is the third in a series of three scholarship courses, as guided by the student's capstone project mentor and committee. The emphasis of this final Scholarship course will be on analysis and completion of the research to support the culminating project. Students implement a process of scholarly study and write scholarly reports as individuals. This work will support the development of their individual culminating capstone project that relates theory to practice and demonstrates synthesis of advanced knowledge. 3 credits

Prerequisite: OCH 845

OCH 856 OTD Bridge to Practice

OTD Bridge to Practice is designed to assist the student as they transition to practice, which includes preparing for successful completion of Level II Fieldwork, and preparation for application of learning to the capstone project and doctoral experience. This course will aid the student in recognizing and meeting the expectations and requirements of Level II Fieldwork, certification examination, state licensure, ongoing professional development, and professional organizations and memberships. 2 credits

Prerequisites: OCH 843

Co-requisites: OCH 850; OCH 855; OCH 859

OCH 859 OTD Capstone II: Development

This course builds upon the capstone proposal using advanced knowledge gained through the curriculum and begins development of the individual culminating doctoral capstone project. Students formalize their culminating project that connects theory to practice. Students develop the structure and content of the capstone project in one of the following areas: program development, a model or protocol for practice, quality and outcomes assessment, advocacy, or the development of a screen/assessment. A plan for final analysis and enhancement of the project upon reflection and experiences from FW II is developed. Students may begin collaboration with potential doctoral experience sites to develop objectives for specific capstone components. 4 credits

Prerequisites: OCH 849

Co-requisites: OCH 850; OCH 856

OCH 861 OTD Level IIB FW

Level II Fieldwork begins after successful completion of all required didactic coursework. These two 12-week, full-time equivalent

experiences allow the student to bridge academically acquired knowledge with practical application of skills in professional practice settings. The student engages in assessing, planning, and implementing occupational therapy intervention programs for consumers in a wide variety of traditional and innovative service settings. Students must complete six months of Level II Fieldwork experience and be supervised by a licensed and certified occupational therapist with at least one year of practice experience for a traditional setting where OT services exist or by a licensed and certified occupational therapist with three years of practice experience in innovative setting where no OT services presently exist. Upon successful completion of all coursework and Level I and Level II Fieldwork, the student will qualify to take the NBCOT (National Board for Certification in Occupational Therapy) examination. 6 credits each

Prerequisite: Completion of OTD didactic curriculum

OCTH 881 Doctoral Capstone Experience

The Experiential Component is a 14-week experiential placement with objectives, supervision, and outcomes planned by considering the topic of advanced study that was the focus of the culminating doctoral project. The experience objectives are individualized to focus on advanced skills in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The individualized objectives will at a minimum address a link to the domain of OT, occupational justice, and health and wellbeing to promote occupational engagement of clients (individuals, groups, or populations). Near the end of the experience, a synchronized debriefing allows for reflection and feedback and for students to share their experiences as they complete the program. 8 credits

Prerequisites: OCTH 859

Co-requisites: OCTH 889

OCTH 889 OTD Capstone III

Students finalize projects that reflect a synthesis of advanced knowledge connecting theory to practice. Additionally, students finalize learning objectives, supervisory plans, and outcomes for their Experiential Component. Critical reflection on the didactic coursework and practice experience that students encountered during Level II Fieldwork in the program is utilized to inform the capstone project and anticipate the roles the student will take on in the Experiential Component. A plan is developed for possible capstone project implementation during the capstone experience and dissemination of the work following the completion of the doctoral experiential component. 4 credits

Prerequisites: OCTH 859

Co-requisites: OCTH 881

PHYSICAL THERAPY

DPT 811 Introduction to Physical Therapy Profession

The course will introduce the physical therapy profession to the students. Students will learn the history and evolution of physical therapy in the United States across the healthcare delivery system. Students will be introduced to the role of the American Physical Therapy Association, Guide to Physical Therapy Practice, and principles of clinical reasoning and its application is physical therapy practice. The course material will be delivered in a hybrid format. 1 credit

DPT 812 Functional Anatomy I

Functional Anatomy I cover the anatomy of the musculoskeletal, nervous, and vascular systems of the upper extremity, trunk, and thorax, including histology. The course material will be delivered in both lecture (online and face to face) and laboratory format. The students will learn anatomical concepts through the study of prosected human cadavers and various anatomical videos and software. The laboratory experience will consist of the application of anatomy to develop foundational skills of physical therapy examination such as surface anatomy, palpation, goniometry, manual muscle testing, manual length testing of the abovementioned body regions. 3 credits

DPT 813 Applied Pathophysiology

Applied pathophysiology course will emphasize on the interdependence of human anatomy, physiology and pathology due to an injury, disease, or disorders of the musculoskeletal, neuromuscular, cardiovascular, pulmonary, lymphatics, immune, endocrine and metabolic, hematologic, gastrointestinal, hepatic, pancreatic and biliary, renal and urologic, genital and reproductive systems, altered cell proliferation and differentiation, fluid and electrolyte imbalance, and genetic and developmental disorders. The students will learn the etiology, pathogenesis, clinical manifestations, and precipitating factors of the specific diseases of the abovementioned systems. The course will be delivered in a hybrid format. 2 credits

DPT 815 Functional Anatomy II

Functional Anatomy II covers the anatomy of the musculoskeletal, nervous, and vascular systems of the Lower extremity, head, face, anterior neck, abdomen, and pelvis, including histology. The course material will be delivered in both lecture (online and face to face) and laboratory format. The students will learn anatomical concepts through the study of prosected human cadavers and various anatomical videos and software. The laboratory experience will consist of the application of anatomy to develop foundational skills of physical therapy examination such as surface anatomy, palpation, goniometry, manual muscle testing, manual length testing of the abovementioned body regions. 3 credits

DPT 816 Foundations of Physical Therapy Skills

The course will cover foundational skills of physical therapy management: draping, patient positioning, bed mobility, transfers, wheelchair fit and mobility, gait training with assistive devices. Students will learn appropriate body mechanics when performing patient care. Universal precautions and assessment of basic vital signs will also be covered. An overview of common safety protocols and American with Disabilities Act will be provided. Students will be introduced to strategies to enhance their communication skills to ensure strong patient client relationships. The course material will be delivered in both lecture (online and face to face) and laboratory format. 2 credits

DPT 817 Community Health and Wellness

The relationship between the social determinants of health, health disparities, and health risks that affect individuals, families, and communities are examined in this course. Characteristics of the communities, groups, and populations at high risk are studied. The students will learn evidence-based strategies to identify health risks in individuals and families living in these communities. This course provides healthcare information on federal, state, and local services for families, with a focus on people living in underprivileged areas. 2 credits

DPT 821 Art of Healthy Living

The course will cover the concepts of lifestyle medicine, in particular eating healthy foods, engaging in regular physical activity, effective stress management, restoration of sleeping behavior, avoidance of risky substances, and embracing positive social connections in life. The students will explore the potential impact of incorporating the principles of lifestyle medicine on society's health and the importance of adopting these principles in one's clinical practice. The course will be delivered in a hybrid format. 3 credits
PREREQUISITE: DPT 817

DPT 822 Biomechanics of Human Motion

The course will provide biomechanical foundations of human motion for the practice of physical therapy rehabilitation. The course material will cover osteology, arthrology, osteokinematics, arthrokinematics, and muscle mechanics of the Axial and Appendicular skeleton. In addition, students will learn about normal and altered gait mechanics, its possible causes, and associated compensations. The course will be delivered in a hybrid format. 2 credits
Prerequisites: DPT 812, DPT 815

DPT 823 Therapeutic Modalities in Physical Therapy Practice

The course will cover the foundations of therapeutic (physical, mechanical, and electrical) modalities, their effects on human pathophysiology, and their therapeutic role in various musculoskeletal and neuromuscular disorders commonly seen in physical therapy practice. The course material will be delivered in both lecture (online and face to face) and laboratory format. 2 credits
Prerequisites: DPT 812, DPT 813, DPT 815

DPT 824 Foundations of Neuroanatomy and Neuroscience

The course will focus on the foundations of neuroanatomy, neurophysiology, neuroimaging, and their applications to neurological conditions commonly seen in physical therapy practice. The course material will also cover the neuroscience at the cellular level, development of the nervous system, three vertical systems (somatosensory, autonomic, and motor) and their interactions with the different body region such as the cerebrum, cerebellum, spinal cord, and the peripheral nervous system. The course will be delivered in a hybrid format. 2 credits
PREREQUISITES: DPT 812, DPT 815

DPT 825 Principles of Movement and Exercise Science

The course will provide the foundations of movement and exercise science. Students will learn different factors that influence movement such as motor learning and relearning, motor control, and the development of motor skills. The students will learn to identify and analyze

normal and abnormal movement patterns through observation and use of video and computer technology to do task analysis of various functional activities. For the foundations of exercise science, students will learn different types of therapeutic exercises and their impact on human physiology. They will also learn the role of therapeutic exercises as a tool for injury prevention and management of various disorders seen commonly in physical therapy practice. Students will learn various aspects of exercise science that includes theory and application of fitness training, various aspects of exercise testing and prescription, and the effects of exercise and physical activity on factors influencing work and athletic performance, training programs, and adaptations that include the reduction of risk factors for various medical and surgical conditions. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITE: DPT 822

DPT 826 Introduction to Diagnostic Imaging

The course will introduce various types of diagnostic imaging and other techniques such as plain film radiographs, magnetic resonance imaging, ultrasound imaging, computed tomography, nuclear medicine imaging, muscle and nerve electrophysiology test encountered by physical therapists in their daily clinical practice. The course will focus on the skill of viewing and interpreting the images and reports. The course will build on the knowledge gained in functional anatomy and applied pathophysiology courses. The course will be delivered in a hybrid format. 1 credit

PREREQUISITES: DPT 812, DPT 815

DPT 827 Building Blocks of Development

The course will examine “building blocks” of normal human development, including embryological/fetal development, gross, fine and oral motor development, primitive reflexes and their role in movement development. Emphasis will be placed on precursors for function. Students will be able to apply current theories of motor control, including basic principles, clinical implications, and limitations of each model. Principles of motor learning and skill acquisition will be applied to patient cases. An overview of abnormal development as well as public laws that guide pediatric practice will be provided. Pediatric examination will be introduced. 1 credit

DPT 828 Neurobiology and Therapeutics of Pain

The course will provide foundational knowledge of pain mechanisms within the framework of biopsychosocial pain model. The course will cover the neurobiology, neurophysiology, and neuropsychology of pain and its effects on different stages of healing. The students will learn the characteristics of acute and chronic pain, pain assessment, and management in the context of physical therapy rehabilitation. The course will be delivered in a hybrid format. 2 credits

PREREQUISITES: DPT 812, DPT 813, DPT 815

DPT 829 Pharmacotherapeutics in Physical Therapy

The course will cover foundational principles of pharmacology including pharmacokinetics, pharmacodynamics, pharmacogenetics, pharmacotherapeutics, and pharmacy. The students will learn about therapeutic effects, side effects, indications, and contraindications of the drugs commonly encountered by physical therapists in their clinical practice. Students will also learn to optimize therapy sessions based on the knowledge of their patient’s current medication history. The course will be delivered in a hybrid format. 2 credits

PREREQUISITE: DPT 813

DPT 830 Integrated Clinical Experience

ICE is a six-week full time clinical affiliation in which the student begins to apply didactic knowledge, practices professional behaviors, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist. 5 credits

PREREQUISITE: DPT 831

DPT 831 Clinical Experience Readiness

This course helps students prepare for their first clinical experience. Professional behaviors (i.e. safety, ethics, initiative, and communication skills) will be further developed. Principles of patient centered care, documentation, patient confidentiality (HIPAA), and laws governing the supervision of support personnel will be investigated. Strategies for self-reflection and conflict management will be explored. Topics of risk management, reimbursement, and advocacy will also be introduced. Utilization of the Clinical Internship Evaluation Tool (CIET) with expected performance criteria and benchmarks will be introduced. 1 credit

PREREQUISITE: DPT 811

DPT 832 Musculoskeletal I: Foundations of Orthopedic Evaluation

The course will build on the patient client management model to teach students the skill of hypothesis generation based on the subjective examination and the expertise of making clinical diagnosis based on the objective examination/evaluation followed by creating and implementing an efficient and effective plan of care, and outcome assessments for patients with commonly seen musculoskeletal disorders of the spine and extremities. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITES: DPT 823, DPT 825, DPT 826, DPT 828

DPT 834 Neuromuscular I: Foundations of Neurologic Evaluations

The course will build on the patient client management model to teach students the skill of hypothesis generation based on the subjective examination and the expertise of making clinical diagnosis based on the objective examination/evaluation followed by creating and implementing an efficient and effective plan of care, and outcome assessments for patients with commonly seen musculoskeletal disorders of the spine and extremities. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITES: DPT 816, DPT 824

DPT 835 Basics of Research and Statistics

The course will cover the principles of research design and statistical methods for both quantitative and qualitative research. The students will learn the process of performing original research, formulate a research question, effective literature search strategies, process of synthesizing research, designing research methodology, understanding threats and biases in a research design, and choosing appropriate statistical tests. Students will also learn about the mechanism of writing a research proposal, Institutional Review Board process, importance of ethics in research and various scholarly dissemination channels. The course will be delivered in a hybrid format. 1 credit

DPT 841 Art of Healing I

Art of Healing I is the first of three graduate courses about the role of Humanities in Healing. DPT 841 focuses specifically on literary works that explore three themes: the human condition, the nature of suffering, and healers/healing. The role of narrative/storytelling in healing is a central focus of this course. Students read fiction, poetry, creative nonfiction, essays, and drama that depict how societies define and respond to issues of illness, suffering, and healing. The course's literary works raise essential questions about illness and healing as part of the human condition—questions that we will explore through discussion, research, writing, and a capstone project. Course modules cover topics such as cultural contexts for illness and healing, disability and family, mental health/illness, healing and healers, aging and mortality, and recovery. As a community of learners, students share their work each week and have opportunities to respond to the work of their classmates, applying their insights to the practice of physical therapy. 1 credit

PREREQUISITE: DPT 811

DPT 842 Musculoskeletal II: Advanced concepts of Orthopedic Spinal and Temporomandibular Joint Conditions

The course will build on the Musculoskeletal I course to teach students the advanced psychomotor and clinical reasoning skills to become an entry level expert to manage patients with all musculoskeletal disorders of the spine and temporomandibular joint. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITE: DPT 832

DPT 843 Health Systems I: Foundations of Cardiovascular, Pulmonary, Lymphatics, and other Integumentary Systems

The course will build on the patient client management model to teach students the skill of physical therapy subjective and objective examination, evaluation, prognosis, and diagnosis followed by creating an efficient and effective plan of care, and outcome assessments for patients with commonly seen cardiovascular, pulmonary, lymphatics, integumentary, and other medical and surgical disorders. The course material will be delivered in both lecture (online and face to face) and laboratory format

PREREQUISITES: DPT 812, DPT 815, DPT 816, DPT 829

DPT 844 Neuromuscular II: Rehabilitation Principles of Non-traumatic Neurological and Vestibular Conditions

The course will build on the Neuromuscular I course to teach students the advanced psychomotor and clinical reasoning skills to become an entry level expert to manage patients with all the non-traumatic neurological and vestibular disorders. The course material will be delivered in both lecture (online and face to face) and laboratory format.

PREREQUISITES: DPT 834

DPT 845 Application of Research and Statistics

This course introduces students to the principles and application of evidence-based physical therapy practice. Students will identify a clinical area of interest within the profession and develop skills to efficiently locate and retrieve relevant high level evidence such as, systematic reviews, clinical practice guidelines (CPGs), and outcome measure research from scientific literature. Students will learn to critically appraise the quality, validity, and clinical applicability of these sources to support informed clinical decision-making and optimize patient outcomes. The course will be delivered in a hybrid format. 1 credit

PREREQUISITE: DPT 835

DPT 846 Healthcare Finance and Policy

This course is designed to provide an introduction to healthcare economics and policy with a specific focus on their impact on physical therapy practice. The course will provide students with the skills to evaluate healthcare policy and become informed advocates for the profession. Additionally, students will explore avenues for advocacy and involvement in the advancement of the profession. The course will help students have a basic understanding of the economic and policy landscape that influences healthcare delivery. 1 credit

PREREQUISITE: DPT 811

DPT 847 Leadership in Healthcare Practice

This course is designed to provide Doctor of Physical Therapy (DPT) students with the essential skills, knowledge, and mindset required to become effective leaders in their professional practice. This course goes beyond traditional leadership theories and focuses on developing self-awareness, interpersonal skills, and a personal leadership philosophy tailored to the unique demands of the physical therapy profession. Key concepts will include exploring emotional intelligence, exploring personal communication preferences and styles, developing a growth mindset, and learning about reframing perspectives to avoid common leadership pitfalls. Students will learn how their leadership skills, roles and responsibilities will evolve throughout their professional journey and how to use their skills to promote their patients best interest and advocate for the profession of physical therapy in each stage of their career. 1 credit

PREREQUISITE: DPT 811

DPT 848 Rehabilitation Technology in Physical Therapy

The course will cover the physical therapy evaluation and management of a patient with a need of or has an orthosis, prosthesis, or an assistive technology device. The students will learn about the role of a physical therapist in an interprofessional team to become proficient in determining the need, prescribe, refer/obtain, and evaluate the effectiveness of the device in improving patients' functional outcomes. The students will also learn to evaluate and recommend patient's home and workspace for proper ergonomics to alleviate pain and dysfunction. The course will be delivered in a hybrid format. 2 credits

PREREQUISITE: DPT 822

DPT 851 Art of Healing II

Art of Healing II is the second of three graduate courses about the role of Humanities in Healing. DPT 851 focuses on whole person health through creative expression that explores themes of cognition, play, healing, and inclusion. The role of creative arts as a method to process and reflect experiences is a central focus of the course material, and students will explore the course themes through individual and collaborative class modules. The 8 week course objectives seek to deepen content learning through current research, class discussions and reflection. Students will apply new insights by participating through creative art making, trauma informed movement, mindfulness, and visualizations. As a community of learners, students share their work each week and have opportunities to respond to the work of their classmates, applying their insights to the practice of physical therapy. 1 credit

PREREQUISITE: DPT 841

DPT 852 Musculoskeletal III: Advanced Concepts of Orthopedic Extremity Conditions

The course will build on the Musculoskeletal I course to teach students the advanced psychomotor and clinical reasoning skills to become an entry level expert to manage patients with all musculoskeletal disorders of the extremities. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITE: DPT 842

DPT 853 Health Systems II: Advanced Concepts in Cardiovascular, Pulmonary, Lymphatics, and Other Integumentary Systems

The course will build on the Health Systems I course to teach students the advanced psychomotor and clinical reasoning skills to become an entry level expert to manage patients with all cardiovascular, pulmonary, lymphatics, integumentary, and other medical and surgical disorders. The course material will be delivered in both lecture (online and face to face) and laboratory format.

PREREQUISITE: DPT 843

DPT 854 Neuromuscular III: Rehabilitation Principles of Traumatic Brain and Spinal Cord Injuries

The course will build on the Neuromuscular I course to teach students the advanced psychomotor and clinical reasoning skills to become an entry level expert to manage patients with all the traumatic brain and spinal cord injuries. The course material will be delivered in both lecture (online and face to face) and laboratory format. 3 credits

PREREQUISITE: DPT 844

DPT 855 Empowering Children and Adolescents to Functional Independence

This evidence-based course will cover in-depth knowledge on the examination, evaluation, diagnosis, prognosis, intervention, and discharge planning for pediatric clients across all settings from birth through adolescence and into young adulthood. Students will build upon concepts of normal development, motor control, and motor learning to develop a theoretical framework for addressing the physical therapy needs of children and adolescents. Emphasis will be placed on empowering children and caregivers to maximize lifelong functional independence 2 credits

PREREQUISITE: DPT 827

DPT 856 Diagnostic Imaging and Clinical Decision Making

This is the advanced diagnostic imaging course that builds on the knowledge that was previously gained in the introduction to diagnostic imaging course and other clinical courses. The students will learn the guidelines, and ethical and legal considerations for the need of a diagnostic image and electrophysiological testing and need to recommend or refer it to appropriate healthcare professionals. Students will also learn to view and interpret abnormal findings and correlate clinically with the patient's presentation that would aid in making a clinical diagnosis and physical therapy management. The course will be delivered in a hybrid format. 1 credit

PREREQUISITES: DPT 852

DPT 857 Physical Therapy for the Older Adults

The course will cover topics related with aging adults such as chronic pain, side effects of polypharmacy, loneliness, and other psychological and physical disorders that lead to social isolation. The course will explore the opportunities to improve health and wellness, quality of life, reintegration, and the productive role the aging adults can play in the society. The course will be delivered in a hybrid format. 2 credits

PREREQUISITES: DPT 821, DPT 828, DPT 829, DPT 842, DPT 843, DPT 844

DPT 858 Entrepreneurship in Physical Therapy

This course introduces Doctor of Physical Therapy (DPT) students to the fundamental principles of entrepreneurship within the field of physical therapy. It provides an overview of business management, practice ownership, and innovative service delivery models. Students will explore key topics such as market analysis, business plan development, financial management, healthcare regulations, and strategies for launching and sustaining a successful physical therapy practice. Emphasis will be placed on identifying emerging opportunities in the profession, leveraging technology for innovative care models, and addressing challenges unique to physical therapy entrepreneurship. Through case studies, guest lectures from practicing entrepreneur physical therapists, and interactive assignments, students will develop the foundational skills needed to create and lead their own practice or business venture. This course equips future physical therapists with the knowledge and confidence to navigate the complexities of private practice ownership and entrepreneurial endeavors in diverse healthcare settings. 1 credit

PREREQUISITES: DPT 811

DPT 859 Primary Care in Physical Therapy

The course will provide a framework for students to learn and become skilled as a physical therapist in a primary care model. The course will cover medical screening, systems examination and review, differential diagnosis, and recognition of potential red flags that require communication and need for referral to other appropriate health care professionals. The course material will be delivered in both lecture (online and face to face) and laboratory format. 2 credits

PREREQUISITES: DPT 842, DPT 843

DPT 860 Terminal Clinical Experience I

Terminal Clinical Experience I is a six-week full time clinical affiliation in which the student continues to apply didactic knowledge, practices professional behaviors, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist. 5 credits

COREQUISITES: DPT 862, DPT 863, DPT 864

DPT 861 Art of Healing III

DPT 861 (Art of Healing III) is the third of three graduate courses on the role of humanities in healing. This course focuses on communication exploring three themes: process of meaning-making, communication skills and sources of healing, and relationship dynamics. Students read scholarly communication sources that speak to these topics, and practice relevant communication skills such as effective listening and speaking related to issues of disability, illness, and healing. Students apply course content to the practice of physical therapy through discussion leadership, participation, classroom activities, and a capstone project. 1 credit
PREREQUISITE: DPT 851

DPT 862 Musculoskeletal IV: Managing Orthopedic Cases

This course will build on all the previous musculoskeletal clinical courses. The students will have the opportunity to put all together their contemporary expertise in a case-based format. The students will practice their psychomotor and clinical reasoning skills to evaluate, diagnose, develop, and implement an efficient and effective plan of care during peer-to-peer simulated clinical scenarios. The course material will be delivered in laboratory format. 1 credit
PREREQUISITES: DPT 852

DPT 863 Health Systems III: Managing Medically Complex Cases

The course will build on all the previous Health Systems clinical courses. The students will have the opportunity to put together their contemporary expertise in a case-based format. The students will practice their psychomotor and clinical reasoning skills to evaluate, diagnose, develop, and implement an efficient and effective plan of care during peer-to-peer simulated clinical scenarios. 1 credit
PREREQUISITES: DPT 853

DPT 864 Neuromuscular IV: Managing Neurologic Cases

The course will build on all the previous neuromuscular clinical courses. The students will have the opportunity to put together their contemporary expertise in a case-based format. The students will practice their psychomotor and clinical reasoning skills to evaluate, diagnose, develop, and implement an efficient and effective plan of care during peer-to-peer simulated clinical scenarios. 1 credit
PREREQUISITES: DPT 854

DPT 865 Principles of Evidence of Informed Practice

The course will cover the three principles of evidence based/informed practice. The students will learn to formulate a foreground clinical question, find most relevant and high-quality research article, perform a quantitative and a qualitative appraisal of research articles to answer the clinical question. The course will emphasize making students a consumer of research who are skilled in analyzing and evaluating research that would aid in their clinical decision making. 2 credits
PREREQUISITE: DPT 845

DPT 870 Terminal Clinical Experience II

Terminal Clinical Experience II is a twelve-week full time clinical affiliation in which the student synthesizes didactic knowledge, practices professional behaviors, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist. 10 credits
PREREQUISITE: DPT 860

DPT 871 Doctoral Capstone Project

This course will provide an opportunity to students to develop a capstone project in scholarship, clinical practice, or community service that shows their commitment towards lifelong learning and professional development. Through the project the students will provide an essence of nurturing and upholding the Carlow University's and the Carlow Physical Therapy program's mission and core values through their professional career. 1 credit
PREREQUISITES: DPT 862, DPT 863, DPT 864, DPT 865

DPT 880 Terminal Clinical Experience III

Terminal Clinical Experience III is a twelve-week full time clinical affiliation in which the student integrates didactic knowledge, practices professional behaviors, and patient management skills in the clinical setting under the direct supervision of a licensed physical therapist.

10 credits

PREREQUISITE: DPT 870

DPT 881 Preparation for Physical Therapy Practice

The course will offer an opportunity for students to learn about the National Physical Therapy Examination (NPTE) and the general process of license issuing from a Physical Therapy State board, including the jurisprudence exam. The students will learn about the NPTE content outline to develop a study plan to prepare for the license exam. The students will be expected to integrate and synthesize all the didactic and clinical coursework to prepare for an NPTE style comprehensive multiple-choice examination. The course will also cover post-professional specializations and pathways to help students map out their professional growth and development in clinical skills and leadership. The course will also cover topics such as CV development and preparation for job interviews, financial debt management, socially responsible practice, consequences of malpractice, and advocacy of the profession through participation in professional associations. 1 credit

PREREQUISITES: DPT 871

PHYSICIAN ASSISTANT

PAS 701 Patient Assessment I Lab

This course is the first in a series of three laboratory courses. These courses correspond to the lecture-based Patient Assessment series. Using lectures, simulated and standardized patients in the laboratory setting, and small student group interactions, instruction is provided in obtaining and documenting all components of a complete medical history and review of systems. Students receive instruction in performance of a complete physical examination to determine abnormalities in the human body. Additional topics covered include communication skills and health literacy. Students are expected to integrate and present the physical findings to determine the next appropriate diagnostic or therapeutic step. 1 credit

PAS 702 Patient Assessment II Lab

This course is the second in a series of three laboratory courses. These courses correspond to the lecture-based Patient Assessment series. Using lectures, simulated and standardized patients in the laboratory setting, and small student group interactions, this course provides instruction on examination of the genitourinary and reproductive systems, mental status examination and psychiatric interview, advanced interview skills and problem-oriented medical examinations. Students are expected to integrate and present the physical findings to determine the next appropriate diagnostic or therapeutic step. 1 credit

PAS 703 Patient Assessment III Lab

This course is the third in a series of three laboratory courses. This course provides instruction in the application of material learned in previous Patient Assessment courses, primarily through the use of Simulation OSCE's. Students will work in teams to achieve course goals. In addition, clinical procedures will be taught. 1 credit

PAS 721 Patient Assessment I

This course is the first in a series of three Patient Assessment courses. Instruction is provided in obtaining and documenting all components of a complete medical history and review of systems. Students receive instruction in performance of a complete physical examination to determine abnormalities in the human body. Additional topics covered include communication skills and health literacy. Students are expected to integrate and present the physical findings to determine the next appropriate diagnostic or therapeutic step. 3 credits

PAS 722 Patient Assessment II

This course is the second in a series of three Patient Assessment courses. This course provides instruction on examination of the genitourinary and reproductive systems, mental status examination and psychiatric interview, advanced interview skills and problem-oriented medical examinations. Students are expected to integrate and present the physical findings to determine the next appropriate diagnostic or therapeutic step. 3 credits

PAS 723 Patient Assessment III

This course is the third in a series of three courses. This course provides instruction in clinical application of material learned in Patient Assessment courses, primarily through the use of Simulation OSCE's. Students will work in teams to achieve course goals. Students are

expected to integrate and present the physical findings to determine the next appropriate diagnostic or therapeutic step. 3 credits

PAS 724 Master's Project I

This course is the first in a series of two courses, a compilation of multiple skills and extensive knowledge accrued during both the didactic and professional phases of the program. As a practicing clinician, one of the most common avenues for sharing clinical information with colleagues is through the presentation of case reports. This project will assist you with identifying a clinical case study which is educationally worthy of presentation and publication. Students will be guided through the steps including researching the topic/literature search, manuscript preparation, and submission for presentation. 2 credits

PAS 725 Master's Project II

This course is the second in a series of two courses, a compilation of multiple skills and extensive knowledge accrued during both the didactic and professional phases of the program. As a practicing clinician, one of the most common avenues for sharing clinical information with colleagues is through the presentation of case reports. This project will assist you with identifying a clinical case study which is educationally worthy of presentation and publication. Students will be guided through the steps including researching the topic/literature search, manuscript preparation, and submission for presentation. 2 credits

PAS 726 Transition to Practice

This course includes a wide variety of clinical and practice-related lectures for second year students in preparation for future clinical practice. It also provides summative academic events as part of the concluding curriculum. Faculty will facilitate and produce a customized board review lecture series designed to address cohort deficiencies in preparation for clinical practice and the national board examination (PANCE). 4 credits

PAS 731 Clinical Medicine I

The *Clinical Medicine course series (I-III)* is a cornerstone course in the curriculum which will span all three (3) first year semesters. This course sequence provides you with the opportunity to develop the ability to recognize, understand, and manage common acute, emergent and chronic disorders encountered in the primary care setting. This lecture and case-based course series will provide you with instruction in etiology, epidemiology, clinical presentation, diagnostics testing, diagnosis and management of patients from initial presentation through ongoing follow-up in a patient centered model including patient education and referral. Using an organ system and evidence-based approach, lectures will present the most common acute, emergent and chronic clinical conditions seen in the adult population. In addition, this course series will incorporate rehabilitative care, health promotion and disease prevention through lecture and student discussion. Where applicable, genetic mechanisms in health and disease will be integrated into each system, including parameters used to determine appropriate genetic risk factors, need for genetic testing and referral. The first course of this series, *Clinical Medicine I* (PAS 731) will introduce you to the diseases and conditions presenting in the following organ systems: Skin (Dermatology), EENT, musculoskeletal, neurology, and psychiatry. This course series builds upon and strives to integrate the information presented in the Anatomy and Physiology 1, Pathophysiology 1, Patient Assessment 1 and Clinical Pharmacology 1 courses to foster the development of the knowledge synthesis, critical thinking and problem-solving skills needed for clinical practice. 5 credits

PAS 732 Clinical Medicine II

The *Clinical Medicine course series (I-III)* is a cornerstone course which will span all three (3) first year semesters. This course sequence provides the opportunity to develop the ability to recognize, understand, and manage common acute, emergent and chronic disorders encountered in the primary care setting. Using an organ system and evidence-based approach, lectures will present the most common acute, emergent and chronic clinical conditions seen in the adult population. *Clinical Medicine II* (PAS 732) will introduce you to the diseases and conditions presenting in the following organ systems: Cardiovascular, Pulmonary, Hematology, Renal, Genitourinary and Endocrine. 5 credits

PAS 733 Clinical Medicine III

The *Clinical Medicine course series (I-III)* is a cornerstone course which will span all three (3) first year semesters. This is the third in a series of six courses that provides clinical integration of the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of common and serious disorders across organ systems and practice specialties. Preventive, acute, chronic and rehabilitative care as well as care across the lifespan will also be included. There is a strong emphasis on critical thinking, problem-solving, case-based learning and evidence based clinical practice. 5 credits

PAS 734 Case Studies in Clinical Specialties I

As a physician assistant student, it is vital to maintain attention on developing and reinforcing your clinical knowledge base, critical thinking and problem-solving skills while you complete supervised clinical rotations. In the tradition of the continuing medical education (CME) process, this course provides you with clinically-oriented lectures to facilitate your learning. Delivered in an on-line format, these modules are designed to support the clinical specialty of your current rotation. A custom learning activity in the format of a case study with an accompanying on-line discussion thread is included in the module. This course corresponds to SCPE 1, 2, and 3. 1 credit

PAS 735 Case Studies in Clinical Specialties II

As a physician assistant student, it is vital to maintain attention on developing and reinforcing your clinical knowledge base, critical thinking and problem-solving skills while you complete supervised clinical rotations. In the tradition of the continuing medical education (CME) process, this course provides you with clinically-oriented lectures to facilitate your learning. Delivered in an on-line format, these modules are designed to support the clinical specialty of your current rotation. A custom learning activity in the format of a case study with an accompanying on-line discussion thread is included in the module. This course corresponds to SCPE 4,5 and 6. 1 credit

PAS 736 Case Studies in Clinical Specialties III

As a physician assistant student, it is vital to maintain attention on developing and reinforcing your clinical knowledge base, critical thinking and problem-solving skills while you complete supervised clinical rotations. In the tradition of the continuing medical education (CME) process, this course provides you with clinically-oriented lectures to facilitate your learning. Delivered in an on-line format, these modules are designed to support the clinical specialty of your current rotation. A custom learning activity in the format of a case study with an accompanying on-line discussion thread is included in the module. This course corresponds to SCPE 7 and 8. 1 credit

PAS 741 Clinical Pharmacology I

This course is the first in a series of three courses. This course presents principles of clinical pharmacology and pharmacotherapeutics appropriate for common medical problems seen in clinical practice. Instruction in counseling patients toward compliance and proper prescription writing will also be covered. Pharmacologic management of dermatological, musculoskeletal and HEENT disorders and an anti-infective primer will be included. 2 credits

PAS 742 Clinical Pharmacology II

This course is the second in a series of three courses. Pharmacologic management of cardiovascular, pulmonary, gastrointestinal and genitourinary disorders will be included. A Primer on immunizations will also be included. 2 credits

PAS 743 Clinical Pharmacology III

This course is the third in a series of three courses. Pharmacologic management of neurological, psychiatric, endocrine and reproductive disorders will be included. A Primer on health promotion will also be included. 2 credits

PAS 744 Special Topics in Clinical Medicine

This is a three modular course that will integrate with Patient Assessment and build upon the critical thinking skills and medical knowledge from Clinical Medicine 1-3 courses. This course will provide you with the opportunity to develop the ability to recognize, understand, and manage common acute, emergent and chronic disorders encountered in emergency medicine, pediatrics and surgery. It will provide you with instruction in etiology, epidemiology, clinical presentation, diagnostics testing, diagnosis and management of patients including patient education and referral. In addition, the concepts of rehabilitative care, health promotion and disease prevention will be presented and discussed and where applicable, genetic mechanisms will be integrated to determine appropriate genetic risk factors, need for genetic testing and referral. 3 credits

PAS 751 Pathophysiology I

This course is the first in a series of three courses. It is a review of normal human anatomy and physiology as well as presentation of pathophysiology associated with a variety of disease states. Utilizing a systems approach, learners will see how these disease states affect normal body functioning, as well as how the body compensates during times of disease states. Pathophysiology provides a foundation for the study of clinical medicine. 3 credits

PAS 752 Pathophysiology II

This course is the second in a series of three courses. It is a review of normal human anatomy and physiology as well as presentation of pathophysiology associated with a variety of disease states. Utilizing a systems approach, learners will see how these disease states

affect normal body functioning, as well as how the body compensates during times of disease states. Pathophysiology provides a foundation for the study of clinical medicine. 3 credits

PAS 753 Pathophysiology III

This course is the third in a series of three courses. It is a review of normal human anatomy and physiology as well as presentation of pathophysiology associated with a variety of disease states. Utilizing a systems approach, learners will see how these disease states affect normal body functioning, as well as how the body compensates during times of disease states. Pathophysiology provides a foundation for the study of clinical medicine. 3 credits

PAS 754 Clinical Anatomy and Physiology I

PAS 755 Clinical Anatomy and Physiology I Lab

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

PAS 756 Clinical Anatomy and Physiology II

PAS 757 Clinical Anatomy and Physiology II Lab

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

PAS 761 Current Topics in the PA Profession

This course is designed to introduce you to various professional and ethical concepts and topics that affect the practicing physician assistant. As a PA, it is important to understand the history of our profession and the role we play in the healthcare system as well as know our legal and professional requirements, regulations and obligations related to licensure, credentialing and scope of practice. As clinicians, you need to possess the knowledge and skills to provide medical care to diverse patient populations including, but not limited to, ethnicity, race, gender identity, spirituality, sexual orientation and individuals with disabilities. 1 credit

PAS 762 Research and Evidence Based Healthcare

This course provides an overview of clinical research and emphasizes research as a tool at all levels of physician assistant (PA) practice and education; identifies the linkages between research, theory and medical practice, and the responsibility of the PA to expand their knowledge base and focus on evidence-based practice. Information literacy in relationship to medical literature is integrated through the course. 1 credit

PAS 763 Healthcare Policy

This course serves as an introduction to the healthcare services system in the United States. Establishment of sound healthcare policy is vital to the management and operation of healthcare services. You will gain an understanding of how health policy affects public and private delivery of healthcare. An overview of public and private healthcare, including organization, management, funding, eligibility and delivery and payment of services will provide insight into this market-driven growing segment of our economy. Emphasis will be directed to the Affordable Care Act as major policy, as well as a number of forces that affect cost, access and quality of care. You will develop a firm understanding of the unique features of the healthcare system in the United States including the public health system at a federal and state level. This information will help develop fact-based opinions on the future direction of healthcare and your role as a practicing physician assistant. 1 credit

PAS 771-778 Supervised Clinical Practice I-VIII

This series of clinical practice courses provides the student with experiential learning in pediatrics, behavioral health, surgery, internal medicine, emergency medicine, and family practice, as well as an elective option. Patient encounters include care of acute and chronic medical conditions, as well as urgent and preventative care. This experience and its learning objectives are primarily focused on ambulatory practice but may include some inpatient care as well. 4 credits each

PUBLIC HEALTH

PUH 705 Quality Assurance in the Health Sector

This graduate-level course will introduce the core concepts of the quality processes in pharmaceutical and biotechnology development and manufacturing. This course is part 1 of a 4-part certificate and will focus on the culture of quality, quality assurance, and deviation management. This course is designed to explore the definition of a culture of quality, the importance of quality, quality vocabulary, the foundation and processes of quality, and the impact of failed quality. The concept of quality assurance will be thoroughly examined including good manufacturing practices (GMP). The tools of deviation management will be reviewed, including root cause analysis, human error, and incident reporting. 3 credits

PUH 710 Pharmaceutical Business Lifecycle Management

This graduate-level course will introduce the core concepts of the quality processes in pharmaceutical and biotechnology development and manufacturing. This course is part 2 of a 4-part certificate and will focus on the business aspects of drug lifestyle management including strategy development, cost and success rate of drug development, lifecycle, quality assurance, United States (U.S.) regulation, international drug manufacturing, ethics, and the role of the FDA. Risk mitigation analysis with conceptual synthesis will be integrated through various complex topics in the course. 3 credits

PUH 715 Supply Chain Management in the Pharmaceutical Industry

This graduate-level course will address fundamental concepts of supply chain management in the health sector including production systems management and change control. 3 credits

PUH 720 Financial Processes & Risk in the Pharmaceutical Industry

This graduate-level course will introduce the core concepts of business models for drug development, manufacturing, distribution, and pricing in the pharmaceutical industry including audit, risk, ethical dilemmas, and human resource management. This course is part 4 of a 4-part certificate and will focus on financial models, basic accounting concepts, financial ratios and vocabulary, risk identification, internal and external audit, ethical dilemmas, and human resource attributes. This course is designed to explore the foundation of the blockbuster strategic drug development model, traditional versus emerging drug pricing models, foundational accounting/financial concepts applied in the pharmaceutical industry, audit planning/importance of audits in the pharmaceutical industry, growing industry risks, ethical considerations, and human resource management techniques. 3 credits

SPEECH-LANGUAGE PATHOLOGY

SLP 700 Interprofessional Collaborative Practice & Contemporary Professional Issues

This course is aimed to provide students with an understanding of contemporary professional issues relevant to speech-language pathology. Topics will include scope of practice, state licensure, legislation, national certification, billing, coding, reimbursement, telepractice, supervision, employment issues, interprofessional collaborative practice, cultural and linguistic competence, and professional advocacy. 1 credit

SLP 702 Gross Anatomy with Advanced Head and Neck

This course is aimed to provide students with an overview of the structural organization and function of the human body with focal appreciation for the head and neck regions. Students will attain an in-depth understanding of functional anatomy through cadaver prosections, 3-D and virtual models, and interactive laboratory experiences. 3 credits

SLP 704 Interdisciplinary Research & Evidence-Based Practice

This course is the initial 1 credit of a 3 credit course series aimed to prepare students to become critical consumers of quantitative and qualitative research literature and to provide students with the foundational knowledge and skills needed to prepare the summative clinical research capstone project. Topics include research ethics, the scientific method, research designs, methods of data analysis, critical appraisal of evidence, and the integration of research principles into evidence-based clinical decision-making. 1 credit

SLP 705 Communication Effectiveness in Research

This is part two of a 3-credit course series aimed to prepare students to become critical consumers of quantitative and qualitative research literature and to provide students with the knowledge and skills to communicate research effectively in presentations, posters, and general discourse. Students will learn how to develop the “story” of research and design visual communication to augment the delivery of presentations. The course is aimed build on the foundational research skills learned in SLP 704 in order to prepare students for their summative clinical research capstone project. 2 credits

PREREQUISITE: SLP 704

SLP 708 Human Neuroscience & Neurology

This course is aimed to provide students with an introduction to the neurobiological mechanisms that underline the structural and functional organization of the nervous system. Students will learn the neural pathways involved in sensory and motor processing and higher cerebral functions. Additionally, content will address the developing and aging nervous system, as well as the impact of common neurologic pathologies on evidence-based interprofessional service delivery. 2 credits

SLP 714 Early Intervention & School- Based Speech-Language Pathology

This course is aimed to provide students with an in-depth study of the roles, responsibilities, and duties of early intervention (EI) and school-based speech-language pathologists. Topics covered include reviewing the history of educational law and policies and the evolution of speech pathology in school-based settings. Students will learn the requirements for referral, evaluation, and eligibility categories under state and federal regulations including compliance monitoring. Special emphasis will be placed on developing effective interprofessional collaborative approaches in the management of speech and language services in EI and school-based settings, cultural and linguistic competence, models of inclusion, and school-based service delivery methods. 2 credits

SLP 716 Counseling and Effective Communication across Interprofessional Settings

This course aims to provide students with a theoretical and practical framework for effective counseling and communication across a variety of interprofessional clinical settings. Topics will include self-evaluation mechanisms relative to the practice of interaction, application of a theory-based framework for counseling, and the development of counseling micro skills. Special emphasis will be placed on preparing students to effectively acknowledge the needs, values, preferred communication, and cultural/linguistic background of the individuals served across a variety of communicative contexts. 2 credits

SLP 720 Acquired Neurolinguistic & Neurocognitive Disorders I

This is the initial course in a two-part course series which aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to adults with acquired neurolinguistic and neurocognitive disorders. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with acquired aphasia. Special emphasis will be placed on the medical, ethical, psychological, cultural, and linguistic correlates of acquired aphasia across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit

COREQUISITE: SLP 7201

SLP 7201 Acquired Neurolinguistic & Neurocognitive Disorders Clinical Skills Lab I

This clinical skills lab is designed to be taken as a corequisite with SLP 720 with the aim of developing the skill competencies necessary for assessing, diagnosing, and treating adults with aphasia. Students will have the opportunity to apply theoretical knowledge learned in SLP 720 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 720

SLP 721 Acquired Neurolinguistic & Neurocognitive Disorders II

This is the second course in a two-part course series which aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to adults with acquired neurolinguistic and neurocognitive disorders. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with right hemispheric disorders, dementia, traumatic brain injury, and other acquired cognitive-linguistic communication disorders. Special emphasis will be placed on the medical, ethical, psychological, cultural, and linguistic correlates of acquired cognitive-linguistic communication disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit

COREQUISITE: SLP 7211

SLP 7211 Acquired Neurolinguistic & Neurocognitive Disorders Clinical Skills Lab II

This clinical skills lab is designed to be taken as a corequisite with SLP 721 with the aim of developing the skill competencies necessary for assessing, diagnosing, and treating adults with right hemispheric disorders, dementia, traumatic brain injury, and other acquired cognitive linguistic communication disorders. Students will have the opportunity to apply theoretical knowledge learned in SLP 721 to hands-on clinical practice within a closely mentored learning environment. 1 credit
COREQUISITE: SLP 721

SLP 724 Pediatric Language and Literacy Disorders I

This is the initial course of a two-part series aimed to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to children with language and literacy disorders. Topics will include exploration of evidence-based research pertaining to characteristics and underlying etiologies relevant to developmental language and literacy disorders, as well as assessment and treatment procedures for children in the prelinguistic, emerging language, and developing language periods. Special emphasis will be placed on the psychological, cultural, linguistic, and developmental correlates of language and literacy disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit
COREQUISITE: SLP 7241

SLP 7241 Pediatric Language and Literacy Disorders Clinical Skills Lab I

This clinical skills lab is designed to be taken as a corequisite with SLP 724 with the aim of developing the skill competencies necessary for assessing, diagnosing, and treating children with developmental language and literacy disorders. Students will have the opportunity to apply theoretical knowledge learned in SLP 724 to hands-on clinical practice within a closely mentored learning environment. 1 credit
COREQUISITE: SLP 724

SLP 725 Pediatric Language and Literacy Disorders II

This is part two of the course series aimed to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to children with language and literacy disorders. Topics will include exploration of evidence-based research pertaining to characteristics and underlying etiologies relevant language and literacy disorders in school aged children, as well as assessment and treatment procedures for children in the language for learning psychological, and advanced cultural, language linguistic, and periods. Special developmental emphasis correlates will of be placed language on and the literacy disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit

SLP 728 Speech Sound Disorders

This course aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to children with speech sound disorders. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for children with speech sound disorders. Special emphasis will be placed on the developmental, medical, ethical, psychological, cultural, and linguistic correlates of speech sound disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 2 credits
COREQUISITE: SLP 7281

SLP 7281 Speech Sound Disorders Clinical Skills Lab

This clinical skills lab is designed to be taken as a corequisite with SLP 728 with the aim of developing the skill competencies necessary for assessing, diagnosing, and treating children with speech sound disorders. Students will have the opportunity to apply theoretical knowledge learned in SLP 728 to hands-on clinical practice within a closely mentored learning environment. 1 credit
COREQUISITE: SLP 728

SLP 730 Social Communication Development and Disorders

This course provides students with clinically relevant and crucial topics pertinent to social communication development and disorders. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with social communication disorders, including those diagnosed with autism spectrum disorder. Special emphasis will be placed on the psychological, cultural, linguistic, and developmental correlates of social communication disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit

SLP 734 Swallowing and Swallowing Disorders

This course is designed to equip students with the knowledge and skills necessary to deliver diagnostic and intervention services to individuals with swallowing disorders across the lifespan. In addition, topics will include exploration of the biomechanics of normal and abnormal swallowing, as well as evidence-based research pertaining to underlying etiologies, assessments, and therapeutic exercises/compensatory strategies for persons with swallowing disorders. Special emphasis will be placed on the medical, interprofessional, psychological, and ethical correlates of swallowing assessment procedures, as well as therapeutic exercises/compensatory strategies across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 2 credits

COREQUISITE: SLP 7341

SLP 7341 Swallowing and Swallowing Disorders Clinical Skills Lab I

This clinical skills lab is designed to be taken as a corequisite with SLP 734, with the aim of developing the skills necessary for preventing, assessing, and diagnosing swallowing disorders, as well as for the clinical management of swallowing disorders. Students will have the opportunity to apply theoretical knowledge learned in SLP 734 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 734

SLP 7351 Swallowing and Swallowing Disorders Clinical Skills Lab II

This clinical skills lab is designed to be taken after SLP 734 and SLP 7341 have been completed with the aim of further developing the skill competencies necessary for the assessment and management of swallowing disorders. Students will have the opportunity to apply theoretical knowledge and skills learned in SLP 734 and SLP 7341 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 734, SLP 7341

SLP 738 Fluency and Fluency Disorders

This course aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to persons with fluency disorders across the lifespan. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with developmental stuttering and other fluency disorders. Special emphasis will be placed on the psychological, cultural, linguistic, and developmental correlates of fluency disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 2 credits

COREQUISITE: SLP 7381

SLP 7381 Fluency and Fluency Disorders Clinical Skills Lab

This clinical skills lab is designed to be taken as a corequisite with SLP 738 with the aim of developing the skill competencies necessary for assessing, diagnosing, and treating persons with fluency disorders across the lifespan. Students will have the opportunity to apply theoretical knowledge learned in SLP 738 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 738

SLP 740 Augmentative and Alternative Communication

This course aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to individuals with augmentative and alternative communication (AAC) needs across the lifespan. Topics will include an in-depth understanding of the selection and use of high and low technology AAC systems as well as evidence-based assessment and treatment procedures across diverse populations with AAC needs. Special emphasis will be placed on AAC needs specific to individuals with developmental and acquired conditions as well as the interprofessional, ethical, psychological, cultural, and linguistic considerations in the AAC clinical decision-making process. 1 credit

COREQUISITE: SLP 7401

SLP 7401 Augmentative and Alternative Communication Clinical Skills Lab

This clinical skills lab is designed to be taken as a corequisite with SLP 740 with the aim of developing the skill competencies necessary for assessing and treating individuals with augmentative and alternative communication needs across the lifespan. Students will have the opportunity to apply theoretical knowledge learned in SLP 740 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 740

SLP 743 Voice & Resonance Disorders

This course aims to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to persons with voice and resonance disorders across the lifespan. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with voice and resonance disorders. Special emphasis will be placed on the medical, psychological, and ethical correlates of voice and resonance disorders across diverse populations and the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 2 credits

COREQUISITE: SLP 7431

SLP 7431 Voice & Resonance Disorders Clinical Skills Lab

This clinical skills lab is designed to be taken as a corequisite with SLP 743 with the aim of developing the skill competencies necessary for preventing, assessing, diagnosing, and treating voice and resonance disorders. Students will have the opportunity to apply theoretical knowledge learned in SLP 743 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 743

SLP 747 Aural Rehabilitation: Treatment of Hearing Disorders

This course aims to prepare students with the knowledge and skills needed to provide rehabilitative services to persons with hearing disorders across the lifespan. Topics will include exploration of assessment and intervention methodologies integral to an evidence-based client-centered rehabilitative model for persons with congenital and acquired hearing disorders. Special emphasis will be placed on the roles and responsibilities of the speech-language pathologist in the practice of aural rehabilitation, as well as the implementation of clinical methodologies that are sensitive to cultural and linguistic differences. 1 credit

COREQUISITE: SLP 7471

SLP 7471 Aural Rehabilitation: Treatment of Hearing Disorders Clinical Skills Lab

This clinical skills lab is designed to be taken as a corequisite with SLP 743 with the aim of developing the skill competencies necessary to provide rehabilitative services to persons with hearing disorders across the lifespan. Students will have the opportunity to apply theoretical knowledge learned in SLP 747 to hands-on clinical practice within a closely mentored learning environment. 1 credit

COREQUISITE: SLP 747

SLP 756 Medical Speech-Language Pathology Within an Interprofessional Framework

This course will explore pathophysiologic mechanisms impacting the management of patients with medically based communication and swallowing disorders. Students will learn how to approach medical case management specific to communication and swallowing disorders using a review of systems framework. Topics will include medical chart review, pharmacology/pharmacotherapeutics, radiologic testing, laboratory studies, vital signs, and disease processes affecting critical systems of the body. Special emphasis will be placed on interprofessional learning experiences from various different healthcare professionals. 2 credits

PREREQUISITES: SLP 702, SLP 708

SLP 758 Neuromotor Speech Disorders

This course is aimed to prepare students with the knowledge and skills needed to provide diagnostic and intervention services to individuals with neuromotor speech disorders. Topics will include exploration of evidence-based research pertaining to characteristics, underlying etiologies, assessments, and treatment procedures for persons with dysarthria and apraxia of speech across the age continuum. Special emphasis will be placed on applying the typical neurologic substrates of motor speech to clinical case management, as well as the impact of common neurologic pathologies on evidence-based interprofessional service delivery. 1 credit

SLP 760 Advanced Practicum in Voice & Aerodigestive Disorders

This special clinical practicum experience is designed to provide advanced training in voice and aerodigestive disorders. Students will have the opportunity to develop praxis in diagnostic and intervention management pertaining to organic voice and swallowing disorders including head and neck cancer populations. This special experience is intentionally immersive and faculty-guided, permitting students to apply their learning directly in simulation and real-world clinical scenarios. 3 credits

PREREQUISITES: SLP 734, SLP 7341, SLP 743, SLP 7431

SLP 770 Diagnostic & Intervention Principles Lab I

This lab is the initial 1 credit of a 2 credit lab series aimed to develop clinical diagnostic and intervention skills relevant to the scope of speech-language pathology. Students will acquire knowledge and skills in the fundamental concepts and practice of the diagnostic and

intervention process. Special emphasis will be placed on taking case histories; formulating, conducting, and adapting assessment and intervention procedures; cultural and linguistic considerations in assessment and intervention processes; collecting and interpreting data; and writing diagnostic reports and intervention plans. 1 credit

SLP 771 Hearing Measurement Lab

This lab experience aims to develop knowledge and clinical skills relevant to audiological screening and referral procedures relevant to the scope of speech-language pathological. Special emphasis will be placed on conducting otoscopy, otoacoustic emissions (OAE), tympanography, and pure tone screening procedures across the lifespan. 1 credit

SLP 772 Diagnostic & Intervention Principles Lab II

This lab is the second 1 credit of a 2 credit lab series aimed to develop clinical diagnostic and intervention skills relevant to the scope of speech-language pathology. Students will have the opportunity to apply theoretical assessment and intervention knowledge learned in SLP 770 to hands-on clinical practice within a closely mentored learning environment. 1 credit

PREREQUISITE: SLP 770

SLP 780 Clinical Practicum: Outpatient Clinic I

This introductory on-campus practicum series aims to develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within a closely mentored outpatient setting. Special emphasis will be placed on cultivating sound clinical reasoning and self-reflective skills through direct experience with clinical case management. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 1 credit

PREREQUISITES: Successful completion of SLP graduate coursework to date

SLP 781 Clinical Practicum: Outpatient Clinic II

This on-campus practicum series aims to build on Outpatient Clinic I in developing clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within a closely mentored outpatient setting. Special emphasis will be placed on cultivating sound clinical reasoning and self-reflective skills through direct experience with clinical case management. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 1 credit

PREREQUISITE: SLP 780

SLP 782 Clinical Practicum: Outpatient Clinic III

This on-campus practicum series aims to further build on Outpatient Clinic II in developing clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within a closely mentored outpatient setting. Special emphasis will be placed on cultivating sound clinical reasoning and self-reflective skills through direct experience with clinical case management. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 1 credit

PREREQUISITES: SLP 780, SLP 781

SLP 785 Clinical Practicum: Campus Laboratory School

This introductory on-campus school-based practicum experience aims to develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within three diverse school settings: (1) Early Learning Center (0-3 years) (2) Preschool, and (3) K-8. Special emphasis will be placed on cultivating sound clinical reasoning and self-reflective skills through direct experience working with diverse populations in a variety of school-based settings ranging from infancy through 8th grade. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 1 credit

PREREQUISITES: Successful completion of SLP graduate coursework to date

SLP 788 Clinical Practicum: Language-Literacy Clinic

This special experience off-campus language-literacy practicum experience aims to develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within an interprofessional clinical setting. Special emphasis will be placed on cultivating interprofessional collaborative case management planning, sound clinical reasoning and self-reflective skills through direct experience working with populations across the lifespan requiring language-literacy support. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 1 credit

PREREQUISITES: SLP 770, SLP 780, SLP 785

SLP 790 Clinical Practicum: School-Based Externship

This externship rotation aims to further develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within school-based settings. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 3 credits

PREREQUISITES: SLP 780, 781, 782, 788, and fall Externship Rotation either 790 (Spring 2 Placements).

SLP 791 Clinical Practicum: Healthcare Externship

This externship rotation aims to further develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within the healthcare setting. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 3 credits

PREREQUISITES: SLP 780, 781, 782, 788, and fall Externship Rotation either 790 (Spring 2 Placements).

SLP 792 Clinical Practicum: Special Elective Externship (optional)

This externship rotation aims to further develop clinical skill competencies in the areas of prevention, evaluation, intervention, professional practice, and interaction within a selected setting or special practice scope. Students will accrue clinical clock hours to fulfill the requirements for certification and licensure. 3 credits

PREREQUISITES: SLP 780, 781, 782, 788, and fall Externship Rotation either 790 or SLP 791 (Spring 2 Placements).

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- Maria College - Albany, NY 12208
- Marian Court College - Swampscott, MA 01907
- Mercyhurst College - Erie, PA 16546
- Misericordia University - Dallas, PA 18612
- Mount Aloysius College - Cresson, PA 16630
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- Saint Joseph College - West Hartford, CT 06117
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- Salve Regina University - Newport, RI 02840
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- University of Detroit Mercy - Detroit, MI 48219

VISITORS

Visitors to Carlow University must abide by all campus policies, including those pertaining to health and safety. Prospective students are

encouraged to schedule a campus tour with the Office of Admissions. Those needing mobility assistance should alert the office with which they have an appointment. Visitors who wish to park on campus must stop in the dispatch office in Frances Warde Hall to obtain a temporary parking pass.

CAMPUS MAP

