

GRADUATE CATALOG 2012-2013



DUQUESNE UNIVERSITY
2012-2013 GRADUATE BULLETIN OF INFORMATION
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THE UNIVERSITY

- ***Notice of Nondiscrimination and Nonharassment Policy*** - Duquesne University, motivated by its Catholic identity, values equality of opportunity, human dignity, racial, cultural and ethnic diversity, both as an educational institution and as an employer. Accordingly, the University prohibits and does not engage in discrimination or harassment on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability or status as a veteran. Further, Duquesne University will continue to take affirmative steps to support and advance these values consistent with the University's mission statement.

This policy applies to all educational programs and activities of the University, including, but not limited to, admission, educational policies, scholarship and loan programs, and athletic or other University-sponsored programs. This is a commitment by the University in accordance with its religious values and applicable federal, state and local laws and regulations. Nothing herein, however, should be interpreted as a waiver by the University of its own Constitutional and legal rights based upon its religious affiliation. The person responsible for coordinating its efforts under this policy is Dr. Judith Griggs, Affirmative Action Officer, ground floor, Administration Building, university extension 6661.

- ***Right to Amend*** - As the educational process from admission through graduation requires continuing review and appropriate approval by University officials, the provisions of this catalog are to be considered directive in character. The University, therefore, reserves the right to change requirements and regulations contained herein, including fees, tuition, board and room, and to determine whether an individual has satisfactorily met the requirements for admission or graduation.

The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the University.

The University reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary.

- **Family Educational Rights and Privacy Act Annual Notification** – The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student's consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student's consent.

- ***University Mission and Goals*** - Duquesne University of the Holy Spirit is a Catholic university, founded by members of the Spiritan Congregation, and sustained through a partnership of laity and religious.

The motto of Duquesne University is Spiritus est qui vivificat, “It is the Spirit who gives life.” Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne.

It is Duquesne University’s special trust to seek truth and to disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise but also by their ethics, and guided by consciences sensitive to the needs of society.

Therefore, Duquesne is a community of students, faculty, administrators, and others who are willing to make these commitments:

- To create undergraduate and graduate education of the highest quality in liberal and professional disciplines.
- To examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.
- To participate in an ecumenical dialogue open to all beliefs.
- To extend educational opportunities to those with special financial, educational, and physical needs.
- To promote world community through the development of an international and intercultural vision of the global needs and international responsibilities for peace, justice, and freedom.

Duquesne serves God by serving students—through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

Complemented by a broad spectrum of nonacademic activities and programs, the curriculum at Duquesne University is designed to prepare young men and women who, upon entering their chosen careers, will possess a broad, well-balanced and fully integrated education and perspective of themselves and the world.

- ***Mission Statement of Graduate Education*** - The purpose of graduate programs at Duquesne University emanates from the University Mission that emphasizes education for the mind, heart and soul. Graduate programs must build upon prior collegiate learning experiences to enhance the academic knowledge, professional competence and the personal growth of the student, the academic discipline, and the communities in which the student will live and work. Graduate programs at Duquesne University teach students advanced theories and methods of scholarly and professional work, building

upon previous education and experience, to prepare students to assume positions of leadership in their respective fields of study or work, and to advance knowledge and practice in those disciplines. Moreover, graduate educational programs at Duquesne develop the intellectual and ethical potential of students so that they model lifelong approaches to learning and to service; this is the Duquesne spirit. It is from this perspective that the Mission and Goals of the graduate programs of Duquesne University are crafted.

HISTORY - Duquesne University first opened its doors as the Pittsburgh Catholic College of the Holy Ghost in October 1878 with an enrollment of 40 students and a faculty of seven. From a humble original location on Wylie Avenue in the City's Uptown section to its present beautifully self-contained campus, Duquesne provides a hilltop vista overlooking one of the nation's most attractive cities.

Today Duquesne University is a progressive educational facility which has more than tripled from its early 12.5 acres to its present, self-enclosed 49.5-acre campus overlooking the city of Pittsburgh. Tree-lined brick walkways lead to academic buildings, living-learning centers, research and recreational facilities.

Duquesne's academics are recognized both nationally and internationally. Every state in the Union and more than 75 countries are represented in the Duquesne family, and our mission of service drives our outreach across the country and the globe.

Duquesne's recent growth has been tremendous with students in ten schools of study, including the McAnulty College and Graduate School of Liberal Arts (1878); and the School of Law (1911); Palumbo Donahue School of Business (1913); Mylan School of Pharmacy (1925); Mary Pappert School of Music (1926); School of Education (1929); School of Nursing (1937); John G. Rangos, Sr. School of Health Sciences (1990); Bayer School of Natural and Environmental Sciences (1994) and the School of Leadership and Professional Advancement (2001). Duquesne's ten schools offer degree programs on the baccalaureate, master's, professional and doctoral levels.

- ***Assessment and Duquesne Dimensions*** - Through assessment, the University is able to document its progress for achieving its mission and values as embodied in its strategic plan. Assessment at Duquesne reflects its complex identity as a doctoral research university and as a great American Catholic university rooted in the Spiritan tradition. The core curriculum, a central distinguishing experience for all undergraduate students at Duquesne, is assessed at the University level.

Academic programs, including all undergraduate, graduate and professional programs, are assessed at the school level. Departmental and program faculty within each discipline develop, implement and review all assessment plans and outcomes. Their findings are shared through annual reports, which describe how the faculty will improve student learning and academic programs.

The Dimensions of a Duquesne Education provide a framework for linking mission to student learning outcomes.

Dimensions	Academic Components	Student Life Components
Understanding & Knowledge	<ul style="list-style-type: none"> • Understand the nature of the human experience through the lens of liberal arts, creative arts, & sciences • Know essential ideas, skills, & methodologies required by specific disciplines 	<ul style="list-style-type: none"> • Understand the nature of the human experience through the lens of engagement on campus & in the community • Draw parallels between academic knowledge & co-curricular engagement • Develop essential ideas, skills, & methodologies for life management, civic engagement, & interpersonal effectiveness
Intellectual Inquiry & Communication	<ul style="list-style-type: none"> • Demonstrate effective research & communication skills • Apply critical thinking & problem-solving skills • Demonstrate intellectual curiosity • Exhibit dedication to continuous growth & to excellence 	<ul style="list-style-type: none"> • Demonstrate effective intrapersonal & interpersonal communication skills • Apply critical thinking and problem-solving skills in real-world settings • Demonstrate intellectual curiosity • Exhibit dedication to continuous growth & to excellence • Participate in campus & community programming which extends learning opportunities
Ethical, Moral, & Spiritual Development	<ul style="list-style-type: none"> • Recognize the importance of faith & spiritual values • Apply ethical, moral & spiritual principles in making decisions & interacting with others • Practice honesty and integrity in personal, academic, & professional domains • Respect the dignity of all persons 	<ul style="list-style-type: none"> • Recognize the importance of faith & spiritual values • Apply ethical, moral & spiritual principles in making decisions & interacting with others • Practice honesty & integrity in personal, academic, & professional domains • Respect the dignity of all persons • Actively embrace opportunities to understand social justice & root causes of social concerns

Dimensions	Academic Components	Student Life Components
Diversity & Global Mindedness	<ul style="list-style-type: none"> • Demonstrate appreciation of diverse cultures, religions & persons • Learn from diverse schools of thought and be open to new ideas & perspectives • Appreciate the importance of community in local & global contexts • Recognize the individual's potential to effect change in organizations, environments, & society at large 	<ul style="list-style-type: none"> • Demonstrate appreciation of diverse cultures, religions, & persons • Learn from diverse schools of thought & be open to new ideas & perspectives • Appreciate the importance of community in local & global contexts • Recognize the individual's potential to effect change in organizations, environments, & society at large • Cultivate awareness of diversity & also cultural competencies
Leadership & Service	<ul style="list-style-type: none"> • Demonstrate the academic & professional expertise needed to be leaders • Understand the moral & ethical framework necessary to be a just leader • Exhibit leadership & teamwork skills • Promote social justice • Demonstrate a spirit of service, social responsibility, & personal sense of stewardship for the community 	<ul style="list-style-type: none"> • Demonstrate leadership in social, service, & community settings • Understand the moral & ethical framework necessary to be a just leader • Exhibit leadership & teamwork skills • Promote social justice • Demonstrate a spirit of service, social responsibility, & personal sense of stewardship for the community

• ***Accreditations and Affiliations –***

University

Accreditation

Duquesne University is accredited by the
Middle States Commission on Higher Education
3624 Market Street,
Philadelphia, PA 19104
267-284-5000

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
717-787-7572

Membership

American Association of Collegiate Registrars and Admissions Officers
American Council on Education
American Theological Library Association
Association of American Colleges and Universities
Association of Graduate Schools in Catholic Colleges and Universities
Association of Independent Colleges and Universities in Pennsylvania
Catholic College Coordinating Council
Catholic Higher Education Research Cooperative
College Entrance Examination Board
Council for Advancement and Support of Education
Council of Graduate Schools
Council of Independent Colleges and Universities
Middle States Association of Collegiate Registrars and Offices of Admission
National Association of College Admission Counselors
National Association of College and University Business Officers
National Association of Foreign Student Administrators
National Association of Graduate Admissions Professionals
National Association of Student Personnel Administrators
National Association of Student Financial Aid Administrators
Pennsylvania Association of Catholic College Admissions Officers
Pennsylvania Association of Colleges and Universities
Pennsylvania Association of Student Financial Aid Administrators
Pittsburgh Council on Higher Education
Sloan Consortium
University Council for Educational Administration

McAnulty College of Liberal Arts

Accreditation

American Psychological Association (APA)
Commission on English Language Program Accreditation (CEA)

Membership

American Association for Higher Education
American Association for State and Local History
American Conference of Academic Deans
American Historical Association
American Mathematical Association
American Psychological Association
American Sociological Association
Association for Communication Administration
Association for General and Liberal Studies
Association for Integrative Studies

Association for Practical and Professional Ethics
Association of Schools of Journalism and Mass Communication
Association for Theological Field Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Computing Machinery
Association of Graduate Liberal Studies Programs
Association of Graduate Schools in Catholic Colleges and Universities
Association of Departments of English
Association of Graduate Programs in Ministry
Broadcast Education Association
Central States Communication Association
Collegium
Council of Colleges of Arts and Sciences
Council of Graduate Schools
Eastern Communication Association
Historical Society of Western Pennsylvania
International Communication Association
Modern Language Association
National Association for Foreign Student Affairs (NAFSA)
National Association of Women in Higher Education
National Collegiate Honors Council
National Communication Association
Northeastern Association of Graduate Schools
Organization of American Historians
Pennsylvania Association of Graduate Schools
Teachers of English to Speakers of Other Languages (TESOL)

A.J. Palumbo School of Business Administration

Accreditation

AACSB International - The Association to Advance Collegiate Schools of Business

Membership

Middle Atlantic Association of Colleges of Business Administration

School of Education

Accreditation

Association for Educational Communications and Technology
Council for the Accreditation of Counseling and Related Educational Programs
Council for Exceptional Children
International Reading Association
National Association for the Education of Young Children
National Association of School Psychologists
National Council for Accreditation of Teacher Education

National Council of Teachers of English
Pennsylvania Department of Education

Membership

American Association of Colleges for Teacher Education
American Educational Research Association
Association for Childhood Education International
Association of Independent Liberal Arts Colleges for Teacher Education
Council of Deans for Research in Educational Institutions
Council of Directors of School Psychology Programs
Council of Graduate Departments of Psychology
Educational Leadership Constituent Council
National Middle School Association
National Association of Schools of Music
Pennsylvania Association of Colleges and Teacher Educators
School District/University Collaborative
Trainers of School Psychologists
University Council for Educational Administration
University Council for Institutional Research

Rangos School of Health Sciences

Accreditation

Commission on Accreditation of Athletic Training Education (CAATE)
The Accreditation Council for Occupational Therapy Education (ACOTE)
The Commission on Accreditation in Physical Therapy Education (CAPTE)
Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)
Council on Academic Accreditation (CAA) in Audiology and Speech-Language
Pathology of the American Speech-Language-Hearing Association

Membership

Association of Schools of Allied Health Professions
Council on Academic Programs in Communication Sciences and Disorders

Mary Pappert School of Music

Accreditation

American Music Therapy Association (AMTA)
National Association of Schools of Music (NASM)
Pennsylvania Department of Education

Membership

American Music Therapy Association
College Music Society
Music Educators National Conference

National Association of Schools of Music
Pennsylvania Federation of Music Clubs
Pennsylvania Music Educators Association
Pennsylvania Collegiate Choral Association

Bayer School of Natural and Environmental Sciences

Accreditation

American Academy of Forensic Sciences
American Chemical Society Certification

Membership

Alliance for Environmental Education
Council of Environmental Deans and Directors
National Council for Science and the Environment (University Affiliate Program)
North American Association for Environmental Education

School of Nursing

Accreditation

Commission on Collegiate Nursing Education
Pennsylvania State Board of Nursing

Membership

American Association of Colleges of Nursing
National League for Nursing
Pennsylvania Higher Education Nursing Schools Association, Inc.

Mylan School of Pharmacy

Accreditation

Accreditation Council for Pharmacy Education
Pennsylvania State Board of Pharmacy

Membership

American Association of Colleges of Pharmacy

School of Leadership and Professional Advancement

Accreditation

International Coach Federation

Membership

Alliance for Nonprofit Management
Alpha Sigma Lambda National Honor Society for Adult Learners
American Association for Paralegal Education
Association of Continuing Higher Education

Association for the Study of Higher Education
BoardSource
Continuing Education Association of Pennsylvania
LERN – Learning Resources Network
National Academic Advising Association
North American Association of Summer Sessions
Pennsylvania Association for Nonprofit Organizations
University Professional and Continuing Education Association

School of Law

Approval

American Bar Association

Membership

African American Chamber of Commerce
Alpha Sigma Lambda National Honor Society for Adult Learners
American Association for Paralegal Education
Association for Continuing Higher Education
Association of Legal Administrators
Continuing Education Association of Pennsylvania
LERN – Learning Resources Network
National Academic Advising Association
National Association of Legal Assistants
Pittsburgh Legal Administrator Association
Pittsburgh Paralegal Association
Pittsburgh Technology Council
University Professional and Continuing Education Association

UNIVERSITY CAMPUS - Located adjacent to downtown Pittsburgh, Duquesne University's modern hilltop campus is readily accessible to the business, entertainment and shopping centers of the city, while still offering students the privacy and peace of its own self-enclosed site.

Long noted as one of the world's great corporate centers, Pittsburgh combines the features of urban living with many of the charms and personal characteristics of a much smaller town.

Students from Duquesne and other colleges and universities in the city can choose from a wide range of cultural events and institutions.

The world-renowned Pittsburgh Symphony Orchestra, Pittsburgh Opera, and Pittsburgh Ballet Theatre all perform regularly in the elegant Heinz Hall for the Performing Arts and the Benedum

Center. The theatre-goer can choose from productions of the Pittsburgh Public Theatre, O'Reilly Theater and local college drama departments.

Seasonal events include the Three Rivers and Shadyside arts festivals, and the International Folk Festival, three prestigious events which draw national attention.

Duquesne students can visit such points of interest as The Pittsburgh Zoo & Aquarium, Carnegie Museums of Art and Natural History, Scaife Gallery, Heinz History Center, The Andy Warhol Museum, the National Aviary, Carnegie Science Center and Buhl Planetarium, Duquesne Incline and Phipps Conservatory.

Directly across the river from campus is Mount Washington, Pittsburgh's highest point, which offers a spectacular view of the city and its surroundings, particularly at night.

Market Square, a redeveloped area in the heart of downtown Pittsburgh, and the Shadyside area in the eastern end of the city, are two of the major entertainment and nightlife centers.

The success of the various professional and major college sports teams has won Pittsburgh the title of "City of Champions." The Pittsburgh Pirates play at PNC Park and the six-time Super Bowl Champion Steelers play at Heinz Field. The Penguins perform in the new Consol Energy Center nearby. The Duquesne Dukes play their season in the on-campus facility, The A.J. Palumbo Center and in the Consol Energy Center. Facilities for such participatory sports as tennis, golf, running, hiking, skiing, skating, and many others are available throughout the Pittsburgh area.

PHYSICAL FACILITIES –

The Administration Building, "Old Main," the first building constructed on the Duquesne campus, was dedicated in 1885. It houses the Executive Offices of the University, Office of Admissions, Registrar's Office, Spiritan Campus Ministry, Business Offices, University Counseling Center, Financial Aid Office, Learning Skills Center, Student Health Insurance, Risk Management, and the offices of University Events, Alumni, and Development. Adjoining the building is the University Chapel, which offers daily Masses.

The Bayer Learning Center is a modern classroom building with multimedia classrooms/laboratories, complete with internet and interactive student personal response systems. The Bayer Learning Center houses the Department of Physics and the Office of the Director of Student Services of the Bayer School of Natural and Environmental Sciences; and administrative, student services, and faculty offices, and Academic Research Center for Pharmacy Care of the Mylan School of Pharmacy. The Department of Physics and the Office of the Director of Student Services of the Bayer School of Natural and Environmental Sciences were moved to the 2nd and 3rd floors of Fisher Hall in fall 2011.

Brottier Hall is an apartment complex with impressive views of the Downtown skyline. It houses approximately 650 students in fully equipped studio and one-bedroom or two-bedroom

apartments. Brottier Hall is a 20 story apartment complex, built in 1967, with 314 total rental units. There is a fitness center, indoor parking garage, study lounge and vending lounge. The facility includes a front desk area equipped with security cameras and ID card readers. Students are required to sign a 12 month lease. Meal plans are not required, however, a variety of meal plan options are available on a voluntary basis. Upper-class students, graduate students and married students are welcome to apply for an apartment with an August start date. University policy does not permit children to reside in the Living Learning Centers.

The Bushinski Building (1204 Fifth Avenue) houses the Department of Facilities Management.

Canevin Hall, the oldest classroom building on campus, was built in 1922 and completely renovated in 1968. The building received major upgrades in 2008. A four-story building, it houses the School of Education, the Reading Clinic, the Guidance and Counseling Center, and the UCEA Center for Social Justice.

College Hall, a six-story classroom and office building dedicated in 1970, is the seat of the McNulty College and Graduate School of Liberal Arts, housing the majority of its departments and facilities. Special instructional facilities include public computer laboratories, communication, interactive media, mathematics and social science computer laboratories, the Writing Center, TV/DVD Studio, and lecture halls.

The Cooper Building (916 Fifth Avenue) houses additional offices for Computing & Technology Services, the Office of Energy Management and the Office of Environmental Health and Safety.

Des Places Living-Learning Center is a 12-story co-ed residence hall, which opens in August of 2012. This living-learning center is for students who have reached the junior level or higher and consists of double rooms offered in four different types of suites. Suites are designed with one-bedroom, two-bedrooms, two bedrooms with a common area, and three bedrooms. Amenities for students include semi-private bathrooms, laundry and lounges on each floor, and wireless Internet. Des Places Hall has applied for LEED Gold status for the environmental practices used in the designed and operation of this new living-learning center.

The Duquesne Towers, a 17-story, air conditioned double-tower residence for 1,176 men and women featuring separate housing wings and wings for Greek Life and student groups, was dedicated in 1970. The facility features a full-size indoor swimming pool, the Spiritan Campus Ministry Center, a main student lounge and smaller lounges on each floor, featuring newly furnished study areas, and the Hogan Dining Center. The Duquesne Towers is also home to a large computer lab that is available 24 hours a day to all students. The facility includes a front desk area equipped with security cameras and ID card readers.

The Duquesne Union is the center of campus life and student activities. Dedicated in 1967, it houses various student organization offices and the Office of International Programs. The Student Life Division has many offices in the Union as well, including the Center for Student

Involvement, Commuter Affairs, Greek Life, Judicial Affairs, Multicultural Affairs, Health Service, Freshman Development and Special Student Services. This facility also includes meeting rooms, an information center, ID Center, art gallery, several lounges, four dining service venues, and a commuter lounge. The Union NiteSpot is a popular gathering place for lounging and recreation. Late night programs are offered in the NiteSpot Tuesday through Saturday. The Union features several retail facilities including the Computer Store, PNC ATM, Barnes and Noble branch and Starbucks coffeehouse.

Fisher Hall houses the Rangos School of Health Sciences' Departments of Health Management Systems and Speech-Language Pathology, including the Speech-Language-Hearing Clinic, faculty and staff offices, and teaching and research laboratories.

The Center for Environmental Research and Education (CERE) and the administrative offices of the Forensic Science and Law Program of the Bayer School of Natural and Environmental Sciences are located on the 3rd floor of Fisher Hall. The Department of Physics and the Office of the Director of Student Services for the Bayer School of Natural and Environmental Sciences are now located on the 2nd and 3rd floors of Fisher Hall.

Fisher Hall also houses the Department of Theology, Department of Modern Languages and Literatures, computer labs, classrooms, and research laboratories. The School of Nursing is located on the fifth floor and includes a nursing computer laboratory, resource center, nursing skills laboratory, and lecture halls.

The Gumberg Library opened in 1978 and was rededicated in 1995. The five-story structure, which holds an extensive collection that serves the Duquesne community on campus and at a distance, offers access to a collection that includes both print and electronic resources. The library's collection has grown to more than 700,000 volumes.

The library makes available over 200 research databases which index newspapers, research journals, and other publications. It provides access to more than 30,000 electronic journals, newspapers, and other periodicals as well as electronic versions of books, reference works, poems, plays and more.

The library catalog provides links to many electronic resources and to catalogs of other regional libraries. Students have several options for obtaining materials not available at Gumberg Library including E-ZBorrow and ILLiad. The library is committed to using evolving technology to deliver the information that students need in the most cost-effective manner.

The library participates in local, regional, and state consortia that support reciprocal borrowing. It also maintains agreements with regional academic libraries and hospitals that allow students to borrow books on-site at participating institutions.

Professional librarians are available for on-site and remote consultation and assistance. In addition, the library designed a course to assist freshmen in developing the research and

information literacy skills needed to succeed at Duquesne University. The course focuses on basic skills needed by every student regardless of major, and examines selected ethical issues surrounding computing and using information.

The library offers computers in the reference area and electronic classroom. Wireless access is available throughout the library. Students can connect their personal laptops or library loaner laptops anywhere in the library or in one of the private study carrels.

Within the Gumberg Library is the Maureen P. Sullivan Curriculum Center and The Mary Jane Schultz Music Center which has specialized music listening and viewing equipment to assist students with classwork, research, and music composition. One of the collections recognized locally, regionally, nationally and internationally is The Simon Silverman Phenomenology Center which promotes the advancement of phenomenology by collecting and making available in one place all the literature on phenomenology. The Center also sponsors continuing research and original scholarship. Other special collections include the Cardinal Wright Collection, the Rabbi Herman Hailperin Collection, the Paul Hindemith Papers and the Honorable Michael A. Musmanno Papers. The University Archives is also part of the library and is the center for the documented history of Duquesne University. In support of the University's Spiritan identity and its mission, the library established the Holy Spirit Collection.

The Gumberg Library is the primary locus for distinctive intellectual resources, information literacy instruction, and related library services for students. The library is open more than 105 hours per week with extended hours during finals. However, the electronic resources are available 24/7 anywhere on campus and remotely. For more information about the library's collections, services, policies, departments, and facilities go to www.duq.edu/library. The website also provides access to the library's online catalog, research databases, electronic journals and texts, and library newsletter.

The Edward J. Hanley Hall, dedicated in 1982, resulted from the renovation and expansion of the old University Library building. The facility houses School of Law faculty and administrative offices, research and study rooms, two large amphitheater lecture halls, interview rooms, seminar and classroom areas, and a moot courtroom. The greatly expanded and fully computerized law library is the most accessible one of its kind in the city, with its central location and convenient hours. The law library is open to members of the local bench and bar, as well as law students. In 2002, the Law School completed substantial renovations and new construction to Hanley Hall. The John E. Murray, Jr. Pavilion and library renovations combined to nearly double Hanley Hall's existing space to approximately 125,000 square feet. This construction added three new classrooms, two new courtrooms, a new computer lab, a new lounge and cafeteria, and greatly expanded the library, student study areas, and student organizations space.

Since 2009, the Murray Pavilion has also been the home of the Bridget and Alfred Pelaez Legal Writing Center, an expansive suite of offices and study space devoted to the Law School's nationally-ranked Legal Writing program.

Health Sciences Building, dedicated in 1991, resulted from the renovation of the old gymnasium. The four-story building is the home of the John G. Rangos, Sr. School of Health Sciences with its departments of athletic training, occupational therapy, physical therapy, physician assistant studies and Ph.D. program in Rehabilitation Science. The building provides faculty and staff offices and teaching and research laboratories.

Koren Building (718 Fifth Avenue) houses the offices of Human Resource Management and Public Affairs.

Laval House houses the Spiritan Vocation Office.

Liebermann Hall, Duquesne's newest acquisition, is a combination of academic and office space.

McCloskey Field, dedicated in the mid-1970s, and renovated in 1998, is the center for outdoor intramural activity. The lighted field is made up of artificial turf and is surrounded by a four-lane all-weather track used by the University track and field teams. Other athletic facilities include a tennis court and an outdoor basketball/dek hockey court.

Richard King Mellon Hall of Science, a four-story structure dedicated in 1968 and an award-winning building designed by Mies van der Rohe, houses the Departments of Biological Sciences and Chemistry and Biochemistry, the Dean's Office for the Bayer School of Natural and Environmental Sciences, and faculty offices, classrooms and laboratories. The fourth floor and the basement are occupied by the Academic Research Centers for Pharmaceutical Technology, for Pharmacy Practice, and for Pharmaceutical Information and by faculty and administrative offices and laboratories of the Mylan School of Pharmacy and the Graduate School of Pharmaceutical Sciences. Instructional facilities include two large amphitheater-style lecture halls with seating capacities of 250 each and science computer facilities.

The Muldoon Building, 1000 Fifth Avenue, recently renovated and dedicated to honor the first Pharmacy school dean, houses the Academic Research Center for Pharmacy Care and faculty offices. The Center, which is staffed by faculty and fellows and residents, is an Experiential Education site and the hub of the Pharmacy wellness and disease management program, the Spirit of Health initiative, and an extensive network of pharmacy and health care services to improve the health outcomes of the University and Greater Pittsburgh communities.

Murphy Building (20 Chatham Square) houses Service-Learning and the Center for Teaching Excellence.

The A.J. Palumbo Center is located at the corner of Forbes Avenue and Magee Street on the northeast corner of the Duquesne campus. The multi-purpose Palumbo Center currently houses a main arena, two regulation-sized basketball courts, a new athletic training room, weight training and cardiovascular areas and locker room facilities for student athletes.

The Mary Pappert School of Music, dedicated in 1967, has 68 Steinway pianos, six organs and a substantial inventory of orchestral, band and electronic instruments available for student use. The building features acoustically treated classrooms, practice rooms and rehearsal spaces. The PNC Recital Hall is equipped with two Steinway model D concert grand pianos. The newly renovated Dr. Thomas D. Pappert Center for Performance and Innovation provides an additional performance venue and includes a state-of-the art mastering suite designed for multi-channel audio production, audio for video and live webcasting. The Fender Electronic Studio, Recording Studio, Keyboard Lab, and Music Technology Center all feature up-to-date facilities and equipment for composing, performing and recording music.

The Power Center, a 130,000-square-foot multipurpose facility, was named for Duquesne's first president and Spiritan priest, the Rev. William Patrick Power, C.S.Sp. The center is located at the corner of Chatham Square and Forbes Avenue and includes Barnes & Noble at Duquesne, the Power Recreation Center, a full-service restaurant, The Red Ring, Jamba Juice bar, and a convenient take-out and prepared sandwich, snacks and sundry shop, the Marketplace. The top level of the building, which is the equivalent of eight stories, holds a conference/ballroom with panoramas of the city, balconies and 7,500 square feet capable of accommodating up to 700 people. High-tech lighting, numerous screens, a dance floor and portable stage are among the ballroom's amenities. Soundproof panels allow the room to be configured to meet numerous needs. A spacious pre-event area with four plasma screens and a full-service kitchen are found on this level. Access is provided to the Forbes Parking Garage and campus via the Sklar Skywalk, the city's highest pedestrian walkway.

The Power Recreation Center, an 80,000-square-foot-area comprising the second, third and fourth floors of the Power Center, is open seven days a week for Duquesne students and employees. Features include: secure access, audio-visual and other classrooms, separate student and staff locker facilities, aerobics space, three big-screen plasma TVs, and 50 cardio fitness machines with personal viewing screens, basketball/volleyball courts, walking/running track, two free weight rooms, racquetball courts, offices and Internet-accessible lounges.

The Public Safety Building is headquarters for the University's Public Safety Office.

Rockwell Hall, dedicated in 1958, is a 10-story structure which houses the A.J. Palumbo School of Business Administration, the John F. Donahue Graduate School of Business, and the School of Leadership and Professional Advancement, and whose skywalk connects downtown Pittsburgh with Duquesne's campus. Rockwell Hall also houses a student lounge/vending machine area, Carfang Commons, team suites, Java City, the School of Business Technology Center, Computing and Technology Services, Small Business Development Center, Career Services Center, Psychology Clinic, Printing and Graphics Department, the Beard Institute, the Mailing Center, the Mills Complex, University Press, and University Purchasing Department.

Arthur J. Rooney Athletic Field is a multi-purpose field named in honor of Arthur J. Rooney, Sr., founder of the Pittsburgh Steelers and Duquesne letterman. The facility provides a home for Duquesne University's football, men's and women's soccer and women's lacrosse teams. The

field, which is equipped with lights and state-of-the-art Sportex surface, houses an adjacent fieldhouse with locker room facilities, an athletic training room, and coaches offices.

Trinity Hall, dedicated in 1952, is the residence of the Spiritans who serve the University as administrators and teachers. The grounds of the hall include an attractive mall and grotto.

Undergraduate Living-Learning Centers consist of Assumption Hall, St. Ann's, St. Martin's and Vickroy Hall. Collectively they can house approximately 1,578 students. All residence halls include a front desk area equipped with security cameras and ID card readers, laundry machines, recreational lounges, and access to the campus computer network.

Van Kaam Building (1308 Fifth Avenue) houses Army ROTC and Enrollment Research and Systems.

Willms Building (18 Chatham Square) houses the Center for the Study of Catholic Social Thought and the Center for Spiritan Studies.

SECURITY STATISTICS, POLICIES AND PROCEDURES - In accordance with the College and University Security Information Act (Pennsylvania Act 73 of 1988) and the U.S. Student Right to Know and Security Act. (P.C. 101-542), information regarding Duquesne University's crime statistics, security policies and procedures is available in the Admissions Office, and daily crime logs are available for review in the Public Safety Department.

LIST OF COLLEGE AND SCHOOLS AND GRADUATE DEGREES OFFERED

McAnulty Graduate School of Liberal Arts

Clinical Psychology PhD
Communications MA
Computational Mathematics MS
English MA, PhD
Healthcare Ethics MA, DrHCE, PhD
History MA
Media Arts and Technology MS
Pastoral Ministry MA
Philosophy MA, PhD
Public History MA
Religious Education MA
Rhetoric PhD
Social and Public Policy MA
Theology MA, PhD

John F. Donahue Graduate School of Business

Accountancy MS
Information Systems Management MS
Master of Business Administration MBA

Sustainability MBA

School of Education

Business, Computer, and Information Technology MSED
Child Psychology MSED
Community Counseling MSED
Counselor Education & Supervision PhD
Early Level (PreK4) MSED
Educational Leadership EdD
Educational Studies MSED
English as a Second Language MSED
Instructional Technology MSED, EdD
Marriage and Family Therapy MSED
Middle Level (4-8) Education MSED
Program Evaluation MSED
Reading and Language Arts MSED
School Administration K-12 MSED
School Counseling MSED
School Psychology MSED (with CAGS Certificate), PhD, PsyD
Secondary Education - English MSED
Secondary Education - Latin MSED
Secondary Education - Mathematics MSED
Secondary Education - Sciences (Biology, Chemistry, Physics) MSED
Secondary Education - Social Studies MSED
Secondary Education – Spanish MSED
Special Education - Cognitive, Behavior, Physical/Health Disabilities MSED
Special Education - Mental Health/Special Education MSED

John G. Rangos, Sr. School of Health Science

Health Management Systems MHMS
Health Sciences MS
Occupational Therapy MS
Physical Therapy DPT
Physician Assistant Studies MPAS
Rehabilitation Science PhD
Speech-Language Pathology MS

School of Law

Law JD
Master of Laws LL.M.

School of Leadership and Professional Advancement

Leadership MS

Mary Pappert School of Music

Music Education MM
Performance MM, Artist Diploma
Sacred Music MM
Technology MM

Bayer School of Natural and Environmental Sciences

Biology MS, PhD
Biotechnology MS
Chemistry MS, PhD
Environmental Science and Management MS
Forensic Science and the Law MS

School of Nursing

Nursing MSN
Nursing Practice DNP
Nursing PhD

Mylan School of Pharmacy

Medicinal Chemistry MS, PhD
Pharmaceutics MS, PhD
Pharmacology MS, PhD
Pharmacy PharmD
Pharmacy Administration MS

DIRECTORS AND OFFICERS OF THE UNIVERSITY –

The Membership of the Duquesne University Corporation

Very Rev. John Fogarty, C.S.Sp. Chair
Rev. Jeffrey T. Duaine, C.S.Sp. Vice Chair
Rev. John A. Sawicki, C.S.Sp. Secretary/Treasurer
Rev. Benoit Mukamba, C.S.Sp.
Rev. Brandon Nguyen, C.S.Sp.
Rev. Michael White, C.S.Sp.

Board of Directors

Officers	Ex-Officio Members
Marie Milie Jones Chair of the Board	Very Rev. Lawrence A. DiNardo
Anthony J. Carfang Vice Chair of the Board	Charles J. Dougherty, Ph.D.
William J. Lyons Vice Chair of the Board	Rev. Jeffrey T. Duamine, C.S.Sp.
Linda S. Drago University Secretary	Very Rev. John Fogarty, C.S.Sp

<p>Term Members</p> <p>Arnold E. Burchianti II</p> <p>Esther L. Bush</p> <p>Anthony J. Carfang</p> <p>Samuel A. Costanzo</p> <p>Sr. Mary Dacey, S.S.J.</p> <p>Richard J. Grattan</p> <p>Thomas B. Grealish</p> <p>Mary R. Grealy</p> <p>Robert Z. Gussin</p> <p>Terrence S. Jacobs</p> <p>Marie Milie Jones</p> <p>Scott M. Lammie</p> <p>William J. Lyons</p> <p>John R. McGinley, Jr.</p> <p>John W. McGonigle</p> <p>James F. McGuirk, II</p> <p>Helene L. Norbut</p> <p>Irene M. Qualters</p> <p>Thaddeus J. Senko</p> <p>Rev. Daniel Walsh, C.S.Sp.</p> <p>Rev. Freddy Washington, C.S.Sp.</p> <p>Patricia D. Yoder</p>	<p>Maryadele Krolikowski</p> <p>Rev. James P. McCloskey, C.S.Sp.</p> <p>Rev. John A. Sawicki, C.S.Sp.</p> <p>Emeriti Members</p> <p>Cynthia A. Baldwin</p> <p>John J. Connelly</p> <p>Thomas R. Donahue</p> <p>Joseph C. Guyaux</p> <p>Samuel P. Kamin</p> <p>James F. O'Day</p> <p>P. David Pappert</p> <p>John G. Rangos, Sr.</p> <p>Arthur J. Rooney, II</p> <p>John A. Staley, IV</p> <p>Sr. Linda Yankowski, CSFN</p>
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Officers Of The University

<p>Charles J. Dougherty</p> <p>President</p> <p>B.A., St. Bonaventure University</p> <p>M.A., Ph.D., University of Notre Dame</p> <p>Linda S. Drago</p> <p>Vice President for Legal Affairs & General Counsel/University Secretary</p> <p>B.A., Duquesne University</p> <p>M.L.S., University of Pittsburgh</p> <p>J.D., University of Pittsburgh</p>	<p>Ralph L. Pearson</p> <p>Provost and Vice President for Academic Affairs</p> <p>B.A., Gettysburg College</p> <p>M.A., New York University</p> <p>M.A., The Johns Hopkins University</p> <p>Ph.D., The Johns Hopkins University</p> <p>Institute for Educational Management, Harvard University</p> <p>John P. Plante</p>
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<p>Rev. Sean Hogan, C.S.Sp. Executive Vice President for Student Life B.A., Philosophy/Theology, Holy Ghost College, Dublin M.S.Ed., Duquesne University</p> <p>Rev. James P. McCloskey, C.S.Sp. Vice President for Mission and Identity B.A., Philosophy, Duquesne University M.Div., Mission Specialization, Catholic Theological Union M.Th., Spirituality, Weston School of Theology M.Ed., Educational Administration, Boston College Ph.D., Education, Fordham University</p>	<p>Vice President for University Advancement B.S., California State University, Los Angeles M.A., St. Mary's University of Minnesota</p> <p>Stephen A. Schillo Vice President for Management and Business B.A., Carnegie Mellon University M.S., Carnegie Mellon University</p>
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*This information has been provided by the Office of the University Secretary.

GRADUATE STUDIES AT DUQUESNE UNIVERSITY

- ***The Graduate Council*** - The Graduate Council is a committee of the Academic Council and serves as the primary University-wide committee to address issues related to graduate studies. The Graduate Council reviews and evaluates proposals for new graduate programs, suspension of programs, or closure of programs. It reviews proposals for any administrative entity which grants graduate credit, such as centers and institutes.

<p>Committee Chair <i>Dr. Alexandra Gregory</i> Associate Provost/AAVP Academic Affairs</p>	<p><i>Dr. Stephan Benham</i> Coordinator of Graduate Studies Mary Pappert School of Music</p>
<p>School/Academic Representatives <i>Dr. James Swindal</i> Dean/Associate Professor McAnulty Coll/Grad School of Liberal Arts</p>	<p><i>Dr. David W. Seybert</i> Dean/Professor Bayer School of Natural & Environmental Sciences</p>
<p><i>Ms. Traci J. Ballock</i> Collection Management Librarian Faculty Senate Representative</p>	<p><i>Dr. Joan Such Lockhart</i> Associate Dean/Professor School of Nursing</p>
<p><i>Dr. Laverna M. Saunders</i> University Librarian</p>	<p><i>Dr. James K. Drennen</i> Associate Dean/Grad Progs. & Research Mylan School of Pharmacy</p>

<i>Dr. Thomas Nist</i> Director of Graduate Programs Palumbo-Donahue Graduate School of Business	<i>Ms. Susan Hascall</i> Assistant Professor School of Law
Dr. Gretchen Generett School of Education	<i>Guests</i> <i>Ms. Chrissy Boggs</i> Graduate Student Organization Rep.
<i>Dr. Leesa DiBartola</i> Assistant Professor Rangos School of Health Sciences	<i>Mr. Paul-James Cukanna</i> Associate Provost/AAVP Enrollment & Exec. Dir. of Admissions
<i>Ms. Kimberly J. Hoeritz</i> University Registrar	<i>Dr. Jeffrey Miller</i> Associate Provost/AAVP - Administration
<i>Dr. Michael Forlenza</i> Assistant Dean School of Leadership & Prof. Advancement	<i>Dr. Alan Seadler</i> Associate Provost/AAVP - Research

- ***Graduate & Professional Student Council (GPSC)*** - All graduate and professional students are automatically members of the GPSC. Our goal is to have two representatives from every department on campus to serve on the Graduate and Professional Student Council. The GPSC has monthly meetings to discuss any issues or concerns of the graduate students. GPSC representatives serve as the graduate student representatives on university administrative committees including the Graduate Council, Library Council, SGA, etc. GPSC will therefore also discuss any concerns or questions from the university administration to provide them with an overall response from the graduate and professional students.

GPSC is also an opportunity to meet other graduate and professional students. Several events for professional development and socializing are planned each year.

ACADEMIC POLICIES

- ***University-wide policies***
30-hour minimum and statute of limitations
A minimum of 30 hours of graduate study is required for completion and conferral of a master's degree at Duquesne University. Various academic programs may require graduate courses beyond that minimum. Students should consult the appropriate academic program for more information. Students are expected to complete a master's degree within six years of the commencement of study. Students may petition their school dean for an extension of program study if warranted by extenuating circumstances.

Graduate and Professional Dual-degree programs

1. Duquesne University offers a number of formal dual-degree programs. A dual-degree program enables a student to earn two degrees concurrently and in a shortened period of time by completing a reduced number of credits in each program of study. The reduction in hours recognizes the integration of courses and content which overlap both programs of study.
2. Students must apply for dual-degree status at the time of admission, and must be admissible to each individual program. Upon completion of a dual-degree program, a student will be conferred with the two degrees included in the dual-degree program. This does not preclude individual students from completing multiple degrees.
3. For master's degrees of 30 hours, each program may accept up to 6 hours in advanced standing and up to 12 hours of graduate credit may be shared ("double-counted") between the two programs, as long as the credits are acceptable for application to the graduate degree. In any case, a minimum of 24 graduate hours must be completed within each master's degree program.
4. For master's degrees, or other graduate or professional degrees requiring more than 30 graduate hours for completion, the program may accept up to 25% of the total hours required for the degree in advanced standing and up to 40% of the total hours of graduate credit may be shared ("double-counted") as long as the credits are acceptable for application to the degree.
5. Students are expected to complete the dual-degree program within seven years of the commencement of study. Dual-degrees must be conferred simultaneously and students will receive two diplomas.
6. Students who withdraw from pursuing a formal dual-degree program may complete one or both programs but must meet all of the requirements for each program separately. The ad hoc pursuit of dual-degrees other than those formally offered is not permitted; students who pursue two graduate degrees must meet all of the requirements for each degree.
7. Dual-degree proposals must be approved by the Dean of each school offering each individual degree, forwarded to the Graduate Council for review and comment, and then submitted to the Provost for final approval.

Graduate Student Continuous Registration Policy – Effective 2010/2011 AY

1. The University requires continuous registration across all schools. In order to qualify for continuous registration, a master's (thesis) or doctoral student must have completed all required courses and have earned (or have previously registered for) all required thesis or dissertation credit. In order to maintain an enrolled status once all required credit has been earned, students should be registered for a Continuous

Registration FT (or HT) class for required terms of enrollment up to the point of graduation.

2. Instead of continuous registration, students on assistantships should be registered for Assistantship FT (or HT) upon completion of all required credits until such time that the assistantship has ended. If continued enrollment is necessary beyond this point, continuous registration should be used. The use of Assistantship FT (or HT) may be used throughout a student's program of study and is not restricted to terms following the completion of all earned credit.
3. If a student has a half-time assistantship (and is registered for Assistantship HT) but needs full-time enrollment status, the student may be registered for continuous registration HT to gain a (combined) FT status. Other than this scenario, students registered for continuous registration may not be registered for anything else. *The continuous registration implies that the student has completed all required course work and has completed or previously registered for thesis or dissertation credit.*
4. A fee is charged per term (fall, spring, and summer) for continuous registration (FT or HT) for all graduate students.
5. For students who "stop-out" and have missed required terms of enrollment, retroactive continuous registration sections will be created and students charged the flat rate in effect at that time for the number of required terms they have missed.
6. *Schools may not use continuous registration just to enable FT status while a student is still earning credit.* If required courses in a student's program are not offered, and this results in a gap to make it to FT status, alternative courses should be considered. Full-time graduate students may participate in the Pittsburgh Council on Higher Education (PCHE) program and may register for one course a term (fall and spring) at a participating PCHE school. Schools are also encouraged to substitute available course offerings for required program courses that are not being offered, if the lack of offering is negatively impacting the student's ability to register as needed to graduate on time.

Grading and Withdraw Policies for Graduate Courses – Effective 3/14/2011

1. Students taking graduate courses have a maximum of one year to complete the work necessary to remove "I" (Incomplete) grades. The instructor may specify an earlier date for course completion. Final grades that replace incomplete grades must be submitted to the Office of the Registrar no later than the last day of final exams for the term ending one year later. The Registrar will convert incomplete grades that remain after the deadline to final and permanent grades of "F" (Failure).
2. An instructor may grant an extension to the I-to-F deadline of one year only with the approval of the Dean. If approved, formal notification must be sent by the Dean to the

Office of the Registrar prior to the original deadline and must include a date by which the final grade will be received. If the instructor has not submitted a final grade by the extension date, the Registrar will convert the incomplete grade to a final and permanent grade of “F”.

3. Military personnel called to active duty while taking graduate courses, and who receive an “I” grade for reasons due to military service, have a maximum of one year to complete the work necessary to remove the “I” grade beginning 60 days after return from deployment.
4. Once an “I” grade has been converted to an “F” or “N” (Not Passing), the “F” or “N” cannot be converted to a “W” (Withdrawal) grade.
5. A graduate student may not graduate with grades of “I”, “F”, or “N” on the transcript regardless of whether the course is required as part of a degree program. All incomplete work must be completed by the date as specified on the Academic Calendar for the specified term. Courses which bear a final grade of “F” or “N” must be repeated. If the course is no longer offered, the department must identify a suitable equivalent or substitute course to serve as the repeated course. Once repeated, the most recent take of the course is the one used in the calculation of earned credit, quality points, and grade point average. The original course and grade remain on the transcript but are no longer calculated as part of the grade point average.
6. For courses such as practicums, internships, and dissertation study, faculty have the option to assign an “IP” (In-progress) grade. The “IP” grade does not convert to an F if not changed after one year but must be changed to a final and passing grade for graduation clearance.
7. Graduate students may withdraw from class up through the 12th week of the fall or spring semester, and withdrawal dates are specified in the Academic Calendar. Graduate students may withdraw from a summer class or an accelerated class up to the point in time that represents completion of 80% of the course. Students are not permitted to withdraw from classes for which an “I” grade has been assigned. Requests for medical withdrawals must be made no later than the last day of classes of the subsequent term in the academic calendar.
8. Student appeals for exceptions to the above academic policies must be submitted based on school policy to either the Student Standing Committee or Dean of their school. The written appeal must include an explanation and show just cause for consideration of an appeal. Recommendations may be referred to the Provost as necessary. Students will be notified in writing of the outcome at each level of appeal.

[Copyright Policy and Fair Use Checklist](#)

Electronic Thesis and Dissertation Guidelines

- **Registration and Enrollment Status** – Official registration is the recognition given by the University to persons who have met these conditions:
 1. Appropriate authority for admittance to study in a School or Department has been given by an authorized officer of the University.
 2. Authorization to continue in the "selected program" has been given and registration for classes has been accomplished in compliance with all academic requirements and procedures.
 3. Arrangements have been made to the satisfaction of the University for payment in full of all financial charges, including fees, tuition and housing charges, all of which are due and payable in full before the beginning of classes.

In preparation for registration, returning students should meet with their advisors to plan their upcoming class schedules. Orientation programs for new students are conducted by the Schools in late spring and summer in conjunction with academic advisement and registration. Banner Self-Service registration is available through DORI (www.duq.edu/dori) for degree-seeking undergraduate (with 15 or more earned credits) and graduate students. Unless a student has applied for and been granted an official leave of absence, any student who has missed two consecutive fall/spring terms may need to reapply for admission to Duquesne University before class registration is permitted. Student will need to contact the academic school for specific guidelines related to reenrolling.

Students may register or make schedule changes from the Pre-Registration period through Final Registration, also referred to as the add/drop period. Adding or dropping courses is not permitted after the conclusion of Final Registration. If a student decides not to attend the University prior to the end of the add/drop period, the registration may be cancelled. Written notification of cancellation is required no later than the Final Registration deadline and should be submitted to the academic advisor. For registration cancellation and the corresponding drop of all courses, tuition and fee charges are refunded. Pre-registration and Final Registration dates and deadlines are available on the Academic Calendar.

Students must be officially registered for classes in order to be considered bona fide students of Duquesne University. They are not permitted to attend classes, reside on campus, engage in student affairs, or, generally, have access to the buildings and grounds or use the University's facilities unless registration has taken place and arrangements to meet financial obligations have been made. Only when arrangements have been made to the satisfaction of the University for payment-in-full of all financial charges is a student permitted to attend and receive credit for classes. Even though absences from classes may be observed and recorded, a student is considered to be enrolled and in attendance until formal (written) withdrawal forms are filed with the Office of the Registrar. Students who

register for a class or classes and subsequently do not attend remain financially responsible for their registration. Students who register but fail to attend, drop, or withdraw remain accountable for payment and will receive a final grade of "F."

- ***Academic Integrity*** - An essential element of Duquesne University's mission to educate the mind, the heart, and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.
- ***Grievance and Appeal Procedures***
 1. An appeal of a decision reached or sanctions imposed by a Judicial Body may be made by an accused student within seven (7) school days of the hearing. Such appeals shall be in writing and shall be delivered to the Director of Judicial Affairs.
 2. Responsible plea waivers have no appeal option.
 3. An accused student may appeal a decision reached and sanction imposed by the Resident Director to the Director of Judicial Affairs.
 4. An accused student may appeal a decision reached and sanction imposed by the Director of Judicial Affairs or the University Judicial Board to an appellate body.
 5. An appeal shall be limited to a review of the record of the initial hearing and supporting documents for one or more of the following purposes, except as required to explain the basis of new evidence.
 - To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the accused student a reasonable opportunity to prepare and to present his/her defense.
 - To determine whether the decision reached regarding the accused student was based on substantial evidence, i.e., were the facts in the case sufficient to establish a violation of the Student Code.
 - To determine whether the sanction(s) imposed was appropriate to the violation.
 - To consider new evidence, sufficient to alter a decision, or other relevant facts not available at the original hearing because it was not known to the person appealing at the time of the original hearing. An Appellate Body shall determine the propriety and admissibility of any new evidence.
 6. The sole basis of an appeal is the written statement of appeal. The written statement should be as complete as possible in setting forth the basis for appeal as described above. Clear and convincing reasons are necessary for a successful appeal.

7. Review by an Appellate Body may not result in more severe sanction(s) for the accused student(s).
8. Following an Appellate Body decision, the Executive vice President for Student Life may review the case. The review cannot result in more severe sanctions for the accused student(s).

OFFICE OF ENROLLMENT MANAGEMENT - The Director of Graduate Admissions, part of the Enrollment Management Group, serves as a resource for current and prospective students interested in graduate programs at Duquesne University. Please note that each academic school directly handles their own graduate admissions processes, which can vary depending on the school. Prospective students should contact the school related to their intended field of study. The director can answer questions related to general admissions, financial aid, or student life and/or assist a student with contacting necessary departments to address additional questions or issues. Direct any questions to 412-396-6219, gradadmissions@duq.edu or visit www.duq.edu/graduate-studies to explore the graduate admissions website.

FINANCIAL INFORMATION

- **Financial Aid Office** - Whether you are a prospective freshman, graduate student, transfer or a parent, we can help you understand your options in financing the costs of your college education. Our staff carries out Duquesne's mission by helping you learn about and pursue all avenues of financial aid and/or scholarship support for which you may be eligible.
- ***Tuition and Fees*** – Graduate tuition rates for fiscal year 2012-2013 are as follows:

Graduate Tuition	Rate	Description
Graduate Tuition per Credit	\$321	MA in Religious Education
Graduate Tuition per Credit	\$686	Nursing Discount
Graduate Tuition per Credit	\$723	MS in Leadership (includes Military), MS in Health Sciences
Graduate Tuition per Credit	\$966	Liberal Arts, Education, Business, HMS
Graduate Tuition per Credit	\$991	Natural & Environmental Sciences and Nursing
Graduate Tuition per Credit	\$1,023	Health Sciences (PT, PA, OT, SLP)
Graduate Tuition per Credit	\$1,166	Music
Graduate Tuition per Credit	\$1,182	Doctor of Pharmacy, Pharmaceutical Sciences
Graduate Tuition per Credit	\$1,203	Health Care Ethics Certificate, with no fees

Graduate Tuition per Credit	\$1,266	Law
Graduate Tuition per Credit	\$728	Summer Law Externship
Graduate Tuition per Semester	\$13,308	Law Evening
Graduate Tuition per Semester	\$14,474	Sustainable MBA
Graduate Tuition per Semester	\$17,317	Law Day

Fee schedule for fiscal year 2012-2013 is as follows:

Fee	Rate	Description
Fee per Credit	\$92	University Fee
Fee per Semester	\$360	Law
Fee per Semester	\$150	Pharmacy Student Activity Fee
Fee per Semester	\$1,183	Nursing 2 nd Degree, Sustainable MBA
Fee per Semester	\$546	Continuous Registration: Master's-Thesis & Doctoral Students

- **Housing** – Duquesne University offers limited on-campus housing for students pursuing their graduate degrees. A number of studio and one-bedroom apartments are available in Brottier Hall and can be reserved as either furnished or unfurnished. Please contact the Brottier Hall office at 412-396-1600 if you are interested. Traditional and suite style housing is also available for graduate students. For more information, please contact the Office of Residence Life at 412-396-6655 or by sending an email to orl@duq.edu.
- **Health Insurance** – Duquesne University is concerned about the health and well-being of our students and understands the importance of acquiring adequate health insurance. Therefore, the University has a Hard Waiver Policy for student health insurance. This means that all full-time undergraduate and graduate students are required to have medical insurance and provide verifiable proof of coverage.

All full time students who do not provide the required information will automatically be enrolled in the basic Student Health Insurance plan. One half of the premium will be billed to the student's account in the fall; and the remaining balance will be billed in the spring.

OFFICES OF RESEARCH AND NATIONAL FELLOWSHIPS

- **List of Administration – [Office of Research](#)**
Alan W. Seadler, Ph.D. – Associate Provost/AAVP for Research
James Phillips, Ph.D. – Senior Director, Sponsored Research

Julie Christy – Compliance Coordinator

Marian Holden – Post-Award Grant Coordinator

Christine Pollock – Director of Foundation Relations

Mary McConnell – Assistant to the Director of Foundation Relations

Marianne Volk – Pre-Award Grant Coordinator

- ***Description of Support Available – Office of Research:*** Our faculty members explore a variety of cutting-edge theories and topics, competing in international circles through research publications and presentations. The Office of Research facilitates that process through assistance with proposals, funding, compliance and technology transfers. Please contact us 412-396-6326 to learn more.
- ***Statement of Responsibilities for Ethical Conduct of Research*** - As of January 04, 2010, the National Science Foundation (NSF) expects that all undergraduate students, graduate students, and postdoctoral researchers who receive NSF funds obtain training in the Responsible Conduct of Research. Completing the CITI Responsible Conduct of Research online course will fulfill this requirement.
- ***Institutional Research Board*** - All research conducted at or sponsored by Duquesne University that involves human subjects must be approved by the IRB before research begins and, when necessary, reviewed periodically during the course of the project. Information is available from the office of the Chair of the IRB, Dr. Joseph Kush, Room 424 Rangos Bldg. Ext: 6326.
- ***National Fellowships*** - Duquesne University is seeking talented undergraduate and graduate students interested in applying for prestigious national scholarship and fellowship opportunities. Successful candidates are typically in their junior or senior years of study and have a cumulative GPA of 3.5 or higher. Most successful candidates for these outstanding opportunities also have a record of achievement in service, organizational leadership, or scholarly research and publication. The process of competing for these scholarships and fellowships also offers the students a great personal and professional developmental experience. If you fit this profile and would be interested in talking to Duquesne's scholarships and fellowships coordinator, please contact Dr. Kathleen Roberts by email at robertskg@duq.edu.

OTHER UNIVERSITY RESOURCES

- [***Campus Map***](#)
- ***Career Services*** - The Career Services Center is dedicated to providing essential career-

related services to numerous and diverse populations. Resources range from mock interviews to resume building, etc. For further information please contact us at 412-396-6644.

- ***Centers and Institutes*** - Research into a wide range of contemporary fields is conducted at more than 30 [academic centers and institutes](#) associated with Duquesne. Through these centers and institutes, Duquesne University expands its academic offerings to provide: degree programs that integrate courses from more than one school; instructional support for students and faculty; and research programs with centralized resources and forums for specialized academic communities.
- ***Center for Teaching Excellence*** - Founded in 1989 as a faculty initiative, the Center for Teaching Excellence helps faculty and graduate student teaching assistants excel as teacher-scholars deeply invested in their students' learning. CTE believes that excellent teaching is an art that grows through scholarship, practice, reflection, and collaboration.

CTE supports Duquesne faculty and TAs through confidential teaching consultations, course observations, workshops, and faculty learning groups. Online materials and a book collection provide the instructional community with resources to strengthen teaching and succeed in academic careers. CTE partners with the Academic Learning Outcomes Assessment Committee to support programs in assessing student learning.

- ***Computing and Technology Services*** - Computing and Technology Services, or CTS, is the department that supports students, faculty and staff in technology and technology-enabled teaching and learning at Duquesne University.

CTS Help Desk

CTS's Help Desk is available to students for help with technology related questions at Duquesne. The hours of operation vary by time of year; however, up-to-date information is available at www.duq.edu/cts. Contact the Help Desk by phone at 412-396-4357 or 1-888-355-8226; by email at help@duq.edu; submit a Help Request ticket in DORI at www.duq.edu/dori under the Help tab; or come to the Concourse Level, Rockwell Hall.

Policies

In order to obtain and maintain access to the Duquesne University network and all technology resources, students must comply with the policies contained herein. Failure to comply with these guidelines may result in the loss of privileges and/or judicial action. Please review Duquesne's computing policies at www.duq.edu/cts/policies.

START-IT [STudent Advice Regarding Today's Information Technology]

All new students should look through the detailed information of CTS's START-IT. This document provides important information about how to use technology successfully at

Duquesne. To read the START-IT document, please see the “I’m looking for” drop-down on www.duq.edu/cts.

MultiPass

MultiPass is the key to multiple electronic resources at Duquesne University. Students’ MultiPass username and password are the two most important pieces of information needed for online account and technology access at Duquesne University. Visit <https://www.duq.edu/webapps/multipass/index.cfm> to initialize the account, for password help, and to see the current MultiPass enabled resources. Students need to initialize their MultiPass account to login to enabled resources such as Email, DORI, Blackboard, DuqNet wireless, ResNet, etc.

DORI – Duquesne Online Resources & Information Portal

DORI is Duquesne University’s Online Portal and connects students to a wealth of information, news, and tools to enhance their DU experience. The Blackboard Course Management System is accessed through DORI. Many faculty use Blackboard to supplement the learning experience. Additionally, Self-Service Banner (SSB) links students to the University’s student system, to view class schedules, register for courses, view grades, and order transcripts and enrollment verifications.

Email Account

The Duquesne e-mail account is the primary means of communication between students and their advisor, instructors and classmates. DU Email is the official vehicle for the University to communicate with students regarding important issues, including billing of student accounts. Email addresses will be the MultiPass username @duq.edu. Please visit www.duq.edu/cts/email for more information. Through Outlook Live, students can access their Duquesne email from any computer connected to the Internet. To access email, login to www.duq.edu/dori and click the email icon.

Online Course Access

Many courses offered at Duquesne have an online component and some courses are delivered online. Most students meet with their instructors and classmates face-to-face but also use an online learning system called Blackboard for course information, conduct discussions, take exams, communicate with students, and send assignments to the professor. Blackboard is also used by University organizations, student societies, and clubs. For information on Blackboard and resources available to students, go to DORI (www.duq.edu/DORI) and click on the Blackboard icon to be automatically logged into Blackboard.

Network Access

Resident students can take advantage of a high-speed Local Area Network available in the Living-Learning Centers. Further information is available at www.duq.edu/cts. Commuters can use any ISP (Internet Service Provider) to access their Duquesne e-mail, Blackboard courses, online resources from the Gumberg Library, and

other Duquesne-related technology services from their home. All Duquesne students are eligible to connect to the DuqNet wireless network. Many locations on campus are now wireless accessible. For more information on how to configure laptops, policies and coverage areas, visit www.duq.edu/duqnet.

Computer Labs

There are dozens of computer labs with over 800 computers available for use by any student with a valid Duquesne ID. Two of the labs located in the Towers and St. Martin's LLCs are open 24/7. Detailed information on the labs is available at www.duq.edu/cts/labs.

Computer Store

The Computer Store provides academically discounted software, hardware, and peripherals to the University community. It is an authorized Dell and Apple repair center which also provides service on other hardware, plus virus removal and operating system and hardware upgrades. The Store features Apple, Dell, Lenovo and other brands competitively featured and priced especially for students, faculty and staff. The Computer Store is located on the second floor of the Union. Students can contact the Computer Store by e-mail at computers@duq.edu or 412-396-5645.

- ***Disability Services*** - Duquesne University has pledged a continued commitment to its students with disabilities. Our diverse student body includes people of all abilities and disabilities. We have accommodations in place to help you through your academic courses and extracurricular activities. We welcome your questions and inquiries. For further information, please contact us at 412-396-6657.
- ***Dining Services*** offers a variety of food options on campus. [Learn more...](#)
- ***Health Service*** - Since good health is essential for work and study, students can receive medical, mental health and wellness services through Duquesne's own Health Service. Open weekdays, by appointment, the Health Service offers: physician and nursing care and routine physical exams; laboratory testing and allergy injections; emergency care; referrals; and nutrition counseling and health education.

Find us on the second floor, Duquesne Union. Please call 412.396.1650 for an appointment for all services except emergencies. Walk-ins are seen at the first opening in the schedule.

- ***International Student Programs and Services*** - At Duquesne, we believe it is important to assist and reach out to international students who are considering coming to Duquesne for their education. Ours is a community where people from around the world are welcomed, adding to the diversity and richness of the student experience. If you are

someone who may be interested in attending Duquesne as a non-U.S. citizen, make us your first point of contact. You can reach us at 412-396-6113.

International Student Admission – The Office of International Programs (OIP) provides services to international students and scholars pursuing undergraduate and graduate degree programs at the University. These specialized services include furnishing pre-arrival information to accepted students; facilitating compliance with U.S. Citizenship and Immigration Services (USCIS) requirements; assisting in academic and cross-cultural adjustment through initial arrival and extended orientation programs; promoting and supporting events, programs, and activities which foster deeper communication, awareness and understanding among U.S. and international students at Duquesne; and providing ongoing direct service and appropriate referral services to international students and scholars on campus in a personalized and professional manner.

The OIP coordinates Study Abroad activities for the University and offers support services for students interested in Study Abroad through Duquesne. The OIP also supports the University's strong commitment to international education as a valued component of the overall mission of the institution.

International Student Language Requirement - Duquesne University has committed itself to providing international students and teaching assistants with opportunities to achieve maximum academic success. In pursuit of this commitment, the University requires early identification of student and teaching assistant proficiency in English.

English Placement Test Requirements for ALL Students: Since English is the language of instruction at Duquesne University, all graduate students must meet the necessary language requirements for their departments. Minimum TOEFL or IELTS scores are required for admission unless otherwise indicated by your accepting department; minimum scores vary by department. Please check with your department for international student admission policies and language requirements.

International Teaching Assistants: Pennsylvania state law and Duquesne University policies require certification of sufficient English language fluency for all faculty and teaching assistants. Teaching assistants whose first language is other than English are required to sit for additional language assessment conducted by the Duquesne University ESL Program and the Center for Teaching Excellence in cooperation with the teaching assistant's academic department.

Placement Test Results: If certification assessment indicates a need for assistance with English, the student or teaching assistant will be enrolled in required language classes to be taken together with or in place of degree program courses.

Teaching assistants with a score of 26 or higher on the Speaking Section of the iBT are excused from the oral test.

University TOEFL Requirements:

Graduate Degree Programs – All international applicants to graduate from degree programs are required to submit official TOEFL score reports current to within one year as part of their application. TOEFL requirements vary by department and school within the range of 80 to 100 iBT.

Results of the International English Language Testing System (IELTS) within a range of seven to nine and current to within one year may be submitted as an alternate test if acceptable to departments and schools.

Online Degree Programs – All international applicants to online degree programs are required to submit a TOEFL score of 80iBT or higher. The Duquesne University TOEFL Institution code is 2196.

Undergraduate Degree Programs – Applicants to undergraduate degree programs are not required to submit TOEFL scores as part of their application for admission since Duquesne University maintains an on-campus ESL Program. Because TOEFL scores are required for waiver from certain ESL courses as well as for exit from the ESL Program, submission of TOEFL scores is strongly recommended for all applicants to undergraduate degree programs offered at Duquesne University.

ESL program – English as a Second Language (ESL) Program offers classes in speaking, listening, reading and writing skills to help students improve English. It enhances their readiness to enroll in university degree programs which require English for academic study.

- ***Multicultural Student Programs and Services*** - The mission of the Office of Multicultural Affairs (OMA) is to facilitate the holistic development of a diverse student population by providing a network of support services and co-curricular learning opportunities. Committed to meeting the needs of historically underserved and underrepresented students of color, the programs and services offered by the OMA are designed to contribute to an inclusive campus community that values the global perspectives and experiences of all its members. For further information, contact OMA at 412-396-1117.
- ***Parking*** - To meet its goal of educating students, Duquesne University offers students and employees various parking services and parking permit options. Students and employees who do not purchase parking permits should still register their vehicles.

- ***Public Safety*** - Duquesne University is committed to providing a safe environment for students, faculty, staff and visitors. The Department of Public Safety employs 33 sworn police officers along with 10 non-sworn security guards, and 9 non-sworn support staff. We work to provide security and law enforcement, prevent crime, and increase safety awareness.
- ***Spiritan Campus Ministry*** - Spiritan Campus Ministry serves Duquesne University by creating an ecumenical environment in light of the Spiritan tradition and philosophy. Campus Ministry offers many opportunities for community service, spiritual, and cross-cultural involvement on campus and across the globe.
- ***Student Life*** – Duquesne Student Life employees and activities are here to serve the students. Offering several student services in order to ensure students stay healthy and on the right track to build a successful career. Whether it is about getting involved, important dates and times, or fun things to do around campus, contact Student Life at 412-396-5853.
- ***University Bookstore*** - The only bookstore in the city is located on the lower level of the Duquesne University Power Center. This two floor bookstore offers: 25,000 titles of general reading books and magazines; expanded selection of Duquesne clothing; and Barnes & Noble café serving snacks, sandwiches and Starbucks coffee.
- ***University Counseling Center*** offers free and *confidential* counseling services to Duquesne students. [Learn more...](#)
- ***University Library*** - The Gumberg Library supports the research of Duquesne's students and faculty with approximately 700,000 volumes of printed materials, over 30,000 electronic resources including journals, e-texts and newspapers, and over 200 research databases that can be accessed 24/7. The library has two computer labs and provides free printing and wireless Internet access. Over 40 loaner laptops can be used within the building. Research assistance is available in person, by phone, and via email, or 24/7 online chat. The library has areas for group study and also individual study carrels. It is open for study and research at 7 a.m. Monday through Friday, with extended hours during finals.

COLLEGE AND SCHOOLS

MCANULTY GRADUATE SCHOOL OF LIBERAL ARTS

Administration

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Theology, Pastoral Ministry and Religious Education
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Graduate Degrees

Certificate Programs: Conflict Resolution and Peace Studies; Media Arts and Technology; Pastoral Ministry

Master of Arts Programs (MA): Communication; English; Healthcare Ethics; Historical Studies; Pastoral Ministry; Philosophy; Public History; Religious Education; Social and Public Policy; Theology

Master of Science Programs (MS): Computational Mathematics; Media Arts and Technology

Doctor of Philosophy Programs (Ph.D.): Clinical Psychology; English; Healthcare Ethics (and Doctor of Healthcare Ethics, Dr.HCE); Philosophy; Rhetoric; Systematic Theology

History

In 1878, the Fathers of the Congregation of the Holy Ghost and the Immaculate Heart of Mary established a College of Arts and Letters, which was incorporated in 1882 as Pittsburgh Catholic College of the Holy Ghost with authority to great degrees in the arts and sciences. In 1911, the College and University Council of the Commonwealth of Pennsylvania extended the charter to university status and approved the amendment in favor of the corporate title, Duquesne University. Since that time, the Graduate School in the College has grown significantly, now encompassing 11 departments, several Centers and Institutes, and offering 24 graduate degrees and certificates.

Mission and Philosophy

College Mission Statement: “The College prepares students for productive and creative lives of service in a rapidly changing world. We teach students to think, write, and speak clearly and critically, so they can seek truth about God, themselves, and society, and contribute to their families, communities, businesses, and professions.”

Facilities

Mathematics Computer Labs. The Department of Mathematics and Computer Science operates two computer labs running both the Windows and Linux operating systems and a variety of software packages, including statistical packages (SAS, JMP, R, and SPSS), mathematical software (Maple and MATLAB), and software development tools (Visual Studio, Eclipse, Subversion, and many others). Other facilities include file and Web servers--which allow students to access their prior work from any lab machine and to create their own basic Web sites-- as well as a parallel-computing cluster.

[Language Labs](#), Dr. Karl Stutski, director. The Modern Language department runs a state of the art language lab.

[Psychology Clinic](#), Dr. Jessie Goicoechea, director. The Clinic provides services that are available to Duquesne University Students and employees as well as to the Pittsburgh Community. Doctoral students in Duquesne University's clinical psychology program provide all services. Licensed clinical faculty members and selected licensed adjunct faculty psychologists in the community are involved in the supervision of all doctoral students.

The Caulfield Digital Media Center provides video production services that support the teaching, research and service mission of the university. Services are available to the students and faculty of the Journalism and Media Technology program. In the studio, students practice and produce live productions in the form of interviews, narratives, instructional programs, news reports and music videos. Studio facilities include: cameras, lighting, Clear-Com crew communication headsets, audio mixing, microphones, set and props, video switching, tape/digital replay roll-ins, teleprompter, and superimposed graphics.

The studio is located in room 114 of College Hall and has a fairly large studio space with room for 3 sets. Lighting is accomplished with the use of a lighting grid, florescent type instruments and controlled via dimmer packs.

DV recording facilities along with a DVD authoring and creation station and editing computer are located in the control room area. The studio allows students to produce a weekly newscast, which is distributed over the local access channel for the university.

JMA Computer Labs. Of the three labs, two are Windows and one is Macintosh based. All three have the latest Adobe products, and using their ID Cards, students may access the labs at any time. Through a sophisticated software application, students can even access the software from anywhere at any time; even from their living facilities. Once a class in our Internet accessible lab finishes, students can re-watch the class at any time, a feature particularly beneficial for graduate students who may not be able to attend a given lecture due to work or personal matters.

The Writing Center, Dr. James Purdy, director. The Center offers tutors to assist students with writing projects.

Centers and Institutes

Center for Interpretive and Qualitative Research, Dr. Fred Evans, director. This interdisciplinary center is a resource for all graduate students interested in qualitative research. It hosts several talks and seminars each year. It offers a Graduate Certificate.

Center for Healthcare Ethics, Dr. Henk ten Have, director. The Center offers a Ph.D. and a DHCE in Health Care Ethics, an MA degree in Health Care Ethics, and Online Certificate, and a joint MA/JD degree with the Law School.

Center for Women's and Gender Studies, Dr. Laura Engel, Ph.D., director. This Center will cross-list courses with a number of graduate programs, offer a Graduate Certificate, and also offer one assistantship per year.

Center for the Catholic Intellectual Tradition, Dr. Darlene Weaver, director. This Center will be a resource for graduate students studying and writing in the area of this tradition,

The Simon Silverman Phenomenology Center, Dr. Jeff McCurry, director. This Center, in existence for several decades, hosts one of the largest collections of phenomenological texts in the world. It also sponsors talks, semester long seminars, and an annual conference. It also hosts scholars-in-residence who study phenomenology.

Institute for Energy and the Environment, Dr. Alan Seadler, director. This Institute provides opportunities for research into the various aspects of environmental and energy policy both in the United States and internationally.

Admission Requirements

All graduate programs require the On-Line Graduate Application, the Graduate Record Examination (GRE) scores, official degree transcript(s), three letters of recommendation, and a statement of goals or a personal essay. However, individual programs may require additional information, e.g., writing sample, curriculum vitae. Be sure to check specific program sites for additional entrance requirements and application procedures. We will accept your supporting application materials through [Interfolio](#) and encourage you to utilize this service.

Academic Policies

REGISTRATION

Students admitted to the McAnulty Graduate School should consult their respective program directors or chairs for advisement. The director's written approval, obtained during the pre-registration or registration periods of each session, is required in advance of registration for any course creditable toward a graduate degree.

Following the director's or chair's approval, students receive final endorsement and instructions on how to complete registration. The University's academic calendar stipulates the period for registration. Registration is complete and official only when all charges are paid or when satisfactory arrangements have been made with the business office. Admission to a class is limited to students who have officially registered for that class. Retroactive registration is not permitted.

CONTINUOUS REGISTRATION

All graduate students (M.A., M.S., and Ph.D.) who are not registered for a course or thesis/dissertation credits, but who are working toward a degree, must register in each semester for continuous registration and pay the assigned fee. This policy applies to students studying for or taking comprehensive examinations, completing a thesis or dissertation, or applying for graduation. Continuous registration does not apply to students on leave of absence.

Students in an M.A. or M.S. program will register for either GRAS 700-01, Thesis - Continuous Registration or GRAS 702-01 Continuous Registration, and pay the assigned fee.

Students in a Ph.D. program are to register for GRAS 701-01, Dissertation - Continuous Registration, and pay the assigned fee. The College follows the University-wide policy on Continuous Registration.

CROSS-REGISTRATION

Full-time Duquesne University students may take advantage of cross-registration opportunities in graduate programs at institutions belonging to the Pittsburgh Council of Higher Education such as Carnegie Mellon University, the University of Pittsburgh, and the Pittsburgh Theological Seminary. Students may register for one course per semester, on a space available basis. Students should check with their advisor concerning their program's cross-registration regulations. Duquesne University students who cross-register are charged tuition and university fees in accordance with the current rates charged by Duquesne University; however, students are responsible for paying any course or laboratory fees to the host institution. There is no cross-registration during the summer sessions.

The cross-registration is subject to the approval of the home dean, the student's advisor, and both the home and host registrar. Full credit and grade will be transferred; the academic regulations of the host institution prevail.

Cross-registration forms are available in the Graduate School office and the Registrar's office.

AUDITING COURSES

To audit courses, a student must be officially registered and pay the same charges for courses that are taken for credit. Enrollment in a course for audit is subject to approval by the student's academic advisor. Registration in a course as an auditor must be declared at registration and is irrevocable once the add/drop period has ended.

PASS/FAIL

Students may not take any courses applicable toward their degree on a Pass/Fail basis. Any courses taken beyond the required number of credit hours for a degree may be taken on a Pass/Fail basis if approved by the Department Chair or Program Director. In certain instances, departments or programs may designate a particular course within the curriculum, such as an internship or practicum, as a Pass/Fail course.

CANCELLATION OF COURSES

The University makes every reasonable effort to offer courses as announced in the "Schedule of Classes" and the "Summer Schedule." It reserves the right, however, to make changes or cancel courses in the academic schedule because of insufficient enrollment or for any other valid reason.

DIRECTED READINGS (INDEPENDENT STUDY)

It is expected that students will fulfill all course requirements for their degree through regularly scheduled courses. Under exceptional circumstances, normally only after the completion of 15 credit hours toward the degree, it may be necessary for students to request a Directed Readings course. In such a case, the student must make a case for the necessity of the course to the Graduate Director or Department Chair and identify a faculty member who can oversee the Directed Readings course. A contract must be completed and signed by the student, faculty member, the Chair of the Department or Graduate Director and the Dean. A department is not required to approve or to provide a Directed Readings course for a student.

If the department agrees to allow a student to take a Directed Readings course, the number of such courses applicable toward the degree will be limited as follows. For a terminal M.A. degree that requires 30 or more credit hours, no more than 6 credit hours may be applied to the degree through Directed Readings courses. For a Ph.D. degree that requires 30 or more credit hours of course work, no more than 6 credit hours may be applied to the degree through Directed Readings. For combined M.A./Ph.D. programs, no more than 6 credit hours may be applied for the combined degrees through Directed Readings. Departments or programs may restrict the number of Directed Readings that may be applied toward a degree to fewer than 6 credit hours. In such a case, the student is bound by the department or program policy.

CHANGE OF SCHEDULE (ADD/DROP)

Students who wish to add or drop a class are permitted to do so during the registration period and

the first week of classes of the semester. Change of class schedule is not permitted after the latest date for change of schedule announced in each semester's academic calendar. Courses dropped after the deadline for making schedule changes are classified as course withdrawals or complete withdrawals.

All schedule changes must be approved by the academic advisor. Requests for schedule changes processed during the first week of classes must also have the signature of the instructor whose class is being added or dropped.

COURSE WITHDRAWAL

A student wishing to withdraw from a course may do so with the approval of the academic advisor and by processing the Change of Student's Schedule form to the Graduate School office. University Graduate Council has passed a new policy regarding the withdrawal from courses for all graduate students. The deadline for graduate students to withdraw is now 12 weeks after the start of the fall or spring terms, or through the last day of class for summer terms. Students may file an appeal with the Dean for withdrawals after the deadlines. Refunds are not granted for course withdrawals, except in the case of a complete withdrawal from the University and according to the published Refund Schedule.

COMPLETE WITHDRAWAL

When a student requests a withdrawal from all classes on or after the first class day, a refund of part of the tuition charged for the semester will be given in accordance with the Tuition Refund Schedule found in this handbook and on the Registrar's web-site. A student is considered enrolled until he or she gives official withdrawal notice.

When a student's attendance is involuntarily terminated in a semester because of personal disability arising from injury or illness, any remission of tuition beyond the limits prescribed by the withdrawal refund policy is subject first to the approval of the Dean, then the Provost, and finally, the Vice President for Management and Business.

LEAVE OF ABSENCE

Under special circumstances, a student who is a degree candidate may be given a leave of absence for one semester (serious illness, job transfer out of the country, uncertainty about completing the degree and needing a time of discernment, or military duty).

A student requesting a leave of absence may not:

- have registered for courses or thesis/dissertation credits.
- have an "I" grade on his/her record.
- plan to take a language and/or comprehensive exam OR
- plan to graduate during the semester for which a leave of absence is requested.

The student writes a letter to the department chair or program director outlining in detail the reasons for requesting a leave. The chair/director will determine the appropriateness of granting the leave, add his/her recommendation to the letter and forward it to the Dean. If the request is approved by the Dean, the Graduate School office will place the student on hiatus. Extension of the leave beyond one semester may be granted, upon review by the Dean. The student must submit a written request to the department chair or program director for the extension.

READMISSION

A student who during a 12-month period has not:

- registered for at least one course OR
- registered for at least one thesis/dissertation credit OR
- registered for continuous registration OR
- been granted a leave of absence

will be transferred to “Inactive” status. If the student wants to be readmitted to graduate study, he/she must file for readmission before being permitted to register again. Readmission is NOT automatic. Readmission requires approval by the chair/director and the Dean.

CHANGE OF ADDRESS

It is the student’s responsibility to maintain at all times a correct permanent and local address with the Registrar’s office, department office, and Graduate School office.

GRADING

The following grading system is in effect in the Graduate School:

A Distinguished scholarly work

A-

B+

B Normal progress toward degree

B-

C+

C Warning. Student subject to departmental action

F Failure. Course must be repeated. Student subject to departmental action.

I Incomplete.

W Official Withdrawal

P Pass. Used in certain courses without quality points.

The above plus and minus grades may be used at the discretion of the individual instructor.

INCOMPLETE GRADES

If a student cannot complete all course requirements by the end of the semester, he/she may petition the instructor for an Incomplete if 80% of the course work has been completed by the time of this petition. The I-grade must be removed within one year, dating from the end of the semester in which the grade was reported. If the I-grade is not removed by the deadline, the I-grade will become an F and the course must be repeated. Tuition remission may not be applied to courses that are repeated.

In the case of an I-grade becoming an F in a Special Topics course not scheduled to be offered again, the student must petition the chair of the department to substitute another course in place of the Special Topics course. The chair must notify the Graduate School of the course that is taking the place of the Special Topics course so that this will be recorded properly by the Registrar. Tuition remission may not be applied to such courses.

If a student requests an extension of the one-year period to complete course requirements, the student must make this request to the instructor in writing, indicating the reason for the request. This request must be approved by the instructor, the department chair/program director, and the

Dean. Such an extension will be granted only in the case of extraordinary circumstances. An extension will only be granted once, and for no more than one semester beyond the original deadline.

Any student who has more than three I-grades at any given time is not permitted to register for additional courses.

Individual departments may impose a shorter time limit for the completion of all course work and the removal of the I-grade. In such cases, the student is bound by the department policy.

ACADEMIC STANDING

Graduate students must maintain a letter grade average not lower than a “B” (3.00 Quality Point Average). Students failing to meet this standard may be subject to Graduate School action, including probation and dismissal, for failure to maintain normal progress toward a degree. Any student having less than 3.00 as a final quality point average at the conclusion of course work will be ineligible for graduation.

QUALITY POINT SYSTEM

A student’s overall academic quality point average (QPA) is obtained by dividing the total quality points earned by the total number of semester hours attempted. These quality point values of grades are used for each credit attempted:

A	4.0	B-	2.7
A-	3.7	C+	2.3
B+	3.3	C	2.0
B	3.0	F	0.0

TRANSCRIPTS

Students may request transcripts from the Registrar’s office. Students should carefully examine their records for accuracy and immediately report errors to the Registrar. Additional information including the transcript request form is available at www.duq.edu/registrar.

CONFIDENTIALITY OF STUDENT RECORDS

The University regards the student’s personal information and academic record as a matter of confidence between the student and the University. The contents of either may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438, as amended).

Graduate Programs

Ph.D. in CLINICAL PSYCHOLOGY

The Clinical Psychology Ph.D. Concentration is an advanced course of study specializing in human science approaches to clinical psychology, integrating theory, research, and clinical practice.

The program is accredited by the American Psychological Association and is listed in the Doctoral Psychology Programs Meeting Designated Criteria developed and published by the Association of State and Provincial Psychology Boards and National Register.

Requirements:

Pre-Doctoral Internship:

Students are required to complete a one-year pre-doctoral internship as part of the requirement for the Ph.D. in clinical psychology. Applications for internships are typically submitted during the fourth year of Ph.D. studies, with the internships commencing in the following summer. Although some internships are available locally, most students travel elsewhere for their internships.

Examinations:

Comprehensive: Students are required to take this exam following their third year of graduate studies. The exam is completed during the week preceding the fall semester. An examination will also be offered during the spring semester for students needing to retake failed portions of the fall exam.

Credit Requirements:

A minimum of 78 credits (excluding six credits for the dissertation) is required. There is a residence requirement, which is fulfilled while completing the coursework. These 78 credits must include the following: PSYC 513 Introduction to Qualitative Research, PSYC 526, Phenomenology of Human Development, PSYC 537 Psychology as a Human Science, PSYC 543 Psychopathology, PSYC 545 Introduction to Psychotherapy, PSYC 551 Social Psychology, PSYC 560 Physiological Psychology, PSYC 571 Introduction to Assessment, PSYC 611 OR 612 Advanced Qualitative Research, PSYC 620 Philosophical Psychology, PSYC 622 Basic Statistical Concepts, PSYC 623 Ethics and Standards, PSYC 624 Experimental & Statistical Research Methods, PSYC 637 Cognition and Emotion, PSYC 640 and 663 Clinical Practice, PSYC 671 Advanced Assessment, PSYC 674 Psychology and Cultural Diversity, Psychology Mini-course, 3 credits can be additional credits in 611/612 or 614, 615, or 616, Clinic Practicum if seeing clients at the Clinic, Field Practicum if seeing clients at external practicum sites

The student earns an **M.A. in Psychology** upon completion of 30 credits in the Ph.D. program. The student's progress is reviewed at this point and if satisfactory the student continues on with Ph.D. coursework. If the student's progress is not sufficient the student graduates with an M.A. degree.

Students should also be aware of the following:

To fulfill Pennsylvania Psychologist Licensure Requirements: "Twenty semester hours of psychology courses must be from the following fifteen areas, with at least one course from each of five different areas: experimental psychology, developmental psychology, individual differences, psychological tests and measurements, social psychology, statistics, history and systems, experimental design, personality theory, psychology of learning, physiological psychology, abnormal psychology, comparative psychology, motivation, and perception."

In preparation for eventual licensure as a psychologist, students are urged to keep copies of all course syllabi throughout their graduate training.

M.A. in COMMUNICATON

The program offers a choice from four concentrations. Completion of the degree requires the completion of 36 course credits with a cumulative QPA of at least 3.00.

The **Corporate Communication** concentration educates you in institutional business communication and is the only program of its type in the Pittsburgh area. The program began in the spring of 1982. An advisory board of prominent figures in the local communication industry contributed to the final shape of the program. Most courses in the Master of Arts in Corporate Communication program are scheduled during evening hours for the convenience of those working in the marketplace.

Core Courses: COMM 500 Professional Communication, COMM 501 Persuasion in the Marketplace, COMM 515 Organizational Communication, COMM 522 Communication Research Methods, COMM 523 Communication Ethics & Professional Civility.

Corporate Communication Track: COMM 527 Communication Management, COMM 536 Integrated Marketing Communication.

In addition, you will take 15 elective credits from within the Department of Communication & Rhetorical Studies.

Integrated Marketing Communication (IMC) incorporates an intensive sequence of graduate coursework emphasizing advertising, public relations and marketing communication as strategic and rhetorical functions that shape marketplace effectiveness and excellence.

Core Courses: COMM 500 Professional Communication, COMM 501 Persuasion in the Marketplace, COMM 515 Organizational Communication, COMM 522 Communication Research & Evidence, COMM 523 Communication Ethics & Professional Civility.

Integrated Marketing Communication Track: COMM 527 Communication Management, COMM 529 IMC Strategies I: Public Relations, COMM 533 IMC Strategies II: Advertising, COMM 536 Integrated Marketing Communication, COMM 649 Rhetoric & Philosophy of PR or COMM 633 Rhetoric & Philosophy of Advertising, COMM 636 Rhetoric & Philosophy of IMC.

In addition, you will take three elective credits from within the Department of Communication & Rhetorical Studies.

Rhetoric & Philosophy of Communication offers courses fundamental for a doctoral degree or enhancement of a liberal arts foundation in communication.

Core Courses: COMM 500 Professional Communication, COMM 501 Persuasion in the Marketplace, COMM 515 Organizational Communication, COMM 522 Communication Research & Evidence, COMM 523 Communication Ethics & Professional Civility.

Rhetoric & Philosophy of Communication Track: COMM 559 Philosophy of Communication, COMM 561 Rhetorical Theory.

In addition, you will take 15 elective credits from within the Department of Communication & Rhetorical Studies.

Communication Studies concentration offers a hybrid program that allows you to gain professional credentials while considering future doctoral study by blending a strong theoretical background with knowledge of professional communication practices.

Core Courses: COMM 500 Professional Communication, COMM 501 Persuasion in the Marketplace, COMM 515 Organizational Communication, COMM 522 Communication Research Methods, COMM 523 Communication Ethics & Professional Civility.

Communication Studies Track: Select two courses - COMM 527 Communication Management, COMM 536 Integrated Marketing Communication, COMM 559 Philosophy of Communication, COMM 561 Rhetorical Theory

In addition, you will take 15 elective credits from within the Department of Communication & Rhetorical Studies.

Ph.D. in RHETORIC

The Department of Communication & Rhetorical Studies integrates the mission of Duquesne University within its curriculum, recruitment, and program development, while simultaneously attending to disciplinary expectations for scholarly excellence. We invite students into a learning environment attentive to narrative ground and the historical moment. We seek to discern and offer answers to questions confronting the human condition from a humanities grounded rhetoric and philosophy of communication perspective. Our department educates the next generation of communication professors whose primary mission is to educate undergraduate students. The program requires completion of 36 course credits, six (6) dissertation research credits, demonstration of language proficiency, comprehensive examination, and a dissertation defense.

Required Courses: COMM 604 Seminar: Communication Ethics, COMM 607 Rhetoric & Philosophy of Intercultural Communication, COMM 609 Rhetorical Theory, COMM 611 Rhetoric & Hermeneutics, COMM 635 Rhetoric of the Marketplace, COMM 659 Philosophy of Communication, COMM 678 Rhetoric of the Humanities.

Emphasis Courses (choose four courses within two applied emphases): IMC – COMM 633 Rhetoric & Philosophy of Advertising, COMM 636 Rhetoric & Philosophy of Integrated Marketing Communication, COMM 649 Rhetoric & Philosophy of Public Relations; Ethics – COMM 614 Rhetoric & Philosophy of Crisis Management, COMM 626 Rhetoric & Philosophy of Ethics of Free Speech; Interpersonal – COMM 614 Rhetoric & Philosophy of Crisis Management, COMM 615 Rhetoric & Philosophy of Organizational Communication, COMM 654 Philosophy of Interpersonal Communication; Technology – COMM 610 Rhetoric & Philosophy of Cyberspace, COMM 628 Rhetoric & Philosophy of Technology, COMM 631 Rhetoric & Communication Technology

M.S. in COMPUTATIONAL MATHEMATICS

Computational Mathematics is an advanced skills, career-preparation program that culminates in a Master of Science degree.

The program's primary strengths are:

- Interdisciplinary curriculum
- Faculty experts in mathematics, statistics and computer science
- "Great Problems" approach
- High level immersion in programming languages, mathematical and statistical software

The program in Computational Mathematics leading to a Master of Science degree is a 36 (+1) credit multidisciplinary program combining the mathematics, computer science, and statistics resources found in the Department of Mathematics and Computer Science.

Core Courses: The core of the program consists of twelve 1.5 credit mini-courses, four each in mathematics, computer science, and statistics. This portion of the program is designed to ensure a common knowledge base in the three disciplines. Most students are expected to bypass some core classes. Any core courses that are waived are replaced by graduate and approved undergraduate elective courses offered within the department and approved graduate courses offered outside the department. Each course in the core curriculum has a computational component using a software package or programming language related to that particular core topic. After completing the core courses, students have a facility with at least two computer algebra software packages, Java, UNIX, and one statistical software package. CPMA 511, 521, 531, 512, 522, 532, 515, 525, 535, 518, 526, 536.

Electives:

Beyond the required core, students take at least fifteen credits from a list of twelve elective courses spanning the three disciplines. They may choose to focus their study in one of the three areas, or they may select an array of courses across disciplines. All elective courses also contain a significant computational component. Students are allowed to include as many as six credits of work in approved courses on the advanced undergraduate level in mathematics, computer science, or statistics or in approved courses on the graduate level in other disciplines within existing programs in the university. CPMA 560, 565, 571, 580, 561, 573, 581, 562, 582, 563, 583, 564, 584

Internship:

The Computational Mathematics program stresses real-life problems and real-life experiences. To that end, all students in the Computational Mathematics program must have either:

- Documented prior or current work experience related to computational mathematics, or
- A supervised internship in a position involving computational mathematics.

Documentation for work experience could be, but is not limited, to a letter from the student's employer stating the nature of the work and how the work involves an application of computational mathematics.

The supervised internship must be approved by the program director and may be taken for one to three credit hours. The internship may be done during any semester of the program. These credit hours are in addition to the 36 credits of the program.

Thesis Project:

Students complete 30-31.5 credits of work in core, elective, and approved undergraduate and extra-departmental graduate courses. The capstone component of the program is a 4.5-6 credit faculty-directed thesis/project. Depending on their background and interests, this portion of the program provides an opportunity for students to design a project or conduct research with a significant computational component. Written and oral presentations of the results are required for both thesis and project.

Computational Component:

All courses in the M.S. in Computational Mathematics include a computational component requiring the use of tools appropriate to the discipline. Although tools change frequently in these rapidly developing areas, typical examples might include: Mathematics: Maple, MatLab®, Computer Science: C++, Java, Unix, Windows, Statistics: S-PLUS®, SAS®

4/1 PROGRAM FOR B.S./M.S.

Outstanding students enrolled in a B.S. program in either mathematics or computer science may apply to the graduate program in Computational Mathematics. During the spring semester of a student's junior year, application to the graduate program can be made according to guidelines already established for regular admissions. Applicants are expected to present credentials that include a cumulative grade point average of at least 3.25 and grade point averages in mathematics and computer science of at least 3.5. The GRE will not be required. The applicant should send a letter stating that he or she wishes to become a 4/1 student and should arrange for transcripts of undergraduate work and two letters of recommendation to be submitted along with the graduate application. At the successful completion of the program, the student will receive the B.S. degree in mathematics or computer science and the M.S. degree.

M.A. in ENGLISH

The English graduate program is structured around the study of historical literary periods, within which a diversity of theoretical and methodological approaches is taken. Students can pursue aesthetic, philosophical and cultural concerns, as well as such interests as humanism, literary theory, gender studies and canonical expression.

Degree Requirements:**Option 1: 24 – 36 credit hours**

Required courses: ENGL 500 Aims and Methods of Literary Scholarship, ENGL 566 Introduction to Literary Theory

Distribution requirements: One course in British literature prior to 1800, One course in British literature after 1800, One course in American literature prior to 1900, One course in American literature after 1900

Final Project:

- A four-hour written exam based upon a reading list provided to students at the beginning of their course of study.
- A paper that is a substantial development and revision of a seminar paper, or another research-based project to be determined by the student, in consultation with a faculty member, and approved by the Graduate Committee. (This project will typically run to 35 – 40 pages.)
- Two additional courses of the student's choosing at the graduate level.
- With the approval of an advisor, a first reader, and the Graduate Studies Committee, a student may write a thesis —worth 6 credits—running 80 - 100 pp., to be begun after completion of 24 credit hours.

Option 2: 24-30 credit hours

Required courses: ENGL 500 Aims and Methods of Literary Scholarship, ENGL 566 Introduction to Literary Theory

Distribution requirements: As soon as possible and no later than after having completed 12 hours of course work, a student will design her/his own subsequent course of study, including course work and a final project, around some kind of organizational framework. The student will work with two faculty members to write a rationale for this individually tailored course of study to be approved by the Graduate Studies Committee.

Final Project:

- A four-hour written exam based upon a reading list provided to students at the beginning of their course of study.
- A paper that is a substantial development and revision of a seminar paper, or another research-based project to be determined by the student, in consultation with a faculty member, and approved by the Graduate Committee. (This project will typically run to 35 – 40 pages.)
- Two additional courses of the student's choosing at the graduate level.
- With the approval of an advisor, a first reader, and the Graduate Studies Committee, a student may write a thesis —worth 6 credits—running 80 - 100 pp., to be begun after completion of 24 credit hours.

Ph.D. in ENGLISH

Course Requirements: All students must take a minimum of 27 credit hours of course work beyond the M.A. degree, excluding dissertation credits. Teaching Fellows who have no prior teaching experience are required to complete a one credit graduate level Teaching College Writing course in addition to the required 27 credit hours. Students who have not taken a comparable course in an M.A. program may be encouraged to take ENGL 500 Aims and Methods of Literary Scholarship. ENGL 566 Literary Theory or a comparable 3 credit general

theory course at the graduate level is required of all students. All students must complete a 600-level graduate seminar. Courses are required in the following four general areas on the graduate level: British Literature prior to 1800, British Literature after 1800, American Literature prior to 1900, American Literature after 1900 (with the Graduate Director's approval, a course extending beyond a single, specific historical period may fulfill an area requirement as long as the area is covered by the course). These course requirements cannot be fulfilled by 1.5 credit courses. At least one course in the student's primary field/historical period must be taken at Duquesne on the graduate level.

Students must demonstrate a reading knowledge of one foreign language. This requirement must be met prior to taking comprehensive examinations.

Comprehensive Examination:

Students will ideally take their exams at the beginning of their third year of Ph.D. work but no later than the spring semester of their third year. Candidates are eligible for exams after the following requirements have been met:

- Completion of course requirements
- Completion of foreign language requirement
- Approval of rationale and reading lists

Dissertation:

In addition to the above requirements, students must submit a dissertation proposal and then complete a dissertation approved by designated readers in order to obtain a degree. The dissertation must be defended orally and formally accepted by the Dean of the Graduate School of Liberal Arts.

M.A. in HEALTHCARE ETHICS

The HCE program trains scholars and professionals in the field of health care ethics. In addition to academic courses there are clinical ethics rotations and internships that provide Mentored Apprenticeships in Ethics Consultation supervised by HCE faculty. All Healthcare Ethics (HCE) programs include academic courses and clinical ethics rotations or internships.

The M.A. degree program includes a total of ten courses (30 credits). The required courses include: HCE 659 Methods in Healthcare Ethics and HCE 646 Clinical Ethics Rotation. The remaining eight courses will be chosen by the student with advisement, ordinarily from a list of courses offered in the doctoral program. There is no requirement for a thesis or for comprehensive examinations.

Ph.D. and Dr. in HEALTHCARE ETHICS

The Doctoral Degree Programs require twelve courses (thirty-six credits) beyond the Masters.

The Ph.D. and DHCE doctoral degree programs share the same course work requirements followed by written comprehensive exam. As a research degree, the Ph.D. program requires a

six-credit research dissertation. As a professional degree program, the DHCE program requires a six-credit practical project.

M.A. in HISTORICAL STUDIES

The Historical Studies Program allows students to:

- concentrate their studies in either American, European, or Global History
- acquire a thorough background in significant historical literature of the respective fields

This program is particularly suitable for those who:

- intend to proceed to a doctoral program
- are secondary teachers who wish to increase their knowledge of the subjects they teach
- wish to apply the knowledge and skills in other academic or public service and government fields

American History, 30 credits total

Required Courses, 24 credits HIST 691 Seminar: Selected History Topics, HIST 699

Introduction to Study of Graduate History

Choose two from the American period courses: HIST 563 Early America: Colonization to Revolution, HIST 568 Sectionalism: U.S. History, 1789-1868, HIST 571 Expansion and Reform: U.S. History, 1868-1929, HIST 574 Age of Maturity: U.S. History, 1929 to the present

Choose two other American History courses (from above or below): HIST 530 Atlantic World, 1450s-1750s, HIST 533 Gender in American History, HIST 561 African American History: Multiple Voices, HIST 565 Reform in America, HIST 570 History of Urban America, HIST 572 Work and Enterprise in American History, HIST 573 American Intellectual and Cultural History, HIST 576 Individualism in American History, HIST 577 Nature and the American Experience, HIST 579 U.S. Diplomatic History, HIST 582 Inter-American Relations

Choose one from the Global History courses: HIST 528 British Empire, HIST 530 Atlantic World, 1450s-1750s, HIST 582 Inter-American Relations, HIST 583 Mexico and the U.S., HIST 585 China in Revolution, HIST 588 China and the West

Choose one from the European History courses: HIST 501 Medieval Europe, HIST 511 Early Modern Europe, HIST 513 Renaissance Europe: Courts and Nobles, HIST 515 Renaissance & Reformation, HIST 517 Europe: Reason and Revolution, HIST 519 19th-Century Europe, HIST 522 20th-Century Europe, HIST 528 British Empire, HIST 545 Imperial Russia, HIST 546 20th-Century Russia: Romanovs to Putin, HIST 550 The Cold War

Non-Thesis or Thesis Option, 6 credits

Plan A: Non-Thesis (Electives)

Choose any two courses you have not already taken.

or

Plan B: HIST 700 Thesis (contingent upon meeting certain requirements)

European History, 30 credits total

Required Courses, 21 credits HIST 691 Seminar: Selected History Topics, HIST 699 Introduction to Study of Graduate History

Choose two of the European period courses: HIST 501 Medieval Europe, HIST 511 Early Modern Europe, HIST 519 19th-Century Europe, HIST 522 20th-Century Europe

Choose two other European courses (from above or below): HIST 513 Renaissance Europe: Courts and Nobles, HIST 515 Renaissance & Reformation, HIST 517 Europe: Reason and Revolution, HIST 528 British Empire, HIST 545 Imperial Russia, HIST 546 20th-Century Russia: Romanovs to Putin, HIST 550 The Cold War

Choose one from the Global History courses: HIST 528 British Empire, HIST 530 Atlantic World, 1450s-1750s, HIST 582 Inter-American Relations, HIST 583 Mexico and the U.S., HIST 585 China in Revolution, HIST 588 China and the West

Non-Thesis or Thesis Option, 9 credits

Plan A: Non-Thesis (Electives)

Choose any three courses you have not already taken.

or

Plan B: HIST 700 Thesis (contingent upon meeting certain requirements)

Global History, 30 credits total

Required Courses, 24 credits HIST 691 Seminar: Selected History Topics, HIST 699 Introduction to Study of Graduate History

Choose three Global Courses: HIST 528 British Empire, HIST 530 Atlantic World, 1450s-1750s, HIST 582 Inter-American Relations, HIST 583 Mexico and the U.S., HIST 585 China in Revolution, HIST 588 China and the West

Choose two European Courses (one of which must be a period course): HIST 501 Medieval Europe, HIST 511 Early Modern Europe, HIST 513 Renaissance Europe: Courts and Nobles, HIST 515 Renaissance & Reformation, HIST 517 Europe: Reason and Revolution, HIST 519 19th-Century Europe, HIST 522 20th-Century Europe, HIST 528 British Empire, HIST 545 Imperial Russia, HIST 546 20th-Century Russia: Romanovs to Putin, HIST 550 The Cold War

Choose one American Course: HIST 530 Atlantic World, 1450s-1750s, HIST 533 Gender in American History, HIST 561 African American History: Multiple Voices, HIST 563 Early America: Colonization to Revolution, HIST 565 Reform in America, HIST 568 Sectionalism: U.S. History, 1789-1868, HIST 570 History of Urban America, HIST 571 Expansion and Reform: U.S. History, 1868-1929, HIST 572 Work and Enterprise in American History, HIST 573 American Intellectual and Cultural History, HIST 574 Age of Maturity: U.S. History, 1929 to the present, HIST 576 Individualism in American History, HIST 577 Nature and the American Experience, HIST 579 U.S. Diplomatic History, HIST 582 Inter-American Relations

Non-Thesis or Thesis Option, 6 credits

Plan A: Non-Thesis (Electives)

Choose two courses you have not already taken.

or

Plan B: HIST 700 Thesis (contingent upon meeting certain requirements)

M.A. in PUBLIC HISTORY

The Public History Program at Duquesne University, one of the oldest Public History programs in the United States:

- prepares students to work in museums, archives, and other institutions that interpret the past for the general public
- combines a firm grounding in American History with professional courses and internships

The program requires the completion of 36 course credits.

Required Courses, 21 credits HIST 627 Seminar: Public History, HIST 699 Introduction to the Graduate Study of History

Choose two of the Professional Courses: HIST 524 Editing Studies, HIST 525 Archival Studies, HIST 526 Museum Studies

Choose two of the Internships: HIST 656 Historic Preservation Internship, HIST 657 Editing Internship, HIST 658 Archival Internship, HIST 659 Museum Internship

Choose one of the American History Surveys: HIST 563 Early America: Colonization to Revolution, HIST 568 Sectionalism: U.S. History, 1789-1868, HIST 571 Expansion and Reform: U.S. History, 1868-1929, HIST 574 Age of Maturity: U.S. History, 1929 to the present

Electives, 15 credits You may use **any five** of the courses listed above that you have not already taken and/or others (primarily from American courses listing).

M.S. in MEDIA ARTS AND TECHNOLOGY

The Master's degree in Media Arts and Technology is designed for anyone with an interest in Multimedia, New Media, or Web Development, regardless of whether you have a technical or creative background. If you have a technical background, the program will bring out the artist in you. If you are creative, it will enhance your technical and computer skills. You will receive hands-on training in cutting-edge technologies.

The Master's degree in Media Arts and Technology utilizes a variety of disciplines to give you maximum flexibility and experience in your career pursuit. It offers three concentrations, each of which blends current multimedia, new media, industry practices, and web-based tools and principles along with solid managerial experiences. This degree prepares new media developers and writers for tomorrow's jobs. Our flexible course schedule allows students to further their educational goals while maintaining a career-oriented lifestyle.

The **Multimedia Management Concentration** provides you with insight into different artistic techniques and skills so you can define your own personal style while you learn how to distribute content over various electronic media. You will develop an understanding of computer technologies, industry-standard software, and the impact of the Internet. Among others, you may specialize in the areas of multimedia design, digital media creation, instructional design, 3D and animation or gaming.

Core Courses: 27 credits, JMA 501 Introduction to Multimedia Technology, JMA 502 Managing Interactive Media, JMA 503 Instructional Design, JMA 505 Graphic Design Process,

JMA 510 Media Production, JMA 522 Visual Design and Layout, JMA 530 Digital Imaging for Multimedia, JMA 541 Media Writing, JMA 588 Interactivity With Flash

Electives: 9 credits within JMA

The **Creative Media Practices Concentration** is for current and prospective media professionals in journalism, media management, public relations, advertising, publishing, and new media. Students learn critical media skills and theory and work with faculty mentors who will help them shape a course of study that suits their goals.

Core Courses: 15 credits, JMA 517 Critical Studies in Mass Media, JMA 522 Visual Design and Layout **OR** JMA 527 Introduction to Desktop Publishing, JMA 565 Media Ethics, JMA 573 Media Law & Regulation, JMA 571 Investigative Reporting **OR** JMA 569 Magazine Journalism **OR** JMA 541 Media Writing

Electives 21 credits within JMA

The **Web Design and Development Concentration** prepares you for two distinct, but related careers: Web design and Web application development. The design concentration emphasizes the skills, theories and hands-on practices necessary to develop graphical web interfaces and web-based instructional design. The application concentration emphasizes how we connect web pages to organizational databases.

Core Courses: 18 credits, JMA 502 Managing Interactive Media, JMA 510 Multimedia Production, JMA 530 Digital Imaging for Multimedia, JMA 545 Interface Design **OR** JMA 574 Web Design, JMA 572 Developing Interactive Web Pages, JMA 588 Interactivity with Flash

Web Design and Development Courses: You must take 9 credits as determined by your mentor to be web specific. Suggested course sequences are listed below based on your area of interest:

Development and Programming Choose 3: JMA 531 Advanced Web Animation, JMA 575 Database for Web Development, JMA 577 Developing Dynamic Web Site, JMA 578 Advanced Client-Side Scripting, JMA 595 Server Scripting with PHP and MySQL

Design, Interface and Usability Choose 3: JMA 503 Instructional Design, JMA 554 Web Development Tools, JMA 564 Human Computer Interaction, JMA 570 Web Development Process, JMA 574 Web Design

Electives 9 credits within JMA

M.A. in PHILOSOPHY

The Department of Philosophy at Duquesne University was one of the first graduate programs in the United States to emphasize the concentrated study of phenomenology and contemporary Continental philosophy. The current program continues the commitment to this distinctive orientation. We emphasize, in addition, a thorough grounding in the history of philosophy.

The M.A. Program prepares students for further graduate study in philosophy, as well as in other areas. It is available to all students who have a serious interest in philosophy beyond the B.A.

Completion of the degree requires a minimum of 30 graduate credit hours, which must include one three-credit course in each of the four historical areas: ancient, medieval, modern and

contemporary. Six of the 30 graduate credit hours may be used to write a thesis. The Language requirement is fulfilled by demonstrating reading knowledge of one of the following languages: Greek, Latin, German, or French.

Ph.D. in PHILOSOPHY

The doctoral degree requires completion of a minimum of 48 graduate credit hours, i.e., 16 courses of three credits each. Students must take at least one three-credit course in each of the four historical periods: ancient, medieval, modern, and contemporary. The Language requirement is fulfilled by demonstrating reading knowledge of two of the following languages: Greek, Latin, German, or French. The degree requirements also include: Comprehensive Examination, three courses of supervised teaching, and submission of a defended dissertation.

M.A. in SOCIAL AND PUBLIC POLICY

Those who study public policy examine how political processes create essential programs that work to change society. Many fields contribute to policy. Hence, students in Duquesne University's Graduate Center for Social and Public Policy come from many backgrounds in the humanities and social sciences. At Duquesne we give students a broad look at policy—how it is formulated, how it becomes a reality, and how it is evaluated. We also combine policy with conflict resolution—which adds a unique and exciting dimension to our program.

The Master of Arts degree comprises 36 credits. All M.A. students take "Research Methods" and "Values, Ethics and Policy" and write either a three-credit thesis or an enhanced research paper. The remaining credits are in a concentration and elective courses.

The **Concentration in Policy Analysis and Administration** prepares graduates to devise, analyze and implement policies to respond to today's challenging social and political problems, to work as administrators or policy analysts in public, private and non-profit organizations.

Required Courses: PLCR 501 Organization Theory, PLCR 503 Quantitative Analysis, PLCR 506, Social and Public Policy Analysis, PLCR 526 American Politics and Policy.

With a core of 6 or 9 credits (depending on the choice of an expanded research paper or a thesis) and a concentration of 12 credits, students in the concentration in Policy Analysis and Administration take 15-18 credits (5-6 classes) in elective courses. This will give you the freedom to build your understanding and skills in policy analysis, policy-making and policy implementation, and to specialize in a substantive area that interests you. A few relevant elective courses to consider on policy-making and policy implementation are: PLCR 518 The Politics of Civic Problems, PLCR 524 Women and Politics, PLCR 525 Policy Implementation, PLCR 605 Internship.

The **Concentration in Conflict Resolution and Peace Studies** introduces students to the field of conflict transformation and provides students with the academic and practical tools needed to address issues of peace and justice.

Required courses: PLCR 531 Theories of Conflict, PLCR 532 Theory and Practice of Conflict Resolution, PLCR 533 Nonviolent Social Change, either PLCR 534 Community Organizing and Social Movements, or PLCR 605 Internship.

With a core of 6 or 9 credits (depending on the choice of an expanded research paper or a thesis) and a concentration of 12 credits, students in the concentration in Conflict Resolution and Peace Studies take 15-18 credits (5-6 classes) in elective courses.

M.A. in THEOLOGY

The MA in Theology provides a graduate-level foundation in central areas of theology. It is especially appropriate for those who wish to teach theology at the secondary level or prepare for doctoral-level studies in theology.

Students complete the following 10 courses (30 credits) and a written comprehensive examination to assess their grasp of foundational topics in theology: Theo 508 Theological Foundations, Theo 509 New Testament, Theo 510 Old Testament, Theo 520 Christology, Theo 531 Ecclesiology, Theo 538 Sacraments, Theo 541 Theological Ethics, Theo 543 Social Ethics, two Theology Ph.D. Seminars or other courses approved by the department Chair.

M.A. in PASTORAL MINISTRY

The MA in Pastoral Ministry provides a foundational, integrative curriculum for the theological education of people engaged in a variety of pastoral ministries, including: parish pastoral associate, parish life collaborator, director of religious education, youth minister, parish social minister, campus minister and health care minister. The curriculum is designed with attention to the competencies needed by Catholic lay ecclesial ministers and others. Students combine course work in central areas of theology with a supervised practicum, including a field placement in their area of ministerial focus and a capstone ministerial portfolio.

Required Courses, 30 credits: Theo 509 New Testament, Theo 510 Old Testament, Theo 520 Christology, Theo 531 Ecclesiology, Theo 538 Sacraments, Theo 539 Theology of Ministry, Theo 541 Theological Ethics, Theo 543 Social Ethics, Theo 595 Leadership in the Faith Community, Theo 596 Human Development. Students complete a practicum (Theo 589) and a portfolio.

M.A. in Pastoral Ministry with Concentration in Health Care Ministry (30 credits plus two CPE units and portfolio): Students interested in becoming chaplains in a hospital or other health care center pursue the same course sequence as above, with the following substitutions: substitute an approved course in Health Care Ethics for Theo 595 Leadership in the Faith Community and substitute two units of Clinical Pastoral Education (CPE) at an accredited center for the practicum.

Dual M.A. in Pastoral Ministry/ M.A. in Communication: Students who wish to combine studies in pastoral ministry with communication may enroll in the dual MA. Students must apply concurrently to each sponsoring department to be considered for the dual MA. Separate guidelines are available through Pastoral Ministry and through the Department of Communication and Rhetorical Studies.

Graduate Certificate in Pastoral Ministry (18 credits plus practicum and portfolio): Students who do not desire a Master's degree but who are interested in theological studies for ministry

may enroll in the Certificate. They take six courses among those offered, including Theo 539 Theology of Ministry, plus the practicum and portfolio.

Graduate Certificate in Health Care Ministry (18 credits plus two CPE units and portfolio): Students who do not desire a Master's degree but who are interested in ministry in health care settings may enroll in the Certificate. They take an approved course in Health Care Ethics, Theo 539 Theology of Ministry, four other courses among those offered, and two units of Clinical Pastoral Education (CPE) at an accredited center.

M.A. in RELIGIOUS EDUCATION

This program is designed for students who wish to prepare to serve as directors of religious education and youth ministers in the Diocese of Pittsburgh. Students enrolled in this program are eligible for a full tuition scholarship (through the Diocese of Pittsburgh), and normally enroll in one course per semester.

Required Courses in Theology and Catechetics, 27 credits: Theo 509, New Testament, Theo 510, Old Testament, Theo 520, Christology, Theo 531, Ecclesiology, Theo 538, Sacraments, Theo 541, Theological Ethics, Theo 543, Social Ethics, Theo 577, Introduction to Catechetics, Theo 579, Catechesis of Adults.

Required courses in Education, 6 credits: GPSY 511, Psychology of Learning, GPSY 514, Human Growth and Development. Elective three-credit course in Education.

Ph.D. in SYSTEMATIC THEOLOGY

The doctoral coursework, consisting of thirty-six credit hours in Bible, Doctrine, and Ethics, is designed to equip students with a broad and sound knowledge of the field. Each candidate for the Ph.D. in Theology must demonstrate a reading competence in two modern or ancient languages which are theologically relevant. In addition each student must show the ability to recognize the Greek and Hebrew alphabets as well as principal theological words. This requirement is ordinarily met in taking 600 level courses in Old and New Testament. The language competency must be met before taking the comprehensive examination.

Each candidate for the Ph.D. in Theology is required to take a comprehensive examination upon completion of course work and satisfaction of the language requirements. Normally this exam is taken within one year of finishing course work. The comprehensive exam includes a research component, a written component and an oral component in each of four areas: Foundational Theology, Ecclesiology and Sacraments, General Moral Theology and an area of specialization chosen by the student and approved by the faculty.

The final requirement is the submission of defended dissertation (six research credits), which makes an original and significant theological contribution in the area of contemporary Systematic Theology.

SCHOOL OF LAW

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GRADUATE DEGREES OFFERED

Juris Doctor Degree

Juris Doctor and Master of Business Administration

Juris Doctor and Master of Divinity

Juris Doctor and Master of Health Care Ethics

Juris Doctor and Master of Science in Environmental Science Management

LL.M. for Foreign Lawyers

LAW SCHOOL MISSION AND PHILOSOPHY

Mission

It is the mission of Duquesne University School of Law to train lawyers to a high degree of professional skill with a special, Catholic sensitivity to ethical and moral concerns.

The Duquesne lawyer knows the law both in a comprehensive fashion and increasingly in a range of highly specialized areas such as tax and corporate law, litigation, environmental law, international law and the law of electronic commerce.

The Duquesne lawyer is well-trained in the law, but also understands the difference between what the law allows us to do and what we should do — the difference between what is legal in a given situation and what is right.

He or she will always be highly competent in the details of the law, but more than that, will temper this technical skill with wisdom, compassion and prudence.

We train professionals in the law at Duquesne, but we also train professionals with a sense of justice.

Philosophy and Objectives

In pursuing Duquesne University's educational philosophy, the School of Law espouses the belief that the product of education is the person of true character who thinks, judges and acts constantly and consistently in accordance with right reason within a view to one's ultimate end. It aims to facilitate the development of purposeful character, intellectual accomplishment, emotional and social maturity and professional efficiency. It understands that the adequate preparation of a student for the legal profession involves the development of a special character, a special competency and a special disposition.

Duquesne School of Law has particular objectives which are:

- To direct and assist the student in the acquisition of fundamental principles of law and of an awareness of the influence of political, social and economic forces on particular applications of such principles;
- To stimulate and encourage the student to form habits of sound judgment based upon complete analysis, thorough research and proper evaluation;
- To develop facility in legal research by acquainting and familiarizing the student with proper use of computer-assisted legal information systems and legal publications including the various citations, digests, encyclopedias and case annotations;
- To develop facility in legal writing through the preparation of legal memoranda, pleadings and various forms of legal documents;
- To awaken in the student a proper respect for civil authority, a sincere love of truth, a deep sense of justice, a tempering spirit of equity and an enduring habit of fortitude;
- To engender in the student an abiding consciousness of the social obligation of an attorney as an officer of the court, of the fiduciary nature of the client–attorney relationship, and of the moral responsibility of the individual attorney.

History

In 1911, the Law School became the first professional school added to the University under its 1878 Charter. The early educational philosophy of the Law School, which survives in large part to this day, was to create an academic program to accommodate those individuals who might otherwise be denied an opportunity to study law because of family or work obligations or because of limited access to more established institutions. Pursuant to that philosophy, Duquesne University School of Law began as an evening program only, providing an opportunity for legal education for the sons and daughters of turn-of-the-century immigrants, women, minorities and blue-collar workers.

The Law School survived the Great Depression and the enrollment-draining war years, and thereafter enjoyed a period of precipitous growth into the 1950's. It was during those years that the Law School strengthened its already ambitious academic program, developed a reputation for teaching excellence, and instituted a Day Division. That trajectory continued through the end of the millennium, as the Law School refined its academic standards, built strong clinical and externship programs, and supplemented its demand for teaching excellence with a commitment to faculty research and scholarship. In those same years there were numerous improvements to Law School's facilities, including major additions and renovations to the Law School's aesthetically pleasing home, Hanley Hall.

Throughout its history, the Law School has demonstrated a commitment to diversity. Its first female graduate was a member of the class of 1915, and its earliest African-American graduates, one of whom later became the first African-American District Attorney in the United States, graduated in 1929 and 1932. In 1970, the Law School became the first in the nation to appoint an

African-American as its Dean. Among the Law School's many minority alumni are members of the judiciary, law professors, and highly respected practitioners. The Law School's most recent diversity initiatives include the establishment of the Charles Hamilton Houston Scholarship, given each year to an outstanding minority applicant, and collaboration with the University of Pittsburgh Law School and the Pennsylvania Bar Association to offer an annual Future Lawyers Day event, designed to introduce area minority high school students to law school and the legal profession.

The Law School proudly celebrated its Centennial year in 2011-2012, hosting numerous events that featured luminaries including United States Supreme Court Justices Antonin Scalia and Samuel Alito, and United States Attorney General Eric Holder. This year-long tribute to the past paves the way for Law School's future. Under the leadership of Dean Ken Gormley, the Law School is enhancing its national reputation by moving toward a more cutting-edge curriculum while recruiting outstanding new faculty members to continue in the tradition of teaching and scholarly excellence. With over 7500 proud alumni, the Law School continues to pursue its vision to enter the first rank of Catholic higher education and to train lawyers to a high degree of professional skill with a special Catholic sensitivity to ethical and moral concerns.

Law School Facilities

The Law School is located in two buildings on the Duquesne University campus. The primary location is Hanley Hall, which houses classrooms, a student lounge, the Duquesne Center for Legal Information (DCLI), and faculty and administrative offices. The Law School's clinical programs are located on the sixth floor of Fisher Hall, a short walk from Hanley Hall.

The Hanley Hall space, which exceeds 120,000 square feet, has WI-FI throughout the building. Classroom space includes six full-size classrooms and four seminar rooms. Two amphitheater classrooms and a moot courtroom are located on the second (main) floor of the Law School. On the third floor, there are two large classrooms and two smaller newly renovated classrooms. The McArdle Moot Courtroom, also on the third floor, has state-of-the art technology.

The DCLI space in Hanley Hall totals 45,000 square feet, spans three floors, and includes 411 seats (greater than fifty-percent of the number of students in the full-time division). The Library also houses the Pelaez Legal Writing Center, a suite of offices for Legal Research and Writing faculty with ample conference space for students. In addition, the DCLI has numerous study rooms, each of which is equipped with a conference table, computer and whiteboard.

The faculty space in Hanley Hall is located in the Murray Pavilion. It includes thirty faculty offices and faculty administrative assistant space. A small faculty conference room/kitchen is located on the third floor, and a larger faculty lounge, along with the Deans' and administrative offices, are located on the fourth floor. Other administrative offices, including Admissions, Career Services, and the Registrar's office, are located on the second floor.

In addition to the DCLI's group study rooms, Hanley Hall has space for student co-curricular organizations and student journals on its first floor, along with a locker area and vending machines. A spacious student lounge on the main floor houses Java City, a coffee bar that offers fresh fruit, salads, sandwiches, and soft drinks.

The Law School Clinical Program is housed in 5,000 square feet of space located on the sixth floor of Fisher Hall. The space has two seminar rooms, one of which serves as a conference room and classroom, and another which serves as a small courtroom. The Law School Clinic also has offices for the Director, Associate Director, four supervising attorneys, a reception area, and secretarial workspace. Three additional clinic offices serve as workrooms for students enrolled in clinical programs. The Clinic also has a client interview room and a kitchen area.

ADMISSIONS REQUIREMENTS

Except for students in approved 3/3 programs, all candidates for admission must be graduates of an accredited college or university prior to registration at the Law School. No specific undergraduate academic curriculum is required. Before any applicant can be considered, all of the following items must be submitted to the Admissions Office:

Application Form. The application must be signed and dated. A one-page statement outlining the applicant's reasons for selecting the Duquesne University School of Law must be attached.

Please apply via the Law School Admission Council (LSAC)

Fee: A \$60 non-refundable processing fee is required and must accompany the application.

Law School Admission Test (LSAT): All applicants are required to take the LSAT

Candidate Assembly Service (CAS): All applicants are required to subscribe to the CAS. Official transcripts from each college or university attended must be sent directly to CAS.

Letters of Recommendation: Two letters of recommendation are required for each applicant. Applicants still in college or graduate school, or those out of school for less than two years, should request one letter from a professor and one letter from a responsible citizen who is not connected with the school. All other applicants should request one letter from a current or former business supervisor and one from a responsible citizen who is not connected with the applicant's employment.

Evaluation forms, which may be completed and submitted in place of letters if so desired, are provided in the application package. While the Admissions Committee recognizes letters of recommendation from the CAS letter of recommendations service, the Admissions Committee prefers the evaluation forms contained in the application.

Supplemental Information: Applicants are not required to submit a personal statement but may do so if there is significant information relevant to the Admissions Committee's review of academic performance or other criteria which is not indicated by the required documentation. Part-Time Day and Evening applicants are asked to submit a statement outlining information on employment history or other post-baccalaureate experiences which are relevant to the Admissions process.

Deadlines: Applications for all three divisions are accepted after September 1 for the following academic year.

Day Division applications must be postmarked no later than April 1.

Evening Division applications must be postmarked no later than May 1.

Part-Time Day Division applications are accepted through June 1.

Complete and accurate information is essential. Failure to furnish all supporting credentials or the furnishing of incorrect information may invalidate admission and registration. Applicants should retain copies of all items submitted as part of the admission application. These materials become the property of Duquesne University and will be neither reproduced nor returned to the applicant.

It is the applicant's responsibility to ensure that the file for Admissions Committee consideration is complete and that all required documents have been received by the Admissions Office.

Notification of Decision

The Admissions Committee reviews applications as they become complete.

Day Division applicants are typically notified of acceptance in November.

Evening and Part-Time Day Division applicants are typically notified beginning in late February.

After the above dates, applications are reviewed on a rolling basis as they become complete. The review process can take several months. Once a decision is made, the applicant is notified immediately in writing.

For more information, visit the [Law School Admissions webpage](#).

ACADEMIC REQUIREMENTS AND POLICIES

Academic Policies

The School of Law reserves the right, at any time, to change its academic policies, requirements, schedules, class locations, or course offerings, and to terminate the enrollment of any student whose academic performance is not in accord with the aforementioned policies.

Academic Advice

Students experiencing academic difficulties in any course are strongly encouraged to schedule an appointment with their professor(s), the Director of the Academic Excellence Program, and/or the Assistant Dean of Students as soon as possible.

Regarding matters of course selection and sequencing, the Registrar will provide written information to students in advance of the registration period, and will assign faculty advisors to all students shortly after the beginning of the spring semester.

Class Attendance

Regular and punctual attendance at all classes is mandatory, and the following policy shall apply to all courses in the Law School. Faculty members are not required to announce attendance rules at the start of the semester in which a course begins, unless implementing a stricter attendance standard than that set forth below. A student who misses more than 20% of scheduled classes for a course in any semester without good cause, as determined by the faculty member, will receive a grade of "F" in that course, regardless of whether the course grade is based on one or more quizzes, exams, papers, or projects. A student's late arrival or lack of preparation for class may be counted by the faculty member as a miss of an entire class meeting.

Students who are notified that they will fail an elective course due to excessive absences may petition the Academic Status Committee for relief; however, the sole relief that may be granted, in the discretion of the Committee, is to convert the "F" to a withdrawal from the course. This relief will be granted only if good cause is provided by the student to the Committee in advance of its consideration of the student's petition, and only if the course instructor acquiesces. Further, no student will be entitled to a withdrawal if it would result in the student being enrolled in fewer credits for the semester than required for residency purposes. The right to petition does not apply to excessive absences in required courses, because no student may withdraw from a required course.

Employment Restrictions

The Full-Time Day Division is designed to provide training and education for those students who wish to devote full time to the study of law. The School of Law discourages outside employment for Full-Time Day Division students, particularly for First-Year Full-Time Day Division students. American Bar Association Standards for Approval of Law Schools 304(f) provides: “A student may not be employed more than 20 hours per week in any week in which the student is enrolled in more than twelve class hours.” The Law School reserves the right to require a full-time student to certify at the beginning of each semester that he/she is not engaged in employment for more than 20 hours per week. (The 20-hour limitation includes employment at the Law School as well as any other employment.)

The Evening Division and Part-Time Day Division are designed to provide legal education for students who, because they are employed or have other obligations, are unable to devote full-time to the study of law. Outside employment for students in the Part-Time Day Division is discouraged.

Special Need Accommodations

Any student with special needs who desires accommodations for examinations or other class-related needs must contact the Duquesne University Office of Special Student Services at 412/396-6657 to begin the process of documenting the condition that warrants accommodations. Students are encouraged to begin this process as soon as possible. Once a condition is formally documented, the Office of Special Students will determine the accommodations that are appropriate for the student, and will notify the Law School’s Assistant Dean of Students. Students must complete this process in order to be afforded accommodations at the Law School. Duquesne University’s policy with regard to accommodations for disabled students is available at the Law School Registrar’s Office, and the University Office of Special Student Services.

Examinations

Written examinations are held at the completion of all courses unless the Faculty has determined otherwise. Each semester, all students are issued an examination number by the Registrar’s Office in order to ensure that grading will be anonymous. Any student request to alter an exam schedule, for any reason, must be made in writing (e-mail or fax requests are unacceptable) to the Academic Status Committee, c/o the Office of the Associate Dean.

Examination schedules will not be altered except for compelling reasons such as serious illness or serious family emergencies. Certification for illness or serious family emergencies must be presented to the Academic Status Committee along with a typed request (e-mail or fax requests are unacceptable) for a make-up examination. Make-up examination requests will not be granted

based on employment-related conflicts, a conflict with other final examinations, or a conflict with personal commitments such as weddings and vacations. The fee for all make-up examinations, without exception, is \$50.00 per examination. Make-up examinations must be taken when scheduled by the Registrar.

Failure to take an examination or to submit any papers required at the scheduled time in any course shall constitute a failure of such course.

The Grading Scale

The grading scale for all students is as follows:

<i>Grade</i>	<i>GPA</i>
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.0 Failure

For each first-year course and all upper-level courses of 15 or more students, the Faculty suggests that 20-25% of the grades be A- or above, 50-60% of the grades be B- to B+, and 20-25% of the grades be C+ or below.

Academic Dismissal First-Year Students:

1. To maintain good academic standing and proceed to the second year of study, a student must achieve a grade point average of at least 2.00 at the conclusion of his/her first year.
2. A first-year student whose cumulative grade point average at the end of his/her first year is at least 1.67, but less than 2.00, shall be permitted to return for the second year on a probationary status.
3. "Probationary status" means that the student may be required to undergo a program of academic support as determined by the Academic Dean and must achieve an overall cumulative GPA of 2.00 or higher at the end of his/her second year. Failure to complete the terms of a probationary status shall result in dismissal. Transfer students are not eligible for

probationary status and must maintain a grade point average of at least 2.00 at all times. No student, while on probationary status due to a failure to receive a grade point average of 2.00 after his/her first year of study, may enroll in any clinical program or externship.

4. A first-year student who fails to achieve a cumulative grade point average of at least 1.67 shall be dismissed from school.
5. A first-year student who receives a final grade of D+ or D in any first-year course but whose cumulative grade point average is 2.00 or higher in all first-year courses shall be permitted to return for the second year on a probationary status.
6. A first-year student who receives a grade of F in any course tested by a final examination, and whose cumulative grade point average is at least 1.67, shall be permitted to return for the second year on a probationary status if the student passes a reexamination in that course and earns a grade of at least a D prior to registration for the succeeding fall term. Failure to earn at least a D on the reexamination shall result in dismissal. If the student achieves a grade of D or above on reexamination, that grade shall be substituted for the F and the student shall be permitted to return for the second year on a probationary status.

Upper-Level Students:

1. An upper-level student shall be dismissed for academic reasons upon the occurrence of any of the following:
 - a) Where the student fails to achieve a yearly grade point average of at least 2.00 in his/her coursework in any academic year.
 - b) Where a student who is not in his/her final academic year receives a grade of F in any course tested by a final examination, is eligible for a reexamination in that course, but, upon reexamination, fails to achieve at least a grade of D. A student is eligible for reexamination if he/she:
 - i. has no other grades in that academic year of D+ or below; and,
 - ii. has a cumulative grade point average in that academic year of at least 2.00.If the student achieves a grade of D or above on reexamination prior to registration for the succeeding fall term, that grade shall be substituted for the F and the student shall be permitted to return for the following academic year. Failure to earn at least a D on the reexamination shall result in dismissal.
 - c) Where a student in his/her final semester of study receives a grade of F in any course tested by a final examination. A student who fails any course during the first semester of his/her final year of study shall not be dismissed, but shall not be permitted a reexamination. Such student must seek relief by submitting a typed letter of petition to the Academic Status Committee. The letter should be delivered to the Office of the Associate Dean (e-mail or fax requests are unacceptable).

Principles Applicable to All Students

1. Students subject to dismissal on any grounds set forth above may petition for readmission in accordance with the procedures and standards otherwise set forth in the Academic Bulletin.
2. All references herein to “2.00” and “1.67” shall mean “2.00 (rounded to the nearest hundredth)” and “1.67 (rounded to the nearest hundredth)” respectively.
3. A student’s grade point average is computed by multiplying the number of credit hours for each graded course by the number of grade points assigned to the letter grade earned in the course, then adding the products of these multiplications and dividing the sum by the number of credit hours of graded courses taken in the relevant period. Grades earned during any summer session are part of the student’s academic record for the succeeding academic year.
4. With the exception of graduating students, internal/external transfer students, and part-time day division students, all students are ranked at the end of each academic year. Graduating students, including internal/external transfer students, are ranked at the end of the first semester of their final year of study and at the end of their final year. Part-time day division students are only ranked at the end of the first semester of their final year of study.

Honors

For all students who began the study of law in the fall of 2010 or thereafter, honors will be determined by a ranking of the graduating class based on overall cumulative grade point average, as follows: the Summa Cum Laude designation to the top 5%; the Magna Cum Laude designation to the next 5%; and the Cum Laude designation to the next 10%.

Honors for students who began the study of law before the fall of 2010 will be determined using the following phased-in figures.

Year of Graduation	Percentage of Graduates to Receive Honors (Evening/Part-Time)
2012	32.50%
2013	26.25%

In any year in which the phased-in figures apply, the Summa Cum Laude designation will go to the top 5%; the Magna Cum Laude designation will go to the next 5%; and the balance of those students entitled to honors will receive the Cum Laude designation. These percentages are subject to the following limitation: No student shall graduate Summa Cum Laude unless his/her cumulative grade point average is at least 3.5, and no student shall graduate Magna Cum Laude unless his/her cumulative grade point average is at least 3.25.

Cumulative grade point averages shall not be rounded up to qualify for honors under any of the foregoing formulas.

Grade Correction Procedure

After grades in a course have been submitted to the Registrar, no grade may be changed except to correct an arithmetic or clerical error. A faculty member who believes a grade correction is warranted must submit a grade correction request to the Academic Status Committee. Any request must include documentation of the arithmetic or clerical error. The Committee's disposition of the request will be presented to the full faculty for consideration and final action. The Associate Dean will inform the Registrar of the faculty's decision to approve or deny the request, and will instruct the Registrar to correct the student's grade if the request is approved.

This provision supersedes any grade change policies that are otherwise in effect at Duquesne University, and applies to all Law School grades, including mid-year grades in year-long courses and pass/fail grades.

Readmission

A senior student who has been academically dismissed may petition only the Faculty for readmission. The action of the Faculty in any such case is final. Any student other than a senior student who has been academically dismissed may petition the Academic Status Committee for readmission. The decision of the Academic Status Committee concerning such petitions is final. All petitions must be typed (e-mail or fax requests are unacceptable) and filed with the Office of the Associate Dean. A student who has been academically dismissed after having been readmitted is no longer eligible to petition for readmission.

Inter-Division Transfers

Any student who wishes to transfer from one division to another must submit a typed petition (e-mail or fax requests are unacceptable) to the Academic Status Committee. Such transfers are not a matter of right. If a student is permitted to transfer into another division, he/she will not be ranked in his/her new division until the completion of his/her last semester of study. Any student eligible for a scholarship based upon class rank who transfers into another division forfeits his/her scholarship eligibility.

Leave of Absence from School

If a student is unable to complete a semester's work, or is unable, after completion of the semester, to return for the next regular semester, he/she must submit a typed petition (e-mail or fax requests are unacceptable) to the Academic Status Committee for a Leave of Absence. No Leave of Absence will be granted for longer than one year, except as otherwise required by law. Except for compelling reasons, a Leave of Absence will not be granted to any student during the first year or to a student on academic probation.

Withdrawal from School

A student who wishes to withdraw from school must submit a typed notification (e-mail or fax requests are unacceptable) to the Office of the Associate Dean

A student who ceases to attend class during any semester, or fails to enroll in the succeeding semester without first obtaining a Leave of Absence or who fails to return within the time specified in his/her approved Leave of Absence, will be deemed to be absent without approval. Such student shall receive a failing grade in the course(s), for which he/she has previously registered. Any student who has withdrawn from school and wishes to be readmitted must file a new application for admission. Such student will be evaluated relative to all other applicants then being considered for admission.

Degree and Graduation Policies

A candidate for the degree of Juris Doctor must have satisfied all academic requirements for graduation, must be of good moral character, must have satisfied all indebtedness to the University, must have made formal application for his/her degree to the Registrar prior to the date listed in the School of Law calendar (applications are available in the Registrar's Office or online at www.duq.edu/law/registrar), must be recommended to receive the degree of Juris Doctor by the Faculty, and must be present at Commencement.

Upper Level Writing Requirement

A student is required to produce and submit, prior to graduation, an original work of acceptable professional quality involving a significant exploration of a single major topic. The preparation of any original work intended to be in fulfillment of this requirement cannot be the product of a joint effort. This requirement must be satisfied for Full-Time Day Division students during the final four (4) semesters prior to graduation including the Summer Session and for Evening and Part-Time Day Division students during the final five (5) semesters prior to graduation including the Summer Sessions.

1. Satisfaction of this requirement may be accomplished by the preparation of a note or comment for Duquesne Law Review, Duquesne Business Law Journal, or Duquesne Criminal Law Journal. Only a single note or comment may be used to satisfy this requirement; notes and comments may not be combined. The note or comment must be certified by a member of the full-time faculty serving as the student's Faculty Reader, as meeting this requirement, pursuant to the process set forth in the relevant journal's Consolidated Bylaws.

2. Satisfaction of this requirement may be accomplished by the preparation of an original work which complies with paragraphs 2(A) or 2(B) below, subject to the requirements of paragraphs 2(C) and 2(D) below:
- a) A paper for an approved seminar taught by a member of the full-time faculty.
 - b) A paper for an elective course taught by a member of the full-time faculty, the grade for which is based substantially on the paper. This means that the paper shall constitute at least one-half (1/2) of the grade in such course. Students shall refer to the current listing of the courses available for submitting papers from www.duq.edu/law/registrar at the beginning of the semester and shall submit, with the course's assigned faculty member, a written notice of the intention to fulfill the upper level writing requirement within thirty (30) days from the beginning of classes in the course.
 - c) All papers submitted in fulfillment of this requirement under paragraphs 2(A) and 2(B) above shall comply with the following format and rules:
 - The citation form and other rules regarding matters of form shall follow the requirements of the faculty member teaching the course or seminar in which the paper is prepared, such as A Uniform System of Citation, the ALWD Citation Manual, the MLA Handbook, the Guide to Foreign and International Legal Citation, or similar citation systems.
 - The paper shall be printed on 8 1/2" X 11" paper with margins, font style, and font size as directed by the faculty member teaching the course or seminar in which the paper is prepared.
 - The cover of the paper shall include either the student name or the assigned examination number given to the student, the name of the faculty member teaching the course or seminar in which the paper is prepared, the title of the paper, the name of the course, and the date of the submission of the paper.
 - The paper shall not be less than 5,000 words in length, excluding footnotes, tables of authority, and other supporting documentation.
 - One (1) original and one (1) copy shall be submitted no later than the last day of final exams as set forth in the Academic Calendar. Graduating students may be required to submit their papers earlier. In addition, at the time of submission, students must complete and submit an Upper Level Writing Requirement Form (available online or in the Registrar's Office).
 - d) A grade of "C" is the minimum grade required for a paper submitted to satisfy the Upper Level Writing Requirement under paragraphs 2(A) and 2(B) above. One copy of the paper submitted shall be deposited in the Law School Library and made available to the law school community. This copy shall have no grade or other marks or corrections. These papers shall be kept for a minimum of five (5) years.

Professional Skills Course

All students who began their course of study in the Fall of 2009 or later must successfully complete one course having a substantial professional skills component in addition to first-year Legal Research and Writing and the Upper-Level Writing requirement. The Registrar will maintain a list of courses that satisfy this requirement. Students may not use the same course to satisfy both the upper level writing requirement and the professional skills requirement.

Residency

A student in the Full-Time Day Division is required to complete his/her course work within three academic years from the date of matriculation and must have been in residence on a full-time basis for three (3) academic years [not less than ten (10) credit hours per semester and not more than seventeen (17) credits per semester]. A student in the Evening Division or the Part-Time Day Division is required to complete his or her course work within four academic years from the date of matriculation and must have been in residence on a part-time basis [not less than eight (8) credits per semester and not more than twelve (12) credits per semester] for four (4) academic years. Transfer students must have been in residence for a minimum of two (2) academic years on a full-time basis or the equivalent on a part-time basis.

Summer Session credits earned in the amount of six (6) credits shall be considered one-fourth (1/4) of an academic year of residency. Any Summer Session credits earned less than six (6) shall not be considered for purposes of earning time in residence. Residency may not be satisfied solely by the number of credits completed.

Auditing a course during any semester will not reduce a student's residency credit requirement.

A candidate for the degree of Juris Doctor must complete his or her final year of study in residence at the School of Law and may not enroll in less than eight (8) credit hours per semester for Part-Time students (Day or Evening) or ten (10) credit hours per semester for Full-Time Day Division students, regardless of the number of credits earned during prior semesters or any Summer Sessions. Subject to the approval of the Faculty, a student may be permitted to complete his/her final year at another accredited law school upon a showing of compelling circumstances.

All J.D. candidates are subject to the same degree requirements, academic requirements and academic regulations. All J.D. candidates must satisfactorily complete a minimum of 88 credit hours of study, including required courses. The terms and conditions for this program may be modified by the School of Law at any time.

Part-Time Day and Evening students, while normally on a four-year program, may, by petition to the Academic Status Committee, extend their course of study to five years. Such extensions shall only be granted by the Committee after the successful completion of the first year of study.

Credit Hours and Grade Point Average

Candidates for the degree of Juris Doctor who began their law school studies in fall of 2012 and thereafter must have earned eighty-eight (88) credits [for transfer students, at least fifty-seven (57) credits must have been earned at the School of Law] and must have successfully completed all course work with no grade lower than “D,” have a cumulative grade point average of not less than 2.00 (rounded to the nearest hundredth), have a grade point average of not less than 2.00 (rounded to the nearest hundredth) for course work completed in the final year of study (last two semesters), and must have a cumulative grade point average of 2.00 (rounded to the nearest hundredth) for all required courses during his/her matriculation. In addition, a candidate must have satisfactorily completed the upper-level writing requirement, and any other assignments which may be required. It is the responsibility of each student to make certain that he/she will have earned the appropriate number of credits needed to graduate at the conclusion of his/her last year of study.

Course Credit Transfer Policy

With the approval of the Academic Status Committee, credits earned at another law school will be accepted by the School of Law if certain criteria are satisfied. Grades earned in courses accepted for transfer credit will not be included in the computation of a student’s grade point average.

All of the following criteria must be met before the School of Law will accept transfer credits:

1. The credits must be earned at an ABA-accredited law school,
2. The grade earned in any course for which transfer credits are sought must be, at a minimum, the equivalent of the School of Law’s passing grade of “C”,
3. Upper-level course credits must be for courses that are not included in the School of Law’s curriculum, and,
4. No more than twenty-nine (29) transfer credits will be accepted toward satisfaction of the J.D. degree; provided, however, that no student may enroll in more than six (6) summer session elective credits either at the School of Law or at other ABA-accredited law schools.

Duquesne University has an articulation agreement with the University of Pittsburgh that facilitates registration and the transfer of credits between the two institutions. The agreement has been approved by the Pittsburgh Council of Higher Education. Grades earned in courses taken at the University of Pittsburgh Law School that are accepted for transfer by the School of Law,

under the criteria set forth above, will appear on a student's transcript, but the grade will not be included in the computation of a student's grade point average. Grades earned in courses accepted for transfer credit from other accredited law schools will not appear on a student's transcript, but transfer credits will be shown. The foregoing is an edited version of [the Law School's Academic Bulletin](#).

Graduate Programs

J.D. Degree Program: The Law Schools primary focus is its Juris Doctor (J.D.) Degree Program, which it offers in a three-year, full-time day division, as well as in four-year, part-time divisions in the day and evening. The overarching Program objective is to assist students in acquiring knowledge of fundamental principles of law and facility in legal research and analysis while encouraging them to form habits of sound judgment. Curricular reform is underway that will shape the Law School's curriculum around eleven concentrations that target expanding areas of practice in the region and nation, and that reflect the University and Law School missions. The concentrations include,

- Business Law
- Civil Litigation
- Criminal Law
- Energy & Environmental Law
- Family Law
- Government & Public Interest Law
- Health Law & Science
- International & Comparative Law
- Labor & Employment Law
- Law & Religion
- Property & Real Estate Law

The J.D. degree is awarded to students who complete 88 credits of coursework, comprised of substantive and practical training. First-year students take required courses in Civil Procedure, Contracts, Criminal Law, Legal Research and Writing, Property, and Torts. Upper-level required courses include Constitutional Law, Corporations, Evidence, Professional Responsibility, and Sales and Leased Goods. Further information about academic requirements for the J.D. degree can be found under the "Academic Policies" portion of this catalog.

Early Admissions (3/3) Programs: Numerous schools within Duquesne University cooperate with the Law School to enable students to receive a bachelor's degree after three years of undergraduate work and successful completion of the first year of law school. The Law School has similar 3/3 arrangements with numerous other colleges and universities. A complete list of these schools is available at the [Admissions Office website](#).

· Students who began their legal studies before the Fall 2012 semester must complete 86 credits of coursework in order to graduate.

Joint Degree Programs: The Law School additionally offers joint degree programs that combine the J.D. degree with Masters degrees in business, environmental science and management, healthcare ethics, and divinity. These programs enable students to receive both a Masters and J.D. degree in a significantly reduced timeframe. For more information, visit the [Admissions Office website](#).

LL.M. for Foreign Lawyers Program: The Law School offers a 26-credit Foreign Lawyer LL.M. degree to candidates who have already completed legal studies in their respective home country, and who meet or exceed a score of 95 on the TOEFL examination. Enrollment is limited to allow for individual attention to LL.M. students within the friendly Duquesne community. The curriculum features a selection of required core American law courses with a variety of eligible elective courses.

School of Business

ADMINISTRATION

Dean:

Alan R. Miciak, Ph.D., miciaka@duq.edu

Director of Graduate Programs:

Thomas J. Nist, MBA, nist@duq.edu

Associate Director of Graduate Programs:

Diane P. Ramos, MBA, ramos@duq.edu

Director of the Master of Science in Accountancy:

Robert J. Kollar, MBA, CPA, CGMA, kollar@duq.edu

Director of the Master of Science in Information Systems Mgmt.:

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Program Manager:

Margaret Balmert, MS. Ed., balmert@duq.edu

Enrollment Manager:

Maria Walsh DeCrosta, MS. Ed., decrosta@duq.edu

LIST OF GRADUATE DEGREES

MAcc – [Master of Science in Accountancy](#)
MBA – [Master of Business Administration](#)
MS-ISM – [Master of Science in Information Systems Management](#)
sMBA – [MBA Sustainability](#)

MISSION AND PHILOSOPHY

The mission of the Palumbo Donahue School of Business is to prepare our students to achieve their full potential as ethical business professionals and community leaders with an understanding of the global context of business and its social impact. We accomplish this through passionate education, creative scholarship and the engagement of partners throughout the community. As evidence of our commitment, the Palumbo-Donahue School of Business was one of the first 100 Business Schools in the world to sign the United Nations Global Compact, [Principles of Response Management Education](#)

The business school creates a learning environment that enables our undergraduate students to:

- Develop cross-functional core business competencies;

- Develop an ethical and moral perspective on organizational behavior;
- Become better decision-makers through critical thinking, problem solving, and effective communication;
- Acquire a knowledge and appreciation of multi-cultural business environments; and
- Become life-long learners through intellectual discovery and professional and personal development.
- We add value for the greater good of our stakeholders by creating an environment of support for the intellectual pursuits of our faculty, a commitment to excellence in teaching, community outreach, and service.

Key Guiding Principles

Driven by its mission, the School of Business Administration has established the following key guiding principles:

- Appreciating that business education must be dynamic, continuously upgrade the curriculum to meet the rapidly changing needs of the students and the workplace.
- Continue our commitment to outstanding faculty performance, both in developing business knowledge (research) and in delivering that knowledge (teaching).
- Ensure the maximum use of technology by heavily integrating information technology into all course content and delivery, while providing state-of-the-art facilities equipped with the most sophisticated software and databases.
- Promote ethical behavior as a winning characteristic of organizations that are successful over the long-term and promote a commitment to high standards and values among the Duquesne community.
- Recognizing that the business environment is unmistakably global, cultivate targeted opportunities for international study in distinguished foreign universities and cultures.
- Strongly encourage students to study abroad in order to develop a more global perspective.
- Continuously evolve a Mission Statement for our school that optimally guides our commitments to our various customer groups-students, employers, benefactors, alumni and the community.
- The unending search for new and better ways to serve our students is a hallmark of the culture of our School of Business. Whether it is revising a program, renovating a facility, expanding the integration of technology, or creating a stronger international focus, the goal is continuous improvement and contemporary relevance.

Donahue Philosophy

The Donahue Graduate School of Business challenges our students to reach their potential in a dynamic, intellectually exciting environment that is driven by Duquesne's century-long commitment to an ethical perspective in one's professional and personal life, and an emphasis on teaching excellence. The search for continuous improvement is a process that emphasizes an understanding of the interdisciplinary nature of business, a desire to exceed the expectations of our constituents, scholarship focusing on real business problems and creative academic-business partnerships.

HISTORY OF THE DONAHUE GRADUATE SCHOOL OF BUSINESS

Some business schools prepare students to make a living. The Donahue Graduate School of Business at Duquesne University prepares students to make a difference. The School balances its storied history with a focus on the future.

The Donahue School has a long history of strong ties to local business leaders. The School was named for a highly successful entrepreneur who established an impeccable reputation for integrity, wisdom and hard work. Former World War II bomber pilot **John F. Donahue** founded Federated Investors in 1955 with borrowed money. Along with two friends, he sold savings plans door to door and, eventually, Federated Investor's own mutual funds. By the early 1980s, Federated became the country's second largest fund operator. He previously served as the firm's chairman and chief executive officer and still oversees Federated as its chairman. In 1999, Duquesne named its Graduate School of Business in his honor.

With programs dating from the founding of the School of Accounting and Finance in 1913, the John F. Donahue Graduate School of Business has continued to develop, broaden and adapt its curriculum since 1957. Highly respected, the Donahue School earned accreditation by AACSB International, The Association to Advance Collegiate Schools of Business, in 1962. Less than five percent of business schools worldwide have achieved the AACSB distinction, and Duquesne has maintained it proudly for more than 50 years.

BUSINESS ORGANIZATIONS AND TECHNOLOGY CENTERS

[The Beard Institute](#)

The School of Business expanded the focus of The Beard Institute for Leadership in Ethics. Named for its benefactor Eugene P. Beard, the Beard Institute focuses on the importance of business ethics, financial responsibility and sustainable business practices in the global marketplace.

Investment Center

The Investment Center introduces students to a variety of technologies and databases that are used by investment professionals around the world. The Center allows students to put their learning directly into practice by utilizing technology and producing results.

Small Business Development Center (SBDC)

The mission of the SBDC is to provide assistance to small businesses in southwestern Pennsylvania. Individual planning to start a business receive professional guidance through one-on-one consulting, training workshops, research, and professional referrals.

Center for International Regulatory Assistance (CITRA)

The Duquesne University Center for International Regulatory Assistance is your resource for international technical, environmental, and quality regulations. Successfully export your products to Europe and other regions in the world.

Donahue Business Society (DBS)

The Donahue Business Society is a graduate business student organization focusing on three primary areas:

- Ongoing development of the relationship between students and the corporate world
- Students interacting with the faculty and the university environment and
- Student to student networking.

All graduate students are encouraged to become more involved and take advantage of the opportunities available through the society.

Students are encouraged to attend activities sponsored by DBS. The Society sponsors a Spring Dinner that features regional business and public leaders. Past speakers have included the Mayor of the City of Pittsburgh, the President of the Pittsburgh Pirates, the Chief Executive of Allegheny County, the CEO of US Steel, and the Co-Founder and CEO of Fore Systems.

NET Impact

Net Impact, another graduate student organization, is a global network of leaders, students, and individuals who are influencing the world through business. Duquesne is part of this international nonprofit organization whose mission is to make a positive impact on society by growing and strengthening a community of new leaders who use business to improve the world. Net Impact offers a portfolio of programs to educate, equip, and inspire more than 10,000 members worldwide to make a tangible difference in their universities, organizations, and communities.

Currently, Net Impact focuses its efforts toward campus sustainability, education, and awareness while collaborating with many other student and professional organizations.

ADMISSION REQUIREMENTS

Donahue Graduate School of Business admissions are governed by separate admissions committees who evaluate candidates for their specific program of interest. All candidates are required to submit the following application components:

- An application for admission
- Official Transcripts from all previous institutions of higher learning. Preference is given to candidates with a 3.0/4.0 GPA or better.
- A Professional Resume. Some professional experience is preferred, particularly in the MBA programs; however, many successful graduates completed their MBA immediately following their undergraduate studies.
- An Official GMAT Score report. Preference is given to candidates with a GMAT score greater than 500.
- Two Professional Letters of Recommendation
- TOEFL Scores (required of international candidates). A score of 90 or above is expected. Candidates may also be invited to improve their English through the Duquesne University ESL (English as a Second Language) program.
- A personal essay detailing the strengths the candidate will bring to the program and their motivation for pursuing an advanced business degree.
- Candidates for the Master of Science in Accounting (MAcc) must have completed 24 credits in accounting before entering the program.

Each application is evaluated based upon the portfolio of information required of the applicant. Given the broad range of backgrounds that graduate candidates bring to our programs, applicants should not be discouraged by the admissions guidelines described above. The committees diligently work to consider the unique qualities of each applicant and strive to admit candidates who are most likely to succeed in our programs. Admissions guidelines vary by program and are subject to change. Performance at or above the guidelines described above do not guarantee a favorable admissions decision.

REGISTRATION POLICIES

OFFICIAL REGISTRATION

Only students who are recognized as officially registered are bona fide students of Duquesne University. Unless students are officially registered, they are not permitted to attend classes, engage in student affairs, or, generally, have access to the buildings and grounds or use of the University's facilities. Official registration is the recognition given by the University to persons who have met these conditions:

1. Appropriate authority for admittance to study in a school or department has been given by an authorized officer of the University. The admitting authority for undergraduate students resides with the Director of Admissions.
2. Authorization to continue in the selected program has been given and registration for classes has been accomplished in compliance with all academic requirements and procedures.
3. Arrangements have been made to the satisfaction of the University for payment in full of all financial charges, including fees, tuition, and housing charges, all of which are due and payable in full before the beginning of classes.

Registration is performed in DORI according to the dates set on the academic calendar. Course rosters are determined on a first-come, first-served basis.

Students who register for a class or classes and subsequently do not attend remain financially responsible for their registration unless written notification of their decision not to attend is received by the Registrar no later than the end of the add/drop period. Students who register but do not attend will receive a final grade of “F”.

CHANGE OF SCHEDULE

Students may change their class schedule and add or drop a class during Preregistration, Final Registration, and Late Registration. **Change of class schedule is not permitted after the Latest Date for Change of Schedule as announced in the Academic Calendar.**

All schedule changes must be approved by an academic advisor and processed with the Registrar. Schedule change requests processed with the Registrar during Late Registration must also have the signatures of the instructors whose classes are being added or dropped.

Students who are late in processing change forms are not entitled to a refund for the course credits dropped. No schedule changes of registrations are permitted after the end of the add/drop period. The withdrawal period begins at the conclusion of the add/drop period.

WITHDRAWAL AND TERMINATION OF ATTENDANCE

Upon officially withdrawing from the university, a student receives remission of a part of the tuition charges for the semester or session in accordance with the Tuition Remission Schedule.

This applies to a complete withdrawal from all classes. **There is no tuition remission for individual course withdrawals.**

Even though absences from classes may be observed and recorded, a student is considered enrolled and in attendance until formal (written) withdrawal forms are filed in the Registrar's office. All withdrawals results in a final grade of "W".

When a student's attendance is involuntarily terminated in a semester because of personal disability arising from injury or illness, any remission of tuition beyond the limits prescribed by the withdrawal refund policy is subject first to the approval of the Academic Dean, then the Provost, and finally the Executive Vice President for Management and Business.

READMISSION

A student who has not registered for at least one course during a 12 month period will be transferred to inactive status. To be readmitted to graduate study, the student must file for readmission before being permitted to register. Readmission is NOT automatic. Readmission requires approval by the Program Director.

CLASS ATTENDANCE

Regular class attendance is considered essential for maximum educational advantage and is strongly encouraged. The responsibility for all course material rests wholly with the student. Schools may require attendance at every class.

It is the prerogative of each school to establish policy for attendance at classes, laboratories, tests, examinations, deadlines for reports, and specific school requirements. It is the instructor's responsibility to make the school's policy known at the first class session as it pertains to the course and school.

The student who is unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance is responsible for notifying the office of the appropriate school advisor. The student should supply any required written verifications as soon as possible.

The student must submit work assigned and take the examination in the course at the specified time. If work is not submitted or an examination is not taken at the scheduled time, the policy is to assign a zero for that part of the course. An accumulation of zero grades could result in a final grade of F. If a student has for significant reasons missed a part of the course or an examination, the grade may be submitted as an I. If the temporary I grade is to be replaced by a passing grade, the work must be completed by the time stated in the Academic Calendar. Failure on the part of the student to remove the temporary grade in the time required results in conversion of that grade to an F recorded on the transcript.

CANCELLATION OF COURSES

The University makes every reasonable effort to offer courses as listed on the University class schedule. It reserves the right, however, to make changes or cancel courses in the academic schedule because of insufficient enrollment or for any other equally valid reason.

INCOMPLETE (“I”) GRADES

Students who are unable to complete course work for any reason may discuss with their instructor the possibility of receiving an incomplete (“I”) grade for the course. To be eligible for an I-grade, a student must have completed at least 80% of the course work. The student then has one semester to complete the remaining coursework. “I” grades not removed by the end of the following semester will automatically be changed to an “F” grade (“F” grade rules will then apply).

FAILURE (“F”) GRADES

Students who receive an “F” grade in any course must repeat the course during the semester immediately following the semester in which the “F” grade was received or, in the case of certain elective courses, the next semester in which the course is offered. All coursework attempted (except for official withdrawals) must be satisfactorily completed to qualify for the graduate degree.

RESIDENCY REQUIREMENTS

No student will be awarded a graduate degree without having completed at least 30 credits at Duquesne University, not including any course waivers granted. Students transferring to the Donahue School from a graduate program not accredited by the AACSB may request transfer credit. These cases will be evaluated individually as to what will and will not be accepted for transfer.

TIME FOR COMPLETION

All requirements for the Master’s degree must be completed by the end of six calendar years after admission to a program.

COURSE WAIVER REQUEST

All waiver requests must be submitted and all challenge exams must be completed by the end of the student’s first semester of study. Waiver requests not submitted by this date will not be considered.

CHANGE OF ADDRESS

It is the student’s responsibility to maintain at all times a correct permanent and local address with the Registrar’s Office and Graduate Business Office. “Authorization to Change Student Information” forms are available at the following [link](#).

ADVISING

Any academic-related questions may be directed to the Graduate Business advisors, by calling (412) 396-6276. Students are also encouraged to contact faculty members for academic or professional guidance.

COURSE DESCRIPTIONS AND SYLLABI

Brief course descriptions are presented in the “School Policies and Course Descriptions” booklet. A library of past course syllabi is listed in the Donahue Graduate School of Business [Blackboard site](#).

MBA CONCENTRATIONS

In order to obtain a concentration in a field of study, a student must complete at least nine credits (12 credits for Supply Chain management concentration) in a particular area. However, if preferred, one can enroll in additional courses in an area of concentration. There are 9 areas of concentration available. They include: Business Ethics, Environmental Management, Finance, Health Care Management, Human Resources Management, International Business, Management, Marketing, and Supply Chain Management. Some courses can be applied to different concentrations. For example, Leadership may be applied to a concentration in Human Resource Management or Management. Information about dual degrees can be obtained at the Graduate Business Office.

ACADEMIC PROBATION / DISMISSAL

Students who fall below a 3.0 cumulative grade point average will be placed on academic probation. Students on probation are given a maximum of two semesters to raise their grade point average above 3.0. Dismissal will result if the student's grade point average is not raised to a 3.0 or higher after the two semesters of probation.

GRADING SYSTEM

Grading for each class is determined at the professor's discretion. Grades have been assigned the following quality points per credit:

A	4.0	C	2.0	Lowest passing grade
A-	3.7	F	0.0	Failure
B+	3.3	I	---	Incomplete
B	3.0	W	---	Withdrawal
B-	2.7	P	---	Pass
C+	2.3			

GRADUATION

A candidate for an MBA, MS-ISM, or MAcc degree must have all debts to the University paid in full. Also an Application for the University Degree must be filed with the Office of Registrar on or before the Latest Date to Apply for Graduation as announced in the “Schedule of Classes” booklet (see academic calendar). All academic requirements must be satisfactorily completed.

To graduate, the student must have a cumulative QPA of 3.0 or higher. If a student does not meet this requirement, he/she must continue in the program until a QPA of 3.0 or higher is obtained

(subject to the limits of academic probation). In addition, students must not have any “I” or “F” grades. Graduating students are not permitted to participate in commencement unless all graduation requirements are completed.

HONORS

To graduate with honors, a student must have a cumulative QPA of 3.8 or higher. To graduate with high honors, a student must have a cumulative QPA of 3.9 or higher. In order to receive a degree with highest honors, a student must have a cumulative QPA of 4.0.

STUDENT EMAIL POLICY

The Duquesne University personal email account is the official method of communication for Duquesne administrative matters. Students are required to periodically check their account for time critical notices such as billing notifications, insurance requirements or other important alerts or administrative notices requiring a timely response. Notice will be considered received one day following the date the notice is posted to the student’s email account. Failure to check the email account does not excuse or exempt a student from any actions required of them by the University.

FACULTY AND STAFF

A complete and up to date listing of administration, faculty, and staff can be found at [here](#).

GRADUATE ASSISTANTSHIPS

Graduate assistantships are awarded on a competitive basis each semester according to availability, staffing, and faculty need. Assistantships are offered only to full-time students. Appointments, which are made after the applicant has been accepted into the program, are for a period of one semester. Reappointment may be made for up to three subsequent semesters and is contingent upon satisfactory work and academic performance.

Graduate assistants are expected to spend twenty hours per week on their assistantship assignments and maintain a 3.50 QPA. Various assignments are available including faculty research and administrative office support.

MBA- Evening or MS-ISM candidates, who are interested in applying for an assistantship, should download an Assistantship Application Form from the graduate business school [website](#). This application, along with a one-page narrative describing your interest in such a position, must be received by June 1 for fall semester appointments and November 1 for spring semester appointments.

INTERNSHIPS

Internships give qualified graduate business students the opportunity to obtain professional work experience while earning academic credits. Prior to obtaining an internship, a graduate student must have a minimum cumulative QPA of 3.0, complete the requirements of and/or be waived from MBA Foundation and Core courses, complete one elective in the area of their internship, and obtain approval from a graduate business advisor. Interested, approved students should

contact Linda Loewer (loewer@duq.edu or 412-396-6644) in the Career Services Center or a Graduate Business advisor, by calling (412) 396-6276.

MBA PORTFOLIO GUIDELINES

Purpose

A **Portfolio of Work** must be assembled prior to graduation by all MBA candidates. The portfolio provides evidence of personal accomplishment, as well as a tangible demonstration of skills and learning for present or future employers. This portfolio also serves as an outcomes assessment measure for the Donahue Graduate School of Business to help determine the extent to which you have mastered the knowledge and skills outcomes established for the MBA program.

Student Guidelines

A portfolio, which is a graduation requirement, must be submitted in electronic format as outlined below, with at least seven projects which demonstrate MBA competencies. Suitable examples include moderate length papers, demonstrating writing and analytical skills in all MBA disciplines, research projects, consulting-type reports, case studies, quantitative problem solving, presentation projects, and similar activity. All examples must demonstrate competencies acquired during your course of study for the MBA degree.

- The **Title Page** for each submitted project/ paper must list the course title, instructor, and date.
- Include a **Table of Contents** which matches the project/paper with its corresponding competency, as outlined in the Table below. Note that one project may satisfy more than one competency.
- ePortfolio content will include assignments from required and elective courses taken during the MBA Program. Including a project completed during an internship is acceptable.
- As many as three of the projects may be in the form of co-authored or group projects.
- At least one project should be a quantitative paper (finance, accounting, statistics).
- One project should demonstrate use of technology along with an underlying document.
- Demonstrate the breadth of learning by submitting examples of work that correspond to the competencies identified as outcomes for the MBA Program, shown in the Table below.
- Students should also include a personal professional Resume

Program Outcome	Title of Project/ Paper
The understanding of organizations as holistic systems that integrate diverse disciplines and talents to deliver value with integrity through the ability to:	
1. Tie theory to practice, maximizing performance from human, financial, physical, and information capital.	
2. Communicate across organizational levels, functional disciplines, and cultures.	
3. Identify, analyze, and evaluate strategic issues and processes in dynamic organizations and markets.	
4. Motivate people to achieve goals.	
Relevant knowledge of the social, political, technological, and cultural forces that influence organizational and marketplace environments by developing:	
5. Judgment for assessing short and long-range local and global impacts on organizational decisions and new technologies.	
6. Managerial skills for fostering innovation and leading change.	
The ability to apply appropriate quantitative decision tools.	
7. Appropriate quantitative decision tools.	

EVALUATION AND FACULTY GUIDANCE

A subcommittee of faculty will review your portfolio. You will be notified if any deficiencies are noted.

DONAHUE GRADUATE SCHOOL OF BUSINESS CODE OF ETHICAL BEHAVIOR GUIDELINES

Clarifying Students' Responsibilities

Plagiarism: In many of the Duquesne business school courses, you are assigned research projects or similar assignments requiring the investigation of past works or thoughts. This research develops your analytical skills and/or expands your critical thinking on a subject or current business issue. When engaged in these learning exercises, the possibility of plagiarism may arise.

Plagiarism is defined as the failure to acknowledge the sources from where you borrow ideas, examples, words, and the progressions of thought. For example:

- Your failure to report in a paper the discovery and use of ideas from another source constitutes plagiarism.

- Your direct copying of material from an original source without acknowledging the source also is plagiarism.
- While you may not use another person's exact words or phrases in your paper, for example, when you take the general pattern of ideas or opinions from an original source, you must acknowledge the original source.
- Instances of plagiarism also include paraphrasing another's work; that is, taking the basic ideas and re-phrasing them when presented in your work.

Any form of plagiarism results in the failure to meet the expectations of ethical behavior since it dishonestly presents another's work as your own, for which you intend to receive credit or be evaluated.

Cheating on Examinations: In many Duquesne business school courses, your learning is assessed through your performance on examinations, with the type of questions ranging from multiple choice to essays. When engaged in these learning assessment activities, the possibility of cheating may arise.

Cheating includes but is not limited to:

- When you use, or attempt to use, unauthorized assistance, material, or study aids during an examination or other academic work.
- When you prevent, or attempt to prevent, another student from using authorized assistance, material, or study aids during an examination or other academic work.

Cheating on examinations results in the failure to meet the expectations of ethical behavior since it enables you to unfairly gain an advantage over another student during, or in the evaluation of, an examination, or deliberately denies another student an equal opportunity to perform at her/his best ability on an examination or other academic work.

Disruptive behavior: In many Duquesne business school courses, student learning is dependent upon a positive classroom environment. Disruptive behavior, as defined by Duquesne University as "repeated, continuous, and/or multiple student behaviors that hamper the ability of instructors to teach and students to learn," impedes student learning. Disruptive behavior includes but is not limited to:

- Making loud and distracting noises.
- Failing to respect the rights of other students to express their viewpoints.
- Talking when the instructor or others are speaking.
- Asking constant questions or interrupting of the instructor's presentations.

- Overt inattentiveness (sleeping or reading the paper or using electronic devices for non-classroom purposes while in class).
- Entering the class late or leaving early.
- Use of pagers or cell phones in the classroom.

Other unethical behavior: Other instances of unethical behavior may arise within the Duquesne business school community. For example, when engaged in an authorized group assignment, you take credit for work completed by another group member or fail to contribute your fair share to the group process or project. These actions disrespect others and/or fail to assume personal responsibility, such as accepting a lower grade than your group members since you failed to contribute equally to the group's efforts.

In the spirit of trust and accountability, students signing an attendance sheet for class or an event should sign only their own name or their own initials and should not leave the class or the event until its conclusion.

No Code of Ethical Behavior could cover all possible instances of unethical actions. When in doubt, refer back to the core principles of respect, accountability, personal responsibility and trust that govern all members of the Duquesne business school community and their actions.

ENFORCING THE CODE

When violations of ethical behavior occur

Researchers have found that punishment of wrongdoing and awareness of sanctions against wrongdoers are significant positive influences when promoting ethical behavior in a community. To this end, violations of this Code are subject to sanctions imposed by the faculty member governing the student(s) or the Integrity Standards Committee (described later). In addition, any Duquesne business student may appeal a decision or action taken by a faculty member regarding violations of the Code to the Integrity Standards Committee.

In determining if a violation of the Code has occurred, those assessing a student's actions will consider:

- [1] The premeditation of the student in committing the alleged act,
- [2] The apparent truthfulness of the student when questioned by the faculty member or the Committee in regards to the alleged violation, and
- [3] The severity of the alleged violation.

In addition to the severity of the offense, the frequency of the student violating the Code affects the sanctions imposed. For example for a first offense, the sanction or penalty might be a "zero" on the assignment or examination, as imposed by the faculty member involved in the incident.

For a second offense while at Duquesne University or more severe first offense, the violation of the Code might warrant a stricter penalty, for example an “F” for the course. The student has the right to appeal this decision to the School Standing Committee. This committee reports to the Dean, who has the final decision.

If the offense is so severe or the student has violated the Code so often, the appropriate sanction could be expulsion from the university. In accordance with the University academic integrity policy, if the recommended offense is greater than failure of a course, the matter is turned over to the University Academic Integrity Committee. This committee conducts a hearing and makes a recommendation to the Provost. The Provost will implement the Committee’s recommendation, unless the faculty member or student involved in this situation appeals the recommended action. After hearing any appeal, the Provost must ratify, modify or suspend the recommended sanction.

The Integrity Standards Committee: Students, faculty and administrators from the Duquesne business schools are represented on the Integrity Standards Committee. The committee consists of 5 members, with 2 undergraduate business students, 1 graduate business student, 1 business faculty member and 1 business school administrator.

The undergraduate student representatives are nominated by members of the Duquesne business school’s student organizations or self-nominated and selected by a faculty committee, the graduate student representative is a full-time student nominated by the graduate school administration and elected by email by the graduate student body, the business faculty representative is elected by the Duquesne business school faculty, and the business school administrator is appointed by the Dean of the Duquesne business schools.

Each member of the Integrity Standards Committee shall serve a one-year term, with continuous service by an individual permitted if duly selected by his or her membership group.

All members of the Integrity Standards Committee have an equal voice and vote in committee decisions. A faculty member, other than the faculty representative to the Committee, will serve as an ex officio member of the Committee and chair the Committee.

The Integrity Standards Committee:

1. Facilitate a wide distribution of the Code of Ethical Behavior to all segments of the Duquesne business school communities, [
2. Revise the Code periodically or as the need arises,
3. Investigate alleged claims of violations of the Code,
4. Provide a forum before which claims of alleged violations of the Code can be heard,
5. Ensure that the confidentiality of the witnesses appearing before the Committee with alleged claims of ethical behavior violations is maintained if possible, and

6. Decide if the Code has been violated by a majority vote by the Committee.

Ethics Advocates

In addition to the members of the Integrity Standards Committee, a number of faculty members are to be appointed by the Dean of the Duquesne business schools to serve as Ethics Advocates. Those who are Ethics Advocates serve the Duquesne business school community as confidential resources. Students, faculty, staff or administrators who have ethical issues they wish to discuss may do so with an Ethics Advocate knowing that their confidentiality will be protected to the greatest extent possible.

Ethics Advocates are charged with the following responsibilities:

- Provide confidential counsel to individuals who believe they have witnessed an alleged ethical violation, and
- Discuss possible ethical violations with members of the Integrity Standards Committee as they deem warranted.

MACC - MASTER OF ACCOUNTANCY

The Master of Science in Accountancy (MAcc) program at Duquesne University's John F. Donahue Graduate School of Business is a full-time, 30-credit course of study. The curriculum focuses on forensic accounting, ethics and regulation and reporting - the three most significant and challenging areas facing the accounting profession today. At the completion of the program, students will have fulfilled the 150 academic credit hours required to become licensed as Certified Public Accounts (CPAs) in Pennsylvania and most other states.

In addition to satisfying the credit-hour requirement for CPA licensure, the program prepares students for careers in public and corporate accounting, non-profit and governmental accounting and forensic accounting.

Duquesne's MAcc program emphasizes accounting as a profession and ensures that graduates are thoroughly prepared to be communicators, analysts and responsible leaders. Equipped with essential accounting and financial analysis skills, MAcc program graduates also have expertise that extends beyond the scope of traditional accounting and auditing.

Distinguished by a century-long legacy in accounting education, the School's focus on the future is equally exciting. Grounded in a tradition of ethical leadership, Duquesne was one of the first 100 adopters of the Principles for Responsible Management Education (PRME), a United Nations endorsed initiative promoting environmental stewardship, human rights and fair trade practices in business education.

With a balance of scholar-teachers and experienced practitioners, Duquesne's faculty immerse students in theory and application, thereby ensuring graduates are prepared to pass the CPA exam and join other Duquesne alumni as exemplary leaders in the accounting profession. Against the backdrop of a city with renowned corporations, health-care providers, robotics developers, and cultural organizations, the Donahue School introduces students to an array of connections to assist them in the advancement of their careers.

MBA - MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) program provides full-time and part-time study options in the evening, allowing students to engage in full-time employment while pursuing graduate business studies. Through the program, students develop leadership skills while learning how to responsibly manage in an efficient, effective manner. Along with core courses that focus on the fundamentals of business operations, the program also provides students with the opportunity to explore disciplines in greater depth, including finance, management, supply chain, marketing and human resources management.

Duquesne's MBA program exposes students to a business philosophy that is values based. The rigorous curriculum ensures that students develop the highest level of expertise in all aspects of management. The program goes a step further and develops students' abilities to create and incorporate a culture of caring into business operations.

Global affairs and technology have transformed today's office into an international workplace. The interconnectedness of our global community means that the impact of business decisions is farther reaching. The Donahue Graduate School program goes beyond traditional boundaries and integrates global perspectives into coursework. Graduates are prepared to initiate and respond to business developments in a global economy.

The Donahue Graduate School's faculty includes skilled academicians and admired leaders from the region's corporations and non-profit organizations. Accredited by the Association to Advance Collegiate Schools of Business International, the School's reputation and track record for success make its MBA a highly coveted and respected degree.

MS-ISM - MASTER OF SCIENCE IN INFORMATION SYSTEMS MANAGEMENT

The Master of Science in Information Systems Management (MS-ISM) program is a 30-credit course of study with both full-time and part-time offerings. The program appeals to a number of potential students, including technical professionals who are looking for a relevant management credential, accounting graduates who must complete 150 college credits to qualify for the CPA

certification, and non-technical/non-business professionals who are seeking to enter the information systems field.

Duquesne's MS-ISM curriculum focuses on how the management and governance of information technologies can create organizational value. The program has an intentional emphasis on safe guarding organizational assets, relationships, and reputation through IS audit, control, and risk management in developmental and operational environments. The program stresses the impact of IS architectural decisions on an organization and its stakeholders, both over time and across organizational boundaries. Students will understand and be able to manage the critical impact of technology decisions on the achievement of business goals.

Duquesne University's location, which is adjacent to downtown Pittsburgh, provides easy access to campus for Pittsburgh's business professionals who both enhance the students' experiences through guest lectures and for those who wish to pursue their graduate degree.

MBA – SUSTAINABILITY

The internationally recognized MBA Sustainability is an accelerated, 12 month program, and the Donahue School's only MBA with daytime classes. It has been consistently ranked among the top 25 in the world for social and environmental stewardship since 2007. Among the top three in the United States for ethics, the Donahue School is among the elite 5% of graduate business schools accredited by AACSB International.

The MBA Sustainability is designed to serve as unmatched preparation and proving ground for early and mid-career professionals. It offers a transformative, active learning experience that features problem-solving consulting projects, cross-functional case studies, professional skill coaching, and international study trips. Focus is on gaining tangible experience and competence for managing financial, social, environmental and informational resources, the top priorities for sustaining modern organizations in a dynamic global marketplace.

The program's 45-credit curriculum is anchored by rigorous coursework in all the standard business subjects. Signature courses in sustainability, consulting and systems thinking add meaningful experience as students apply cutting-edge theories, models and tools from all disciplines to analyze real world management challenges and recommend innovative solutions for multinational corporations. Students also complete a capstone practicum with a corporate, not-for-profit or government organization. Full immersion study trips to Europe, Asia or South America enrich the year-long educational adventure as students interface with academic and corporate partners abroad and learn first-hand about best practices, government policies and challenges in developed and emerging economies through field work in foreign cultures.

The MBA Sustainability admits one highly selective cohort annually; students begin the program in August and earn an MBA with a concentration in sustainability at the end of the following July. Our graduates are prepared for management roles in consulting, supply chain, policy planning, marketing, finance, human resources, information technology, new product development, and general management. MBA Sustainability alumni are serving as responsible leaders and change agents with prestigious employers of choice throughout the United States and around the world.

GRADUATE SCHOOL OF PHARMACEUTICAL SCIENCES

ADMINISTRATION OF SCHOOL CONTACT INFORMATION

Dean: J. Douglas Bricker, Ph.D.

Email bricker@duq.edu

Office Phone 412-396-6377

Office Location 306A Bayer Hall

Office Hours by appointment

Notes

Senior Administrator, Graduate School of Pharmaceutical Sciences

Associate Dean, Research and Graduate Programs: James K. Drennen, III, Ph.D.

Email drennen@duq.edu

Office Phone 412-396-5520

Office Location 430 Mellon Hall

Office Hours by appointment

Notes

Responsibilities include: Oversight of Research and Programs of the Graduate School of Pharmaceutical Sciences

Administrative Assistant II: Mrs. Jackie Farrer

Email farrer@duq.edu

Office Phone 412-396-1172

Office Location 431 Mellon Hall

Office Hours 8:00 AM – 4:00 PM

Notes

Responsibilities include: Admissions, Registration, Qualifying and Comprehensive Exams, Thesis and Dissertation Defenses, Graduate Curriculum Committee Meetings

Administrative Assistant: Mrs. Nancy Hosni

Email hosni@duq.edu

Office Phone 412-396-5662

Office Location 449 Mellon Hall

Office Hours 8:30 AM – 4:30 PM

Notes

Responsibilities include: Graduate Student Contracts, Graduate Faculty and Graduate Council Committee Meetings

Administrative Assistant: Mrs. Mary Caruso

Email carusom1@duq.edu

Office Phone 412-396-2140

Office Location 433 Mellon Hall

Office Hours 8:00 AM – 4:00 PM

DEGREES

Degree and area of study in the Graduate School of Pharmaceutical Sciences (GSPS):

1. M.S. Pharmaceutics
2. M.S. Pharmacology
3. M.S. Medicinal Chemistry
4. M.S. Pharmacy Administration
5. Ph.D. Pharmaceutics
6. Ph.D. Pharmacology
7. Ph.D. Medicinal Chemistry
8. M.S. Industrial Pharmacy

Masters of Science Degree Programs

M.S. programs require a minimum of 30 post baccalaureate credit hours, including 24 credits of course work, two credits of seminar, and six credits of thesis research.

M.S. in Pharmacy Administration

The discipline of Pharmacy Administration, within the Division of Clinical, Social, and Administrative Sciences, offers thesis-track and non-thesis-track M.S. degree programs. The thesis track is recommended for students with intent to enter a Ph.D. program or seeking a research-oriented career.

The M.S. in Pharmacy Administration with the thesis option requires 27 credits of course work, including two credits of seminar and nine credits of thesis research; the non-thesis option requires 33 credits of course work, including two credits of seminar.

M.S. in Industrial Pharmacy/M.B.A

In conjunction with the Graduate School of Business Administration, the Pharmaceutics discipline offers an M.B.A./M.S. in Industrial Pharmacy, an 85 credit, non-thesis program, requiring concurrent graduate-level enrollment in both the Graduate School of Business Administration and the Graduate School of Pharmaceutical Sciences. Fifty-seven credits in core business administration course work and 28 credits of course work in pharmaceutical sciences are required.

Doctor of Philosophy Degree Program

Ph.D. programs require a minimum of 60 post-baccalaureate semester hours, including 48 credits of course work, four credits of seminar, and 12 credits of dissertation research. All graduate programs are designed for individuals who have earned an undergraduate degree in biology, chemistry, engineering, pharmacy, allied health sciences, the social and behavioral sciences or business.

MISSION

Our Mission is to educate and mentor students who advance the profession of pharmacy and pharmaceutical research to improve health outcomes of patients and their communities.

VISION

The vision of the Duquesne University Mylan School of Pharmacy and Graduate School of Pharmaceutical Sciences is to develop professionals, through student-centered experiences, who are recognized leaders, innovators and advocates in all areas of pharmacy practice and research.

HISTORY OF THE GSPS

The GSPS was established in 1990 when the MSP Pharmaceutical Sciences faculty requested and were granted permission to separate from the reorganized College and Graduate School of Arts and Sciences. The rationale for the request was to focus our efforts in achieving the mission of the Mylan School of Pharmacy (MSP). GSPS offerings currently encompass the Doctor of Philosophy and Master of Science degrees in pharmaceuticals, medicinal chemistry, and pharmacology, and the Master of Science in Pharmacy Administration.

FACILITIES

Richard King Mellon Hall of Science, a four-story structure dedicated in 1968 and an award-winning building designed by Mies van der Rohe, houses offices of the Graduate School of Pharmaceutical Sciences and faculty offices, classrooms and laboratories. Graduate faculty offices and a significant amount of the GSPS' modern laboratory space are located on the more than 30,000 sq. ft. of the fourth floor of Mellon Hall. The Center for Pharmaceutical Technology is located in the basement of Mellon Hall with an industrial pharmacy laboratory for research on pharmaceutical process development, including a globally respected effort in process analytical technology.

The Bayer Learning Center is a modern classroom, office and research building with multimedia classrooms, conference space, and a modern animal research facility. The office of the Dean of the GSPS is located in the Bayer Learning Center.

RESEARCH CENTERS

The Duquesne University Center for Pharmaceutical Technology (DCPT) focuses on improving the safety, quality and efficiency of pharmaceutical manufacturing through the application of relevant technology. The Center functions as a point of convergence for the research interests of faculty and those of collaborators who develop technology related to pharmaceutical manufacturing. It works to address major issues within this field, such as regulatory concerns, science-based methods of validation and business advantages of technology. Clients and collaborators of the Center include representatives from industry, other academic institutions, regulatory authorities, equipment vendors and private consultants. Read more about the DCPT at: <http://www.duq.edu/pharmacy/centers-programs/pharm-technology.cfm>

ADMISSIONS

Graduate Student Profile

Typical annual enrollment in the Graduate School of Pharmaceutical Sciences is approximately 65 students from domestic (30%) and International (70%) origin.

Most recent M.S. graduates have continued studies at the doctoral level or are employed in a variety of research settings. Graduates of Ph.D. programs are employed in research and administrative positions in industry and in research and teaching in academia.

Application Procedures

Applicants should have earned a baccalaureate degree in chemistry, biology, pharmacy, engineering, allied health sciences, business or social/behavioral sciences, depending on the proposed field of study. Students are admitted for the fall or spring semester of the academic year. All applications and supporting documents must be received in sufficient time to permit processing and evaluation before enrollment for the preferred semester. Applications which are received prior to February 1 will be given primary consideration for the fall semester.

Applications which are received prior to October 1 will be given primary consideration for the spring semester.

U.S. Citizens, permanent residents and international applicants may complete an on-line application by clicking on the link www.duq.edu and following the Admissions (Graduate Studies) drop-down box. The supporting documents required are:

- \$50.00 application fee, payable by check or money order, payable to Duquesne University.
- WE DO NOT WAIVE THE FEE.
- All undergraduate and graduate college or university official transcripts.

- Curriculum Vitae
- Statement of Purpose
- Three letters of recommendation sent by your listed references.
- Official GRE Scores – Minimum score 1000 (Institution Code 2196, Department Code for Pharmaceutical Sciences, 0613).
- Official TOEFL Score Report – Minimum score 100 (international applicants, must be current within one year. Institution Code 2196).
- Affidavit of Support : International students must submit documents certifying availability of adequate financial resources. These documents, which are official verification of available funds, must be an Official Bank Statement with the bank official's signature and seal. Agency-sponsored students may submit an Official Copy of Sponsoring Agency Guarantee.
- Mandatory Information Request from international students.

All applicants whose native language or principal language of instruction is not English are required to submit their TOEFL scores to the Graduate School Office. International students who are applying for a teaching assistantship will be required to take the TSE during the mandated Science Orientation at the time of admissions.

ASSISTANTSHIPS

Teaching and research assistantships, which may include full remission of tuition and fees, are available to qualified applicants. Assistantships are normally awarded twice per year for six month contract periods.

Eligibility for assistantships is based on academic records, qualifications and financial need. These assistantships are granted in return for serving in the capacity of a laboratory teaching assistant and/or research assistant on a semester-to-semester basis. To be eligible for consideration for an assistantship, the student must complete the appropriate section on the official application.

An international student seeking a teaching assistantship is advised that Duquesne University institutional policy and Pennsylvania state law requires that all instructional teaching assistants who are non-native speakers of English, be certified by the University as meeting acceptable standards of English language fluency. Candidates for teaching assistantships are required to submit TSE (Test of Spoken English) scores to the Graduate School of Pharmaceutical Sciences. Also, candidates must sit for on-campus language tests conducted for such certification.

If results of the on-campus language testing for such certification indicate that the candidate requires assistance with the English language, that candidate will be responsible for the cost of providing assistance until that individual's language proficiency improves to acceptable standards. Also, testing results may affect the nature and/or limits of the candidate's assistantship and instructional duties.

TEACHING ASSISTANT RESPONSIBILITIES

Professional scientists at some point in their career must educate others. Thus, a portion of the graduate student's educational experience is learning to teach effectively. Students who receive a teaching assistantship have the opportunity to acquire and hone their teaching skills by presenting lectures and overseeing laboratories and recitation exercises. The greatest requirement for effective teaching is a thorough understanding of the content material. Therefore, graduate teaching assistants (TAs) are expected to be thoroughly prepared for each laboratory exercise with which they are involved. This includes in-depth knowledge of the subject material, as well as complete understanding of the specific procedures and methodologies involved. The TA is also ultimately responsible for ensuring that the laboratory is properly stocked and prepared for the assignment. Additional duties of TAs are to provide assistance as needed in grading undergraduate examinations and to act as proctors during semester and final examinations. Course instructors retain the privilege to call periodic or scheduled meetings at which additional duties or information concerning specific assignments may be provided; all TAs are required to attend these meetings.

The head TA coordinates and schedules TA laboratory section assignments and proctoring schedules, ensures that all materials needed for a particular laboratory assignment are available and ready for use and works with individual course instructors in planning specific laboratory assignments and ordering necessary laboratory supplies. An undergraduate work-study student may be available to assist the head TA in preparing for individual laboratories (e.g., washing glassware, making solutions, laying out necessary equipment). The work-study student reports directly to the head TA, and it is the responsibility of the head TA to ensure that each week the proper equipment and/or chemicals are prepared and available beforehand. (Note: While the head TA is responsible for the overall planning of each week's lab, all TAs are reminded that they are individually responsible for ensuring the readiness of the lab before lab begins.) The head TA will resolve any conflicts that arise with laboratory/proctor schedules. If necessary, mediation may be provided by the faculty course master.

ACADEMIC POLICIES AND PROCEDURES

Course Registration

Prior Advisement - After a student has been admitted to the GSPS, the student must contact the faculty advisor within the discipline in which the student will be studying for advisement as to the exact program requirements. Written approval of the faculty advisor is required in advance for each registration for any course creditable toward a graduate degree. Following approval of the graduate advisor, the student will return the registration form to the Graduate School office.

Official Registration - Registration is considered complete and official only when all charges are paid or when satisfactory arrangements have been made with the Student Accounts Office of the

University. Admission to any class is permitted only to those students who have officially registered for that class.

1. Assistantship-FT

GSPS M.S. and Ph.D. students who have a teaching assistantship and/or research assistantship will be permitted to register for GPSC 703 Assistantship-FT. This registration will permit M.S. and Ph.D. students in the GSPS, who have registered for or completed all coursework (including thesis/dissertation credits) or who must register as full-time students (9 credits minimum), to be certified as full-time graduate students by the Office of the University Registrar and the Office of the International Advisor (for international students).

There is no tuition/fees charge associated with GPSC 703 Assistantship FT registration.

2. Continuous Registration

For those M.S. and Ph.D. students in the GSPS who are registered for all coursework (including thesis/dissertation credits) and do not hold a teaching assistantship and/or research assistantship, GPSC 702 Continuous Registration—9 credits (FT) will be required each semester (and summer session, if applicable) until the completion of all degree requirements. With this registration, the Office of the University Registrar and the Office of the International Advisor (for international students) will be able to certify GSPS graduate students as full time during the period of degree requirements completion. Currently for Fall 2012, the charge for GPSC 702 Continuous Registration--9 credits (FT) in the GSPS is \$546.00 per semester or summer session (if required). This charge is under review by the University and is subject to revision.

3. Cross Registration - Full-time Duquesne University students may cross-register in the Graduate Schools (Carnegie Mellon University and The University of Pittsburgh) of the Pittsburgh Council on Higher Education (PCHE) on a space-available basis for one course per semester. Students should check with their faculty advisor concerning departmental cross-registration regulations. Duquesne University students who are participating in this program are charged by Duquesne University; however, students are responsible for paying any special course fees to the host institution. There is no cross-registration during the summer sessions. Cross-registration is subject to the approval of the appropriate officials of the institutions involved and must be recommended by the student's faculty advisor and approved by the professor in charge of the course. Full credit and the grade will be posted on the student's transcript; the academic regulations of the host institution will prevail. The cross-registration forms are available from the Graduate School Office.

4. Application for Degree - Graduate students should register for their degree in the semester or summer session in which they expect to complete all of the degree requirements. If the degree is not completed in the intended semester or summer session, degree registration is required in the subsequent semesters or summer sessions until the

degree requirements are completed. See GSPS Blackboard site for additional requirements.

ACADEMIC STANDARDS

Grading

The following grading system is in effect in the GSPS:

A	Distinguished scholarly work
A-	
B+	
B	Normal progress toward degree
B-	
C	Minimum Pass
F	Failure
I	Incomplete: Grade is deferred because of incomplete work and must be removed within one academic year.
IP	Used in courses that are “In Progress”
W	Official Withdrawal
P	Pass: Used in certain courses and is independent of the quality point system.
N	Not Passing: Used in courses graded on a Pass/Fail basis and is independent of the quality point system.

The plus and minus grades may be used at the discretion of the instructor and with notification to students at the beginning of each course.

All graduate students must maintain a grade average not lower than B (3.0 Q.P.A.). Students failing to meet this standard may be subject to administrative action, up to and including dismissal, for failure to maintain normal progress toward a degree. Decisions on student academic standing are made by the GSPS Council, after an initial review and recommendation by the Associate Dean for Research and Graduate Programs (ADRGP). Any student having less than 3.0 as a final grade average at the conclusion of coursework will be ineligible for the granting of a graduate degree.

Quality Point System

The student’s overall academic quality point average (Q.P.A.) is calculated by dividing the total quality points earned by the total number of semester hours attempted.

Points Per Grade Credits Attempted

A	4.0
A	3.7
B+	3.3

B	3.0
B-	2.7
C	2.0
F	0.0

Courses in which grades P, I, IP and W were given are not used in calculating the quality point average.

Semester Grade Reports

Every registered student may access grades through the University Banner system soon after the close of each semester.

Transcripts

Each student will receive an unofficial transcript at the close of each academic year. Students should examine their records carefully for accuracy and immediately report errors to the Registrar of the University and the ADRGP.

To obtain additional copies of their academic records, students must request transcripts from the Office of the University Registrar. All official transcripts issued by the Office of the Registrar bear the signature of the Registrar and are printed on secured paper. Whenever an official transcript is released directly to the student, it will also bear the stamped designation, "Issued to Student".

No transcript will be issued unless all financial obligations owed by the student to the University have been fulfilled. A fee is charged for the issuance of each transcript.

Confidentiality of Student Records

The University regards the student's personal information and academic record as a matter of confidence between the student and the University. The contents of either may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438, as amended) and with the Health Insurance Portability and Accountability Act of 1996. As a student, if you wish to waive your FERPA rights to particular individuals or a third-party, or if you wish to request nondisclosure of Directory Information, please log on to DORI and use **Self-Service Banner> Personal Information> Answer a Survey> FERPA Waiver and Nondisclosure** to complete the FERPA Waiver and Nondisclosure form.

Information provided by the student will remain in effect until such time that it is changed by the student. Once a student separates from the University, only requests for nondisclosure of Directory Information remain in effect.

Auditing Courses

To audit courses, a student must be officially registered and pay the same charges for courses that are taken for credit. Enrollment in a course for audit is subject to approval of the student's faculty advisor. Registration in a course as auditor must be declared at registration and is irrevocable after the mid-term examination period.

Cancellation of Courses

The University makes every reasonable effort to offer courses as announced in the Semester Schedule of Courses and Summer Session Bulletin. It reserves the right to make changes or cancel courses in the academic schedule because of insufficient enrollment or for any other equally valid reason.

Change of Schedule

Students requiring a Change-of-Class Schedule, to add or drop a class, are permitted to do so during the pre-registration period, the final registration period, and the first class week of the semester (late registration). Change of class schedule is not permitted after the last date for change of schedule as announced in the Semester Academic Calendar.

All schedule changes must be approved by the graduate student's faculty advisor and processed with the Graduate School and the Registrar. Schedule change requests processed with the Registrar during the first week of classes must have the approval of the instructors whose classes are being added or dropped.

Students who tardily process change forms are not entitled to a refund for the course credits dropped. Courses dropped after the deadline for making schedule changes are classified as course withdrawals.

Withdrawal from A Course

If a student wishes to withdraw from a course, the student may do so with the approval of the student's faculty advisor and by processing the proper form up to 12 weeks prior to final examinations.

If a student wishes to withdraw from a course after that date, the student must present valid reasons and seek approval of the student's faculty advisor and the ADRGP. If approval is granted, the student then obtains and completes the appropriate forms.

A student who is not granted approval of the request and withdraws from the course unofficially will receive an F grade for the course.

Policies for “I” Grades

Students taking graduate courses have a maximum of one year to complete the work necessary to remove “I” (Incomplete) grades. The instructor may specify an earlier date for course completion. Final grades that replace incomplete grades must be submitted to the Office of the Registrar no later than the last day of final exams for the term ending one year later. The Registrar will convert incomplete grades that remain after the deadline to final and permanent grades of “F” (Failure).

An instructor may grant an extension to the I-to-F deadline of one year only with the approval of the Dean. If approved, formal notification must be sent by the Dean to the Office of the Registrar prior to the original deadline and must include a date by which the final grade will be received. If the instructor has not submitted a final grade by the extension date, the Registrar will convert the incomplete grade to a final and permanent grade of “F”.

Military personnel called to active duty, while taking graduate courses and who receive an “I” grade for reasons due to military service have a maximum of one year to complete the work necessary to remove the “I” grade beginning 60 days from the return from deployment.

Once an “I” grade has been converted to an “F” or “N” (Not Passing), the “F” or “N” cannot be converted to a “W” (Withdrawal) grade.

A graduate student may not graduate with grades of “I”, “F”, or “N” on the transcript regardless of whether the course is required as part of a degree program. All incomplete work must be completed by the date as specified on the academic calendar for the specified term. Courses which bear a final grade of “F” or “N” must be repeated. If the course is no longer offered, the department must identify a suitable equivalent or substitute course to serve as the repeated course. Once repeated, the most recent take of the course is the one used in the calculation of earned credit, quality points, and grade point average. The original course and grade remain on the transcript but are no longer calculated as part of the grade point average.

For courses such as practicums, internships, and dissertation study, faculty have the option to assign an “IP” (In-progress) grade. The “IP” grade does not convert to an F if not changed after one year but must be changed to a final and passing grade for graduation clearance.

Graduate students may withdraw from class up through the twelfth week of the fall or spring semester, and withdrawal dates are specified in the academic calendar. Graduate students may withdraw from a summer class or an accelerated class up to the point in time that represents completion of 80% of the course. Students are not permitted to withdraw from classes for which an “I” grade has been assigned. Requests for medical withdrawals must be made no later than the last day of classes of the subsequent term in the academic calendar.

Student appeals for exceptions to academic policies must be submitted based on school policy to either the Student Standing Committee or Dean of their school. The written appeal must include

an explanation and show just cause for consideration of an appeal. Recommendations may be referred to the Provost as necessary. Students will be notified in writing of the outcome at each level of appeal.

Student Standing

A student in the GSPS must be in “Good Standing” to receive a degree. A student is in good standing when their academic performance, personal conduct, and administrative obligations (including registration and financial) are in accord with GSPS and University policy. Students who fail to maintain good standing will be placed on probation. Failure to return to good standing within the specified time limit may result in termination of a student from the program. Probation may be imposed for academic, disciplinary or administrative reasons.

Probation for Academic Reasons: A student will be placed on probation for academic reasons when:

1. The cumulative grade point average (Q.P.A.) falls below 3.0, or
2. The student fails to complete degree requirements within the prescribed time limit (Five years from matriculation for Master’s candidates; Seven years from the date of notification of passage of the comprehensive examination for Ph.D. candidates).

Probation for Disciplinary Reasons: Probation for disciplinary reasons may be imposed as a result of misconduct, as determined by the Graduate Council in a judicial process. Disciplinary probation may be removed when the student has demonstrated, to the satisfaction of the Dean, compliance with any sanction imposed by the judicial process.

Probation for Administrative Reasons: Probation for administrative reasons may be imposed when a student fails to comply with GSPS and University regulations, such as registration or payment of financial obligations to the University. Probation for administrative matters may be lifted when the student complies with all GSPS and University administrative requirements.

A student must correct all deficiencies related to a probationary status within one semester from the time of notification. The GSPS Graduate Council will review all cases involving probation once per semester, after which the Graduate Council will recommend appropriate action to the Dean of the GSPS. This action could include a return to good standing, dismissal, or continued probation.

Continued Enrollment

Ph.D. candidates are expected to complete all requirements: coursework, proposals, all required forms, the dissertation, the dissertation defense, formatting and other changes, payment of all financial obligations, and any other relevant requirements, within seven (7) calendar years from the date of the comprehensive exam. Students may petition for one or more one (1) year extensions with written support from their research advisor/committee chair and approval of the graduate council.

Masters candidates are expected to complete all requirements: coursework, proposals, all required forms, the thesis, the thesis defense, formatting and other changes, payment of all financial obligations, and any other relevant requirements, within five (5) calendar years from the date of matriculation. Students may petition for one or more one (1) year extensions with written support from their research advisor/ committee chair and approval of the graduate council.

MASTER OF SCIENCE DEGREE PROGRAMS

Program Requirements

Courses - Degree programs in Medicinal Chemistry, Pharmaceutics, Pharmacology and Pharmacy Administration require the successful completion of course and research credits as found on GSPS Blackboard site under each individual discipline. Optional graduate courses in the Pharmaceutical Sciences or in other disciplines may be acceptable for credit, subject to faculty advisor approval.

A maximum of six credits of graduate coursework completed (B or better grade) at other accredited academic institutions may be applied toward the partial fulfillment of requirements for the Master's degree. The major advisor and the ADRGP must approve any transfer credits applicable toward the M.S. degree.

For all programs, any deficiencies in undergraduate coursework must be resolved without the granting of graduate credit. The GSPS does not accept challenge examinations for graduate credit. All graduate students are required to maintain good academic standing, which is defined as a quality point average of 3.0 or better.

Residency

The candidate must spend at least two consecutive semesters in the GSPS and must take a minimum of 18 approved credit hours in residence in the GSPS. The statute of limitations for the Master of Science degree is five years, and for the M.S. in Pharmacy Administration four years, from the date of matriculation in the program. A student who interrupts the course of study must obtain a leave of absence from a degree program. On request by the student, such a leave will be reviewed and a decision rendered by the ADRGP.

DOCTOR OF PHILOSOPHY DEGREE PROGRAMS

Program Requirements

Matriculation into Doctoral Programs - The disciplines within the GSPS will recommend to the ADRGP and the Dean of the Graduate School, for the matriculation into a doctoral degree program those students who have satisfied requirements. Unless the student has previously

earned a Master of Science degree from an approved program of study, the student must qualify for matriculation into a Ph.D. program.

Qualifying for Matriculation into Ph.D. programs - An examination is to be administered at a time determined by the faculty in the specific discipline, but not before 20 credit hours of approved coursework has been completed. The intent of this examination is to test the student's ability to apply information, interpret and analyze data, to propose approaches to research problems, and general background understanding and knowledge in the area of the student's major field of study.

Alternatively, a student may be allowed to matriculate into the Ph.D. programs if (1) the student has earned an acceptable Master of Science degree, or (2) a student, who has taken 20 credit hours and has a minimum QPA of 3.50, petitions a Graduate School review committee to evaluate the student's academic credentials. This committee will consist of the major advisor, one or two other faculty members within the discipline of study, and one outside reviewer. Upon review of the student's credentials, the committee will make its recommendation for the student's matriculation into the Ph.D. program to the ADRGP and the Dean of the Graduate School.

Courses - Students pursuing the Ph.D. are required to take a minimum of 60 post-baccalaureate semester hours as detailed on the GSPS Blackboard site, including core (required) courses, approved electives, and seminar credits. Each discipline requires the completion of specific Ph.D. core curriculum requirements. Core course requirements are defined for the various programs in the Pharmaceutical Sciences on the GSPS Blackboard site. All advanced standing for previous coursework is at the discretion of the faculty within the discipline. The transfer of graduate coursework completed (B or better grade) at other accredited academic institutions, which may be applicable toward the partial fulfillment of the doctoral degree requirements, is determined by the ADRGP in consultation with appropriate faculty.

For all Ph.D. programs, any deficiencies in undergraduate coursework must be resolved without the granting of graduate credit. The GSPS does not accept challenge examinations for graduate credit. All graduate students are required to maintain good academic standing, which is defined as a quality point average of 3.0 or better. The statute of limitations for the Ph.D. degree is seven years from the date of notification of passage of the comprehensive examination. A student who interrupts the course of study must obtain a leave of absence from a degree program. On request by the student, such a leave will be reviewed and a decision rendered by the ADRGP.

EXAMINATION AND EVALUATIONS

Comprehensive Evaluation - This three-part evaluation is intended to provide evidence that the student has attained a level of preparedness appropriate to the degree. The comprehensive evaluation process must be given after all coursework is completed and at least twelve months

prior to the expected date of graduation. The three components of the comprehensive evaluation process include:

a) Comprehensive Examination - This is a written examination designed to test the student's scientific approach to problem solving in their area of specialization. At the discretion of the faculty in the discipline, an oral examination may be required as part of the comprehensive examination. Please review the GSPS Blackboard site for each disciplines' requirements.

b) Research Proposal - The student will develop a complete research proposal and submit the written research proposal to the faculty of the specific area of study. The student will be required to defend the proposal in an oral presentation to faculty of the specific discipline and invited guests. A copy of the research proposal and the results of the faculty evaluation of the candidate will be forwarded to the ADRGP. Please review the GSPS Blackboard site for each disciplines' requirements.

c) General Evaluation - The candidate's performance in areas such as seminar presentations, coursework, progress in research, contributions to the academic atmosphere, general attitude, potential for future growth and other matters will be evaluated annually by the faculty of the specific discipline. The evaluation is subjective and attempts to evaluate the candidate on the basis of attributes other than formal examinations.

THESIS and DISSERTATION POLICIES

I. INTRODUCTION

These policies represent common standards across all graduate programs in the GSPS. Where these guidelines are silent, each discipline may provide unique guidelines so long as they are not in conflict with these common policies.

Theses and dissertations should be a significant work of scholarship that provides a novel contribution to scientific and/or professional knowledge and/or practice, and are worthy of publication within the Pharmaceutical Sciences and Pharmacy Administration areas. Students may address related research questions and share information from literature reviews, but may not co-author the same dissertation.

All students are required to complete and defend a thesis or dissertation as part of the degree requirements. Students must successfully defend their theses or dissertations orally before a committee composed of faculty members and discipline experts.

A student, after consultation with his/her advisor, will seek faculty members and eligible experts to comprise the thesis/dissertation committee. Members for the committee should be sought who bring an appropriate range of knowledge and skills that will ensure the highest quality of thesis/dissertation scholarship. All committee members shall meet the requirements for Graduate

Faculty Status, as defined by GSPS policy. Proposed committee members who are not GSPS faculty should submit a CV for review by the ADRGP. The proposed thesis or dissertation committee is subject to the approval of the ADRGP.

Conflict of Interest

Students may not select committee members with whom they, or their advisor have personal or professional relationships that would compromise academic judgments. Committee members must disclose any potential conflict of interest.

II. COMPOSITION OF COMMITTEES

THE THESIS COMMITTEE

Master of Science (M.S.) thesis committees will be comprised of not less than three members, including the Chair. A majority of the members of the thesis committee, including the research advisor/committee chair, must be faculty from the student's GSPS discipline. Experts from other institutions may also qualify for service as members on thesis committees. Except in unusual circumstances, the Chair and members must have an earned doctorate. The thesis committee must be selected and approved no later than one year following matriculation of the M.S. student into the GSPS. Thesis committee members may be removed at the written request of the thesis advisor to the ADRGP. The request must include a justification for the removal.

THE DISSERTATION COMMITTEE

Before a Ph.D. student achieves candidacy status by passing the Comprehensive Examination (see Comprehensive Examination policies), a preliminary dissertation committee comprised of at least three members must be established by the end of the first year following matriculation as a Ph.D. student. A majority of the preliminary committee must be composed of GSPS faculty from the student's discipline. Following student designation as a Ph.D. candidate, the full dissertation committee will be comprised of not fewer than five members, including the Chair. A majority of the members of the dissertation committee must be members from the student's GSPS discipline, including the research advisor/Chair. One dissertation committee member shall not be GSPS faculty from the student's academic discipline. This individual must work in a research field close enough to the dissertation subject to allow for expert assessment of the dissertation. Experts from other institutions may qualify for service as members on doctoral committees. The full dissertation committee must be selected and approved no later than 60 days following the granting of Ph.D. Candidate status. Approval of the proposed committee must be communicated in writing (with an explanation if the proposed committee is not approved), to the committee chair within ten working days of submission to the ADRGP. Dissertation committee members may be removed at the written request of the dissertation advisor to the ADRGP. The request should include a justification for the removal. Following review, exceptions to the above standards for dissertation committees may be granted by the ADRGP upon the request of the Dissertation Chair.

III. THESIS AND DISSERTATION COMMITTEE MEETINGS

Initial Meeting

The initial meeting of thesis or dissertation committees will occur within 60 days from the time the committee is approved. During the first meeting the committee will:

1. Review the roles of particular members of the committee
2. Review and approve or request revision of the written thesis/dissertation proposal

Meetings to Evaluate Progress

Following the initial meeting to approve the thesis/dissertation proposal, thesis and dissertation committees will meet at least once per year. It is expected that all committee members (including external committee members and readers), will participate in all meetings. The student will provide a signature page to the ADRGP documenting member attendance following each scheduled committee meeting. Committee chairs must document the proceedings of all committee meetings. Reports should summarize the student's progress, highlight the critical points of discussion and, most importantly, document committee recommendations. Copies must be provided to the student and to the student file in the GSPS no later than two weeks after a committee meeting.

Pre-defense Approval Meeting

Prior to scheduling a defense, a final committee meeting will be held to ensure that the committee is satisfied that the specific aims of the proposal have been met and that the quantity and quality of the research is acceptable. Defenses must not be scheduled until this meeting has occurred. Notification that the pre-defense approval meeting was held must be sent to the ADRGP before scheduling the defense. Students must keep in mind the dates for submission of materials to the GSPS prior to graduation in a given semester.

Scheduling of Meetings

The student candidate is responsible for scheduling committee meetings, although the research advisor should facilitate this as necessary. The ADRGP will monitor compliance via his/her annual meeting with the candidate. Failure to schedule and hold an annual committee meeting may result in the candidate's termination from the program.

III. DUTIES OF COMMITTEE MEMBERS

Committee Chair

The Chair must be a member of the GSPS faculty. Ordinarily the Chair will represent the discipline in which the student is enrolled. A Co-Chair may also be selected if requested by the candidate in consultation with the Chair or at the discretion of the ADRGP. Co-chairs must be full time GSPS faculty members. It is anticipated that the discussions between student and Chair to form a thesis or dissertation committee will result in clear roles for each committee member. Expectations should be made clear to all during the committee formation process. In the event of an emergency circumstance (e.g., the committee member has a medical emergency, leaves the

School, etc.) the Chair and student will work together to decide on an appropriate accommodation or replacement. The intent is that the student will be able to maintain expected progress. Any disputes arising out of the constitution or operation of the student's thesis/dissertation committee will be submitted to the ADRGP for resolution. Responsibilities and anticipated expertise of committee members are outlined below. Students should review discipline-specific guidelines for any additional program requirements.

Responsibilities of the Committee Chair include, but are not limited to:

- a. Helping the student define a project and refine the thesis/dissertation proposal;
- b. Helping the student with the selection of other committee members;
- c. Helping the student establish and maintain a thesis/dissertation timeline;
- d. Guiding the student through the proposal process, issuing formal approval of the proposed project with the student's application to the IACUC or IRB, as needed;
- e. Reviewing early drafts of the thesis/dissertation;
- f. Ensuring that professional standards of academic integrity and excellence are maintained;
- g. Encouraging the student to share scholarly work with the larger scientific/professional community through presentations and publication.

Committee Members

Among the total membership of the committee including the Chair, particular areas of expertise and roles should be included. Please note that these roles and areas of expertise may overlap.

- a. Content expert: At least one member of the committee, who may or may not be the Chair, will have expertise in the field of study of the student's research topic and serve as the subject matter expert in guiding the student's research.
- b. Research methodology expert: At least one person on the committee, who may or may not be the Chair and who may or may not be the content expert described above, will have expertise in the research methodology used in the dissertation study. If other than the Chair, it is the student's responsibility (in consultation with the Chair) to find a qualified individual for this position. Responsibilities of this person on the committee include, but are not limited to:
 1. Providing support to the student in the area of research methodology;
 2. Supporting the committee chair in the performance of his or her responsibilities;
 3. Ensuring appropriate research methodology;
 4. Specialized needs.
- c. Beyond the required committee members additional committee members, including those that serve as non-voting "readers", may be selected to fill specialized needs of the thesis/dissertation. They may include anyone whose credentials meet the requirements described in the beginning of this section. The student, in consultation with the Chair, will select members based upon the dissertation topic, research methodology, and availability to serve. Responsibilities of additional committee members include, but are not limited to:
 1. Reviewing the thesis/dissertation proposal for scholarly significance or for expansion of knowledge in the specific content area;

2. Assisting with the development of the thesis/dissertation proposal and final thesis/dissertation;
3. Readers who review the proposal/dissertation, provide formal feedback, but do not have the responsibilities of a formal committee member.

V. THE THESIS/DISSERTATION PROPOSAL

The thesis/dissertation proposal is an initial-working document between a student and the committee. The student will be expected to complete the thesis/dissertation as specified in the approved proposal, unless the student and members of the committee mutually agree to a change. The committee will be notified of substantial revisions to the proposed research. Substantial revisions of the research plan will be incorporated into the working document and reviewed/approved at the next meeting of the committee.

The thesis/dissertation proposal will include:

1. Title page
2. Signature page
3. Table of contents
4. Introduction
5. Literature review
6. Hypothesis and specific aims
7. Methodology
8. Equipment and supplies
9. Tentative timeline
10. References

Each member of the student's committee will independently evaluate the thesis/dissertation proposal. The student, with the research advisor's assistance, shall plan a first committee meeting to describe and summarize the proposal. The committee may accept the proposal as presented or require revisions. When the committee determines that the student may proceed with the research study, they will indicate their approval by signing the *Thesis/Dissertation Proposal Approval form*.

The student will meet regularly with the Chair. The frequency of meetings will vary depending on the nature of the project and the need of the student. The purpose of these meetings is for the research advisor to provide technical direction regarding the project and to maintain oversight

regarding the process. The thesis/dissertation committee will meet as a whole at least once a year to review the progress of the student toward completing the thesis/dissertation.

VI. THE THESIS/DISSERTATION FORMAT

Students should follow the *Dissertation Style and Format Guidelines* (available online; <http://cdm256101.cdmhost.com/cdm-256101coll31/>) adopted for all Duquesne programs.

VII. THE THESIS/DISSERTATION DEFENSE

Students should carefully review the timeline for completing the thesis/dissertation process.

Students must submit a bound printed copy of the thesis/dissertation to the committee no less than two weeks (excluding holidays) in advance of their scheduled defense. Binding of the final draft of theses/dissertations will be funded by the office of the GSPS. The thesis/dissertation committee will evaluate the document representing the completed research study, and will participate in an oral discussion of the document at the defense. The Dean, ADRGP or their representative, will participate in all defenses. Additionally, the Dean, may select an external reviewer from either inside or outside the GSPS to provide additional independent feedback regarding the content and process of the dissertation defense.

Binding of the final draft of theses/dissertations will be funded by the office of the GSPS. The preparation of and notification for a defense will be consistent with the directions presented in the *Thesis and Dissertation Guidelines*.

- 1) The defense will be under the direction of the graduate advisor/committee chair.
- 2) The initial phase of the defense will be an oral presentation of the research findings by the candidate.
 - a. The oral presentation will be open to the general public unless prior permission for a closed defense is obtained from the ADRGP.
 - b. All members of the thesis/dissertation committee will be present unless extenuating circumstances prevent it. (Reasonable accommodation such as video or teleconference will be made to permit examination of the candidate by any committee member not physically present for the defense.)
 - c. The oral presentation will ordinarily not exceed one hour.
- 3) Immediately following the presentation, there will be questioning of the candidate by the audience that will ordinarily not exceed 20 minutes.
- 4) Following questioning by the general audience, questioning will continue during a closed session attended by the committee, and the Dean or her/his designated representative.
 - a. Observers may be invited to attend the closed session by the Chair, but will not participate in the questioning.
 - b. There will be no time limit to questioning during the closed session, but reasonable accommodation should be made for brief recesses as necessary.

- 5) The thesis/dissertation committee chair will not participate in defending the student's work or answer questions posed to the candidate. The committee chair/research advisor is present only to ensure fair proceedings.

Outcomes of the oral defense:

Pass – If the candidate is judged by the committee and the Dean [or his/her representative(s)] to have made an acceptable thesis/dissertation research presentation, and in addition was successful overall in responding to the questions of the committee, the candidate will have passed the oral examination and the committee may sign *Oral Defense Approval Signature Page*.

Fail – If the candidate is judged by the committee not to have made an acceptable research presentation, or was not successful overall in responding to the questions of the committee, the candidate will have failed the oral examination. The candidate will be afforded a second opportunity to pass the oral defense examination. If the candidate fails the oral examination a second time, (s)he will be terminated from the program. The determination of whether a candidate passed the oral defense will be by unanimous agreement of the committee.

Outcomes of assessment of the thesis/dissertation document:

- 1) The committee may agree that the thesis/dissertation document is of outstanding quality and needs no editorial or substantive revisions, and may sign the *Dissertation Approval Signature Page* indicating final approval.
- 2) The committee may require changes that members believe will strengthen the thesis/dissertation. The student will be asked to make those changes before committee members officially sign the *Dissertation Approval Signature Page* indicating final approval.

When all committee signatures are secured and the dissertation has final approval, the student will submit the final version and supporting documentation to the GSPS ETD representative (currently the ADRGP; see <http://cdm256101.cdmhost.com/cdm-p256101coll31/>). When a student has finished these requirements, the student will be officially finished with the program.

In order to receive a diploma, a student must have earned committee approval and obtained full signatures on the Thesis/Dissertation Approval Signature Page (“must have defended successfully”). In addition, the student must have passed all coursework including the final dissertation credit, have removed all deficient grades from the transcript, and met all financial obligations.

LEARNING OUTCOMES:

The GSPS completed a comprehensive process of self-evaluation, external review and curriculum update in 2010 resulting in a modern, outcomes-based curriculum. The following Outcomes/Competency map allows the reader to compare expected student competencies and program outcomes for the graduate programs of the GSPS.

	GSPS Competencies													
	Scientific Knowledge	General Knowledge	Continuous Learning	Quality Orientation	Initiative	Innovation	Cultural Adaptability	Analysis and Judgement	Planning	Communication	Teamwork	Integrity	Professional Impact	Customer Focus
Program Outcomes and Assessment														
an ability to apply knowledge of chemistry, mathematics, science, engineering, pharmacology, pharmacoeconomics	x		x			x			x					
an ability to design and conduct experiments, as well as to analyze and interpret data	x		x	x	x	x		x	x	x	x			x
an ability to design a molecule, dosage form, or process to meet desired needs	x		x	x	x	x	x	x	x	x	x			x
an ability to function on interdisciplinary teams					x		x	x	x	x	x			x
an ability to identify and solve scientific problems	x		x	x	x	x		x		x	x			x
an understanding of professional and ethical responsibility		x	x	x			x	x				x		
an ability to communicate effectively		x			x					x			x	x
the broad education necessary to understand the impact of pharmaceutical sciences in a global and societal context	x	x	x				x	x						
a recognition of the need for, and the ability to engage in life-long learning			x			x								
a knowledge of contemporary issues		x	x				x	x						
an ability to use the techniques, skills and modern scientific tools necessary for carrying out meaningful research	x		x	x	x		x	x						

Mary Pappert School of Music

The Mary Pappert School of Music—Brief History

Duquesne University's School of Music was established in 1926 and awarded its first graduate degree in 1928. On April 29, 1967, the present music building was dedicated. On this occasion Van Cliburn was awarded an Honorary Doctorate of Music degree. The School of Music has been fully accredited by the National Association of Schools of Music since 1966.

Today the Graduate Division continues to add to the numbers of prominent professionals in the world of music by offering degrees in Performance, Composition, Theory, Music Education, Music Technology, Sacred Music and the Artist Diploma in Performance.

Duquesne University recognizes the changes that technology is bringing to the world of music, with applications of the latest advances in computers and electronic instruments to the concert hall, the recording studio, and the music classroom. State-of-the-art electronic music labs, learning sources and recording facilities benefit all students within the School, and technology courses are available in every degree program.

The Mary Pappert School of Music Mission Statement

The Mary Pappert School of Music provides musical education that connects the broad spectrum of historical and current practices; and in promoting the relationship between theory and practice, prepares professionals who will be the leaders in the musical culture of the 21st century.

Mary Pappert School of Music Administration and Contact Information

Dean of Music

Edward Kocher, Ph.D.
Room 315
412.396.6082/kocher@duq.edu

Main Office

Room 319
412.396.6080

Director of Graduate Studies

Assistantship Supervisor

Stephen Benham, Ph.D.
Room 303
412.396.1887/benham@duq.edu

Manager of Musical Events

Stephen Groves
Room 302
412.396.6083/groves108@duq.edu

Director of Music Admissions

Troy Centofanto
Room 316
412.396.5983/musicadmissions@duq.edu

Mary Pappert School of Music

600 Forbes Avenue
Pittsburgh, PA 15282
www.duq.edu/music

Assistant to the Dean

Kathy Ingold
Room 315
412.396.6082/ingold@duq.edu

Music Events Line

412.396.4632

Administrative Assistant to the Director of Music Admissions

Peggy Eiseman
Room 317
412.396.5064/eiseman@duq.edu

Academic Advisor

Karen Kriss
Room 301
412.396.5744/kriss@duq.edu

Operations Manager

Thomas Haas
Room 318
412.396.1695/haast@duq.edu

Career Services Office

Amanda Ford, Director
Room 304
412.396.5058/forda@duq.edu/
<http://www.music.duq.edu/career.html>

The Graduate Committee

Stephen Benham, Ph.D., *Director of Graduate Studies, Associate Professor of Music Education*

Elaine Abbott, Ph.D., *Assistant Professor and Chair of Music Therapy*

Judith Bowman, Ph.D., *Professor of Music Education and Music Technology*

Kenneth Burky, M.M., *Professor and Chair of Piano, Director of Undergraduate Studies; Co-chair of Performance*

Paul F. Doerksen, Ph.D. *Associate Professor and Chair of Music Education*

Ann Labounsky, Ph.D., *Professor and Chair of Organ and Sacred Music*

William Purse, M.M., *Professor and Chair of Music Technology and Guitar*

Charles Stegeman, M.M., *Associate Professor and Chair of Strings; Co-chair of Performance*

Jessica Wiskus, D.M.A., *Associate Professor and Chair of Musicianship*

Degrees Offered:

Master of Music: Major in Composition

Master of Music: Major in Instrumental Performance

Master of Music: Major in Music Education

Master of Music: Major in Music Technology

Master of Music: Major in Music Theory

Master of Music: Major in Sacred Music

Other Programs:

Artist Diploma in Performance: Chamber Music

Artist Diploma in Performance: Collaborative Piano

Artist Diploma in Performance: Orchestral Instruments, including Saxophone and Euphonium

Artist Diploma in Performance: Voice

Artist Diploma in Performance: Organ

Graduate Awards and Financial Aid

Financial aid can take many forms. At Duquesne University, graduate student financial aid can be scholarships, assistantships, federal work study, and student loans. The Mary Pappert School of Music offers a number of graduate awards and assistantships. These are assigned on a competitive basis to applicants with extraordinary academic achievements and/or performance abilities. Such awards are granted in return for providing service to the School of Music in a variety of capacities. Appointments are for a period of one year and may be renewed for a second year on the basis of proven competence.

Applicants who wish to apply for a graduate award must complete the Application for Assistantship <<http://www.duq.edu/music/apply/graduate/forms.cfm>> . No applicant can be considered for an award until all application materials have been received and audition requirements fulfilled. The application deadline for graduate awards is April 1st.

Other forms of financial aid are handled directly through the University's Financial Aid Office <<http://www.duq.edu/financial-aid/>> at 412-396-6607 (<http://www.duq.edu/financial-aid/> and

<http://www.duq.edu/financial-aid/students/applying-graduate.cfm>). Please note to receive maximum consideration for aid, students must complete a FAFSA and the Application for Financial Aid prior to May 31st each year. You must complete a FAFSA annually to receive aid each academic year. *Please note that certain types of financial aid, such as federal loans, are not available for international students.*

School of Music Graduate Admissions and Policies

An applicant must have completed an adequate undergraduate preparation in music—normally, a bachelor's degree from an institution of recognized standing, a college-level conservatory diploma, or its foreign equivalent. The minimum overall quality point average must be 2.5 and 3.0 in music courses (A=4.0). Additional requirements for admission to specific programs are listed below.

Master of Music: Major in Instrumental Performance

An audition is required for admission to this program. Audition times are scheduled at specific times throughout the year, and may be scheduled by calling the Director of Music Admissions at 412.396.5983. The applicant should prepare repertoire for the audition that is the equivalent of a senior recital for undergraduate performance majors. DVD recordings and YouTube links may be acceptable for a preliminary audition, although applicants should expect to audition at the university before a faculty panel. A live audition is not required for international applicants.

Additional Requirements for Master of Music: Major in Vocal Performance

The applicant should prepare four pieces: one in Italian, German, French, and English. At least one selection must be an operatic aria from the standard repertoire.

Additional Requirements for Master of Music: Major in Piano Performance, Collaborative Piano Emphasis

The emphasis in collaborative piano is designed for the advanced pianist who wishes to make accompanying and chamber music a career focus. Students may elect a concentration in either instrumental collaboration and chamber music or vocal collaboration and coaching. Each track will include practical experience in the appropriate instrumental or vocal studios and ensembles. Students should submit:

- A completed bachelor's degree in piano performance (or equivalent) from an accredited institution.
- Repertoire lists and programs showing performing experience and knowledge of either instrumental or vocal literature.
- An audition of solo literature equivalent to a senior recital. The audition will also include sight-reading of accompaniments from instrumental and vocal repertoire.

Additional requirements pertinent to the specific concentration are as follows:

Program I—Concentration in Instrumental Collaboration and Chamber Music

- Substantial ensemble repertoire and experience

N.B.—Proficiency in a foreign language (recommended, but not required.)

Program II—Concentration in Vocal Collaboration and Coaching

- Substantial ensemble repertoire and experience
- Reading knowledge of German, French or Italian with language proficiency equivalent to one year of college-level instruction.

Master of Music: Major in Composition

Please note that new students are currently not being accepted into this program.

- In addition to the general application requirements above, this program requires submission of a portfolio of original work.

Master of Music: Major in Music Theory

Please note that new students are currently not being accepted into this program.

- In addition to the general application requirements above, this program requires submission of two analytical essays. Essays should demonstrate the applicant's analytical skills and writing proficiency and should preferably focus upon repertoire from two different historical eras.

Master of Music: Major in Music Education

- In addition to the general application requirements above, applicants must hold undergraduate degrees in Music Education (or the equivalent) and be eligible for state-issued teaching certificates in states where their Music Education studies were completed.
- The program also requires submission of a portfolio that highlights academic and professional achievements. The portfolio should contain, at a minimum: Résumé; Copies of Transcripts, Teaching Certificates, and Clearances; Three Letters of Recommendation (from professionals in the field); Professional Statement: Beliefs about Music Teaching and Learning; Description of Teaching and Related Experiences: Certificates: Awards, Honors, Scholarship, Special Training; and Praxis I/II Results. (Additional portfolio sections are at the discretion of the applicant.)

Please note: Teaching experiences in Pre-K–12 school settings are strongly encouraged, but are not a requirement for admission.

Master of Music: Major in Technology

Digital Music Pedagogy Option:

In addition to the general application requirements above, this program requires:

- Submission of a portfolio highlighting work in teaching, technological instructional materials such as PowerPoint, desktop music notation, sequencing, digital audio workstations, electronic keyboards or instruments, and computer assisted music instruction.
- Submission of an essay outlining goals for teaching with technology.

Electronic Composition Option:

In addition to the general application requirements above, this program requires:

- Submission of a portfolio of original work including scores, audio files, sound design and video. Works for the portfolio should contain electronic and electro-acoustic pieces including one major work.
- Submission of an essay outlining goals for composing with technology.

Electronic Performance Option:

In addition to the general application requirements above, this program requires:

- An audition. Applicants should prepare the equivalent of a senior recital for undergraduate performance majors. Those who live more than 150 miles from the University may submit a video presentation in CD-ROM or DVD media.
- Submission of an essay outlining goals for performing with technology.

Master of Music: Major in Sacred Music

In addition to the general application requirements above, this program requires an audition (see audition requirements below).

Organ Audition:

The applicant must demonstrate organ proficiency equivalent to the senior undergraduate level in both performance and repertoire. For the entrance audition, the applicant should perform one work by J.S. Bach and at least one other work in a contrasting style.

Although memorization is not required for the audition, it is encouraged. In addition, the applicant must bring a listing of repertoire to the audition.

Artist Diploma in Performance

This program is reserved for advanced performers who have completed academic degrees or their foreign equivalent and whose accomplishments have already been amply demonstrated in various performance venues. Artist Diploma students devote most of their time perfecting their performance skills with private lessons from an artist-teacher, many of whom are members of the Pittsburgh Symphony Orchestra. Performance in large ensembles and chamber music groups rounds out their musical studies, as they expand their solo and ensemble repertoire, and prepare for auditions with renowned professional ensembles.

Admission Requirements for the Artist Diploma

- Applicants must have earned a bachelor's degree, master's degree, a college-level conservatory diploma or their foreign equivalent.
- An audition is required for this program. Audition times are scheduled at specific times throughout the year and may be scheduled by contacting the Director of Music Admissions. The applicant should prepare for the audition the equivalent of a senior recital for undergraduate performance majors. DVD recordings and YouTube links may be acceptable for a preliminary audition, although applicants should expect to audition at the University before a faculty panel. A live audition is not required for international applicants.
- TOEFL scores are not required of international applicants to the Artist Diploma in Performance program.

Application Form

Application forms may be obtained in the Graduate Viewbook or by writing to the Director of Music Admissions, Duquesne University, Mary Pappert School of Music, 600 Forbes Avenue, Pittsburgh, Pennsylvania 15282 (or musicadmissions@duq.edu). Application forms are also available on: <http://www.duq.edu/music>. All application materials must be received by the school no later than one month prior to the beginning of the term in which the applicant anticipates commencing graduate work.

Letters of Recommendation

Three letters of recommendation are required from professionals in the field who can attest to the applicant's qualifications.

Official Transcripts

Each student applying for admissions to the Graduate Division must request an official transcript from each institution attended, including any attended during summer sessions, regardless of whether credit was received. Please ask the registrar of each college or university to send official transcripts to the Director of Music Admissions.

Note: All official documents that are submitted for admission become the property of the University.

Information for International Students

Applicants from other countries are welcome in Duquesne University's Graduate Music programs and are considered for admission on the same basis as students from the United States. In addition to the aforementioned admission requirements, international students must submit the following:

1. *Graduate Degree Programs*—All international applicants to graduate degree programs are required to submit official TOEFL score reports current to within one year as part of their application. At the Mary Pappert School of Music, the minimum TOEFL scores for admission into Master's Degree Programs are: 550 on the paper-based test and 79 on the Internet-based test.

Applicants who have not taken the TOEFL or whose TOEFL score is below that required (550 paper-based or 79 Internet-based), may be granted conditional admission based on taking the Duquesne University English Placement Tests upon arrival and successfully completing any required English language course work. This may involve at least one semester of course work or until such time as English language skills improve sufficiently to take graduate-level courses on a full-time basis as indicated by TOEFL results.

2. *Artist Diploma Program*—TOEFL scores are not required of applicants to the Artist Diploma program in Performance, but students are still required to take English-placement exams upon arrival (see below).

For additional TOEFL information, contact:
Educational Testing Service
Princeton, New Jersey 08540 U.S.A.
1.800.GO.TOEFL
<http://www.toefl.org>

Types of Admission

Applicants will be granted acceptance in the following ways:

1. *Formal*—Full and unconditional admission into a graduate degree program.

2. *Conditional*—admission pending completion of university-specified requirements, such as those listed below:
 - a. *Duquesne University Students*—Applicants registered in the Mary Pappert School of Music who require no more than 12 semester hours for the completion of their baccalaureate studies may apply for conditional acceptance. Upon successful completion of the bachelor's degree, formal acceptance will be automatic, provided that all other admission requirements for the specific graduate program have been met.
 - b. *Duquesne University Students Campus Courtesy*—Especially qualified students within 12 semester hours of the completion of their baccalaureate studies may be granted conditional acceptance with permission to take graduate courses applicable to the master's degree.

Normally, only courses numbered 500–599 are offered, subject to the approval of both the instructor and the Director of Graduate Studies. The maximum number of credits thus earned shall not exceed six hours. Upon successful completion of the bachelor's degree, formal acceptance will be automatic, provided that all other admission requirements for the specific graduate program have been met.

- c. *Students from other Institutions*—Qualified applicants from other institutions who file their applications during the final year of work toward a bachelor's degree may be granted conditional acceptance. Formal admission will be granted upon subsequent filing of a satisfactory supplementary transcript showing the degree awarded.
- d. *Temporary Transfer*—This is granted to a student in good standing in any recognized graduate school who wishes to enroll in the Mary Pappert School of Music for any one term or summer session and who plans to return thereafter to his or her former college or university. The student's graduate dean must provide a statement that he or she is in good academic standing, and must give written approval for the student's temporary transfer to Duquesne.
- e. *Special Status*—Music Education students who need credits for certification, and other students who do not wish to become degree candidates may be given special permission to register for courses, pending the approval of the Director of Graduate Studies and the professor(s) concerned. Credits thus accrued will not be counted toward a graduate degree unless all required application materials for formal admission have been submitted, evaluated, and approved.
- f. *Doctoral Courtesy*—Scholars who have attained doctoral status from this or other recognized universities and who wish to continue study in special fields may be permitted to attend individual courses subject to the permission of the instructor in charge. No official record will be made of the work done. If credit and/or official transcript are desired, regular admission procedures must be followed.

- g. *Auditor*—With the permission of the School, auditors may attend certain courses provided they pay regular rates per semester hour. Under no circumstances will credit be allowed for such attendance.

Diagnostic Examinations

New graduate students will be required to take an examination covering music history/literature and theory/analysis. The exam is given online and is for diagnostic and advisement purposes.

Academic Policies

Restrictions on Time—Master of Music Degree Students

A full-time student normally takes fifteen credits per year, which is divided into one semester of seven credits and one semester of eight credits. A minimum of seven credits is needed for full-time status.

All work acceptable toward the master's degree must be completed within a period of five years. Stop-out students, i.e., those who do not plan to take any courses during a given semester, must register for Leave of Absence in order to keep their files active. Such students may thus return to resume their degree work without having to reapply.

Restrictions on Time—Artist Diploma Students

Artist Diploma students will be enrolled full time for four consecutive semesters, or two academic years of study.

Residency

Course requirements are met in residence. Certain programs include online/distance courses.

Transferred Graduate Credit—Master of Music Degree Students

With the approval of the Coordinator of Graduate Studies, a maximum of six graduate credits taken at an accredited institution may be accepted toward the master's degree. Official transcripts and catalog course descriptions from the institution must be submitted for evaluation. Note: Courses that were taken at the undergraduate level at Duquesne or another institution may *not* be used to satisfy graduate-level courses.

Transferred Graduate Credit—Artist Diploma Students

The program consists of 30 credits taken at Duquesne University. No credits may be transferred from any other institution.

Thesis

Adequate command of written English is assumed before the student embarks upon a thesis. Where such competence is in doubt, the Graduate Committee may require proof of the student's command of the language before the thesis can be begun.

Each student should request from the Director of Graduate Studies a set of general directions on the preparation and presentation of theses. This is to be done during the semester prior to the actual writing, at which time the Graduate Committee reviews and approves the thesis topic.

Registration follows the usual procedure and may be extended by registering for thesis continuation until work is completed. Students engaged in thesis writing should be careful to note in the calendar the last day for submitting theses to the Graduate Division. The Dean, by and with the consent of the Graduate Committee, approves or disapproves the thesis, following the separate reports of a committee of readers appointed from the faculty of the Graduate Division.

For information on electronic theses and dissertation guidelines, visit:
<http://www.duq.edu/library>.

Advisement and Course Registration

Initial Advisement

Your primary advisor will be the department chair for your degree program or instrument. Initial advisement typically takes place beginning in mid-July. Please see the list of advisors at the end of this letter for contact information.

For international students: specific course load will be contingent on the results of the English-placement test (i.e., students who are required to take remedial English courses may have to take fewer courses in their music program until the English courses are completed).

Brass Instruments	Prof. H. Carl Hess	hessh@duq.edu	412.396.1728
Jazz Studies	Prof. Michael Tomaro	tomarom@duq.edu	412.396.5867
Music Education	Dr. Judith Bowman	bowmanj@duq.edu	412.396.5857
Organ and Sacred Music	Dr. Ann Labounsky	steele@duq.edu	412.396.5871
Percussion Instruments	Dr. Stephen Benham	benham@duq.edu	412.396.1887
Piano	Prof. Kenneth Burky	burky@duq.edu	412.396.5868
String Instruments	Prof. Charles Stegeman	stegeman@duq.edu	412.396.5119
Technology and Guitar	Prof. William Purse	pursew@duq.edu	412.396.5866
Voice	Prof. Guenko Guechev	guechev@duq.edu	412.396.6076
Woodwind Instruments	Prof. James Houlik	houlik@duq.edu	412.396.5478

Registration Procedures

After initial registration with the Academic Advisor, Duquesne University uses online registration DORI (Duquesne Online Resources & Information) for all subsequent registration, except for international students, who may proceed directly to the advisement office (301 Music School). Registration occurs before each term of enrollment. Visit <http://www.duq.edu/dori>.

Official Registration Status

Only students who are recognized as *officially registered* are bona fide students of Duquesne University. Unless students are officially registered, they are not permitted to attend classes, engage in student affairs, or generally have access to the buildings and grounds or use of the University's facilities.

Official registration is the recognition given by the University to persons who have met these conditions:

- Appropriate authority for admission to study in a school or department has been given by an authorized officer of the University. The admitting authority of graduate music students resides in the Dean of the School of Music.
- Authorization to continue in the program selected has been given and registration for classes has been accomplished in compliance with all academic requirements and procedures.
- Arrangements have been made to the satisfaction of the University for payment in full of all financial charges, including fees, tuition and housing charges, any of which are due and payable in full before the beginning of classes.

Graduate Program Graduation Requirements: Master of Music Degree

Diagnostic Graduate Theory Exam

During the first semester, each student takes an online Diagnostic Graduate Theory Exam for advisement purposes.

Program of Study

A minimum of thirty (30) credit hours will be required in the Master of Music programs. The thirty credits include ten (10) credits in the Major, ten (10) credits of a Music Core, and ten (10) credits of Electives.

For the **Music Education major**, the requirement will be satisfied by the completion of 30 credits including a thesis or field project and the presentation of a professional portfolio.

The **Theory and Composition programs** require 26 hours in course credits and a four-credit thesis. For Composition majors, the thesis will take the form of an original composition, ordinarily for orchestra and sufficiently mature to warrant professional performance. The thesis

will be accompanied by an analytical paper describing in detail the technical features of the composition. A professional portfolio is presented at the Final Comprehensive Oral Examination.

For the **Performance major**, the requirement will be satisfied by completing thirty (30) credits including the preparation of a recital program which, after approval by a faculty committee, must be presented in public. The performance of a concerto (for singers, a leading role in a staged production) may be arranged at the discretion of the instructor. An essay on the structure, style and performance problems of the literature performed will be submitted prior to the recital. The process is described in the Graduate Student Handbook, and includes a portfolio presentation.

For the **Sacred Music** degree programs, the requirement will be satisfied by completing thirty (30) credits, which are described in detail in the Sacred Music Handbook. Candidates for the Sacred Music degree will also present a public recital as part of the required Internship or in addition to the Internship. A professional portfolio is presented at the Final Comprehensive Oral Examination.

All options of the **Music Technology** degree program require twenty-eight (28) hours in course credits and a two-credit music technology recital or digital music pedagogy project featuring music technology to satisfy the degree requirements. Each student will develop a professional music technology portfolio that represents work accomplished during the program. The portfolio must be delivered digitally, that is, via the Internet, CD, or DVD. The two final credits for each music technology option are as follows:

Students in the **digital music pedagogy** option will develop a final music technology project whose primary purpose is pedagogical. This may be a music course web site, an online course, a music technology course designed for the face-to-face classroom, or other project determined in consultation between the student and the advisor. The project will be delivered and demonstrated through a digital medium. A paper describing the conceptual basis, the structure of the project, and assessment of student learning will accompany the project.

Students in the **electronic composition** option will compose and present a performance of a substantial original work that showcases some of the following elements: electronic instruments, electro-acoustic orchestration, multimedia, and other aspects of music technology. An analytical paper describing the music technology features of the composition will accompany the composition.

Students in the **electronic performance** option will prepare and present a public recital incorporating advanced music technology performance techniques such as digital signal processing, digital audio recordings, MIDI sequencing, and advanced MIDI controller performance and/or improvisation. Students will prepare a recital program, which, after approval by a faculty committee, must be presented in a public performance. An analytical paper describing the structure, style, music technology features and performance issues of the recital will be submitted prior to the recital and included in a portfolio presentation.

Music Core Studies

The following courses comprise the Music Core Studies, which are common to all Master of Music degree programs:

GMUS 500: Introduction to Research in Music	2 credits
GMLI 543: Philosophies of Music History and Theory	2 credits
GMTH ###: Music Theory Elective	2 credits
GMLI ###: Music History Elective	2 credits
Other Supportive Studies*	2 credits
Total	10 credits

*Supportive Studies vary by degree area. For the MM in Performance, supportive studies include courses designated with GMLI, GMTH, GMTK, or GMPF (if pedagogy). For the MM in Theory and MM in Composition, supportive studies include courses designated with GMLI, GMTK, GMNS, or GMPF. For the MM in Music Education, supportive studies include courses designated with GMLI, GMTH, GMTK, GMNS, or GMPF. For the MM in Music Technology, supportive studies include courses designated with GMLI, GMTH, GMNS, or GMPF. For the MM in Sacred Music, supportive studies include courses designated with GMLI, GMTH, GMNS, or GMTK.

It is the responsibility of each graduate student to comply with all degree requirements, and to initiate all requests for action pertaining to his or her degree program. Such requests must be submitted in writing to the Director of Graduate Studies for consideration by the Graduate Committee.

Final Comprehensive Oral Examination

A Final Comprehensive Oral Examination will be administered to each candidate in every degree program. This examination is normally conducted in conjunction with the music education field project, music technology recital or pedagogical project, defense of thesis, or the degree recital. In all programs, a professional portfolio is presented at the oral exam. Candidates should contact their advisors regarding details of examination protocol.

Degree Programs

The School of Music offers a wide range of options for graduate study within the Master of Music degree. The program in Music Education culminates in a thesis or field project and the presentation of a professional portfolio, which is developed through the course of graduate studies. The Theory and Composition programs allow for emphasis in either theoretical and pedagogical studies or in original creative work. The Sacred Music program is offered for majors in organ. Those seeking performance careers will normally choose to pursue a master's degree in performance. The Music Technology program offers options in digital music pedagogy,

electronic composition and electronic performance. The digital music pedagogy and electronic composition degrees may be completed by means of fall and spring on-line courses with additional on campus summer courses. The electronic performance option is only available on campus but can include summer courses. In addition, the Artist Diploma program, while not a degree program, offers uniquely structured courses of study for those pursuing careers for which an academic degree is not a requisite.

Secondary Concentration

In order to allow for greater curricular flexibility and to tailor graduate study to the professional needs and objectives of the individual student, all degree programs include the option of a secondary concentration that complements the major. Normally, about one-third of each curriculum is devoted to elective courses. The choice of elective courses within the same specific area comprises the secondary concentration. Several possible secondary concentrations are available including music education, jazz studies, theory, music technology, conducting, and sacred music. The specific courses comprising the secondary concentration are determined by the appropriate faculty and the student in consultation with the student's primary advisor.

Master of Music in Performance

Overview of Program

Graduate students study with master teachers, many of whom are renowned performers in their field, through applied music study in keyboard, guitar, electric bass and all orchestral instruments and voice. Students perform in a variety of ensembles that rank among the finest in the country by virtue of the quality of concerts, recordings, broadcasts, tours and repertoire.

MASTER OF MUSIC: MAJOR IN ORCHESTRAL INSTRUMENTS INCLUDING SAXOPHONE AND EUPHONIUM
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (27 credits):

Music Core Courses: 10 credits

Major Area Courses: 17 credits

Applied Music:	9 credits	(3 semesters, 3 credits/semester)
Large Ensemble:	2 credits	(2 semesters, 1 credit/semester; 2 semesters, 0 credits/semester)
Chamber Music:	3 credits	
Orchestral Repertoire/Literature:	2 credits	
Master's Recital:	1 credit	

Electives (3 credits):

3 credits of elective courses may be selected, which may include a fourth semester of applied music, or courses in pedagogy, technology, music theory, music history and literature, and additional courses in orchestral repertoire/chamber music and ensemble (Wind Symphony or Orchestra).

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ¹	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble I</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMPF 53#	<i>Chamber Music</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GM## ###	<i>Music Theory or History</i>	2	GMPF 53#	<i>Chamber Music</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMPF 591	<i>Proseminar in Performance I</i>	0
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Other Electives</i>	3
GMAP 5##	<i>Applied Music</i>	3	GM## ###	<i>Graduate Music Core Elective²</i>	2
GMNS ###	<i>Large Ensemble III</i>	1	GMNS ###	<i>Large Ensemble IV</i>	0
GMPF 53#	<i>Chamber Music</i>	1	GMPF 5##	<i>Orchestral Repertoire & Lit</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit³</i>	1	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Kenneth Burky, co-chair
412.396.5868
burky@duq.edu

Charles Stegeman, co-chair
412.396.5119
stegeman@duq.edu

¹ CR=Number of Credits

² Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

³ Saxophone majors take *GMNS 536: Sax Ensemble* in place of *Orchestral Repertoire and Literature*.

MASTER OF MUSIC: MAJOR IN VOCAL PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (27 credits):

<i>Music Core Courses:</i>		<i>10 credits</i>
<i>Major Area Courses:</i>		<i>17 credits</i>
Applied Music:	9 credits	(3 semesters, 3 credits/semester)
Large Ensemble:	2 credits	(2 semesters, 1 credit/semester; 2 semesters, 0 credit/semester)
Language & Diction:	2 credits	
Singer's Repertory:	2 credits	
Vocal Coaching:	1 credit	
Master's Recital:	1 credit	

Electives (3 credits):

3 credits of elective courses may be selected, which may include a fourth semester of applied music, or courses such as diction and repertory and/or singer's repertory.⁴

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMNS 5##	<i>Opera Wkshp or Choral Ens I</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMPF 502	<i>Vocal Coaching</i>	1	GMNS 5##	<i>Opera Wkshp or Choral Ens II</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMPF 549	<i>Singer's Repertory</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMPF 549	<i>Singer's Repertory</i>	1
GMNS ###	<i>Opera Wkshp or Choral Ens III</i>	1	GMNS ###	<i>Opera Wkshp or Choral Ens IV</i>	0
GM## ###	<i>Graduate Music Core Elective⁵</i>	2	GM## ###	<i>Music Theory or History</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## 5##	<i>Elective</i>	2
GMPF 5##	<i>Language & Diction</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
			GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Guenko Guechev, chair
412.396.6076
guechev@duq.edu

⁴ Repertory courses include a rotating sequence of Italian, German, French and English repertoire. Languages not able to be covered by this four-credit sequence will be covered in the Singer's Repertory Course. Basic study of the respective foreign languages is a prerequisite to enrollment in these courses. Basic study of the respective foreign languages is a prerequisite to enrollment in these courses.

⁵ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (20 credits):

Music Core Courses: 10 credits

Major Area Courses: 10 credits

Applied Music: 9 credits (3 semesters, 3 credits/semester)
 Master's Recital: 1 credit

Electives (10 credits):

May include a fourth semester of Applied Piano or courses such as Piano Pedagogy or Piano Literature courses.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	3	GMAP 519	<i>Applied Piano</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Electives</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	3	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective⁶</i>	2	GM## 5##	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Electives</i>	1	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Kenneth Burky, chair
 412.396.5868
 burky@duq.edu

⁶ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MASTER OF MUSIC: MAJOR IN ORGAN PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The organ performance major parallels that of the major in sacred music, except that courses and electives pertaining to sacred music will be replaced with others appropriate to the student's needs and wishes, but subject to the approval of the Chair of Organ.

Required Courses (20 credits):

Music Core Courses: 10 credits

Major Area Courses: 10 credits

Applied Music: 9 credits (3 semesters, 3 credits/semester)

Master's Recital: 1 credit

Electives (10 credits):

May include a fourth semester of Applied Organ or courses such as include improvisation, Gregorian Chant, hymnody, practicum, and choral or instrumental conducting.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	3	GMAP 518	<i>Applied Organ</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Electives</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	3	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective⁷</i>	2	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Music History or Theory</i>	2
GM## ###	<i>Electives</i>	1	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Dr. Ann Labounsky, chair
412.396.5871
steele@duq.edu

⁷ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MASTER OF MUSIC: MAJOR IN GUITAR/ELECTRIC BASS PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (20 credits):

Music Core Courses: 10 credits

Major Area Courses: 10 credits

Applied Music: 9 credits (3 semesters, 3 credits/semester)

Master's Recital: 1 credit

Electives (10 credits):

Check with the department chair about electives that are accepted for this program.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GM## ###	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective</i> ⁸	2	GM## ###	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## ###	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Elective</i>	1	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Bill Purse, chair
412.396.5866
pursew@duq.edu

⁸ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE (COLLABORATIVE PIANO EMPHASIS)
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The emphasis in collaborative piano is designed for the advanced pianist who wishes to make accompanying and chamber music a career focus. Students may elect a concentration in either instrumental collaboration and chamber music or vocal collaboration and coaching. Each track will include practical experience in the appropriate instrumental or vocal studios and ensembles.

Required Courses (20 credits):

Music Core Courses:

10 credits

Major Area Courses:

14 credits

Applied Music: Piano	8 credits	(4 semesters, 2 credits/semester)
Applied Music: Collaborative Piano	4 credits	(4 semesters, 1 credit/semester, instrumental or vocal)
Recitals	2 credits	(1 credit each)

Electives (6 credits):

May include courses in piano literature, chamber music, piano ensemble, piano accompanying, foreign language (as appropriate to the concentration) or other related courses in consultation with the advisor.

Sample Curriculum: Collaborative Piano

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano I</i>	2	GMAP 519	<i>Applied Piano II</i>	2
GMAP 534	<i>Collaborative Piano I</i>	1	GMAP 535	<i>Collaborative Piano II</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GMUS 701	<i>Collaborative Piano Recital I</i>	1
			GM## ###	<i>Elective</i>	2
Total Credits		7	Total Credits		8

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano III</i>	2	GMAP 519	<i>Applied Piano IV</i>	2
GMAP 536	<i>Collaborative Piano III</i>	1	GMAP 537	<i>Collaborative Piano IV</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMPF 513	<i>Piano Literature II</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Graduate Music Core Elective⁹</i>	2
GMPF 512	<i>Piano Literature I</i>	2	GMUS 703	<i>Collaborative Piano Recital II</i>	1
			GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		7	Total Credits		8

Faculty Information: Kenneth Burky, chair
412.396.5868
burky@duq.edu

⁹ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE (PIANO PEDAGOGY EMPHASIS)
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (20 credits):

Music Core Courses: 10 credits
Major Area Courses: 15 credits

Applied Music: Piano	6 credits	(3 semesters, 2 credits/semester)
Recitals	1 credit	
Group Pedagogy for Adults I	2 credits	
Group Pedagogy for Adults II	2 credits	
Group Pedagogy for Children I	2 credits	
Group Pedagogy for Children II	2 credits	

Electives (5 credits):

May include a fourth semester of applied piano or courses in pedagogy (such as Piano Pedagogy I and II), music theory, music history and literature, music technology, or other related courses in consultation with the advisor.

Sample Curriculum: Piano Pedagogy

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	2	GMAP 519	<i>Applied Piano</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GMPF 547	<i>Group Pedagogy for Adults I</i>	2	GMPF 548	<i>Group Pedagogy for Adults II</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Elective</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	2	GMPF 548	<i>Group Pedagogy—Child II</i>	2
GMPF 545	<i>Group Pedagogy—Child I</i>	2	GM## ###	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## ###	<i>Elective</i>	2
GM## ###	<i>Music History or Theory</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Graduate Music Core Elective¹⁰</i>	2	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Kenneth Burky, chair
412.396.5868
burky@duq.edu

¹⁰ Cannot include classes in music pedagogy. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF.

MASTER OF MUSIC: JAZZ EMPHASIS
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Required Courses (20 credits):

<i>Music Core Courses:</i>			10 credits
<i>Major Area Courses:</i>			16 credits
Applied Music		9 credits	(3 semesters, 3
credits/semester)			
Recitals			1 credit
Jazz Arranging I	2 credits		
Jazz Arranging II	2 credits		
Jazz Harmony	2 credits		

Electives (4 credits):

May include jazz, chamber music, improvisation, composition, or other related courses in consultation with the advisor.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music—Classical</i>	3	GMAP 5##	<i>Applied Music—Jazz</i>	3
GMJZ 574	<i>Jazz Arranging I</i>	2	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMJZ 575	<i>Jazz Arranging II</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music—Classical or Jazz</i>	2	GM## ###	<i>Music History or Theory</i>	2
GMJZ 510	<i>Jazz Harmony—Form/Notation</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
GM## ###	<i>Music Theory or History</i>	2	GMUS 732	<i>Performance Paper</i>	0
GM## ###	<i>Graduate Music Core Elective¹¹</i>	2	GM## ###	<i>Electives</i>	4
Total Credits		8	Total Credits		7

Faculty Information: Michael Tomaro, chair
412.396.5867
tomaro@duq.edu

¹¹ Cannot include classes in music performance or jazz. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MASTER OF MUSIC IN COMPOSITION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The Composition Program serves to provide the graduate student with a solid background of theoretical studies, which is applied to the further personal development of compositional skills. Under the guidance of a master composer, students learn to express their creativity in the composition of works ordinarily for orchestra, and sufficiently mature to warrant professional performance. Student composers enjoy the opportunity to hear their works performed by the school's ensembles.

Required Courses (20 credits):

<i>Music Core Courses:</i>	<i>10 credits</i>
<i>Major Area Courses:</i>	<i>10 credits</i>
Composition	6 credits (3 semesters, 2
credits/semester)	
Thesis	4 credits

Electives (10 credits):

May include courses in theory & analysis, technology, jazz studies, music history, music theory, ensembles or special topics.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 638	<i>Composition</i>	2	GMAP 638	<i>Composition</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GM## ###	<i>Graduate Music Core Elective¹²</i>	2
GMTH ###	<i>Music Theory Elective</i>	2	GM## ###	<i>Electives</i>	1
GM## ###	<i>Electives</i>	2			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 638	<i>Composition</i>	2	GMUS 700	<i>Thesis</i>	4
GMLI ###	<i>Music History Elective</i>	2	GMUS 725	<i>Oral Exam: Composition</i>	0
GM## ###	<i>Electives</i>	3	GM## ###	<i>Electives</i>	3
Total Credits		8	Total Credits		7

Faculty Information: Dr. Jessica Wiskus, chair
412.396.6074
wiskus@duq.edu

¹² Cannot include courses in music composition

MASTER OF MUSIC IN MUSIC THEORY
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Through advanced theoretical studies, the graduate student acquires an artistic knowledge of the materials and workings of Western music. Scholarly research is supported by a nurturing faculty and by resources from the University's Gumberg Library as well as resources (hardcopy and electronic) from other major libraries throughout the region. Courses in advanced analytical techniques culminate in the authoring of a thesis devoted to the theoretical aspects of a major composer's work that may be of particular interest to the student. Graduates of the program have gone on to doctoral study at prominent institutions and many of them hold teaching positions in music schools throughout the country.

Required Courses (20 credits):

Music Core Courses: 10 credits
Major Area Courses: 10 credits

Schenkerian Theory and Analysis	2 credits
Analysis of 20 th Century Music	2 credits
Pro Seminar in Music Theory	2 credits
Thesis	4 credits

Electives (10 credits):

May include courses in theory & analysis, music literature & ideas, technology, jazz studies, ensembles, applied music, or general studies.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH 561	<i>Schenkerian Theory and Analysis</i>	2	GMTH 562	<i>Analysis of 20th Century Music</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GM## ###	<i>Graduate Music Core Elective¹³</i>	2
GMTH ###	<i>Music History Elective</i>	2	GM## ###	<i>Electives</i>	1
GM## ###	<i>Electives</i>	2			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH 630	<i>Proseminar in Music Theory</i>	2	GMUS 730	<i>Theory: Thesis</i>	4
GMLI ###	<i>Music Theory Elective</i>	2	GMUS 725	<i>Oral Exam: Composition</i>	0
GM## ###	<i>Electives</i>	4	GM## ###	<i>Electives</i>	3
Total Credits		8	Total Credits		7

Faculty Information: Dr. Jessica Wiskus, chair
412.396.6074
wiskus@duq.edu

¹³ Cannot include courses in music theory

MASTER OF MUSIC IN MUSIC EDUCATION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The Master of Music in Music Education program emphasizes excellence in musicianship, teaching, and leadership in the profession. The program is designed to provide rigorous learning opportunities in foundation subjects in addition to a wide array of specialized topics, including curriculum, pedagogy, psychology, improvisation, measurement and evaluation, and methods and techniques related to teaching band, choir, general music, and strings.

There are several options for completion of the requirements for the M.M. in Music Education. Courses are available:

- On-campus during the academic year
- On-campus during summer sessions
- Online during the academic year

Most students in the Music Education degree program take courses through a combination of these options. The program culminates in a thesis or field project and the presentation of a professional portfolio that is developed throughout the course of graduate studies. The program consists of 30 credits, ten of which may be taken either as a secondary concentration or distributed among a variety of topics in an exploratory fashion. Secondary concentrations may be elected in choral music education, instrumental music education, music technology, or general music. Those who do not choose a secondary concentration may combine a variety of electives to satisfy the requirements. All courses, regardless of whether they are taken in the academic year or in the summer are worth *two credits* towards the degree requirement.

The Master of Music in Music Education degree program comprises fifteen (15) courses—five each from among the three areas of Music Core, Major Courses, and Electives. Please note the following four points:

1. Some required courses are offered every summer; others are scheduled in alternating summers. Music education courses (required and elective) are scheduled on a three-year rotation. It is important to consult with your advisor for course planning.
2. Unless otherwise indicated by footnote, each academic course is one week in length—Monday through Friday, 9:00 a.m. to 4:00 p.m.
3. The Sample Plans below do not include the Music Core. Consult with your advisor about how best to meet this requirement.
4. Up to three (3) courses can be transferred into your program. Consult with your advisor for details.

Required Courses (20 credits):

<i>Music Core Courses:</i>	<i>10 credits</i>
<i>Major Area Courses:</i>	<i>10 credits</i>

Foundations of Music Education	2 credits
Music and the Mind	2 credits
Curricular Strategies in Music Education	2 credits
Music Education Research Design ¹⁴	2 credits
Music Education Master's Project ¹⁵	2 credits

Electives (10 credits):

¹⁴ Thesis/Field Project Design

¹⁵ Thesis/Field Project Competition. Offered online only.

May include courses in conducting, history, theory, technology, and workshops in music education methods.

Sample Curriculum 1: Music Education, 3-year plan

Year 1: Summer			
Week	Course #	Course Title	CR
	GMTH 024	<i>Diagnostic Theory Exam</i>	0
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Week 2	GSUM 524	<i>Music and the Mind</i> ¹⁶	2
Weeks 3/4	GSUM 522	<i>Introduction to Research in Music</i> *	2
Weeks 3/4	GSUM 514	<i>Philosophies of Music History and Theory</i> **	2

Year 1: Spring Semester			
	Course #	Course Title	CR
Online	GMTK 621/GMLI 558	<i>Digital Music Pedagogy or History of Electronic Music</i>	2

Year 2: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ###/GSUM 570	<i>Cultural Diversity in Music Education or Creativity in the School Music...</i>	2
Week 2	GSUM 515	<i>Curricular Strategies in Music Education</i>	2
Weeks 3/4	GMTH ###	<i>Topics in Music Theory</i> **	2
Week 5	GSUM 565	<i>Music Education Research Design</i>	2

Year 3: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM 540	<i>Foundations of Music Education</i>	2
Week 2	GSUM 512	<i>Special Learners in the Classroom</i>	2
Weeks 3/4	GMLI ###	<i>Topics in Music History</i> **	2
Week 5	GSUM 535	<i>Alexander Technique for Musicians</i>	2

Year 3: Academic Year			
	Course #	Course Title	CR
Online	GMTH 630	<i>Music Education Master's Project</i>	2

* Two-week course: mornings, 9:00–12:00

** Two-week course: afternoons, 1:00–4:00

¹⁶ Also offered as a spring semester online course (GMED 562)

Sample Curriculum 2: Music Education (On-campus during Summer Sessions), 4-year plan

Year 1: Summer			
Week	Course #	Course Title	CR
	GMTH 024	<i>Diagnostic Theory Exam</i>	0
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Week 2	GSUM 524	<i>Music and the Mind</i> ¹⁷	2
Weeks 3/4	GSUM 522	<i>Introduction to Research in Music</i> *	2

Year 2: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ###/GSUM 570	<i>Cultural Diversity in Music Education or Creativity in the School Music...</i>	2
Week 2	GSUM 515	<i>Curricular Strategies in Music Education</i>	2
Week 5	GSUM 565	<i>Music Education Research Design</i>	2

Year 2 Spring Semester			
	Course #	Course Title	CR
Online	GMTK 621/GMLI 558	<i>Digital Music Pedagogy or History of Electronic Music</i>	2

Year 3: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM 540	<i>Foundations of Music Education</i>	2
Week 2	GSUM 512	<i>Special Learners in the Classroom</i>	2
Weeks 3/4	GMLI ###	<i>Topics in Music History</i> **	2

Year 4: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Weeks 3/4	GSUM 514	<i>Philosophies of Music History and Theory</i> **	2
Weeks 5	GMTH ###	<i>Topics in Music Theory</i> **	2

Year 4: Academic Year			
	Course #	Course Title	CR
Online	GMTH 630	<i>Music Education Master's Project</i>	2

* Two-week course: mornings, 9:00–12:00

** Two-week course: afternoons, 1:00–4:00

Faculty Information: Dr. Judith Bowman
412.396.5857
bowmanj@duq.edu

¹⁷ Also offered as a spring semester online course (GMED 562)

MASTER OF MUSIC IN MUSIC TECHNOLOGY
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Duquesne's innovative Music Technology degree offers options in digital music pedagogy, electronic composition, and electronic performance. Guided by faculty members who are acknowledged leaders in their fields, graduate students master powerful technological tools in the state-of-the-art electronic studios, including the Dr. Thomas D. Pappert Center for Performance and Innovation, the Music Technology Center, the Digital Keyboard Lab, the Fender Electronic Studio and the multi-track Recording Studios. Graduates are in demand in higher education, K–12 music education, and in the music, film and recording industries throughout the world. The Master of Music Technology is designed for students with an undergraduate degree in music but not necessarily in music technology. Its goal is to help students develop mastery of music technology knowledge and skills appropriate to the chosen area of expertise, i.e., digital music pedagogy, electronic composition, or electronic performance.

There are several options for completion of the requirements for the M.M. in Music Technology. Courses are available:

- On-campus during the academic year
- Online during the academic year and on-campus during summer sessions

Most students in the Music Technology degree program take courses through a combination of these options. Because of the great diversity in course offerings within the program, not all Music Technology courses are offered every year. The tables below show the planned rotation of courses:

Graduate Music Technology Course Rotation

Fall I—Odd Years		Spring I—Even Years		Summer I—Even Years	
		GMLI 558	<i>History of Electronic Music (Online)</i>	GSUM 609	<i>TI:ME Level 2B—Preparing Digital Media</i>
GMNS 512	<i>Electronic Ensemble</i>	GMNS 512	<i>Electronic Ensemble</i>	GSUM 610	<i>TI:ME Level 2A—Electronic Instruments</i>
GMTK 505	<i>Music Tech II</i>				
GMTK 510	<i>Graduate Audio for Media I</i>				
		GMTK 522	<i>Graduate Audio for Media II</i>		
GMTK 621	<i>Digital Music Pedagogy (Online)</i>				
GMTK 655	<i>Electronic Composition (Onsite – Optional Online)</i>	GMTK 655	<i>Electronic Composition (Onsite – Optional Online)</i>		
GMTK 701	<i>Directed Study—(Online)</i>	GMTK 701	<i>Directed Study—Online</i>		
GMTK 707	<i>Music Technology IV</i>	GMTK 707	<i>Music Technology IV</i>		
GMTK 710	<i>Advanced Computer Notation (Online)</i>				
GMTK 719	<i>Music Tech Audio Internship</i>	GMTK 719	<i>Music Tech Audio Internship</i>		
GMTK 720	<i>Music Tech Internship</i>	GMTK 720	<i>Music Tech Internship</i>		
GMTK 721	<i>Recital: Electronic Performance</i>	GMTK 721	<i>Recital: Electronic Performance</i>		
GMTK 722	<i>Recital: Electronic Composition</i>	GMTK 722	<i>Recital: Electronic Composition</i>		
		GMTK 725	<i>Digital Music Pedagogy Project (Online)</i>		
		GMTK 730	<i>Preparing Digital Media I (Online)</i>		
GMTK 805	<i>Electronic Performance Techniques</i>				
GMUS 500	<i>Intro to Research (Online)</i>			GMUS 500	<i>Intro to Research</i>

Graduate Music Technology Course Rotation (cont.)

Fall I—Even Years		Spring I—Odd Years		Summer I—Odd Years	
		GMLI 558	<i>History of Electronic Music (Online)</i>	GSUM ###	<i>TI:ME Level 2A—Advanced Sequencing and Music Technology Production</i>
GMNS 512	<i>Electronic Ensemble</i>	GMNS 512	<i>Electronic Ensemble</i>	GSUM ###	<i>TI:ME Level 2B—Digital Audio or TI:ME 2C</i>
GMTK 505	<i>Music Tech II</i>				
GMTK 510	<i>Graduate Audio for Media I</i>				
		GMTK 522	<i>Graduate Audio for Media II</i>		
GMTK 621	<i>Digital Music Pedagogy (Online)</i>				
GMTK 655	<i>Electronic Composition (Onsite – Optional Online)</i>	GMTK 655	<i>Electronic Composition (Onsite – Optional Online)</i>		
GMTK 701	<i>Directed Study—(Online)</i>	GMTK 701	<i>Directed Study—Online</i>		
GMTK 707	<i>Music Technology IV</i>	GMTK 707	<i>Music Technology IV</i>		
GMTK 710	<i>Advanced Computer Notation (Online)</i>				
		GMTK 714	<i>Electronic Orchestration (Online)</i>		
GMTK 720	<i>Music Tech Internship</i>	GMTK 720	<i>Music Tech Internship</i>		
GMTK 721	<i>Recital: Electronic Performance</i>	GMTK 721	<i>Recital: Electronic Performance</i>		
GMTK 722	<i>Recital: Electronic Composition</i>	GMTK 722	<i>Recital: Electronic Composition</i>		
		GMTK 725	<i>Digital Music Pedagogy Project (Online)</i>		
		GMTK 730	<i>Preparing Digital Media I (Online)</i>		
GMTK 805	<i>Electronic Performance Techniques</i>				
GMUS 500	<i>Intro to Research (Online)</i>			GMUS 500	<i>Intro to Research</i>

Sample curricula are shown on the following pages for all three of the degree options within Music Technology:

Option 1: Digital Music Pedagogy

Required Courses (20 credits):

<i>Music Core Courses:</i>	10 credits
<i>Major Area Courses:</i>	10 credits
Advanced Computer Notation (Online)	2 credits
Advanced Sequencing/Sound Design (Music Tech II Onsite/Online; or, TI:ME 2A Summer)	2 credits
Digital Music Pedagogy (Online)	2 credits
Digital Audio Production (Music Tech IV Onsite or TI:ME Level 2B Summer)	2 credits
Final Project—Digital Music Pedagogy (Online)	2 credits

Electives (10 credits):

Electives are selected in consultation between the student and the advisor, and may include: *Musicians and the Internet*, *Electronic Ensemble*, *TI:ME Level 2A*, *2B*, or *2C* courses, *Graduate Audio for Media I* and/or *II*, *Electronic Performance Techniques*, *Electronic Orchestration*, *Music and the Mind*, *Directed Study in Music Technology* and/or *Music Synthesis*, *Music Technology Internship*, *Preparing Digital Media I* and/or *II*, and *Electronic Ensemble*.

Sample Curriculum: Music Technology—Digital Music Pedagogy Option

Sample Academic Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMTK 505	<i>Music Technology II</i>	2	GMLI 558	<i>History of Electronic Music</i>	2
GMTK 621	<i>Digital Music Pedagogy</i>	2	GM## ###	<i>Graduate Music Core Elective</i> ¹⁸	2
GMTK 710	<i>Advanced Computer Notation</i>	2	GM## ###	<i>Electives</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH ###	<i>Music Theory Elective</i>	2	GMTK 723	<i>Final Project: Digital Music Pedagogy</i>	2
GM## ###	<i>Music Elective</i>	2	GMTK 730	<i>Preparing Digital Media I</i>	2
GMTK ###	<i>Music Tech Elective</i>	2	GMTK ###	<i>Music Tech Elective</i>	1
GMTK ###	<i>Music Tech Elective</i>	2	GM## ###	<i>Music Elective</i>	2
			GMUS 724	<i>Oral Exam: Music Technology</i>	0
			GMUS 734	<i>Music Tech Thesis/Project</i>	0
Total Credits		8	Total Credits		5

Faculty Information: Bill Purse, chair
412.396.5866
pursew@duq.edu

¹⁸ Cannot include courses in music technology

Option 2: Electronic Composition

Required Courses (20 credits):

<i>Music Core Courses:</i>	10 credits
<i>Major Area Courses:</i>	10 credits
Advanced Computer Notation (Online)	2 credits
Advanced Sequencing/Sound Design (Music Tech II Onsite/Online; or, TI:ME 2A Summer)	2 credits
Digital Music Pedagogy (Online)	2 credits
Digital Audio Production (Music Tech IV Onsite or TI:ME Level 2B Summer)	2 credits
Music Technology Pedagogy Project (Online)	2 credits

Electives (10 credits):

Electives are selected in consultation between the student and the advisor, and may include: *TI:ME Level 2A, 2B or 2C* courses, *Graduate Audio for Media I and/or II*, *Electronic Performance Techniques*, *Electronic Orchestration*, *Music and the Mind*, *Directed Study in Music Technology and/or Music Synthesis*, *Music Technology Internship*, *Preparing Digital Media I and/or II* and *Electronic Ensemble*.

Sample Curriculum: Music Technology—Electronic Composition Option

Sample Academic Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMTK 505	<i>Music Technology II</i>	2	GMLI 558	<i>History of Electronic Music</i>	2
GMTK 655	<i>Electronic Composition</i>	2	GMTK ###	<i>Music Tech Elective (Electronic Composition)</i>	2
GMTK 710	<i>Advanced Computer Notation</i>	2	GM## ###	<i>Elective</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH ###	<i>Graduate Music Theory Elective</i>	2	GMTK ###	<i>Music Tech Electives (Music Tech Internship, Electronic Ensemble, or Other)</i>	3
GMTK 621	<i>Digital Music Pedagogy</i>	2	GMTK 722	<i>Recital: Electronic Composition</i>	2
GMTK 707	<i>Music Technology IV</i>	2	GM## ###	<i>Graduate Music Core Elective¹⁹</i>	2
GMTK 710	<i>Advanced Computer Notation</i>	2	GMUS 724	<i>Oral Exam: Music Technology</i>	0
			GMUS 734	<i>Music Tech Thesis/Project</i>	0
Total Credits		6	Total Credits		7

Faculty Information: Bill Purse, chair
412.396.5866
pursew@duq.edu

¹⁹ Cannot include courses in music technology

Option 3: Electronic Performance

Required Courses (20 credits):

<i>Music Core Courses:</i>	10 credits
<i>Major Area Courses:</i>	10 credits
Advanced Computer Notation (Online)	2 credits
Advanced Sequencing/Sound Design (Music Tech II Onsite/Online; or, TI:ME 2A Summer)	2 credits
Digital Music Pedagogy (Online)	2 credits
Digital Audio Production (Music Tech IV Onsite or TI:ME Level 2B Summer)	2 credits
Recital: Electronic Performance	2 credits

Electives (10 credits):

Electives are selected in consultation between the student and the advisor, and may include: *Musicians and the Internet*, *Electronic Ensemble*, *TI:ME Level 2A, 2B or 2C* courses, *Graduate Audio for Media I and/or II*, *Electronic Performance Techniques*, *Electronic Orchestration*, *Music and the Mind*, *Directed Study in Music Technology* and/or *Music Synthesis*, and *Preparing Digital Media I and/or II*.

Sample Academic Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP ###	<i>Applied Music</i>	2	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 558	<i>History of Electronic Music</i>	2
GMTK 505	<i>Music Technology II</i>	2	GM## ###	<i>Graduate Music Core Elective¹⁹</i>	2
GMTK 710	<i>Advanced Computer Notation</i>	2	GM## ###	<i>Electives (Applied Music)</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP ###	<i>Applied Music</i>	2	GMTK ###	<i>Music Tech Electives</i>	1
GMTH ###	<i>Graduate Music Theory Elective</i>	2	GM## ###	<i>Music Electives</i>	4
GMTK 621	<i>Digital Music Pedagogy</i>	2	GMTK 721	<i>Recital: Electronic Performance</i>	2
GMTK 707	<i>Music Technology IV</i>	2	GMUS 724	<i>Oral Exam: Music Technology</i>	0
			GMUS 734	<i>Final Project: Music Technology</i>	0
Total Credits		8	Total Credits		7

Faculty Information: Bill Purse, chair
412.396.5866
pursew@duq.edu

MASTER OF MUSIC IN SACRED MUSIC
(TOTAL DEGREE PROGRAM, 30 CREDITS)

One of the most recognized sacred music programs in the country, the Sacred Music degree emphasizes the spiritual and musical development of graduate students and educates them to become Ministers of Music through a full range of church music courses, practical training, church internships and work in the Duquesne University Chapel. Graduate students may take applied studies in organ, piano, voice and directed study in choral conducting. Graduate students perform on Duquesne's beautiful Steinway pianos and have access to a variety of superior organs in the Pittsburgh area.

Required Courses (27 credits):

Music Core Courses: 10 credits
Major Area Courses: 17 credits

Applied Music ²⁰	8 credits
Sacred Music Internship	2 credits
Organ Literature I and II	4 credits
Development of Christian Worship	1 credit
Liturgical Ministry Practicum	1 credit
Sacred Music Practicum	1 credit

Electives (3 credits):

May include courses in service playing, improvisation, Gregorian Chant, organ pedagogy, and choral or instrumental conducting.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	2	GMAP 518	<i>Applied Organ</i>	2
GMSM 613	<i>Liturgical Ministry Practicum</i>	1	GMSM 531	<i>Service Playing</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMSM 616	<i>Sacred Music Practicum</i>	1
GMTH ###	<i>Music Theory Core Course</i>	2	GM## ###	<i>Graduate Music Core Elective²¹</i>	2
Total Credits		7	Total Credits		8

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	2	GMAP 518	<i>Applied Organ</i>	2
GMLI 626	<i>Hymnody²²</i>	2	GMSM 619	<i>Organ Literature II</i>	2
GM## ###	<i>Elective</i>	2	GMSM 612	<i>Dev. of Christian Worship</i>	1
GMSM 618	<i>Organ Literature I</i>	2	GMSM 670	<i>Sacred Music Internship</i>	2
			GMUS 723	<i>Oral Exam: Sacred Music</i>	0
			GMUS 733	<i>Final Project: Sacred Music</i>	0
Total Credits		8	Total Credits		7

Faculty Information:

Dr. Ann Labounsky, chair; 412.396.5871; steele@duq.edu

²⁰ May include organ, piano, voice, and directed study in choral conducting.

²¹ Cannot include classes in the major area (i.e., Sacred Music). This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

²² GMLI 626—*Hymnody* meets the GMLI Music Core Requirement

ARTIST DIPLOMA—ORCHESTRAL INSTRUMENTS
(TOTAL DEGREE PROGRAM, 30 CREDITS)

This program is reserved for advanced performers who have completed academic degrees or their foreign equivalent and whose accomplishments have already been amply demonstrated in various performance venues. Artist Diploma students devote most of their time perfecting their performance skills with private lessons from an artist teacher, many who are members of the Pittsburgh Symphony Orchestra. Performance in large ensembles and chamber music groups rounds out their musical studies, as they expand their solo and ensemble repertoire, and prepare for auditions with renowned professional ensembles. This program is flexible and personalized to address the specific needs of the professionally advanced student. The curricular structure generally consists of a balance each semester among Applied Music, Ensemble and Chamber Music performance and public recitals.

The Artist Diploma is not an academic degree. It is a special certificate granted upon demonstration of an extraordinary level of performance skills.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ²³	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble I</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GMPF 53#	<i>Chamber Music</i>	1	GMPF 53#	<i>Chamber Music</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1	GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1
GMPF 590	<i>Performance Internship</i> ²⁴	0	GMPF 590	<i>Performance Internship</i>	0
GM## 5##	<i>Elective</i> ²⁵	2	GMUS 707	<i>Artist Diploma Recital I</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble II</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GMPF 53#	<i>Chamber Music</i>	1	GMPF 53#	<i>Chamber Music</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1	GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1
GMPF 590	<i>Performance Internship</i>	0	GMPF 590	<i>Performance Internship</i>	0
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
Total Credits		8	Total Credits		7

Faculty Information: Kenneth Burky, co-chair
412.396.5868
burky@duq.edu

Charles Stegeman, co-chair
412.396.5119
stegeman@duq.edu

²³ CR=Number of Credits

²⁴ GMPF 590—*Performance Internship* is only for international students

²⁵ Courses in history or theory, which would enhance performance musicianship

ARTIST DIPLOMA--VOICE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The Artist Diploma is not an academic degree. It is a special certificate granted upon demonstration of an extraordinary level of performance skills.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMPF 502	<i>Vocal Coaching</i>	1	GMPF 502	<i>Vocal Coaching</i>	1
GMPF 549	<i>Singer's Repertory</i>	2	GMPF 5##	<i>Diction/Repertory</i> ²⁶	2
GMNS 5##	<i>Opera Workshop or Choral Ensemble I</i>	1	GMNS 5##	<i>Opera Workshop or Choral Ensemble II</i>	1
			GMUS 707	<i>Artist Diploma Recital I</i>	1
		Total Credits	7		
				Total Credits	8

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMPF 502	<i>Vocal Coaching</i>	1	GMPF 502	<i>Vocal Coaching</i>	1
GMNS 5##	<i>Opera Workshop or Choral Ensemble III</i>	1	GMPF 5##	<i>Diction/Repertory</i>	2
GM## 5##	<i>Elective</i>	1	GMNS 5##	<i>Opera Workshop or Choral Ensemble IV</i>	1
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
		Total Credits	7		
				Total Credits	7

Faculty Information: Guenko Guechev, chair
412.396.6076
guechev@duq.edu

²⁶ Includes French, German, Italian, and English languages on a rotating basis.

ARTIST DIPLOMA—ORGAN
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The Artist Diploma is not an academic degree. It is a special certificate granted upon demonstration of an extraordinary level of performance skills.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ²⁷	Course #	Course Title	CR
GMAP 518	<i>Applied Organ I</i>	3	GMAP 518	<i>Applied Organ II</i>	3
GMSM 520	<i>Organ Improvisation I</i>	2	GMSM 521	<i>Organ Improvisation II</i>	2
GMSM 665	<i>Performance Class</i>	0	GMSM 665	<i>Performance Class</i>	0
GMSM 675	<i>Directed Study: Sacred Music</i>	2	GM## ###	<i>Elective</i>	1
GM## ###	<i>Elective</i> ²⁸	1	GMUS 707	<i>Artist Diploma Recital I</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ III</i>	3	GMAP 518	<i>Applied Organ IV</i>	3
GMSM 618	<i>Organ Literature I</i>	2	GMSM 619	<i>Organ Literature II</i>	2
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	1
GMSM 665	<i>Performance Class</i>	0	GMSM 665	<i>Performance Class</i>	0
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
Total Credits		8	Total Credits		7

Faculty Information: Dr. Ann Labounsky, chair
412.396.5871
steele@duq.edu

²⁷ CR=Number of Credits

²⁸ Courses in history or theory, which would enhance performance musicianship

ARTIST DIPLOMA—COLLABORATIVE PIANO
(TOTAL DEGREE PROGRAM, 30 CREDITS)

The Artist Diploma is not an academic degree. It is a special certificate granted upon demonstration of an extraordinary level of performance skills.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ²⁹	Course #	Course Title	CR
GMAP 519	<i>Applied Piano I</i>	2	GMAP 519	<i>Applied Piano II</i>	2
GMAP 534	<i>Collaborative Piano I</i>	1	GMAP 535	<i>Collaborative Piano II</i>	1
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	1	GM## ###	<i>Elective</i>	1
GM## ###	<i>Elective</i>	1	GMUS 707	<i>Artist Diploma Recital I</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano III</i>	2	GMAP 519	<i>Applied Piano IV</i>	2
GMAP 536	<i>Collaborative Piano III</i>	1	GMAP 537	<i>Collaborative Piano IV</i>	1
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	1
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
Total Credits		8	Total Credits		7

Faculty Information: Prof. Kenneth Burky, chair
412.396.5868
burky@duq.edu

²⁹ CR=Number of Credits

Mary Pappert School of Music Contact Information

Dean of Music

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Director of Graduate Studies**Assistantship Supervisor**

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Manager of Musical Events

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Mary Pappert School of Music

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Mary Pappert School of Music Graduate Advisors

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Jazz Studies	Prof. Michael Tomaro	tomarom@duq.edu	412.396.5867
Music Education	Dr. Judy Bowman	bowmanj@duq.edu	412.396.5857
Organ and Sacred Music	Dr. Ann Labounsky	steele@duq.edu	412.396.5871
Percussion Instruments	Dr. Stephen Benham	benham@duq.edu	412.396.1887

Piano	Prof. Kenneth Burky	burky@duq.edu	412.396.5868
String Instruments	Prof. Charles Stegeman	stegeman@duq.edu	412.396.5119
Technology and Guitar	Prof. William Purse	pursew@duq.edu	412.396.5866
Voice	Prof. Guenko Guechev	guechev@duq.edu	412.396.6076
Woodwind Instruments	Prof. James Houlik	houlik@duq.edu	412.396.5478

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN ORCHESTRAL INSTRUMENTS INCLUDING SAXOPHONE AND EUPHONIUM
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ³⁰	2		

Major Area Courses (17 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III (3 semesters, 3 credits/semester)	9		
Large Ensemble I, II (2 semesters, 1 credit/semester)	2		
Large Ensemble III, IV (2 semesters, 0 credits/semester)	0		
Chamber Music (3 semesters, 1 credit/semester)	3		
Orchestral Repertoire/Literature (2 semesters, 1 credits/semester)	2		
Master's Recital	1		

Electives (3 credits)

3 credits of elective courses may be selected, which may include a fourth semester of applied music, or courses in pedagogy, technology, music theory, music history and literature, and additional courses in orchestral repertoire/chamber music and ensemble (Wind Symphony or Orchestra).

Course	Credits	Semesters	Grade
Electives	3		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		

³⁰ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ³¹	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble I</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMPF 53#	<i>Chamber Music</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GM## ###	<i>Music Theory or History</i>	2	GMPF 53#	<i>Chamber Music</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMPF 591	<i>Proseminar in Performance I</i>	0
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Other Electives</i>	3
GMAP 5##	<i>Applied Music</i>	3	GM## ###	<i>Graduate Music Core Elective³²</i>	2
GMNS ###	<i>Large Ensemble III</i>	1	GMNS ###	<i>Large Ensemble IV</i>	0
GMPF 53#	<i>Chamber Music</i>	1	GMPF 5##	<i>Orchestral Repertoire & Lit</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

³¹ CR=Number of Credits

³² Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN VOCAL PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ³³	2		

Major Area Courses (17 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III (3 semesters, 3 credits/semester)	9		
Large Ensemble I, II (2 semesters, 1 credit/semester)	2		
Large Ensemble III, IV (2 semesters, 0 credits/semester)	0		
Language & Diction	2		
Singer's Repertory	2		
Vocal Coaching	1		
Master's Recital	1		

Electives (3 credits)

3 credits of elective courses may be selected, which may include a fourth semester of applied music, or courses such as diction and repertory and/or singer's repertory.³⁴

Course	Credits	Semesters	Grade
Elective	3		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		

³³ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

³⁴ Repertory courses include a rotating sequence of Italian, German, French and English repertoire. Languages not able to be covered by this four-credit sequence will be covered in the Singer's Repertory Course. Basic study of the respective foreign languages is a prerequisite to enrollment in these courses. Basic study of the respective foreign languages is a prerequisite to enrollment in these courses.

GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ³⁵	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMNS 5##	<i>Opera Wkshp or Choral Ens I</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMPF 502	<i>Vocal Coaching</i>	1	GMNS 5##	<i>Opera Wkshp or Choral Ens II</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMPF 549	<i>Singer's Repertory</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2			
Total Credits		8	Total Credits 7		

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMPF 549	<i>Singer's Repertory</i>	1
GMNS ###	<i>Opera Wkshp or Choral Ens III</i>	1	GMNS ###	<i>Opera Wkshp or Choral Ens IV</i>	0
GM## ###	<i>Graduate Music Core Elective</i> ³⁶	2	GM## ###	<i>Music Theory or History</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## 5##	<i>Elective</i>	2
GMPF 5##	<i>Language & Diction</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
			GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
<i>Total Credits</i>		8	<i>Total Credits</i>		7

³⁵ CR=Number of Credits

³⁶ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ³⁷	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III (3 semesters, 3 credits/semester)	9		
Master's Recital	1		

Electives (10 credits)

May include a fourth semester of Applied Piano or courses such as Piano Pedagogy or Piano Literature courses.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

³⁷ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ³⁸	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	3	GMAP 519	<i>Applied Piano</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Electives</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	3	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective³⁹</i>	2	GM## 5##	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Electives</i>	1	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

³⁸ CR=Number of Credits

³⁹ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN ORGAN PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Organ _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GMLI ###: Other Supportive Studies ⁴⁰	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III (3 semesters, 3 credits/semester)	9		
Master's Recital	1		

Electives (10 credits)

May include a fourth semester of Applied Organ or courses such as include improvisation, Gregorian Chant, hymnody, practicum, and choral or instrumental conducting.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		

⁴⁰ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

GMUS 732: Performance Paper	0		
Academic Degree Application			

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁴¹	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	3	GMAP 518	<i>Applied Organ</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Electives</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	3	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective⁴²</i>	2	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Music History or Theory</i>	2
GM## ###	<i>Electives</i>	1	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

⁴¹ CR=Number of Credits

⁴² Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN GUITAR/ELECTRIC BASS PERFORMANCE
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ⁴³	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III (3 semesters, 3 credits/semester)	9		
Master's Recital	1		

Electives (10 credits)

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

⁴³ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁴⁴	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music History or Theory</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GM## ###	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective⁴⁵</i>	2	GM## ###	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## ###	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Elective</i>	1	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

⁴⁴ CR=Number of Credits

⁴⁵ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE (COLLABORATIVE PIANO EMPHASIS)
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ⁴⁶	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Piano (2 semesters, 2 credits/semester)	4		
Applied Collaborative Piano (4 semesters, 1 credit/semester)	4		
Master's Recitals (2 recitals, 1 credit each)	2		

Electives (10 credits)

May include a fourth semester of applied piano or courses in chamber music, piano ensemble, piano accompanying, foreign language (as appropriate to the concentration) or other related courses in consultation with the advisor.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		

⁴⁶ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁴⁷	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	2	GMAP 519	<i>Applied Piano</i>	2
GMAP 534	<i>Collaborative Piano I</i>	1	GMAP 535	<i>Collaborative Piano II</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Music Theory or History</i>	2	GMUS 701	<i>Collaborative Piano Recital I</i>	1
GM## ###	<i>Elective</i>	1	GM## ###	<i>Elective</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 536	<i>Collaborative Piano III</i>	1	GMAP 537	<i>Collaborative Piano IV</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## 5##	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective</i> ⁴⁸	2	GM## 5##	<i>Elective</i>	1
GM## ###	<i>Elective</i>	2	GMUS 703	<i>Collaborative Piano Recital II</i>	1
GM## ###	<i>Elective</i>	1	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

⁴⁷ CR=Number of Credits

⁴⁸ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN PIANO PERFORMANCE (PIANO PEDAGOGY EMPHASIS)
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ⁴⁹	2		

Major Area Courses (15 credits)

Course	Credits	Semesters	Grade
Applied Piano (3 semesters, 2 credits/semester)	6		
Applied Collaborative Piano (4 semesters, 1 credit/semester)	4		
Group Pedagogy for Adults I	2		
Group Pedagogy for Adults II	2		
Group Pedagogy for Adults III	2		
Group Pedagogy for Adults IV	2		
Master's Recital	1		

Electives (5 credits)

May include a fourth semester of applied piano or courses in pedagogy (such as Piano Pedagogy I and II), music theory, music history and literature, music technology, or other related courses in consultation with the advisor.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	1		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		

⁴⁹ Cannot include classes in music performance. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁵⁰	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	2	GMAP 519	<i>Applied Piano</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Phil. of Music History/Theory...</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GMPF 547	<i>Group Pedagogy for Adults I</i>	2	GMPF 548	<i>Group Pedagogy for Adults II</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Elective</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano</i>	2	GMPF 548	<i>Group Pedagogy—Child II</i>	2
GMPF 545	<i>Group Pedagogy—Child I</i>	2	GM## ###	<i>Elective</i>	2
GMPF 592	<i>Proseminar in Performance II</i>	0	GM## ###	<i>Elective</i>	2
GM## ###	<i>Music History or Theory</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GM## ###	<i>Graduate Music Core Elective⁵¹</i>	2	GMUS 722	<i>Oral Exam: Performance</i>	0
			GMUS 732	<i>Performance Paper</i>	0
Total Credits		8	Total Credits		7

⁵⁰ CR=Number of Credits

⁵¹ Cannot include classes in music pedagogy. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MAJOR IN SACRED MUSIC
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument Organ
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GMLI ###: Other Supportive Studies ⁵²	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III ⁵³	9		
Master's Recital	1		

Electives (10 credits)

May include courses in improvisation, Gregorian Chant, hymnody, practicum, and choral or instrumental conducting.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMSM ###: Recital, Project, or Internship	1		
GMUS 723: Oral Exam: Sacred Music	0		
GMUS 733: Final Project: Sacred Music	0		
Academic Degree Application			

⁵² Cannot include classes in the major area (i.e., Sacred Music) This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

⁵³ May include organ, piano, voice, and directed study in choral conducting.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁵⁴	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	2	GMAP 518	<i>Applied Organ</i>	2
GMSM 531	<i>Service Playing</i>	1	GMSM 531	<i>Service Playing</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMSM ###	<i>Sacred Music Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2			
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Graduate Music Core Elective⁵⁵</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Music Theory or History</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	2	GMSM ###	<i>Recital, Project, or Internship</i>	1
			GMUS 723	<i>Oral Exam: Sacred Music</i>	0
			GMUS 733	<i>Final Project: Sacred Music</i>	0
<i>Total Credits</i>		8	<i>Total Credits</i>		7

⁵⁴ CR=Number of Credits

⁵⁵ Cannot include classes in the major area (i.e., Sacred Music) This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: JAZZ EMPHASIS
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GMLI ###: Other Supportive Studies ⁵⁶	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
Applied Music I, II, III ⁵⁷	9		
Jazz Arranging I	2		
Jazz Arranging II	2		
Jazz Harmony	2		
Master's Recital	1		

Electives (10 credits)

May include courses in jazz, chamber music, improvisation, composition, or other related courses in consultation with the advisor.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMPF 591: Pro Seminar I in Performance	0		
GMPF 592: Pro Seminar II in Performance	0		
GMUS 722: Oral Exam: Performance	0		
GMUS 732: Performance Paper	0		
Academic Degree Application			

⁵⁶ Cannot include classes in the major area (i.e., Sacred Music) This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

⁵⁷ May include organ, piano, voice, and directed study in choral conducting.

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁵⁸	Course #	Course Title	CR
GMAP 5##	<i>Applied Music—Classical</i>	3	GMAP 5##	<i>Applied Music—Jazz</i>	3
GMJZ 574	<i>Jazz Arranging I</i>	2	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMJZ 575	<i>Jazz Arranging II</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2	GMPF 591	<i>Proseminar in Performance I</i>	0
GM## ###	<i>Elective</i>	1			
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music—Classical or Jazz</i>	2	GM## ###	<i>Music History or Theory</i>	2
GMJZ 510	<i>Jazz Harmony—Form/Notation</i>	2	GMUS 705	<i>Master of Music Recital</i>	1
GMPF 592	<i>Proseminar in Performance II</i>	0	GMUS 722	<i>Oral Exam: Performance</i>	0
GM## ###	<i>Music Theory or History</i>	2	GMUS 732	<i>Performance Paper</i>	0
GM## ###	<i>Graduate Music Core Elective⁵⁹</i>	2	GM## ###	<i>Electives</i>	4
Total Credits		8	Total Credits		7

⁵⁸ CR=Number of Credits

⁵⁹ Cannot include classes in music performance or jazz. This must be within other supportive studies areas, such as GMLI, GMTH, GMTK, or GMPF, if pedagogy.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MUSIC EDUCATION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI ###: Music History Elective	2		
GM## ###: Other Supportive Studies ⁶⁰	2		

Major Area Courses (10 credits)

GMED	Credits	Semesters	Grade
GMED 561: Foundations of Music Education	2		
GMED 562: Music and the Mind	2		
GMED 660: Curricular Strategies in Music Education	2		
GMED 668: Music Education Research Design	2		
GMED 669: Music Education Master's Project	2		

Electives (10 credits)

May include courses in conducting, history, theory, technology, and workshops in Music Education

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMUS 721: Final Oral Comprehensive Examination: Music Education	0		
GMUS 731: Music Education Project (register concurrently with GMED 669)	0		
Academic Degree Application			

⁶⁰ Cannot include classes in the major area (i.e., Music Education). This must be within other supportive studies areas, such as GMAP, GMLI, GMTH, GMSJ, GMTK, or GMPF.

Sample Curriculum

Sample Curriculum 1: Music Education, 3-year plan

Year 1: Summer			
Week	Course #	Course Title	CR
	GMTH 024	<i>Diagnostic Theory Exam</i>	0
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Week 2	GSUM 524	<i>Music and the Mind</i> ⁶¹	2
Weeks 3/4	GSUM 522	<i>Introduction to Research in Music</i> *	2
Weeks 3/4	GSUM 514	<i>Philosophies of Music History and Theory</i> **	2

Year 1: Spring Semester			
	Course #	Course Title	CR
Online	GMTK 621/GMLI 558	<i>Digital Music Pedagogy or History of Electronic Music</i>	2

Year 2: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ###/GSUM 570	<i>Cultural Diversity in Music Education or Creativity in the School Music...</i>	2
Week 2	GSUM 515	<i>Curricular Strategies in Music Education</i>	2
Weeks 3/4	GMTH ###	<i>Topics in Music Theory</i> **	2
Week 5	GSUM 565	<i>Music Education Research Design</i>	2

Year 3: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM 540	<i>Foundations of Music Education</i>	2
Week 2	GSUM 512	<i>Special Learners in the Classroom</i>	2
Weeks 3/4	GMLI ###	<i>Topics in Music History</i> **	2
Week 5	GSUM 535	<i>Alexander Technique for Musicians</i>	2

Year 3: Academic Year			
	Course #	Course Title	CR
Online	GMTH 630	<i>Music Education Master's Project</i>	2

* Two-week course: mornings, 9:00–12:00

** Two-week course: afternoons, 1:00–4:00

⁶¹ Also offered as a spring semester online course (GMED 562)

Sample Curriculum 2: Music Education (On-campus during Summer Sessions), 4-year plan

Year 1: Summer			
Week	Course #	Course Title	CR
	GMTH 024	<i>Diagnostic Theory Exam</i>	0
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Week 2	GSUM 524	<i>Music and the Mind</i> ⁶²	2
Weeks 3/4	GSUM 522	<i>Introduction to Research in Music</i> *	2

Year 2: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ###/GSUM 570	<i>Cultural Diversity in Music Education or Creativity in the School Music...</i>	2
Week 2	GSUM 515	<i>Curricular Strategies in Music Education</i>	2
Week 5	GSUM 565	<i>Music Education Research Design</i>	2

Year 2 Spring Semester			
	Course #	Course Title	CR
Online	GMTK 621/GMLI 558	<i>Digital Music Pedagogy or History of Electronic Music</i>	2

Year 3: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM 540	<i>Foundations of Music Education</i>	2
Week 2	GSUM 512	<i>Special Learners in the Classroom</i>	2
Weeks 3/4	GMLI ###	<i>Topics in Music History</i> **	2

Year 4: Summer			
Week	Course #	Course Title	CR
Week 1	GSUM ### or GSUM 525	<i>Creativity in the Classroom or Assessment for Music Educators</i>	2
Weeks 3/4	GSUM 514	<i>Philosophies of Music History and Theory</i> **	2
Weeks 5	GMTH ###	<i>Topics in Music Theory</i> **	2

Year 4: Academic Year			
	Course #	Course Title	CR
Online	GMTH 630	<i>Music Education Master's Project</i>	2

* Two-week course: mornings, 9:00–12:00

** Two-week course: afternoons, 1:00–4:00

⁶² Also offered as a spring semester online course (GMED 562)

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MUSIC TECHNOLOGY—DIGITAL MUSIC PEDAGOGY OPTION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI 558: History of Electronic Music	2		
GM## ###: Other Supportive Studies ⁶³	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
GMTK 710: Advanced Computer Notation (Online)	2		
GMTK 505: Music Technology II (Onsite and Online or TI:ME 2A (Summer)	2		
GMTK 707: Music Technology IV—Digital Audio Production (Onsite) or TI:ME 2B (Summer)	2		
GMTK 621: Digital Music Pedagogy (Online)	2		
GMTK 723: Final Project: Digital Music Pedagogy	2		

Electives (10 credits)

Course	Credits	Semesters	Grade
Elective I (GMTK 730: Preparing Digital Media)	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMUS 724: Oral Exam: Music Technology	0		
GMUS 734: Final Project: Music Technology	0		
Academic Degree Application			

⁶³ Cannot include classes in the major area (i.e., Music Technology) This must be within other supportive studies areas, such as GMLI, GMTH, GMSJ, or GMPF, if pedagogy.

Sample Curriculum

Sample Academic Year 1						
Fall			Spring			
Course #	Course Title	CR ⁶⁴	Course #	Course Title	CR	
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2	
GMTK 505	<i>Music Technology II</i>	2	GMLI 558	<i>History of Electronic Music</i>	2	
GMTK 621	<i>Digital Music Pedagogy</i>	2	GMTH ###	<i>Graduate Music Core Theory Elective</i>	2	
GMTK 710	<i>Advanced Computer Notation</i>	2	GM## ###	<i>Elective</i>	1	
GMUS 500	<i>Intro to Research in Music</i>	2				
Total Credits		8	Total Credits			7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GM## ###	<i>Music Theory or History</i>	2	GMTK 723	<i>Final Project: Digital Music Pedagogy</i>	2
GM## ###	<i>Graduate Music Core Elective</i> ⁶⁵	2	GMTK 730	<i>Prepaing Digital Media I</i>	2
GMTK ###	<i>Music Technology Elective</i>	2	GMUS 724	<i>Oral Exam: Music Technology</i>	0
GMTK ###	<i>Music Techology Elective</i>	2	GMUS 734	<i>Music Technology Thesis/Project</i>	0
			GM## ###	<i>Electives</i>	3
<i>Total Credits</i>		8	<i>Total Credits</i>		7

Note: Students who study online during the academic year and on-campus during the summer sessions will work with their academic advisor to develop their own personal curriculum.

⁶⁴ CR=Number of Credits

⁶⁵ Cannot include classes in Music Technology. This must be within other supportive studies areas, such as GMLI, GMTH, GMED, or GMPF.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MUSIC TECHNOLOGY—ELECTRONIC COMPOSITION OPTION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI 558: History of Electronic Music	2		
GM## ###: Other Supportive Studies ⁶⁶	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
GMTK 710: Advanced Computer Notation (Online)	2		
GMTK 505: Music Technology II (Onsite and Online <i>or</i> TI:ME 2A (Summer)	2		
GMTK 707: Music Technology IV—Digital Audio Production (Onsite) <i>or</i> TI:ME 2B (Summer)	2		
GMTK 621: Digital Music Pedagogy (Online)	2		
GMTK 722: Recital—Electronic Composition	2		

Electives (10 credits)

Course	Credits	Semesters	Grade
Elective I (Electronic Composition)	2		
Elective II (Electronic Composition)	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMUS 724: Oral Exam: Music Technology	0		
GMUS 734: Final Project: Music Technology	0		
Academic Degree Application			

⁶⁶ Cannot include classes in the major area (i.e., Music Technology) This must be within other supportive studies areas, such as GMLI, GMTH, GMSJ, or GMPF, if pedagogy.

Sample Curriculum

Sample Academic Year 1					
Fall			Spring		
Course #	Course Title	CR ⁶⁷	Course #	Course Title	CR
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMTK 505	<i>Music Technology II</i>	2	GMLI 558	<i>History of Electronic Music</i>	2
GMTK 655	<i>Electronic Composition</i>	2	GMTK ###	<i>Electronic Ensemble or Other Elective</i>	1
GMTK 710	<i>Advanced Computer Notation</i>	2	GMTK ###	<i>Music Technology Elective (Electronic Composition)</i>	2
GMUS 500	<i>Intro to Research in Music</i>	2			
Total Credits		8	Total Credits		7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH ###	<i>Graduate Music Core Theory Elective</i>	2	GMTK 722	<i>Recital—Electronic Composition</i>	2
GMTK 621	<i>Digital Music Pedagogy</i>	2	GMTK ###	<i>Music Technology Electives (Music Tech Internship, Electronic Ensemble, or Other)</i>	3
GMTK ###	<i>Music Technology Elective (Electronic Composition)</i>	2	GM## ###	<i>Graduate Music Core Elective⁶⁸</i>	2
GMTK 707	<i>Music Technology IV</i>	2	GMUS 724	<i>Oral Exam: Music Technology</i>	0
			GMUS 734	<i>Music Technology Thesis/Project</i>	0
Total Credits		8	Total Credits		7

Note: Students who study online during the academic year and on-campus during the summer sessions will work with their academic advisor to develop their own personal curriculum.

⁶⁷ CR=Number of Credits

⁶⁸ Cannot include classes in Music Technology. This must be within other supportive studies areas, such as GMLI, GMTH, GMED, or GMPF.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
MASTER OF MUSIC: MUSIC TECHNOLOGY—ELECTRONIC PERFORMANCE OPTION
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Music Core Courses (10 credits)

Course	Credits	Semester	Grade
GMUS 500: Introduction to Research in Music	2		
GMLI 543: Philosophies of Music History and Theory	2		
GMTH ###: Music Theory Elective	2		
GMLI 558: History of Electronic Music	2		
GM## ###: Other Supportive Studies ⁶⁹	2		

Major Area Courses (10 credits)

Course	Credits	Semesters	Grade
GMTK 710: Advanced Computer Notation (Online)	2		
GMTK 505: Music Technology II (Onsite and Online <i>or</i> TI:ME 2A (Summer)	2		
GMTK 707: Music Technology IV—Digital Audio Production (Onsite) <i>or</i> TI:ME 2B (Summer)	2		
GMTK 621: Digital Music Pedagogy (Online)	2		
GMTK 721: Recital—Electronic Performance	2		

Electives (10 credits)

Course	Credits	Semesters	Grade
Elective I (Applied Music)	2		
Elective II (Applied Music)	2		
Elective III	2		
Elective IV	2		
Elective V	2		

Degree Completion Requirements

Course	Credits	Semester	Grade
GMTH 024: Diagnostic Theory Exam	0		
GMUS 724: Oral Exam: Music Technology	0		
GMUS 734: Final Project: Music Technology	0		
Academic Degree Application			

⁶⁹ Cannot include classes in the major area (i.e., Music Technology) This must be within other supportive studies areas, such as GMAP, GMLI, GMTH, GMSJ, or GMPF, if pedagogy.

Sample Curriculum

Sample Academic Year 1					
Fall			Spring		
Course #	Course Title	CR ⁷⁰	Course #	Course Title	CR
GMAP ###	<i>Electives (Applied Music)</i>	2	GMAP ###	<i>Electives (Applied Music)</i>	1
GMTH 024	<i>Diagnostic Theory Exam</i>	0	GMLI 543	<i>Philosophies of Music History/Theory</i>	2
GMTK 505	<i>Music Technology II</i>	2	GMLI 558	<i>History of Electronic Music</i>	2
GMTK 710	<i>Advanced Computer Notation</i>	2	GMTK ###	<i>Electronic Ensemble or Other Elective</i>	1
GMUS 500	<i>Intro to Research in Music</i>	2	GM## ###	<i>Graduate Music Core Elective</i> ⁷¹	2
Total Credits		8	Total Credits		7

Sample Academic Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMTH ###	<i>Graduate Music Core Theory Elective</i>	2	GMTK 721	<i>Recital—Electronic Performance</i>	2
GMTK 621	<i>Digital Music Pedagogy</i>	2	GMTK ###	<i>Music Electives (Music Technology or Other)</i>	5
GMTK 707	<i>Music Technology IV</i>	2	GMUS 724	<i>Oral Exam: Music Technology</i>	0
GMTK ###	<i>Electivse (Applied Music)</i>	2	GMUS 734	<i>Music Technology Thesis/Project</i>	0
Total Credits		8	Total Credits		7

Note: Students who study online during the academic year and on-campus during the summer sessions will work with their academic advisor to develop their own personal curriculum.

⁷⁰ CR=Number of Credits

⁷¹ Cannot include classes in Music Technology. This must be within other supportive studies areas, such as GMLI, GMTH, GMED, or GMPF.

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
ARTIST DIPLOMA: ORCHESTRAL INSTRUMENTS
(TOTAL PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁷²	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble I</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GMPF 53#	<i>Chamber Music</i>	1	GMPF 53#	<i>Chamber Music</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1	GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1
GMPF 590	<i>Performance Internship</i> ⁷³	0	GMPF 590	<i>Performance Internship</i>	0
GM## 5##	<i>Elective</i> ⁷⁴	2	GMUS 707	<i>Artist Diploma Recital I</i>	1
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMNS ###	<i>Large Ensemble II</i>	1	GMNS ###	<i>Large Ensemble II</i>	1
GMPF 53#	<i>Chamber Music</i>	1	GMPF 53#	<i>Chamber Music</i>	1
GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1	GMPF 55#	<i>Orchestral Repertoire & Lit</i>	1
GMPF 590	<i>Performance Internship</i>	0	GMPF 590	<i>Performance Internship</i>	0
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
Total Credits		8	Total Credits		7

⁷² CR=Number of Credits

⁷³ GMPF 590—*Performance Internship* is only for international students

⁷⁴ Courses in history or theory, which would enhance performance musicianship

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
ARTIST DIPLOMA: VOICE
(TOTAL PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁷⁵	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMPF 502	<i>Vocal Coaching</i>	1	GMPF 502	<i>Vocal Coaching</i>	1
GMPF 549	<i>Singer's Repertory</i>	2	GMPF 5##	<i>Diction/Repertory</i> ⁷⁶	2
GMNS 5##	<i>Opera Workshop or Choral Ensemble I</i>	1	GMNS 5##	<i>Opera Workshop or Choral Ensemble II</i>	1
GMPF 590	<i>Performance Internship</i> ⁷⁷	0	GMUS 707	<i>Artist Diploma Recital I</i>	1
			GMPF 590	<i>Performance Internship</i>	0
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 520	<i>Applied Voice</i>	3	GMAP 520	<i>Applied Voice</i>	3
GMPF 502	<i>Vocal Coaching</i>	1	GMPF 502	<i>Vocal Coaching</i>	1
GMNS 5##	<i>Opera Workshop or Choral Ensemble III</i>	1	GMPF 5##	<i>Diction/Repertory</i>	2
GM## 5##	<i>Elective</i>	1	GMNS 5##	<i>Opera Workshop or Choral Ensemble IV</i>	1
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
GMPF 590	<i>Performance Internship</i>	0	GMPF 590	<i>Performance Internship</i>	0
Total Credits		8	Total Credits		7

⁷⁵ CR=Number of Credits

⁷⁶ Includes French, German, Italian, and English languages on a rotating basis.

⁷⁷ GMPF 590—*Performance Internship* is only for international students

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
ARTIST DIPLOMA: ORGAN
(TOTAL PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁷⁸	Course #	Course Title	CR
GMAP 518	<i>Applied Organ</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMSM 520	<i>Organ Improvisation I</i>	2	GMSM 521	<i>Organ Improvisation II</i>	2
GMSM 665	<i>Performance Class</i>	0	GMSM 665	<i>Performance Class</i>	0
GMSM 675	<i>Directed Study: Sacred Music</i>	2	GM## ###	<i>Elective</i>	1
GM## ###	<i>Elective</i> ⁷⁹	1	GMUS 707	<i>Artist Diploma Recital I</i>	1
GMPF 590	<i>Performance Internship</i> ⁸⁰	0	GMPF 590	<i>Performance Internship</i>	0
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 5##	<i>Applied Music</i>	3	GMAP 5##	<i>Applied Music</i>	3
GMSM 618	<i>Organ Literature I</i>	2	GMSM 619	<i>Organ Literature II</i>	2
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	1
GMSM 665	<i>Performance Class</i>	0	GMSM 665	<i>Performance Class</i>	0
GMPF 590	<i>Performance Internship</i>	0	GMPF 590	<i>Performance Internship</i>	0
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
Total Credits		8	Total Credits		7

⁷⁸ CR=Number of Credits

⁷⁹ Courses in history or theory, which would enhance performance musicianship

⁸⁰ GMPF 590—*Performance Internship* is only for international students

MARY PAPPERT SCHOOL OF MUSIC
ADVISEMENT AND PRE-GRADUATION REVIEW FORM
ARTIST DIPLOMA: PIANO PERFORMANCE (COLLABORATIVE PIANO EMPHASIS)
(TOTAL DEGREE PROGRAM, 30 CREDITS)

Student Name: _____ DORI#: _____ Instrument: _____
 Advisor: _____ Advisement Dates: _____

Major Area Courses (15 credits)

Course	Credits	Semesters	Grade
Applied Piano (4 semesters, 2 credits/semester)	8		
Applied Collaborative Piano (4 semesters, 1 credit/semester)	4		
Artist Diploma Recital I	1		
Artist Diploma Recital II	1		
Artist Diploma Recital III	1		

Electives (15 credits)

May include courses in piano literature, chamber music, piano ensemble, piano accompanying, foreign language (as appropriate to the concentration) or other related courses in consultation with the advisor.

Course	Credits	Semesters	Grade
Elective I	2		
Elective II	2		
Elective III	2		
Elective IV	2		
Elective V	2		
Elective VI	2		
Elective VII	2		
Elective VIII	1		

Sample Curriculum

Year 1					
Fall			Spring		
Course #	Course Title	CR ⁸¹	Course #	Course Title	CR
GMAP 519	<i>Applied Piano I</i>	2	GMAP 519	<i>Applied Piano II</i>	2
GMAP 534	<i>Collaborative Piano I</i>	1	GMAP 535	<i>Collaborative Piano II</i>	1
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	1	GM## ###	<i>Elective</i>	1
GM## ###	<i>Elective</i>	1	GMUS 707	<i>Artist Diploma Recital I</i>	1
GMPF 590	<i>Performance Internship</i> ⁸²	0	GMPF 590	<i>Performance Internship</i>	0
Total Credits		8	Total Credits		7

Year 2					
Fall			Spring		
Course #	Course Title	CR	Course #	Course Title	CR
GMAP 519	<i>Applied Piano III</i>	2	GMAP 519	<i>Applied Piano IV</i>	2
GMAP 536	<i>Collaborative Piano III</i>	1	GMAP 537	<i>Collaborative Piano IV</i>	1
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	2
GM## ###	<i>Elective</i>	2	GM## ###	<i>Elective</i>	1
GMUS 708	<i>Artist Diploma Recital II</i>	1	GMUS 709	<i>Artist Diploma Recital III</i>	1
GMPF 590	<i>Performance Internship</i>	0	GMPF 590	<i>Performance Internship</i>	0
Total Credits		8	Total Credits		7

⁸¹ CR=Number of Credits

⁸² GMPF 590—*Performance Internship* is only for international students

SCHOOL OF EDUCATION

RIGHT TO AMEND

The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual students and the School. The School of Education reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary. Once enrolled, students should consult on a regular basis with their Faculty mentor and/or Faculty Advisor for specific information regarding academic policies pertaining to their respective program.

CRISIS RESPONSE INFORMATION

See Appendices for the following documents: In the Wake of Trauma, Managing your Stress, and Mind & Body Health. These documents are prepared by the University Employee Assistance Program (EAP) and are intended to assist faculty and administrators to learn about ways to handle stressful situations as well as to respond to the potential after effects.

Information contained in this catalog is accurate to the date of publication.
Published by Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282

SUMMARY STATEMENT OF MISSION AND GOALS

Duquesne University of the Holy Ghost is a Catholic university, founded by members of the Spiritan Congregation, and sustained through a partnership of laity and religious.

The motto of Duquesne University is *Spiritus est qui vivificat*, “It is the Spirit that gives life.” Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne.

It is Duquesne University’s special trust to seek truth and to disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise but also by their ethics, and guided by consciences sensitive to the needs of society.

Therefore, Duquesne is a community of students, faculty, administrators, and others who are willing to make these commitments:

- To create undergraduate and graduate education of the highest quality in liberal and professional disciplines.
- To examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.
- To participate in an ecumenical dialogue open to all beliefs.
- To extend educational opportunities to those with special financial, educational, and physical needs.

- To promote world community through the development of an international and intercultural vision of the global needs and international responsibilities for peace, justice, and freedom.

Duquesne serves God by serving students – through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

Duquesne offers a wide variety of programs and curricula from which students may select freely in accordance with their interests, capabilities and goals in life.

Complemented by a broad spectrum of nonacademic activities and programs, the curriculum at Duquesne University is designed to prepare young men and women who, upon entering their chosen careers, will possess a broad, well balanced and fully integrated education and perspective of themselves and the world.

SCHOOL OF EDUCATION HISTORY

Prior to 1929, teacher preparation courses were offered through a department of the College of Liberal Arts and Sciences. In that year the newly organized School of Education granted its first degrees in programs of secondary education. Since then, programs have been approved by the Department of Education of the Commonwealth of Pennsylvania for music education (1930), graduate education (1936), elementary education (1937), counselor education (1952), school administration (1952), special education (1964), reading specialist and reading supervisor (1969), school psychology (1969), school supervision (1976), interdisciplinary doctoral program for educational leaders (IDPEL; 1993), superintendent's letter of eligibility (1993), instructional leadership excellence at Duquesne doctoral program (ILEAD; 1997), executive counselor education and supervision doctoral program (ExCES; 1997), instructional technology (1999), early childhood education (1999), program evaluation (1999), school psychology doctoral program (2001), and instructional technology doctoral program (EdDIT; 2002).

DIRECTORY OF IMPORTANT CONTACTS

Duquesne University
[School of Education](#)
 600 Forbes Avenue
 Pittsburgh, PA 15282
 Phone: 412.396.6091
 Fax: 412.396.5585

[DIRECTORY](#)

[CAMPUS MAP](#)

[ACADEMIC CALENDARS](#)

[DISSERTATION & RESEARCH](#)

INCLEMENT WEATHER:

412-396-1700

SCHOOL OF EDUCATION FACULTY AND STAFF

SCHOOL OF EDUCATION CONTACTS

DEAN OF THE SCHOOL OF EDUCATION

107 Canevin Hall
Phone: 412.396.1360

DEPARTMENT OF COUNSELING PSYCHOLOGY & SPECIAL EDUCATION

109 Canevin Hall
Phone: 412.396.5567

DEPARTMENT OF INSTRUCTION & LEADERSHIP IN EDUCATION

414-B Canevin Hall
Phone: 412.396.5569

DEPARTMENT OF FOUNDATIONS & LEADERSHIP

401 Canevin Hall
Phone: 412.396.5568

STUDENT AND ACADEMIC SERVICES (SAS)

Graduate Admissions Office
213 Canevin Hall
Phone: 412.396.6091 / 6092

STUDENT TEACHING / FIELD PLACEMENT OFFICE

209D Canevin Hall
Phone: 412.396.6117

SCHOOL OF EDUCATION CAREER & ALUMNI SERVICES

Phone: 412.396.6647

ACADEMIC POLICIES FOR GRADUATE STUDY

ACADEMIC STANDING

Graduate students must maintain a letter grade average not lower than a “B” (3.00 Quality Point Average). Students failing to meet this standard may be subject to Graduate School action, including dismissal, for failure to maintain normal progress toward a degree. Any student having less than a 3.00 as a final quality point average at the conclusion of coursework will be ineligible for graduation.

ADVANCED STANDING

On recommendation of a Program Director, a student may transfer a maximum of 12 credits of appropriate graduate work (3 per every 15 required graduate credits) taken at other approved colleges or universities. The transfer of credits within Duquesne University, as well as the

maximum credits accepted, will be approved at the discretion of the individual program. The transfer of credits from another degree can be permitted for certification, at the discretion of the individual program. The transfer of credits applied toward a previous degree can be permitted for a second degree, at the discretion of the individual program. Only courses with grades of A or B will be considered for transfer, provided the courses are in keeping with program requirements and are within the School's six-year Statute of Limitations. Course grades lower than a B will not be considered for transfer. Requests for transferring credits should be presented to the Graduate Admissions and Advisement Office. No graduate credit is allowed for study in continuing education, extension courses or life and work experiences.

AUDITING COURSES

To audit courses, a student must be officially registered and pay the same charges for courses that are taken for credit.

CHANGE OF SCHEDULE (DROP/ADD)

Students who wish to add or drop a class are permitted to do so during the registration period and the first week of classes of the semester. Change of class schedule is not permitted after the latest date for change of schedule announced in each semester's academic calendar. Courses dropped after the deadline for making schedule changes are classified as course withdrawals or complete withdrawals.

CROSS-REGISTRATION

Only full-time students may take advantage of cross-registration opportunities in graduate programs at institutions belong to the Pittsburgh Council of Higher Education (PCHE) such as Carlow College, Carnegie Mellon University, Chatham College, LaRoche College, Pittsburgh Theological Seminary, Point Park College, Robert Morris College and the University of Pittsburgh, as well as Community College of Allegheny County (for students with less than 60 credits). Students may register for one course per semester, on a space available basis. Students should check with their advisor concerning their program's cross-registration regulations. Duquesne University students who cross-register are charged tuition and university fees in accordance with the current rates charged by Duquesne University. There is no cross-registration during the summer sessions.

The cross-registration is subject to the approval of the home dean, the student's advisor and both the home and host registrar. Full credit and grade will be transferred; the academic regulations of the host institution prevail.

Cross-registration forms are available in the Graduate Office, Student and Academic Services, 213 Canevin Hall and the Registrar's office.

CUMULATIVE GPA

Students who graduate from a graduate program and then return for additional classes have a cumulative GPA which continues building throughout all subsequent classes and programs.

DEGREE APPLICATIONS/COMMENCEMENT

Students who have completed all degree requirements are conferred degrees by the University in May, August and December. For graduation, a student must file an application for the degree and submit it to the Graduate Office, Student and Academic Services (SAS), 213 Canevin Hall. For graduation, a student must file an application for the degree and submit it to the Graduate Office by the following dates: May conferral, March 15

Commencement ceremonies are held each May and December. Students receiving degrees in August are invited to participate in the December ceremony. Only students who have completed all degree requirements will be permitted to participate in commencement ceremonies.

EMAIL COMMUNICATION TO STUDENTS

Your Duquesne University personal email account is the official method of communication for Duquesne administrative matters. You are required to periodically check your account for time critical notices such as billing notifications, insurance requirements or other important alerts or administrative notices requiring a timely response. Notice will be considered received one day following the date the notice is posted to your email account. Failure to check your email account does not excuse or exempt you from any actions required of you by the University.

INCOMPLETE GRADES

An application for an incomplete "I" grade may be submitted to the Dean's office for approval for any course with the mutual agreement of the student and instructor. The Incomplete Grade Application is available on-line in the SoE Policy and Procedure Manual.

Students who are unable to complete course work may discuss with their instructor the possibility of receiving an "I" grade for the course. To be eligible for an "I" grade a student must be making reasonable progress in the course and in good standing.

Once the course work has been completed, the instructor completes a Change of Grade Form. The instructor will submit the Change of Grade Form and the "I" Grade Application to the Dean's Office for signature. The signed Change of Grade Form is sent to SAS for entry into the system. For Graduate Students, "I" grades not remediated within one year become permanent "F" grades. For Undergraduate Students, "I" grades not remediated by the date specified in the academic calendar (about midterm of the following semester) become permanent "F" grades.

INDEPENDENT STUDY

Independent study may not be used to replace a required course.

IN PROGRESS “IP” GRADE POLICY

The in progress “IP” grade is awarded for a course that normally will extend past the grading period deadline. Such courses include practica, cognates, internship, and dissertation. The “IP” grade can only be applied to such courses and does not substitute for the “I” grade. Courses that will use the “IP” grade will be designated as such during the formation of the schedule of classes.

“IP” grades are changed to a permanent grade via the *Change of Grade Form*, available from the office of *Student and Academic Services (SAS)*.

IRB REQUIREMENTS FOR STUDENTS

Every dissertation student conducting research involving human subjects must take the CITI Training and seek IRB approval, even if pre-existing data is being used. A graduate assistant working with the data but not associated with authorship would not have to do the training. Data collected for a specific purpose, per the IRB application research questions, cannot be used for other research without going through the IRB approval process again.

PASS/FAIL GRADES

Unless otherwise specified in course or program documentation (catalog, program sheets, advisement handbooks, syllabi), graduate courses in the School of Education may not be taken on a pass/fail basis. A required course may not be taken as a pass/fail option.

STATUTE OF LIMITATIONS

Effective Fall 2011

Master of Science in Education students are expected to complete all degree requirements within six (6) years of the first date of coursework.

Students in post-master’s doctoral programs are expected to complete all degree requirements within seven (7) years of the first date of coursework.

Students in pre-master’s doctoral programs are expected to complete all degree requirements within eight (8) years of the first date of coursework.

First date of coursework is defined as the last day of the semester in which the student was first enrolled. Students may petition one time for a one (1) year extension with written support from and approval of the program. In the rare case that a student has an extreme circumstance that prevents the student from engaging in coursework, the student must gain approval to “stop the clock” on the statute of limitations at the time of the event with written support from and approval of the program.

Appeals to denied requests to extend the statute of limitations for graduate study may include a procedural review by the Associate Dean for Graduate Studies and Research, upon request of the student. Such appeals will not be considered by the Committee on Student Standing.

Prior to Fall 2011

A student is required to satisfy the Master of Science in Education degree requirements within six (6) years from the beginning of graduate study at the University. If the degree requirement is 45 credits or more, the Statute of Limitations is seven (7) years.

For doctoral students, the following statute of limitations applies. All students are expected to complete all requirements: coursework, practica/internships/field experiences, mentoring, talking papers, proposals, all required forms, the dissertation, IRB approvals, the dissertation defense, formatting and other changes, payment of all financial obligations, and any other relevant requirements, within eight (8) calendar years from the first date of course work. First date of course work is defined as the last day of the semester in which the student was first enrolled. Students may petition for one or more one (1) year extension (years 9 and 10) with written support from their chair and approval of the doctoral program. *

* EdDIT students must apply the statute of limitations from the EdDIT Handbook.

STUDENT STANDING PETITIONS

Charge: The School of Education Committee on Student Standing (CSS) reviews petitions submitted by School of Education students, both graduate and undergraduate, requesting exceptions to existing policies, procedures and academic decisions within the School of Education and Duquesne University.

Membership: The CSS is comprised of one representative and one alternate elected from each Department within the School of Education, two undergraduate advisors, with the Associate Dean for Teacher Education serving as Committee Chair.

Procedures for submitting Petitions:

The CSS holds monthly meetings. Additional meetings are scheduled as needed. Student petitions must be submitted by the 1st Friday of the month to be included on the agenda for the meeting that month.

There is a Student Standing Petition Form for these procedures (see Appendices for SSP). You may add the information regarding your petition to the form, or you may use this form as a guide in writing your petition. Hard copies of the form are available in the rack outside the Department of Student and Academic Services, 213 Canevin Hall. Make sure you include all the requested information.

Petitions must include the following information:

Student Name, Mailing Address, Email Address, Telephone Number

Major Area of Study / Name of Academic Advisor

Specific Statement of Request / Reason for Petition

Description of rationale for request / Any Extenuating Circumstances
Requested Outcome
Attach any relevant background documentation

Petitions should be submitted to:
Committee on Student Standing
Attention: Gail Freynik
Duquesne University School of Education
107 Canevin Hall, Pittsburgh, PA 15282
or emailed to freynikg@duq.edu.

CSS Decisions: Following deliberations, the decision of the CSS will be transmitted to the petitioner in a letter mailed within three days to the address provided in the petition. A copy of the letter will be included in the petitioner's file and additional copies will be distributed as needed to staff and/or faculty (i.e., missing the deadline to apply for graduation requires a copy be sent to the Registrar).

Appeals to dismissals from the University must be received by the Committee no later than 4:00 PM on the day before the beginning of Final Registration for the fall semester and no later than 4:00 PM of the first class day of the spring semester.

SEXUAL HARRASSMENT POLICY

No member of the Duquesne University community may sexually harass another. Employees and students will be subject to disciplinary action for violation of this policy. Unwelcome sexual advances, requests for sexual favors, and verbal or physical contact of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a condition of an individual's academic or employment continuation or advancement.
2. Submission to or rejection of such conduct by an individual is used as a criteria for academic or employment decisions affecting that individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or employment performance or creates an intimidating, hostile, embarrassing or offensive employment, educational or living environment.

Because of the potential for sexual harassment in certain situations, the University prohibits romantic and/or sexual relationships in the following situations:

1. No faculty member may engage in a romantic and/or sexual relationship or in romantic and/or sexual conduct with any student currently enrolled at Duquesne University.
2. No athletic department employee may engage in a romantic and/or sexual relationship or in romantic and /or sexual conduct with a student athlete.
3. No campus police officer or security officer may engage in a romantic and/or sexual relationship or in romantic and/or sexual conduct with any student currently enrolled in Duquesne University.
4. No Residence Life staff member may engage in a romantic and/or sexual relationship or in romantic and/or sexual conduct with any student currently enrolled in Duquesne University.

5. A supervisor may not engage in a romantic and/or sexual relationship or in romantic and/or sexual conduct with any employee in the supervisor's department or division.

Any student or employee having a complaint of sexual harassment should notify the University's Affirmative Action Officer. Written complaints will be promptly investigated. Because of the potential for abuse, as well as the possibility of serious personal and professional consequences resulting from an allegation of sexual harassment, anonymous statements will be disregarded.

If the victim refuses to file a complaint, the matter may be investigated by the University and the final disposition will be determined by the appropriate University officials.

Complaints of sexual harassment should be filed with the University Affirmative Action Officer. (Phone: 412-396-6661).

COUNSELOR EDUCATION PROGRAM

MISSION

The mission of Duquesne University's Counselor Education Program is to prepare ethical and professional counselors, educators and supervisors, and promote the well-being of individuals, families, and communities through teaching, scholarship and service.

DESCRIPTION OF PROGRAM

The Counselor Education Program currently offers a 60 credit Master's degree with majors in Community Mental Health Counseling, Marriage and Family Therapy, and School Counseling. All three majors are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Certificates are also approved by the Pennsylvania Department of Education (PDE). The Counselor Education Program is part of the Leading Teacher Program in the School of Education.

ADMISSION TO DEGREE CANDIDACY PROGRAM

Admission to degree candidacy is granted to qualified students who have been admitted to graduate study in the School of Education, successfully completed the screening series courses, and received recommendation by the Counselor Education faculty. Students should consult the handbook or any Counselor Education faculty member regarding the procedures for admission to candidacy.

COUNSELOR EDUCATION - SCHOOL COUNSELING MAJOR

This major requires a minimum of 60 semester hours. Completion of the program will provide the student with the academic credentials to become PA certified as an elementary and secondary school counselor. Completion of the program will also provide the student with the academic credentials to take the National Counselor Examination (NCE) and meet the requirements for Licensure as a Professional Counselor (LPC) in Pennsylvania. This program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

GCNE 549	Multicultural Issues and Strategies in Counseling	3
GCNE 550	Orientation to Counselor Education	0
GCNE 551	Professional and Ethical Practices in Counseling	3
GCNE 556	Counseling and Consulting Theory	3
GCNE 557	Group Counseling – Theory and Techniques	3
GCNE 700	Group Counseling Lab	0
GCNE 562	Counseling Across the Lifespan	3
GCNE 563	Professional School Counseling	3
GCNE 569	Crisis, Trauma and Disaster Counseling	3
GCNE 650	Social Systems in Counseling	3
GCNE 652	Career Development and Vocational Counseling	3

GCNE 654	Introduction to Marriage and Family Therapy	3
GCNE 655	Seminar in Student Assistance	3
GCNE 660	Counseling Pre-practicum Seminar	0
GCNE 664	School Counseling Practicum	3
GCNE 668	Counseling Techniques and Field Seminar	3
GCNE 701	Counseling Pre-internship Seminar	0
GCNE 705	Counseling Internship: Elementary School	3
GCNE 706	Counseling Internship: Secondary School	3
GCNE 710	Capstone Experience	0
GESL 501	Helping English Language Learners in Mainstream	3
GFDE 504	Statistics in Behavioral Research	3
GPSY 512	Psychological Testing	3
GSPE 501	Exploring Inclusive Practices	3
GSPE 502	Legal and Ethical Issues in Special Education	3
TOTAL CREDITS		60

Additional Requirements

Passing Praxis Specialty Exams

Application for Graduation

COUNSELOR EDUCATION - COMMUNITY MENTAL HEALTH COUNSELING MAJOR

This major requires a minimum of 60 semester hours. Completion of the program will provide the student with the academic credentials to take the National Counselor Examination (NCE) and meet the academic requirements for Licensure as a Professional Counselor (LPC) in Pennsylvania. This program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

GCNE 549	Multicultural Issues and Strategies in Counseling	3
GCNE 550	Orientation to Counselor Education	0
GCNE 551	Professional and Ethical Practices in Counseling	3
GCNE 556	Counseling and Consulting Theory	3
GCNE 557	Group Counseling – Theory and Techniques	3
GCNE 700	Group Counseling Lab	0
GCNE 562	Counseling Across the Lifespan	3
GCNE 569	Crisis, Trauma and Disaster Counseling	3
GCNE 650	Social Systems in Counseling	3
GCNE 652	Career Development and Vocational Counseling	3
GCNE 654	Introduction to Marriage and Family Therapy	3
GCNE 656	Psychotherapeutic Aspects of Human Sexuality	3
GCNE 660	Counseling Pre-Practicum Seminar	0
GCNE 661	Community Mental Health Counseling Practicum	3
GCNE 668	Counseling Techniques and Field Seminar	3
GCNE 671	Introduction to Community Mental Health Counseling	3
GCNE 673	Diagnosis and Treatment Planning	3
GCNE 701	Counseling Pre-Internship Seminar	0

GCNE 703	Community Mental Health Counseling Internship I	3
GCNE 704	Community Mental Health Counseling Internship II	3
GCNE 710	Capstone Experience	0
GFDE 504	Statistics in Behavioral Research	3
GPSY 512	Psychological Testing	3
	Electives to be Approved by Advisor	<u>6</u>
TOTAL CREDITS		60

Additional Requirements

Application for Graduation

COUNSELOR EDUCATION - MARRIAGE AND FAMILY THERAPY MAJOR

This major requires a minimum of 60 semester hours for the degree. Completion of the program will provide the student with the academic credentials to take the National Counselor Examination (NCE) and meet the academic requirements for Licensure as a Professional Counselor (LPC) in Pennsylvania. This major emphasizes the development of academic, practical and professional skills required for successful entry into the field of marriage and family therapy. This program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

GCNE 549	Multicultural Issues and Strategies in Counseling	3
GCNE 550	Orientation to Counselor Education	0
GCNE 551	Professional and Ethical Practices in Counseling	3
GCNE 556	Counseling and Consulting Theory	3
GCNE 557	Group Counseling – Theory and Techniques	3
GCNE 700	Group Counseling Lab	0
GCNE 562	Counseling Across the Lifespan	3
GCNE 569	Crisis, Trauma and Disaster Counseling	3
GCNE 650	Social Systems in Counseling	3
GCNE 652	Career Development and Vocational	3
GCNE 654	Introduction to Marriage and Family Therapy	3
GCNE 656	Psychotherapeutic Aspects of Human Sexuality	3
GCNE 660	Counseling Pre-practicum Seminar	0
GCNE 665	Marriage and Family Therapy Practicum	3
GCNE 668	Counseling Techniques and Field Seminar	3
GCNE 669	Advanced Marriage and Family Therapy	3
GCNE 673	Diagnosis and Treatment Planning	3
GCNE 701	Counseling and Pre-internship Seminar	0
GCNE 707	Marriage and Family Therapy Internship I	3
GCNE 708	Marriage and Family Therapy Internship II	3
GCNE 710	Capstone Experience	0
GFDE 504	Statistics in Behavioral Research	3
GPSY 512	Psychological Testing	3
	Electives to be Approved by Advisor	<u>6</u>
TOTAL CREDITS		60

Additional Requirements

Application for Graduation

COUNSELOR EDUCATION POST-MASTER'S DEGREE – for earning credits toward certification or licensure

There are three academic tracks in which an individual may obtain Post Master's degree credits. They are the following: School Counseling Certification, Additional Majors and Licensure credit. Applicants for Post Master's Candidacy must already possess a Master's degree and are required to complete the equivalent of the curriculum for the academic track of their choosing.

COUNSELOR EDUCATION - CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

A certificate of advanced graduate study may be awarded to any post-master's program candidate who completes the equivalent of the curriculum for any of the three post-master's academic tracks (60 credits), and adds an additional 18 credits. The specific required courses to be taken are determined by the Program Director or a faculty member designated by the Director.

DOCTORAL PROGRAM IN COUNSELOR EDUCATION & SUPERVISION

Program Description

The Ph.D. Program in Counselor Education and Supervision at Duquesne University is designed for counselors who wish to enhance their professional capabilities in research and evaluation, supervision, teaching, and counseling, and the program is appropriate for professional counselors who want to teach in counselor preparation programs and/or obtain supervisory positions in schools and agencies.

The Ph.D. program consists of 60 graduate credits which may be completed within two-and-a-half years. Doctoral students are enrolled full-time, taking 9 credits during the fall and spring semesters, and 6 credits during the first and second summer semesters. The Ph.D. program is structured in a manner that allows doctoral students to be enrolled full-time and maintain the option of full-time employment as classes are scheduled during weeknights and Saturdays. Doctoral students participate in a cohort model. The Program cannot be completed on a part-time basis.

The Ph.D. Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which means that the program uses a nationally recognized and rigorous curriculum. Programs that receive CACREP accreditation have demonstrated a commitment to high admissions, academic and fieldwork standards and current best practices in counselor preparation and ongoing program improvement. Beginning in 2013, masters' and doctoral counseling programs that are accredited by CACREP must hire faculty who have earned a doctoral degree in counselor education and supervision, preferably from a CACREP-accredited program. This will increase the marketability of graduates of CACREP accredited doctoral programs. Counseling psychology or clinical psychology graduates will not be eligible to be hired to teach in CACREP accredited programs.

Graduates of the Ph.D. Program have been very successful in obtaining faculty positions throughout the United States, and supervisory and director positions within mental health and human services organizations and school districts.

Applicants may apply for full-time and part-time graduate assistantships, and doctoral students may receive tuition remission for providing supervision to Duquesne University counseling masters' students. Applicants may apply for student loans through the Financial Aid Office.

The Program requires completion of academic course work, teaching and supervision of master's students, the passing of a comprehensive examination, completion of a practicum and internship, and submission of an approved dissertation. In accordance with CACREP requirements, there is a 100 hour practicum and a 600 hour internship. The internship includes providing supervision, teaching, and counseling.

Contact

Jered Kolbert, Ph.D., LPC, NCC
Associate Professor
Department of Counseling, Psychology and Special Education
110D Canevin Hall
P: 412.396-4471
F: 412.396-1340
kolbertj@duq.edu

Admissions Requirements:

1. Academic Background

a. It is expected that applicants will have completed a master's degree in counseling or a related field that includes eight (8) core areas of concentration required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The eight areas are: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Applicants who have not graduated from a CACREP master's program, and who have not completed courses in the CACREP 8 core areas, or who have a master's in psychology, social work, or a related field are to mail or e-mail an unofficial copy of their master's transcript to the Doctoral Director, Dr. Jered Kolbert at koblertj@duq.edu. He will review your transcript to identify what additional coursework you would need to satisfy this CACREP requirement.

b. Applicants should have a Grade Point Average (GPA) of 3.25 or better for all relevant graduate work completed.

c. Students must submit scores from the Graduate Record Examination (GRE). These scores are one factor in the admissions decision; however, an applicant's overall academic record will be considered. You can register for the GRE [here](#).

2. Personal Characteristics

Applicants will be able to demonstrate a personal fitness for the counseling profession including evidence of accurate self-awareness, emotional stability and good mental health.

3. Counseling and Supervision Career Goals

The Ph.D. program emphasizes training in counselor education and supervision. The stated career goals of applicants are reviewed to determine if they are an appropriate match with the goals of the Program.

4. Verbal and Written Communication

a. Applicants may be asked to participate in a group and/or individual interview where they will have an opportunity to demonstrate their verbal communication abilities and cognitive complexity.

b. Applicants will demonstrate appropriate written communication skills through the submission of a writing sample as part of the application process.

5. Technological Competence

a. Applicants are expected to have competence in applying technological application to the study and practice of teaching, supervision, and research.

b. Applicants should, at a minimum, be familiar with the basic application of Microsoft Office and the Statistical Package for the Social Sciences (SPSS).

6. International Student Requirements

In addition to the previously listed requirements, general graduate admission standards for international students require a transcript from the home country indicating an equivalent of a grade point average of 3.25 or higher. International students must also submit either Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores. The minimum score for the TOEFL paper based is 550, and 80 for the internet version. The minimum score for the IELTS is 7.0. Further information is available from the International Student Office, 412-396-6113.

Curriculum

YEAR 1: FALL (9 credits)

CESD 841- Professional Development and Contemporary Issues in CE & S

CESD 809 - Counseling Supervision: Theory & Methods

GREV 510 - Statistics I

YEAR 1: SPRING (9 credits)

CESD 802 - Advanced Counseling & Consulting Theory

GREV 610 - Statistics II

CESD 810 - Counseling Supervision Seminar & Practicum

YEAR 1: SUMMER (6 credits)

CESD 815 - Instructional Methods

CESD 814 - Doctoral Research & Design Seminar

YEAR 2: FALL (9 credits)

CESD 831 - Advanced Counseling Seminar & Practicum

CESD 804 - Group Counseling

GREV 611 - Statistics III

YEAR 2: SPRING (9 credits)

CESD 835 - CE&S Internship I

GREV 721 - Theoretical Foundations of Qualitative Research

CESD 806 - Individual Methods of Assessment

YEAR 2: SUMMER (6 credits)

CESD 842 - Dissertation Proposal

GREV722 - Advanced Methods in Qualitative Research

YEAR 3: FALL (12 credits)

CESD 850 - Doctoral Dissertation (6 credits total) (3-6 crs per selected terms)

CESD 805 - CE&S Leadership in a Diverse Society

CESD 836- CE&S Internship II

Cognate Areas -*Leadership in Counselor Education*

CESD 841 - Professional Development and Contemporary Issues in Counselor Education

CESD 805 - CE&S Leadership in a Diverse Society

CESD 815 - Instructional Methods

MASTER OF SCIENCE (M.S.ED.) IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

MISSION STATEMENT

The mission of the program of Educational Administration and Supervision at Duquesne University, as a program that values the ability to access, conduct, interpret and apply research, is to prepare educational leaders who are scholar-practitioners and exhibit the knowledge, skills, dispositions and ethics that promote equity and excellence for all students for a culturally diverse, technologically complex, global community.

PENNSYLVANIA COMPREHENSIVE PRINCIPAL CERTIFICATION

This program is designed for students seeking a Master of Science (M.S. Ed.) in Educational Administration degree and/or a Pennsylvania's Comprehensive Principal Certification. Coursework involves 36 semester hours, including 30 for the degree and an additional 6 semester hours that are needed to meet Pennsylvania requirements for the Principal Certificate. The Principal's Certificate will not be issued until a candidate has completed five years of professional school experience and earned a passing score on the School Leaders Licensure Assessment. The following are the specific course areas and courses that are required in the program.

Required Courses - 36 credits

GFDE 504 Statistics in Behavioral Research
GADS 532 Curriculum Development
GADS 547 Advanced Curriculum
GADS 557 Supervision
GADS 573 School Administration and Supervision: Orientation
(This course must be taken in the first semester of registration.)
GADS 574 Pupil Personnel
GADS 575 Middle Level School Practices and Organization
GADS 671 Elementary School Administration and Management
GADS 675 Secondary School Administration and Management
GADS 681 School Law
GADS 682 School Finance
GADS 686 K-12 School Administration Practicum

PENNSYLVANIA SUPERVISOR'S CERTIFICATION

This program enables a student to develop competencies needed to meet the criteria for a Pennsylvania Supervisor's Certificate. Requirements for completion of the program will vary depending on the specific program of specialization and the candidate's background.

Eligibility for certification requires graduate study, five years of certified experience in a cognate or specialization field and earning a passing score on the Educational Leadership: Administration and Supervision Assessment. Students may specialize in any of the following cognate areas:

Elementary Education
Music
School Counseling Services
Secondary Subject Area
English
Foreign Languages
Mathematics
Science
Social Studies
Special Education
Reading

Curriculum Component

GADS 532 Curriculum Development

GADS 547 Advanced Curriculum

Supervision Component

GADS 573 School Administration and Supervision: Orientation

GADS 557 Supervision

GADS 559 Supervision Practicum

GADS 671 Elementary School Administration and Management

or

GADS 675 Secondary School Administration and Management

GADS 681 School Law

Special Requirements

Other requirements vary according to the specific program. Requirements to be satisfied are determined by Program Director and cognate advisor after transcript evaluation.

SUPERVISOR OF CURRICULUM AND INSTRUCTION CERTIFICATION

This 21-credit program meets the requirements for Supervisor of Curriculum and Instruction certificate. A Master's Degree in School Administration is a prerequisite to enrolling in this program. Certification will not be issued until the candidate has completed five years of professional school experience, logged 360 hours of field experience, and passed the Educational Leadership: Administration and Supervision Assessment.

Required Courses

GADS 501 Collaboration

GADS 532 Curriculum Development

GADS 547 Advanced Curriculum

GADS 557 Supervision

GADS 559 Supervision Practicum

GADS 573 School Administration and Supervision: Orientation

GILT 511 Technology and Education *or*
GILT 512 Instructional Design

ADMISSIONS

To be considered for admission to any graduate program in Administration and Supervision, applicants must submit the following to the School of Education Graduate Office:

1. Complete an on-line application.
2. Official transcripts from the accredited college, university or seminary where the applicant obtained a bachelor's degree. A minimum overall 3.00 GPA (grade point average) **OR** A minimum 3.00 GPA on the most recent 48 credits **OR** A minimum overall 2.80 GPA with a Miller Analogies qualifying score of at least 396 is required.
3. A resume and three letters of reference required.

VENUE

A choice of venue is available to candidates enrolled in this program.

1. Taking courses on campus in traditional format.
2. Taking courses at an off-site campus location as part of a cohort group.
3. Taking courses as part of a cohort group following a format combining on-campus and on-line study through the Center for Advancing Teaching and Learning (CASTL).

For information, contact:

Robert L. Furman, ED.D.

Program Director

Educational Administration and Supervision

412.396.5274

furman@duq.edu

EDUCATIONAL STUDIES PROGRAM

The Educational Studies program is a 30-credit hour graduate program that leads to a Master of Science in Educational Studies from Duquesne University. The program provides considerable flexibility for qualified individuals from a variety of professional backgrounds who seek professional credentials in education. Graduates come from diverse backgrounds and are engaged in a wide-range of professional careers across the nation and around the world. The program's unique flexibility affords the opportunity to take courses online, on campus or through a combination of the two.

Educators who hold initial certification can use the program to earn their permanent teaching certification and satisfy the requirements for continuing licensure. The program is also perfect for individuals who desire a graduate degree in education but who do not require initial or additional teaching certification. For professionals in environments other than schools, the Master of Science in Educational Studies prepares you to understand and address educational issues in diverse settings such as business, health care, service, industry, government agencies, zoos, museums, churches, and not-for-profit organizations.

Contact

Dr. Connie M. Moss Program Director 406 Canevin Hall 412.396.4778 fax: 412.396.5454
moss@castl.duq.edu

Susan Bianco Program Assistant 406 Canevin Hall 412.396.4778 fax: 412.396.5454
bianco@castl.duq.edu

Admissions requirements

All applicants to the Master of Science in Educational Studies Program must complete the Graduate School of Education online application. There is no application fee.

All applicants must meet one of the following criteria for admission:

- A minimum overall 3.00 GPA (Grade Point Average).
- A minimum 3.00 GPA on the most recent 48 credits.

To Whom Should I Address My Official Transcripts? Applicants should request that their official transcripts (mailed from the Office of the Registrar from the credit granting institution) be addressed to:

Susan Bianco, Program Assistant

Master of Science in Educational Studies Program
Duquesne University School of Education
600 Forbes Avenue
406 Canevin Hall
Pittsburgh, PA 15282

**Transcripts received become the property of Duquesne University School of Education*

When can I apply?: Applications for admission to the Master of Science in Educational Studies Program can be submitted anytime. Admission to the program is based on qualifications of the candidate and on availability of space.

When Will I Know If I Am Accepted?: After an application for admission and official transcripts have been favorably reviewed, the Dean of the School of Education will send an official letter of acceptance. Candidates whose applications are not favorably reviewed will receive notice to that effect.

Curriculum

A Balance of Electives and Required Courses

The program's 30 graduate credits are organized into two specific categories—Electives and Required Courses. This structure affords exceptional flexibility for students in the program to create a distinctive program of study to match a variety of individual needs and professional goals.

Electives

Candidates in the Master of Science in Educational Studies can choose 18 additional credits from any Department in the Graduate School of Education or any other courses at Duquesne University for which they qualify. Candidates can select courses to deepen or expand content knowledge and technical skill.

Required Coursework

The program requires that candidates complete a minimum of 12 graduate credits from the Department of Foundations and Leadership—with three of those twelve credits earned in educational research.

THE ESL PROGRAM

The ESL Program at Duquesne University provides a number of different services for state certified teachers as well as for those who wish to teach ESL/EFL in language centers or in higher education institutions worldwide. The ESL program at Duquesne University serves the university and the community in three capacities:

- Chapter 49 requirements for ELL training
- ESL Program Specialist Certification
- ESL MS.Ed

Chapter 49

A few recent changes have occurred in the State's ESL teacher certification requirements based on national standards and the NCLB act. The Pennsylvania Department of Education (PDE) has mandated that all public school ESL teachers obtain an ESL-Program Specialist Certificate from a state-approved provider as of the 2004-2005 school year. Recently, the PDE passed new regulations under Chapter 49 making one ESL class mandatory for all undergraduate students majoring in education regardless of specialization and/or grade level and graduate students seeking an Instructional I certificate.

The ESL program acts as a service unit offering basic ESL courses to all undergraduate (LTEL 201) and graduate (GESL 501) students in the School of Education and other schools to meet the State's certification requirements. These courses aim to prepare content area teachers to become more competent in supporting ELLs' basic and academic language development as well as their acculturation processes and academic achievement in mainstream classrooms. More specifically, the Chapter 49 courses integrate around 20 competencies enumerated under the five TESOL domains, including language and linguistics, SLA theories, ESL methods, learning theories, learner variables, diversity and socio-cultural awareness, assessment and evaluation, literacy/content area development, foundations of ESL curriculum and instruction, and professional and pedagogical responsibilities.

ESL Program Specialist Certification

The ESL program at Duquesne University is one of the over 35 ESL certificate providers approved by the state. Our program is structured for teachers who already hold an Instructional I certificate and would like to add ESL as an additional certificate. The certificate workload includes a 16-credit, graduate-level course work made up of five courses that are offered evenings and in the summer, allowing the work to be completed in just three semesters. The program of study provides candidates with the knowledge, skills and dispositions to successfully work with linguistically and culturally diverse learners.

ESL Masters of Science in Education (MS.Ed)

Students who plan to pursue language teaching careers in adult settings including at language teaching centers or higher education institutions can enroll in our ESL MS.Ed program. After

taking the five prerequisite courses in ESL (the 16 credits for the specialist certificate), these students take five additional courses related to different areas in education. In addition to providing the candidates with fundamental ESL domains and competencies related to theoretical knowledge, practical skills, and dispositions to successfully work with second language learners, the MS.Ed program allows students to select a related concentration through courses ranging from multicultural education, reading disabilities, and instructional technology to adolescent literature and the teaching of language arts. The program also offers ESL practicum opportunities in adult ESL settings. This program is also very-well suited to international students and US students who plan to teach English as a foreign language (EFL) abroad.

Contact Information:

Nihat Polat, Ph.D.

Assistant Professor

Department of Instruction and Leadership

319 Fisher Hall

p: 412.396.4464

f: 412.396.1997

polatn@duq.edu

Admission Requirements:

Graduate Admissions Website	http://www.duq.edu/graduate-studies/
Admission Requirements	3.0 GPA Personal statement 2 Recommendation letters TOEFL (79 IBT for International students)
Graduate Application Check List	Application Transcripts from undergraduate degree from an accredited college or university A 1000-word statement describing your academic and professional goals (email to slpaadmissions@duq.edu) 2 Recommendation letters TOEFL score (International students)

Course Name/Number:

Subject Code	Title	Offered	Credits
GESL 508	Culturally and Linguistically Diverse Learners	Fall	3

GESL 510	Theories and Practice of Second Language Learning	Fall	3
GESL 512	ESL Curriculum and Assessment	Spring	3
GESL 515	Sociolinguistics and the ESL Classroom	Spring	3
GESL 518	Integrated Literacy in the Content Areas	Summer	3
GESL 600	K-12 ESL Practicum	Fall/Spring	1

INTERDISCIPLINARY DOCTORAL PROGRAM FOR EDUCATIONAL LEADERS

The IDPEL program – the first doctoral program in the School of Education—was built on the principle of continuous improvement. The application of that principle throughout IDPEL’s history served also the School of Education and the University well. Duquesne’s School of Education was admitted to the University Council for Educational Administration (UCEA) on the strength of IDPEL and, more recently, has been awarded a national center: The UCEA for Educational Leadership and Social Justice. IDPEL’s history of continuous improvement efforts also contributed heavily to the selection of Duquesne’s School of Education by the Carnegie Foundation for the Advancement of Teaching to join with other research universities to form a national consortium focused on the rethinking the professional doctorate in education. The proposed revision that follows is informed significantly by the Carnegie effort and represents the next iteration of efforts to improve continuously our professional doctorate in educational leadership.

We are pleased to announce that Duquesne’s newly revised program leading to the Ed.D. in Educational Leadership has been approved. Please visit www.duq.edu/prodel for more information.

INSTRUCTIONAL TECHNOLOGY

DOCTORAL PROGRAM IN INSTRUCTIONAL TECHNOLOGY AND LEADERSHIP

The Doctoral Program in Instructional Technology and Leadership offers a 75 credit-hour Ed.D. curriculum that is designed for individuals who are interested in advancing their professional careers. Classes are offered in a cohort model and students typically enter the program with backgrounds in education, technology, administration, or other educational related backgrounds. The Doctoral Program in Instructional Technology and Leadership prepares students for a variety of professional positions. Graduates are typically employed as university faculty, educational consultants in K-12 settings, or as training managers in corporate settings. Graduates possess the life-long learning skills necessary to be leaders in the evolving instructional technology market.

MISSION STATEMENT

The Duquesne University Doctoral Program in Instructional Technology and Leadership is committed to the development of educational leaders who support learning through exemplary teaching, scholarship, and service in the Spiritan tradition of action and caring. Technology can serve as an important tool in preparing individuals to address educational issues through the improvement of instruction across a wide variety of settings. IT students critically and reflectively study issues of equality and opportunity and are committed to using their personal and professional positions of leadership, conduct research that promotes social justice in the democratic ideology of American education.

DOCTORAL (ED.D.) IN INSTRUCTIONAL TECHNOLOGY AND LEADERSHIP

The 75 credit-hour training program includes coursework, applied-experiences, comprehensive examinations, and dissertation. The program consists of approximately three years of coursework with additional year(s) for completing a dissertation. The IT doctoral program is offered on a full-time basis, and most students are able to maintain full-time employment. The doctoral program is authorized to award the Ed.D. by the Pennsylvania Department of Education and is housed within the NCATE-Accredited Duquesne University School of Education.

Required Courses – Doctorate (Ed.D.) in Instructional Technology and Leadership

Year 1

Summer Semester:

GDIT 703 Foundations of Instructional Technology

GREV 701 Research Methods and Design/GREV 701P Research Methods and Design Practicum

Fall Semester:

GDIT 715 Instructional Learning Theory

GREV 510 Statistics I

GDIT 705 Courseware Design

Spring Semester:

GDIT 720 Best Instructional Practices

GREV 610 Statistics II

GDIT 706 Developing a Learning Environment Using IT

Elective/Cognate

GDIT 704 Professional Studies in Instructional Technology

Year 2**Summer Semester:**

GREV 550 Instrument Design

GDIT 708 Technology Management and Leadership

Elective/Cognate

Fall Semester:

GDIT 709 Instructional Program Development

GREV 611 Statistics III

GDIT 707 Instructional Technology Design and Leadership

Elective/Cognate

Spring Semester:

GDIT 726 Education in a Global Society

GDIT 711 Distance Learning Global Leadership Seminar

GREV 721 Qualitative Research Methods

OR

GREV 612 Statistics IV

Elective/Cognate

Year 3**Summer Semester**

GDIT 819 Social Justice

GDIT 799 Dissertation

Fall Semester:

GDIT 725 Leadership & Ethics

GDIT 799 Dissertation

An individually designed 15-credit hour cognate is required of all students.

ADMISSIONS

Admission Requirements

- Master's degree in education or a technology related field, from an accredited institution.
- Minimum graduate GPA of 3.5.
- Recent scores from Graduate Record Exam (GRE) (within 5 years from application).
- Technology competence and access to a current computer (specifications to be provided), with high speed Internet connectivity.
- A commitment to participate in the cohort-based program of study on a full-time basis.

Admission Procedures

Applications are due February 1st before beginning coursework in June. Each participant will submit a complete package with the following:

- a) Each applicant must apply online via this website - https://banner-ss.cr.duq.edu/banPROD/bwskalog.P_DispLoginNon?wapp=ED
- b) Each applicant must prepare a letter of interest to support his or her application. This letter describes experiences that have prepared him or her for graduate study and outlines his or her research goals and professional plans following graduation. The letter should be no longer than 1,500 words.
- c) Each applicant must submit an electronic portfolio that portrays his or her current technological proficiency. The file may be mailed on a CD or DVD or a link to the e-portfolio may be provided.
- d) Official transcripts of all undergraduate and graduate work must be enclosed in the package at the time formal application materials are submitted.
- e) Each applicant must take the Verbal and Quantitative sections of the Graduate Record Exam (GRE). Duquesne University GRE Code is R2196. Information and registration materials for the GRE test can be obtained through the GRE website: www.gre.org or by calling 1 (800) GRE-CALL.
- f) Each applicant must submit three letters of reference that focus on personal, professional, and academic qualifications.
- g) \$100.00 non-refundable application fee made payable to Duquesne University IT Doctoral Program.

All application materials including the letter of interest, transcripts, GRE scores, and letters of recommendation and application fee should be sent together to: Duquesne University, Doctoral Program in Instructional Technology, School of Education, Pittsburgh, PA 15282.

Following the review of submitted application material, selected applicants may be invited for an interview with the IT Program faculty.

RESIDENCY REQUIREMENTS

The Instructional Technology program consists of a minimum of three years of full-time, graduate study. Full-time graduate study is defined as 6 credit hours per semester for fall, spring, and summer semesters. Once admitted to the program, it is expected that all students be enrolled continuously. This residency requirement allows students the opportunity to interact with faculty and other graduate students and to become familiar with university resources. All program requirements (including dissertation) must be completed within eight years after the first semester of coursework.

Unless a student has applied for and been granted an official leave of absence, students who do not register for any term during the course of a full year must apply for readmission to Duquesne University before they can again register for classes.

COGNATE COURSES

A cognate area is defined as an articulated sequence of courses, ordinarily drawn from a program or department, which supports the dissertation by strengthening the research and statistics tools or by deepening the content mastery of the doctoral student. The cognate concentration is developed under the advisement of the IT Program Director and the Dissertation Chair.

COMPREHENSIVE EXAMINATIONS

Comprehensive exams will be completed by all students prior to beginning their dissertation. Specifically, students will prepare an electronic portfolio that contains artifacts of their work that demonstrate the alignment of their coursework with professional standards. Students will not be admitted to candidacy until their portfolio has been reviewed and found to be acceptable by the program faculty.

STUDENT SCHOLARSHIP

To better prepare for the dissertation, all students are required to prepare and submit a scholarly paper to a journal or a regional, national or international conference. Manuscripts must be submitted for publication or presentation prior to registering for dissertation credits and successful acceptance must occur prior to graduation.

MASTERS OF SCIENCE IN EDUCATION IN INSTRUCTIONAL TECHNOLOGY

The MEd. Degree in Instructional Technology provides participants with the necessary knowledge, skills and dispositions to effectively integrate technology into their classroom instruction and to assist others to integrate technology into all curriculums. A graduate of this program may also be an Instructional Technology Specialist in banks, law firms, and other corporate training environments. They may also find work as tech support personnel in colleges

and universities. Finally, a graduate of this program will become an excellent candidate for online learning environments in cyber schools and virtual academies in school districts. The Pennsylvania Instructional Technology Specialists Certification (PDE License) is awarded upon successful completion of a fifteen-credit block of coursework or as a part of a thirty-credit Master of Science in Education program.

STATE CERTIFICATION – MINIMUM 15 CREDITS plus Field Experiences

Analysis, Design, Development, Implementation and Evaluation along with Theory, Experience, and Assessment are the cornerstones of this 15-credit, graduate-level program where candidates will progress through a series of field experiences designed to meet the needs of educators who seek to explore the use of the latest technologies for the classroom. Students qualify for the Pennsylvania Instructional Technology Specialist Certification (PDE License) after completing a program of five graduate-level courses offered in both hybrid classroom and distance learning formats. 3.0 Cumulative GPA required. (Note: Successful completion of all PDE requirements at the time of application to PDE for certification (PDE License) is required.) Participants will analyze and categorize telecommunications tools, including Web 2.0 technologies and cloud-based technologies that support the application and evaluation of technology learning tools.

Field Experiences

Candidates observe and collaborate with instructional technology specialists in local school districts and other learning environments according to current PDE requirements.

Required courses Credits

GILT511 Technology and Education 3
GILT512 Instructional Design 3
GILT513 Instructional Applications of Technology 3
GILT514 Management of Instructional Technology 3
GILT515 Instructional Technology Practicum 3
TOTAL 15

MASTER’S DEGREE AND CERTIFICATION - MINIMUM 30 CREDITS

This program requires a minimum of 30 semester hours for the degree. (Note: the 15 credits listed above are half of the required 30 credits for the master’s degree.) The Masters of Science in Education in Instructional Technology provides participants with the necessary knowledge and hands-on experience to effectively integrate technology into their classroom and to work with curriculum specialists to design materials for teacher and student use. Candidates also trouble-shoot resources and build and monitor technology plans. The degree program addresses all the requisite skills demanded of an individual seeking a position as technology director for a school, school district, training-based company, or cyber schools or virtual academies. The program of study meets the needs of the K-12 classroom teacher and the trainer/instructor of the adult learner in cyber and corporate settings. Successful candidates also receive the Duquesne University’s Instructional Technology Endorsement and qualify for the Pennsylvania Instructional Technology Specialist Certification (PDE License). (See note above.)

A. Suggested Educational Foundations Electives. Choose ONE. (3 crs.)

Required Courses Credits

GREV525 Educational Research Literacy 3

GSCE520 Introduction to Teaching 3

GILT631 Instructional Techniques 3

B. Foundations of Instructional Technology (21 crs.)

GILT511 Technology and Education 3

GILT512 Instructional Design 3

GILT 513 Instructional Applications of Technology 3

GILT514 Management of Instructional Technology 3

GILT 515 Practicum 3

GILT518 Assessment of Instructional Technology 3

GILT520 Teaching with Technology Across the Curriculum 3

C. Suggested electives. Six credits of electives as approved by the student's advisor (6 crs.)

GILT521 Digital Imagery for Teachers 3

GILT524 Educational Technology Hardware Certification 3

GDIT711 Distance Learning Global Leadership 3

GDIT726 Education in a Global Society

D. Pre-requisites for PDE Certificate

GESL501 Helping English Language Learners

GSPE501 Exploring Inclusive Teaching Supports

GSPE502 Legal and Ethical Issues in Special Education

GSPE503 Social Justice and Empowerment in Special Education

TOTAL CREDITS 30

E. Field Experiences. Candidates must satisfy the PDE Competencies and document the Field Experience Hours for the Instructional Technology Specialist Certificate that are in effect at the time application for the Certificate is made to PDE.

LEADING TEACHER PROGRAM IN GRADES PREK-4

PreK-4 Teacher Certification/M.S. Program

The Graduate Leading Teacher Program in Grades PreK-4 is designed for college graduates who are seeking Instructional I certification in the Commonwealth of Pennsylvania. Upon completion and application for certification they will be qualified to teach in PreK-4 classrooms. The program of study leads to a Master of Science in Education and meets the requirements for initial certification to teach Pre-kindergarten through 4th grade in the Commonwealth of Pennsylvania. Professional Standards as described by the National Association for the Education of Young Children (NAEYC) and the Association for Childhood Education International (ACEI) will be addressed during the coursework and experiences in the program. The Leading Teacher Program (LTP) in PreK-4 is designed to prepare leading teachers for early learning environments, preschool through 4th grade. Throughout the program candidates will have the opportunity to develop classroom and professional development skills by participating in the holistic approach to teaching using effective practice teaching methodology as well as participating in field/community based experiences that will provide the candidate with guided field experiences.

The LTP in PreK-4 is a 43 credit program that consists of courses and experiences organized into three major area of study: Foundational Courses, Diverse Populations and Instruction, and the Professional Core. The program includes focused attention in the areas of Social Justice, Diversity, and Technology.

The School of Education Graduate programs are accredited by the Pennsylvania Department of Education and the Middle States Association of Colleges and Schools. This accreditation extends to the preparation of PreK-4, Middle level and Secondary school teachers and school service personnel, with the Doctor of Education degree as the highest degree approved.

A Master of Science in Education degree in the area of PreK-4 Education is designed for:

- Professionals seeking background and preparation leading to initial teacher certification.
- Certificated early childhood teachers.
- Professionals seeking a leadership position as a program director, early learning center administrator, curriculum designer, a consultant to parents, educators, corporations or government, or a public administrator.

Guidelines for Admission:

Graduates with a Bachelor's degree from an accredited college, university or seminary will be considered for the admission to graduate study in the School of Education by complying with the details outlined. General admission is based on an applicant's previous academic record as shown by official transcripts of all previous study. The transcript must reflect (1) a minimum overall 3.00 GPA (grade point average) or (2) a minimum 3.00 GPA on the most recent 48 credits or (3) a minimum overall 2.80 GPA with passing scores on the tests established by the Pennsylvania department of Education. ***(The required tests for the new PreK-4 program will be released by the Department of Education in April, 2012).*** Candidates are admitted to the Master's Degree Program for the Leading Teacher Program in PreK-4 through the Graduate Admissions and Advisement Office. After the initial review is completed by the Graduate Admissions office, the applicant is **required** to meet with the Program Advisor to review the official transcript for the additional state requirements and to review the overall program guidelines.

In addition, to the above degree and GPA requirements, candidates must meet the following state requirements for academic preparation for teachers prior to student teaching.

Prior to the first semester of study:

- (1) Obtain the following clearances: Act 33-Child Abuse History, Act 34- Criminal Record Check, Act 114-FBI Clearances and Tuberculin Test.

Prior to student teaching:

- (2) At least 6 semester hour credits in college level mathematics.
- (3) At least 3 semester hour credits in college level English Composition and 3 semester credit hours in English Literature.
- (4) Three (3) semester hour credits in English as a Second Language
- (5) Three (3) semester hour credits in Special Education. The other six (6) required credits in Special Education are part of the program of study.

PENNSYLVANIA DEPARTMENT OF EDUCATION TESTS:

- (6) In April, 2012 the Department of Education will release the tests and guidelines for certification. Students will be required to take and pass the exams as outlined by the Department of Education.

For further information please contact Dr. Julia Williams, Program Director at 412-396-6098 or williamsj@duq.edu

The Leading Teacher Program (Graduate) PreK-4			
Subject Code		Credits	Semester taken
	Introductory Courses	11 (14)	
GEPK 500	Field Experience – Level 1 (30 hours)	0 credit	Semester 1
GEPK 501	*Orientation to Leading Teacher Program	0 credit	Semester 1
GEPK 502	* Introduction to Teaching	2 credits	Semester 1
GILT 535	Instructional Technology for PreK-4	2 credit	Semester 1
GEPK 503	Child Development (Birth to Age 9) pre-requisite	(3 credits)	Semester 1
GEPK 504	Theory, Research and Practice in Education	3 credits	Semester 1
GFDE 554	*Social Justice in Educational Settings	3 credits	Semester 2
GFDE 553	*Social Justice Field Experience Level 2 (15 hours)	0 credits	Semester 2
	Total- Introductory Course Credits Level 1 and 2 Field Experiences	Total 10 (13)Credits Total 45 hours	
	Diverse Populations and Instruction⁸³		Suggested Semesters
* Pre requisite	*Introduction to Special Education – (GSPE 501 Exploring Inclusive Teaching Supports) or prerequisite	(3 credits)	
GSPE 603	*Response to Intervention	3 credits	Semesters 1-4
GSPE 654	*Early Intervention	3 credits	Semesters 1-4
* Pre requisite	*Meeting the Needs of ELL prerequisite	(3 credits)	
	Total – Diverse Populations	Total 6 (12) credits	
	Professional Core		Suggested Semesters

*pre requisites are courses that can be taken prior to entering the program or taken within the School of Education at Duquesne University.

GFDE 555	Foundations of Assessment in Grades PreK-4	3 credits	Semester 3, 4
GFDE 552	*Educational Psychology in PreK and Elementary Classrooms (<i>cross list with undergraduate</i>)	3 credits	Semester 3, 4
GFDE 556	*Design, Implementation, and Interpretation of Assessment Evidence Grades PreK-4	1 credit	Semester 3, 4
GEPK 525	Literacy , Language and Literature I	3 credits	Semester 3, 4
GEPK 526	Literacy, Language and Literature II	3 credits	Semester 3, 4
GEPK 527	Literacy Field Experience, Level 3 (30 hrs.)	0 credit	Semester 3, 4
GEPK 528	Curriculum Design through Creative Play and the Arts	3 credits	Semester 3, 4
GEPK 530	Methods of Teaching Mathematics in Grades PreK-4	4 credits	Semester 3, 4
GEPK 531	Methods of Teaching Mathematics in Grades PreK-4, Field Experience, Level 3 (30 hrs.)	0 credit	Semester 3, 4
GEPK 535	Methods of Teaching Science in Grades PreK-4	2 credits	Semester 3, 4
GEPK 536	Methods of Teaching Science in Grades PreK-4, Field Experience, Level 3 (15 hrs.)	0 credit	Semester 3, 4
GEPK 540	Methods of Teaching Social Studies in Grades PreK-4	2 credits	Semester 3, 4
GEPK 541	Methods of Teaching Social Studies in Grades PreK-4, Field Experience, Level 3 (15 hrs.)	0 credit	
	Total Professional Core Level 3 Field Experience	Total 24 credits Total 90 hours	
	Professional Capstone		
GEPK 591	*Student Teaching	3 credits	
	Total – Professional Application	3 credits	
	Total Program Credits	43(52)	

LEADING TEACHER PROGRAM IN MIDDLE LEVEL EDUCATION

The Leading Teacher Program (LTP) in Middle Level (4-8) Education is designed to prepare leading teachers for upper elementary and middle grade classrooms in the nation's schools. Teacher candidates who successfully complete the requirements for this degree will earn certification in Middle Level Education. Graduates of this program are considered "highly qualified" to teach all subject areas in Grades 4, 5, and 6. With the focus of Duquesne's program on English/Language Arts/Reading, graduates are also considered "highly qualified" to teach English/Language Arts/Reading in Grades 7 and 8. Throughout the program, teacher candidates have the opportunity to develop professional and personal competence by participating in experiences that are both theoretical and applied in local, national and international settings. All teacher candidates complete a set of core experiences in teaching methodology and participate in guided fieldwork.

Contact

Terri Rodriguez, Ph.D.
Associate Professor
Department of Instruction and Leadership
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rodriguezt@duq.edu

Admission Requirements

Graduates with a Bachelor's degree from an accredited college, university or seminary will be considered for the admission to graduate study in the School of Education by complying with the details outlined. General admission is based on an applicant's previous academic records as shown by official transcripts of all previous study. The transcript must reflect; (1) a minimum overall 3.00 GPA (grade point average) or (2) a minimum 3.00 GPA on the most recent 48 credits or (3) a minimum overall 2.80 GPA with passing scores on tests established by the Pennsylvania Department of Education.

Curriculum/Course Numbers/Course Names

Graduate Leading Teacher Program in Grades 4-8 (Middle Level)

Initial certification effective for students beginning the program as of Summer 2012. All requirements are subject to change based on PDE requirements for certification, which take precedence. Additional prerequisites can be found on the School of Education webpage.

Foundations of Graduate LTP- 12 Credits

GLML XXX	Orientation to the GLTP in Middle Level	0 Credit
GLML XXX	Introduction to Teaching	3 Credits
GLML XXX	Introduction to Teaching Field Experience	0 Credit
GFDE 554	Social Justice in Educational Settings	3 Credits
GFDE 553	Social Justice Field Experience	0 Credit
GFDE 501	Ed. Psych. I: Child and Adolescent Development	3 Credits (or prereq)

GFDE 522	Ed. Psych. II: Language, Motivation, & Classroom Management	3 Credits
GFDE XXX	Ed. Psych. Field Experience	0 Credits
GFDE XXX	Foundations of Assessment	3 Credits

Accommodations & Adaptations - 6 Credits

GSPE 501	Exploring Inclusive Practices	3 Credits
GSPE 502	Legal & Ethical Issues in Special Education	3 Credits
GSPE 655	Secondary Practices & Transitions	3 Credits
GESL 501	Helping ELLs in Mainstream Classrooms	3 Credits (or prereq)

Professional Preparation - 21 Credits

GLML XXX	Teaching Language Arts in Grades 4-8	3 Credits
GLML XXX	Teaching Reading in Grades 4-8	3 Credits
GLML XXX	Teaching Math in Grades 4-8	3 Credits
GLML XXX	English Language Arts/Math Field Experience	0 Credit
(English Language Arts/Reading and Math must be taken concurrently)		
GLML XXX	Teaching Science in Grades 4-8	3 Credits
GLML XXX	Teaching Social Studies in Grades 4-8	3 Credits
(Science and Social Studies must be taken concurrently)		
GLML XXX	Science/Science Studies Field Experience	0 Credits
GLML XXX	Content Area Reading	3 Credits
GLML XXX	Middle Level Digital Media	3 Credits

Student Teaching - 6 Credits

GLML XXX	Middle Level Student Teaching Experience (15 weeks)	6 Credits
OR		
	Middle Level Internship Experience (full year)	
OR		
	Middle Level Student Teaching Experience Abroad (USA for 3 credits and abroad for 3 Credits)	
GLML XXX	Leadership Portfolio Presentation during Exit Interview	0 Credit

Total Credits **45**

(Assuming 9 prereq credits)

PROFESSIONAL DOCTORATE IN EDUCATIONAL LEADERSHIP

Program description – ProDEL is a three-year, 54-credit cohort-based program that is driven by inquiry into problems of practice. Doctoral learning will be supported through both on-campus meetings once a month during the fall and spring terms and two consecutive weeks in the summer as well as online meetings and resources. The on-campus monthly meetings in fall and spring occur on a Friday and the following Saturday, allowing those not living and working in Pittsburgh to participate in the program (a number of current students in the program travel from other cities and several states). The Professional Doctorate in Educational Leadership (ProDEL) welcomes applications from professionals who work either in schools or in the larger community. ProDEL networks reflect a diversity of experiences and expertise and, simultaneously, a singular dedication to improving schools as a matter of social justice. Program Mission: The mission of the Professional Doctorate in Educational Leadership (ProDEL) is.....*To transform the practice of educational leadership to improve schools and to do so as a matter of social justice.*

Contact – Dr. Rick McCown, Program Director - Darlene Miller, Program Assistant

Admissions requirements – Candidates must have a Master’s degree in education or a related field with a minimum graduate GPA of 3.5. Candidates must show evidence of commitment to the improvement of schools with an understanding that the improvement of schools is a matter of social justice.

Curriculum – ProDEL’s course of study is structured as a focused, three-year program. Year 1 is focused by Duquesne’s educational leadership core. Year 2 is focused by directed study in problems of practice seminars that are cycled through research and development rotations. Year 3 is focused by dissertation of practice seminars and directed study focused on completing the culminating product of learning: a dissertation in practice.

Professional Doctorate in Educational Leadership Courses

The courses in ProDEL are more appropriately considered a deliberately designed sequence of learning experiences that are coordinated within and across the 9 terms of the 3-year program. For example, both core courses taken in the Fall term of Year 1 contribute to a single product of learning (Core Paper 1: Naming and Framing). The same is true for the core courses in the Spring term in Year 1 (Core Paper 2: Rendering Accounts) and the Summer term of Year 1 (Core Paper 3: Designs for Learning). Core Paper 1 is the foundation for Core Paper 2 that, in turn, is the foundation for Core Paper 3. Year 1 is the foundation for Year 2 learning experiences and Year 2 for Year 3. In short, each learning experience is designed as a successive approximation of the dissertation in practice, the culminating product of learning in ProDEL.

With that context in mind, the ProDEL learning experiences are described in sequence (course titles are in **bold**).

Year 1

Fall, Year 1

PDEL 701 Stewardship of Practice

PDEL 702 Education & Social Justice

The core learning experiences in the Fall of Year 1 culminate in *Core Paper 1: Naming and Framing*.

Spring, Year 1

PDEL 710 Research & Development

PDEL 711 - Ethics & Accountability

The core learning experiences in the Spring of Year 1 culminate in *Core Paper 2: Rendering Accounts*.

Summer, Year 1

PDEL 720 Learning & Opportunity

PDEL 721 Leadership Design & Practice

The core learning experiences in the Summer of Year 1 culminate in *Core Paper 3: Designs for Learning*.

Year 2

Problems of Practice Seminar I, II, and III are taken in combination with one of the Research and Development Rotations in Year 2 of ProDEL. Each seminar is focused by the emerging problems of practice that candidates have developed in their core learning experiences in Year 1 and is informed by the accompanying R&D rotation. The emerging problems of practice are ‘rotated’ three different lenses.

Fall, Year 2

PDEL 730 Problems of Practice Seminar I

PDEL 731 Research & Development Rotation: Learning Environments

The seminar and rotation in the Fall of Year 2 culminate in the *Problem of Practice Report: Learning Environments*.

Spring, Year 2

PDEL 740 Problems of Practice Seminar II

PDEL 741 Research & Development Rotation: Evaluation

The seminar and rotation in the Spring of Year 2 culminate in the *Problem of Practice Report: Evaluation*.

Summer, Year 2

PDEL 750 Problems of Practice Seminar III

PDEL 751 Research & Development Rotation: Policy

The seminar and rotation in the Summer of Year 2 culminate in the *Problem of Practice Report: Policy*. (Completion of the three Problem of Practice Reports in Year 2 should yield a close approximation of the candidate's *Dissertation in Practice Proposal*.)

Year 3

Dissertation Study I, II, and III are taken in combination with Dissertation Seminar I, II, and III in Year 3 of ProDEL. The focus of the learning experiences in Year 3 is meeting each of the criteria for the four elements of the Dissertation in Practice and completing all other program requirements for graduation.

Fall, Year 3

PDEL 760 Dissertation Study I

PDEL 761 Dissertation Seminar I

*The Fall of Year 3 is the 'target' date for submission and approval of the *Dissertation in Practice Proposal*. In some cases, submission and approval may occur toward the end of Year 2.

Spring, Year 3

PDEL 770 Dissertation Study II

PDEL 771 Dissertation Seminar II

*The Spring of Year 3 is the 'target' date for submission of the *Dissertation in Practice* in advance of the final defense. In some cases, submission and the final defense may occur toward the end of the term or during the 'inter-term' between Spring and Summer sessions.

Summer, Year 3

PDEL 780 Dissertation Study III

PDEL 781 Dissertation Seminar III

*The Summer of Year 3 is the 'target' date for final defense of the *Dissertation in Practice*. Candidates who defend in advance of the summer session must be enrolled and participate successfully in both courses in order to meet program, school, and university requirements for graduation.

PROGRAM EVALUATION PROGRAM

Program description

The Master's Degree in Program Evaluation, which consists of 39 credit hours, is designed for graduate students who work or expect to work in organizations where their duties include conducting program evaluation activities. Graduates are prepared to work as program evaluators in government agencies, human service organizations, educational policy agencies, school districts, colleges and universities, health care facilities, and corporations. The program goals are: (a) to enhance students' understanding of and skills in evaluation methodology; (b) to enhance students' skills in using evaluation information for program planning; and (c) to encourage evaluation practice in education and other human service fields.

Contact

Program Directors:

Dr. Gibbs Y. Kanyongo, Associate Professor

(kanyongog@duq.edu)

Dr. Rodney K. Hopson, Professor

(hopson@duq.edu)

Duquesne University School of Education
Department of Foundations and Leadership
401A Canevin Hall
412-396-5568
www.duq.edu/program-evaluation

Admissions requirements

To be considered for admission to the Program Evaluation program, applicants must submit the following documents to the School of Education Graduate Office:

1. A completed School of Education graduate online application <http://www.duq.edu/program-evaluation/index.cfm>.
2. Official transcripts from the accredited college, university or seminary where the applicant obtained a bachelor's degree.
3. One letter of recommendation, written by a former or current academic advisor, or by a colleague who can attest to your interest in program evaluation.
4. A statement of purpose, which should be 2-3 pages in length and explains the relevance of evaluation to your current and future work or career aspirations.
5. Pre-admission interview with Program Directors.

Curriculum, Course numbers, Course names, Course descriptions

Core Courses (21 credits)

*Required for Certificate in Program Evaluation

***GREV 501 Program Planning and Evaluation (3 credits)**
***GREV 502 Proposal and Grant Writing (3 credits)**
***GREV 503 Business and Project Management (3 credits)**
***GREV 510 Statistics I (3 credits)**
***GREV 650 Supervised Practicum in Program Evaluation (3 credits)**
***GREV 701 Research Methods and Design (3 credits)**
***GREV 721 Theoretical Foundations of Qualitative Research (3 credits)**
Additional Core Courses (18 credits)
Required for M.S.Ed.

GREV 515 Educational Measurement I (3 credits)
GREV 550 Instrument Design (3 credits)
GREV 601 Program Evaluation Practice (3 credits)
GREV 603 Program Evaluation Practicum (3 credits)
GREV 610 Statistics II (3 credits)
GREV 722 Advanced Methods in Qualitative Research (3 credits)

READING AND LANGUAGE ARTS

This program designed for teachers involves 30-36 semester hours for the degree. Students may qualify for Reading Specialist (valid for grades K-12) by completing requirements listed below. Reading Specialist candidates must successfully complete the Specialty teacher examination (ETS Reading Specialist) before being certified.

Courses in Section I, II and III are all three (3) graduate education credits

The following two courses must be taken if prerequisite requirements not met in previous course work.

Ia. **Special Education & ESL (6 credits)**

- GESL501 Helping English Language Learners in Mainstream Classes
- GSPE603 Response to Intervention

Choose two courses from Section Ib

Ib. **Educational Evaluation, Foundations, Psychology (6 credits)**

- GREV525 Educational Research Literacy
- GFDE 510 Theories of the Teaching and Learning Process
- GPSY 514 Human Growth and Development
- GSPE 611 Persons with Disabilities
- GPSY 662 Learning Disabilities

II. **Reading and Language Arts (24 credits)**

- GRLA 521 Reading Programs and Instruction
- GELP 523 Teaching the Language Arts
- GRLA 524 Psychology of Reading
- GRLA 525 Teaching Writing K-12
- GRLA 529 Reading in the Secondary School
- GRLA 625 Reading Disabilities
- GRLA 627 Reading Diagnostic Laboratory (Prerequisite: 625)
- GRLA 628 Tutorial Laboratory (Prerequisite: 625)
- GRLA 630 Seminar in Reading and the Language Arts (Prerequisites: three Reading and Language Arts courses)
- GRLA 631 Reading Laboratory Internship (Prerequisites: 625, 627 and 628)

III. **Elective**

- GRLA 509 Independent Study

Each candidate's preparation will be evaluated and adjustments made to satisfy these requirements which must be considered as minimum for certification as a Reading Specialist.

For further information, please contact Dr. Rose Mary Mautino at mautino@duq.edu or (412)396 6089.

SCHOOL PSYCHOLOGY

The School Psychology Program offers a 111 credit hour Ph.D. program in School Psychology that prepares students for Pennsylvania Department of Education Certification as a School Psychologist and eligibility for the Nationally Certified School Psychologist credential from NASP, as well as licensure for independent practice; an 85-credit hour Psy.D. program that prepares students for Pennsylvania Department of Education Certification as a School Psychologist and eligibility for the Nationally Certified School Psychologist credential from NASP, as well as licensure for independent practice; a 60 credit hour Certificate of Advanced Graduate Study that leads to Pennsylvania Department of Education Certification as a School Psychologist and eligibility for the Nationally Certified School Psychologist credential from NASP; and a 30 credit hour Master's Degree in Child Psychology (M.S.Ed.) that prepares students to provide paraprofessional mental health services to children in community and school settings. For more in-depth information about these programs, please refer to the School Psychology website at www.schoolpsych.duq.edu.

Mission Statement

The Duquesne University School Psychology Program, guided by the belief that all children can learn, is dedicated to providing both breadth and depth of professional training in a theoretically-integrated, research-based learning environment. The Program prepares ethical practitioners, scientists and scholars who are life-long learners committed to enhancing the well-being of youth, their families, and the systems that serve them. The Program achieves this by engaging in scholarly activities that advance the field of school psychology, maintaining a modern curriculum that employs aspects of multiculturalism and diversity, examining emerging trends in the profession, conducting continuous outcomes assessment for program improvement, and providing support to our graduates.

DOCTORATE (PH.D.) IN SCHOOL PSYCHOLOGY

This 111 credit hour training program includes coursework, practica, dissertation and internship. The Ph.D. program consists of 4 years of coursework and practica (an exception may be made for those applying who have previously obtained a Master's Degree in a related field of study and whose courses are approved by the School Psychology faculty), a one-year internship, and completion of a doctoral dissertation. The Ph.D. program is offered only on a full-time basis, and students are expected to complete the degree in an uninterrupted sequence. Completion of this program leads to an M.S.Ed. in Child Psychology (after 30 hours), and a Ph.D. in School Psychology, Pennsylvania Department of Education Certification in School Psychology, eligibility for the Nationally Certified School Psychology credential from NASP, and prepares graduates to apply for licensure by the Pennsylvania State Board of Psychology.

Required Courses – Doctorate (Ph.D.) in School Psychology

Year 1: Fall Semester

GPSY 505 Role & Function of the School Psychologist

GPSY 512 Psychological Testing

GPSY 619 Child & Adolescent Development

GPSY 511 Psychology of Learning
GPSY 810 Directed Research

Year 1: Spring Semester

GPSY 623 Behavioral Interventions
GPSY 625 Academic Interventions
GREV 610 Statistics II
GPSY 692 Individual Testing
GPSY 810 Directed Research

Year 1: Summer Semester

PSYCH 535 History of Psychology
GCNE 565 Therapeutic Techniques of Counseling

Year 2: Fall Semester

GPSY 680 Consultation & Program Evaluation in School Psychology
GPSY 618 Personality Assessment for Intervention
GPSY 691 Psychotherapy with Children & Adolescents
GPSY 691L Psychotherapy & Consultation Practicum
GPSY 810 Directed Research

Year 2: Spring Semester

GPSY 695 Child Neuropsychology
GPSY 690 Child & Adolescent Psychopathology
GREV 701 Research Methods & Design
GREV 701P Research Methods & Design Practicum
GPSY 693L Integrated Practicum
GPSY 810 Directed Research

Year 2: Summer Semester

GPSY 815 Standards and Ethics in School Psychology

Year 3: Fall Semester

GPSY 808 Early Childhood: Assessment and Intervention (when offered in this academic year)
GPSY 705 Single Subject Methodology
GPSY 813 Professional Seminar: Dissertation Research
GPSY 812L Advanced Doctoral Practicum I*
GPSY 890 Advanced Doctoral Practicum Seminar I
GREV 611 Educational Statistics III
GPSY 810 Directed Research

Year 3: Spring Semester

GPSY 811 Biological Basis of Behavior
GPSY 804 Child Violence in Schools*
OR
GREV 612 Educational Statistics IV or Research Elective

GPSY 813 Professional Seminar: Dissertation Research
GPSY 812L Advanced Doctoral Practicum II
GPSY 891 Advanced Doctoral Practicum Seminar II
GPSY 810 Directed Research

Year 4: Fall Semester

GESL 501 Helping English Learners in Mainstream Classes
GPSY 614 Organizational Consultation for School Psychologists
GPSY 808 Early Childhood: Assessment and Intervention (when offered in this academic year)
GPSY 810 Directed Research

Year 4: Spring Semester

CESD 805 Counselor Education in a Multicultural Society
GPSY 612 Social Psychology
GPSY 804 Child Violence in Schools*
OR
GREV 612 Educational Statistics IV or Research Elective
GPSY 810 Directed Research

Year 5 – Internship: Fall Semester

GPSY 901 School Psychology Doctoral Internship I
GPSY 903 School Psychology Internship Seminar I
GPSY 906 School Psychology Dissertation*

Year 5 – Internship: Spring Semester

GPSY 902 School Psychology Doctoral Internship II
GPSY 904 School Psychology Internship Seminar II
GPSY 906 School Psychology Dissertation*

Please note that GPSY 509 (Independent Study), GPSY 812L (Doctoral Practicum), GPSY 901 (School Psychology Doctoral Internship I), GPSY 902 (School Psychology Doctoral Internship II) and GPSY 906 (Doctoral Dissertation) have separate sections for individual faculty members. Be sure to register for the proper faculty member.

Note: Students must register for a total of 12 dissertation credits (GPSY 906) to be eligible for graduation.

*Electives, Doctoral Practicum and Dissertation do not necessarily need to be taken in the semester indicated.

DOCTORATE (Psy.D.) IN SCHOOL PSYCHOLOGY

Principally designed to train doctoral-level practitioners in schools, this 85-credit hour, local clinical scientist model Psy.D. program includes coursework, practica, a capstone project, and internship. Completion of this program leads to an M.S.Ed. in Child Psychology, Certification in School Psychology by the Pennsylvania Department of Education, and prepares graduates to

apply for licensure by a State Board of Psychology. Upon completing this program and successfully passing the Praxis School Psychology Exam, graduates may apply for the Nationally Certified School Psychologist (NCSP) credential. In addition to schools, school psychologists with a Psy.D. commonly practice in hospitals, child agencies and clinics, and independent practice.

Required Courses – Doctorate (Psy.D.) in School Psychology

Year 1: Fall Semester

GPSY 505 Role & Function of the School Psychologist
GPSY 512 Psychological Testing
GPSY 619 Child & Adolescent Development
GPSY 511 Psychology of Learning

Year 1: Spring Semester

GPSY 623 Behavioral Interventions
GPSY 625 Academic Interventions
GREV 610 Statistics II
GPSY 692 Individual Testing

Year 1: Summer Semester

PSYCH 535 History of Psychology
GCNE 565 Therapeutic Techniques of Counseling

Year 2: Fall Semester

GPSY 680 Consultation & Program Evaluation in School Psychology
GPSY 618 Personality Assessment for Intervention
GPSY 691 Psychotherapy with Children & Adolescents
GPSY 691L Psychotherapy & Consultation Practicum

Year 2: Spring Semester

GPSY 695 Child Neuropsychology
GPSY 690 Child & Adolescent Psychopathology
GREV 701 Research Methods & Design
GREV 701P Research Methods & Design Practicum
GPSY 693L Integrated Practicum

Year 2: Summer Semester

GPSY 815 Standards and Ethics in School Psychology

Year 3: Fall Semester

GPSY 705 Single Subject Methodology
GPSY 614 Organizational Consultation for School Psychologists
GESL 501 Helping English Learners in Mainstream Classes
GPSY 812L Advanced Doctoral Practicum I*
GPSY 890 Advanced Doctoral Practicum Seminar I

Year 3: Spring Semester

CESD 805 Counselor Education and supervision in a Multicultural Society
GPSY 811 Biological Basis of Behavior
GPSY 612 Social Psychology
GPSY 812L Advanced Doctoral Practicum II
GPSY 891 Advanced Doctoral Practicum Seminar II

Year 4- Internship: Fall Semester

GSPY 903 Internship Seminar
GPSY 901 Internship
GPSY 905 Capstone Experience

Year 4- Internship: Spring Semester

GSPY 904 Internship Seminar
GPSY 902 Internship
GPSY 905 Capstone Experience

*Electives, Doctoral Practicum and Capstone Experience do not necessarily need to be taken in the semester indicated.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN SCHOOL PSYCHOLOGY

This 60 credit hour training program approved by the National Association of School Psychologists (NASP) includes coursework, practica, and internship. This program consists of three years of full-time graduate study (an exception may be made for those applying who have previously obtained a Master's Degree in a related field of study and whose courses are approved by the School Psychology faculty). Completion of this program leads to Certification in School Psychology by the Pennsylvania Department of Education and eligibility for the Nationally Certified School Psychology credential from NASP. Students are awarded an M.S.Ed. in Child Psychology after the completion of 30 graduate credits.

Required Courses – Certificate of Advanced Graduate Study (CAGS) in School Psychology

Year 1: Fall Semester

GPSY 505 Role & Function of the School Psychologist
GPSY 512 Psychological Testing
GPSY 619 Child & Adolescent Development
GPSY 511 Psychology of Learning

Year 1: Spring Semester

GPSY 623 Behavioral Interventions
GPSY 625 Academic Interventions
GREV 610 Statistics II
GPSY 692 Individual Testing

Year 1: Summer Semester

GCNE 565 Therapeutic Techniques in Counseling
GESL 501 Helping English Language Learners in Mainstream Classes

Year 2: Fall Semester

GPSY 680 Consultation & Program Evaluation in School Psychology
GPSY 618 Personality Assessment for Intervention
GPSY 691 Psychotherapy with Children & Adolescents
GPSY 691L Psychotherapy & Consultation Practicum

Year 2: Spring Semester

GPSY 695 Child Neuropsychology
GPSY 690 Child & Adolescent Psychopathology
GREV 701 Research Methods & Design
GREV 701P Research Methods & Design Practicum
GPSY 693L Integrated Practicum

Year 3 Internship: Fall Semester

GPSY 701 School Psychology Internship I
GPSY 703 School Psychology Internship Seminar I

Year 3 Internship: Spring Semester

GPSY 702 School Psychology Internship II
GPSY 704 School Psychology Internship Seminar II

Admissions (CAGS, PSY.D., or PH.D)

Applications for admission to the Certification Program in School Psychology (CAGS), Psy.D., or the Ph.D. in School Psychology can be obtained from the School Psychology website (<http://www.duq.edu/school-psychology/>) or the Program Office (G-3 Canevin Hall, Pittsburgh, PA 15282, (412) 396-1058) by the annual deadline of January 15th. Students who are still enrolled in a Bachelor's or Master's Degree Program who intend to receive the degree before the beginning of the Fall semester are eligible to apply to the School Psychology Program before the degree is actually awarded. Students may only start the program during the fall semester of each academic year. All applications should include:

- A School Psychology Program Application. An application fee of \$50.00 must accompany the application form. The fee for online applications is waived; however students must submit a hard copy to be included with their application materials (Current Duquesne University students do not need to submit the application fee.)
- A letter of intent addressed to Dr. Laura Crothers (Program Director). Clearly indicate the program (CAGS and/or Psy.D. or Ph.D.) for which you are applying for in your letter of intent. You may apply for the Ph.D. program alone, the Psy.D. program alone, or the CAGS program alone. You may also indicate interest in all, or any combination of the programs. If you are interested in all programs, you will first be considered for the Ph.D.

program, then the Psy.D. program, and finally the CAGS program. If you are interested in the Psy.D. and CAGS programs, you will first be considered for the Psy.D. program and then the CAGS program.

- Official Transcripts of all undergraduate and graduate work. Transcripts must show a quality point average equivalent to 3.0 or better on a four-point scale overall or for the last 48 credits earned, including post-graduate, graduate and/or undergraduate courses.
- Three letters of recommendation that focus on personal, professional and academic qualifications.
- Graduate Record Examination (GRE) scores. All applicants must take the Verbal and Quantitative sections of the GRE. Exams must be taken in time to have scores submitted to Duquesne University (GRE code R2196) by the application deadline of January 15th.
- Applicants may be required to come to Duquesne University for an interview with the School Psychology Program faculty.
- Letters of acceptance, provisional acceptance, wait list or rejection will be forwarded to all applicants toward the end of the spring semester.

Residency Requirement (CAGS and Doctoral Programs (PSY.D. OR PH.D.))

The Ph.D. requires five years of full time study, the Psy.D. program requires four years of full time study, and the CAGS program requires three years of full time study. Once admitted to the program, it is expected that all students will be enrolled continuously. Students must complete their internship the year immediately following the conclusion of coursework or dissertation. This residency requirement allows students the opportunity to interact with faculty and other graduate students, and to become familiar with university resources. All program requirements (including dissertation) must be completed within the following specified timelines: Ph.D. within 8 years, Psy.D. within 8 years, CAGS within 7 years, and M.S.Ed within 5 years.

CAGS Comprehensive Examination and Doctoral Preliminary Examinations

All students in the Certificate of Advanced Graduate Study (CAGS) must successfully complete a written comprehensive examination. The purpose of this examination is to allow the student to demonstrate their mastery of knowledge across each of the 10 areas of proficiency characterized by the School Psychology Program. The comprehensive examinations are administered in a written format, typically during May of the second year of program study. All second year Doctoral students must successfully complete their written doctoral preliminary exams and Ph.D. students must complete an oral comprehensive examination prior to dissertation proposal.

Field Experiences and Practica (CAGS or Doctoral)

As a competency based program, the coursework and field experiences are carefully sequenced so that theoretical knowledge, skill acquisition, and the opportunity to enhance these skills are fully integrated. In addition to coursework, it is expected that Certificate of Advanced Graduate Study (CAGS) students be engaged in school-based experiences during each semester of their residence. It is expected that Doctoral students complete a minimum of 600 practicum hours.

Internship Requirements (CAGS or Doctoral)

A 1200 credit hour, supervised internship is required of all CAGS students. Doctoral students complete a 1500 credit hour internship. The internship experience reflects the final stage of

training and is designed to allow students to receive a comprehensive, supervised period of practice to help meet specific training objectives. A minimum of 600 hours must be completed in a school setting.

The internship experience is completed during the student's final year in the program. The internship experience is completed on a full-time basis over a period of one academic year. Most internships are completed in a school setting. All settings agree to provide experiences specific to the training objectives of the program as evidenced in the internship contract. Internship credit is not given for past work experiences. Internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

MASTER'S DEGREE (M.S.ED.) IN CHILD PSYCHOLOGY

The M.S.Ed. in Child Psychology is a 30 credit hour training program that includes course work that enhances the student's ability to provide paraprofessional mental health services to children in community and school settings. The M.S.Ed. in Child Psychology does not lead to the professional practice of school psychology.

Required Courses – Master's Degree in Child Psychology

GCNE 556	Counseling & Consulting Theory
GPSY 827	Classroom Discipline & Behavior Management
GPSY 619	Child & Adolescent Development
GREV 510	Statistics I
OR	
GFDE 505	Basic Educational Statistics
GPSY 512	Psychological Testing
GPSY 511	Psychology of Learning
GRLA Elective 3 Credits	
Elective 3 Credits	
Elective 3 Credits	

Admissions (Master's in Child Psychology)

Graduates with a Bachelor's Degree from an accredited college or university will be considered for admission to graduate study in the School of Education. Each student applying for admission must file an application with the School Psychology Program Office (G-3 Canevin Hall, Pittsburgh, PA 15282, 412-396-1058). General admission is based on an applicant's previous academic record as shown by official transcripts of all previous study. Transcripts must show a quality point average equivalent to a 3.0 or better on a four-point scale overall or for the last 48 credits earned including post-graduate, graduate and/or undergraduate courses OR transcripts show a quality point average equivalent of a minimum 2.8 on a four-point scale overall or for the last 48 credits earned including post-graduate, graduate and/or undergraduate courses AND a FRK score of at least 4.8 ($\text{FRK} = \text{GPA} + (\text{GRE Verbal} + \text{GRE Quantitative}) / 400$).

Please note that admission to the Master's Degree program does not include acceptance into the Certificate of Advanced Graduate Study (CAGS), Psy.D., or Ph.D. Program. Those interested in practicing the profession of school psychology should apply to either the Certificate of Advanced Graduate Study (CAGS), the Psy.D., or the Ph.D. program. Master's level classes may be taken in any order and on a part-time basis.

SECONDARY LEADING TEACHER PROGRAM IN ENGLISH, MATHEMATICS, SOCIAL STUDIES, OR SCIENCE (CHEMISTRY, BIOLOGY, PHYSICS)

Program description

The Graduate Secondary Education Leading Teacher Program is designed to prepare the nation's secondary school teachers. The program's coursework includes professional education in areas of concentration that includes English, Social Studies, Mathematics, and the Sciences. The curriculum meets Pennsylvania standards as well as the standards of national professional organizations. All coursework, projects and fieldwork in the program reflect the School of Education's conceptual framework themes of technology, diversity and leadership. Successful completion of the Program results in a Master's in Education and initial certification to teach in a secondary (grades 7-12) content area in Pennsylvania. For more detailed information, including admission requirements and prerequisite content courses, see the content-area web-pages identified below:

Mathematics (<http://www.duq.edu/masters-secondary-mathematics/index.cfm>): The National Council of Teachers of Mathematics presents a vision of effective teaching and learning in mathematics (NCTM 2000, 1991), asserting that effective teaching "redirects mathematics instruction from a focus on presenting content through lecture and demonstration to a focus on active participation and involvement." As a teaching candidate in the Graduate Leading Teacher Program in Secondary Mathematics, you will explore how to "facilitate learners' construction of their own knowledge of mathematics." The purpose of the program is to engage teaching candidates in developing the fundamental knowledge, skills, and dispositions for teaching middle school and high school mathematics in ways that promote all students' learning and understanding. Advisor: Dr. Melissa Boston, bostonm@duq.edu.

Social Studies (<http://www.duq.edu/masters-secondary-social-studies/index.cfm>): According to the National Council for the Social Studies (NCSS, 1992), "the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." As a teaching candidate in the Graduate Leading Teacher Program in Secondary Social Studies, you will have the opportunity to develop ideas and practices that will support this imperative of democratic citizenship. Advisor: Dr. Jason Ritter, ritterj@duq.edu.

Sciences (<http://www.duq.edu/masters-secondary-sciences/index.cfm>): As part of a reform movement in science, the National Science Standards (NRC, 1996) recommend that science is taught to achieve students' scientific understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity. Reform classroom practices should give students the opportunity to engage in hands-on, minds-on scientific inquiry and to experience how scientists develop conjectures about the world in justifying assertions and a base from which to reason and model data they encounter in real life. The Graduate Leading Teacher Program in Secondary Science will provide you with opportunities to develop the knowledge and teaching practices essential in educating science students for the 21st century. Advisor: Dr. Alexandra Santau, santaua@duq.edu.

English (<http://www.duq.edu/masters-secondary-english/index.cfm>): The National Council of Teachers of English (NCTE) and the International Reading Association (IRA) have collaborated in the creation of standards for the English language arts to “ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life’s goals, including personal enrichment and participation as informed members of our society” (1996). As a teacher candidate in the Graduate Leading Teacher Program in Secondary English, you will be provided with opportunities to explore issues regarding the theory and practice of teaching English at the secondary level and to engage in teaching adolescents the skills of writing, reading, responding to literature, listening, speaking, and exploring new media while considering student and community contexts. Through a strongly oriented social justice framework, the focus of the program will be to facilitate candidates as more knowledgeable, insightful, creative and compassionate teachers upon entry into the secondary English classroom. Advisor: Dr. Terri Rodriguez, rodriguez@duq.edu.

Contact:

Dr. Melissa Boston, Director
Graduate Secondary Leading Teacher Program
412-396-6109
bostonm@duq.edu

Admissions Requirements:

PHASE 1

Along with the Online Application, the following are necessary requirements:

- Transcripts from undergraduate degree from an accredited college or university.
- Undergraduate degree must fulfill one of the criteria below:
 - A minimum overall 3.00 GPA (grade point average)
 - A minimum 3.00 GPA on the most recent 48 credits
 - A minimum overall 2.80 GPA with passing scores on the Praxis I PPST exams
- Praxis Exam information, including PA passing scores ([link](#))
- Completed Content-Area Prerequisite Form - see instructions below

Please send all transcripts to:
School of Education Graduate Office
Duquesne University
600 Forbes Avenue
Pittsburgh, PA 15282

PHASE 2

Once your Phase 1 materials have been received, they will be reviewed by a Graduate Secondary Advisor. If you meet the minimum program requirements (i.e., GPA and completion of prerequisites), you will be asked to:

- Attend an interview with the Graduate Secondary Program advisors,
- Provide 2 letters of recommendation from academic or professional contacts (no personal contacts), and
- Provide one-page letter of intent, describing why you want to become a teacher

Deadlines for applications:

Fall: August 1

Spring: December 1

Summer: April 1

Content Area prerequisites:

In order to begin the Graduate Secondary Education program, you need to have completed at least half of the prerequisite courses in your content-area with a QPA of 3.0 or higher.

QPA: The following websites may be helpful in calculating your content area QPA:

<http://www.back2college.com/gpa.htm>

http://www.college-scholarships.com/online_college_gpa_calculator.htm

Content-Area Prerequisite Courses: Complete the “Prerequisite Checklist” Form for your content area.

Have you completed the appropriate prerequisite courses for each content area?

YES: Once you have completed the on-line application, please send your completed Prerequisite Checklist Form to:

soeapp@duq.edu as an email attachment

or mail to:

School of Education Graduate Office

Duquesne University

600 Forbes Avenue

Pittsburgh, PA 15282

Note:

1. The Prerequisite Checklist Form is required in to process your application.
2. The Prerequisite Checklist Form is not binding and does not indicate approval of the identified courses by Duquesne University. All prerequisite courses will be verified using the applicant's transcript(s) prior to acceptance.

NO: If you do not have the appropriate prerequisites, please do not apply at this time. Prerequisite content-area courses can be taken at any college or university.

GRADUATE SECONDARY LEADING TEACHER PROGRAM GUIDELINES

Initial Certification and Master's Degree: Chapter 49 Program Revisions

Effective for students beginning the program as of Fall 2011

All requirements are subject to change based on PDE requirements for certification, which take precedence.

ENTRANCE TRACK = 8 CREDITS

GSCE 500	Orientation TO THE GSLTP	(0 credits)
GSCE 520	Introduction to Teaching	(3 credits)
GSCE 583	Field Experience	(1 credit)
GSCE 501	Content Area Reading (spring)	(3 credits)
GSCE 570	Gateway 1: Technology	(1 credit)

DIVERSITY TRACK = 12 CREDITS

GSPE 501	Exploring Inclusive Teaching Supports	(3 credits)
GSPE 502	Legal and Ethical Issues in Special Education	(3 credits)
GSPE 655	Secondary Practices and Transitions	(3 credits)
GESL 501	Helping English Language Learners in Mainstream Classes	(3 credits)
Gateway 2 Advisor Checkpoint: Indicates completion of Diversity Track		

PROFESSIONAL EDUCATOR CERTIFICATION TRACK = 10 or 13 credits

GFDE 510	Theories of the Teaching and Learning Process	(3 credits)
GSCE 631	Instructional Techniques	(3 credits)
DISCIPLINE SPECIFIC FIELD-BASED METHODS COURSE		
(3 credits/ 6 credits for math and English certification)		

GSCE 633	Teaching Foreign Languages (spring)	
GSCE 634	Teaching Secondary Social Studies	
GSCE 536	Teaching Middle School Mathematics (fall)	
GSCE 635	Teaching Secondary School Mathematics (spring)	
GSCE 636	Teaching Secondary School Science (fall - afternoon)	
GSCE 540	Adolescent Literature (fall)	
GSCE 637	Teaching Secondary School English (spring)	
GSCE 593	Secondary Methods Field Experience – associated with methods class	(1 credit)
Gateway 3: Advisor Checkpoint: Indicates completion of Professional Track		

STUDENT TEACHING TRACK = 6 CREDITS

GSCE 590	Secondary School Student Teaching Experience (15 weeks)	6 credits
	OR Secondary School Internship Experience (full year)	(3 credits each semester or 6 credits for one semester)
	OR Secondary School Student Teaching Experience Abroad - (USA for 3 cr. and abroad for 3 cr.)	
GSCE 573	Gateway 4: Leadership	(0 credit) Portfolio Presentation during Exit Interview

TOTAL CREDITS

36 (39 for math and English certification)

SPECIAL EDUCATION PROGRAM

Community Mental Health / Special Education Support Program (CMH)

This program requires a minimum of 30 semester hours. The candidate will develop advanced training for employment and advancement within various community agencies. Candidates will develop skills and competencies appropriate to positions of direct care, health maintenance, advocacy, intensive case management or independent support coordination. This program does not meet the requirements for CBP/HD teaching certification, licensing for School Counseling or Community Agency Counseling, or the requirements for certification in School Administration in the Commonwealth of Pennsylvania.

Contact: Lisa Chir (chirl@duq.edu or 412-396-1191) or Dr. Temple Lovelace (lovelacet@duq.edu or 412-396-4159)

Admission Requirements: Application to Education Graduate Studies; Official Transcripts – 48 semester credit hours completed with in depth general and academic studies; GPA of 3.0 or higher (MAT or GRE if GPA is below 3.0)

Cognitive, Behavior, Physical/Health Disabilities (CBP/HD)

This program is designed for candidates who want to add either PreK-8 or 7-12 Special Education certification to their current Pennsylvania teaching certificate. This program requires a minimum of 34 semester hours, meets the requirements for the degree and certification to teach in special education programs for students in either grades PreK-8 or 7-12 with Cognitive, Behavior, Physical/Health Disabilities (CBP/HD) in the Commonwealth of Pennsylvania. An Instructional I teaching certification from the Pennsylvania Department of Education is a prerequisite. This program requires ongoing, targeted special education field experiences, a culminating Practicum in Special Education, and a portfolio-based Exit Assessment.

Contact: Lisa Chir (chirl@duq.edu or 412-396-1191)

Admission Requirements: Application to Education Graduate Studies; Official Transcripts; Teaching Certification; GPA of 3.0 or higher (MAT or GRE if GPA is below 3.0)

Community Mental Health/ Special Education Support Curriculum

Screening Courses for Candidacy		6 credits
	Credits	
_____ GSPE 500 Orientation to Special Education Program	0	
_____ GSPE 503 Social Justice & Empowerment	3	
_____ GCNE 650 Social Systems in Counseling	3	
Foundation Courses		9 credits
	Credits	
_____ GSPE 502 Legal & Ethical Issues in Special Education	3	
_____ GSPE 602 Applied Behavior Analysis	3	
<i>OR</i>		
_____ GREV 525 Educational Research Literacy	3	
_____ GCNE 671 Introduction to Community Mental Health Counseling	3	
Special Education Core Courses		6 credits
	Credits	
_____ GSPE 650 High Incidence Disabilities: Learning	3	
_____ GSPE 651 High Incidence Disabilities: Behavior	3	
_____ GSPE 652 Low Incidence: Access to the Gen Ed Curriculum	3	
_____ GSPE 653 Autism Spectrum Disorders	3	
_____ GSPE 654 Early Intervention & Child Development	3	
_____ GSPE 655 Secondary Practices & Transition	3	
<i>For candidates in the Autism Concentration, they must add GSPE 656 in addition to their 6 credits of Core Courses from above.</i>		
_____ GSPE 656 Evidence-Based Practices for Learners with ASD	3	
Community Mental Health Professional Core Courses		6 credits
	Credits	
_____ GCNE 557 Group Counseling: Theory Techniques	3	
<i>AND</i>		
_____ GCNE 700 Group Counseling Lab	0	
_____ GCNE 554 Multicultural Issues and Strategies in Counseling	3	
_____ GPSY 512 Psychological Testing	3	
_____ GPSY 690 Child & Adolescent Psychopathology	3	
_____ GADS 573 Orientation to Administration/Supervision	3	
_____ GADS 574 Pupil Personnel Services	3	
Practicum & Exit Requirements		3 credits
	Credits	
_____ GSPE 595 Field Experience	0	
_____ GSPE 689 Orientation to Practicum	0	
_____ GSPE 690 Practicum	3	
_____ GPSE 699 Exit Staffing	0	

MINIMUM CREDIT HOURS = 30

GRADUATE SPECIAL EDUCATION PROGRAM CURRICULUM

PreK-8

<i>Pre-Requisites</i>			
9 credit hours of special education and 3 credit hours of ELL must be TRANSCRIBED in records.			
Course number	Course Title		Credits
_____ GSPE 501	<i>Exploring Inclusive Practices</i>		3
_____ GSPE 502	<i>Legal and Ethical Issues in Special Education</i>		3
_____ GSPE 503	<i>Social Justice and Empowerment in Special Education*</i>		3
_____ GESL 501	<i>Helping ELL in Mainstream</i>		3
<i>*Also counts as screening course</i>			
<i>Screening Courses</i>			(6 credits)
Course number	Course Title		Credits
_____ GSPE 500	Orientation to Special Education		0
_____ GSPE 503	Social Justice and Empowerment in Spec. Ed		3
_____ GSPE 504	Systematic Observation and Assessment		3
<i>Pre-Professional Courses</i>			(8 credits)
Course number	Course Title		Credits
_____ GREV 525	Research Literacy		3
_____ GSPE 650	High Incidence: Learning		3
_____ SLP xxx	Typical and Atypical Language		2
<i>Core Professional Courses</i>			(12 credits)
Course number	Course Title		Credits
_____ GSPE 651	High Incidence: Behavior		3
_____ GSPE 652	Low Incidence Disabilities		3
_____ GSPE 653	Autism Spectrum Disorders		3
_____ GSPE 654	Early Intervention and Child Development		3
<i>Core Professional Field</i>			(4 credits)
Course number	Course Title		Credits
_____ GSPE 671	Professional Core Seminar – Behavior		1
_____ GSPE 672	Professional Core Seminar – LI		1
_____ GSPE 673	Professional Core Seminar – Autism		1
_____ GSPE 674	Professional Core Seminar – Early Intervention		1
_____ GSPE 681	Professional Core Practicum – Behavior		0
_____ GSPE 682	Professional Core Practicum – LI		0
_____ GSPE 683	Professional Core Practicum – Autism		0
_____ GSPE 684	Professional Core Practicum – Early Intervention		0
<i>Culmination Experiences</i>			(4 credits)
Course number	Course Title		Credits
_____ GSPE 679	Exit Assessment		1
_____ GSPE 690	Practicum in Special Education		3

MINIMUM credit hours = 34 credit hours

GRADUATE SPECIAL EDUCATION PROGRAM CURRICULUM

7-12 Secondary

<i>Pre-Requisites</i>			
9 credit hours of special education and 3 credit hours of ELL must be TRANSCRIBED in records.			
	Course number	Course Title	Credits
_____	GSPE 501	<i>Exploring Inclusive Practices</i>	3
_____	GSPE 502	<i>Legal and Ethical Issues in Special Education</i>	3
_____	GSPE 503	<i>Social Justice and Empowerment in Special Education*</i>	3
_____	GESL 501	<i>Helping ELL in Mainstream</i>	3
_____	<i>*Also counts as screening course</i>		
<i>Screening Courses</i>			(6 credits)
	Course number	Course Title	Credits
_____	GSPE 500	Orientation to Special Education	0
_____	GSPE 503	Social Justice and Empowerment in Spec. Ed	3
_____	GSPE 504	Systematic Observation and Assessment	3
<i>Pre-Professional Courses</i>			(8 credits)
	Course number	Course Title	Credits
_____	GREV 525	Research Literacy	3
_____	GSPE 650	High Incidence: Learning	3
_____	SLP xxx	Typical / Atypical Language Development	2
<i>Core Professional Courses</i>			(12 credits)
	Course number	Course Title	Credits
_____	GSPE 651	High Incidence: Behavior	3
_____	GSPE 652	Low Incidence Disabilities	3
_____	GSPE 653	Autism Spectrum Disorders	3
_____	GSPE 655	Secondary Practices and Transition	3
<i>Core Professional Field</i>			(4 credits)
	Course number	Course Title	Credits
_____	GSPE 671	Professional Core Seminar – Behavior	1
_____	GSPE 672	Professional Core Seminar – LI	1
_____	GSPE 673	Professional Core Seminar – Autism	1
_____	GSPE 675	Professional Core Seminar – Secondary	1
_____	GSPE 681	Professional Core Practicum – Behavior	0
_____	GSPE 682	Professional Core Practicum – LI	0
_____	GSPE 683	Professional Core Practicum – Autism	0
_____	GSPE 685	Professional Core Practicum – Transition	0
<i>Culmination Experiences</i>			(4 credits)
	Course number	Course Title	Credits
_____	GSPE 679	Exit Assessment	1
_____	GSPE 690	Practicum in Special Education	3
MINIMUM credit hours = 34 credit hours			

APPENDICES

STUDENT STANDING PETITION

STUDENT STANDING PETITION

You may add the information regarding your petition to the form below, or you may use this form as a guide in writing your petition (Make sure you include all the requested information).

Name: _____ Date: _____

Mailing Address: _____

Email Address: _____ Telephone: _____

Major Area of Study: _____

Name of Academic Advisor: _____

Specific Statement of Request / Reason for Petition:

STUDENT STANDING PETITION

Description of Rationale for Request / Any extenuating circumstances:

Requested Outcome:

Please attach any relevant background documentation. Non-digital documents may be mailed to the following address or faxed to 412.396.6017:

Committee on Student Standing
Attention: Gail Freynik
Duquesne University School of Education
107 Canevin Hall
Pittsburgh, PA 15282

IN THE WAKE OF TRAUMA: TIPS FOR COLLEGE STUDENTS

Whether or not you were directly affected by a traumatic event, it is normal to feel anxious about your own safety, to picture the event in your own mind, and to wonder how you would react in an emergency. People react in different ways to trauma. Some may become irritable or depressed, others lose sleep or have nightmares, and others may deny their feelings or simply “blank out” the troubling event. There is no right or wrong way to feel after experiencing trauma.

While it may feel better to pretend the event did not happen, in the long run, it is best to be honest about your feelings and to allow yourself to acknowledge the sense of loss and uncertainty. It is important to realize that while things may seem off balance for a while, your life will return to normal. It is important to talk with someone about your sorrow, anger, and other emotions, even though it may be difficult to get started.

You may feel most comfortable talking about your feelings with a professor, counselor, or religious or spiritual leader. The important thing is to share your feelings with someone you trust. If you don’t have someone in whom to confide, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) for someone who will listen.

It is common to be angry at people who have caused great pain. This desire comes from your outrage for the innocent victims. One must understand, though, that it is futile to respond with more violence. Nothing good is accomplished by hateful language or actions.

While you will always remember the event, the painful feelings will decrease over time, and you will come to understand that in learning to cope with tragedy, you have become stronger, more adaptable, and more self-reliant.

Tips for Coping

- **Talk about it.** Talking with friends, classmates, professors, and family members will help you realize that you are not alone in your feelings.
- **Limit media viewing.** Take breaks from watching news coverage of the event.
- **Take care of yourself.** Taking good physical care of yourself with rest, exercise, and healthy eating will help your body to deal with stress. Do activities that you enjoy and find relaxing.
- **Avoid excess.** Avoid using alcohol, drugs, and tobacco products as a way of dealing with stress.
- **Resume routines.** Getting back to your daily routines in life can be a good method for regaining a sense of control.
- **Get involved.** Engaging in positive activities like group discussions and candlelight vigils can help promote comfort and healing.

Source: Substance Abuse and Mental Health Services Administration, Center for Mental Health

Services. (n.d.). *In the wake of trauma: Tips for college students* (Pub. No. KEN-01-0092). Retrieved January 14, 2008, from <http://www.samhsa.gov>

Disclaimer: This document is intended for general information only. It does not provide the reader with specific direction, advice, or recommendations. You may wish to contact an appropriate professional for questions concerning your particular situation.

Content ID: 9043 PF 37658

MANAGING YOUR STRESS: TIPS FOR SURVIVORS OF A TRAUMATIC EVENT

What You Should Know

When you are exposed to traumatic events—such as natural disaster, mass violence, or terrorism – be aware of how these events can affect you personally. Most people show signs of stress after such an event. These signs are normal. Over time, as your life gets back to normal, these signs should decrease.

After a stressful event, monitor your own physical and mental health. Know the signs of stress in yourself and your loved ones. Know how to relieve stress and know when to get help.

Know the signs of stress.

Your Behavior

- An increase or decrease in your energy and activity levels
- An increase in your alcohol, tobacco use, or use of illegal drugs
- An increase in irritability, with outbursts of anger and frequent arguing
- Having trouble relaxing or sleeping
- Crying frequently
- Worrying excessively
- Wanting to be alone most of the time
- Blaming other people for everything
- Having difficulty communicating or listening
- Having difficulty giving or accepting help
- An inability to feel pleasure or have fun

Your Body

- Having stomachaches or diarrhea
- Having headaches and other pains
- Losing your appetite or eating too much
- Sweating or having chills
- Getting tremors or muscle twitches

- Being easily startled

Your Emotions

- Being anxious or fearful
- Feeling depressed
- Feeling guilty
- Feeling angry
- Feeling heroic, euphoric, or invulnerable
- Not caring about anything
- Feeling overwhelmed by sadness

Your Thinking

- Having trouble remembering things
- Feeling confused
- Having trouble thinking clearly and concentrating
- Having difficulty making decisions

Know how to relieve stress.

You can manage and alleviate your stress by taking time to take care of yourself.

Keep yourself healthy:

- Eat healthy foods and drink water.
- Avoid excessive amounts of caffeine and alcohol.
- Do not use tobacco or illegal drugs.
- Get enough sleep and rest.
- Get physical exercise.

Use practical ways to relax:

- Relax your body often by doing things that work for you—take deep breaths, stretch, meditate, wash your face and hands, or engage in pleasurable hobbies.
- Pace yourself between stressful activities. Do a fun thing after a hard task.

- Use time off to relax—eat a good meal, read, listen to music, take a bath, or talk to family.
- Talk about your feelings to loved ones and friends often.

Pay attention to your body, feelings, and spirit:

- Recognize and heed early warning signs of stress.
- Recognize how your own past experiences affect your way of handling this event and think of how you handled past events.
- Know that feeling stressed, depressed, guilty, or angry is common after a traumatic event.
- Connect with other survivors of traumatic events or violent crime, many of whom may experience similar difficulties.
- Take time to renew your spirit through meditation, prayer, or helping others in need.

Have a plan to manage your tasks.

Do the important things first. If necessary, find a safe place to stay. Tell family where you are and how they can contact you. Get water and food. If needed, get papers for your property, insurance, bank, medical records, and job qualifications from agencies if you lost them in the traumatic event. It may take time to feel like you've regained control over your life. Be patient with yourself and others.

Know when to get help.

Sometimes things become so overwhelming that you need help from a mental health or substance abuse professional. If you or someone you know threatens to hurt or kill him or herself or another person; looks for ways to kill him or herself; talks or writes about death, dying, or suicide; feels rage or uncontrolled anger; desires revenge; or shows signs of stress for several days or weeks; get help by calling a hotline such as the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), or someone else you trust.

Source: Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. (Revised 2007, April). *Managing your stress: Tips for survivors of a traumatic event* (Pub. No. NMH05-0209). Retrieved January 14, 2008, from <http://www.samhsa.gov>

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Content ID: 9077

MIND AND BODY HEALTH: THE EFFECTS OF TRAUMATIC STRESS

What is a traumatic stress reaction?

People who experience or witness horrible events such as school shootings, combat, rape, torture, natural disasters, accidents or other things in which their physical safety and life—or the safety and life of others—was in danger have experienced a traumatic stress. People who are repeatedly exposed to life or death situations, such as Emergency Medical Team (EMT) and rescue squad workers, police officers, fire fighters and medical personnel on burn wards or trauma units where stress levels and mortality rates are high also witness trauma. Anyone who has experienced these things has experienced a shock and, even if all ultimately escape danger, the people who lived through the event may feel like life “just isn’t the same anymore.” People may experience a variety of reactions, many of which are understandable in the context of experiencing or witnessing traumatic events such as the hurricanes. Experiencing physical or emotional symptoms in response to a traumatic event is normal and is called a traumatic stress reaction.

Physical Symptoms of Traumatic Stress

Anyone affected by the hurricanes or other traumatic stress may experience:

- Fatigue
- Being easily startled
- Headaches
- Sweating
- Gastrointestinal problems

Emotional Symptoms of Traumatic Stress

Those affected by traumatic stress may feel:

- Fear
- Anger
- Guilt
- Anxiety
- Reduced awareness
- Feeling like you are numb or not part of the world
- Helplessness

- Hopelessness

What is PTSD?

PTSD stands for post-traumatic stress disorder. This is similar to a stress reaction and, in fact, many people who have experienced a traumatic event do develop PTSD. Those with PTSD may experience many of the same emotional and physical symptoms as those with a traumatic stress reaction. Those with PTSD, however, experience trauma along with intense fear, helplessness or horror and then develop intrusive symptoms (such as flashbacks or nightmares). Their symptoms will last more than a month and get in the way of normal life.

Traumatic stress is not uncommon. In fact:

- About 70 % of U.S. adults have experienced a severe traumatic event at least once in their life and one out of five go on to develop symptoms of PTSD.
- Approximately 8% of all adults have suffered from PTSD at any one time.
- If you include children and teens, an estimated 5% of all Americans will develop PTSD during their lifetime or more than 13 million people.
- About one in 10 women will develop PTSD symptoms during their lifetime or double the rate for men because they are much more likely to be victims of domestic violence, rape or abuse.
- Almost 17% of men and 13% of women have experienced more than three traumatic events during their life.

The Mind/Body Connection

Suffering traumatic stress can affect your emotions as well as your body and the two are so connected that it can be hard to tell the difference. For instance, traumatic stress can cause you to lose concentration, forget things, or have trouble sleeping. It may be difficult to determine on your own whether these symptoms are because you do not feel well physically or because you are still upset. Traumatic stress also can lead you to eat in unhealthy ways or to eat foods that are not healthy, and those eating patterns can affect how you sleep or how your stomach feels. Stress can cause headaches, but the pain from the headaches can also make your stress worsen. Because the body and the mind work in concert, traumatic stress can cause a cycle that makes it seem like the body and mind are working against one another, worsening symptoms like pain and fatigue.

Coping with Traumatic Stress

There are things you can do to help yourself if you have suffered traumatic stress as a result of an event such as a school shooting.

- Give yourself time to heal. Anticipate that this will be a difficult time in your life. Allow yourself to mourn the losses you have experienced. Try to be patient with changes in your emotional state.
- Ask for support from people who care about you and who will listen and empathize with your situation. But keep in mind that your typical support system may be weakened if those who are close to you also have experienced or witnessed the trauma.
- Communicate your experience in whatever ways feel comfortable to you—such as by talking with family or close friends, or keeping a diary.
- Find out about local support groups that often are available such as for those who have suffered from natural disasters. These can be especially helpful for people with limited personal support systems.
- Try to find groups led by appropriately trained and experienced professionals such as psychologists. Group discussion can help people realize that other individuals in the same circumstances often have similar reactions and emotions.
- Engage in healthy behaviors to enhance your ability to cope with excessive stress. Eat well-balanced meals and get plenty of rest. If you experience ongoing difficulties with sleep, you may be able to find some relief through relaxation techniques. Avoid alcohol and drugs.
- Establish or reestablish routines such as eating meals at regular times and following an exercise program. This can be especially important when the normal routines of daily life are disrupted. Even if you are in a shelter and unable to return home, establish routines that can bring comfort. Take some time off from the demands of daily life by pursuing hobbies or other enjoyable activities.
- Help those you can. Helping others, even during your own time of distress, can give you a sense of control and can make you feel better about yourself.
- Avoid major life decisions such as switching careers or jobs if possible because these activities tend to be highly stressful.

When should I seek professional help?

Many people are able to cope effectively with the emotional and physical demands brought about by a natural disaster by using their own support systems. It is not unusual, however, to find that serious problems persist and continue to interfere with daily living. For example, some may feel overwhelming nervousness or lingering sadness that adversely affects job performance and interpersonal relationships.

Individuals with prolonged reactions that disrupt their daily functioning should consult with a trained and experienced mental health professional. Psychologists and other appropriate mental health providers help educate people about common responses to extreme stress. These

professionals work with individuals affected by trauma to help them find constructive ways of dealing with the emotional impact.

With children, continual and aggressive emotional outbursts, serious problems at school, preoccupation with the traumatic event, continued and extreme withdrawal, and other signs of intense anxiety or emotional difficulties all point to the need for professional assistance. A qualified mental health professional such as a psychologist can help such children and their parents understand and deal with thoughts, feelings and behaviors that result from trauma.

APA is grateful to Paul J. Rosch, M.D., President, The American Institute of Stress, for his help in developing this fact sheet.

The American Psychological Association (APA). (April 2007). *Mind/body health: The effects of traumatic stress*. Retrieved April 18, 2007, from <http://www.apahelpcenter.org>

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Content ID: 7880 PF 35023

SCHOOL OF NURSING

ADMINISTRATION

Dean: Mary Ellen Smith Glasgow, Ph.D., RN, ACNS-BC

Associate Dean for Academic Affairs: Joan Such Lockhart, Ph.D., R.N., CORLN, AOCN, CNE, FAAN, ANEF

Assistant Dean, Student Services: Leah Vota Cunningham, M.N.Ed., R.N.

Assistant Dean, Recruitment: Cherith Simmer, M.S., R.N.

MSN Family Nurse Practitioner Program Director: Lenore K. Resick, Ph.D., CRNP, FNP-BC, NP-C, FAANP

MSN Forensic Nursing Program Coordinator: L. Kathleen Sekula, Ph.D., APRN-BC

MSN Nursing Education Program Coordinator: Carrie Nickerson, Ed.D., R.N., CNE

PhD Program Committee Chair: L. Kathleen Sekula, Ph.D., APRN-BC

DNP Program Committee Chair: Bonnie Dean, Ph.D., R.N.

HISTORY OF THE SCHOOL OF NURSING

Compassion is at the heart of the University's mission and has been a critical part of our nursing curriculum from the beginning. An abiding philosophy of preparing nurses who have compassion for the people they serve makes a Duquesne nursing education unique. Duquesne nurses have been, and will be, leaders at every level and in every facet of the profession of nursing.

In the 1920s, the Catholic Hospital Association of Pittsburgh believed that additional education beyond hospital-based diploma programs was needed and envisioned creating a cadre of qualified nurse educators and administrators. In 1935 a Department of Nursing Education was established at Duquesne in the College of Liberal Arts and Letters. The first director of that department was Mary Tobin, a veteran of the United States Public Health Nursing Service as well as a former instructor, director and commandant of the Army School of Nursing and an administrator of the Yale University School of Nursing. Just two years later, on March 15, 1937, the commonwealth of Pennsylvania recognized Duquesne's BSNE (Bachelor of Science in Nursing Education) degree, the first nursing baccalaureate program in the state.

The School obtained its first national accreditation in 1939. From its inception, the School of Nursing has had a pioneering spirit. The first Duquesne nurses took courses in public health, a field that Dean Tobin termed "the new concept of nursing." Public health would be from that time forward an idea shaping the school's aspirations as well as an important component of the knowledge that nursing graduates gained at Duquesne.

In September 1975, the MSN (Master of Science in Nursing) degree program was launched, and in 1994, the School of Nursing began a PhD program. Three years later, that doctoral program was the nation's first online nursing doctorate, a change that put a PhD in nursing within reach of

nurses everywhere. The online Doctor of Nursing Practice (DNP) program was added in 2008. Thus the pioneering spirit of the founders has lived on in the innovative approaches to providing access to graduate nursing education to men and women irrespective of schedules, family commitments or location.

The dynamic evolution of technology has been embraced by the faculty as a critical component of our educational endeavors. The School's Irene Fritzky Nursing Lab contains high fidelity human simulation models along with supporting video and digital technologies that enable learning in a low-risk environment. Digitally delivered feedback fosters learning, as well as teaching, and enables students to be active participants in the evaluation of their advancement.

The School of Nursing has always endeavored to anticipate needs and realign the nursing curriculum to meet them. Both the undergraduate and graduate curriculums are imbued with ideas derived from the Synergy Model for Patient Care created by the American Association of Critical Care Nurses, an innovative patient and family-centered approach to determining a nurse's characteristics and competencies.

Since 2004 a community-based orientation to health promotion and disease prevention has been implemented throughout the communities of Pittsburgh. This focus on community health and primary care is not only an alternative to the illness-centered approach of nursing education, but sensitizes our undergraduate students to a broad base of health care needs and enables them to focus on patient care outside the hospital setting.

Service to the poor and underserved ranks high on the list of the School of Nursing accomplishments, and the Nurse-Managed Wellness Center (NMWC) embodies the School's spirit of service. Since 1994, the NMWC has placed students and volunteers in clinical sites in neighborhoods throughout Pittsburgh where they promote wellness and disease prevention among older adults.

The School of Nursing is taking a leadership role in the struggle for justice and equity in health care with the creation of The Jacques Laval Endowed Chair in Justice for Vulnerable Populations. The annual Rita M. McGinley Symposium is a national forum for health care professionals to explore ideas related to the catholic tradition of social justice and to share ideas for alleviating disparities in health care.

That commitment to serving vulnerable and underserved populations shows in other ways such as when students in graduate-level forensic nursing courses work with clients in homeless shelters, jails and food banks, or when undergraduate students, through an agreement with UPOLI, make annual trips to a Managua barrio for a community-based nursing experience.

MISSION STATEMENT

The purpose of the School of Nursing is to prepare nurses to practice professional nursing to meet the dynamic health care needs of individuals, families, groups, and communities. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, and population-based care in collaboration with a variety of health care systems.

PHILOSOPHY

The faculty believes that nursing is a human science profession and an academic discipline that focuses on the diagnosis and treatment of human responses to actual or potential health problems. We believe the client, conceptualized as an individual, family, group or community, is the focus of the professional nurse. We believe each client and member of the School of Nursing community is unique and holds values and beliefs reflective of their own culture, sense of spirituality, and life experiences.

Congruent with the Synergy Model of Patient Care (American Association of Critical Care Nurses, 2012) <http://www.aacn.org/wd/certifications/content/synmodel.pcms?menu=>, the faculty believes that there are core competencies that enable a nurse to provide “safe passage” for clients. The core competencies are the basis of the nurse’s ability to provide, design, manage and coordinate caring practices. These core competencies are: clinical judgment, advocacy, caring practices, systems thinking, response to diversity, facilitation of learning, clinical inquiry, and collaboration. Duquesne University School of Nursing is one of the first to integrate this conceptual framework into undergraduate and graduate course work.

The faculty believes that together we serve students by being strong role models through commitment to excellence as teachers, scholars, clinicians, and learners. The faculty is dedicated to cultivating a sense of professional empowerment, a desire for life-long learning, and a passion for social justice as a way of being in our school and as an integral part of our school community. An innovative curriculum, based on the changing health and socio-cultural needs of populations and the health care delivery system, is integral to the commitment of the faculty to students’ learning and development.

The faculty believes that we all learn best when actively engaged in the learning process. The faculty desires to work with students as a community of learners in which all function at a high level of accountability, flexibility and integrity. In that way, a true learning environment can be created that fosters the exchange of diverse ideas and opinions and advances collaboration. In such a learning community, progress can be anticipated and the efficient use of technology can be assessed and incorporated into the total health care environment. An appropriate balance between technology and aspects of human touch and caring is sought.

VALUE STATEMENT OF INCLUSION

Duquesne University School of Nursing creates an environment that values a culture of inclusion and openness for faculty, staff and students, and its community partners in pursuit of teaching/learning, scholarship, research and services both locally and globally.

SCHOOL OF NURSING CONCEPTUAL FRAMEWORK

The curriculum flows logically from the conceptual framework originally developed by the American Association of Critical Care Nurses (www.aacn.org). The Synergy Model suggests that patient outcomes are enhanced when the nurses' competencies are compatible with the characteristics or needs of the patient. When applied in the educational system, the center of attention for the model is the students and their learning. In the academic environment, developmental needs of the students are advanced when faculty competencies are aligned with the learning needs of nursing students. The competencies of the nurse identified in the model are those the faculty envisions as essential to the success of the nurses' interventions. Underlying all of the nurses' competencies is the unique contribution of nurses to provide "safe passage" for patients and their families through the health care environment. According to Curly (1998) these competencies are:

1. Clinical judgment – clinical reasoning that underpins decision-making in clinical practice, includes the assessment of given patient care situations, and nursing skill.
2. Advocacy and moral agency – representing the interests of the "other" and identifying and working to manage or explain ethical and clinical concerns. This dimension acknowledges the unique trust inherent in the nurse patient relationship.
3. Caring practices – constellation of nursing activities that are responsive to the uniqueness of the patient, family, group and community and create a therapeutic environment. Caring practices include: vigilance, engagement and responsiveness.
4. Facilitation of learning – ability to use self to maximize patients' learning.
5. Collaboration – working with others to promote and encourage each person's contribution to achieving optimal goals for the patient. This includes intra and interdisciplinary work.
6. Systems thinking – appreciating the care environment and the interrelationships within and across health care systems.
7. Response to diversity – sensitive to recognize, appreciate, and incorporate differences between and among people along multiple dimensions in the provision of care.
8. Clinical inquiry – process of questioning and evaluating practice, assessing evidence base of practice and innovating through research and learning.

OFFICE OF STUDENT SERVICES

At Duquesne, service to students is an honored tradition. The Office of Student Services provides services to and programming for students that support retention and expeditious progression through the program of studies. All graduate students begin with a New Student Orientation Program, a required residency experience in May at the start of the program. This comprehensive orientation provides students with the necessary tools and guidance to become a successful online student in the School of Nursing. The Graduate Academic Advisor provides comprehensive, ongoing support to all students for a variety of issues such as program planning, academic progression, and financial aid. All graduate students are assigned a faculty mentor who is available to assist with academic concerns and professional/career development.

IRENE FRITZKY NURSING LABORATORY

The Irene Fritzky Nursing lab houses a wide variety of instructional facilities, including computer-controlled medical mannequins and human patient simulators. These high tech simulators are used in learning situations such as assessment, interventions, and leadership roles for the advanced practice nurse. Students utilize the nursing lab during the program specific campus residencies.

RESOURCES

- [Computing and Technology Services](#) offers student support for Blackboard Course Management issues.
- [University Writing Center](#) offers online writing support.
- [Gumberg Library](#) offers extensive support with health care resources/investigation.
- [Financial Aid](#)

NURSING CENTERS

[Nurse-Managed Wellness Center](#)

The mission of the Nurse-Managed Wellness Center is to provide wellness oriented health care services to vulnerable populations. The goal is to deliver holistic and culturally competent care that promotes health, functioning, and quality of life.

[Center for Nursing Research](#)

The mission of the Center for Nursing Research is to provide support services to faculty and students that facilitate research development and promote research and scholarly productivity. The Center is dedicated to creating an environment in the School of Nursing that is conducive to research, scholarship, and the advancement of nursing science.

[Center for Health Care Diversity](#)

The Center for Health Care Diversity addresses issues of equity and diversity for meeting the health care needs of minority populations through community nursing focused research, education and training of nurses, health policy development, and community service.

LIST OF GRADUATE DEGREES AND CERTIFICATES:

D.N.P., Doctor of Nursing Practice

M.S.N., Master of Science in Nursing

Ph.D., Doctor of Philosophy

P.M.C., Post-Master's Certificate

DOCTOR OF NURSING PRACTICE (DNP)

The online Doctor of Nursing Practice degree enables the graduates to transform the health care delivery system and design new systems to improve the context in which health care is offered. Nurses prepared at the DNP level will function from a strong evidence based foundation, effectively assessing health care policy, organizational effectiveness, and economic trends in health care to design new models for patient care services. The practice doctorate is designed for nurses seeking a terminal degree in nursing practice, and offers an alternative to research focused doctoral programs.

Capstone Project

The Capstone Project is an integral part of the total program of study as well as the culminating activity. The project will represent an original application of knowledge in the area of student specialization. The practice and project must be evidence based, and should involve a population, program, system, or clinical intervention of the health system. Particular attention will be directed at the analysis and evaluation of the transformation of the student's practice.

Program Outcomes

The graduate of the DNP program will:

1. Demonstrate effective clinical judgment through the synthesis and interpretation of multiple data sources, and the efficient use of multidisciplinary collaborative approaches (Clinical Judgment).
2. Function as a moral advocate for patients, families and communities advancing their empowerment in complex situations (Moral Advocacy).
3. Role model astute awareness of patient and family needs, anticipating their changing requirements and ensuring patient comfort and safety in all care planning (Caring Practices).
4. Actively seek opportunities to teach, mentor and facilitate the professional development of colleagues (Facilitates Learning).
5. Develops, integrates and fosters strategies to address issues within the system to enhance patient care services, and outcomes (Collaboration).
6. Integrate system wide responses to health care diversity requirements among patients, and the staff (Systems Thinking).
7. Creatively develop educational programs for the system to address patient needs, staff development and student achievement (Facilitates Learning).

8. Foster the exploration of new knowledge to address issues in the delivery of health care, especially nursing care (Clinical Inquiry).
9. Advocate culturally competent environments and systems of care (Response to Diversity).
10. Sponsor and role model ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems (Moral Advocacy).

Admission Criteria (summer start only)

The application procedures are the same for each certificate. The admissions process for nursing graduate studies is handled exclusively by the School of Nursing.

1. Current unencumbered license as a Registered Nurse
2. A bachelor of science in nursing degree
3. A master's degree with a GPA of 3.5 or higher. A master of science in nursing is preferred. Applicants who hold a non-nursing master's degree will be evaluated for admission on an individual basis. This process may entail review of a portfolio or other evaluative mechanisms, and may require completion of some masters level nursing course(s).
4. Prerequisite courses:
Undergraduate or Graduate course in Statistics (3 credits)
Graduate course in Nursing Research Methods (3 credits)
5. Current certifications (if applicable)

Note: Where a legal certification is necessary to practice in an advanced role, as with nurse practitioners, the student must hold that certification. In other areas where such a legal certification is not required for practice, such as forensic nurses, clinical specialists, and nurse educators, certification is not required.

Should a student wish to change the specialty area, e.g. from a clinical nurse specialist to a nurse practitioner, that student would be required to complete a post-master's certificate in the clinical specialty before applying to the DNP Program.

6. Phone interview with a DNP Admissions Committee member.
7. Mandatory attendance at the on-campus Doctoral Week in May, if accepted into the program.

MASTER OF SCIENCE IN NURSING (MSN), FAMILY NURSE PRACTITIONER

The online Master of Science in Nursing degree prepares advanced practice nurses to function as family nurse practitioners (FNP). A graduate of the program is eligible for certification and licensure as a Certified Registered Nurse Practitioner (CRNP). Graduates are eligible to take either the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner certification examination.

This program can be completed on a full-time (6 credits per semester) or part-time basis. After being accepted for admission to the MSN program, each student is assigned a faculty advisor who will assist the student in completion of a Program Plan. To complete this program, students must complete 21 credits of FNP course work in addition to core and MSN clinical requirements. Students have up to five years to complete the program. Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program.

Although the program is offered online, certain courses require a one week campus visit in November. In addition, new students must attend a mandatory orientation on campus for two days in May.

MASTER OF SCIENCE IN NURSING (MSN), FORENSIC NURSING

The MSN in forensic nursing program prepares students for an advanced practice forensic role. Our broad-based forensic curriculum allows students to apply advanced practice knowledge in order to have an impact on care in a wide variety of settings. Graduates function not only as practitioners in forensic nursing but also as leaders in this emerging specialty area. They are creating hospital-based programs, designing educational curricula and helping to enact new policy initiative at the local, state and national levels.

Our master's in forensic nursing program teaches skills for healing wounds, as well as skills for helping law enforcement and legal professionals do their jobs effectively. In addition, if you are interested in obtaining a doctorate in nursing, our PhD and DNP programs are among the few programs anywhere to offer a forensic focus.

The program is offered in collaboration with the Cyril H. Wecht Institute of Forensic Science and Law in the School of Law at Duquesne University.

Degree requirements may be completed on a full-time (6 credits per semester) or part-time basis. After being accepted for admission to the MSN program, each student is assigned a faculty advisor who will assist the student in completion of a Program Plan. Students have up to five years to complete the program. New students must attend a mandatory orientation on campus for two days in May.

MASTER OF SCIENCE IN NURSING (MSN), NURSING EDUCATION

This online Master of Science in Nursing degree with a concentration in nursing education prepares nurses to teach patients and families, nursing students, nursing staff and health maintenance consumers. Through specialized course work, students gain necessary teaching skills to prepare them to become nurse educators, a complex role that requires high levels of pedagogical and clinical competency. The nursing education track requires students to complete 15 credits in nursing education as well as required MSN program and clinical core courses.

The Master of Science in Nursing degree requirements can be completed on a full-time (6 credits per semester) or part-time basis. After being accepted for admission to the MSN program, each student is assigned a faculty advisor who will assist the student in completion of a Program Plan. Students have up to five years to complete the program.

Although the program is offered online, certain courses require a one week campus visit in November. In addition, new students must attend a mandatory orientation on campus for two days in May.

INTEGRATIVE PAPER FOR ALL MSN SPECIALITIES

All MSN students will complete an integrative, publishable paper based on their designated specialty.

ADMISSION CRITERIA FOR ALL MSN PROGRAMS

The application procedures are the same for each specialty. The admissions process for nursing graduate studies is handled exclusively by the School of Nursing.

1. Current unencumbered license as a Registered Nurse
2. A baccalaureate degree in nursing from an accredited nursing program
3. A BSN QPA of 3.0 or higher on a 4.0 scale
4. A minimum of 1 year full-time work experience as a registered nurse is required prior to registration in clinical or specialty courses
5. An interview with faculty may be required (in person, online or by phone)

Prerequisites

- Undergraduate statistics course
- Undergraduate physical assessment course required for the Family Nurse Practitioner and Nursing Education programs
- Computer literacy (including the ability to send and download attachments) or completed courses in word processing, spreadsheet, database management and presentation graphics

Transfer Credits (Advanced Standing)

1. A maximum of 9 MSN level credits from an accredited university and approved nursing program may be transferred.
2. Transfer credits must meet the following criteria:

- a. Minimum grade of "B" or higher
 - b. May not have been applied to a previous degree
 - c. Taken within the past 5 years
3. Procedure for requesting Transfer Credits:
- a. Complete the Request for Advanced Standing form.
 - b. Request official transcript(s) for all requested transfer courses.
 - c. Submit the Request for Advanced Standing form, the official transcript(s), and the course syllabus with other application materials.
 - d. All requests will be evaluated by the Graduate Admissions Committee.

DOCTOR OF PHILOSOPHY IN NURSING (PHD)

Overview

In 1994, a doctor of philosophy (PhD) in nursing program of part-time, evening course work was initiated for students with work or family commitments that prohibited full-time study. In 1997, coinciding with an expanding international role, the School of Nursing decided to make the program available to nurses throughout the United States and abroad. With the encouragement of the Duquesne University provost and president, the School of Nursing began a distance learning experiment, admitting a class of doctoral students with the guarantee that all their required courses could be completed online. The project was so successful that the School of Nursing continued to offer the program online.

Since 1997, Duquesne University's PhD Program in Nursing has had the unique distinction of being the first completely online PhD nursing program in the country. The PhD curriculum reflects not only the national trends in nursing research, but also the faculty research agenda including vulnerable populations, health diversity, and healing within chronic illness. Applied research courses in both qualitative and quantitative methodologies have been added to further prepare students to function as independent researchers upon graduation. Pre-doctoral funding will be emphasized early on in the program. Courses (cognates) to supplement the student's dissertation study have been developed and will also be offered online. The curriculum is research-focused and designed to prepare students for a lifetime of intellectual inquiry, creative scholarship, and research.

Program Outcomes

The overall purpose of the PhD in Nursing Program is to prepare graduates for a lifetime of intellectual inquiry, creative scholarship, and research. Graduates of the program will be competent in research, scholarship, and leadership within the profession of nursing. The graduate must possess and demonstrate specific competencies. These include the ability to:

1. Function as an independent researcher and conduct original research that builds upon prior research and expands the science of nursing.
2. Integrate theoretical frameworks and research finding from other disciplines to enhance the practice of professional nursing.
3. Produce scholarly work that contributes to the science and profession of nursing by communicating creative solutions to problems in nursing and health care.
4. Demonstrate leadership and collaborative strategies to reduce health care disparities on a local, national, and international level.
5. Help improve the health of the community by generating new evidence for nursing practice that solves problems related to health care delivery.
6. Evaluate issues that affect health care and advocate for change in health care policies based on evidence and the principles of social justice.

Focus Areas

The PhD program focuses on the development of expertise in research that supports students in enhancing the distinct body of knowledge that advances nursing practice. Major focus areas for research include, but are not limited to, vulnerable populations, cultural competence, forensics, social justice and health promotion.

PhD students have focused on a wide variety of specializations, such as transcultural, forensics, and oncology. They work closely with a faculty mentor who has similar research goals to develop their plan of research. We would encourage any prospective student to contact a member of our PhD faculty to discuss their specific interests.

PhD Dissertation

The PhD dissertation is a summation of original research, conducted solely by the candidate on a topic of significance to the development of nursing science. Upon successful defense of a dissertation proposal, a student begins conducting dissertation research. A committee comprising of School of Nursing faculty, as well as external members, directs and evaluates the research and writing of each candidate's dissertation.

On-campus Residency

Students must attend the mandatory on-campus Doctoral Week in May while completing their required coursework, a period that varies from 2-4 years. During that week, students meet with faculty advisors, attend lectures by visiting professors, participate in seminars for required courses, complete examinations, and participate in program evaluation. First-time PhD students will begin a 1-credit introductory course.

Admission Criteria (summer start only)

The admissions process for nursing graduate studies is handled exclusively by the School of Nursing.

1. Current unencumbered license as a Registered Nurse
2. A bachelor of science in nursing degree
3. A master's degree. (A master of science in nursing is preferred, with a cumulative grade point average of 3.5 or higher on a 4.0 scale. Applicants without a master's degree in nursing may be required to take additional nursing courses.)
4. Prerequisite courses:
 - * Graduate course in Statistics (6 credits) - see FAQs
 - * Graduate course in Nursing Theory (3 credits)
 - * Graduate course in Nursing Research Methods (3 credits)
 - * Computer literacy or completed courses in word processing, spreadsheet, database management, and presentation graphics
5. Successful phone interview with PhD Admissions Committee member.
6. Mandatory attendance at the on-campus Doctoral Week in May, if accepted into the program.

POST-MASTER'S CERTIFICATE, FAMILY NURSE PRACTITIONER

The online Post Master's Certificate FNP Clinical Specialty prepares advanced practice nurses to function as family nurse practitioners (FNP). A graduate of the program is eligible for certification and licensure as a Certified Registered Nurse Practitioner (CRNP). Graduates are eligible to take either the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC) certification examination.

This 33-credit program can be completed on a full-time (6 credits) or part-time basis. After being accepted for admission to the Post-Master's Certificate Family Nurse Practitioner Program, each student is assigned a faculty advisor who will assist the student in completion of a Program Plan. To complete this program, students must complete 21 credits of FNP course work in addition to core and MSN clinical requirements. Students have up to five years to complete the program. Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program.

Although the program is offered online, certain courses require a one week campus visit in November.

POST-MASTER'S CERTIFICATE, FORENSIC NURSING

The forensic nursing 24-credit program prepares nurses at the advanced practice level in many areas of forensics. At the advanced practice level, nurses impact social policy, health care initiatives, education, research and practice.

Forensic nurses practice in many clinical areas. Some examples include:

- sexual assault nurse
- nurse coroner
- nurse investigator
- forensic psychiatric nurse
- forensic correctional/institutional nurse
- clinical nurse specialist
- legal nurse consultant
- expert witness

The program is part of a collaborative effort with The Cyril H. Wecht Institute of Forensic Science and Law and other forensic programs at Duquesne University.

Objectives

- Apply the principles of law and forensic science to the practice of nursing.
- Develop and incorporate a collaborative approach with other disciplines in planning the care of victims of violence and/or the perpetrator.

- Demonstrate leadership in forensic nursing through active participation in health care policy and professional organizations and by developing roles for forensic nurses in all areas of practice.

POST-MASTER'S CERTIFICATE, NURSING EDUCATION

The crucial need for nursing educators in expanding and complex nursing roles requires preparation in innovative techniques for nursing education. This 25-credit certificate program prepares nurses to teach patients and families, nursing students, nursing staff and health maintenance consumers.

Objectives

- Adapt the curriculum process to targeted learning groups, such as professional nursing students, staff nurses, patients, and health maintenance consumers.
- Cultivate effective presentation skills.
- Match teaching strategies with targeted learning groups.
- Design evaluation tools for targeted learning groups.

POST-MASTER'S CERTIFICATE, TRANSCULTURAL NURSING

This 24-credit certificate was designed to prepare students to use transcultural nursing theories, models and approaches in both research and the practice settings. Participants will engage in inquiry related to transcultural nursing care phenomena and more specifically with vulnerable populations in the context of social justice. This certificate also prepares students to take the certification exam offered by the Transcultural Nursing Society. The certificate program may also be taken in conjunction with the PhD program.

Objectives

- Provide culturally relevant nursing care to individuals, families, and target populations.
- Apply principles of transcultural nursing and health care within various nursing practice roles.
- Describe approaches that emphasize cultural competence in nursing and health care research.

ADMISSION CRITERIA FOR ALL POST-MASTER'S CERTIFICATES:

The application procedures are the same for each certificate. The admissions process for nursing graduate studies is handled exclusively by the School of Nursing.

- Master of Science in Nursing degree
- Current unencumbered license as a Registered Nurse
- Prerequisite course: Physical Assessment (if applying to the Family Nurse Practitioner program)

▪ **RANGOS SCHOOL OF HEALTH SCIENCES**

Administration

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List of Graduate Degrees offered

[Health Management Systems – M.H.M.S.](#)

Health Sciences – M.S.

[Occupational Therapy – M.S.](#)

[Physical Therapy – D.P.T.](#)

[Physician Assistant Studies – M.P.A.S.](#)

Rehabilitation Science – Ph.D.

Mission and Philosophy

The Mission of the PhD program in Rehabilitation Science at Duquesne University is to prepare outstanding Orthopedic/Sports Medicine rehabilitation practitioners to become leaders in their respective fields as educators and scholars who are capable of completing and communicating unique independent research that contributes to the advancement of their profession.

Graduates of the program will be prepared to initiate a career in academia.

History of the School

The Ph.D. program in Rehabilitation Science is housed in the Rangos School of Health Sciences. The inception of the program was a result of the efforts of Dr. David Somers and Dean Jerome Martin. The program was approved by the Pennsylvania Department of Education in the Fall of 2000 and the first student was admitted in 2001. The initial focus of the program encompassed a curriculum spanning the wide spectrum of disciplines that comprise Health Science. The program's focus has since been refined and is concentrated in the domain of orthopedics and clinical biomechanics.

The Rangos School of Health Sciences has a distinguished history -- On January 29, 1990, Dr. John E. Murray, Jr., then President of Duquesne University, announced that the John G. Rangos, Sr. School of Health Sciences was being created to "graduate professionals who will provide

assistance to people in maintaining their physical well-being. It will make them more self-sufficient physically and provide great hope for their futures. It meets an overwhelming societal need and it enlarges opportunities for students at Duquesne. In serving the citizens of Western Pennsylvania and our students, this initiative is precisely in accordance with the purposes of Duquesne University." The Rangos School of Health Sciences was Duquesne's first new School since 1937.

On March 18, 1991, Mr. John G. Rangos, Sr., President and Chief Executive Officer of Chambers Development Company, Inc.; The John G. Rangos Charitable Foundation; and the Chambers Development Charitable Foundation, made a major gift to Duquesne University in support of the School of Health Sciences. In recognition of that gift, Dr. Murray announced the School would be named the John G. Rangos, Sr. School of Health Sciences (RSHS).

In September 1991, the first freshmen were admitted to the athletic training, health management systems, occupational therapy, perfusion technology, physical therapy and physician assistant programs; students were also admitted into the professional phase of the physical therapy program. In May 1992, the professional/accredited phase of the physician assistant program was initiated and in September 1992, the professional phase of the athletic training and occupational therapy programs were implemented. In September 1993, the health management systems professional phase was implemented. During the 1993-1994 academic year, the RSHS became fully operational. Approximately 700 students were enrolled from the freshman year through the fifth year of the entry-level master's degree programs. In September 1996, the first freshmen were admitted into the speech-language pathology program. In September 1998 the professional phase of the speech-language pathology program was inaugurated. In May 2002, the last class of perfusion technologists graduated from the perfusion technology program.

Duquesne University is proud of its association with regional health care organizations which provide unique clinical experiences for health sciences students. In addition, many private practitioner groups have contributed significantly to the development of the RSHS. A complete listing of RSHS clinical affiliation sites is available in the Office of the Dean.

Facilities, Labs, Equipment

The Kristen L. McMaster's Biomechanics Laboratory, located on the second floor in the Rangos School of Health Sciences, is equipped with contemporary biomechanics research equipment including: two electromagnetic motion analysis systems, optical cameras, telemetry EMG, force plate, electrogoniometer, foot switches, pressure sensors, knee arthrometer, digital inclinometers and a custom built perturbation device. The Exercise Physiology Laboratory located in Fisher Hall provides additional space and equipment that may be utilized for research purposes. Highlights include an isokinetic dynamometer, upper and lower body ergometers, treadmill and metabolic cart.

Centers and Institutes

We do not have any specific Centers or Institutes

Admission Requirements

An entry-level Doctor of Physical Therapy degree or a master's degree in athletic training, occupational therapy, physical therapy or related field.

Recommended to have a license to practice physical therapy, athletic training or respective discipline (e.g. Occupational Therapy; Physician Assistant) in Pennsylvania or be eligible for a license to practice in Pennsylvania

Two years of professional experience.

Additional Requirements:

1. Submission of a professional statement that details the applicant's educational and career goals.
2. Prospective students must identify a faculty member within the department of Athletic Training or Physical Therapy whom they wish to serve as their Faculty Advisor.
3. Three letters of recommendation detailing your qualifications to enter advanced graduate education, qualifications as a clinician and your abilities/potential for research.
4. A minimum combined score of 1000 on the Math and Verbal sections of the GRE.
5. Official copies of all undergraduate and graduate college transcripts sent directly from the institution(s) to Duquesne University.
6. If English is a foreign language for the applicant, the Test of English as a Foreign Language (TOEFL) is required, and the student must score a minimum of 550 on the examination which has been taken within one year of application.

Academic Policies

Grade Achievement

Students enrolled in the PhD program in Rehabilitation Science must achieve a minimum of a 'B' grade in all coursework where letter grades are issued and a 'P' grade for coursework which is classified as Pass/Fail. A student may be dismissed from the program if two grades or more below a 'B' or the designation of an 'N' are received. Students who achieve lower than a 'C' in a course where letter grades are issued will be academically dismissed.

The following grading system is in effect for the PhD program:

- | | |
|---|--|
| A | Distinguished scholarly work |
| B | Normal progress toward degree |
| C | Warning. The student is subject to departmental action including dismissal. Course must be repeated. |

- F Failure. A student achieving an 'F' will be academically dismissed from the program.
- I Incomplete. A student who is unable to complete course work for any reason has a right to discuss with the course instructor, the possibility of receiving an incomplete ("I") in a class, provided that 70% of the course work has been completed. A student has up to one year from the end of the semester of enrollment in the course (last day of finals per academic calendar) to complete the work that resulted in the assignment of an 'I'. Failure to complete requirements of the respective course within one year will result in the 'I' being converted to a letter grade of 'F'. A student may not graduate with an 'I' on his/her record.
- W Official Withdrawal
- P Pass. Used in certain courses without quality points.
- N Not-Passing (Used to indicate failure in a Pass/Not Pass or Pass/Fail graded course; is independent of the Quality Point System).
- CG Contested Grade (Used when there is a question of academic dishonesty).
- LG Late Grade (Used to indicate that grade was not reported by faculty in time for the semester grade report sent to student).
- X Used to indicate that although the student continued to appear on rosters, the student never attended class.

Course Withdrawal

Withdrawal from a course must be approved by the Faculty Advisor and be consistent with the dates published by the University for withdrawal. If a student wishes to withdraw from a course after the date published by the University, he/she must present valid reasons and have approval of the Faculty Advisor and the PhD Program Director. If approval is granted, the student will submit the appropriate form to the RSHS Office of the Dean. A student who is not granted approval of the request for withdrawal and unofficially withdraws from the course will receive an "F" grade for the course and be dismissed from the Graduate Program. Refunds are not granted for course withdrawals, except in the case of a complete withdrawal from the University and according to the published refund schedule found in the "Schedule of Classes".

Complete Withdrawal from the University

Students wishing to withdraw from the University should contact their Faculty Advisor. When withdrawing from the University on or after the first day of class, a student may receive a refund of part of the tuition charged for the semester in accordance with the Tuition Refund Schedule. The effective date of withdrawal for determining the percent of refund is that on which the appropriate academic dean was notified in writing of the student's decision to withdraw. It is also the recorded date of the student's separation from the University and is regarded as the last day of attendance. When a student's attendance is involuntarily terminated because of personal disability arising from injury or illness,

any remission of tuition beyond what is described in the Tuition Refund Schedule is subject to the approval of the Academic Dean, the Vice President for Academic Affairs, and the Vice President for Management and Business.

Continuous registration

A graduate student who is not registered for course or dissertation credits, but who is working toward the PhD degree must register in each semester for continuous registration and pay the assigned fee. This policy applies to a student who is studying for or preparing for the Comprehensive Academic Project while not taking course for credit, completing a dissertation or applying for graduation. Continuous registration does not apply to a student who is on a leave of absence.

Cancellation of a Course

Duquesne University makes every effort to offer courses that were determined jointly between the graduate student and his/her Faculty Advisor. However, the University and/or Program Director reserves the right to make changes or cancel courses in the academic schedule.

Change of Schedule (Drop/Add)

Students requiring a change of class schedule are permitted to do so through the end of the add/drop period (labeled as Final Registration) as indicated in the Academic Calendar. All schedule changes must be approved by the faculty advisor. Courses dropped after the add/drop deadline are classified as course withdrawals.

Leave of Absence

Under special circumstances, a student who is a degree candidate may be given a leave of absence. The leave of absence will only be granted with unanimous approval of the Faculty Advisor, the Program Director, and the Dean. A request for a leave of absence, with specific time limitations, must be submitted to the Faculty Advisor and Program Director in writing. If approval is granted, the student's letter and verification from the Program Director will be submitted to the Dean. If the request is approved by the Dean, the graduate program will register the student for "Leave of Absence". The student may return to the program after the time stipulated in the leave of absence approval letter. A student requesting a leave of absence may not be registered for courses or dissertation credits, have an 'I' grade on his/her record, plan to present their Comprehensive Academic Project or graduate during this leave of absence.

Inactive Status / Readmission

A student will be transferred to inactive status if any of the following conditions exist:

- The student has not registered for at least one course or has not registered for at least one dissertation credit, or
- The student has not maintained continuous registration, or
- The student has been granted a Leave of Absence.

If the student wishes to be readmitted to the graduate program, he/she must file for readmission before being permitted to register again. Readmission is by no means automatic; compelling circumstances must be presented to justify interruption of the program that was not granted a leave of absence. Readmission requires approval by the Faculty Advisor, Program Director and Dean of the School.

Residency

The RSHS PhD faculty believes that the PhD student will derive maximum benefits from the program when he/she maintains fulltime study (9 credit hours per semester). The minimum residency requirement is two contiguous semesters (excluding Summer term) of full time study. The residency requirement must be met before the student is eligible for the comprehensive academic project.

Tuition Stipends / Graduate Assistantships

As funds permit, tuition stipends may be made available to PhD students and doctoral candidates who demonstrate normal or better progress towards fulfilling degree requirements. Further, depending upon the student's area of focus and qualifications, additional funds may be available in the form of a graduate assistantship. Assistantship possibilities include but are not limited to teaching and scholarship related activities.

Statute of Limitations

The student is expected to complete all course work and the comprehensive academic project within 5 calendar years from the date of first registration in the doctoral program. All requirements for the Ph.D. degree must be completed within 8 calendar years of enrollment. (Example: If first registration is August 2010, the eight-year limit expires August, 2018). When extenuating circumstances warrant, a student in good academic standing may request one extension of the degree time limit for a definite, stated period of time of up to one year. The student must submit a written request for an extension to his/her Faculty Advisor. The request should detail the specific circumstances that necessitate the extension. The request must be approved by the student's Program or Dissertation Committee (whichever committee is current), the PhD Program Director and the Dean.

Graduation Requirements

The candidate for a University degree must be a person of good moral character who has satisfactorily completed all academic requirements for the degree program and, in addition, has the recommendation of the appropriate Academic Dean, filed the Application for the University Degree with the Office of the Registrar on or before the latest date to apply for graduation as announced in the Academic Calendar, and satisfied all financial obligations with the University.

Semester Grade Reports

Student's grades are available for viewing on DORI.

Transcripts

Transcripts may be obtained by following the instructions on the Registrar's web page.

Confidentiality of Student Records

The University regards the student's personal information and academic record as a matter of confidence between the student and the University. The contents of either may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438, as amended).

Change of Address

It is the responsibility of the student to maintain a correct permanent and local address with the office of the registrar, and the RSHS Office of the Dean. Forms for change of address can be obtained in the RSHS Office of the Dean.

Graduate Program

- **Name of program**

Ph.D. Program in Rehabilitation Science

- **Brief description**

The PhD program in Rehabilitation Science is a specialized curriculum in Orthopedics & Clinical Biomechanics. The curriculum is an integrative endeavor of the departments of Athletic Training, Physical Therapy and Occupational Therapy. The academic course of study and the research focus are designed to meet the academic needs of the student and the collaborative research initiatives of the student and faculty. Graduates of the program will be productive members of the academic community who are engaged in teaching, research and scholarship.

- **Program requirements**

The student will complete a minimum of 54 credit hours of coursework (excluding dissertation credits) including a minimum of 36 credit hours of coursework taken on the Duquesne University campus. Total program is a minimum of 72 credit hours. The specific blend of coursework will be dependent upon the details and scope of the current undertaking as well as the past educational and professional experiences of the student.

Coursework is categorized in different domains. Required courses are indicated with an asterisk (*).

1. Research Design and Statistics

Research Methods* ‡	3 credits
Statistics I*	3 credits
Statistics II*	3 credits
Statistics III*	3 credits
Qualitative Research*	3 credits
Clinical Outcomes & Evidence Based Practice Research	3-6 credits

2. Anatomy Courses

Specialized Topics in Anatomy I*	3 credits
Specialized Topics in Anatomy II	3 credits

3. Concentration Courses

Orthopedics & Biomechanics – Overview*	3 credits
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Orthopedics & Biomechanics of the Upper Limb – Shoulder	3 credits
Orthopedics & Biomechanics of the Upper Limb – Elbow	3 credits
Orthopedics & Biomechanics of the Upper Limb – Wrist and Hand	3 credits
Orthopedics & Biomechanics of the Lower Limb – Hip	3 credits
Orthopedics & Biomechanics of the Lower Limb – Knee	3 credits
Orthopedics & Biomechanics of the Lower Limb – Ankle and Foot	3 credits
Prevention of Musculoskeletal Injury	3 credits
Musculoskeletal Biomechanics	3 credits
Integrative Biomechanics of the Lower Limb	3 credits
Physical and Therapeutic Modalities	3 credits
Bioinstrumentation	3 credits
Seminar in Orthopedics & Sports Medicine*	1 credit
Supervised Research*	1-3 credits
Directed Research*	1-3 credits
4. Independent Study Courses	
Independent Study I	1-3 credits
Independent Study II	1-3 credits
Independent Study III	1-3 credits
5. Electives	
Neuroscience	4 credits
Scientific Writing	3 credits
Grant Writing	3 credits
Motor Learning†	3 credits
6. Education Courses	
Theories of Teaching & Learning*	3 credits
Technology and Education	3 credits
Psychology of Learning	3 credits
Teaching Practicum I*	3 credits
7. Dissertation Courses	
Dissertation I*	9 credits
Dissertation II*	9 credits

*Required Course

†Course available through Pittsburgh Council on Higher Education

‡ GREV 511 or GREV 701

Comprehensive Academic Project

The Comprehensive Academic Project (CAP) is intended to serve a role similar to that of a traditional comprehensive or qualifying examination. The CAP is an academic experience that requires the student to demonstrate his or her depth and breadth of knowledge relevant to his or her specific concentration of study in Orthopedics and Clinical Biomechanics. The CAP will take place after all required course work is completed but before the dissertation proposal. The CAP will consist of both a written and an oral component. To proceed to candidacy, the student must pass both written and oral portions of the CAP. The written component consists of a typed manuscript written by the student in journal format, which describes a formal supervised or directed research endeavor the student experienced during his or her studies within the Rehabilitation Sciences Ph.D. program at Duquesne University. The required quality of the paper must be at a sufficiently high enough level that it may be submitted to a peer reviewed scientific journal with a reasonable chance of being accepted. The oral component must consist of a public presentation to members of the student's Program Committee and will be open to Duquesne University faculty, and students. The general format of the oral presentation is that of a professional podium presentation followed by questions and answers. The specific project selected for the CAP must be approved by the student's Program Committee prior to commencement of the project. The CAP serves as a measured directive that assesses the student's capability to successfully complete a dissertation. A Master of Science degree in Rehabilitation Science will be issued to all students who have successfully completed all program requirements up to and including the CAP.

Dissertation

Every student is required to complete a written dissertation and to successfully orally present and defend his/her completed dissertation. Every student working on a dissertation must maintain continuous enrollment (register each semester either for credit or for continuous registration) until the dissertation is complete. Students are strongly encouraged to become intimately familiar with dissertation format, procedures and deadlines by visiting the library's website for electronic theses and dissertations.

- Learning Outcomes

By completion of the program, the student will:

Describe the detailed anatomy in his/her area of focused study;

Discuss anatomical structure and function in relation to clinical and research questions;

Apply biomechanical principles to physical assessment and rehabilitation of regional anatomical structures;

Integrate injury prevention and intervention strategies associated with clinical impairment of anatomical regions;

Critique the existing literature that supports interventions and evidenced-based clinical outcomes related to evaluation, treatment and rehabilitation;

Discern the appropriate quantitative and qualitative methods required to comprehensively answer a research question;

Appropriately use statistical methodologies and procedures to interpret data generated by quantitative and qualitative research designs;

Develop and demonstrate content expertise in a specific area of study;

Select and implement the most appropriate educational methodologies to maximize student learning within multiple teaching environments;

Exhibit the principles of sound scientific writing and perform ongoing self-assessment and improvement of his/her writing abilities;

Participate in grant and/or manuscript submission;

Conceive a realistic, multifaceted research agenda that will meaningfully contribute to the scholarly body of knowledge within the student's area of expertise.

- **Policy regarding transfer credit**

A maximum of 18 credits may be transferred into the PhD program. For credits to be considered acceptable, they must stem from a related post-entry level degree and be approved by both the student's program advisor and the PhD Program Director. The student is encouraged to provide all relevant documentation (i.e. syllabi and transcripts) to support his/her case related to the coursework / credits under consideration. Grades earned on transferred work must be equivalent to a 'B' or better. Courses taken on a pass/fail or satisfactory/unsatisfactory basis will be considered on a case by case basis. The program does not accept transfer credit for non-credit courses, including lifetime learning seminars and programs, or courses taken for Continuing Education Units.

BAYER SCHOOL OF NATURAL AND ENVIRONMENTAL SCIENCES

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Graduate Degrees Offered

Doctor of Philosophy Degree, Biology
Doctor of Philosophy Degree, Chemistry
Master of Science Degree, Biology
Master of Science Degree, Biotechnology

Master of Science Degree, Chemistry
Master of Science Degree, Forensic Science and Law
Master of Science in Environmental Science and Management Degree
Certificate, Environmental Management
Certificate, Environmental Science

BSNES Mission

Mission

The Bayer School of Natural and Environmental Sciences serves students by providing a high quality education that emphasizes the synergy between teaching and research, and benefits society by advancing scientific knowledge.

History of the School

History

The School was created in 1994 as a result of the division of the Departments of Biological Sciences, Chemistry and Biochemistry, and Physics from the former College of Liberal Arts and Sciences. In 1995, the School was named in honor of the Bayer Corporation, which chose to support the School for its outstanding accomplishments in both the natural and environmental sciences. The Forensic Science and Law Program was incorporated into the School in 2003 and the Biotechnology program was added in 2008. The School includes the Center for Environmental Research and Education and the Center for Biotechnology.

Facilities, Laboratories, or Equipment to Highlight

- Zeiss high speed confocal microscope live-cell and real-time imaging system
- GE LifeSciences two-dimensional gel electrophoresis system.
- Amersham multi-color fluorescence, phosphorescence, and chemiluminescence imager
- Leica confocal fluorescence microscope
- 400- and 500-MHz Bruker nuclear magnetic resonance spectrometers
- Bruker single crystal x-ray diffractometer
- PANalytical powder x-ray diffractometer
- Cell culture facility
- DNA sequencing facilities, including ABI 3100 and ABI 310 sequencers
- Center of Excellence for Mass Spectrometry, including MALDI-TOF, quadrupole, triple quadrupole, and ICP mass spectrometers
- Hitachi scanning electron microscope (SEM) with Bruker EBS detector
- JEOL transmission electron microscope (TEM) with EDS detector
- Supercomputing facilities

BSNES Centers & Institutes

[The Center for Biotechnology](#) is an interdisciplinary organization of researchers from the Bayer School of Natural and Environmental Sciences, the Mylan School of Pharmacy, , and the Rangos

School of Health Sciences. Its mission is to enhance the innovative development and application of biotechnology through an interdisciplinary, coordinated research effort across the University, thereby contributing to society and the improvement of the quality of life.

The Institute for Computational Sciences is an interdisciplinary organization of faculty members, postdoctoral fellows, graduate and undergraduate students from the Departments of Chemistry and Biochemistry, Physics, Mathematics, and Computer Sciences. The mission of this Institute is to consolidate expertise at Duquesne University that fosters interdisciplinary research in computational sciences, provides novel educational experiences for students, and creates joint funding opportunities.

The Center for Metals in Biological Systems (cMBS) is a multidisciplinary organization comprised of researchers with a common interest in understanding and exploring the natural or medicinal role of metal ions in biological systems. Its mission is to develop and promote expertise in metals in natural and synthetic materials focused on structure-function relationships and the development of new applications. The center is dedicated to foster collaborative research to generate and disseminate new knowledge.

The Center for Microwave and Analytical Chemistry (C/MAC) is a chemical research center founded by Dr. H.M "Skip" Kingston and the Bayer School of Natural and Environmental Sciences. The Center is dedicated to collaborative research, technology transfer and professional education in microwave, environmental, and analytical chemistry, sample preparation and analysis. The Center solves real problems and meets analysis needs through fundamental, practical, and innovative research and then transfers these technologies and methodologies to national and international laboratories and industry.

BSNES Admissions Requirements

Applicants should have an undergraduate degree in the program to which they are applying. Applicants will also be considered on the basis of their intellectual capacity, communication skills, motivation, and if appropriate the aptitude for laboratory research. Applicants with serious undergraduate course deficiencies may be required to correct these prior to admission into the program. Graduate application instructions and deadlines are listed under the appropriate department on the website: <http://www.duq.edu/science/>.

Graduate application materials should be sent to:

**Bayer School of Natural & Environmental Sciences
Duquesne University
600 Forbes Avenue
100 Mellon Hall
Pittsburgh, PA 15282**

Application Requirements:

Only complete applications are reviewed by the Admissions Committee. To apply, please submit:

1. **A completed application form.** Please either download the application form or use the online application link on the department graduate admissions page.
2. **A Statement of Purpose.** This should be approximately 250 words, describing your goals and objectives for enrolling in this program.
3. **Official transcripts in English of all undergraduate and any graduate studies completed.** Ask the Registrar's Office at your undergraduate and graduate colleges/ universities to send the official transcripts.
4. **Three letters of recommendation sent by your listed references to the above address.** In addition, if you are applying to a biology or chemistry program, please also have each reference submit a completed recommendation form, located on the appropriate departmental application instruction webpage.
5. **Official GRE scores submitted directly from ETS.** General test scores are required. Subject GRE test scores are recommended.
6. **Application fees.** The graduate degree program application fee is waived for domestic applicants.
For domestic applicants seeking a non-degree program, there is a \$10 application fee. For international applicants to any Bayer School program, there is a \$40 application processing fee. The M.S. program in Environmental Science and Management has a \$40 application fee for domestic students also. Please pay your application fee with a check or money order in USD made to "Duquesne University."
7. International Students must also submit the following materials:
 - **Official (iBT) TOEFL scores** that are current to one year.
 - **Duquesne University Affidavit of Support Form** completed in full and an official bank statement. The affidavit of support form is a legal document that a student's sponsor must complete and have notarized and certified. The bank statement must be from the sponsor and show at least one full year of costs. Estimates of costs for the academic year are available from the Office of International Programs.
 - **Mandatory International Student Form**, located on the Office of International Programs webpage.
 - Please be aware that before classes begin, international students and any non-native speakers of the English language (including Lawful Permanent Residents) will be required to take the Speaking Proficiency English Assessment Kit (SPEAK) test. Students with graduate assistantships will also be required to take an additional English language assessment in order to certify them to work as graduate assistants. On rare occasion students with exceptionally high speaking portions of the TOEFL may be waived from the SPEAK test.

BSNES Academic Policies

Grading

The following grading system is in effect for Graduate Programs in the Bayer School of Natural and Environmental Sciences:

- A _____ Distinguished Scholarly work
 A- _____
 B+ _____

B _____	Normal progress toward degree
B- _____	
C+ _____	
C _____	Warning-student subject to faculty action
F _____	Failure: course must be repeated; student subject to faculty action
I _____	Incomplete: grade is deferred because of incomplete work. See below.
IP _____	In progress: used for Thesis & Dissertation credits only.
W _____	Official Withdrawal
LG _____	Late Grade: grade was not reported by faculty in time for the semester grade report sent to students
P _____	Pass: used in certain courses without quality points.
X _____	Student continued to show on roster, but never attended class.

The use of plus/minus grading is at the discretion of the course instructor and should be announced at the beginning of the course or printed in the course syllabus.

Incomplete grades may be given when there are extenuating circumstances which prevent the student from completing coursework. To be eligible, the student must have completed 80% of the course requirements. Every effort should be made to complete the work within one semester under terms agreed upon by the instructor and the student. "I" grades are converted automatically to "F" grades after one year.

Graduate students must maintain a quality point average (QPA) of 3.00 or greater while in the program. Students failing to meet this standard may be subject to faculty action, including dismissal, for failure to maintain normal progress toward a degree. Any student having less than 3.00 as a final quality point average at the conclusion of course work will be ineligible for graduation. The above plus and minus grades may be used at the discretion of the individual instructor.

Quality Point System

The student's overall academic quality point average (QPA) is obtained by dividing the total quality points earned by the total number of semester hours attempted. The following quality point values of grades are used for each credit attempted.

Quality Points Per Grade Credit Attempted

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

F 0.0

Courses in which grades P, I, and W are given are not used in calculating the quality point average.

No grade is recorded for advance standing or transfer credits. These credits are therefore not counted in the QPA.

Semester Grade Reports

Every registered student is sent a report of grades to the permanent address on record soon after the close of each semester.

Transcripts

Each student may access a summary transcript of his or her complete academic record via DORI. Students should carefully examine their records periodically for accuracy and immediately report errors to the Office of the Registrar.

Current students who wish to obtain official transcript copies of their academic records for themselves or for other institutions or agencies, must submit a transcript request by logging into DORI . All official transcripts issued by the Office of the Registrar bear the signature of the Registrar and the embossed seal of the Office of the Registrar. Whenever an official transcript is released directly to the student it will also bear the stamped designation, "Issued to Student." No transcript will be issued unless all financial obligations owed by the student to the University have been fulfilled.

Confidentiality of Student Records

The University regards the student's personal information and academic record as a matter of confidence between the student and the University. The contents of either may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438, as amended).

Statute of Limitation for Master's and Ph.D. Candidates

All work leading toward a Master's degree shall be completed within a maximum of six years after matriculation.

All work acceptable toward the Ph.D. degree shall be completed within a maximum period of seven years after advancing to Ph.D. candidacy. Extension will be granted only under special circumstances with approval of the Dean, based on the recommendation of the research advisor and the Chair of the Department.

Individual departments or programs may have additional requirements.

Residence Requirements

Requirements are met in course for the Master's degree. Doctoral students are expected to spend at least two full years in full-time residence at Duquesne University.

Inactive Status

Students must be registered for both Fall and Spring semesters from entry into a degree program until completion. A student who interrupts his/her course of study must obtain a leave of absence from a degree program. Such a leave must be approved by the department's Chair of Graduate Studies, the Chair of the Department, and the Dean on request by the student. A student who fails to register for Fall or Spring semester or obtain a leave of absence will be considered inactive and will be removed from the program.

Students who interrupt their course of study without an approved leave of absence will be subject to re-application and required to adhere to curricular requirements in place at the time of re-entry. Re-admission is not guaranteed.

Transferred Graduate Credit

With the approval of the Chair of the Department, graduate work done at other accredited institutions may be offered in partial fulfillment of course requisites, provided the grade is not lower than the grade of B or its equivalent from a foreign institution. A maximum of six credits may be accepted towards the Master's degree. Transfer of credits toward a Doctoral degree is determined by committee action in each individual case.

Semester Review

The student's progress will be reviewed each semester by both the Dean's Office and the student's department. Should the student fail to perform on a level satisfactory to the Advisory Committee or to the Dean, she/he may be placed on probation or asked to discontinue graduate study.

Summer Session

Courses may be scheduled by departments during any one or any combination of modules throughout the summer period.

Credits earned during any of the summer sessions may be applied toward the fulfillment of requirements for advanced degrees in the same manner and are subject to the same rules and regulations as credits earned during fall and spring semesters.

BSNES Support

Typically doctoral students receive teaching or research assistantships with stipends and tuition scholarships. Extremely limited graduate assistantships are available for students in the M.S. program in Environmental Science and Management. Both the M.S. program in Environmental

Science and Management as well as the M.S. program in Biotechnology may offer students a limited number of tuition scholarships.

BSNES Graduate Programs of Study with Program Descriptions

GRADUATE PROGRAMS IN BIOLOGICAL SCIENCES

Doctor of Philosophy Degree, Biology

The Ph.D. in Biological Sciences prepares students for a career in research and/or education. Our curriculum emphasizes a foundational knowledge in cell and molecular biology that can then be applied to a wide variety of research areas, including physiology, genetics, microbiology, neurobiology, ecology, and evolution—in addition to the core areas of cell and molecular biology. Students begin their Ph.D. career at Duquesne with coursework and laboratory rotations. At the end of the first year, students choose a Ph.D. mentor who will supervise their dissertation research. After completing comprehensive qualifying exams, students develop a dissertation research proposal and conduct full-time research for the remainder of their time in the program. During this time, Ph.D. students can choose from a variety of elective courses to take. In addition to research, students have ample opportunity to develop scientific presentation and teaching skills. The expected time to completion of the Ph.D. degree is five years, although this will vary. Full time Ph.D. students are usually supported on either research or teaching assistantships, and receive full tuition scholarships. Recognizing that teaching experience provides the opportunity to develop more effective communication and pedagogical skills, a minimum of two semesters of teaching is required for all PhD candidates.

Master of Science Degree, Biology

There are two separate tracks for M.S. students in Biological Sciences: non-thesis and thesis options. Non-thesis M.S. students take 32 credits of advanced coursework over two years, including a two-semester cell and molecular biology curriculum the first year and then choosing from a variety of electives. Thesis M.S. students also take the first-year cell and molecular biology curriculum but then conduct supervised research in the laboratory of their mentor, culminating in a written M.S. thesis. The expected time to complete the thesis based MS is two to three years.

Learning Outcomes

Students in the graduate programs in Biological Sciences have the following learning outcomes:

- Demonstrate a fundamental knowledge in molecular and cell biology, organismal biology, and supra-organismal biology
- Critically evaluate the primary scientific literature
- Develop scientific writing skills
- Develop an ethical approach to biology and scientific research
- Design and carry out original research projects

GRADUATE PROGRAMS IN CHEMISTRY AND BIOCHEMISTRY

Doctor of Philosophy Degree, Chemistry

The Ph.D. in Chemistry is an innovative program that rapidly develops research scientists while also providing a foundation in teaching. The Ph.D. graduate program is a variable-credit driven

program that begins with two research experiences. In the following years, students actively engage in dissertation research, begin taking fundamental and special topic courses determined by their committees, and write and defend original research proposals. The program concludes with a student's successful defense of a dissertation. Recognizing that teaching experience provides the opportunity to develop more effective communication and pedagogical skills, a minimum of two semesters of teaching is required for all PhD candidates.

Master of Science Degree, Chemistry

There are two different tracks for M.S. students in Chemistry: non-thesis and thesis. The M.S. research thesis program emphasizes research over coursework. A student completes two research experiences, takes courses recommended by the mentoring committee, and completes and defends a thesis. The non-thesis M.S. program is entirely based on advanced coursework. A student is required to take a minimum of 30 credits of graduate courses and give one public seminar.

Learning Outcomes

Students in the graduate programs in Chemistry and Biochemistry have the following learning outcomes:

- Demonstrate knowledge of chemical and biochemical principles
- Communicate scientific outcomes effectively through oral and written methods
- Synthesize chemical knowledge for the purpose of scientific discovery
- Propose a novel research proposal independently (Ph.D. program)

GRADUATE PROGRAMS IN THE CENTER FOR ENVIRONMENTAL RESEARCH AND EDUCATION

Master of Science in Environmental Science and Management Degree

The Master of Science in Environmental Science and Management (ESM) features a core of required classes in science, policy, and management that creates a strong foundation on which to build a customized degree program. Students have the freedom to choose a concentration and a variety of electives that will help them attain their educational goals. Students may select the internship track to gain or augment the professional experiences to launch their careers or the thesis track exists to prepare for research or doctoral study. Students who are currently working professionals in the environmental field may request experiential learning credits.

- The **traditional E.S.M. curriculum** emphasizes regulatory compliance and pollution prevention and control.
- The **conservation biology concentration** focuses on field studies and allows student to take more science electives

Professional Certificate Programs

The Center for Environmental Research and Education offers two professional certificates for students who wish to acquire base-level professional knowledge in environmental science or environmental management:

- **Certificate in Environmental Science**
- **Certificate in Environmental Management**

The professional certificates each require 18 credits. After completing six credits of required foundational coursework in environmental management and principles of environmental science, students take electives for the remaining 12 credits in either the management or science concentration.

Learning Outcomes

Students in the graduate programs in the Center for Environmental Research and Education have the following learning outcomes:

- Attained a firm understanding of the gamut of environmental issues, their underlying causes, and the methods of managing them
- Have demonstrated the ability to make informed, effective, and ethical decisions regarding environmental issues
- Are well prepared to function at a high level in the workplace
- Derive high value in the education received at Duquesne University

MASTER OF SCIENCE DEGREE, FORENSIC SCIENCE AND LAW

The M.S. in Forensic Science and Law Program is accredited by the Forensic Science Education Program Accreditation Commission (FEPAC). Graduates from this program have found career opportunities in a variety of federal agencies including the FBI, Secret Service, U.S. Army, and U.S. Border Patrol. Graduates also have been successful in finding employment in a variety of government and private forensic science laboratories, some of which involve crime scene investigation. Approximately 10 percent of graduates have continued their education in medical school, law school, or advanced research degrees.

This exciting five-year program of rigorous study is open to graduating high school seniors who have demonstrated an interest in the sciences and their application in the context of criminal or civil law. The program is unique in that the faculty includes professors from the Natural Sciences, Forensic Sciences, and the Law School. It is a multi-disciplinary program of study that explores the promise of what science brings to the pursuit of the truth.

The curricular requirements of the program allow the student to earn a Bachelor's degree at the end of the fourth year in Biology or Biochemistry.

Learning Outcomes

Students in the Forensic Science and Law Program have the following learning outcomes:

- Develop an understanding of the areas of knowledge that are essential to forensic science.
- Acquire skills and experience in the application of basic forensic science concepts and of specialty knowledge to problem solving.
- Be oriented in professional values, concepts and ethics.
- Demonstrate integration of knowledge and skills through a capstone experience.
- Participate as a professional in service organizations that relate to their profession and career.

MASTER OF SCIENCE DEGREE, BIOTECHNOLOGY

The M.S. program in Biotechnology provides students with a bachelor's degree in the sciences both enhanced technical and scientific skills and also instruction in those business fundamentals required for a technical management career in industry. The program requires a minimum of 30

credit hours of graduate training including advanced biological and biochemical science, translational skills such as product development and regulatory science, and business skills in management, marketing, and finance. The M.S. in Biotechnology is designed to assist graduates obtain employment in the life science and biomedical industry, to provide a foundation for additional professional education in health and medical fields, and to help currently employed students advance their careers. The program is a non-thesis Master of Science, but does have a requirement for an extensive literature based review paper in which scholarship is enhanced and demonstrated prior to graduation.

Learning Outcomes

Students in the Biotechnology Program have the following learning outcomes:

- Understands the issues governing the biotechnology industry including, technology, legal, social, regulatory, and commercial and can evaluate specific opportunities
- Understands current molecular, cellular, and biochemical technologies commonly deployed in the Life Sciences industries and how they are used in development
- Has demonstrated oral and written communications skills appropriate for science and business
- Is able to make deliberative ethical decisions regarding the use of biotechnology in research and in the business environment.
- Has demonstrated a working knowledge of fundamental business concepts in market research, budget, team management, project management.
-

SCHOOL OF LEADERSHIP AND PROFESSIONAL ADVANCEMENT

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GRADUATE DEGREES OFFERED:

Master of Science in Leadership

Concentrations:

[Business Ethics](#)
[Community Leadership](#)
[Global Leadership](#)
[Information Technology](#)
[Liberal Studies](#)
[Professional Administration](#)
[Sports Leadership](#)

MISSION

The mission of the of the School of Leadership and Professional Advancement is to enhance people's lives and contribute to society through the delivery of quality educational programs that extend the resources, traditions and values of the University. The School of Leadership and Professional Advancement combines the academic distinction for which Duquesne University is renowned with the flexibility and convenience needed by adults with work, family and other responsibilities.

HISTORY

The School of Leadership and Professional Advancement began as the Division of Continuing Education in 1982. Originally offering certificate programs, the Division launched an undergraduate degree in 1992 (through the innovative Saturday College) and in 2000 became the tenth school of Duquesne University. Graduate students first matriculated in 1996 in the Masters in Leadership and Liberal Studies degree (MLLS). In 2009 several existing degree programs were consolidated into a single Master of Science in Leadership (MSL). The separate cognate areas which had previously been degrees became concentrations within MSL. Today there are 7 concentrations plus the MSL with no concentration requirements which allows grad students to design their own program.

ADMISSIONS REQUIREMENTS:

- Online Application
- Transcripts from undergraduate degree from an accredited college or university
- A minimum of two years of professional experience. (Applicants with less than two years of experience will be considered on a case-by-case basis. Please include any community service, internships, sports teams, or other relevant experience on your resume.)

- A 500-word statement describing your academic and professional goals
- Brief resume (attention service members:- SMART or AARTS transcripts satisfy this requirement)
- An interview with an academic advisor. This interview can be done by phone for online students. Contact the School of Leadership and Professional Advancement to schedule an admissions interview. 412.396.6232/1.800.283.3853.

M.S. LEADERSHIP – CONCENTRATION in BUSINESS ETHICS (MSLBE)

Success in today's global marketplace depends on your ability to think critically, make ethical decisions, resolve conflict and empower others. The MSLBE program provides a comprehensive curriculum that addresses ethical theory as well as application of ethics and leadership in the business environment. At the completion of the degree, students will have developed a vision of leadership, sensitivity to ethical challenges that arise in the workplace, and the skills and knowledge to translate their leadership vision and ethical commitment into reality. The MSLBE provides a comprehensive 36-credit curriculum that addresses ethical theory as well as application of ethics and leadership in the business environment.

Business Ethics Core Curriculum - 15 Credits

MSLB 501 Business Ethics
 MSLB 502 Information Ethics
 MSLB 507 Organizational Ethics
 MSLB 508 Global Ethics
 MSLB Ethics Elective

Leadership Core Curriculum - 15 Credits

MLLS 710 Introduction to the Graduate Study of Leadership
 MLLS 714 Conflict Resolution
 MLLS 717 Leading People and Managing Relationships
 Choose one:
 MLLS 718 Legal Issues for Leaders or
 MLLS 734 Human and Financial Resources
 MLLS 795 Leadership Capstone

Electives - 6 Credits

Students may choose electives from courses offered in any graduate program in the School of Leadership and Professional Advancement. Six credits are transferable into the program from other graduate institutions pending approval of the program director.

MSLBE Learning Outcomes

Through the Business Ethics concentration students learn to:

- Identify and articulate their own ethical leadership practice, including the responsible development of self in relation to others, the organization and society;
- Recognize and resolve conflicts effectively and ethically;

- Understand various social systems and networks in order to make a positive difference in their world;
- Understand how external influences impact the decision-maker and business activity in the global marketplace;
- Effectively lead others and their organization through the ethical minefields found at work and in their personal lives; and
- Interact with others through their improved communication, people and intellectual skills.

M.S. LEADERSHIP – CONCENTRATION in COMMUNITY LEADERSHIP (MSCL)

By bringing forth the best that is within themselves and by working together with committed others, people can make a difference and change the world. Through ingenuity, perseverance, goodwill, and collaboration they create neighborhoods, organizations, and environments that improve the quality of life for themselves and others. Community-driven leadership is the intangible asset that combines these and other ingredients in creative and effective ways. There is a call for renewed focus on community leadership that is collaborative in the face of diverse constituencies, competent in overcoming seemingly intractable social problems, and committed to positive and ethical social change. These forces combined with changing demographics have called for the education of leaders who are committed to improving and transforming the quality of life in the community. The MSCL program was designed to meet these needs.

Community Leadership Core - 15 credits

MSCL 502 Interagency Collaboration
 MSCL 504 Organizational Design and Development
 MSCL 507 Leadership, Community, and Change
 MSCL 509 Catalyzing Community Change
 MSCL 513 Governing for Community and Organizations

Leadership Core Curriculum - 15 credits

MLLS 710 Introduction to the Graduate Study of Leadership
 MLLS 714 Conflict Resolution
 MLLS 717 Leading People and Managing Relationships
 MLLS 711 Organization Communication
 MLLS 795 Leadership Capstone

Electives - 6 credits

Students may choose electives from courses offered in any graduate program in the School of Leadership and Professional Advancement. Six graduate credits are transferable into the program from other institutions pending approval of the program director.

Community Leadership Learning Outcomes

In the Community Leadership concentration, students learn to:

- Understand the key issues facing community organizations and leaders;

- Design, assess and improve community programs and projects;
- Inspire and lead volunteers and employees;
- Make ethical decisions that balance community and individual goals;
- Collaborate with diverse groups and agencies;
- Develop effective oral and written communications; and
- Demonstrate their ability to plan and implement a community project.

MS. LEADERSHIP – CONCENTRATION in GLOBAL LEADERSHIP (MSGL)

The MSGL program takes a systems approach to teaching international leadership. The curriculum focuses on several main areas: skills for cross-cultural interaction; knowledge of critical global issues; and international leadership skills. The MSGL program is designed to develop globally conscious leaders, leaders who understand the impact that their actions and decisions have upon their own regions and nations, as well as upon other nations around the world. The program is designed for those working in, or interested in working in, organizations such as embassies, NGOs, corporations doing business in the global market, government, and the military.

Required Courses:

MSGL 710 Framing Global Issues

MSGL 739 Leading Across Cultures and International Communication

Choose 10 of the following:

MSGL 702 Comparative Leadership Studies

MSGL 703 Understanding the Global Political Arena

MSGL 704 Leading International Teams

MSGL 707 Human Rights and Social Justice

MSGL 717 Leading People and Managing Relationships

MSGL 742 Issues in Leading International Development

MSGL 802 Global Environmental Issues

MSGL 803 Understanding the Global Economy

MSGL 804 Global Health Issues

MSGL 807 Ethical Governance

MSGL 809 Leading International Change in a Global Setting

Global Leadership Concentration Learning Outcomes

Through the Global Leadership concentration students:

- Demonstrate strong cross-cultural communication, negotiation, leadership, and team-building skills;
- Describe the intended and unintended potential cross-sector and international ripple effects of an organization's policies and decisions;

- Demonstrate a working literacy of global issues and utilize this knowledge for critical thinking, thoughtful analysis, and globally-conscious decision-making; and
- Collaborate effectively with their professional and organizational counterparts in other countries.

M.S. LEADERSHIP – CONCENTRATION in INFORMATION TECHNOLOGY (MSIT)

With the increased pace of technological change, as well as growing organizational complexities, ensuring that IT remains effective in enabling organizational success is a key leadership challenge. Leading people to leverage the power of IT is of growing importance to an organization's future success. The degree will assist professionals in leading organizational change and understanding the role of technology and its interface with business processes. If you are interested in advancing your skills, the MSLIT program can help you get there. The program covers topics important to employers and relevant to organizational success.

Information Technology Core Curriculum - 15 Credits

MSIT 642 System Analysis and Delivery

MSIT 643 Information System Strategy and Governance

Choose three (3):

MSIT 641 Information System Security and Assurance

MSIT 646 IT Regulatory and Ethical Issues

MSIT 648 IT Program and Project Management

MSIT 690 Special Topics in IT

Leadership Core Curriculum - 15 Credits

MLLS 710 Introduction to the Graduate Study of Leadership

MLLS 714 Conflict Resolution

MLLS 717 Leading People and Managing Relationships

MLLS 728 Leading Technical Change in Organizations

MLLS 790 Leadership Colloquium or MLLS 795 Leadership Capstone or

Electives - 6 Credits

Students may choose electives from courses offered in any graduate program in the School of Leadership and Professional Advancement. Six credits are transferable into the program from other graduate institutions pending approval of the program director.

Information Technology Concentration Learning Goals

Through the Information Technology concentration students learn to:

- Apply information systems security program elements and administrative policies to ensure an effective information systems security and risk management program;
- Understand government-wide and organization-specific published documents governing mandated requirements and standards for the management and protection of information technology resources;

- Explore IT program and project management issues such as operations and project outsourcing, capacity management, contingency planning, stakeholder and change management and risk management;
- Adopt a framework for integrating information services with organizational strategies;
- Demonstrate the ability to apply management audit procedures in order to anticipate, respond, and comply with legislation that affects the management of information resources;
- Demonstrate the ability to identify and utilize tools and techniques used in the development and implementation of business systems and technologies;
- Demonstrate the ability to evaluate, prioritize, plan and control IT projects within the context of the strategic goals of an organization; and
- Demonstrate an understanding of IT control and governance issues related to the management of technology assets and resources.

M.S. LEADERSHIP – CONCENTRATION in LIBERAL STUDIES (MLLS)

Rooted in the liberal arts, the MLLS program emphasizes the importance of integrity and social responsibility in leaders. You will expand your intellectual horizons through the study of how the great thinkers of the past have understood and explained leadership and how contemporary thinkers react to their ideas. The MLLS program has been carefully designed to incorporate all the disciplines that contribute to skillful leadership. The program emphasizes the self-assessment and development of skills that are crucial to the leader's role, an examination of the world in which today's leaders will function.

Liberal Studies Core Curriculum - 9 Credits

MLLS 701 Humanistic Perspective of Leadership

MLLS 702 Social, Political and Economic Issues in Leadership

MLLS 703 Ethical Spiritual Dimensions of Leadership

Leadership Core Curriculum - 18 Credits

MLLS 710 Introduction to the Graduate Study of Leadership

MLLS 714 Conflict Resolution

MLLS 717 Leading People and Managing Relationships

Choose two (2):

MLLS 711 Organizational Communication for Leaders

MLLS 712 Decision Making and Problem Solving,

MLLS 715 Valuing a Diverse Workforce

MLLS 790 Leadership Colloquium

Electives - 9 Credits

Students may choose electives from courses offered in any graduate program in the School of Leadership and Professional Advancement. Six credits are transferable into the program from other graduate institutions pending approval of the program director.

Liberal Studies Concentration Learning Outcomes

Through the Liberal Studies concentration students:

- Gain goal-oriented teaming skills;
- Enhance coaching skills for improving performance in others;
- Learn to embrace change in a rapidly changing organization and external environment;
- Bring solutions, not just problems, to the forefront;
- Develop a broader perspective of the social, economic, and political issues that impact organizations;
- Gain the ability to communicate with all levels in an organization;
- Adapt new and creative perspectives on organizational issues; and
- Embrace individual responsibility as the key to success.

M.S.LEADERSHIP - CONCENTRATION in PROFESSIONAL ADMINISTRATION (MSPA)

The Professional Administration concentration is intended to provide staff and administrative employees with an expanded breadth and depth of knowledge in a variety of topics relevant to their positions thereby strengthening their general leadership and administrative competencies in such areas as information communication, research and data analysis, budgeting and accounting, personnel administration, and ethical decision making. Students further develop their skills in persuasive written and oral communication, critical thinking and analytic reasoning, and teamwork and collaboration.

Within their respective organizations, Professional Administration students are individuals who are assuming expanding responsibility for oversight of administrative processes; coordination, analysis, and presentation of information; and supervision of human and financial resources in support of organizational mission, strategies and goals. Those seeking a professional master's degree are students who are not specifically interested in the more technically-focused emphasis of an MBA, and who may be working in functional areas such as Administrative Services, Finance and Payroll, Human Resources and Personnel Administration, Facilities, Procurement, or Information Systems.

Professional Administration Core Curriculum - 15 credits

Leadership in Administration

Accounting and Budgeting

Personnel Administration

Information Communication

Applied Leadership Ethics

Leadership Core Curriculum - 12 credits

Introduction to the Graduate Study of Leadership

Conflict Resolution

Leading People and Managing Relationships

Leadership Capstone

Electives - 9 credits

Students may choose electives from courses offered in any graduate program in the School of Leadership and Professional Advancement. Six credits are transferable into the program from other graduate institutions pending approval of the program director.

Professional Administration Concentration Learning Outcomes

Through this concentration students will be able to:

- Manage employee strengths to build more effective teams;
- Understand and facilitate cross-functional roles and responsibilities;
- Generate organizational change plans to implement workplace improvements;
- Employ administrative and analytic principles to maintain and enhance organizational operations;
- Develop communication tactics and strategies to apply in diverse situations;
- Resolve conflicts to maximize productivity in a multi-generational workplace;
- Use technology tools to access, manage, create, and communicate information;
- Understand strategies and systems used to plan, allocate, and control the use of financial resources;
- Employ organizational methods to recruit, hire, train and develop staff ; and
- Recognize the importance of professional ethics and legal responsibilities.

M.S. IN LEADERSHIP – CONCENTRATION IN SPORTS LEADERSHIP (MSSL)

The MSSL program was developed in response to feedback from professional sports employers and managers who indicated a strong demand for these skills in today's complex and dynamic global market. Knowledge and skills attained through the online MSSL program enable sports administrators, managers, and employees to add increased value to their organizations. By taking the MSSL curriculum, students cultivate an ability to lead and refine critical thinking and problem-solving abilities.

As part of a peer-learning network of sports professionals, MSSL students will better understand current industry issues in law, negotiation, market research, and sales. Current students in the program include collegiate team coaches, senior directors, ticket managers, and other professionals representing Major League Baseball, professional football, stadiums, and professional sports agencies.

Sports Leadership Core Curriculum – 18 credits (select six courses)

- Strategic Sales Management and Negotiation
- Legal Issues for Leaders in Sports
- Competitive Intelligence
- Business Ethics in Sports
- Strategic Sports Marketing
- Case Studies in Sports Business
- Business of Sports Media

Leadership Core Curriculum – 18 credits (select six courses)

- Leading Teams
- Organizational Communication
- Decision Making and Problem Solving for Leaders
- Conflict Resolution
- Valuing a Diverse Workforce
- Leading People and Managing Relationships
- Leadership in Sport Management

Sports Leadership Concentration Learning Outcomes

Through the Sports Leadership concentration students are able to:

- Demonstrate increased knowledge of the sports industry;
- Have an increased ability to negotiate various professional arrangements and contracts;
- Demonstrate sensitivity to the range of external forces (social, economic, international, political, and technological) that arise within the sports industry and have the skills and knowledge to forge a leadership vision from these forces and translate it into reality;
- Manage organizations in the sports industry including marketing firms, licensing agencies, major retailers, professional sports organizations and sporting venues;
- Obtain the information needed to support marketing decisions within the sports industry: selection of target market, design of product, distribution, promotion and pricing policy;
- Describe the place of personal ethics and shared organizational culture within the sports industry.

Graduate School of Liberal Arts

CIQR 550 Seminar	3 cr.
CIQR 551 Independent Study Independent Study	3 cr.
CLSX 500 Independent Study This course provides an opportunity to do independent reading and research under the supervision of a faculty member with approval of the Chairman. Independent Study	3 cr.
COMM 500 Professional Communication Provides students with a variety of practical projects including written and oral components that will prepare them for professional communication. Included will be exercises in preparing brochures, annual reports, articles, public relations, technical reports, and business correspondence, and related presentations. Lecture	3 cr.
COMM 501 Persuasion in the Marketplace Examines how human beings persuade and are persuaded by one another, particularly in the marketplace. The course introduces students to social scientific and rhetorical approaches to everyday persuasion. Lecture	3 cr.
COMM 502 Argumentation Applies the methods and principles of deliberation and critique to significant issues in professional and civic life. Emphasizes rhetoric and philosophy of argumentation applied to case-building. Lecture	3 cr.
COMM 503 Presentational Communication Skills Provides an orientation to professional presentation and platform skills. Students are coached and drilled through their corporate presentations on current issues in the marketplace. Lecture	3 cr.
COMM 504 Responsibility & Ethics Develops knowledge of the intellectual steps involved in moral reasoning. The course also seeks to improve students' moral awareness through an examination and analysis of ethical issues in the communication field. Lecture	3 cr.
COMM 505 Professional Communication Pedagogy Lecture	3 cr.
COMM 506 Political Communication Examines the gamut of public political debate--campaigns, governance, news coverage, spin-doctors and message shaping, imagery, polls, commentary, blogging, etc. The course explores in historical depth major issues in current events from the perspective of rhetorical and political communication theory. Lecture	3 cr.
COMM 507 Intercultural Communication Exposes the student to the importance of communication among and between politically, culturally and ethnically diverse people as a bridge to understanding in an increasingly multi-cultural world. Lecture	3 cr.

Graduate School of Liberal Arts

- COMM 508 Rhetoric, Society & the Marketplace** 3 cr.
Lecture
- COMM 509 Visual Communication** 3 cr.
Visual Communication explores principles of rhetorical design and analysis of visual messages for professional communication contexts, including integrated marketing and corporate communication. Lecture
- COMM 510 Rhetoric & Philosophy of Cyberspace** 3 cr.
Considers the impact of digital communication technology on private and public spaces and their changing conditions. The course promotes a constructive understanding of the effects of technologies, including their interaction with shifting cultural landscapes. Lecture
- COMM 511 Rhetoric of Digital Communication** 3 cr.
Examines the communication implications of the digital revolution. Students study the narrative of the digital revolution, beginning in the 1960's, as an entry point for considering digitally-mediated human communication today. Lecture
- COMM 512 Corporate & Integrated Marketing Communication Systems** 3 cr.
Examines the philosophical and pragmatic implications of communication technologies, including the effects of social networking and other technologies on marketing and corporate communication processes. Students explore the digital and technological revolution through examination of prior technological revolutions in communication, e.g. writing, the printing press, and the telegraph. Lecture
- COMM 514 Rhetoric, Religion, & Society** 3 cr.
Seeks to understand religion, not as a psychological experience, nor even as a set of doctrines or beliefs, but as a rhetorical symbolizing of experience. This course introduces how the rhetoric of religious symbols influences and enriches daily living. The centrality of rhetorical symbolism to religion is evident in communication artifacts and practices such as the Bible, sacred rituals, prayer, sermons, stories, religious tracts, and books. Lecture
- COMM 515 Organizational Communication** 3 cr.
Examines current research in organizational communication. A variety of topics will be discussed, including research methods, communication audits, decision-making, image construction, male/female management issues, interpretive and functionalist perspectives, systems and information processing approaches, communication networks, structure and environment. Lecture
- COMM 517 Multinational Communication** 3 cr.
Focuses on the similarities and differences in the way people from different nations think, act and negotiate. Lecture
- COMM 518 Conflict Management in Organizations** 3 cr.
Examines the role of communication in managing and regulating interpersonal and organizational conflict. Application to conflict in everyday interpersonal and professional communicative interaction is explored. Lecture
- COMM 519 Rhetoric and Philosophy of Technology** 3 cr.
Examines the communication dynamics of technological developments in historical periods. Students analyze the effects of technologized symbolic communication upon people, personally and in the societies in which they live. Lecture

Graduate School of Liberal Arts

- COMM 520 Family Communication** 3 cr.
This course examines the role of communication in the construction and maintenance of primary human relationships and groups. The course will identify how families communicate rules, roles, and stories that are essential to the process of meaning-making in the family and to its development. Lecture
- COMM 521 Communication and Gender** 3 cr.
Examines research on differences in male and female communication styles in a variety of contexts, ranging from personal to social to work relationships. Attention will also be given to the role of gender in mass media communication context. Lecture
- COMM 522 Communication Research Methods** 3 cr.
Prepares students to interpret and design qualitative and quantitative research in the field of communication. Attention is given to experimental design, surveys/questionnaires, and qualitative methods of research within the context of asking and answering questions about communication processes and preparing research reports. Course may include design of a study and interpretation of results. Lecture
- COMM 523 Communication Ethics & Professional Civility** 3 cr.
Provides an applied understanding of communication ethics. The course brings ethical discussion to the workplace and to professional life while providing a philosophical foundation for understanding the history and significance of civility for public life. Hybrid Course
- COMM 523 Communication Ethics & Professional Civility** 3 cr.
Provides an applied understanding of communication ethics. The course brings ethical discussion to the workplace and to professional life while providing a philosophical foundation for understanding the history and significance of civility for public life. Lecture
- COMM 526 Free Speech & Responsibility** 3 cr.
Explores the rhetorical interplay between free speech and communicative responsibility. Historical cases and contemporary issues in free speech are examined from a standpoint of communicative responsibility. Lecture
- COMM 527 Communication Management** 3 cr.
Introduces the communication professional to the principles of management in the context of public and private organizations. The course includes the formulation and execution of effective communication policy for all types of institutions. Lecture
- COMM 528 Rhetoric & Philosophy of Technology** 3 cr.
Explores the theoretical and philosophical grounds for engaging technology as a socio-cultural phenomenon. The course focuses on the development and effects of emerging technologies throughout history, distinguishing technology as a tool from technology as an end. Lecture
- COMM 529 Integrated Marketing Communication Strategies I: Public Relations** 3 cr.
Instructs students in the principles of Integrated Marketing Communication (IMC) for Public Relations contexts. Interpersonal, organizational and managerial strategies are integrated through theories of persuasion. Students learn rhetorical versatility and responsiveness in managing dialogue with diverse publics. The course prepares students for advanced internships and employment in Integrated Marketing Communication contexts.
Lecture

Graduate School of Liberal Arts

COMM 530 Communication and Evidence

3
cr.

Prepares students to be users of evidence through a process that includes gaining awareness of access to evidence, deliberating over the quality of evidence, applying evidence to create effective arguments, and evaluating the use of evidence in the creation of arguments. Teaches students exposition, discussion, persuasion, and argumentation to support assertions with evidence and defend judgments with probable cause in the many arenas of public communication. Guides students in answering a series of questions: 1) What constitutes evidence in various contexts? 2) How do scholars and practitioners treat evidence in building an argument? 3) What does the nature of evidence and argumentation suggest about a postmodern age? 4) How is evidence assessed? 5) How may evidence be presented persuasively and ethically in varied public communicative contexts? Students will engage in analytic and performative assignments to demonstrate their mastery of course content. Lecture

COMM 532 Integrated Marketing Communication: Brand, Identity, Reputation

3 cr.

In corporate and integrated marketing communication contexts, leveraging a company's name, core values, and visual representation in all communication and business-related matters both internally and externally requires careful consideration of a three-fold relationship: identity, brand and reputation. This course explores these three facets of organizational development by looking to the philosophy of communication and to the industry commentary for insight into their complex yet essential relationship. The goal of this class is to consider the way in which identity, brand, and reputation work together to build dynamic and sustainable organizations. Lecture

COMM 533 Integrated Marketing Communication Strategies II: Advertising

3 cr.

Instructs students in the principles of Integrated Marketing Communication (IMC) for Advertising contexts. Advertising is explored as a persuasive rhetorical activity. Students learn rhetorical versatility and responsiveness in constructing messages for diverse audiences through principles of intercultural communication in the global marketplace. Prepares students for advanced internships and employment in Integrated Marketing Communication contexts. Class projects result in a portfolio that demonstrates a student's ability to enhance a client's products, services, and over-all brand. Lecture

COMM 534 Corporate/Integrated Marketing Communication & International Experience

3 cr.

This course focuses on the Scottish Enlightenment and its international influence on the theory and practice of corporate and integrated marketing communication. Two countries, Scotland and England, provide the physical and philosophical points of departure for a praxis study of the origins and development of both fields. You will read Enlightenment philosophers while studying marketplace developments related to corporate and integrated marketing communication. Each day will consist of philosophical discussions and experiential learning. Lectures from resident scholars in each country, faculty-led discussions, company visits, and cultural experiences will inform this two-fold approach, enabling dynamic, textured learning about the relationship between the Scottish Enlightenment and corporate and integrated marketing communication. Lecture

COMM 535 Integrated Marketing Communication: Social Modalities

3 cr.

Integrated Marketing Communication: Social Modalities examines how social technologies influence communication practices in the for-profit and non-profit sectors. This course takes a philosophical and applied approach to understanding how social modalities "story" our engagement with the marketplace. Lecture

COMM 536 Integrated Marketing Communication: Coordinating Advertising/Public Relations

3 cr.

Studies the fundamental and complex aspects of marketing as applied to the communication field. The course focuses on the design of communication marketing plans, including objectives, strategies, public relations, advertising, promotion, pricing, distribution, research and competitive assessments. Students will analyze case studies from the communication industry. Lecture

Graduate School of Liberal Arts

- COMM 538 Integrated Marketing Communication: Interactive Strategies** 3 cr.
Within the purview of integrated marketing communication, this course examines theoretical and practical communicative strategies behind interactive marketing. This course will challenge students to apply communication theory in order to support and articulate the role of online strategies in integrated campaign planning. In addition, students will gain a more comprehensive understanding of how to think and implement strategic interactive tactics through hands-on projects. Lecture
- COMM 539 Integrated Marketing Communication Requests for Proposals: Advertising/Public Relations** 3 cr.
Examines a crucial stage of the persuasive communication in IMC: responding to RFP's, or "Requests for Proposals." Teaches students to apply strategies of analysis, persuasion, and public speaking/presentations in diverse interpersonal and public contexts. Students plan Advertising and/or Public Relations campaigns, learning the importance of audience analysis, principles of intercultural communication, and interpretation of institutional/organizational discourse as they learn to "pitch" proposals to potential clients. Lecture
- COMM 540 Technical Communication** 3 cr.
Technical communication presents expert information to non-expert audiences. Explaining information well is essential in explaining products and services, promoting understanding, cultivating trust, and promoting participation in public or organizational initiatives. This course exposes students to technical communication and offers them the opportunity to apply technical communication principles through a number of portfolio-building projects. Lecture/Lab
- COMM 541 Corporate Communication: Corporate Social Responsibility and Environmental Communication** 3 cr.
Explores the role of strategic corporate communication in positioning an organization's mission and identity for internal and external publics/stakeholders with regard to environmental concerns. Lecture
- COMM 542 Environmental Communication** 3 cr.
Concern with changes in the environment caused by human behavior has permeated all layers of human society. This course explores the communicative practices of activists, advocates, consumers, corporations, governmental organizations, and the public about the impact of human behavior on the Earth. Grounded in a strategic communication/rhetorical approach to environmentalism, the course engages praxis - theory-informed action - to examine construction of strategic persuasive messages about the environment designed to bring about behavioral change. Lecture
- COMM 545 Non-Profit Development & Philanthropy Communication** 3 cr.
This course will help students to develop basic grant-writing skills and an understanding of the components of a strategic plan, non-profit swot analysis (strengths, weaknesses, opportunities and threats), comprehensive development initiatives, incoming-producing initiatives, and non-profit organizations structure, history and ethics. Lecture
- COMM 550 Communication & Community Relations** 3 cr.
Community relations is a vital part of corporate communication's management function to lead, motivate, persuade, and inform its various publics. Hence, it is an important facet of the public relations function of integrated marketing communication. This course explores community relations efforts as they are implemented by IMC/public relations professionals in nonprofit, corporate, agency, and governmental organizations. Lecture

Graduate School of Liberal Arts

- COMM 551 Public Relations/Advertising Theory & Research** 3 cr.
Analyzes the body of literature on research and theory in public relations and advertising. The course will connect the study of theory followed by proper research, using academic journals and trade publications. A capstone course for students emphasizing public relations or advertising. Also recommended for students preparing for corporate communication management positions. Lecture
- COMM 554 Interpersonal Communication** 3 cr.
Studies communication between persons in the context of relationships such as friendship, marriage, work, etc. Topics include phases of relationship development, disclosure, symmetry and asymmetry in relationships. Lecture
- COMM 555 Small Group & Team Communication** 3 cr.
Examines decision-making processes in small groups and teams. Students will be introduced to major theories in the field, including Hirokawa and Scheerhorn's Model of Decision Making. Topics covered include leadership, errors in decision making, and effective communication in small groups. Lecture
- COMM 557 Communication, Science & Revolution** 3 cr.
Examines how beliefs built upon assumptions common to science and revolution influenced the modern world's understanding of communication. Develops more completely and philosophically the rhetorical perspective introduced in Communication and Persuasion by applying the particular perspective to contemporary systems of belief. Covers the rhetorical-communication theories of the Sophists, Plato, Aristotle, Weaver, Burke, Grassi, and others. Lecture
- COMM 558 Rhetoric of Popular Culture** 3 cr.
Examines how the triumph of beliefs dominated by imagination over beliefs dominated by science is changing our understanding of ourselves. Rhetorically analyzes science fiction/fantasy (the literature combining science and imagination) for insights into the shift in commonplace assumptions about reality which characterize modern and post-modern world views. Assump- tions about the relationship between psychology and art are criticized for their influence on Western consciousness and our understanding of communication. Covers the rhetorical- communication theories of Bacon, Ramus, Burke, Perelman, Ong and Hudson. Lecture
- COMM 559 Philosophy of Communication** 3 cr.
Study of philosophical theories used to analyze, describe, and interpret the process of communication. Emphasis on the nature of persons, consciousness, and social exchange as discussed in contemporary schools of thought such as behaviorism, semiology, structuralism, critical theory, and hermeneutics. Lecture
- COMM 560 Seminar** 3 cr.
This seminar consists of revolving topics and authors interested in the interplay of communication and religion within culture, society and community. This seminar examines topics and authors supportive of the Catholic and Ecumenical mission of the Holy Ghost Fathers. It encourages examination of voices who offer insight into our communicative lives from a faith perspective. St. Augustine, Thomas Merton, Hannah Arendt, Martin Buber, Dietrich Bonhoeffer and Dorothy Day are some of the authors around which the seminar is shaped. Seminar
- COMM 561 Rhetorical Theory** 3 cr.
Provides a theoretical introduction to classical and modern rhetorical praxis. Student papers focus on theoretical summaries of rhetorical scholarship. Lecture

Graduate School of Liberal Arts

- COMM 563 Strategic Corporate Communication** 3 cr.
Examines theoretical and applied strategic management of communication in profit and not-for-profit corporate settings critical for organizational success at all levels. Topics include roles and responsibilities of communication functions within corporations, design and implementation of communication plans, and strategic message production for internal and external audiences, including employees, investors, and other stakeholders. Lecture
- COMM 567 Rhetoric of Religion & Nonviolence** 3 cr.
This course examines the connection between religious narrative and nonviolence. Key metaphors of respect, responsibility, discipline and faith guide examination of authors such as Martin Luther King, Jr., Thomas Merton, Dorothy Day and Mahatma Gandhi. This course applies religious nonviolence to multiple rhetorical settings through final paper projects completed by M.A. and Ph.D. students. Lecture
- COMM 570 Graduate Research & Development I** 3 cr.
Graduate students serve as project managers for students enrolled in Undergraduate R & D I. Students guide undergraduate students in conducting research on topics in the field of applied communication, evaluating evidence, constructing white papers, and delivering information to clients. The course centers upon delivery of integrated marketing communication (public relations, advertising, and marketing) and corporate communication research in cooperation with clients in the for-profit and not-for-profit marketplace. Lecture
- COMM 571 Graduate Research & Development II** 3 cr.
Offers additional experience in management of communication research and development teams. Graduate students serve as project managers for students enrolled in Undergraduate R&D I. Students guide undergraduate students in conducting research on topics in the field of applied communication, evaluating evidence, constructing white papers, and delivering information to clients. The course centers upon delivery of integrated marketing communication (public relations, advertising, and marketing) and corporate communication research in cooperation with clients in the for-profit and not-for-profit marketplace. Lecture
- COMM 578 History of Communication** 3 cr.
Analyzes major social influences affecting communication theory and practice from classical to contemporary times. Theorists emphasized include Plato, Aristotle, Cicero, Augustine, John of Salisbury, Bacon, Campbell, Whately, Kames, Watzlawick and Berger. Lecture
- COMM 584 Health Communication** 3 cr.
Examines communication theory and research as it relates to the health care context. Uses a systems perspective to investigate such issues as interpersonal communication (e.g., doctor-patient, nurse-patient, doctor-nurse), patient satisfaction and compliance, and group and organizational communication (e.g., health care teams, job stress, self-help groups). Lecture
- COMM 585 Health Care Communication Ethics** 3 cr.
Examines how the structure of health care organizations affects the communication within them. The class will use case studies to analyze how well health-care professionals communicate with one another and how their attitudes about professionals affect their ability to communicate. The course will also examine the ethical mission of health care organizations and professions and how the communication process helps or hinders that mission. Lecture

Graduate School of Liberal Arts

COMM 586 Organizational Consulting

3 cr.

Provides background in organizational communication systems and human resource analysis and diagnosis. Includes an introduction to organizational intervention through communication-based training and development programs. Major units include organizations as systems, organizational diagnosis, and organizational intervention. Specific concepts covered include organizational adult techniques and adult learning theory, as well as designing, conducting, and evaluating several different types of training efforts. Lecture

COMM 587 Event Planning: Communication Architecture

3 cr.

Focuses on designing integrated communication approaches for implementation in specific contexts such as conferences, professional meetings, celebratory events and programs for community outreach. Working from a theory- informed action (praxis) approach, students engage the professional, interpersonal, and organizational coordination of information, people and budget(s).

Lecture

COMM 588 Corporate & Integrated Marketing Communication Research

3 cr.

Examines the role of research within corporate and integrated marketing communication activities. Qualitative and quantitative methods, including processes for structuring and conducting focus groups, sampling, measurement, research design, and basic data analysis, will be addressed. Lecture

COMM 590 Special Topics - Communication

3 cr.

Discusses professional and/or theoretical problems and advancements in the field of communication. Lecture

COMM 592 Communication Ethics: Pedagogy

0 TO 3
cr.

Students learn the philosophy and pedagogy of communication ethics through apprenticeship with the faculty instructor. A course project tied to communication praxis in pedagogy will emerge from the student's participation in the core course, including regular meetings with the faculty member teaching the course, instructional support, evaluation of undergraduate work, and course logistics. Approval of the instructor and department chair required for registration. Lecture

COMM 593 History of Communication: Pedagogy

0 TO 3
cr.

Students learn the philosophy and pedagogy of the history of communication through apprenticeship with the faculty instructor. A course project tied to communication praxis in pedagogy will emerge from the student's participation in the core course, including regular meetings with the faculty member teaching the course, instructional support, evaluation of undergraduate work, and course logistics. Approval of the instructor and department chair required for registration. Lecture

COMM 594 Advertising & Public Relations Pedagogy

3 cr.

Students will learn the philosophy and pedagogy of planning an integrated marketing communication campaign. A course project related to developing a strategic communication plan that emphasizes the importance of communication ethics will emerge from the student's participation in the classroom. Regular meetings with the faculty member teaching the course are required as well as outside research and instructional support and evaluation of undergraduate work. Lecture

Graduate School of Liberal Arts

COMM 595 Rhetoric & Philosophy of St. Augustine	3 cr.
Considers St. Augustine's post-conversion theory of rhetoric and philosophy of communication with particular implications, appropriations, and applications. A resurgence of scholarly work on Augustine points to the relevance and depth of intellectual ground offered by Augustine on issues at the intersection of rhetoric and philosophy today. Primary texts to be explored include the Confessions, On Christian Doctrine, and City of God. Lecture	
COMM 601 Communication Practicum	1 TO 9 cr.
Allows individuals who lack relevant prior experience in their chosen career area to demonstrate application of what has been learned in the program. Depending on the circumstances, the practicum can either be fulfilled through supervised experience at an appropriate agency, company or institution, or through a detailed project undertaken by a student under the supervision of a faculty member to demonstrate the application of what has been learned in the program. Note: Students who have prior work experience should not elect this course. Practicum	
COMM 602 Rhetoric & Philosophy of Communication Pedagogy	0 cr.
Required course for graduate students teaching courses for the Department of Communication and Rhetoric Studies. Provides a broad range of instructional principles and practices for teaching within an undergraduate curriculum in Communication & Rhetoric Studies. Lecture	
COMM 604 Seminar: Communication Ethics	3 cr.
Philosophical examination of discourse ethics from traditional and contemporary perspectives. Final paper will be submitted for review at a scholarly conference and/or scholarship journal. Seminar	
COMM 607 Rhetoric & Philosophy of Intercultural Communication	3 cr.
This course will survey the process of communication between and among persons who are different from one another in one or more cultural ways. Topics may include, but are not limited to, communication in and across cultures outside the United States, communication among cultural groups within the United States, an investigation of the role of diversity and culture in the public arena, and the nature of ethics in intercultural communication. Lecture	
COMM 609 Rhetorical Theory	3 cr.
(Core requirements for Rhetoric and the Philosophy of Communication M.A.) Examines classical and contemporary rhetorical theory. Analysis of a rhetorical orientation or era is self-selected by graduate student. Lecture	
COMM 610 Rhetoric & Philosophy of Cyberspace	3 cr.
Considers the impact of digital communication technology on private and public spaces and their changing conditions. The course promotes a constructive understanding of the effects of technologies, including their interaction with shifting cultural landscapes. Lecture	
COMM 611 Rhetoric & Hermeneutics	3 cr.
The guiding theme of this course will be the subject of intimacy between rhetoric and hermeneutics. By emphasizing the genealogical history of rhetoric, students will see that both disciplines reveal a pragmatic, poetic, and deconstructive constellation, revealing an intriguing, dynamically open understanding of communication. Lecture	

Graduate School of Liberal Arts

COMM 614 Rhetoric & Philosophy of Crisis Management

3
cr.

This course examines crisis management from a rhetorical and philosophical perspective. Lectures outline major crisis in various historical periods, discussing the rhetorical interruptions that announced a crisis, the manner in which the crisis was understood philosophically, and the practical communicative responses to a given crisis. Students read and present material from scholarly and practitioner journals on crisis management and write a research paper on an organization that successfully managed a crisis-framing the rhetorical interruption, the philosophy that centered the crisis and response, the practical rhetorical responses used in meeting the crisis, and an evaluation of the rhetorical consequences of the crisis management. Rhetoric and Philosophy of Crisis Management provides a humanities background for understanding the interaction of rhetoric, philosophy, and crisis management and the practical application of this understanding to contemporary acts of organizational crisis management. Lecture

COMM 615 Rhetoric & Philosophy of Organizational Communication

3 cr.

Humanities study of Organizational Communication theory and action. Examines the rhetoric or organizational symbols within the corporate context. Paper and/or essay is co-written with supervising faculty members. Lecture

COMM 622 Rhetoric & Philosophy of Communication Scholarship

0 cr.

Introduction to graduate study which examines the ideas and literature of communication and rhetorical studies. Addresses valued ways of knowing as well as practical skills needed for professional successes. Lecture

COMM 626 Rhetoric & Philosophy of Free Speech

3 cr.

This class explores the philosophical grounding of free speech as a rhetorical practice within the Western tradition. Historical and contemporary perspectives for discourses in a democratic society are considered. Lecture

COMM 628 Rhetoric & Philosophy of Technology

3 cr.

Explores the theoretical and philosophical grounds for engaging technology as a socio-cultural phenomenon. The course focuses on the development and effects of emerging technologies throughout history, distinguishing technology as a tool from technology as an end. Lecture

COMM 631 Rhetoric & Communication Technology

0
cr.

This course prepare Ph.D. candidates to use the communication of technology. Lecture

COMM 632 Hermeneutic Phenomenology

0 cr.

The seminar in Hermeneutic Phenomenology engages primary and secondary scholarship of authors in the phenomenological philosophical tradition. Students meet together with seminar leaders weekly after reading assigned textual material. The seminar is designed as a six-semester experience. Students provide a 1-page per chapter summary/reaction for materials read. At the conclusion of the class, students will use one philosopher as a lens for their interpretive work, submitting an essay for review at a regional or national conference. An interpretive or summary essay concludes the six-semester experience; students turn in a folder each year to the co-directors of the seminar, providing evidence of a scholarly essay addressing a communicatively rich content area topic explored from a phenomenological and/or existential phenomenological interpretive perspective. Lecture

Graduate School of Liberal Arts

- COMM 633 Rhetoric & Philosophy of Advertising** 3 cr.
Humanities study of Advertising Communication. Historical and current philosophical implications of the impact of advertising or the culture are investigated. Paper and/or essay is co-written with supervising faculty member. Lecture
- COMM 634 Rhetoric & Philosophy of Communication Economics** 3 cr.
The course examines the rhetorical and philosophical implications of historical development in Communication Economics, detailing the relationship between economics and the type of information provided, the manner of investigation, and the style of presentation. Lecture
- COMM 635 Rhetoric of the Marketplace** 3 cr.
This course examines the rhetorical implications of the construction, evolution, and social importance of the market- place. The course traces changes in the marketplace through historical periods. Lecture
- COMM 636 Rhetoric & Philosophy of Integrated Marketing Communication** 3 cr.
Humanities study of Marketing Communication. Social and cultural implications of historical and current marketing practices are examined. Lecture
- COMM 649 Rhetoric & Philosophy of Public Relations** 3 cr.
Humanities study of Public Relations practices, historical and current. The social obligations of relating to the public from a corporate setting is examined from an ethical and critical perspective. Lecture
- COMM 654 Philosophy of Interpersonal Communication** 3 cr.
Humanities study of Interpersonal Communication theory and action. Course explores the philosophical implications of current and past theories in interpersonal communication, connecting each to a historical moment within the culture. Lecture
- COMM 659 Philosophy of Communication** 3 cr.
(Core requirement for Rhetoric and the Philosophy of Communication M.A.) Examines basic philosophical assumptions that undergird traditional and contemporary communication theory. The graduate student will analyze the work of a scholar doing philosophical study of communication such as Martin Buber, Emmanuel Levinas, Dietrick Bonhoeffer, Hans Gadamer, or Jurgen Habermas. Lecture
- COMM 678 Rhetoric of the Humanities** 3 cr.
The theories and practices of rhetoric and the philosophy of communication are embedded in their own historical contexts. In this course, students consider the rhetorical implications of art, philosophy, architecture, politics, religion, etc., of major historical eras, thereby increasing their knowledge of the intellectual and cultural dynamics involved in interpretation, theory and practice from a rhetorical perspective. Lecture

Graduate School of Liberal Arts

COMM 690 Directed Reading in Communication

1 TO
6 cr.

Allows in-depth study of an area not available in the current curriculum or otherwise accessible because of scheduling conflicts. In order to qualify for a Directed Reading, the student must submit an application letter to a faculty member into the chosen area of study. The application is due at least three weeks before the beginning of the semester and must include a critical bibliography of books and periodical to be read, with a summary of the contents of each. The minimum reading requirement consists of at least six books or a comparable collection of articles from periodicals. During the course, students are required to write 3-5 page papers on each reading selection, and a final paper of at least ten pages synthesizing the reading undertaken. Not available to students doing a thesis. Approval of a member of the graduate faculty and of the department chair is required. Readings

COMM 700 Thesis - Communication

1 TO 6 cr.

Students undertake a significant research project resulting in a thesis. The study is directed by a member of the graduate faculty and a 3+ person committee. Available only to those anticipating continuing their studies in a Ph.D. program. Prerequisite: Approval of a member of the graduate faculty and of the department chair. Lecture

COMM 701 Dissertation - FT Dissertation

1 TO 6 cr.

COMM 702 Teaching Practicum

0 TO 3 cr.

Infrequently, for experienced students, the department affords an opportunity to earn academic credit by assisting faculty in a classroom setting. Practicum

COSC 507 Introduction to Computer Programming

3 cr.

Object oriented programming, objects and classes, data abstraction, functions, looping, selections, control structures, arrays, searching, and sorting. Lecture

CPMA 511 Logic and Proof

1.5 cr.

Mathematical truth, axioms and theorems, propositional truth tables, quantifiers, predicate calculus, decision procedures, and mathematical induction. Lecture

CPMA 512 Linear Algebra

1.5 cr.

Matrices, vector spaces, linear transformations, determinants, eigenvalues and eigenvectors, and orthogonality. Lecture

CPMA 515 Advanced Discrete Math

1.5 cr.

Introduction to number theory, recursively defined functions, analyzing algorithm performance, recurrence relations, generating functions, permutations and combinations, Inclusion/Exclusion, introduction to Graph Theory, and Boolean algebra. Lecture

CPMA 516 Numerical Analysis

1.5 cr.

Linear systems, interpolation, functional approximation, numeric differentiation and integration, and solutions to non-linear equations. Lecture

CPMA 518 Vector Calculus

1.5 cr.

Three dimensional geometry, directional derivatives, gradient, divergence, curl, maximum-minimum problems, multiple integrals, parametric surfaces and curves, and line integrals. Lecture

Graduate School of Liberal Arts

- CPMA 521 Probability and Markov Chains** 1.5 cr.
Review of random variables, discrete and continuous distributions, expectation, conditional probability, and limit theorems. Introduction to Markov chains, finite absorbing and non-absorbing chains, limiting distributions, and infinite chains. Lecture
- CPMA 522 Statistical Inference** 1.5 cr.
Review of statistical estimation and hypothesis testing. Introduction to nonparametric methods, analysis of variance, statistical modeling and Bayesian inference. Lecture
- CPMA 525 Linear Models** 1.5 cr.
Review of simple linear regression and multiple linear regression. Topics further covered include Type I and Type III SSQ, various residual diagnostics measures, effects of outliers and influential measures, estimation distinctions when dependent and independent variables are either nominal or continuous, introduction to fixed/random effects and components of variance, 1-way ANOVA with multiple comparisons techniques, and ANACOVA models for the common slope and separate slope form. All models are demonstrated using JMP and SAS. Lecture
- CPMA 526 Experimental Design** 1.5 cr.
Continuation of CPMA 525. Begins with the concepts about the principles of experimental design, randomization and blocking. Topics covered are 2-way and multi-way ANOVA models, orthogonal contrasts, factorial designs, balanced and unbalanced designs, repeated measures, nesting effect within models, mixed models analyses, and estimation comparing the EMS and REML approaches. Lecture
- CPMA 531 Programming Language: Java** 1.5 cr.
Classes, objects, instances, messages, methods, inheritance, interfaces, polymorphism, software life cycle, variables, expressions, data objects, control structures, strings, arrays, files, searching, sorting, applets, toolkits, threads, and graphical user interfaces. Lecture
- CPMA 532 Data Structures** 1.5 cr.
Abstract data types, stacks, queues, databases, priority queues, trees, linked hashing, balanced trees, self-organizing data structures, and advanced sorting. Lecture
- CPMA 535 Introduction to Computer Systems** 1.5 cr.
Computer representation and hardware, system programming, prototyping development, memory and data organization, communications and networking, human/computer interactions, and performance analysis and improvement. Lecture
- CPMA 536 Software Engineering** 1.5 cr.
Software development processes and the software life cycle, software architecture and design, emphasizing object-oriented design, user interface design, validation and verification, testing methods, systems analysis and requirements definition, software management and personal issues. Lecture
- CPMA 550 Computer Networks** 3 cr.
Network technologies, protocols, and management. Programming networked applications. The effects of the Internet and World Wide Web on computing and society. Lecture
- CPMA 551 Digital Image Processing** 3 cr.
Introduction to the mathematics of images and image processing, as well as computational methods for real data manipulation. Topics include image acquisition, image enhancement and restoration in both the spatial and frequency domains, the Fourier transform, wavelets, image compression, image segmentation, and morphological processing algorithms. Lecture

Graduate School of Liberal Arts

- CPMA 560 Graph Theory** 3 cr.
Graph theory, graph algorithms, coloring, network flows, computational geometry, compression, randomized algorithms, parallel algorithms, and NP-completeness. Lecture
- CPMA 561 Mathematics of Financial Markets** 3 cr.
Option strategies, future markets, option price relations, binomial option pricing model, binomial put model, and the Black-Scholes analysis. Lecture
- CPMA 563 Numerical Differential Equations** 3 cr.
Finite difference methods, stability, boundary value problems, ordinary differential equations, integral equations, and partial differential equations. Prerequisites: 511, 512. Lecture
- CPMA 564 Cryptology** 3 cr.
Mathematical techniques for securing data for storage or transmission in an insecure context: abstract algebra, threat modeling, information and coding theory, error-correcting codes, public and private key encryption schemes, and crypt-analytic techniques. Lecture
- CPMA 565 Numerical Methods** 3 cr.
Linear systems, interpolation, functional approximation, numeric differentiation and integration, and solutions to non-linear equations. Lecture
- CPMA 566 Operations Research** 3 cr.
This is an introduction to the background of operations including example problems and a brief history. An extensive discussion of the theory and applications of linear programming will follow. Other topics will include integer programming, transportation and network flow models, and dynamic programming. Lecture
- CPMA 571 Optimization** 3 cr.
Linear programming, transportation problem, network flow, nonlinear convex programming, dynamic programming, geometric programming, game theory, and gradient methods. Lecture
- CPMA 573 Statistical Computing** 3 cr.
Generating pseudo-random numbers, Monte Carlo integration, simulation, Bayesian inference, Gibbs sampling, Metropolis sampling, Metropolis-Hastings sampling, the E-M algorithm, multivariate Newton-Raphson maximization. Lecture
- CPMA 574 Prediction and Class Modeling** 3 cr.
Classification rates, ROC curves, cross-validation techniques, modern regression methods, data reduction/principle components, stages of biomarker development, and study design issues in cancer and occupational research. Lecture
- CPMA 575 Introduction to Elementary Data Mining** 3 cr.
The emphasis of this course is to understand the beginning concepts in building either a predictive or a classification model using data mining techniques. Special topics covered are: distinction between supervised and unsupervised learning; issues in data exploration; steps in data cleaning including missing data, transformations and methods of imputation; training vs. testing sets; determining model accuracy (ROC curves, lift and cumulative lift charts); cross-validation, bootstrapping estimations; partitioning and classification tree analyses. Software used for demonstrating procedures incorporate JMP and SAS algorithms. Lecture

Graduate School of Liberal Arts

CPMA 580 Artificial Intelligence/Cognitive Science	3 cr.
Computational and statistical modeling of human cognitive processes and their implementation: modularity of mind, rule-based vs. distributed vs. prototype models, search techniques, story understanding, and statistical models of language. Lecture	
CPMA 581 Distributed Computing	3 cr.
Development and application of techniques that allow computation on different components of a network: network technology and design, communications theory, applications protocols, remote procedure calls, distributed storage techniques, parallel algorithms, load balancing, scheduling, and task migration. Lecture	
CPMA 584 Formal Languages and Automata	3 cr.
Cardinality of sets, uncountability of certain sets, languages, regular languages, context-free languages, the Chomsky hierarchy, Turing machines, Church-Turing thesis, problems that are not Turing computable, and an introduction to computational complexity. Lecture	
CPMA 585 Computer Security	3 cr.
Network, database, and Web security, threat models, elementary and advanced cryptology, protocol analysis, covert channels, access control and trust issues, legal and ethical issues in security. Lecture	
CPMA 586 Computer Graphics	3 cr.
Geometric generation of two- and three-dimensional graphics. Theory of affine transformations. Scan conversion, geometric transformation, clipping, intersection, curves and surfaces, and animation. Lecture	
CPMA 587 Database Management	3 cr.
The use, design, and implementation of database management systems. Topics include data models, current DBMS implementations, and data description, manipulation, and query languages. Lecture	
CPMA 590 Special Topic: Computer Security	3 cr.
Various subjects in computational mathematics. May be repeated for credit when content changes. Lecture	
CPMA 591 Special Topic: Linguistic Forensics: Computational Analysis of Language	3 cr.
Computational analysis of language, with specific reference to techniques for inferring authorship properties. Lecture	
CPMA 595 Independent Study	1 TO 3 cr.
Directed study on a topic related to computational mathematics. May be repeated once for credit. Independent Study	
CPMA 599 Internship	1 TO 3 cr.
Internship	
CPMA 601 Project	1 TO 6 cr.
Lecture	

Graduate School of Liberal Arts

CPMA 700 Thesis

1 TO 6 cr.

Independent Study

ENGL 500 Aims & Methods

3 cr.

This course is an introduction to the aims, methods, and materials of contemporary literary scholarship for students who have committed themselves to the study of literature at a professional level. It prepares graduate students to meet the expectations of their professors, the demands of graduate study, and the peculiar rigors of academic life. The major emphasis of this course will be on acquiring a working knowledge of scholarly tools and methods through projects and problems. Lecture

ENGL 501 Introduction to Old English

3 cr.

This course is an introduction to the reading of Old English texts. Lecture

ENGL 502 Medieval Drama

3 cr.

A course focusing on the study of Medieval Drama. Lecture

ENGL 503 Chaucer

3 cr.

In this course students will read all of Chaucer's major works, and many of his minor. If you've never worked with medieval literature, this is a good introduction, in one of the easier medieval English dialects. Lecture

ENGL 507 Medieval Literature

3 cr.

In this cross-listed course, we'll read a selection of Middle English works, Chaucer not included (he gets a course to himself): various short lyrics, longer poems such as Gawain and the Green Knight, The Pearl, The Owl and the Nightingale, Sir Orpheo; selections from Piers Plowman, a couple of representative plays, religious writings from authors such as Julian of Norwich and Richard Rolle; the first autobiography written in English (Margery Kempe's); and selections from Le Morte d'Arthur. A general survey, the course will emphasize the diversity of the corpus. We'll discuss the intersection of the sacred and the secular in the literature, the historical and cultural contexts of the literature; and, inevitably, our own vexed relationship to the texts. All readings will be in Middle English. Lecture

ENGL 510 Special Studies

3 cr.

Varying topics reflecting the current interests of faculty and students, in courses that transcend the boundaries of a single culture, language, or discipline. Lecture

ENGL 512 Shakespeare I

3 cr.

This graduate course focuses on Shakespeare's explorations of different genres by examining selected plays. Lecture

ENGL 513 16th Century English Literature

3 cr.

A course focused on the literature of 16th-Century England. Lecture

ENGL 515 Milton

3 cr.

A course focused on the works of John Milton. Lecture

ENGL 516 17th Century English Literature

3 cr.

A course focused on 17th-Century England English Literature. Lecture

ENGL 518 Shakespeare II

3 cr.

A course focused on the later works of William Shakespeare. Lecture

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ENGL 519 Special Topics Varying topics reflecting the current interests of faculty and students, in courses that transcend the boundaries of a single culture, language, or discipline. Lecture	3 cr.
ENGL 520 Seminar: 18th Century English Literature An intensive study of 18th-Century English Literature. Lecture	3 cr.
ENGL 522 English Literature 1660-1700 A course focusing on the Literature of the English Restoration. Lecture	3 cr.
ENGL 524 English Literature 1700-1750 A course focused on the study of early 18th-Century English Literature. Lecture	3 cr.
ENGL 528 English Literature 1750-1800 A course focused on the study of later 18th-Century English Literature. Lecture	3 cr.
ENGL 529 Special Studies: 18th Century Students will study particular thematic, historical, or cultural topics in 18th-Century English Literature. Lecture	3 cr.
ENGL 535 English Romantic Literature A course focused on the study of English Romantic Literature. Lecture	3 cr.
ENGL 536 Victorian Literature A course focused on the study of British Victorian Literature. Lecture	3 cr.
ENGL 537 Special Studies: Writing ENGL 537: SPST: Writing – Graduate level writing course covering various topics. Lecture	3 cr.
ENGL 539 19th Century Special Topics This course will address particular themes, topics, or forms in 19th-Century British Literature. Lecture	3 cr.
ENGL 541 Early American Literature A course focused on the study of Early American Literature. Lecture	3 cr.
ENGL 542 American Literature of the Naturalist Period A course focused on the study of American Literature of the Naturalist Period. Lecture	3 cr.
ENGL 546 American Realism and Naturalism Students will study the topics of American Realism and Naturalism in Literature. Lecture	3 cr.

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ENGL 549 Special Studies: American Literature through the 19th Century This course will address particular themes, topics, or questions in American Literature through the 19th Century. Lecture	3 cr.
ENGL 552 British Modernism A course focused on English Literature written between 1890 and 1945. Lecture	3 cr.
ENGL 553 British Literature Since 1945 A course focused on contemporary British Literature. Lecture	3 cr.
ENGL 556 American Literature: 1900-1945 A course focused on American Literature written between 1900 and 1945. Lecture	3 cr.
ENGL 558 20th Century Special Topics This course will address particular themes, topics, or questions in 20th-Century Literature. Lecture	3 cr.
ENGL 559 Special Studies: Postcolonial Literature A course focused on the study of Postcolonial Literature. Lecture	3 cr.
ENGL 560 History of English Language English, like its nearest relatives, the Germanic languages, is a member of the Indo-European family of languages. This course will identify many of the features that English shares with other Indo-European languages and trace the development of English from the earliest written records to recent times. We will study the ways in which geography, conquest, cultural interaction, and the passage of time have changed the pronunciation, grammar, and vocabulary of English. We will do some introductory study of Old and Middle English, but no prior knowledge of these earlier stages of the language is necessary. Lecture	3 cr.
ENGL 562 Introduction to Linguistics This course is an introduction to basic principles and methods of modern linguistics, with special emphasis placed on modern grammatical theory and practice, most notably emphasizing phrase-structured grammar. Also explored in the course are phonological and morphological concerns relating specifically to the English Language. Lecture	3 cr.
ENGL 564 Modern English Grammar An introduction to the basic principles and methods of modern linguistics, emphasizing phrase-structure grammar and its practical application to teaching. Lecture	3 cr.
ENGL 565 Literary Theory: Plato to Shelly A course focused on Literary theory from its origins up to the works of Percy Shelley. Lecture	3 cr.

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ENGL 566 Literary Theory: Arnold to Present

3 cr.

An understanding of the basics of literary theory is, today, crucial for an advanced education in literature. This literary-theory course will equip graduate students with an overview of the central schools of twentieth-century literary theory but will also put those theories in the context of their historical ancestors: Plato, Aristotle, Sidney, Pope, Johnson, Wordsworth, Coleridge, Shelley, Arnold. The course will center on detailed examinations of representative texts from the central schools of twentieth-century and contemporary theory. Students enrolled in this class will produce several short précis of critical articles, one 10-minute presentation/guided discussion on a theoretician's ideas or a key critical text, a term paper, and a midterm and final exam. Lecture

ENGL 568 Special Studies: Language/Criticism/Theory

3
cr.

This course will address particular themes, topics, or questions in Literary Theory. Lecture

ENGL 569 Special Studies:

3 cr.

Varying topics reflecting the current interests of faculty and students, in courses that transcend the boundaries of a single culture, language, or discipline. Lecture

ENGL 570 Special Studies: International Study

3 cr.

Varying topics reflecting the current interests of faculty and students and includes international travel. Lecture

ENGL 591 Teaching College Writing

1.5 cr.

This course will address particular methodologies, topics, or questions in the teaching of college-level writing. Lecture

ENGL 602 Half Credit: Special Studies

1.5 cr.

Lecture

ENGL 603 HC: Chaucer

1.5 cr.

In this course students will read all of Chaucer's major works, and many of his minor. If you've never worked with medieval literature, this is a good introduction, in one of the easier medieval English dialects. Lecture

ENGL 607 HC: Medieval Literature

1.5
cr.

In this cross-listed course, we'll read a selection of Middle English works, Chaucer not included (he gets a course to himself): various short lyrics, longer poems such as Gawain and the Green Knight, The Pearl, The Owl and the Nightingale, Sir Orpheo; selections from Piers Plowman, a couple of representative plays, religious writings from authors such as Julian of Norwich and Richard Rolle; the first autobiography written in English (Margery Kempe's); and selections from Le Morte d'Arthur. A general survey, the course will emphasize the diversity of the corpus. We'll discuss the intersection of the sacred and the secular in the literature, the historical and cultural contexts of the literature; and, inevitably, our own vexed relationship to the texts. All readings will be in Middle English. Lecture

ENGL 610 HC: Medieval Drama

1.5 cr.

A course focusing on the study of Medieval Drama. Lecture

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ENGL 612 HC: Shakespeare This graduate course focuses on Shakespeare's explorations of different genres by examining selected plays. Lecture	1.5 cr.
ENGL 613 HC: 16th Century English Literature A course focused on the literature of 16th-Century England. Lecture	1.5 cr.
ENGL 618 HC: Late Shakespeare A course focused on the later works of William Shakespeare. Lecture	1.5 cr.
ENGL 619 HC: Special Studies: 16th/17th Cenutry Special Topics A course focused on the literature of the 16th/17th centuries. Lecture	1.5 cr.
ENGL 629 HC: 18th Century Special Topics Students will study particular thematic, historical, or cultural topics in 18th-Century English Literature. Lecture	1.5 cr.
ENGL 636 HC: Victorian Literature A course focused on the study of British Victorian Literature. Lecture	1.5 cr.
ENGL 637 Special Studies: Half Credit: Writing ENGL 637: SPST: HC: Writing – 1.5 credit section of the English Graduate level writing course covering various topics Lecture	1.5 cr.
ENGL 639 HC: 19th Century Special Topics This course will address particular themes, topics, or forms in 19th-Century British Literature. Lecture	1.5 cr.
ENGL 641 HC: Early American Literature A course focused on the study of Colonial American Literature. Lecture	1.5 cr.
ENGL 646 HC: American Realism and Naturalism Students will study the topics of American Realism and Naturalism in Literature. Lecture	1.5 cr.
ENGL 649 HC: American Literature through the 19th Cenutry Special Topics This course will address particular themes, topics, or questions in American Literature through the 19th Century. Lecture	1.5 cr.
ENGL 652 HC: British Modernism A course focused on English Literature written between 1890 and 1945. Lecture	1.5 cr.
ENGL 653 HC: British Literature Since 1945 A course focused on contemporary British Literature. Lecture	1.5 cr.

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ENGL 656 HC: American Literature: 1900-1945

1.5
cr.

A course focused on American Literature written between 1900 and 1945.
Lecture

ENGL 658 HC:20th Century Special Topics

1.5 cr.

This course will address particular themes, topics, or questions in 20th-Century Literature. Lecture

ENGL 659 HC: Special Studies: Postcolonial Literature

1.5 cr.

A course focused on the study of Postcolonial Literature. Lecture

ENGL 662 HC: Introduction to Linguistics

1.5 cr.

This course is an introduction to basic principles and methods of modern linguistics, with special emphasis placed on modern grammatical theory and practice, most notably emphasizing phrase-structured grammar. Also explored in the course are phonological and morphological concerns relating specifically to the English Language. Lecture

ENGL 664 HC: Modern English Grammar

1.5 cr.

An introduction to the basic principles and methods of modern linguistics, emphasizing phrase-structure grammar and its practical application to teaching. Lecture

ENGL 668 HC: Special Studies: Language/Criticism/Theory

1.5 cr.

This course will address particular themes, topics, or questions in Literary Theory.
Lecture

ENGL 669 Special Studies: Half Credit:

1.5 cr.

Varying topics reflecting the current interests of faculty and students, in courses that transcend the boundaries of a single culture, language, or discipline. Lecture

ENGL 682 Seminar: Colonialism-18th Century Novel

3 cr.

An intensive study of colonialism and the 18th-Century Novel. Lecture

ENGL 690 Seminar: Old & Middle English Literature

3 cr.

An intensive study of Old and Middle English Literature. Lecture

ENGL 691 Seminar: Renaissance English Literature

3 cr.

An intensive study of Renaissance English Literature. Seminar

ENGL 692 Seminar: Restoration/18th Century Literature

3 cr.

An intensive study of Restoration and 18th-Century Literature. Lecture

ENGL 693 Seminar: 19th Century Literature

3 cr.

An intensive study of 19th-Century English Literature. Seminar

ENGL 694 Seminar: American Literature through the 19th Century

3 cr.

An intensive study of American Literature through the 19th Century. Lecture

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ENGL 695 Seminar: 20th Century English and American Literature	3 cr.
An intensive study of 20th-Century Transatlantic Literature. Seminar	
ENGL 696 Seminar: Language/Criticism/Theory	3 cr.
An intensive study of topics in Literacy Theory. Lecture	
ENGL 699 Special Studies: Half Credit: Seminar	1.5 cr.
ENGL 699: HC: Seminar – 1.5 credit section of the English graduate seminars, covering various topics. Lecture	
ENGL 700 Thesis-English	1 TO 6 cr.
Master's Thesis writing credits. Thesis	
ENGL 701 Dissertation - FT	1 TO 6 cr.
Dissertation writing credits—full time. Dissertation	
ENGL 702 Master of Arts Examination	0 cr.
Other	
ENGL 703 Expanded Research Paper	0 cr.
Other	
ENGL 710 Readings	1 TO 6 cr.
Individual course of readings developed in concert with a faculty member. Readings	
ENGL 711 Readings	1 TO 3 cr.
Individual course of readings developed in concert with a faculty member. Readings	
GRAS 580 Origins of the Catholic Faith	0 cr.
Origins of the Catholic Faith is designed to study the Christian Faith from its theological foundation presuming the validity of God's Revelation to the human race. This course will present from the outset the capability of man to understand and believe the Gospel of Christ through the two fonts of human knowledge – faith and reason. Lecture	
GRAS 582 Catholic Life and Practice	0 cr.
This course will explore how the Deposit of Faith is consistent with the pursuit of truth and knowledge that all men seek in life (sensus hominis). Students will study the documents of the Second Vatican Council, the encyclicals of Pope John Paul II, and the Catechism of the Catholic Church alongside present ideologies, philosophical trends, and cultural movements which may or may not be compatible with the mission of the Church. Lecture	

Graduate School of Liberal Arts

GRAS 584 Liturgy: Sources and Practice

0 cr.

This course will parallel the historical development of the liturgy with the anthropological desire for the unseen and the unknown. The student will understand more clearly the theological foundations of the sacred liturgy with the human traditions, gestures and actions associated with liturgy that express the philosophical longings of man.

Lecture

GRAS 585 Vatican II: Priesthood and Pastoral Ministry

0 cr.

This course will primarily study the development of the Catholic priesthood from its origin in the early Church to the present day by means of historical and theological survey. The greatest emphasis will focus on the first four centuries of Christianity and then the development of the priesthood from the Second Vatican Council. Lecture

GRAS 589 Sacred Scripture and Pastoral Life I

0 cr.

This course provides an overview of the principal events, personalities and themes of the Old Testament in the context of a pastoral application to the life and ministry of the Church in the present-day. The course will challenge the student to apply the themes and contents of the scriptures to contemporary ecclesial and social issues.

Lecture

GRAS 590 Sacred Scripture and Pastoral Life II

0 cr.

This course provides an overview of the principal events, personalities and themes of the New Testament in the context of a pastoral application to the life and ministry of the Church in the present-day. The course will challenge the student to apply the themes and contents of the scriptures to contemporary ecclesial and social issues.

Lecture

GRAS 610 Ecclesiastical Latin I

0 cr.

The Magisterium and governance of the Church continues to use Latin as its official language in the issuance of documents for which the modern languages can receive official translations. This course will introduce the student to the basic structures and grammar of ecclesiastical Latin as well as how the precision of the Latin language enhances the detail of theological and ecclesial expressions. Lecture

GRAS 611 Ecclesiastical Latin II

0 cr.

This course will build upon the knowledge learned in Ecclesiastical Latin I and continue the instruction in the basic structures and grammar of ecclesiastical Latin as well as how the precision of the Latin language enhances the detail of theological and ecclesial expressions. Lecture

GREK 551 Greek for Reading I

0
cr.

The fundamentals of Greek grammar and syntax with exercises in translation.

Lecture

GREK 552 Greek for Reading II

0
cr.

The fundamentals of Greek grammar and syntax with exercises in translation.

Lecture

GREK 553 Greek for Reading III

0 cr.

Selections from major classical Greek author(s). Lecture

Graduate School of Liberal Arts

GREK 554 Greek for Reading IV	0 cr.
Selections from major classical Greek author(s). Lecture	
HCE 541	3 cr.
A study of the principles of moral conduct based on the New Testament and on the teachings of the Church; special treatment of human divine relationship, the place of Christ in human life, human freedom, conscience and self-determination, sin, conversion; analysis of the pluralism of ethical methodologies in Christian moral theology. Lecture	
HCE 542	3 cr.
This course is a study of the basic theoretical issues of applied philosophical ethics. It is intended to present and analyze those foundational concepts of philosophical normative ethics and metaethics that are essential to the applied ethicist. Lecture	
HCE 550	1 cr.
Each course (1 graduate credit hour) adopts a practical and structured approach including knowledge and process skills (taught in HCE 550, Ethics Consultation) for ethics case analysis, decision making and consultation; the approach combines traditional and emerging models to integrate ethics across the health care organization. Course work from the Fall/Spring semesters can be extended for completion in the Summer Semester when the Capstone Course is undertaken (HCE 558, Systems, Quality, and Outcomes). Fall Semester: Hce 550, Ethics Consultation: Competencies & Approach. A practical and structured approach (including knowledge and process skills) for ethics case analysis, decision making, and consultation; the approach considers opportunities and obstacles for the integration of ethics across the organization. Lecture	
HCE 552	1 cr.
Each course (1 graduate credit hour) adopts a practical and structured approach including knowledge and process skills (taught in HCE 550, Ethics Consultation) for ethics case analysis, decision making, and consultation; the approach combines traditional and emerging models to integrate ethics across the health care organization. Course work from the Fall/Spring semesters can be extended for completion in the Summer Semester when the Capstone Course is undertaken (HCE 558, Systems, Quality, and Outcomes). Fall Semester: HCE 552, Clinical, Organizational, and Professional Ethics. An overview that addresses the connections between clinical, organizational, and professional ethics in health care. Lecture	
HCE 553	1 cr.
An integration of ethics with the pervasive issues of patient safety and medical error in contemporary health care delivery. Lecture	

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HCE 554

1 cr.

Each course (1 graduate credit hour) adopts a practical and structured approach including knowledge and process skills (taught in HCE 550, Ethics Consultation) for ethics case analysis, decision making, and consultation; the approach combines traditional and emerging models to integrate ethics across the health care organization.

Course work from the Fall/Spring semesters can be extended for completion in the Summer Semester when the Capstone Course is undertaken (HCE 558, Systems, Quality, and Outcomes).

Fall Semester:

HCE 554, Directives for Catholic Ethics Services

[ELECTIVE COURSE: For the Concentration in Catholic Health Care]

An explanation of the ethical principles and practices in Catholic health care. Participants can engage the Catholic perspective in the assignments for other courses. Lecture

HCE 555

1 cr.

An exploration of constructive approaches and processes that foster mediation and resolution of ethical conflicts in health care. Lecture

HCE 556

1 cr.

A study of informed consent and ethical decision making by surrogates, including the role of advanced directives, living wills, health care power of attorney, etc. Lecture

HCE 557

1 cr.

A study of ethics in end-of-life care such as when treatment is futile or when pain management and relief are crucial aspects of dying. Lecture

HCE 558

1 cr.

Each course (1 graduate credit hour) adopts a practical and structured approach including knowledge and process skills (taught in HCE 550, Ethics Consultation) for ethics case analysis, decision making, and consultation; the approach combines traditional and emerging models to integrate ethics across the health care organization.

Systems, Quality, and Outcomes: Integrating Ethics, Consultations and Organizational Leadership.

A Capstone Course that seeks to integrate clinical, organizational, and professional ethics in health care with quality improvement and systems practices across the organizational landscape, such as occurs in "next generation" models for health care services. Lecture

HCE 559

1 cr.

Lecture

HCE 580

3 cr.

A seminar-type course which introduces the basic legal and ethical concepts and theories and their application to health care delivery. The convergence and divergence between law and ethics, as related to current problems and issues of health care delivery, will be topics of group discussion. Lecture-discussion, three hours. Lecture

HCE 585

3 cr.

This course will examine how the structure of health-care organizations affects the communication within them. The class will use case studies to analyze how well or poorly health-care professionals communicate with one another and how their attitudes about other professionals affect their ability to communicate. The course will also examine the ethical mission of health-care organizations and professions and how the communication process helps or hinders that mission. Lecture

Graduate School of Liberal Arts

HCE 590

1 cr.

The independent study course for certificate program students will study the integration of ethics and quality in next generation models for ethics services in health care. Each student will write a course project focusing upon the certificate program competencies, combining analysis with relevant literature. Independent Study

HCE 644 Foundations of Religious Health Care Ethics

3 cr.

The course provides an introduction to the methods of religious discourse in health care ethics. There is discussion of different approaches, policies, teachings, and practices. A variety of practical topics are engaged to illustrate the variety of religious discourse in the field. Lecture

HCE 646

1 TO 3 cr.

This Clinical Ethics Rotation consists of supervised placement in a hospital with reading and discussion concerning clinical ethical issues. Students become familiar with the clinical environment and accompanying ethics issues and attend (without actively participating in) the Hospital Ethics Committee. The Rotation requires 150 hours of time. Admission only by prior arrangement with the HCE Director. Clinical

HCE 647

3 cr.

HCE 646 is a pre-requisite for HCE 647. This Clinical Ethics Rotation consists of supervised placement in a hospital with reading and discussion concerning clinical ethical issues. A Mentored Apprenticeship occurs insofar as students shadow both ethics pre-consultations and ethics consultations and participate in the Hospital Ethics Committee. The Rotation requires 150 hours of time. Admission only by prior arrangement with the HCE Director. Clinical

HCE 651

3 cr.

The course offers an introduction to Jewish healthcare ethics discussing its various approaches and offering comparative insights with regard to other major religious traditions. Lecture

HCE 652

3 cr.

An examination of religious, philosophical, and policy perspectives on theoretical understandings of justice and on practical issues involving the allocation and delivery of health care, such as access to health care, health care reform, rationing, and managed care. Lecture

HCE 653

3 cr.

The course discusses ethical issues related to emerging trends in human genetics and stem cell research. Topics include: the development of ethics discourse on the human genome; ethics and technology; Consent and Genetics Counseling; Stem Cell Research and Cloning; Germline Modification; Genetics, Disability, and the Vulnerable; Population Screening, including Newborns; Individuals Screening and Tests; Neuro-ethics and Nano-ethics; Patents, Biobanking, and Business. Lecture

HCE 654

3 cr.

The course will make students familiar with the recent issues and debates in research ethics. It will start with the history of the debate on ethics and research (focusing on exemplary cases). It will analyze the various ethical dimensions of different types of research in the field of healthcare, in particular informed consent, risk-benefit assessment, ethical review, and research with special populations. It then offers the opportunity to study in more details subjects as international research, research with children, animal research, ethics review committees, and research integrity. Lecture

Graduate School of Liberal Arts

HCE 655	3 cr.
This course focuses on the globalization of bioethics. It addresses the question of universal ethical principles in connection to cultural diversity. Current problems will be discussed, e.g. international clinical trials, benefit sharing, organ trafficking, social responsibility for health, globalised food and culture. Lecture	
HCE 656	3 cr.
Ethical issues related to the end of life are the main focus of this course. Starting from an analysis of the major moral traditions (Hippocratic tradition, sanctity of life tradition and Enlightenment tradition) as well as the philosophical debate on the goals of health care, specific ethical problems will be analyzed: suffering, death and dying, futility of treatment, withholding and withdrawing treatment, artificial food and nutrition, palliative care, euthanasia, and compassion. Lecture	
HCE 657 Public Health Ethics	3 cr.
Public health ethics is an underdeveloped area in healthcare ethics. It is, however, increasingly important with the rise of global bioethics. The course examines the public health perspective and the general principles and issues of public health ethics. It analyses ethical dimensions of health concepts, health promotion, prevention, epidemiology, immunization, screening and health policy. It will study significant cases related to drug use, health inequalities, coercion and infectious disease, the war on fat, bioterrorism, disasters, and humanitarian intervention. Lecture	
HCE 659 Methods in Healthcare Ethics	3 cr.
This course provides a foundational introduction to other doctoral degree courses in the healthcare ethics curriculum. The course presents an analysis of dominant methods in healthcare ethics. Practical issues are discussed to illustrate the theoretical and methodological issues. Lecture	
HCE 661	3 cr.
This course considers the development of doctrine in health care ethics in the sense of investigating its truth claims or belief statements. The purpose is to clarify the significance of hermeneutics, or theories of interpretation, in the development of the field. The course will be especially attentive to the prospective integration of ethics, science, medicine, law and policy, in order to consider feasible changes as health care ethics increasingly engages history and culture in an interdisciplinary manner. Lecture	
HCE 662	3 cr.
The course examines the role of organizational ethics in health care. Business ethics and corporate ethics (with accompanying topics of risk management, compliance, and quality improvement) are included within the description of organizational ethics. The analysis focuses on the integration of clinical, professional, and organizational ethics in health care to foster culturally competent patient-centered care. The study considers relevant standards in the field, such as the Joint Commission's accreditation standards for hospitals. The concerns that are discussed vary from theoretical issues, relevant principles, and practical topics. Lecture	
HCE 666 Catholic Social Thought and Health Care	3 cr.
Lecture	
HCE 679	3 cr.
Lecture	

Graduate School of Liberal Arts

HCE 680

3
cr.

This course explores in-depth the intriguing, developing issues in health law and policy, focusing special attention on the issues that impact the human body and that challenge individual decision making. An underlying theme of the course examines the basic areas of law (property, tort, and contract law) as frameworks for analyzing these evolving issues. Specific topics for exploration include: property law and the human body, sterilization and reproductive controls, mental health and disability, pledges of confidentiality and competing interests, adolescent health care, relationship of contract and tort law to professional responsibility, health policy for resource allocation, aging and elder law, perspectives and regulations for the care of the dying, protections for the human body pre- and post-mortem, and research ethics and regulation of non-therapeutic research using human subjects. The course aims to provide students with a foundation for understanding how and why law is integral to biomedical ethics and health policy, the advisability and appropriateness of legislation (federal and state), precise issues requiring policy development and multi-disciplinary discourse to inform policy development, and issues at the cusp of development. Lecture

HCE 681

3 cr.

HCE 646 and HCE 647 are prerequisites for HCE 681. The Internship Rotation consists of a supervised clinical ethics rotation as ethicist-in-residence in a health care facility. Duties include: education of facility personnel through formal lectures, in-service workshops, teaching rounds, and ethics research; development of policy on various ethical issues; and prospective and retrospective case consultation. A Mentored Apprenticeship occurs insofar as students move from shadowing to participating in, and at times leading, ethics pre-consultations and ethics consultations as well as participating in the Hospital Ethics Committee. The Rotation requires 150 hours of time. Admission only by prior arrangement with the HCE Director. Internship

HCE 682

3 cr.

HCE 681 is a pre-requisite for HCE 682. The Internship Rotation consists of a supervised clinical ethics rotation as ethicist-in-residence in a health care facility. Duties include: education of facility personnel through formal lectures, in-service workshops, teaching rounds, and ethics research; development of policy on various ethical issues; and prospective and retrospective case consultation. A Mentored Apprenticeship occurs insofar as students move from shadowing to participating in, and at times leading, ethics pre-consultations and ethics consultations as well as participating in the Hospital Ethics Committee. The Rotation requires 150 hours of time. Admission only by prior arrangement with the HCE Director. Internship

HCE 690

0 TO 3 cr.

Independent Study

HCE 701

1 TO 6 cr.

Dissertation

HIST 501 Medieval Europe

3 cr.

A lecture and discussion course examining the unique characteristics of the Early, High and Late Middle Ages, with a special focus on social history and the lives of medieval people, from 300 to 1500. Lecture

HIST 502 Historical Geography

3 cr.

A survey of the physical world which is the basis for human civilizations past, present, and future. What are the possibilities and limitations of different places for human development? How successful or unsuccessful were human settlements? Emphasis also on geography as an intellectual discipline and cultural phenomenon. Lecture

Graduate School of Liberal Arts

HIST 511 Early Modern Europe

3 cr.

This course will investigate major issues in the history of Europe from c.1450-1789. Themes may include the impact of the New World and globalized trade; the Protestant Reformation and its Catholic counterparts; the development of modern states and political systems; and the Scientific Revolution and Enlightenment. Specific attention to artistic and cultural developments and evolving conceptions of class and gender roles. Seminar

HIST 513 Renaissance Europe: Courts and Nobles

3 cr.

This course will examine the life and culture of the early modern European aristocracy, particularly in the princely and royal courts of the period. From the Medici of Florence to Queen Elizabeth of England and Louis XIV of France, the courts of this era were scenes of opulence, great literature, and brutal conflict, and have fascinated historians for centuries. Topics will include the social foundations of the nobility; ideology and political thought; artistic and literary culture; sex and gender; and warfare, violence and dueling. Seminar

HIST 519 19th-Century Europe

3 cr.

An examination of the European experience between 1815 and 1914, with emphasis on political, social and cultural trends. Seminar

HIST 522 20th-Century Europe

3 cr.

A study of the European experience between 1914 and the present, centering on such topics as the great wars, fascism, and contemporary trends in both eastern and western Europe. Seminar

HIST 524 Historical Editing

3 cr.

Students undertake a wide variety of writing and editing tasks, from working with historical documents and oral history transcripts to writing grant applications and critiquing articles for historical publication. Students also gain experience working with desktop publishing equipment. Lecture

HIST 525 Archival Studies

3 cr.

This course is an introduction to the basic principles and practices of archival work, in particular the acquisition, evaluation, organization, description, and preservation of archival materials. Students work with actual archival materials in completing their course project. Lecture

HIST 526 Museum Studies

3 cr.

Considers administrative, curatorial, and educational functions of museum operation in the United States. It utilizes both lecture and hands-on sessions to introduce students to museum work. The course will include visits to various types of museums in the Pittsburgh area, and guest lecturers will bring their specialized knowledge and experience into the classroom. Lecture

HIST 528 British Empire

3 cr.

This course will examine some of the major political, social, economic and cultural aspects of the history of the British Empire since 1783. These include the abolition of slavery, the impact of industrialization on the empire, imperial wars, the expansion of empire into Africa, the world wars in an imperial context, and decolonization. Different historiographic themes will be analyzed in different semesters. Lecture

HIST 529 Historic Preservation

3 cr.

This course examines the movements and organizations that developed so as to save, protect, and present historical sites. It introduces preservation law and procedures established to survey and list buildings and sites as national, state, and local treasures. Lecture

Graduate School of Liberal Arts

HIST 530 Atlantic World, 1450s-1750s

3 cr.

The Atlantic Ocean was a great conduit of peoples, products, pests, pestilence, and ideas. Changes in Europe fostered exploration and colonization, which in turn promoted the development of empires, conflicts over trade and territories, and social and cultural innovations. This course examines some of the issues that connected and divided countries and peoples along the Atlantic rim in the Early Modern Era. Lecture

HIST 530 Atlantic World, 1450s-1750s

3 cr.

The Atlantic Ocean was a great conduit of peoples, products, pests, pestilence, and ideas. Changes in Europe fostered exploration and colonization, which in turn promoted the development of empires, conflicts over trade and territories, and social and cultural innovations. This course examines some of the issues that connected and divided countries and peoples along the Atlantic rim in the Early Modern Era. Seminar

HIST 533 Gender in American History

3 cr.

This class focuses on several key issues in the development of gender roles in North America from the colonial era through the present. While the bulk of the class will concern the evolving roles of women, we will also consider men's history and the history of sexuality. Lecture

HIST 541 American Painting and Sculpture

3 cr.

An exploration of a rotating variety of special topics such as portraiture in 18th-century America, 19th-century American impressionism, American woman artists, and art and patronage in 19th- and early 20th-century America. Seminar

HIST 542 American Architecture

3 cr.

Construction, style, building types, and the theory of architecture and city planning are examined from the seventeenth century to the present. Students are also introduced to the theory and practice of historic preservation. Lecture

HIST 543 American Decorative Arts

3 cr.

A survey of the decorative arts in the United States from the seventeenth to the mid-twentieth centuries. In addition to considering style and production techniques, this course will investigate the social and cultural context within which such works were created and displayed. Lecture

HIST 545 Imperial Russia

3 cr.

An investigation of the political, social, and intellectual evolution of the Russian Empire in the eighteenth and nineteenth centuries. Lecture

HIST 546 20th-Century Russia: Romanovs to Putin

3 cr.

This course examines the challenges to and overthrow of the Romanov rule, the rise and fall of the Soviet Union, and the creation of the new Russia since 1991. It explores political, social and cultural issues. Lecture

HIST 548 World at War

3 cr.

This topical course examines one or both of the world wars of the early twentieth century. The instructor may choose to focus on just one of the conflicts in depth (for example, just World War I) or provide a comparative study of both. In either case, the course examines the diplomacy leading up to, through, and concluding the conflict(s). It also explores the cultural and social changes, technological innovations, and political revolutions that contributed to and were part of the European struggles that became global battles. Lecture

Graduate School of Liberal Arts

- HIST 550 The Cold War** 3 cr.
An analysis of the diplomatic and political struggles between the United States, the Soviet Union, and their allies in the aftermath of World War II and the ideological conflict between free enterprise and communism around the world. Lecture
- HIST 561 African American History: Multiple Voices** 3 cr.
An examination of the experiences of African Americans in the United States beginning with Antebellum slavery, the Civil War and Reconstruction, turn of the century America, the Civil Rights movement, and their continuing struggle to attain true equality in American society. This course will examine these topics primarily through the exploration of key political and autobiographical texts. Lecture
- HIST 563 Early America: Colonization to Revolution** 3 cr.
This readings seminar surveys the major trends, events, and persons in early American history along with some modern interpretations of that history. In this course on the British colonies of North America, students will examine issues in social diversity, cultural construction, military conflict, and political development. Seminar
- HIST 565 Reform in America** 3 cr.
From its founding to the present day, the U.S. has been noted for the strength of its reform movements. Whether they were striving to end drinking, prostitution, political corruption, or slavery, to achieve rights for women or minorities, to stop unpopular wars, or to usher in a Christian or socialist utopia, reform-minded Americans have banded together to try to achieve political and social change. In this course, we will consider the membership, motives, rhetoric, tactics and consequences of social movements. Lecture
- HIST 568 Sectionalism: US 1789-1868** 3 cr.
An examination of the American Union from the writing and ratification of the Constitution through its disruption in the Civil War and reconstruction thereafter. Primarily through discussion of current historical works, the course analyzes such topics as the differences between North and South and the social impact of evangelicalism and slavery, as well as the political history of the era. Seminar
- HIST 570 History of Urban America** 3 cr.
This course examines the development of the American city with special focus upon changes in land-use patterns, social class arrangements, political organization, social mobility and migration, ecological patterns, industrial and commercial development, transformation of the built environment, and the creation of a national urban policy. Lecture
- HIST 571 Expansion and Reform: US 1868-1929** 3 cr.
Explores themes in American history from the impeachment of President Andrew Johnson to the onset of the Great Depression. In addition to lectures, extensive reading in both contemporary works and the most recent historical writings is offered. Seminar
- HIST 572 Work and Enterprise in American History** 3 cr.
This course offers an analysis of the forces which have shaped American industrialization, focusing on the impact of unionization, the development of big business, and their impact on the everyday lives of Americans from pre-industrial craftsmen to industrial workers. Lecture
- HIST 573 American Intellectual and Cultural History** 3 cr.
A survey of major movements in thought and culture including religion, science, the arts, and philosophy, including moral, political, and economic thought. Lecture

Graduate School of Liberal Arts

- HIST 574 Modern America: US 1929 to Present** 3 cr.
A study of the contemporary United States with particular emphasis on its emergence as a leader of the free world and the increasing role of government in the social and economic life of the nation. Lecture
- HIST 576 Individualism in American History** 3 cr.
A study of American individualism as demonstrated in the writings of politicians, novelists, political theorists, and others who have dealt with this important aspect of American culture. Seminar
- HIST 577 Nature and the American Experience** 3 cr.
Is nature to be tamed or protected? How have Americans responded to the incredible and at first untamed natural bounty that greeted them? What impact have these natural surroundings had on development of the American character? These are some of the issues dealt with in this course. Seminar
- HIST 579 U.S. Diplomatic History** 3 cr.
An examination of the various topics and interpretations of American foreign relations to WWI. This is a study of the nation's rise to world power and the internal and external conflicts that resulted. Lecture
- HIST 582 Inter-American Relations** 3 cr.
An examination of US-Latin American relations since the early 19th century. Topics include the Monroe Doctrine and later Roosevelt Corollary, US-Mexican War, Spanish-American War, the Good Neighbor Policy, the Alliance for Progress, and the problematic relationships with Cuba and other Latin American countries. Lecture
- HIST 583 Mexico and the U.S.** 3 cr.
This course focuses on U.S.-Mexican relations since the 19th century and covers the Texas rebellion and annexation, the U.S.-Mexican War, American economic penetration during the Porfiriato, U.S. military intervention in the Mexican Revolution, the expropriation of American-owned lands and oil companies in the 1930s, Mexican migration to and repatriation from the U.S., the Mexican foreign debt crisis, the narcotics trade, NAFTA, and the Mexican immigrant community in the United States. Lecture
- HIST 585 China in Revolution** 3 cr.
This course investigates changes in China during the 20th century, with a focus on the Chinese communist movement. Topics examined include the meaning of revolution in the Chinese context; ideology, causes, events, and personalities of the Chinese revolution; consequences and impact of the revolutionary movement. Lecture
- HIST 588 China and the West** 3 cr.
This course explores China's encounters with the West from early times through the modern age, with an emphasis on cultural exchanges. It opens with a survey of Chinese history and Sino-Western interactions over time and then focuses on topics such as the Silk Road, the Chinese Empire and the Philosophes, Christianity in China, American influence and Chinese liberalism, Marxism and Chinese communist revolution, Chinese culture in the West and Western presence in China today. Lecture
- HIST 591 Special Studies in History** 3 cr.
Subject matter varies according to instructor's interests. Seminar
- HIST 599 Directed Readings in Historical Topics** 1 TO 3 cr.
Independent study by permission. Readings

Graduate School of Liberal Arts

- HIST 627 Commemoration and Preservation--US History** 3 cr.
This course uses careful study of the history of commemorative and preservation efforts in the United States as a platform from which students will conduct research on topics vital to the future of Public History and Public History institutions, including historic sites, monuments, history museums, historic homes and archival institutions. Lecture
- HIST 656 Historic Preservation Internship** 3 cr.
Historic Preservation Internship students perform from 125 to 150 hours of professional work related to Historic Preservation at appropriate historical societies. Such organizations may include, but are not limited to, the Heinz History Museum, the Carnegie Museum of Natural History, Old Economy Village, Clayton (the home of Henry Clay Frick), and the Pittsburgh History and Landmarks Foundation. Students must have completed the Historic Preservation course first and have department permission to take this internship. Internship
- HIST 657 Editing Internship** 3 cr.
Students perform from 125 to 150 hours of professional editorial work at archives, museums, historical societies, or historical journals. Internship
- HIST 658 Archival Internship** 3 cr.
Students perform from 125 to 150 hours of professional work at archives, museums, and historical societies. In recent years, students have taken internships at such institutions as the Heinz History Museum, Carnegie Museum of Natural History, Old Economy Village, Archives of Industrial Society, the Archives of the Diocese of Pittsburgh, and Clayton (the home of Henry Clay Frick). Internship
- HIST 659 Museum Internship** 3 cr.
Students perform approximately 150 hours of professional work at archives, museums, and historical societies. Institutions where students have taken internships in recent years include the Historical Society of Western Pennsylvania, Carnegie Museum, Old Economy Village, Archives of Industrial Society, and Clayton (the home of Henry Clay Frick). Internship
- HIST 691 Graduate Research Seminar** 3 cr.
A research seminar whose subject matter varies according to the instructor's and student's interests. Seminar
- HIST 699 Introduction to the Graduate Study of History** 3 cr.
Through variety of research and writing assignments, students are encouraged to develop the critical skills so essential for historical study at the graduate level. Seminar
- HIST 700 Thesis Research in History** 1 TO 6 cr.
Thesis
- JMA 501 Introduction to Multimedia Technology** 3 cr.
Principles of interactivity development and multimedia technology are introduced along with project proposals and design documentation. Technical discussions about scanners, digital and analog video, digital sounds and graphics formats complement current principles regarding graphic design, sound and animation. Lecture

Graduate School of Liberal Arts

JMA 502 Managing Interactive Media

3 cr.

This course provides the skills and know-how to enable the student to master the entire product development process. Furthermore, the course provides various project management techniques for producing planning, documenting, writing, designing, testing, debugging and maintaining interactive projects. The focus is on project management skills that are unique to interactive media projects. Lecture

JMA 503 Instructional Design

3 cr.

The course reviews theories that are universally applicable to training, education, and learning. Blending the theories of learning and instruction, multimedia and project management, together with authoring tools, students propose, design, and implement e-Learning applications. Lecture

JMA 505 Graphic Design Process

3 cr.

Through vector-based programs such as Adobe Illustrator, and InDesign, students apply theories of balance, contrast, perspective, color and other graphic design concepts. Graphic file formats are discussed, along with their relative merits and disadvantages. Lecture

JMA 506 3D Concepts and Application

3 cr.

Students learn the basics of creating 3D models as they create and model then render life like three dimensional objects. Modeling concepts, 3D environments are explored as students move real world objects into a virtual world of three dimensions. To enhance their models, students learn to apply textures and surfaces using applications such as Lightwave. Students may also begin the process of animating objects, lights and cameras in the three dimensional space. Lecture

JMA 507 Animation Theory and Practice

3 cr.

Students immerse themselves in the theory and practice of animation in this intense hands-on class. Covering direct and handmade processes/techniques, students develop animation concepts and skills. Students follow the 3D computer animation production process to complete short animations. The end products are expected to be animations of quality that will be in professional demo reels. Lecture

JMA 509 Character Animation

3 cr.

This course covers 3D modeling techniques to create environments and character animation. Basic ideas learned within the basic animation course (JMA 507) such as narrative, and movement are revisited within the 3D environment. Discussion of modeling will include not only how to create models and character animation, but also a study of 3D forms within the domains of sculpture, architecture, animation and gaming. While students will be taught how they may simulate reality in both modeling and animation, they will also study examples of game development. Character animation concepts including character thinking, changes of emotion, speaking (lip-sync animation) and walking cycles. Cartooning effects such as squash and stretch as well as using animation controls to create a more humanistic character animation. Basic concepts dealing with character planning and character sheets. Lecture

JMA 510 Multimedia Production

3 cr.

Using the multimedia development life cycle as a model, students will use general purpose new media software, such as Premiere and Encore to create DVD's and Websites. Students form a production team, design a large-scale project, and then apply project and management skills. Course should be taken during last semester of study. Lecture

JMA 511 International Media

3 cr.

Media analysis of international media systems and processes. With particular emphasis on mediated communication within and between nation states. Class typically requires an international travel experience at an additional cost. Lecture

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- JMA 511P International Media Prep** 0 cr.
Other
- JMA 512 Literary Journalism** 3 cr.
Literary Journalism explores the fusion of nonfiction narrative writing and the methods and conventions of literature. In addition to studying and discussing classics and contemporary stories in the Literary Journalism oeuvre - covering topics such as war, crime, sports, and so-called "Gonzo Journalism" - students will report and write their own literary journalism stories; a good number of these stories are eventually published in campus media. Lecture
- JMA 513 Non-Profit Public Relations** 3 cr.
Explores the role of public relations within organizations devoted to community service and interaction. In addition to gaining an understanding of the different types of non-profit organizations, students will also learn to adapt traditional public relations practices and techniques to the not for profit context. Additional topics to be covered include grant proposals, identifying funding sources and promoting fundraisers. Lecture
- JMA 514 Media History** 3 cr.
A survey course of significant developments and trends in Western media history. Lecture
- JMA 515 Public Relations Strategies and Case Studies** 3 cr.
The purpose of this course is to provide public relations students with an opportunity to learn from case study analysis and to apply this knowledge to practical situations. Cases will be selected from a variety of public relations industries including sports, entertainment, higher education, healthcare, and nonprofit organizations. Students will be required to identify, analyze, solve, write and present information in an effective manner. At the end of this course, students should be able to identify how to integrate public relations as a management function into an overall organizational strategy; identify the public relations implications of management decisions; identify constituencies affected by management decisions; write a comprehensive communications strategy; support managerial decisions with public relations actions; and evaluate effectiveness of public relations activities. Lecture
- JMA 517 Critical Study in Mass Media** 3 cr.
In this course we will consider the forces behind the evolution of the media into its current commercial system. The ethical, social, economic, and political implications of today's massive media corporations -- as well as their effect upon what we see, read, and know -- will also be discussed. Lecture
- JMA 518 Public Relations Campaigns** 3 cr.
Students learn advanced internal and external Public Relations principles and multimedia production. Students will complete a PR campaign, learning strategy, writing and production. Lecture
- JMA 519 Advertising, Writing and Production** 3 cr.
Advertising is one of a constellation of media institutions. In this CAPSTONE course, student learn advanced consumer Advertising methods and practices within the context of the larger media practices. Students design an Advertising Campaign for a client utilizing their journalism, advertising, broadcasting and multimedia production skills. The course emphasizes Advertising research, strategy, writing and production. Lecture

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- JMA 520 Special Event Design and Management** 3 cr.
Students will acquire an in-depth knowledge of special event planning processes and techniques and will become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation. This class plans and implements a special event during the spring semester. Lecture
- JMA 521 Sex, Myth and Media** 3 cr.
Examines the role of mass media in reinforcing or challenging common cultural definitions of masculinity and femininity and power relationships between the sexes. In analyzing various mass media -- including print, television, internet publishing, electronic games, and film -- we will apply gender theory and connect these artifacts to their historical moment. Lecture
- JMA 522 Visual Design and Layout** 3 cr.
This studio course teaches students how to display complex information clearly and beautifully. Students will learn how to organize type, images, and raw data, into compelling and straightforward communication. Lecture
- JMA 523 Media Sales and Promotion** 3 cr.
Explains the multi-faceted dimension of sales within contemporary business environments with special emphasis on the tools for media sales and the tools for successful media promotion and branding. Lecture
- JMA 524 Advanced Animation** 3 cr.
This course introduces techniques for computer animation such as keyframing, procedural methods, motion capture and simulation. The course also includes an overview of storyboarding, scene composition, lighting and sound track generation. The course will explore current research topics in computer animation such as dynamic simulation of flexible and rigid objects, automatically generated control systems, and evolution of behaviors. This course presents a focused study of advanced 3D Character and non character animation mainly using Lightwave as our platform, although 2D animation is supported and encouraged. Students are expected to already possess a foundational strength in locomotion and timing and principles of 2D and 3D animation. In this class, the student will not only be challenged and pushed further in their skill and ability in the techniques of animation, they will be expected to give highly creative, expressive and unique solutions to assignments. Lecture
- JMA 525 Media and Science** 3 cr.
This course will investigate the media's role in popularizing scientific research and controversies. It will also examine the role that science journalism plays in galvanizing public support for scientific research. Lecture
- JMA 526 On-Line Course Development** 3 cr.
Online learning reviews fundamental learning, communications, and instructional theories as they relate to online or Web-based environments. Students employ theoretical and design principles to design, develop, and evaluate Web-based courseware applications. Students will use Macromedia Dreamweaver to create courseware. Lecture
- JMA 527 Introduction to Desktop Publishing** 3 cr.
Today's world of journalism production relies on computer applications that facilitate the creation, editing and distribution of print documents. Students in this course will use software such as Quark and In-Design to apply concepts of page layout, concepts of design elements, illustration, and printing standards, as well as examining how to create or select, size, and place artwork. Lecture

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JMA 528 Advertising Strategy and Case Studies

3 cr.

This course focuses on developing strategy building skills by critical and thorough analysis of commercial and social advertising cases. Students will (1) conduct secondary research, (2) analyze marketing, media, and creative strategies, and (3) develop alternative strategies to utilize multimedia for national and international advertising. Prerequisite: JMA 220 Lecture

JMA 530 Digital Imaging for Multimedia

3 cr.

Methodologies and techniques for using both traditional photography and the computer in creating and manipulating digital imagery. Students in this very hands on course will explore a variety of creative techniques for producing, editing and altering images using computer software and digital tools. Emphasis will be on using Photoshop as a tool in the process of image creation, manipulation and enhancement for visual expression and communication. This course emphasizes the aesthetic, technical and conceptual practices of image making using technical, historical and conceptual issues will be addressed through lectures, demonstrations, exercises, projects and readings. Lecture

JMA 531 Advanced Web Animation

3 cr.

An advanced look at Flash's programming language, ActionScript provides the base for sophisticated interactive applications that include audio, digital video, connections to databases. Students will be able to use Action-Script to control objects within Flash files, create and publish ActionScript movies, add actions to a movie file, and utilize common ActionScript commands, arguments, properties, and syntaxes. Lecture

JMA 532 Advanced Photography

3 cr.

This course is aimed at enthusiastic photographers who wish to take control of Digital image making and with basic photo skills interested in mastering digital imaging. In this class, students will use digital cameras and computer software to create original works of art. Students will be introduced to the following three areas: (1) Digital imaging technology (cameras and editing software), (2) Photo composition and lighting, and (3) Printing and electronic distribution. This course will encourage you to shoot RAW images and seek to enhance your Digital workflow system using popular software and digital imaging techniques. Previous experience with Photoshop or other digital image manipulation tools is required. Students are encouraged to develop various forms of composition such as photography for science, art or publication. Lecture

JMA 534 Media and Sports

3 cr.

Students will critically view the role of sport media in American culture. The influence of relationship between sport media and issues such as race, gender, nationalism, capitalism/consumerism, violence and civic life will be discussed. Issues in relation to journalism ethics and the production of sport media will also be examined. Lecture

JMA 535 Cross-Platform Authoring

3
cr.

This course is designed to acquaint students with the full range of computer graphics production capabilities for the purpose of developing instruction. The course will blend instructional design and development issues with production competencies. All production skills will be based on theoretical and research issues related to the effective use of graphics in instructional materials. Several means of developing computer graphics will be examined. Students will explore a range of advanced topics in the creation of interactive multimedia applications. They will develop a solid understanding of how to plan, design and execute a Macromedia Director, and gain an understanding of how to plan, design and execute a professional multimedia product. Interactivity on the Web is discussed, including Shockwave and QuickTimeVR. Students final class projects will demonstrate proficiency with intermediate to advanced Lingo programming, in conjunction with at least one advanced digital media technology. Lecture

Graduate School of Liberal Arts

JMA 536 Sports Media Practices

3 cr.

Examines and applies public relations, publicity, marketing and advertising, media coordination, and event organization and management skills necessary for success in the sports industry. Utilizing the broadcast studio, students will also gain more insight and application in sports television, web and radio. Lecture

JMA 537 Multi Media Authoring for Electronic-Learning

3 cr.

This course emphasis the design of interfaces for e-Learning environments. Many e-Learning applications are developed as tutorials in which information is presented to users and a quiz assesses their performance. Other applications are designed as environments in which users get life-like problems and situations to solve, explore, or study. In this course, students examine a variety of design interfaces (e.g., simulation, problem-based,etc) and approaches that reflect authentic interactivity within e-learning programs. Using Authorware, student build e-Learning applications that are highly- interactive multimedia environments delivered on CD. Lecture

JMA 538 Game Level Design

3 cr.

Students will look at game level design principles and basic game theory. A 3D game engine will be used to implement a level, with emphasis on texture, level flow, terrain, and scriptable environmental objects. Lecture

JMA 539 Gaming Essentials

3 cr.

Students will study the business and creative aspects of creating a commercial game. Various game models are studied; planning, funding, and marketing the game are reviewed while students explore different genres of games. The final project will be a game design document. Lecture

JMA 540 Authoring for Emerging Technology

3 cr.

The technology environment changes continously. Students explore and apply the latest technologies in developing web pages, and advanced instructional pieces using packages such as Authorware. Lecture

JMA 541 Media Writing

3 cr.

This course will introduce students to various types of mass media writing, print and broadcast journalism, public relations, advertising and online media. Along the way, students will build skills in information gathering, interviewing, organizing, writing and revising media writing, and in judging the quality of current media writing. Lecture

JMA 542 Sound Design

3 cr.

This course will explore the digital side of audio, sound filei management, recording techniques for video and audio based productions, and the use of sound in multimedia. Lecture

JMA 543 Mass Media and Everday Life

3 cr.

Examines theories and research in the field of mass media (notably television) and society. Lecture

JMA 545 Web Interface Design

3 cr.

Web Interface Design students study and apply topics related to web interfaces such as: information architecture, navigation, usability, task analysis, user-centered design, accessibility, and interaction. The course focuses on how to design/develop interfaces for people to perform tasks. Students may use programs such as Dreamweaver to create interfaces with which people must perform tasks such as login, check out, and create discussion boards. Students will work with actual clients to conduct usability tests and to redesign work. Lecture

Graduate School of Liberal Arts

JMA 546 Sound Design II

3 cr.

This will build upon the concepts introduced in the Sound Design I course. Specifically Sound Design II will cover; Functional Sound Design for Film, Theatre and Radio Drama. The course will introduce transactional Sound Design for products such as games and other similar interactive products. Sound Design II will cover advanced Digital Audio Workstation concepts including; advanced editing, recording session management, mixing, mastering, MIDI, advanced digital sound processing and project portability. Sound Design II will also introduce audio encoding formats for open and proprietary delivery. Students considering Sound Design II should have successfully completed the Sound Design I course. Lecture

JMA 548 Developing iPhone Applications

2 cr.

Using the latest versions of HTML, JavaScript, and XCode/Cocoa development tools, students will learn to build applications and interfaces for Apple mobile devices. User interface elements, media manipulation, and event handling will be explored. Pre-requisites JMA 472 or JMA 572. Lecture

JMA 550 Content Management Systems

3 cr.

Students will utilize one or more open source Content Management Systems to create websites that make it possible for non-technical users to publish content to a website. The content is saved in a database and may include text, images, video clips and so on. Lecture

JMA 551 Journalism and Multimedia Arts Practicum

1 TO 6 cr.

This course is to be taken by students wishing to complete the creation of one or more multimedia projects within the university. In JMA 551, students choose an advisor and one or more projects. A project proposal and biweekly time sheets and progress reports help ensure the student completes the project by the semester's end, at which time an oral presentation is made. Permit required. Practicum

JMA 553 Advanced Media Writing

3 cr.

Teaches writing for radio and television in a lecture-laboratory course. Lecture

JMA 554 Web Development Tools

3 cr.

Students will use professional development tools, such as Dreamweaver, that relieve web developers from having to know in-depth programming languages in order to develop sophisticated database-driven websites. Layers, behaviors, animation, style sheets and templates are demonstrated and used. Lecture

JMA 557 Streaming Media

3 cr.

Today's media is being delivered on demand and asynchronously. In JMA 557, students discuss compression methods, media server configurations and media capture equipment. Actual streaming web sites will be created and managed by the student. Lecture

JMA 562 Web Interface Design II

3 cr.

This course explores advanced issues in web interface design while developing professional application interfaces that are usable. Students examine key interface design issues and design/development methodologies in the field of interaction and web design. The class enables students to study and practice advanced design techniques for the web as well as to explore interface design patterns. Web application development technologies and practices will be covered as will web-standards compliance, accessibility, analytics, and usability. Lecture

Graduate School of Liberal Arts

JMA 563 Streaming Media

3 cr.

Students utilize Sub-D based 3D modeling software to create, texturize, light and render complex organic and inorganic objects. In 3D, students will create models of characters, vehicular, environmental and hard-edge surfaces. Advanced photorealistic rendering using global illumination techniques will add realism to the models. It includes creation, editing and mapping of materials for the models in a 3D scene, materials editors, paint and image manipulation software, lighting, tracking and keyframing cure/pathanimation, inverse, kinematics, morphing, ray tracing, file conversion/compression and required formats. This is a comprehensive hands on course. Lecture

JMA 564 Interaction Design

3 cr.

In this introductory course, students examine theories, tools and methods that can lead to the design of better interactive products. Students develop interfaces and corresponding interactions for a variety of devices. They then evaluate the effectiveness of their design by making empirical measurements using quantifiable usability criteria and a variety of measurement tools. Lecture

JMA 565 Media Ethics

3 cr.

Examines ethical issues that challenge media professionals and consumers. By interpreting and applying ethical theory - from the classicists to the contemporary -students will analyze ethical challenges inherent in the modern media. Lecture

JMA 566 Public Relations Writing

3 cr.

PR Writing will instruct students in the skill and art of writing well in a business setting. Students will learn to write concisely, logically, and persuasively. As such, they will learn to structure their writing to attract and maintain the reader's attention. The overall objective of the course is to enable students to craft clear, concise, and compelling, persuasive pieces that can be used in multiple PR situations from public interest communication to media relations. Lecture

JMA 567 Media Research Methods

3 cr.

Provides training in gathering and analyzing data and designing research projects relevant to media industries and phenomena. Lecture

JMA 568 Media Management

3 cr.

Introduces students to the basic management operations of contemporary media facilities and the economic parameters of the U.S. media industries. Lecture

JMA 569W Magazine Journalism

3 cr.

Teaches feature article writing for the general and specialized print publication as well as query writing and marketing for the free lance writer and feature writing for the print news reporter. Lecture

JMA 570 Web Development Process

3 cr.

Students examine development processes used for web applications and how to implement these processes from a project managerial perspective. Additionally, students will look at ways of creating organizational structures, labeling systems, and take that knowledge to apply it to relationship database theory and practice. Lecture

JMA 571 Investigative Reporting

3
cr.

Teaches interpretive reporting of urban affairs in a lecture-laboratory course. Lecture

Graduate School of Liberal Arts

JMA 572 Developing Interactive Web Pages

3 cr.

Students use the JavaScript language as an introductory programming course. The course introduces fundamental programming concepts: variables, calculations, functions, looping, decisions, validation and processing of web-based forms. Students then explore the Document Object Model of web browsers to control elements of web pages. Lecture

JMA 573 Media Law and Regulation

3 cr.

At the end of the course, each of you should have:

1. Basic knowledge of applicable legal terminology and the fundamental laws, regulations, and policy affecting and concerning media.
2. A general understanding and deeper appreciation of the ways that laws, regulations, and policies are developed and implemented in the US. This appreciation includes the ability to rationally argue in favor of or in opposition to specific cases and situations.
3. The ability to practically apply basic legal knowledge. Lecture

JMA 574 Web Design

3 cr.

In this HTML/CSS course, students study and apply typography, layout grids, color, semantic HTML markup, intermediate/advanced CSS, imaging and HTML validation as they build beautiful Web pages. Students model designs such as Zen Garden and create them with HTML and CSS, and get a strong background in semantic (and valid) HTML markup and CSS. Lecture

JMA 575 Database for Web Development

3 cr.

Emphasis in this course is on database content. Students will use ASP for form processing, content management, and data storage and retrieval. Lecture

JMA 576 Media Promotion

3 cr.

Develops the ability to write and produce effective on-air and external communication for an electronic media outlet using marketing theory, media principles and promotion techniques. Lecture

JMA 577 Developing Dynamic Web Sites

3 cr.

This course will focus on the technology of ASP.Net- Microsoft's next generation server side programming language. ASP.Net uses a compiled, event driven model that allows a compact, object-oriented approach to server side scripting. We will discuss the ASP.Net object model, form processing, event handling, and data storage and retrieval. Prerequisite: JMA 575. Lecture

JMA 578 XML Programming

3 cr.

XML is a markup language used in information systems to share data. Students will examine the core XML language syntax, schemas for validation, and transformation for presentation and consumption of XML data in different environments such as jQuery and PHP. Pre req. JMA 575 Lecture

JMA 579 Digital Video Production

3 cr.

This course will not only teach the principles of capturing audio and video, but will aid in the application development process, digitalization, editing, and production of digital video for media. Students create DVD and media files that represent techniques and practices being used in the industry today. Lecture

Graduate School of Liberal Arts

JMA 580 Independent Study Journalism and Multimedia Arts

1 TO 6 cr.

This course provides an opportunity to study, in depth, a subject matter that is not taught in another class. You must have a project, a mentor and must fill out an independent study contract prior to registering. You will be required to meet regularly with your mentor, and provide periodic progress reports and time sheets. Independent Study

JMA 581 Mashups, RIA & Web 2.0

3 cr.

This course discusses the use of web service APIs and Rich Internet Application platforms and libraries such as Flex, Air and JQuery to build next-generation web pages. Topics such as Twitter, Google Maps, Flickr, and AJAX will be explored. The students will build pages aggregating information from various web services and explore new mashup techniques.

Prerequisite: JMA 472/572 Lecture

JMA 583 Introduction to Photography

3 cr.

This course explores basic photographic concepts, including the effect of apertures and shutter speeds on exposure, dept of field, optics, including focal length and magnification, lighting techniques, using flash as fill, three-light setups, composition and using Photoshop to improve your pictures. Recommended: Have your own Digital Single Lens Reflex Camera. (DSLR) Lecture

JMA 585 Special Topics

3 cr.

These courses cover new and noteworthy topics of interest. Check semester offerings for special classes offered. Lecture

JMA 586 News Analysis

3 cr.

This course investigates current issues and the world's trouble spots considering histories, economies, ethnic difference and enmities, religious differences, and political systems. Lecture

JMA 587 Essentials of Business and Financial Media

3 cr.

Equips student with the knowledge of the global economy and financial markets needed to communicate clearly and effectively as a journalist, public relations professional or corporate spokesperson. Using blogs, news stories and other forms of communication, students will write about the economy's impact on the world around them, analyze financial statements, profile executives and corporate strategy, and interpret the performance of Wall Street. Includes a simulated investment project that teaches the fundamentals of investing. Lecture

JMA 588 Interactivity with Flash

3 cr.

Students look at different technologies and applications, such as Flash, which are used to create animation on the World Wide Web, and use some of those technologies to create interactive applications for the Internet. Lecture

JMA 589 Advanced Digital Video Production

3 cr.

This course provides advanced instruction in the production and applications of digital video. The course covers advanced concepts and techniques in video design and production, from the initial preproduction scripts and storyboards through actual shooting to nonlinear editing, mastering and output. The emphasis is on in-depth, advanced, practical experience in producing professional-level video products for a variety of applications, including education, corporate, documentary and entertainment. Prerequisite: JMA 579. Lecture

Graduate School of Liberal Arts

JMA 590 Documentary Production

3 cr.

This documentary video production course emphasizes non fiction field production. The workshop combines theory, history and practice. Hands-on demonstrations, screenings, readings, lectures and discussion prepare students to produce a documentary video production. Students gain production experience working individually and in groups. Classes include an emphasis on research, preplanning and writing skills as integral components of video production. Lecture

JMA 591 Media Information and Technology

3 cr.

An advanced examination of the societal impact and the political economy of information and technological diffusion. Students will explore a relevant topic in-depth through classroom presentation(s) and the completion of a seminar paper. Examinations at the discretion of instructor. Lecture

JMA 592 Electronic Commerce Development

3 cr.

This course provides an overview of the technical side of E-Commerce. Using application generators, such as Macromedia Dreamweaver, or Microsoft's Commerce Builder, students build actual E-Commerce web sites, with interfaces to Access databases. The course covers database, data communication and E-Commerce web design concepts, theories and applications. Prerequisite: JMA 575. Lecture

JMA 594 The Media and America

3 cr.

This course will cover the development, role and ramifications of the American Media from its Enlightenment roots until roughly the 1970's. The course focuses on a wide variety of mediums, the technologies that made them possible, the social forces that made them popular, the key figures who drove them and the historical context in which they operated. Lecture

JMA 595 Server Scripting with PHP & MySQL

3 cr.

Using Open Source software, students will develop and implement dynamic, interactive, database-driven server applications. Students will design and implement a database driven website using the PHP development language.

JMA 572 is suggested but not required. Lecture

JMA 597 Developing Android Applications

0 TO 1
cr.

Google's Web-based appinventor allows you to create Android apps without having to learn programming or Java, which is the underlying language of Android apps. Instead, you add objects to a Web page and fit them together like a giant jigsaw puzzle. Each object has its own unique collection of properties that you can set. You do not need an Android phone because appinventor includes a phone emulator so you can see what your app will look like when you port it to your phone. Lecture

JMA 598 Web Server Management

3 cr.

Web server configuration will be explored as students work to build a server platform. Students will explore networking concepts, installation and administration of a web server operating system, configuration of services such as WWW and FTP, configure database and media streaming platforms, manage MIME types, and explore other topics like domain registration and the configuration of CMS packages. Lecture

LATN 551 Latin for Reading I

0
cr.

The fundamentals of Latin grammar and syntax with exercises in translation. Lecture

Graduate School of Liberal Arts

LATN 552 Latin for Reading II

0
cr.

The fundamentals of Latin grammar and syntax with exercises in translation.
Lecture

LATN 553 Latin for Reading III

0 cr.

Selections from major Latin author(s). Lecture

LATN 554 Latin for Reading IV

0 cr.

Selections from major Latin author(s). Lecture

MATH 502W Abstract Algebra

3 cr.

An introduction to algebraic structures: rings, ideals, integral domains, fields, and groups, as well as homomorphisms and isomorphisms. Prerequisites: 135,215,310, and 220. Lecture

MATH 514 Differential Equations

3 cr.

First-order ordinary differential equations, theory and solutions of higher order linear ordinary differential equations, the Laplace transform, numerical solutions of differential equations, applications to physical sciences and engineering. Prerequisite: 116 Lecture

MATH 515W Real Analysis I

3 cr.

Functions, sequences and series, limits, continuity and uniform continuity, derivatives.
Prerequisites: 135, 215 and 310. Lecture

MATH 520 Introduction to Complex Variables

3 cr.

The complex number plane, analytic functions, integration of complex functions, sequences and series, and conformal mappings. Prerequisite: 415W. Lecture

MATH 525W Applied Stats with Regression

3 cr.

One-way, two-way analysis of variance, Latin squares, methods of multiple comparisons, analysis of covariance, balanced and unbalanced designs, linear and multiple regression. Prerequisite: 225, or 301, or permission of instructor. Lecture

MATH 530

3 cr.

Euclidean and non-Euclidean geometry from both the synthetic and metric axiomatic approach. Prerequisites: 135 and 215 Lecture

MATH 530W Fundamentals of Geometry

3 cr.

Euclidean and non-Euclidean geometry from both the synthetic and metric axiomatic approach. Lecture

MATH 555 Biostatistics II

3 cr.

This course is a continuation of Math 225 (Introduction to Biostatistics). Topics include statistical issues in diagnostic tests, contingency table analyses, multiple two-by-two table analyses, linear and multiple regression, logistic regression, survival analysis, and nonparametric statistical procedures. Prerequisites: 225. Lecture

MATH 591 Selected Topics in Math I

3 cr.

Topics selected in consultation with the advisor. Prerequisite: Consent of the department chairperson. Lecture

Graduate School of Liberal Arts

MLAR 511 Elementary Arabic I	0 cr.
Fundamentals of oral and written Arabic. Focus on development of reading, writing, speaking and listening skills, and culture. Special emphasis on oral communication. Lecture	
MLCH 513 Intermediate Chinese I	0 cr.
An expansion of the language skills acquired in Chinese 511 and 512. Strengthening of basic structures and introduction of more complex structures. This course will increase accuracy in listening, speaking, reading and writing and promote knowledge of cultural background. Prerequisite: 512 or equivalent. Lecture	
MLFR 051 French for Research I	1 cr.
Designed to teach French reading skills at an advanced level to graduate students from all disciplines. Emphasis on fundamentals of grammar, vocabulary building, and development of translation skills. Readings of general and scholarly interest. Lecture	
MLFR 052 French for Research II	1 cr.
The sequel to 051. Emphasis on reading materials of increasing length and complexity. Prerequisite: 051 or equivalent. Lecture	
MLFR 511 Elementary French I	0 cr.
Fundamentals of oral and written French. Focus on development of reading, writing, speaking and listening skills, and culture. Special emphasis on oral communication. Lecture	
MLFR 512 Elementary French II	0 cr.
The sequel to 511. Prerequisite: 511 or equivalent. Lecture	
MLFR 513 Intermediate French I	0 cr.
An expansion of the language skills acquired in 511 and 512. Strengthening of basic structures and introduction of more complex structures. This course will increase accuracy in listening, speaking, reading and writing and promote knowledge of cultural background. Prerequisite: 512 or equivalent. Lecture	
MLFR 514 Intermediate French II	0 cr.
Fourth semester capstone course designed to continue the development of oral and written skills. Students will read and discuss selected cultural and literary texts, review grammar in the context of situations and readings, and explore cultural trends and issues. Prerequisite: 513 or equivalent. Lecture	
MLFR 529W Eighteenth Century French Literature and Culture	3 cr.
Introduction to the literature and culture of 18th century France. Studying a variety of literary, artistic, and political works, students will retrace the cultural tensions that marked this period known for both the lavishness of Versailles and the egalitarian severity of the guillotine. Lecture	
MLFR 531W French Conversation and Composition I	0 cr.
A course designed to expand oral and written fluency through extensive reading, discussion and writing on a variety of topics. A systematic grammar review is an integral part of the class. Prerequisite: 514 or equivalent Lecture	

Graduate School of Liberal Arts

MLGE 051 German for Research I	1 cr.
Designed to teach German reading skills at an advanced level to graduate students from all disciplines. Emphasis on fundamentals of grammar, vocabulary building, and development of translation skills. Readings of general and scholarly interest. Lecture	
MLGE 052 German for Research II	1 cr.
The sequel to 051. Emphasis on reading materials of increasing length and complexity. Prerequisite: 051 or equivalent. Lecture	
MLGE 511 Elementary German I	0 cr.
Fundamentals of oral and written German. Focus on development of reading, writing, speaking and listening skills, and culture. Special emphasis on oral communication. Lecture	
MLGE 512 Elementary German II	0 cr.
The sequel to 511. Prerequisite: 511 or equivalent. Lecture	
MLGE 513 Intermediate German I	0 cr.
An expansion of the language skills acquired in German 511 and 512. Strengthening of basic structures and introduction of more complex structures. This course will increase accuracy in listening, speaking, reading and writing and promote knowledge of cultural background. Prerequisite: 512 or equivalent. Lecture	
MLGE 514 Intermediate German II	0 cr.
Fourth semester capstone course designed to continue the developments of oral and written skills. Students will read and discuss selected cultural and literary texts, review grammar in the context of situations and readings, and explore cultural trends and issues. Prerequisite: 513 or equivalent. Lecture	
MLGE 531 German Conversation/Composition I	0 cr.
A course designed to expand oral and written fluency through extensive reading, discussion, and writing on a variety of topics. A systematic grammar review is an integral part of the course. Prerequisite: 514 or equivalent. Lecture	
MLGE 532 German Conversation and Composition II	0 cr.
A sequel to 531 with more emphasis on fluency in speaking and writing and idiomatic use of the language. Prerequisite: 531 or equivalent. Lecture	
MLGE 570 Advanced German Composition	0 cr.
Designed to strengthen competence in written expression through process-oriented practice of different essay formats and writing strategies. Course focuses on cultural context and includes continued study and use of grammatical structures and vocabulary. Lecture	
MLIT 511 Elementary Italian I	0 cr.
Fundamentals of oral and written Italian. Focus on development of reading, writing, speaking and listening skills, and culture. Special emphasis on oral communication. Lecture	
MLIT 512 Elementary Italian II	0 cr.
The sequel to 511. Prerequisite: 511 or equivalent. Lecture	

Graduate School of Liberal Arts

MLIT 513 Intermediate Italian I	0 cr.
An explanation of the language skills acquired in Italian 101 and 102. Strengthening of basic structures and introduction of more complex structures. This course will increase accuracy in listening, speaking, reading and writing and promote knowledge of cultural background. Prerequisite: 512 or equivalent Lecture	
MLIT 901 Villa Nazareth	0 cr.
Special permission. Contact department office. Lecture	
MLS 565 Psychology of Peace and Conflict	3 cr.
This course examines the theories of conflict and violence at interpersonal, intergroup, and international levels. Additionally, theories of peace, and attempts at conflict resolution, management, and control, will also be covered. Lecture	
MLS 714 Colloquium: Liberal Studies	3 cr.
A capstone course for Liberal Studies students requiring a research project which will emphasize an interdisciplinary approach. Lecture	
MLS 790 Directed Readings: Liberal Studies	1 TO 3 cr.
An opportunity to work with a faculty member in his/her field of expertise, in order to explore a topic chosen by the student which would serve as a complement to his/her program. Readings	
MLSP 051 Spanish for Research I	1 cr.
Designed to teach Spanish reading skills at an advanced level to graduate students from all disciplines. Emphasis on fundamentals of grammar, vocabulary building, and development of translation skills. Readings of general and scholarly interest. Lecture	
MLSP 052 Spanish for Research II	1 cr.
The sequel to 051. Emphasis is given to reading materials of increasing length and complexity. Prerequisite: 051 or equivalent. Lecture	
MLSP 511 Elementary Spanish I	0 cr.
Fundamentals of oral and written Spanish. Focus on development of reading, writing, speaking and listening skills, and culture. Special emphasis on oral communication. Lecture	
MLSP 512 Elementary Spanish II	0 cr.
Sequel to 511. Prerequisite: 511 or equivalent. Lecture	
MLSP 513 Intermediate Spanish I	0 cr.
An expansion of the language skills acquired in Spanish 511 and 512. Strengthening of basic structures and introduction of more complex structures. The course will increase accuracy in listening, speaking, reading and writing and promote knowledge of cultural background. Prerequisite: 512 or equivalent. Lecture	
MLSP 514 Intermediate Spanish II	0 cr.
Fourth semester capstone course designed to continue the developments of oral and written skills. Students will read and discuss selected cultural and literary texts, review grammar in the context of situations and readings, and explore cultural trends and issues. Prerequisite: 513 or equivalent. Lecture	

Graduate School of Liberal Arts

PHIL 500 Plato's Later Dialogues

3 cr.

Plato's dialogues usually considered "late" are the Sophist, Statesman, Timaeus, Critias, Philebus and Laws. This course will offer a close examination of some of these dialogues. It will be considered how these dialogues fit with the other dialogues of Plato. Lecture

PHIL 501 Plato's Early Dialogues

3 cr.

Though titled "Early Dialogues" this course gives sufficiently close readings to the "Socratic Dialogues" that they seem neither early nor distinguishable from later dialogues in any clear way. Lecture

PHIL 502 Philosophy of Music

3 cr.

This course focuses primarily upon the music of Debussy, examining Debussy's revolutionary developments in harmony, orchestration, and (especially) form. In-class lectures and discussions will investigate the ways that Debussy's music relates to artistic works of his contemporaries, particularly Monet, Cézanne, Mallarmé, and Proust. Readings and papers will center upon the philosophy of Maurice Merleau-Ponty, whose "Eye and Mind," "Indirect Language and the Voices of Silence," and The Visible and the Invisible will be used to engage these artistic works.

Lecture

PHIL 503 Aristotle's Natural Philosophy

3 cr.

This course provides a close reading of the Physics and other works following it. Aristotle's most basic notions pertaining to the realm of natural beings are traced, such as change, place, time, and causes of motion. Lecture

PHIL 504 Plato's Republic

3 cr.

This dialogue is central in Plato's corpus and touches on most of his themes. The course gives a close reading to the dialogue tracing its account of justice and the connection with soul and city. Lecture

PHIL 505 Freud & Psychoanalysis

3 cr.

The first half of this course surveys the major writings of Freud, critically examining his technique of psychoanalysis as well as his theories of human cognition, affection, and motivation. What, if anything, is a good life according to Freud? The second half of this course surveys recent psychoanalytic contributions, considering the ways in which practitioners since Freud have deepened their understanding of both these topics and their own technique. Is psychoanalysis an ethics? Lecture

PHIL 506 Aristotle's Politics

3 cr.

The course considers how this complex treatment of political topics pertains to antiquity and the present. Lecture

PHIL 507 Aristotle's Metaphysics

3 cr.

An investigation into the science of being as being. How there can be such a science, what its subject matter is, and what Aristotle discloses about it are the main issues of this course. Lecture

PHIL 509 Aristotle's Organon

3 cr.

How the study of soul fits among the sciences; Aristotle's account of soul and its various capacities. Lecture

PHIL 510 Plato's Middle Dialogues

3 cr.

An examination of Plato's Meno, Phaedo, Phaedrus, Cratylus. The aim of the middle dialogues is the central question of this course. Lecture

Graduate School of Liberal Arts

PHIL 511 Aristotle's Nicomachean Ethics

3 cr.

How can there be a practical science? What is its connection with theoretical science? Is eudaemonism a plausible approach to moral reflection? Lecture

PHIL 512 Aristotle's Physics

3 cr.

The physics is arguably the central world of the Aristotelian corpus. The course explores the central issues in this work. Lecture

PHIL 514 Plato's Sophist and Statesman

3 cr.

A close examination of the Sophist, focusing on the connection of sophistry with being and non-being. Lecture

PHIL 515 Plotinus

3 cr.

This course surveys most of the Enneads. In its first half it covers the metaphysical system of Plotinus's Platonism. Beginning with Nature and Soul -- with the problems of knowledge, being, and desire that these raise -- it rises to the Intellect and One, before returning downwards in imitation of the cosmic creation he describes. The second half of the course examines special topics in the light of this system: time and eternity, fate and freedom, good and evil, beauty and virtue, selfhood. Lecture

PHIL 516 Aristotle's Politics and Rhetoric

3 cr.

This course deals with Aristotle's key work on politics and his treatment of rhetoric. These two works remain treatments of their fields that challenge our current understanding. The Politics belongs with the ethics, but the Rhetoric enters into many of the important themes of ethics and politics. Lecture

PHIL 520 St. Augustine

3 cr.

The early dialogues and the Confessions will be highlighted. Topics include Augustine's views on skepticism, truth, wisdom, free will, the existence of God, faith/reason, the soul, immortality, memory, time, libido, knowledge of self, and Augustine's impact on subsequent philosophy/psychology of the subject. Lecture

PHIL 521 St. Thomas Aquinas: God and Being

3 cr.

An introduction to the thought of St. Thomas Aquinas about philosophical theology through a close reading of his Summa contra gentiles -- not the whole text, which would take many semesters, but as much as we can read with care. We will give special attention to the historical context of the work so as to shed light on the much discussed question of Thomas' intention in writing it, and also to the role he assigns the philosophy of nature. Lecture

PHIL 523 The Names of God

3 cr.

Aristotle tells us that we name things as we know them, and that our knowledge begins with the senses. If so, can the language we fashion apply to God? How? After a glance at antiquity, we will discuss various medieval responses to these questions, giving special attention to Pseudo-Dionysius, Eriugena, Anselm, Maimonides, and Aquinas. Lecture

PHIL 526 Phenomenology and Epistemology

3 cr.

This course considers the epistemological aspect of phenomenology. It ranges widely over a series of thinkers including Kant, Hegel, Husserl, Heidegger, Sartre and Merleau-Ponty. Lecture

Graduate School of Liberal Arts

PHIL 527 St. Thomas Aquinas-The Soul

3 cr.

An introduction to the philosophical psychology of Saint Thomas Aquinas through a close reading of the Treatise on Man in his Summa theologiae (part 1, questions 75-102), complemented by passages from his commentary on Aristotle's On the Soul. We will give some attention to medieval psychological views with which Thomas takes issue. Lecture

PHIL 528 Early Greek Philosophy

3 cr.

This course surveys Greek philosophy from its beginning through to Socrates, with discussion of the following figures in between: Thales, Anaximander, Anaximenes, 'Pythagoras,' Xenophanes, Heraclitus, Parmenides, Anaxagoras, Empedocles, Zeno, Melissus, Democritus, and Diogenes of Apollonia. Other Greek authors will be read as background or as philosophers in their own right: Hippocrates, Sophocles, and Thucydides. Lecture

PHIL 529 Spinoza's Ethics

3
cr.

This course will be devoted to a close reading of Baruch Spinoza's Ethics. Lecture

PHIL 530 Kant's Critique of Pure Reason

3 cr.

This course will be devoted to a close reading of Immanuel Kant's Critique of Pure Reason. Lecture

PHIL 531 Heidegger's Contribution to Philosophy

3 cr.

Written between 1936 and 1938, published in German in 1989, Martin Heidegger's Contributions to Philosophy is one of the most innovative and original texts in twentieth century Continental thought. Many Heidegger scholars now consider this to be his major text. We will highlight the renowned turn (Kehre) from the standpoint of Heidegger's unique readings of Holderlin, Kierkegaard, and Nietzsche. Lecture

PHIL 532 Kant's Critique of Judgement

3 cr.

This seminar will focus on Kant's endeavor to ground a distinctly aesthetic judgment. We will read this classic text on modern aesthetics with regard to Kant's aesthetic and teleologic way of presenting the question of nature. Lecture

PHIL 533 Hegel Seminar: Phenomenology of Spirit

3 cr.

Hegel's Phenomenology is an unusual early work and perhaps the single most important philosophical treatise of the nineteenth century. This difficult book amply repays close study. The aim of the course is to read as much of this work with as much care as possible. There will be frequent reference to the surrounding German philosophical tradition, as well as discussion of Hegel's influence and the viability of Hegel's views. Lecture

PHIL 534 Hegel and Shakespeare

3 cr.

What is moral imagination? How can Hegel and Shakespeare help us to understand it? This course concerns shapes of self-consciousness in the tricky interface between reality and drama. Shakespeare's plots and characters will be used to shed light on Hegelian dialectic, and Hegel's Aesthetics and Phenomenology of Spirit to shed light on Shakespeare's dramas. Our focus will be on moral imagination and on how interpretations of drama and history constrain it. The students of this course will be asked to investigate shapes of self-consciousness discussed by Hegel in the Phenomenology and the Aesthetics in relation to Shakespearean characters, as well as to develop theories about the nature of moral imagination. Lecture

Graduate School of Liberal Arts

- PHIL 535 Postmodern Readings of Early Modernity** 3 cr.
This course focuses on examples of the roles that confrontations with texts from the history of early modern philosophy and literature have played in the formulation of key theoretical orientations in postmodern thought and its foundations in 20th century continental philosophy. Text pairings may include Heidegger/Leibniz, Benjamin/Lohenstein, DeMan/Pascal, Derrida/Rousseau, Negri/Spinoza, Deleuze/Hume, Foucault/Arnault, and others. Lecture
- PHIL 536 History and Philosophy of Science** 3 cr.
This course examines conceptual, historiographical, and methodological issues in the history and philosophy of science. It may be structured as a general survey of major theoretical positions, as an investigation of specific philosophical problems, or as an inquiry into the connections between philosophy and science in a particular era. Lecture
- PHIL 537 German Idealism** 3 cr.
German Idealism arguably belongs to one of the two richest periods in the philosophical tradition. The positions of the major German idealists arose through their interaction with one another. This course considers the relation of the positions of Kant, Fichte, possibly Schelling and the early Hegel. Texts will include Kant's Prolegomena, Fichte's Science of Knowledge, possibly Schelling's System of Transcendental Idealism, and Hegel's Differenzschrift. Lecture
- PHIL 538 Kant's Moral Theory** 3 cr.
This course will consist of a close reading of Kant's major works on morality, especially the Foundations of the Metaphysics of Morals, the Critique of Practical Reason, and the Metaphysics of Morals. There will be some discussion of the first Critique and Kant's relationship to several selected twentieth-century philosophers. A few contemporary critics of Kant's moral theory will be discussed. Lecture
- PHIL 539 Kant/Hegel/Marx** 3 cr.
This course discusses the complex relation between three of the most important thinkers of the modern tradition. It is argued that all three belong to the same intellectual tradition and that the relation is closer and also more complex than usually understood. Lecture
- PHIL 541 Philosophy of the Body** 3 cr.
In this course, we will examine philosophical approaches to the body through the perspectives of phenomenology, postmodernism, feminism, queer theory, and critical race theory. Lecture
- PHIL 542 Foundations of Moral Philosophy** 3 cr.
The main purpose of this course is to read and discuss classical texts in moral philosophy in order to articulate, understand, and criticize central ethical issues that form the theoretical background of many cases in applied contemporary ethics. There will be an overview of major ethical traditions with a concentration on the moral positions of Kant, utilitarian positions, and the ethics of care. Lecture
- PHIL 543 Hegel's Logic** 3 cr.
Hegel's 1812 Science of Logic is one of the most important works in the history of philosophy and one of the greatest books ever written. It is also one of the most difficult. In this ontology, Hegel shows the dialectically necessary development of every moment of Being, from its most abstract conceptualization (Pure Being) to its most determinate concretion. At the heart of this movement is the Notion (der Begriff-also translated as the Concept). Among the many,many concepts to we will be discussing as we read through this book are the dialectical unities of: being and nothing; unity and multiplicity; finite and infinite; identity and difference; thought and being; existence and essence; substance and subject. This semester, we will read the Prefaces and Introduction, The Doctrine of Being and the Doctrine of Essence (pp. 25-571). Lecture

Graduate School of Liberal Arts

PHIL 544 Nietzsche Philosophy Genealogy

3 cr.

This course explores whether Nietzsche's reflections on the relation between truth, art, and spirit are merely repetitions of a metaphysical system. Lecture

PHIL 546 Husserl's Ideas

3 cr.

Study and discussion of Husserl's Cartesian introduction to transcendental phenomenology, emphasizing: the character and method of phenomenology as an eidetic discipline; the nature of the epoche and reduction as methods of access to pure consciousness; the distinctive style of noetic-noematic intentional analysis; the function of transcendental constitution in the critique of theoretical reason. Lecture

PHIL 547 Husserl's Ideas II

3 cr.

Study and discussion of some major details involved in the step-by-step phenomenological constitution of regional ontologies underlying the natural and human sciences, as well as their complex interrelationships: regions, material nature, psychic reality, individual and communal personal life, with special emphasis on the role of the body throughout. Lecture

PHIL 548 Descartes & Cartesianism

3 cr.

This graduate course explores a wide array of texts by Rene' Descartes, with a focus on the development of Cartesianism as a response to late scholasticism, the rise of neo-Epicureanism, the development experimental and "corpuscular" philosophy, etc. Lecture

PHIL 549 African-American Philosophy

3 cr.

African-American Philosophy explores the unique philosophical questions and problems that arise out of the African-American life-world. We explore such issues as Black identity formation, questions of standpoint epistemology, the meaning of Blackness as a racial marker, questions of social ontology, the relationship between race and the meaning of philosophy, the meaning of Black philosophy vis-a-vis "white philosophy," questions of justice, aesthetics, and theology within the context of North American racism. Lecture

PHIL 550 Islamic Philosophy

3 cr.

An introduction to major philosophers from the classical period of Islamic through their own writings. Among the thinkers whose works we will sample are Alkindi, Alfarabi, Avicenna, Algazel, and Averroes. We will give special attention, as did they, to the relation between philosophy and prophecy and that between philosophy and theology, to divine and natural causality, and to the nature and destiny of the soul. Lecture

PHIL 552 Rethinking Place

3 cr.

This course will examine the history of the philosophy of place, as well as current philosophers who make place one of their central concerns. We will pay special attention to the work of Martin Heidegger, Edward Casey, and Henri Lefebvre. Lecture

PHIL 553 Husserl: Inner Time Consciousness

3 cr.

"Time is motionless and yet it flows." --Husserl This course This course examines Husserl's analysis of time-consciousness as a way or presenting the central problem on intentionality. The disclosure of the problem is through phenomenological reflection upon the way temporal objects are constituted through achievements of the essential modes of time-consciousness: perception, imagination and memory (retention and recollection). Lecture

Graduate School of Liberal Arts

PHIL 556 Foucault

3 cr.

In the style of such academics as Noam Chomsky and Edward Said, Michel Foucault is also a political activist (hence an intellectual in perhaps the most honorable sense of the word). Yet his many critics claim that Foucault's archaeological and genealogical enterprises - his genealogies of how human beings constitute themselves as subjects - imply that we have no rational and subject-centered basis for political or ethical commitment (for liberation, emancipation, revolution or even reform in any significant sense of the term). The major aim of the course will be to evaluate this claim in light of our understanding of Foucault's archaeological and genealogical methods and their application to specific domains. Lecture

PHIL 558 Plato's Phaedo

3 cr.

This textual study of the Phaedo investigates the theory of the soul in relation to the Republic and with reference to other pertinent dialogues, such as the Phaedrus and Timaeus. It also examines the Phaedo in the light of new interpretations that criticize body/soul dualism and propose neurobiological revaluations of Platonic psychology. Course topics include: the meaning of death, the question of immortality, the relation between the forms and the soul, courage, music, casuality, and the nature of consciousness. Lecture

PHIL 560 Introduction to Phenomenology

3 cr.

This course will begin by reading Edmund Husserl's Crisis. Some themes to be developed will be: the sense of the crisis and the need for historical reflection, life-world, the status and significance of psychology in relation to transcendental phenomenology. We will next read selections from the works of Heidegger. Representative examples of the readings would be: the Introduction to Being and Time, and On the Essence of Truth. We will seriously consider Heidegger's claim that phenomenology is possible only as ontology and ontology only as phenomenology. Husserl asks: Wie können wir jetzt wirklich zu Philosophen werden? Lecture

PHIL 561 Early Modern Political Philosophy

3 cr.

This course investigates the development of political philosophy in the early modern era. It may be structured as a survey of major texts and thinkers or as a more specific investigation into a particular conceptual issue. Lecture

PHIL 563 Problems in Ethics

3 cr.

This course continues the argument Alasdair MacIntyre begins in After Virtue. Moral discourse requires a rootedness in beliefs reflecting continuity of debate at the personal as well as political level. Modern liberalism short circuits this dialectical connectedness through the creation of, and emphasis upon, what must be considered its central tenet: the individual qua individual as repository of rights must be protected as point of departure and ultimate end of moral inquiry. Lecture

PHIL 564 Kierkegaard: Early Works

3
cr.

This focuses on Kierkegaard's early writings (after his dissertation and prior to his lampooning in the "Corsair" in 1846). If time permits, we will include parts of his Concluding Unscientific Postscript, since that text marks his turning point from his early to late writing. Kierkegaard's early writings are characterized by his use of pseudonyms. We'll read chronologically (see reading list below). But the general topic of class discussions to be discussed are the following: 1) Kierkegaard's religious metaphysics: for example, in Fear and Trembling and in Philosophical Fragments, what does it mean to have faith "by virtue of the absurd?" What are the "occasion" of and "condition" for faith? Why, for Kierkegaard, is faith a paradox and an "affront" to reason? What role does history play for the Christian follower? 2) Kierkegaard's methodology: in particular his ventures in imaginative experimenting as he questions, among other things, the nature of time, of love, and of devotion (for example, in the "The Seducer's Diary" in Either/Or, and in Repetition); 3) Elements of Kierkegaard's existential psychology (for example, the relationship between the concepts of sin and anxiety, in The Concept of Anxiety); 4) Kierkegaard's implicit and explicit critiques, throughout these works, of Hegelian dialectic and of the "Hegelian System." Lecture

Graduate School of Liberal Arts

PHIL 565 The Metaphysical Novel

3 cr.

This course begins with Simone de Beauvoir's view of the metaphysical novel in her essay, "Literature and Metaphysics." For her, "Metaphysics is not primarily a system. . . ." to do metaphysics is "to be metaphysical. . . ." This means to face the world, to throw oneself into the totality of the world with the totality of one's own being. Thus fiction can recreate the "adventure of the spirit" that is lived metaphysics. We will read novels such as Beauvoir's "L'invité," Nadine Gordimer's "Burger's Daughter" and Franz Kafka's "The Castle" in the light of the metaphysical problems that they articulate, question, and discuss. We will read short selections by other philosophers, primarily on literature but also on metaphysics. Lecture

PHIL 566 Black Bodies/White Gazes

3 cr.

In this course, we will focus on what it means to be racially embodied, how this impacts body comportment, body integrity, body aesthetics, and how being-in-the-world means something differently for those whose bodies are differently raced. Lecture

PHIL 568 This History of Matter in Renaissance and Early Modern Thought

3 cr.

This graduate course is an exploration of the history of the concept of matter (and concomitant doctrines of materialism) in the philosophy and literature of the Renaissance and the Early Modern period. Lecture

PHIL 569 Critical Race Theory

3 cr.

This course explores race through reading the works of critical race theorists who have deployed the methodology of critical narrative as a way of bringing attention to race realism and such resulting problems as racial inequality, racial power differentials, affirmative action, unconscious racism, the myth of meritocracy, etc.

Lecture

PHIL 571 Ricoeur's Symbolism of Evil

3 cr.

This phenomenological study analyzes four ways of symbolizing evil and redemption: Babylonian, Greek Tragic, Biblical, and Orphic. It also examines rituals, myths, and theories that express this symbolism in religious experience, poetry, theology, and philosophy. The course asks if belief in the existence of God can be reconciled with the problem of evil. The professor interprets Ricoeur's project in relation to Immanuel Kant's Critique of Judgment and Friedrich Nietzsche's Birth of Tragedy and focuses on the aesthetic dimension of the redemption of evil. Lecture

PHIL 572 Heidegger's Being and Time

3 cr.

Heidegger's Being and Time is one of the most influential philosophical books of this century. Students are required to study the primary text of assigned parts of the Introductions and selected sections from all chapters of Divisions One and Two. The course will emphasize Dasein's fundamental characteristics, care and its relation to temporality, and anticipatory resoluteness. It will also examine Heidegger's analysis of phenomena such as Dasein's use of equipment, its relation to another Dasein, fear, anxiety, inauthenticity, and authenticity. Special attention will be given to the following chapters: "Care as the Being of Dasein," "Dasein's Authentic Potentiality-For-Being-A-Whole," and "Temporality as the Ontological Meaning of Care." Lecture

PHIL 575 The Later Heidegger

3 cr.

The seminar explores the relationship between philosophy, art, and poetry in Heidegger's later writings. It will focus on Heidegger's question: What task is reserved for thinking at the end of philosophy? Lecture

Graduate School of Liberal Arts

PHIL 576 Husserl

3 cr.

This course is a fairly comprehensive introduction to Husserl's work as well as to phenomenology. We touch upon several of his more important texts, including Logical Investigations, Ideas, Crisis of European Sciences, On the Phenomenology of the Consciousness of Internal Time and Cartesian Meditations. While analyzing the texts themselves, we focus also on the development of certain issues within Husserl's phenomenology, such as temporality, corporeality, and inter-subjectivity, through the course of his work. Lecture

PHIL 577 Merleau-Ponty: Phenomenology of Perception

3 cr.

On the basis of a thorough examination of The Phenomenology of Perception and some of Merleau-Ponty's other writings (including sections of The Visible and the Invisible), we shall evaluate Merleau-Ponty's notion of the lived body and his treatment of the relation between language and perception. We shall also consider the relation between The Phenomenology of Perception and Merleau-Ponty's later writings. Lecture

PHIL 578 Contemporary Neo Pragmatism

3
cr.

In the wake of the development of classical pragmatism in the writings of Peirce, James, and Dewey, many critics have modified key pragmatic and pragmaticist insights. This course explores both the founding insights that pragmatism draws from German Idealism, particularly from Kant, Hegel, and Heidegger, and then the recent modifications of pragmatism found in the writing of Rorty, Davidson, Brandom, and Habermas. The basic supposition of the course is that neo-pragmatists reject theories that assume verification in terms of some empirical given or mere coherence of beliefs in favor of determination of meaning and truth relative to some kind of holistic structure, either objective or intersubjective in character. Such a holism can be expressed primarily in the framework of a practical theory of action. Specifically, we shall examine the problem of action explanation in Kant and Hegel, the impetus the Heidegger's turn to an existential ontology gave to action theory, and then the attempts of recent thinkers to establish a theory of meaning, belief, and justification without "foundations". What we will investigate are, in the main, truth theories that target assent (Davidson), consent (Habermas), cultural agreement or conversationalism (Rorty) and inherebility/entitlement (Brandom). Lecture

PHIL 581 Lyotard-Philosophy of Our Time

3 cr.

Student must have at least one prior philosophy course in order to register for this graduate level course. Lecture

PHIL 586 Derrida

3 cr.

This course will explore Derrida's relation to Kant, Hegel, Nietzsche, and Heidegger. It will show that Derrida's philosophy is a rigorous, radical transformation of the kind of phenomenology evidenced in modernity from Kant to Heidegger. Lecture

PHIL 588 Critical Whiteness Studies

3 cr.

This course explores what it means to be white, white privilege, white domination, white invisibility, and whiteness as normative. We explore the important works by critical whiteness theorists and how they have come to think about whiteness and how they have proposed ways of challenging its social, political, and epistemological hegemonic status. Lecture

PHIL 591 Levinas

3 cr.

A discussion of the major works and themes of this important twentieth-century philosopher. Lecture

Graduate School of Liberal Arts

PHIL 593 Marxism and Critical Theory

3 cr.

This course examines closely the writings of Karl Marx and the eventual reception of these texts by the Frankfurt School critical theorists. The course focuses both on the early writings of Marx, particularly the Manuscripts and the German Ideology, and also the later writings, particularly the Grundrisse and Capital. The critical theorists drew much inspiration from Marx, though they also forwarded significant criticisms of his work. Critical theorists that will be examined in the course include Benjamin, Adorno, Horkheimer, and Habermas. Lecture

PHIL 594 Phenomenology of Race

3 cr.

In this course we will examine the lived experience of race in relationship to key phenomenological concepts (embodiment, intersubjectivity).

Lecture

PHIL 595 French Feminism

3 cr.

Student must have had at least one prior philosophy course in order to register for this graduate level course. Lecture

PHIL 596 Deleuze: A Thousand Plateaus

3 cr.

Michel Foucault proclaimed that, "perhaps one day this century will be known as Deleuzian." Through a close reading of A Thousand Plateaus: Vol. 2 of Capitalism and Schizophrenia, we will assess the adequacy of his forecast concerning the innovative philosophy of Gilles Deleuze and his co-author, Felix Guattari. Lecture

PHIL 597 Husserl and Descartes

3 cr.

This seminar will consist of a close reading of Descartes' 'Meditations on First Philosophy' and Husserl's 'Cartesian Meditations'. The intention is to examine each philosopher's text as it stands alone, i.e., in light of their own projects, as well as the effect of Descartes' work on Husserl's phenomenology. Lecture

PHIL 598 Deleuze Anti-Oedipus

3 cr.

Michel Foucault proclaimed that, "perhaps one day this century will be known as Deleuzian." Through a close reading of Anti-Oedipus: Vol. 1 of Capitalism and Schizophrenia, we will assess the adequacy of his forecast concerning the innovative philosophy of Gilles Deleuze and his co-author, Felix Guattari. Lecture

PHIL 599 Nietzsche

3 cr.

This course surveys Nietzsche's thought, with samples from all his major works, and in conversation with the latest scholarship. Topics considered will include: Greek tragedy, philosophy, and their legacy for Western philosophy; the existence, endurance, and purpose of things in the world, as well as the world itself; human consciousness, rationality, and language; human individuality, selfhood, and self-knowledge; free-will and determinism; love, resentment, and other emotions; science and truth, religion and morality, meaning and nihilism; time and eternity; Jews and Germans, slaves and masters, war and democracy, women and marriage. Lecture

PHIL 601 Hegel's Idealism and Analytic Philosophy

3 cr.

Analytic philosophy, which began in England by refuting idealism in all its forms, is now in the process of making a selective turn toward Hegel. This seminar will consider issues concerning the analytic critique of idealism, the emergence of neo-analytic pragmatism, and the relation of the current nascent analytic turn toward Hegel to Hegel's position. Lecture

Graduate School of Liberal Arts

PHIL 603 Heraclitus Marcus Nietzsche

3 cr.

Beginning with a detailed introduction to Heraclitus, this course shows how his thinking -- especially about time and eternity, contradiction and conflict, unity and selfhood -- emerges in the Roman Stoic, Marcus Aurelius, yet also German philosopher who criticized the Stoics in no uncertain terms. Special attention will be given to the doctrine of the eternal return that is crucial to all three. Lecture

PHIL 605

3 cr.

This course is an investigation into the philosophy of G.W. Leibniz, dealing with his account of individual substances, his metaphysics, and his epistemology. Lecture

PHIL 606 Augustine and Dionysius

3 cr.

We will read Augustine's early dialogues and most of the Dionysian corpus to see how these two seminal figures for medieval Neoplatonism offered contrasting approaches to the self and its relation to the world. Lecture

PHIL 608 Confucianism: Philosophy of Change

3 cr.

The Confucian commentaries on the Book of Changes aim to impart knowledge of all possible states of affairs, and to establish the basic nature of change. We will study the commentary composed by the Song dynasty Confucian Cheng Yi, but we will also look at classical sources of the Confucian understanding of change, including the Daodejing and the work of Han Feizi. No background in Chinese philosophy needed. Lecture

PHIL 613 Contemporary Social and Political Philosophy

3 cr.

The issue of how to accommodate the seemingly conflicting notions of unity and diversity is a core problem in contemporary social and political thought. To approach it, this course critically examines the work of Rawls, Derrida, Butler, Agamben, Badiou, Rancière and other contemporary political philosophers. Lecture

PHIL 614 Idealism and German Idealism

3 cr.

Idealism is often criticized but rarely well understood. This course discusses the meaning of the term and then the complex relation among the main German idealists. Lecture

PHIL 615 Hegel's Philosophy of Nature

3
cr.

During his professorship at the University of Heidelberg (1816-1818), Hegel published his Encyclopaedia of the Philosophical Sciences. That systematic work consists of three parts: the Logic, the Philosophy of Nature and the Philosophy of Spirit. Our seminar will be a close study of the second part of the Encyclopaedia, using the Michael John Petry translation (Hegel's Philosophy of Nature). This seminar is timely given the recent surge in interest in this area of Hegelian thought and in its relation to current Continental and Environmental philosophy. In the Philosophy of Nature, Hegel traces the dialectic through Mechanics, Physics and Organics; among the many fascinating developments is Hegel's account of the transition from chemistry into organic life. We will briefly touch on the influences of Goethe and other 18th and 19th C. scientific thinkers on Hegel. Given the proclivities of the instructor, one can expect some discussion of Hegel's philosophy of nature in relation to his Science of Logic and to his Phenomenology of Spirit (though no reading or previous knowledge of these is required). Lecture

Graduate School of Liberal Arts

PHIL 617 Seminar:Descartes/Spinoza/Leibniz

3 cr.

This seminar engages the tradition of Continental Rationalism, with specific attention to the writings of Descartes, Spinoza, and Leibniz. Rather than narrowly focusing on their contributions to epistemology, the course connects seventeenth century theory of knowledge to metaphysics, ethical and political thought, and early modern science. Lecture

PHIL 619 Kierkegaard: The Later Works

3 cr.

This course focuses on a selection of Kierkegaard's later writings. Topics of class discussions (and readings) are the following: 1) Kierkegaard as Philosopher contra Hegel: Johannes Climacus' Concluding Unscientific Postscript (1846) 2) Kierkegaard as Christian Thinker: his 1848-49 self-acclaimed "best" writing: Anti-Climacus' Sickness Unto Death and Practice in Christianity 3) Kierkegaard as Author: the not-pseudonymous works "On my work as an Author," "The Point of View for my Work as An Author", and "Armed Neutrality." Lecture

PHIL 621 Epicureans, Stoics, Skeptics

3 cr.

This course surveys Hellenistic and Roman philosophy, focusing especially on the latter. The following authors will be read: Cicero, Lucretius, Seneca, Epictetus, Marcus Aurelius, and Sextus Empiricus. Among dozens of questions raised by these authors to be discussed, the chief will be the therapeutic role of philosophy in a good life. Lecture

PHIL 622 The Body and the Non-Rational in Platonic Philosophy

3
cr.

This seminar is an examination of Plato's treatment, in various works, of elements he tends to oppose to reason, such as the body and what has to do with the body, including appetite, non-rational desires (including and especially erotic desire), and non-intellectual pleasures. What is the nature of these elements? What, according to Plato, is their metaphysical and ethical status? We will also examine how Plato's dichotomy between the rational and the non-rational bears on his notion of psychic health and on his ethics generally. We will consider whether it is fair to characterize Platonic ethics as an endeavor to purify oneself of all things unrelated to reason and whether Plato holds that reason does and ought to exert strict control over the lower parts of the soul. Time permitting, we will look at how later thinkers, notably, the Neoplatonists Plotinus and Augustine, interpreted Plato's thoughts on the body and the non-rational, and what they considered the aim of Platonic ethics to be. Lecture

PHIL 623 Husserl's Analyses of Passive Syntheses

3 cr.

This course will begin with an overview of the main tenets of Husserl's phenomenology, and then turn to a careful reading of his Analyses Concerning Passive and Active Synthesis. While we will focus primarily on this one text, we will occasionally make comparisons to other texts written by Husserl, especially those written during the same time period. Lecture

PHIL 628 Is God Illusion?: Nietzsche and Kierkegaard

3 cr.

The course requires careful study of various texts by both authors and seminar reports on Nietzsche's Genealogy of Morals and Kierkegaard's Fear and Trembling. It provides a dialogue between atheistic and theistic existentialism, especially in the light of "will to illusion" in the neo-Kantian hypothesis of Hans Vaihinger's The Philosophy of "As If". The professor asks the extent to which Nietzsche's critiques of morality and religion come from his finding them to be consciously or unconsciously illusory, how the same method could show that the faith Kierkegaard attributes to Abraham is illusory, and what Kierkegaard might argue in response. Lecture

PHIL 654 Philosophy of Time

3 cr.

This course addresses some of the more influential philosophical analyses of time and temporality in the history of philosophy, including those from Aristotle and Augustine, and more contemporary philosophers such as Husserl and Heidegger. Lecture

Graduate School of Liberal Arts

PHIL 672 Seminar:Deleuze:Difference and Repetition

3 cr.

This course will be devoted to a close reading of Gilles Deleuze's *Difference and Repetition*. Lecture

PHIL 675 Phenomenology and Feminism

3 cr.

Phenomenology is a philosophical method that carries out an analysis of "experience"--but traditionally, that experience is first neutralized of gender, sexual difference, and sometimes embodiment in general. For this reason, feminists have rightly criticized this approach. However, there is a history of theorists who have employed phenomenology precisely to carry out feminist projects. This course will examine certain traditional texts that established phenomenology as a method as well as contemporaries of these philosophers who already employed phenomenological methods toward feminist goals. In addition, we will look at writings in the current "movement" of feminist phenomenology. Lecture

PHIL 689 Graduate Teaching Seminar

0 cr.

This course is directed toward graduate students who are already teaching their own philosophy courses, or who have had more experience teaching their own courses, or who have already attended PHIL 690. One half of this course will include the reading and discussion of philosophical texts that address teaching and/or learning. The second half of the course will include practicum material specifically tailored for these more advanced instructors and their particular courses. Lecture

PHIL 690 Graduate Teaching Seminar

0 cr.

This course is directed toward graduate students expected to be teaching philosophy in the future, and who have little to no experience teaching their own courses. One half of this course will include the reading and discussion of philosophical texts that address teaching and/or learning. The second half of the course will include practicum material such as creating a syllabus, writing up effective assignments, grading, plagiarism, leading discussions, lecturing, etc. Lecture

PHIL 691 Supervised Teaching of Philosophy I

0 cr.

In this course, a graduate student teaches an introductory philosophy course with an enrollment of 15-27 undergraduates. During the first semester, a faculty advisor works closely with the student, usually auditing the class once a week and providing as much advice and direction as is necessary. Lecture

PHIL 692 Supervised Teaching of Philosophy II

0 cr.

In this course, a graduate student teaches an introductory philosophy course with an enrollment of 15-27 undergraduates. There is somewhat less supervision during the second semester of teaching, but the advisor still provides as much direction as the graduate student needs or requests. Lecture

PHIL 693 Supervised Teaching of Philosophy III

0 cr.

In this course, a graduate student teaches an introductory philosophy course with an enrollment of 15-27 undergraduates. There is somewhat less supervision during the second semester of teaching, but the advisor still provides as much direction as the graduate student needs or requests. Lecture

PHIL 694 Supervised Teaching of Philosophy IV

0 cr.

In this course, a graduate student teaches an introductory philosophy course with an enrollment of 15-27 undergraduates. There is somewhat less supervision during the second semester of teaching, but the advisor still provides as much direction as the graduate student needs or requests. Lecture

PHIL 700 Research Thesis - Philosophy

1 TO 6 cr.

This course is for students writing an M.A. thesis. Thesis

Graduate School of Liberal Arts

PHIL 701 Dissertation - FT

1 TO 6 cr.

This course is for students writing a doctoral dissertation. Dissertation

PHIL 705 Exchange Program - Full Time

0 cr.

This course is for students studying abroad in an exchange program in the fall semester. Lecture

PHIL 706 Exchange Program - Full Time

0 cr.

This course is for students studying abroad in an exchange program in the spring semester. Lecture

PHIL 710 Readings in Philosophy I

1 TO 6 cr.

This course is a private tutorial arranged with an individual professor. It is intended for a student who needs to concentrate on a philosophical topic which is not offered in a regular course. Readings

PHIL 711 Readings in Philosophy II

1 TO 6 cr.

This course is a private tutorial arranged with an individual professor. It is intended for a student who needs to concentrate on a philosophical topic which is not offered in a regular course. Readings

PLCR 501 Organization Theory: Structure and Practice

3 cr.

This course provides graduate students with a historical survey of the social science approaches to the study of organizations and policy making. Major attention is given to perspectives on policy relevant organizations and the nature, causes, and consequences of organizational policy. Attention will be given to the study of organization-society interactions. Theories on organizations and policy development and implementation are explicated. Lecture

PLCR 502 Research Methods

3 cr.

This course provides students with a basic understanding of research methodology. Using this knowledge they develop their own research proposals to 1) evaluate social programs that have been implemented or 2) investigate a social problem that deserves the attention of policy makers. Accordingly, the course content reviews the basic forms of research and the logical progression of research from the problem formulation and design stage to data collection techniques and plans for data analysis. Research Prospectus and Proposal development are capstones in this course. Lecture

PLCR 503 Quantitative Analysis

3 cr.

The aim of the course is to provide computer analysis skills. The course will focus on data management and data analysis using the IBM/PC and SPSS (Statistical Package for the Social Sciences) Release 13.0 for Windows software. Structured learning experiences, guided by the professor and teaching assistant, are emphasized. At the end of the course students are able to: 1) Prepare data for processing, 2) Formulate hypotheses concerning patterns of interrelationships of variables, 3) Demonstrate the knowledge of personal computing procedures and SPSS, 4) Discern the relationships of variables in the analysis stage, 5) Interpret the output from SPSS, and 6) Analyze and write a data based paper or report. Lecture

PLCR 504 The Social Landscape

3 cr.

This course examines relationships between social systems and their environments across the landscape. Students will be introduced to socio-spatial theories and techniques that to map and analyze social, political and environmental patterns with Geographic Information Systems (GIS). These techniques along with social theories of spatial processes will be applied to current policy studies such as community quality of life, segregation, housing policy, suburban sprawl, and sustainable development. Lecture

Graduate School of Liberal Arts

PLCR 505 Values, Ethics and Policy

3 cr.

What is good public policy? This simple, often asked question already implies the central role ethics play in policy making. This course examines that role in light of the distinctive value structure that arises from the beliefs and institutions of American liberal democracy. Lecture

PLCR 506 Social and Public Policy Analysis

3 cr.

This course aims to enhance the students' ability to see through to the crux of contemporary policy issues efficiently, quickly, and logically. The course explores techniques of policy analysis in depth, as well as the practical constraints imposed by the policymaking environment in several policy areas, in order to hone those critical analytic skills. Lecture

PLCR 507 Terrorism

3 cr.

This course seeks to examine terrorist operations and identify the main causes of terrorism as a military, social, economic and constructivist phenomena. It will survey the function and utility of terrorism as a patch for groups or states which employ it and review responses which are available to the Open Society and the international system. Lecture

PLCR 508 Population

3 cr.

This course examines population processes and shows how population change is tied to social conditions, political policies, and economic dynamics. The course has three major content areas. Part I, The Demographic Perspective, introduces the field of demography, basic demographic concepts, and major theories of population change. Part II, Population Processes, introduces the three vital demographic processes- mortality, fertility, and migration. Part III, Population Structure, examines the social organization of populations such as cohort structure, life course transitions. Lecture

PLCR 509 Correctional Policy and Practice

3 cr.

This course emphasizes the U.S. corrections systems including probation, community corrections, jail and prison. How and by whom these agencies and facilities are administered and organized is examined and the social policy implications are discussed. The system is studied from the perspective of parole and correctional officers as well as offenders. Lecture

PLCR 510 City Building and Public Policy

3 cr.

This course examines the development of the American city and the impact of the absence of public policy on the creation of the urban form. It studies the attempts by the presidential administrations to develop a national urban policy. Finally, it analyzes the impact of governmental actions such as the Highway Act, FHA lending practices and investment taxation policies on recent developments in cities such as Pittsburgh, Chicago, Houston, and Miami. Lecture

PLCR 511 Aging and Mental Health

3 cr.

The United States and many other societies are rapidly aging populations. This course examines age-related mental health issues and policy dynamics in aging societies. Some study focus is directed toward Alzheimer's disease and other dementias, their nature as well as social and public policies developed relevant to such mental illness. Social and public policies enhancing mental health later in life are also explored. Lecture

Graduate School of Liberal Arts

PLCR 512 Arab Israeli Conflict

3 cr.

The class between Jewish Zionists and the Arab peoples of Palestine and surrounding countries has been a focal point of world politics for roughly the last 100 years. It has involved six wars, as well as near continual violence short of outright war. This course is designed to make the major issues comprehensible and to enable students to begin to form their own assessments of what is needed for a just and lasting resolution. Through readings, films, discussion, and simulation exercises, the class explores the political, social, economic, psychological, and cultural dynamics of the conflict, as well as questions such as why the conflict has proven so difficult to resolve, how the conflict resembles and differs from other cases of protracted conflict between ethnic and national groups, and what factors have motivated U.S. policy toward the conflict. Lecture

PLCR 513 Human Rights: Politics and Policy

3 cr.

This course is an intensive examination of the international human rights regime including philosophical sources; legal instruments; governmental and non-state actors; and impacts on states and international order. It considers classic civil and political rights as well as emerging rights of children, minorities and indigenous peoples. Lecture

PLCR 514 Political Economy of Russia and the Independent States

3
cr.

Three weeks in Moscow, Russia. Subject matter focuses upon economic and market reforms, and the political/policy implication of them. All lectures taught in English, with Duquesne faculty (Dr. Moors) and program director with students on site throughout. Students will be provided with all course materials (three volumes of translated works). Russian faculty are from government ministries, leading academics, appellate judges, and national legal scholars. The course meetings are at the Moscow Institute of International Business, the educational division of the Russian Ministry of Foreign Trade in the beautiful "Lenin Hills" overlooking the city. Discounted package air flights will be organized, all students and faculty stay in the Hotel Rossiya on Red Square. Course meetings in the mornings, allowing a range of organized cultural activities and excursions in the afternoons. Long weekend trip to St. Petersburg; others to Novgorod, Pskov, and Zagorsk also available. The program began last year as a Duquesne University School of Law ABA (American Bar Association) approved program for Western law school students. It is now being expanded to include Duquesne University graduate and undergraduate students. No previous background in the subject matter is required. Dr. Moors developed the curriculum and text books for the program and holds appointment in the Moscow-based faculty. Lecture

PLCR 515 Health, Illness and Social Policy

3 cr.

This course considers the major health and illness issues apparent in both regional and national areas. Students are involved in library and field research on the outcomes (identifiable or probable) of current or proposed policy responses to such health and illness issues. Lecture

PLCR 516 Minorities and Public Policy

3 cr.

This course examines the historical evolution of American public policy toward minorities. This includes the legal/constitutional changes, migratory patterns, social institutions and political mobilization. Contemporary problems and issues are evaluated within this context. Lecture

PLCR 517 Criminology

3 cr.

This course examines images, assumptions and explanations of crime and criminality, then disentangles the facts from the fictions which contributes to scientific understanding about crime. In this process, we study the implications of these models for public and social policy. Lecture

Graduate School of Liberal Arts

PLCR 518 Politics of Civic Problems

3 cr.

Social policies are public policies that almost invariably involve the redistribution of wealth from one set of citizens to another, in order to achieve a desired societal goal. When is it legitimate to ask society in general to pay for the needs of a relative few? Do such policies benefit all citizens generally? What have been the practical results of these programs over their histories? This course offers the student an opportunity to analyze federal and related Pennsylvania state law in depth in the areas of education policy, affirmative action, healthcare, welfare, Social Security, and other social policies, with the primary goal being to enable the student to make reasoned and compelling arguments for or against future social policy changes. Lecture

PLCR 519 Ethnic Conflict: Politics and Policy

3 cr.

Ethnic conflict threatens political stability in countries around the world. From Iraq to Bolivia, from Spain to Indonesia, conflicts have erupted over a wide variety of "ethnic" issues in recent years. Yet despite its ubiquity, ethnic politics remains poorly understood: Why do people identify with ethnic groups? Why does ethnic identity sometimes lead to private ritual, sometimes to peaceful mobilization through mass movements or political parties, and sometimes to violent conflict, pogroms, and genocide? Most pressing, are there solutions to ethnic conflict, particularly in deeply-divided, violence-ridden countries?

This course gives an overview of current theories of ethnic politics, covering ethnic identity formation, ethnic mobilization, and conflict reduction measures. While focusing on ethnic groups in the developing world, the course includes significant attention to the broader commonalities of ethnic politics and includes readings on ethnic politics in the developed world. Lecture

PLCR 521 Criminal Justice Policy

3 cr.

This course acquaints students with the stages of the criminal justice system from police investigation through arrest, charging, adjudication, sentencing and punishment. Topics addressed will be the history of the system, its effectiveness, the rights of suspects, defendants and the convicted at different stages of the process. The impact of law on practice, and the interrelationship among the parts of the system at various decision points will also be topics of interest. Lecture

PLCR 522 American Defense Policy

3 cr.

American defense policy is undergoing a transformation now that the Cold War has ended. The end of Soviet communism has led to a reevaluation of the threats, which confront the United States and policies, and strategies, which are necessary to meet those threats. Implementing changes in America's defense policy will not be an easy or painless task. There are many entrenched interests within the military and in American society who will resist changes in policy, strategy, and budgets. The policy choices, which are made in these years, will shape American defense policy for decades to come. This course investigates the formulation of American defense policy. Students become acquainted with the major institutions and their responsibilities, the different policy areas and some of the current debates over defense policy. Little time is devoted to examining actual operations by the American military. Lecture

PLCR 523 Qualitative Methods

3 cr.

Qualitative methods explores the research traditions, data gathering techniques and methods for analyzing data in qualitative research. The course covers the logic of qualitative research, its applicability to policy analysis, and the dominant research traditions of symbolic interactionism, social constructionism, phenomenology as well as critical approaches like Marxism, feminism, and action research. Students learn about specific methods such as participant and naturalistic conversation, in-depth interviews, and various ways of analyzing texts and conversations as well as methods for analyzing data and presenting it. Lecture

PLCR 524 Women and Politics

3 cr.

This course examines the political socialization and behavior of women in the U.S. political culture; their role in elections; their impact as an interest group; and the public policies particularly affecting women or affected by women. Lecture

Graduate School of Liberal Arts

PLCR 525 Policy Implementation Policy and Practice

3 cr.

The purpose of this course is to introduce students to the administrative and managerial skills they will need to be effective leaders in public and charitable organizations. The course teaches principles of strategic planning, effective organizing, budgeting, project and program management, consensus building and shared decision-making. In addition, the course explores ethical issues in the management of public and charitable organizations. The course also reinforces writing and oral presentation skills. The course uses case studies and the students' own experience and research in public or charitable organizations as tools for learning. Lecture

PLCR 526 American Politics and Policy

3 cr.

This course studies the political environment for public policy analysis in the United States. The U.S. federal system is one of widely shared power. Policies are formulated and implemented in an environment that includes many participants with different goals. This course provides an understanding of this system and provides students with the background necessary for dealing effectively with this environment. Lecture

PLCR 528 Global Energy Policy

3 cr.

The impact oil and natural resource issues have on decision making by governments and international organizations. Global market impacts and the activities of multinational cartels are also studies. Lecture

PLCR 529 Comparative Intelligence Agencies

3 cr.

An examination of the development, structure and use of intelligence agencies with particular emphasis on how such functions impact upon national policy makers and the policy making process. The primary focus of the course centers on a study of the CIA, British M16 and Russian KGB/FSB. Lecture

PLCR 530 Introduction to Conflict Analysis

3 cr.

This course gives its participants a broad over-view of the emerging discipline of conflict analysis and resolution. Students become familiar with major theoretical explanations of conflict as discussed in scientific studies within the field, e.g., scarcity of resources, aggressive behavior and (universal) human needs. On the level of praxis, various forms of conflict intervention are examined. In lab sessions, students gain hands-on experience with skills necessary for effective intervention. Included will be: conflict assessment; intervention design and process; understanding parties' positions, interests, values and the role of human needs; the impact of race, ethnicity, gender and other distinctive cultural elements; role of power; framing, implementing and sustaining agreements. Lecture

PLCR 531 Theories of Conflict

3 cr.

This class examines major social science theories of conflict. Emphasis is on the need for theories to inform our ability to resolve conflicts. The course blends findings from conventional disciplines of sociology, psychology, and counseling with new understandings being developed in research on deep-rooted conflicts. Special attention is given to insights gained from the emerging conflict transformation orientation. Analysis is a critical tool to be used in conflict resolution and societal transformation. This course includes interpersonal, group, as well as international conflicts, violence, revolution, and war. Lecture

PLCR 532 Theory and Practice of Conflict Resolution

3 cr.

This course combines theory and praxis by teaching the different approaches to conflict resolution (e.g., interest-based mediation and negotiation, transformational mediation, arbitration, etc.) and providing practical training and skills. Lecture

Graduate School of Liberal Arts

PLCR 533 Nonviolent Social Change

3 cr.

This course focuses on the transformation of conflict through the use of nonviolence. It provides an overview of the spiritual, religious, and ethical roots of nonviolence as well as a number of historical examples of how it has been used as a strategy for social change. Emphasis is placed on the various sources of power in nonviolent change as well as methods of strategic non-cooperation that provide effective and pragmatic alternatives to violence. Lecture

PLCR 534 Community Organizing and Social Movements

3 cr.

This course introduces students to the field of social movements. Particular emphasis is placed on the application of theoretical ideas to case studies in order to enhance our knowledge of community organization and social change. Organizing - whether it is on a local, national, or international level brings people together to achieve their common interest and goals. The organizer faces a variety of tasks: recruiting participants, mobilizing resources, building community, planning strategies, assessing the political climate and conditions, and ultimately implementing collective action. In addition, an effective organizer must find ways to sustain motivation during setbacks, to address problems of repression and internal disputes, to overcome obstacles to mobilization and to productively deal with the media. This class covers social science theories that inform these skills. Lecture

PLCR 535 South African Politics and Society: From Apartheid State to "Rainbow Nation"

3 cr.

The struggle among communities of South Africans for security, dignity, prosperity, and a sense of control over their own destiny is 350 years old. This course focuses on the clash between the Afrikaner national movement, which was in power from 1948-1994, and the black-led African National Congress (ANC), which governs today. Through readings, films, presentations, lectures, discussion, and role-play exercises, the course examines how each group sought to promote its own survival and interests, and why the ANC eventually overcame white rule. The course also highlights the challenges of the transition to a fully democratic form of government and of forging a "new South Africa". Lecture

PLCR 536 International Conflict: Mediation and Negotiation

3 cr.

Examines how negotiation and mediation, or "assisted negotiation," can help to end international disputes peacefully. In-class simulation exercises, along with readings and films, provide theoretical and practical understandings of the mediation and negotiation processes and how they fit into the broader context of international conflict resolution. Particular topics include the strength and limitations of different types of mediators, obstacles to mediation success as well as circumstances that contribute to successful interventions, and ethical and justice related issues in peacemaking. Lecture

PLCR 537 War in Literature and Film

3 cr.

The course explores how popular film, art, and memoirs, grapple with broader questions of war's human costs, of responsibility for war crimes and atrocities, and of the politics of war. Specific topics include nationalism and humanism in WWI (All Quiet on the Western Front, Paths of Glory); war trauma and its legacies (Spiegelman's Maus, Levi's Survival in Auschwitz, Shay's Achilles in Vietnam, Mezuman's Jenin Diary); nuclear deterrence (Dr. Strangelove); mythmaking and de-bunking (Saving Private Ryan, Rambo, O'Brien's If I Die in a Combat Zone). Most perspectives explored are American, but the course also includes works by non-U.S. artists. Lecture

PLCR 538 Post Conflict Reconciliation and Justice

3 cr.

How should societies and international organizations respond to "crimes against humanity", war crimes, and gross human rights violations? To what extent is the pursuit of justice compatible with goals of reconciliation between adversary groups? Building on the legacy of the war-crimes tribunals established after World War II, several countries in Latin America, Europe, and Africa have established "truth commissions". We examine the potential and limitations of post-conflict justice and reconciliation attempts and their relationship to broader processes of democratization, comparing experiences in several countries. Lecture

Graduate School of Liberal Arts

PLCR 540 Family and Policy

3 cr.

The family is a critical and enduring institution in our society which represents private life. Yet much of our social and public policy has a significant impact on the private domain of family. It is this collision of the private and public that makes the family such a significant target for public debate and an interesting exploration for the arena of policy. This course examines the still-developing arena of family policy through a mix of readings, exercises and class presentations. Lecture

PLCR 541 Healthcare Ethics and Public Policy

3 cr.

This course considers moral theory, critical thinking as the basis for ethical reasoning, the relationship between healthcare professionals and patients, abortion and maternal-fetal conflicts, genetic engineering, reproductive technologies and cloning, human and animal experimentation, organ transplantation, euthanasia and end of life decisions, HIV and AIDS, and challenges in healthcare policy and reform. The course also looks at how our public policies affect and should affect our struggle for equitable practices in healthcare. Case studies, memoirs, and documentaries supplement the introductory text. Lecture

PLCR 542 Global Public Policy

3 cr.

Examines the policymaking process at the global level, including (1) conflicts over policy in international institutions such as the UN and (2) international influences on domestic policymaking. Focuses on the role of states and international organizations, as well as the media and nongovernmental organizations. Topics considered include the International Criminal Court; anti-personnel landmines; gun control; genetically modified foods; and definitions of the family. Lecture

PLCR 545 Global Economic Development

3 cr.

This seminar explores the impact of domestic and international forces on the economic development of emerging markets. The rise of globalization has been regarded as both an advantage and a curse. This seminar views the globalization debate for three different perspectives: the position and impact of international capital transfers; currency exchange and value considerations; and whether the assumed relationship between open markets and democratization is still a sustainable one. Lecture

PLCR 555 Psychology of Peace and Conflict

3 cr.

This course examines the theories of conflict and violence at interpersonal, intergroup, and international levels. Additionally, theories of peace, and attempts at conflict resolution, management, and control, will also be covered. To be cross listed with PSYC 455. Lecture

PLCR 560 Social Policy and Theories of Multiculturalism

3 cr.

Social Policy and Theories of Multiculturalism is a graduate seminar which focuses on recent critical developments in political theory which examine the role of the politics of difference in government and social processes. Lecture

PLCR 573 Religion, Politics and Policy

3 cr.

A study of timely issues in religion, politics, and public policy that reveals both the crucial interrelationship of these areas as well as unique aspects of each. Lecture

PLCR 597 Special Topics

3 cr.

Lecture

PLCR 598 Special Topics

3 cr.

Lecture

PLCR 599 Special Methods Topics

3 cr.

Lecture

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PLCR 605 Internship

3 cr.

This course will be made optional. Those students who decide they do not want an internship experience will be required to take the Special Topics course - Community Organizing and Social Movements as a substitute. Internship

PLCR 606 Selected Readings

3 cr.

This course presents an opportunity for a student or students to work intensively with a professor on a topic or project of mutual interest. Student(s) and faculty will together develop the reading list; normally course requirements will include a research paper or other substantial writing assignments. As such courses can only be run in consideration of a given professor's schedule, written permission of the instructor is required for registration. Readings

PLCR 699 ERP-Enhanced Research Paper

0 cr.

The degree requires completion of an ERP- Enhanced Research Paper or a thesis. The ERP requires development of a proposal and an oral defense given to the two faculty readers and the Policy Center Director. The ERP should be approximately 30 pages in length. Lecture

PLCR 700 Thesis-Social & Public Policy

3 cr.

The thesis involves development of a proposal and a research design, then implementation, analysis, and public presentation. The Thesis should be approximately 60 pages. Thesis

PSYC 513 Introduction to Qualitative Research

3 cr.

An introduction to qualitative research methodologies and epistemologies as applied to psychology. Includes an introduction to philosophical foundations and hands-on training in skills appropriate for carrying out qualitative research. Lecture

PSYC 525 Psychology of Gender

3 cr.

An exploration of different theoretical and empirical contributions to the psychology of gender.

Lecture

PSYC 526 Phenomenology of Human Development

3 cr.

An approach to developmental psychology that incorporates existential-phenomenological thought as well as traditional theories of development. Lecture

PSYC 535 History of Psychology

3 cr.

An overview of the major themes, thinkers and controversies in the history of psychology from Descartes to the present. Topics covered include (but are not limited to) Descartes mind/body dualism and theory of the passions; Locke and behaviorism; Leibniz, Kant and the "cognitive unconscious"; mechanism, vitalism and the history of experimental psychophysics; Wundt, introspectionism and the rise of experimentalism; phrenology and brain science; hypnosis and psychotherapy; social psychology (Le Bon, Asch and beyond); Darwin, evolution and the emotions; Galton and eugenics; psychometrics and intelligence testing. Lecture

PSYC 537 Introduction to Psychology as a Human Science

3 cr.

An introduction to the philosophical and conceptual underpinnings of human science psychology and its relevance to clinical practice. Topics include research and reflect on the similarities and differences between various perspectives within the tradition, including phenomenology, existentialism, hermeneutics, humanistic psychology, psychoanalysis and depth psychology, critical theory, feminism. Lecture

Graduate School of Liberal Arts

PSYC 543 Approaches to Psychopathology

3 cr.

This course is an advanced introduction to the broad field of psychopathology. Following the general structure of the DSM classifications, students can expect to learn the core clinical features of the categories of psychopathology, as well as central theoretical and empirical issues. In addition, in order to deepen the student's understanding, we discuss numerous readings from the human sciences, including psychodynamics and phenomenology. Lecture

PSYC 545 Introduction to Psychotherapy

3 cr.

A theoretical and practical introduction to psychotherapy stressing the meaning and structure of being therapeutically present and the fundamental dynamics of the therapeutic process. Grounded in existential phenomenology, the course draws extensively from psychoanalytic and interpersonal sources. Pre-requisite to PSYC 650/PSYC 651. Lecture

PSYC 551 Social Psychology

3 cr.

The course covers traditional topics like conformity, obedience, groupthink, minority influence, bystander apathy, cognitive dissonance, prejudice, racism, aggression, pro-social behavior, emotions and interpersonal perception in historical and cultural perspective, from both natural science and a human science perspective. Lecture

PSYC 560 Physiological Psychology

3 cr.

The basic theories and findings of physiological psychology. Topics include neuroanatomy, neural structure, the electro-physiology of neural activity, states of consciousness, motivation, emotion, cognition, language, psychopathology, and drug effects. Lecture

PSYC 566 Psychoanalytic Theory and Practice

3 cr.

An exploration of the theory and practice of psychoanalytic psychotherapy. The course focus varies from a detailed exploration of Freud's early work and hysteria, hypnosis, and suggestion, as well as his writings on dream interpretation, sexual difference, repetition, transference, and group psychology, to a more general introduction to contemporary field as a whole, focusing on object relations theory. Lecture

PSYC 567 Psychoanalytic Theory and Practice

3 cr.

An exploration of the theory and practice of psychoanalytic psychotherapy. The course focus varies from a detailed exploration of Freud's early work on hysteria, hypnosis, and suggestion, as well as his writings on dream interpretation, sexual difference, repetition, transference, and group psychology, to a more general introduction to the contemporary field as a whole, focusing on object relations theory. Lecture

PSYC 571 Introduction to Psychological Assessment

3 cr.

The two foci of this course are (1) the philosophy and practice of individual. Collaborative psychological assessment-gaining access to a person's life world through collaborative exploration of his or her performance across selected tests, and (2) gaining initial familiarity with a range of tests and techniques MMP 1-2, PAI, 16PF, Jackson, Myers-Briggs. WAIS III, WISC III, TAT. Bender, drawings, and sentence completion. Students both take and administer these materials, conduct assessments with volunteers, complete a clinical assessment in the field, and write assessment reports. Lecture

PSYC 575 Cognitive and Behavioral Psychotherapies

3 cr.

This course provides an overview of cognitive and behavioral therapies in terms of both theoretical conceptualization and practical application. Of particular focus is the various theoretical stances from which these therapies can be undertaken and their existential, interpersonal implications for both the therapist and the client. Lecture

Graduate School of Liberal Arts

- PSYC 595 Distinguished Speakers' Workshop** 1 cr.
A discussion and critique of a selected point of view in contemporary psychology, typically presented by a visiting professor. Lecture
- PSYC 596 Contemporary Psychology I (Minicourse)** 1 cr.
A discussion and critique of a selected point of view in contemporary psychology, typically presented by a visiting professor. Lecture
- PSYC 611 Advanced Qualitative Research Seminar I** 3 cr.
Two complementary portions make up this course. One provides a systematic, in-depth presentation of a single qualitative research method, including its philosophy and procedures. Students actively engage in data acquisition and analysis according to the presented method. The other portion affords students the opportunity to develop their own research projects, reporting regularly on their progress and receiving feedback from classmates and the professor. Seminar
- PSYC 612 Advanced Qualitative Research Seminar II** 3 cr.
Two complimentary portions make up this course. One provides a systematic, in-depth presentation of a single qualitative research method, including its philosophy and procedures. Students actively engage in data acquisition and analysis according to the presented method. The other portion affords students the opportunity to develop their own research projects, reporting regularly on their progress and receiving feedback from classmates and the professor. Seminar
- PSYC 613 Special Research Topics** 3 cr.
Special problems in contemporary psychology are selected for intensive study and research (Repeatable). Lecture
- PSYC 614 Special Topics in Qualitative Research** 3 cr.
A course dedicated to one qualitative research method, or a course directly related to qualitative research, such as philosophy of science or interpretive psychology. Other
- PSYC 615 Independent Study in Qualitative Research** 1 TO 3 cr.
A course in which the student will, with a faculty member's advisement, propose and complete a qualitative research project of his/her own choosing (other than the dissertation). Independent Study
- PSYC 616 Qualitative Research Group** 1 TO 3 cr.
Students participate in a faculty member's ongoing research. Other
- PSYC 620 Philosophical Psychology** 3 cr.
The goal of this course is to explore areas of convergence between philosophy and psychology and to elucidate the ontological assumptions underlying psychological theories. Using primary sources, the seminar discusses the importance of a particular philosopher, or a philosophical theme that is of relevance to psychology. Texts from Kierkegaard, Nietzsche, Marx, Husserl, Heidegger, DeBeauvoir, Levinas, Merleau-Ponty, Sartre, Derrida, Foucault, Irigaray, Kristeva and others can be used, as well as a cross section of primary texts from different authors. This course is repeatable. Lecture
- PSYC 622 Basic Statistical Concepts** 1 cr.
An introduction to basic statistical concepts and operations in psychology. Topics include central tendency, variance, correlation, sampling distributions, and hypothesis testing. This course is a prerequisite for enrolling in Experimental and Statistical Methods - Psych 624. Lecture

Graduate School of Liberal Arts

PSYC 623 Ethics and Standards in Psychology A case study approach to the application of psychology's ethical guidelines and code of conduct. The emphasis on the integration of the student's social philosophy with professional ethics. The history, structure, and functions of professional organizations, as well as contemporary issues professional psychology are reviewed. Lecture	2 cr.
PSYC 624 Experimental and Statistical Research Methods A review of experimental and statistical research methods, including analysis of variance, multi-variate statistics, and meta-analysis. Emphasis is placed on understanding the assumptions that underlie each method, and critically evaluating published research in which these methods are employed. Lecture	3 cr.
PSYC 637 Emotion, Cognition, and Motivation This course compares different approaches to the study of cognition, motivation and/or emotion, beginning with a comparison of the philosophic orientations of rationalism and irrationalism. The implications for research and clinical practice that follow from different theoretical and philosophical stances are then explored in detail. Lecture	3 cr.
PSYC 640 Advanced Clinical Practice Weekly seminars and case consultations are used to further develop the trainees' skills in psychotherapy and clinical interviewing. Levels of therapeutic listening, the therapeutic relationship, and diagnosis will be further explored. Lecture	3 cr.
PSYC 650 Clinic Practicum Supervised clinical experience in Duquesne University Psychology Clinic. Lecture	0 cr.
PSYC 651 Field Practicum Supervised clinical experience in local mental health facility. Lecture	0 cr.
PSYC 663 Advanced Clinical Theory and Practice Seminars and case consultations develop the integration of theory and practice in students' work with their clients. The course usually draws extensively from both the psychodynamic and existential traditions. Lecture	3 cr.
PSYC 668 Seminar in Psychoanalytic Theory Focus on one of the following: a major psychoanalytic theorist, a particular tradition in psychoanalysis, or an important psychoanalytic concept. Whichever the focus, the historical context as well as the political and intellectual stakes are explored. Theorists who may be discussed include Freud, Jung, Lacan, Laplanche, and Klein. Traditions that may be discussed include those of Lacan, Klein, object relations theory, French feminism, and American ego psychology. Concepts include transference, sublimation, the drives, the unconscious, and repetition. This course is repeatable. Seminar	3 cr.
PSYC 671 Advanced Assessment Introduction to administration and scoring of the Rorschach (Exner's Comprehensive system) as well as continuation of Psych 571, integrating the Rorschach with other tests and techniques in order to consider the client's prognostic issues and to develop tailored interventions. Lecture	3 cr.
PSYC 673 Special Topics in Clinical Practice Seminars on particular clinical issues, problem area, or field of literature. When offered in summer session this course is based on group supervision of clinical cases. (Repeatable) Lecture	3 cr.

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PSYC 674 Psychology and Cultural Diversity	3 cr.
This course considers issues of cultural, ethnic, religious and gender differences in psychology. Those differences are investigated in a variety of psychological areas, such as personal development, social relations and clinical applications. Lecture	
PSYC 691 Readings in Psychology	1 TO 3 cr.
Intensive, supervised study of a particular topic in psychology not covered in one of the other courses. Permission of the chair required. Readings	
PSYC 701 Dissertation-Ph.D.	1 TO 6 cr.
The student's completed doctoral dissertation. Dissertation	
THEO 508 Theological Foundations	3 cr.
A study of the bases of theological thought and formulation: revelation, the transmission of revelation, experience, the magisterium, and their proper use in theological method. Lecture	
THEO 509 Introduction to the New Testament	3 cr.
A survey of Synoptics, Johannine and Pauline theology through concentration on selected books of the New Testament. Lecture	
THEO 510 Introduction to the Old Testament	3 cr.
A survey of Pentateuchal, Prophetic and Wisdom theology through concentration on selected books and passages of the Old Testament. Lecture	
THEO 511 Torah	3 cr.
A historical-critical study of the Pentateuch in the light of the present status of literary, historical, theological, and archaeological research on the Old Testament and its environment. Lecture	
THEO 512 Synoptic Gospels & Acts	3 cr.
A study of Synoptics and Acts in their literary, historical, and theological aspects; particular focus on major trends in scholarship and on the scholars who have contributed to the development of these trends. Lecture	
THEO 513 Prophets Lit	3 cr.
A study of the origin and development of the prophetic movement in Israel and its relationship to other prophetic movements in the Ancient Near East; analysis of the prophetic books of the Old Testament and of the role of the prophets. Lecture	
THEO 514 Pauline Theology	3 cr.
An analysis of major themes in the Pauline writings, with attention to chronological development, especially in the areas of Eschatology, Christology, Justification, Pneumatology and Ecclesiology. Lecture	
THEO 515 Wisdom Literature	3 cr.
A study of the Wisdom Books of the Old Testament, with emphasis on an examination of the position and the limits of wisdom within the message of the Bible. Lecture	
THEO 516 Johannine Literature	3 cr.
A study of the Johannine-writings (Gospel, letters, Apocalypse) in their origins, development and principal theological themes. Lecture	

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THEO 520 Christology

3 cr.

A study of central questions in Christology: Jesus' divinity and humanity, and his saving work. Special attention is given to the themes of New Testament Christology, as well as the Christological councils, in light of contemporary theological scholarship. Lecture

THEO 525 The Triune God

3 cr.

A study of Christianity's doctrine of God as both monotheistic and trinitarian. Emphasis will be placed on a detailed study of the biblical and conciliar teachings in the light of contemporary theological scholarship and church teaching. An effort will be made to give the student appreciation of some of the leading trinitarian writers: for example, the Cappadocians and Augustine, Richard of St. Victor, Thomas Aquinas and Calvin; Staniloae, Barth, Rahner and Balthasar. Lecture

THEO 531 Ecclesiology

3 cr.

A study of the Church in its origin and its subsequent historical -theological developments, with particular attention given to post-Vatican II perspectives. Lecture

THEO 535 Liturgics

3 cr.

An analysis of the phenomenological and biblical foundations of Christian liturgy, emphasizing the Psalms and New Testament hymns; survey of the liturgical development of the mass and selected sacraments, emphasizing post-Vatican II practices; description of the Liturgical Year; introduction to the relation between liturgy and Christian symbolism in music, art and architecture; consideration of some common words, prayers, postures, gestures and accoutrements in Christian liturgy. Lecture

THEO 538 Theology of Sacraments

3 cr.

An analysis of the origin and development of the notion of sacramentality and of the seven rites which the Catholic tradition recognizes as sacraments; an evaluation of the various Christian meanings of grace in relation to sacrament. Lecture

THEO 539 Theology of Ministry

3 cr.

An analysis of the concept of ministry; meaning of the term and its historical expressions; the evolution of presbyter and episcopos; the issues of ministry outside Roman Catholicism; women's ordination; new ministries in the church. During half of this course, students divide into groups according to area of interest or specialization. Guest presenters, specialists in respective fields, facilitate these break-out groups. Lecture

THEO 539I Theology of Ministry

0 cr.

An analysis of the concept of ministry; meaning of the term and its historical expressions; the evolution of presbyter and episcopos; the issues of ministry outside Roman Catholicism; new ministries in the church. Lecture

THEO 541 Theological Ethics

3 cr.

A study of the principles of moral conduct based on the New Testament and on the teachings of the Church; special treatment of human-divine relationship, the place of Christ in human life, human freedom, conscience and self-determination, sin, conversion; analysis of the pluralism of ethical methodologies in Christian moral theology. Lecture

THEO 543 Catholic Social Thought

3 cr.

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents and episcopal pronouncements from Leo XIII to the present day. Lecture

Graduate School of Liberal Arts

THEO 544 Interpersonal Ethics

3 cr.

An analysis of the methods and problems involved in moral decision making in interpersonal relationships such as sexual relationships, relationships of trust and confidentiality, of superior and subject, and of collegiality. Lecture

THEO 548 Ecological Ethics

3 cr.

A consideration of the impact of ecological consciousness upon theological ethics; the challenge posed to human-centered ethics by the paradigm shift in our culture and scientific modes of thought; the contributions of eco-feminism. Lecture

THEO 570 History of Christian Theology I

3 cr.

This course will cover the period which extends from the end of the New Testament to the Reformation of the sixteenth century. Primary sources will be given the emphasis. The course aims for an adequate understanding of central themes and theologians, and major councils, doctrines, and heresies. Lecture

THEO 571 History of Christian Theology II

3 cr.

This course will cover the period which extends from the Reformation to contemporary times. Primary sources will be emphasized. New doctrinal developments, leading theologians and theological perspectives, and relevant cultural and philosophical background will be studied. Prerequisite: 570 or equivalent. Lecture

THEO 573 Spiritual Theology

3 cr.

A study of the theological dimension of Christian spirituality, in its major historical manifestations. An effort is made to work with primary sources; special attention is given to one major author or school. The relationship between theology and spirituality will also receive special attention. Lecture

THEO 577 Introduction to Catechetics

3 cr.

An overview of the history of catechetics and the modern catechetical movement, together with an examination of recent catechetical documents of the church and contemporary issues and approaches. Lecture

THEO 579 Catechesis of Adults

3 cr.

A study of adulthood and catechesis to include: documents of the church regarding the catechesis of adults, adult learning theories, the educational needs of adults, types of adults, and the types of responses possible to meet those needs on the parish level. Lecture

THEO 580 Theological Anthropology

3 cr.

A systematic investigation of the Judeo-Christian tradition on the human person, male and female, through a survey of major theological themes such as creation and the image of God, sin and grace, suffering and hope. Critical voices such as those of feminist, black, and Latin American liberation theologians inform an exploration of what it means to be authentically human in relationship to self, others and God. Lecture

THEO 582 Feminist Theology

3 cr.

A selective survey of the Judeo-Christian traditions concerning the participation of women in the mystery of redemption; this study will consider areas such as scripture, doctrine, spirituality, ethics and institutions, and will include critical theological reflection on themes from these areas with attention given to women's experiences and contributions. Lecture

Graduate School of Liberal Arts

THEO 589 Formative Ministry Practicum	0 cr.
A structured, supervised ministry experience that is focused by the goals and objectives of each student's learning covenant. Students engage in ministerial activities and receive individual supervision. Emphasis is placed on the development of disciplined theological reflection; additional elements of focus include spiritual formation and professional ethics and identity as these relate to ministry. Practicum	
THEO 590 Directed Reading-Theology	1 TO 3 cr.
An opportunity to work with a faculty member in his field of competence on a tutorial basis, in order to explore a theological theme chosen by the student which would serve as a vital complement to one's program. Maximum permitted is 3 credit hours. Readings	
THEO 595 Leadership in the Faith Community	3 cr.
This course will focus on current challenges in pastoral leadership in the North American Church. Three areas of pastoral leadership will be considered: human relationships in ministry, pastoral planning, and leading from spiritual depth. Skills addressed will include proficiency in pastoral planning, group facilitation, dialogue, listening and leading prayer services. Lecture	
THEO 596 Human Development: Theological Context	3 cr.
Drawing upon theological anthropology in dialogue with social sciences, this course will explore Christian perspectives on humans as integrally related to God, others (human and nonhuman) and the earth and cosmos. Resources from psychology, sociology, cultural studies and other disciplines will help to illuminate the journey of growth toward full humanness, with implications for ministry. Lecture	
THEO 597 Special Topics	3 cr.
Lecture	
THEO 599 Thesis	3 cr.
0- 6 credits. Lecture	
THEO 619 New Testament Seminar	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 650 Moral Theology Seminar I	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 671 Doctrine Seminar I	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 675 Moral Theology Seminar II	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 677 Doctrine Seminar II	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 679 Special Topics Seminar I	3 cr.
Course topic to be chosen by the professor. Lecture	
THEO 680 Special Topcs Seminar II	3 cr.
Course topic to be chosen by the professor. Lecture	

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THEO 690 Independent Study	3 cr.
Topic to be chosen by the student in consultation with a professor. Independent Study	
THEO 692 Doctrine Seminar III	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 693 Old Testament Seminar	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 694 Moral Theology Seminar III	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 696 Moral Theology Seminar IV	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 697 Doctrine Seminar IV	3 cr.
Course topic to be chosen by the professor. Seminar	
THEO 700 Thesis-Theology	1 TO 6 cr.
Thesis	
THEO 701 Dissertation - FT	1 TO 6 cr.
Dissertation	
WSGS 518 Shakespeare & Gender	3 cr.
Lecture	
WSGS 519 Medieval Women's Writers	3 cr.
Lecture	
WSGS 520 Family & Communication	3 cr.
Lecture	
WSGS 521 Sex,Myth & Media	3 cr.
Lecture	
WSGS 524 Women & Politics	3 cr.
Lecture	
WSGS 528 18th-19th Century Romantic Novel	3 cr.
Lecture	
WSGS 529 Special Studies:18th Century Travel Literature	3 cr.
Lecture	
WSGS 533 Gender in American History	3 cr.
Lecture	

Graduate School of Liberal Arts

WSGS 539 Lecture	British Women's Novels	3 cr.
WSGS 541 Lecture	Philosophy of the Body	3 cr.
WSGS 550 Lecture	Special Studies: English Literature:	3 cr.
WSGS 558 Lecture	Special Studies:20th Century Poetry & Gender	3 cr.
WSGS 561 Lecture	The Gendering of Music	3 cr.
WSGS 568 Lecture	Special Studies	3 cr.
WSGS 672 Lecture	The Body and the Non-Rational in Platonic Philosophy	3 cr.
WSGS 672 Seminar	The Body and the Non-Rational in Platonic Philosophy	3 cr.
WSGS 673 Seminar	Special Topics	3 cr.
WSGS 674 Lecture	Psychology & Cultural Diversity	3 cr.
WSGS 675 Lecture	Phenomenology and Feminism	3 cr.
WSGS 690 Lecture	Medieval Women Writers	3 cr.
WSGS 691 Lecture	Shakespeare & Gender	3 cr.
WSGS 695 Seminar	20th Century American Literature & Economics	3 cr.
WSGS 710 Readings	Readings	3 cr.

School of Law

LAWS 500 Lecture	3 cr.
LAWS 501 Lecture	3 cr.
LAWS 502 Lecture	3 cr.
LAWS 503 Lecture	3 cr.
LAWS 504 Lecture	3 cr.
LAWS 505 Lecture	3 cr.
LAWS C01 American federalism looked at through the prism of the distribution of jurisdiction between Federal and State Courts; examination is also made of advantages and disadvantages of the choice of a federal forum over a state forum and vice-versa. The course examines the recent phenomenon of large scale litigation-the mass tort-such as asbestos and cigarette liability cases. What are the techniques and procedures that either foster or frustrate such litigation? Lecture	3 cr.
LAWS C02 The course provides an analysis of the major federal criminal statutes that are increasingly used in the prosecution of white collar and organized criminal activity. Specific areas covered include the RICO statute, mail fraud, income tax violations, money laundering, Hobbs Act prosecutions, violations of the false statement statute, and others. Federal criminal procedural matters are also discussed throughout the course as are particular evidentiary issues occasioned by these statutes. Lecture	3 cr.
LAWS C03 This course surveys the rights and liabilities of employees and employers in a nonunion context. Types of legislation studied include workers' compensation, unemployment compensation, social security, occupational safety and health, and regulation of wages, hours and working conditions. Historical background, statutory language, and judicial and administrative interpretation are studied. Additionally, the course will survey modern judicial and legislative developments in the area of wrongful discharge and modification of the common law doctrines relating to the 'at-will' employee. Lecture	2 cr.
LAWS C04 Lecture	2 cr.
LAWS C05 Lecture	3 cr.
LAWS C06 Lecture	3 cr.

School of Law

LAWS C10 Analysis of various provisions of the Internal Revenue Code, together with interpretative material issued by the Treasury and significant judicial decisions, relating to income tax problems of individuals. Consideration will be given to concepts of gross income, identification of the taxpayer, deductions, exemptions and credits. Lecture	0 TO 4 cr.
LAWS C101 This course introduces the student to selected legal aspects of International Business Transactions. Topics include: international sale of goods; U.S. Trade Laws and the GATT; foreign licensing or distributorship agreements; direct foreign investment; International Monetary System; US/EC antitrust and trade laws as well as international civil litigation. Lecture	2 cr.
LAWS C102 Lecture	3 cr.
LAWS C103 Lecture	3 cr.
LAWS C11 This course is designed to expose students to the comparative method of solving domestic legal problems that involve a foreign law (torts, contracts, commercial transactions, and procedure) and foreign legal systems. The course is divided into methodological, historical, and substantive aspects of foreign law and foreign legal systems. In the interlocking world of today, lawyers find a growing need to be conversant with foreign law and foreign legal systems to effectively service their clients. This course helps meet that need. Lecture	2 cr.
LAWS C110 Lecture	3 cr.
LAWS C111 Lecture	3 cr.
LAWS C112 Lecture	3 cr.
LAWS C113 Lecture	3 cr.
LAWS C114 Lecture	3 cr.
LAWS C115 Lecture	3 cr.
LAWS C118 Lecture	2 cr.
LAWS C119 Lecture	3 cr.

School of Law

LAWS C12

0 TO 6 cr.

This course seeks to explore fully the nature and role of contract. The fundamental concepts of mutual assent, performance and remedies at common law and in a modern post industrial economy are examined at length with special emphasis upon sales. Throughout the course special effort is made to develop philosophical and economic theories of contract. Examination. Lecture

LAWS C120

3 cr.

Lecture

LAWS C121

2 cr.

Lecture

LAWS C124

3 cr.

Lecture

LAWS C128

2 cr.

This is a year-long course taught in small group sessions emphasizing the development of a variety of concepts, skills and techniques. Emphasis is placed on case analysis and synthesis, effective legal writing style, and use of the law library. At least three principal writing assignments introduce students to preparation of memoranda, appellate briefs and other forms of legal writing. Faculty members confer individually with students on these assignments. Additional shorter writing assignments may also be made. Finally, students are introduced to the use of computer-assisted legal research systems. Lecture

LAWS C134

2 cr.

In the public law section of this survey course, the course considers the development of the EU, the Commission, the Council, the European Parliament, EC legislation, the Courts of Justice, actions against member states and state intervention in trade. The private law section deals with commercial law, antitrust, securities, banking, patent and trademark, as those topics are dealt with by regulations, directives and decisions under specific treaty provisions. The course will be of interest to students with a broad interest in international law, such as members of the International Law Society, as well as those whose future work will need to contend with the European Union or any of its member states in commerce or public law. Lecture

LAWS C135

2 cr.

This course will cover various aspects of state and local taxation with emphasis on local taxation in the Commonwealth of Pennsylvania on a fourteen week period. Topics which will be covered include statutory basis of taxation, exemptions, valuation methods and certain policy problems. The text will be supplemented with statutory material and selected cases from Pennsylvania. Lecture

LAWS C137

3 cr.

Lecture

LAWS C138

3 cr.

Lecture

School of Law

LAWS C143

2
cr.

This course will examine the major civil rights statutes that implement the guarantees of the United States Constitution. Since the Civil War era, Congress has adopted significant legislation seeking to ensure that certain fundamental rights are safe-guarded--including the equal protection and due process guarantees; the liberty of contract; the right to own property; and the right to vote. In modern courtrooms, most civil rights litigation is carried out under the banner of one or more of these statutes. Emphasis in this course will be placed on the most heavily utilized civil rights law: Section 1983 of the Civil Rights Acts (violation of civil rights under color of state law); Section 1981 (violation of right to make and enforce contracts); Section 1982 (violation of right to hold and enjoy property); Section 1985(3) (private conspiracies to deny civil rights); and the Voting Rights Act of 1965 (violation of right to vote). Although many of the leading cases focus on discrimination based upon race and national origin, the above statutes also spill into countless other types of civil rights violations, including deprivation of First Amendment rights, prisoner civil rights, sex discrimination, and discrimination based upon religious and political beliefs. This course will also examine defenses and immunities available to defendants sued for civil rights violations, including protections afforded members of the legislative, judicial, and executive branches faced with civil rights suits. In a related vein, we will examine the concept of sovereign immunity as it applies to federal, state and local governments. This is not a skills course, but a course that explores federal civil rights statutes in detail. Grades will be based upon a final take-home examination. Co-requisite: Constitutional Law Lecture

LAWS C144

2 cr.

This course examines the major principles of Roman Private (Civil) Law in the context of having affected the development of the English Common Law and the Civil Codes of Continental Europe. Lecture

LAWS C145

3 cr.

What does the American Constitution have to do with global warming? The answer to that question would generally be taken to be nothing. Since the threat of global warming lies outside the structure of rights and limits associated with constitutional government, the Constitution and more specifically constitutional law have been silent on the matter. On the other hand, the Constitution was designed to protect people from the consequences of unbridled power, perhaps like the power of modern, liberal, technological civilization to alter the world's climate-as well as settle the world's open spaces, remove the remaining tribal peoples from their homes, homogenize world culture and bring about large-scale extinction of species. The goal of this course is to raise questions about what we think constitutional government is. The Constitution is said to be part of limited government. What is limited government for? Lecture

LAWS C146

2 cr.

This course combines an overview of selected Federal Statutes and the regulatory process with an introduction to, and analysis of, current global efforts focused on environmental concerns. Lecture

LAWS C147

2 cr.

This course examines the organization of health care institutions. The major topics to be addressed include (a) business structures and transactions (such as corporate organization and reorganization, mergers and acquisitions, joint ventures) as they relate to health care institutions; (b) organizations of physician practice; (c) introduction to alternative delivery systems (HMOs, PPOs, etc.); (d) organization of and competition between non-profit and for-profit health care institutions; (e) specialty hospital issues; (f) nursing home law. Lecture

School of Law

LAWS C149

2 cr.

This course will provide an in-depth study of the renewed resurgence of state constitutional law - New Judicial Federalism. It will cover such topics as the history of state constitutions in early America; the adequate and independent state grounds doctrine; search and seizure; the good faith exception to the exclusionary rule; peremptory challenges; freedom of speech and expression; the right to privacy (including drug testing, homosexuality, AIDS issues, and the right to die). It will also discuss equal protection, abortion funding, and separation of church and state. Although the course will survey the jurisprudence under state constitutions throughout the United States, it will cover Pennsylvania in special detail. Grading is based upon a seminar paper, sufficient to satisfy the upper level writing requirement. Enrollment is limited to 12 students. Corequisite: Constitutional Law Lecture

LAWS C151

3 cr.

Lecture

LAWS C152

3 cr.

Lecture

LAWS C153

3 cr.

Lecture

LAWS C154

3 cr.

Lecture

LAWS C155

3 cr.

Lecture

LAWS C157

2 cr.

Topics will include: Exclusion, Deportation, Asylum and Refugee Status, Non-Immigrant and Immigrant Visas, Labor Certification, Adjustment of Status, Revocation of Visas and Rescission of Adjustment, Relief from Deportation and Exclusion, Naturalization, Administrative Appeals and Judicial Review. Lecture

LAWS C158

2
cr.

This course will examine the most critical part of the great majority of criminal proceedings: the rendering of a sentence. Lawyers have traditionally played a very limited role in the sentencing of convicted criminal defendants and have not used the sentencing hearing as a forum for effective advocacy. However, the role of the lawyer in this area is rapidly changing. This course will review all facets of criminal sanctions, including the procedures used to determine the sentence, the purposes for the imposition of sanctions, and whether those purposes could be better achieved with sanctions other than imprisonment. In addition, we will look closely to the role lawyers can and do play in the sentencing process and how a knowledge of sentencing processes can enhance the effectiveness of legal representation. The course will also explore the special problems of sentencing juvenile and mentally ill defendants, and the current 'populist' movement toward stripping away judicial discretion and replacing it with legislatively mandated sentences. Lecture

LAWS C16

3 cr.

This course provides an introduction to legal analysis and to the basic concepts and institutions of American law. Particular attention is paid to the analysis of cases and statutes, the role of the courts, and certain fundamental aspects of procedure and jurisdiction. Lecture

School of Law

LAWS C166 Lecture	3 cr.
LAWS C167 Lecture	3 cr.
LAWS C168 Lecture	3 cr.
LAWS C172 This one semester weekly course with limited enrollment will be taught by an experienced real estate attorney and is designed to introduce the senior student to the practical aspects of how and where to begin and how to deal with a real estate matter. The course will present a number of common real estate transactions for analysis, discussion of the necessary elements of the required legal document, and preparation of the document by the student followed by a critique. The student will be introduced to an agreement for the sale of land, easements, and agreement for sale of a commercial building, a financing document, and a commercial lease. There will be discussions of practical ancillary matters related to the transactions presented. Lecture	2 cr.
LAWS C176 Lecture	3 cr.
LAWS C177 Lecture	3 cr.
LAWS C179 Lecture	3 cr.
LAWS C180 Lecture	3 cr.
LAWS C181 Lecture	3 cr.
LAWS C182 Lecture	3 cr.
LAWS C183 Lecture	3 cr.
LAWS C184 Lecture	3 cr.
LAWS C185 Lecture	3 cr.
LAWS C186 Lecture	3 cr.

School of Law

LAWS C188 Lecture	3 cr.
LAWS C189 Lecture	3 cr.
LAWS C19 The course studies the lawyer's obligation to the courts, clients, the public, and the legal profession, particularly as set forth in the American Bar Association's Model Rules of Professional Conduct and model code of judicial conduct. This course will also include sessions on addiction issues related to the profession. Note: Exam will be held just prior to the Fall MPRE. Lecture	3 cr.
LAWS C190 Lecture	3 cr.
LAWS C191 Lecture	3 cr.
LAWS C193 Lecture	3 cr.
LAWS C201 This course will examine some of the most significant legal issues confronting elderly people in American society. Areas to be covered include maintenance including social security; Medicare and Medicaid; institutionalization and alternatives, including nursing home regulation, patients' rights, and nursing home alternatives; surrogate and health care decision making, including living wills, natural death laws, the right to refuse treatment, guardianship and durable powers of attorney; victimization and abuse; and complex ethical and professional issues confronting the lawyer who represents or otherwise deals with elderly persons. Lecture	2 cr.
LAWS C202 Lecture	2 cr.
LAWS C204 This course explores health care financing strategies. Issues of particular concern will include (a) health care planning and certificate of need laws; (b) financing strategies for health care institutions, including bond issues, tax-exempt financing, equity financing, receivable financing; (c) private insurance regulation and self-insured employer health plans; (d) government health care programs (Medicare and Medicaid), fraud and abuse regulations and anti-kickback developments; (e) alternative delivery systems and strategies, such as health maintenance organizations and preferred provider organizations, fee-for-service vs. managed care arrangements, and cost-containment initiatives. Lecture	2 cr.
LAWS C205 This course examines schemes for protecting, perfecting, and exploiting rights in ideas, discoveries, and inventions through the application of federal patent and state trade secret law, as well as employment agreements, secrecy agreements and technology transfer agreements. Lecture	2 cr.
LAWS C208 This course examines schemes for developing, perfecting, and exploiting rights in business goodwill and works of authorship, through the application of federal trademark and copyright law as well as state statutory and common law. Lecture	2 cr.

School of Law

LAWS C209

2 cr.

This course is designed to teach environmental enforcement, litigation, and negotiation skills by concentrating on substantive and procedural issues arising under various areas of state and federal environmental law. The course is practice-oriented, focusing on statutory and regulatory provisions. Coverage includes citizen suits, civil and criminal enforcement actions, environmental audits, settlements, and consent decrees. Lecture

LAWS C214

2 cr.

Lecture

LAWS C215

2
cr.

The purpose of this course is to examine the laws concerning Labor Law and Employment Discrimination and to study current issues that intertwine both areas of the law. All of the employment discrimination laws impose enormous duties on unions. Yet, little attention is given to the unique problems that unions face in their efforts to comply with these laws. The problem method of study is intended to be utilized. After the relevant law has been examined in the first part of the course, the class will examine real-life problems. In doing so, students might draft a complaint or answer, write an appellate brief or argue orally in front of a panel of students and experts in the field of Labor Law or Employment Discrimination. The materials will be developed by Professor Lally-Green with the assistance of experienced labor law and employment discrimination law practitioners. The course will be a seminar course with a limit of 12 students. The prerequisite for the course is Employment Discrimination. Labor Law is not a requirement; however, it is strongly advised that the student take that course also. Lecture

LAWS C217

2 cr.

Doing Business in European Union. The course focuses on the business-related aspects of the law of the Union. Following an overview of the amended Treaty on European Union, the course deals with commercial, antitrust, securities, banking, patent and trademark and employment laws and directives. Lecture

LAWS C218

2
cr.

This course is intended to provide students with a comprehensive foundation for understanding the juvenile justice system and how law influences and impacts the relationships among minors, parents, and the state in three major areas: constitutional guarantees, dependency jurisdiction, and delinquency jurisdiction. The course will also highlight policy issues related to these major areas, including points that require cross-disciplinary investigation and evaluation for development and devising legislation. Selected topics in these major areas of concentration will entail curfew laws, religious beliefs in decision making, constitutional rights guaranteed to minors, school restrictions on constitutional freedoms, ethical and professional responsibilities to minors, minors' decision making for medical care, rights afforded juveniles in delinquency proceedings, transfer laws and procedures, minors as research subjects in experimentation, dependency and the responsibilities of state agencies in cases of dependent minors, and termination of parental rights. Evaluation will be based on class colloquium and final examination. Lecture

LAWS C22

3 cr.

Lecture

School of Law

LAWS C222

2 cr.

The course is designed to deal with the offering and sale of securities which is governed under the Securities Act of 1933, sometimes referred to as the "Truth in Securities Act." The students should complete the course with the overall understanding of the securities registration process as it applies in the United States. The course will explore the question of what is a security. It will then address the registration process and how securities are offered to the public. The concept of materiality is considered and the consequences of a deficient registration statement, including the remedies available under the Act, including damages and rescission. The course also explores certain exemptions from the registration requirements of the Act including the private offering exemption, the intrastate offering and Regulation D. Secondary transactions are also covered. Prerequisite: Corporations. Lecture

LAWS C228

3 cr.

Lecture

LAWS C231

3 cr.

Lecture

LAWS C232

3 cr.

Lecture

LAWS C233

3 cr.

Lecture

LAWS C234

3 cr.

Lecture

LAWS C236

2 cr.

This course will examine the foundations of the Chinese legal system and its political-social theory. It will examine the foundations of this system as it unfolds in Chinese classical thought (Confucius, et al) up to and including the present day. Throughout the course, comparisons with the values, thought, and jurisprudence of the Western world will be drawn. The course will utilize the comparative cultural perspective to demonstrate that a legal system is not disconnected from the modes of knowing, the language, and the philosophy of a culture. While East is East and West is West, the two have already met and this encounter is likely to determine the shape of the 21st century. Lecture

LAWS C238

3 cr.

Lecture

LAWS C239

3 cr.

Lecture

LAWS C240

3 cr.

Lecture

LAWS C241

3 cr.

Lecture

LAWS C242

3 cr.

Lecture

School of Law

LAWS C243 A study of the legislative process in the enactment of laws, the interplay of legislation and the common law, and the interpretation of statutes. Lecture	2 cr.
LAWS C244 Lecture	2 cr.
LAWS C247 This course will examine the issues surrounding federal technology transfer and regulatory laws. These laws regulate existing technologies or seek to stimulate technological innovation, enhance trade competitiveness, and promote the development of commercialization of critical technologies. Attention will be given to the federal telecommunications law, intellectual property rights relating to computers and biotechnology, and laws governing the import and export of high technologies such as electronics and semiconductors. Also considered will be antitrust and patent laws issues concerning federally-funded research and development, consortia and strategic joint ventures, dual use and conversion, and technology licensing and standards. Lecture	2 cr.
LAWS C248 Lecture	2 cr.
LAWS C249 A study of the major substantive areas of food and drug law, with emphasis on the content and scope of the Federal Food, Drug and Cosmetic Act and regulations. Lecture	2 cr.
LAWS C250 Lecture	3 cr.
LAWS C251 Lecture	3 cr.
LAWS C252 Lecture	3 cr.
LAWS C256 This course provides an introduction to legal analysis and to the basic concepts and institutions of American law. Particular attention is paid to the analysis of cases and statutes, the role of the courts, and certain fundamental aspects of procedure and jurisdiction. Lecture	3 cr.
LAWS C261 This course presents an overview of issues that may arise in conflicts and involves transnational parties or issues. Topics covered include service of process abroad both under the Federal Rules and the Hague Convention; taking evidence abroad, choice of law and choice of forum issues in transnational contracts, international arbitration and mediation, enforcement and recognition of foreign judgements in the U.S. and conversely. The course also includes discussion of certain specialized issues that arise when litigating with foreign sovereign entities or state controlled enterprises. Lecture	2 cr.

School of Law

LAWS C262

2 cr.

This course examines the nature, authority and legal issues concerning the functioning of school districts; their relationship to one another and to state government; and their status in a federal system of government. The topics that are covered include the formation of school districts; enabling legislation; school financing; taxing authority; labor and personnel matters; contracts; and tort liability (including civil rights violations). The focus of the course will center on the legal principles involved in the operation of school districts in the Commonwealth of Pennsylvania with emphasis upon general legal principles which are applicable to all school districts which exist in the United States. Lecture

LAWS C263

2
cr.

This course examines the evolution of labor relations laws and their effects upon the relationship between public employers and employees, public employers and unions, and employees and unions. Within this broad area special attention is devoted to the following topics: the area of state regulation, labor objectives and labor rights, employee representation (bargaining units and elections), unfair labor practices of both employers and unions, the establishment and maintenance of collective bargaining, the administration and enforcement of collective bargaining agreements (grievance procedures, arbitration, judicial and administrative enforcement of collective bargaining agreements and arbitration awards, rights of an individual public employee under a collective bargaining agreement vis-a-vis his employer and union.) The focus of the course will center on the legal principles concerning the rights and duties of public employers in the Commonwealth of Pennsylvania with emphasis upon general legal principles which are applicable to all public employers in the United States. Lecture

LAWS C264

2
cr.

This course examines the purposes, advantages, and disadvantages of depositions; the mechanics of taking and defending depositions; planning and scheduling depositions and preparing oneself to take a deposition; taking depositions for use at trial; preparing the witness for deposition; handling the deposition itself; the use of documents at the deposition, the use of stipulations, and other special matters associated with depositions; handling obnoxious or obstructionist opposing counsel, making applications to the Court, and protective orders; reviewing, correcting and editing the transcript or videotape of the deposition, and the use of the deposition for summary judgment and at trial; how to defend the deposition; videotape depositions; and expert depositions. This course will be practice-oriented. It will involve the use of real-life examples. The course material will include the use of excerpts from various publications by the National Institute for Trial Advocacy, ATLA, ABA and others. Also included will be a number of helpful articles and commentaries by leading practitioners. Prerequisite: Evidence Lecture

LAWS C265

2 cr.

This course will examine various aspects of the development and application today of international human rights. In particular, we will consider the extent to which domestic and international law proper have been affected by the rapid maturity of human rights law, both in a historical context and in present day conflicts and situations. The influence and application of international human rights law on U.S. legislation, case law and jurisprudence, including refugee asylum law, trade law and foreign conflicts also will form a segment of the course. In addition, the course will examine the International Bill of Human Rights and other human rights treaties adopted as part of the United Nations system and the European, Inter-American and African systems, including the treaties implementation through the courts, commissions and/or committees empowered thereunder. Lecture

LAWS C266

3 cr.

Lecture

LAWS C267

3 cr.

Lecture

School of Law

LAWS C268 Lecture	3 cr.
LAWS C269 Lecture	2 cr.
LAWS C270 Lecture	3 cr.
LAWS C271 Lecture	3 cr.
LAWS C272 Lecture	3 cr.
LAWS C273 Lecture	3 cr.
LAWS C274 Lecture	3 cr.
LAWS C275 Lecture	3 cr.
LAWS C276 Lecture	3 cr.
LAWS C277 Lecture	3 cr.
LAWS C279 Lecture	3 cr.
LAWS C28 The status of the corporate entity in the pattern of federal income taxation and the resulting problems; characteristics of associations taxable as corporations. Transfers of property in organizing a corporation; problems of corporate capitalization; dividend distributions; stock redemptions; and the various types of corporate liquidations. Prerequisite: Taxation Lecture	3 cr.
LAWS C280 Lecture	3 cr.
LAWS C281 Lecture	3 cr.
LAWS C282 Lecture	3 cr.

School of Law

LAWS C283 Lecture	3 cr.
LAWS C287 Lecture	4.5 cr.
LAWS C289 This course examines the historical evolution of the Constitution through decisions of the Supreme Court. While it includes a brief analysis of the development of English constitutionalism, it emphasizes American constitutional law between 1787 and 1937. Lecture	2 cr.
LAWS C29 Lecture	3 cr.
LAWS C296 Students enrolling in the Clinic have the opportunity to choose to act as certified legal interns at several different sites including: Neighborhood Legal Services Association, KidsVoice, Neighborhood Legal Services Association, Laurel Legal, southwestern Legal Aid society, Legal Aid for Children and the Pro Se Motions Division of Family court in Allegheny County. They will be required to attend a substantive class regarding these issues for two hours each week, and experience interviewing, counseling, and negotiating and representing individual at hearings in family and some civil matters. Students also take part in the Family Law Division of the Allegheny County Court of Common Pleas Pro Se Motion Project, which assists underprivileged clients representing themselves in Family Court. Lecture	3 cr.
LAWS C298 Lecture	3 cr.
LAWS C299 Lecture	3 cr.
LAWS C300 Lecture	3 cr.
LAWS C301 Lecture	3 cr.
LAWS C302 Lecture	2 cr.

School of Law

LAWS C305

3 cr.

The Economic and Community Development Law Clinic provides legal counseling and representation to non-profit development corporations and distressed communities throughout the Pittsburgh area. Advanced students can be certified to practice before administrative agencies and other courts of record pursuant to the Rules of the Pennsylvania Supreme Court. While providing pro bono legal assistance to neighborhood and regional urban renewal organizations, student lawyers will be acquiring and sharpening the lawyering skills that will help them meet the demands of both society and the profession.

A second component of the ECD is a "mini-clinic" focusing on unemployment compensation matters for low-income people.

The clinic provides a broad range of legal services including general real estate matters, property closings, title searches, negotiation and drafting, preparation of land use cases, and attending and participating in public meetings and hearings. Two semesters, three credits per semester (six credits total).

Each student is required to attend class for approximate 2 hours each week with an additional 8-10 hours of work each week with clients. Lecture

LAWS C307

3 cr.

The Criminal Advocacy Clinic provides students with an opportunity to assist in the Office of Conflicts Counsel, a joint project with the Allegheny County Court of Common Pleas. Students interested in a career in criminal law find the combination of classroom instruction and practical experience invaluable. Lecture

LAWS C312

2 cr.

A course designed around a series of simulations in which students learn the dispute resolution skills. Lecture

LAWS C313

2 cr.

Within the context of an actual case, this course centers on skills in the area of pretrial litigation. The class is divided into sections or "firms", each representing a party in the lawsuit. The students then analyze a set of facts and develop a strategy for their clients. As the course unfolds, the students prepare a complaint, an answer, a cross-claim, and complain to join an additional defendant. When the pleading phase of the course concludes, the students, or firms, develop a discovery plan for their respective clients. Interspersed in the course are a series of projects that relate to the law applicable to the case. Pass/Fail. Lecture

LAWS C315

2
cr.

This course examines the purposes, advantages, and disadvantages of depositions, the mechanics of taking and defending depositions; planning and scheduling depositions and preparing oneself to take a deposition; taking depositions for use at trial; preparing the witness for deposition; handling the deposition itself; the use of documents at the deposition, the use of stipulations, and other special matters associated with depositions; handling obnoxious or obstructionist opposing counsel, making applications to the Court, and protective orders; reviewing correcting and editing the transcript or videotape of the deposition, and the use of the deposition for summary judgment and at trial; how to defend the deposition; videotape depositions; and expert depositions. This course will be practice-oriented. It will involve the use of real-life examples. The course material will include the use of excerpts from various publications by the National Institute for Trial Advocacy, ATLA, ABA and others. Also included will be a number of helpful articles and commentaries by leading practitioners. Exam. Pass/Fail. Lecture

LAWS C316

2 cr.

Lecture

School of Law

LAWS C317 Lecture	3 cr.
LAWS C321 Lecture	3 cr.
LAWS C328 Students learn fundamental skills necessary for the practice of law through drafting wills, sales agreements, security agreements, sale of land documents, leases, deeds, contracts, partnership agreements, and marketing plans. This is a Pass/Fail course. Lecture	2 cr.
LAWS C331 This is a skills course which examines the various federal and Pennsylvania state laws that address the legal rights of persons with physical, mental, and sensory disabilities--one of the newest and most rapidly developing areas of the law in this country. Particular attention will be given to the Americans with Disabilities Act, the Fair Housing Housing Amendments Act, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act, and how these laws address disability-based discrimination in the areas of employment, housing and independent living, public accommodation, accessibility, governmental services, education, health care, and insurance. This is a Pass/Fail course. Lecture	2 cr.
LAWS C334 This course will relate the topics of contract, tort, labor, intellectual property and antitrust law as they affect the fields of amateur and professional sports and entertainment. The course will cover such matters as NCAA rules and regulations, professional contracts, agent contracts and agent representation of athletes/entertainers, interference with contractual relations, collective bargaining agreements in professional sports, franchise agreements, royalty agreements and license fees. Lecture	2 cr.
LAWS C345 Lecture	3 cr.
LAWS C346 Lecture	3 cr.
LAWS C347 Lecture	4.5 cr.
LAWS C348 Lecture	1 cr.
LAWS C354 Lecture	3 cr.
LAWS C355 Lecture	3 cr.
LAWS C358 Lecture	3 cr.
LAWS C359 Lecture	3 cr.

School of Law

LAWS C361 This course explores the legal consequences of the agency relationship and its many aspects. Topics covered include the nature of the kinds of agency relationship, the parties to an agency relationship, the rights and liabilities of those parties, the rights and liabilities of those affected by an agency relationship, and other concepts (such as vicarious liability, authority, and ratification) that are central to an understanding of agency. Lecture	2 cr.
LAWS C362 Lecture	3 cr.
LAWS C363 Lecture	3 cr.
LAWS C367 Lecture	3 cr.
LAWS C368 Lecture	3 cr.
LAWS C369 Lecture	1 cr.
LAWS C370 Lecture	.5 cr.
LAWS C372 This course is one semester, three-credit program and is offered on a Pass/Fail basis. The program is designed to provide students with skills necessary in the representation of individuals and small businesses in tax controversies with the IRS. The program will seek to provide legal representation to those individuals who would otherwise be left under-represented in a complex administrative and judicial system. The representation will include appeal conferences with the IRS and, if the cases do not settle, appeals to the U.S. Tax Court or District Court. The students will meet on a regular individual basis with their supervising attorney to discuss cases and case strategy, and will also meet on a weekly basis in a group during a fifty-minute seminar session. The seminar will include group discussions regarding current cases as well as other procedural and ethical issues related to tax representation. The LITP program will provide skills training in client interviewing and counseling, negotiation settlements, drafting memoranda and legal documents, file maintenance, as well as other representational skills. An externship with Chief Council of the IRS office of Western Pennsylvania is available for one to two students each semester; resume is required. Lecture	3 cr.
LAWS C374 Introduction to the judicial process and its many dimensions, including legal philosophy, jurisprudence, the common law, statutory and constitutional construction, precedent, decision making theory, burdens of proof, standards of appellate review and other concepts. In addition to our study of the adjudicative process, which is thoroughly covered by the required text, we will apply these principles to advocacy during our lectures and class discussions. The advocacy portion of the course will draw upon the practical experience of the adjunct professors as judge, law clerk, and lawyer, as well as the valuable insights of our guest lecturers. Lecture	2 cr.
LAWS C375 Lecture	4.5 cr.

School of Law

LAWS C377 Lecture	3 cr.
LAWS C388 Lecture	3 cr.
LAWS C389 Lecture	3 cr.
LAWS C39 The goal of this perspective forming course is to remove the shackles of the mind which limit our ways of seeing and experiencing law and lawyering. To this end the insights of civilization's greatest thinkers are used to examine the law and the legal profession within the largest context imaginable. Particular focus is given to the impact of the role of law and lawyering upon the self as well as upon civilization, with considerable attention given to moral sensitivity, personal values, imagination and creativity. Lecture	2 cr.
LAWS C390 Introduction to a variety of court settings within the Minor Judiciary including the District Courts, arbitration and mediation. Learn special rules of procedure and evidence for these courts including the preparation and filing of complaints and other required forms. Become acquainted with substantive areas of the law applicable to these jurisdictions. Lecture	2 cr.
LAWS C391 Lecture	2 cr.
LAWS C393 This course would serve to refresh the basic skills that students learned in the first year of law school, while at the same time expose them to advanced computer assisted research skills. Theses advanced computer skills would be immensely beneficial to upper level students, many of whom entering the job market for the first time or are participating in summer associate programs. Students will be taught advanced legal research skills for paper legal information resources and Lexis, Westlaw, and the Internet. Students will extensively use general and legal search engines and meta-search engines to complete their class assignments that include compiling biblio/webliographies/pathfinders in chosen areas. Lecture	1 cr.
LAWS C394 Lecture	3 cr.
LAWS C395 Lecture	3 cr.
LAWS C396 This course introduces the student to selected aspects of International Business Transactions. Topics include: international sale of goods; U.S. Trade Laws and the GATT; foreign licensing and distributorship agreements; direct foreign investment; international Monetary System; US/EC antitrust and trade laws as well as international civil litigation. The course will focus upon the international dimensions of local business and legal practice, with specific practical project work that will feature international business in Pittsburgh as examples. Lecture	3 cr.
LAWS C397 Lecture	2 cr.

School of Law

LAWS C399 Lecture	2 cr.
LAWS C401 Lecture	3 cr.
LAWS C403 The Practicum is offered as a year-long, three credit course. Students will receive training, through reading and lectures, of the typical kinds of broker-dealer fraud as well as training in trial advocacy, client interviewing, counseling, and negotiations. The seminars are conducted by faculty, private practitioners, SEC attorneys, and Self-Regulatory Organizations staff. In the spring semester, students will be working on individual cases with their supervising attorney to assist the small investor through the complaint process and any necessary court arbitration proceedings. The Pennsylvania Securities Commission has an internship available for one student per year. Resume required. Lecture	0 TO 3 cr.
LAWS C406 Lecture	0 TO 12 cr.
LAWS C407 Lecture	3 cr.
LAWS C408 This course introduces the students to the nature of complex litigation, including the use of class actions as one of the tools and devices. The course will bring together and implement knowledge gained from the various procedural classes and emphasize the use of complex litigation as a remedial device where private rights are enforced with a public overtone. It will emphasize joinders of complex litigation, discovery devices, and the use of a multi-district panel. The course will emphasize the procedure for trial in complex litigation, including selection of counsel, attorneys' fees, and issues of appealability. The course will present a unique opportunity to study the blending of procedure and substantive law, such as ERISA, Securities Acts, various discrimination enactments, FLSA, and mass torts. Students will review the substantive law in each of these areas so as to gain an awareness of various statutory rights which can be enforced by litigation, including class actions. There will be a basic discussion of interaction between bankruptcy courts and the federal district courts in determining a forum for litigation. One of the goals of the course will be to examine and become aware of the anthropology of the law and that procedure and substance interact so as to bring about certain results in a courtroom. Lecture	2 cr.
LAWS C409 Lecture	2 cr.
LAWS C411 Lecture	3 cr.
LAWS C412 Lecture	3 cr.
LAWS C413 Lecture	3 cr.
LAWS C415 Lecture	4.5 cr.

School of Law

LAWS C42 This course will cover numerous medical-legal and forensic scientific issues and problems of timely interest and concern to attorneys. These matters will relate to civil and criminal litigation, as well as workmen's compensation cases, governmental agencies, and health care institutions. Personal injury lawsuits, particularly medical malpractice, and products liability cases involving scientific issues will be emphasized. Visit(s) to a nearby hospital will be included. Lecture	2 cr.
LAWS C423 Lecture	3 cr.
LAWS C424 Lecture	3 cr.
LAWS C425 Lecture	3 cr.
LAWS C427 Lecture	3 cr.
LAWS C428 The effective lawyer must be an expert at gathering, assessing and presenting significant information. This course will examine the uses of scientific information in the law with a particular emphasis on civil and criminal litigation. Topics covered will include the law of scientific evidence; working with expert witnesses; scientific method; drawing inferences from empirical evidence; statistical proof; and the types of forensic expertise including epidemiology, questioned document examination; DNA; trace evidence analysis; arson investigation; tool marks; bite marks and fingerprints. Lecture	2 cr.
LAWS C43 Lecture	3 cr.
LAWS C430 Lecture	2 cr.
LAWS C431 Lecture	0 TO 5 cr.
LAWS C433 This seminar is opened to a limited number of students who have demonstrated both interest and ability in the study of criminal law. The course will require students to research, update and revise the Pennsylvania Suggested Standard Jury Instructions-Criminal, the text commonly used by trial courts in the Commonwealth to structure preliminary and final jury instructions in criminal prosecutions. These revisions will, under the direction of the supervising professor, ultimately become part of this critical work in the field of criminal trial practice. Admission to the seminar is by application to the professor only. Lecture	0 TO 2 cr.

School of Law

LAWS C441

2 cr.

The purpose of this course is to introduce law students to the principles of Catholic social thought and to offer the student the opportunity to examine the impact which these principles might have on the analysis of modern legal problems pertaining to clients who follow these and other faith-based traditions. Although this course will be primarily grounded in the Roman Catholic tradition, students of differing backgrounds and interests will be able to pursue reflection within other faith traditions. The course will be comprised of seven units which follow the seven themes that the National Conference for Catholic Bishops/United States Catholic Conference have identified as the principle themes of Catholic social thought: (1) dignity of the human person, (2) call to family, community and participation, (3) rights and responsibilities, (4) option for the poor and vulnerable, (5) dignity of work and the rights of workers, (6) solidarity and (7) care for God's creation. Reading materials will be composed of (a) selections from church statements on social responsibility and from related philosophical materials, (b) problem sets based on issues presented in the contemporary United States, and (c) appropriate case law and statutory supplements. Lecture

LAWS C443

2 cr.

This course will provide procedural and substantive considerations in Federal Habeas Corpus actions, state Post-Conviction Relief Act Filings, and other forms of post-direct appeal litigation for prisoners seeking exoneration or new trials. The course will focus on a critical and developing area of criminal practice that involves, in part, matters of alleged ineffectiveness of prior counsel and other bases of collateral relief. Lecture

LAWS C445

2 cr.

This course is a study of negotiable instruments (checks, drafts, notes) under Articles 3 and 4 of the Uniform Commercial Code. Topics covered include requirements for negotiability and the manner of negotiation; holder in due course, the bona fide purchaser of commercial paper; liability that may arise with commercial paper, based on contract, warranty, and conversion; checking accounts; the bank collection process; and rights and liabilities of various parties when commercial paper contains forgeries or alterations. Lecture

LAWS C450

3 cr.

This course is concerned with aspects of security in personal property. Covered are problems and legal principles relevant to the creation of the security interest, to its perfection, to priorities between competing security interests and between a security interest and other kinds of property interests. The emphasis will be on Article 9 of the Uniform Commercial Code (UCC) and on interrelationships between the UCC and federal bankruptcy law. Examination. Lecture

LAWS C451

2 cr.

A thorough analysis of the federal and state laws pertaining to animals in the United States, as well as an overview of current international animal laws. A particular emphasis will be based on the historical and current links between humans and animals and how laws are developed to protect the interactions between the two groups. Lecture

LAWS C452

2 cr.

The course will explore different aspects of the Uniform Code of Military Justice, the Manual for Courts-Martial, and the military justice system, including such topical subjects as the use of military commissions to prosecute terrorists. In addition, the practical aspects of Administrative Law and Presentation of Courts Martial will be discussed. Lecture

School of Law

LAWS C453 The course will involve the study of the application of various legal doctrines as they relate to sports related activities and issues. Areas of law that will be discussed in the course will include: Contracts, Labor Law, Taxation, Torts, Licensing and Media Rights. The course also will address related issues in the entertainment industry. Lecture	2 cr.
LAWS C454 A semester-long clinic with the primary focus on representation of residents in Western Pennsylvania who are appellants in cases that comes before the Pennsylvania Environmental Hearing Board (EHB). The clinic is limited to 4 to 6 students. The course is 3 Non-traditional credits. Lecture	3 cr.
LAWS C455 A semester-long clinic (in-house) that engages in civil rights litigation and advocacy. The clinic is limited to 8 students and open to second, third, and fourth year students in good standing. The clinic is 3 credits -1 Traditional/2 Non-traditional. Lecture	3 cr.
LAWS C456 Lecture	2 cr.
LAWS C457 Chinese for Lawyers is a course in Mandarin Chinese in a legal context. The course acquaints students with grammatical structures necessary for effective communication in Chinese, introduces basic legal business vocabulary in Chinese, and strives to give a sense of the culture and legal and business environments in China. The course materials are organized as a series of dialogues written in Chinese characters, the Pinyin Romanization equivalent and English translation. The materials are tied together as a story of an American lawyer who travels to the People's Republic of China to negotiate and establish a joint venture on behalf of an American company. No prior experience in the Chinese language is required. Not available for first year students. Lecture	2 cr.
LAWS C49 This course examines all aspects of the federal administrative process with special emphasis upon constitutional concepts. Topics covered include: agency powers, delegation, rulemaking, right to a hearing, judicial review, agency hearing processes and controlling agency discretion. Students who have already taken Environmental Law and Administrative Process cannot register for this course. Lecture	3 cr.
LAWS C50 Lecture	3 cr.
LAWS C500 Lecture	0 TO 2 cr.
LAWS C501 Lecture	0 TO 2 cr.
LAWS C504 Lecture	3 cr.

School of Law

LAWS C505

3
cr.

This year long Post Conviction DNA Clinic is designed to provide students with an understanding of the core problems in our criminal justice system that underlies the increasing number of wrongful convictions. Students review case files and prisoner correspondence with the aim of identifying cases that present plausible facts and arguments that call for post conviction DNA testing. Post conviction proceedings in the state and federal system are also explored and pursued as are lectures designed to explore the foundations of DNA as an identification science. This class introduces students to the leading indicia of wrongful convictions and the impact of various behavioral and natural forensic science applications that have led to post conviction exonerations. Substantive reviews take place regarding the importance of the medical and legal death investigation, case law, pertinent studies and articles on the subject of wrongful convictions, and numerous state and federal public policy developments designed to advance the interests of justice as well as the forensic science community. Individual student conferences on case files are regularly held throughout the academic year. Students are expected to prepare post conviction petitions for relief when necessary. Space in the clinic is limited. It is suggested that students submit a one page abstract on why they are choosing this class. Lecture

LAWS C507

0 TO 6
cr.

The nature of property, including the relationship between property law and other fields, especially Civil Procedure, Contracts and Torts, is analyzed. A historical analysis is made of the various possible property relations, including estates in land and future interests, of the various kinds of problems which have been dealt with as property problems, and of some of the solutions which have been produced from time to time. Emphasis is placed on the analysis of contemporary problems, such as the transfer and recordation of property interest, financing property transactions, and methods of public and private control over the use of land. Lecture

LAWS C509

0 TO 4 cr.

This course will examine judicial and legislative concepts regarding criminal law and procedure. Students will study substantive offenses and criminal law enforcement in order to clarify the meaning of criminal responsibility. In addition, students will be acquainted with concepts and concerns underlying constitutional procedure. Exam. Lecture

LAWS C51

3 cr.

Lecture

LAWS C516

2 cr.

This seminar is limited to up to 8 students who have demonstrated a high degree of excellence and interest in criminal law. Each student will be assigned a facet of Pennsylvania criminal procedure and will be required to conduct extensive research and drafting of an authoritative piece in the area, with a view to the publication on an Annual Review of criminal procedure in the Commonwealth. Group meetings and topic presentations will supplement an otherwise independent study format. Students seeking to apply should contact Professor Bruce Antkowiak directly. Lecture

LAWS C518

3 cr.

Lecture

LAWS C519

3 cr.

Lecture

School of Law

LAWS C520

3 cr.

This course introduces students to the federal regulatory programs that require federal agencies to take into account the environmental impacts of their actions, and that protect the nation's air, water, land, and endangered species. Course coverage also includes a background study of environmentalism and a brief introduction to administrative law. Lecture

LAWS C521

3 cr.

An analysis of the nature of judicial proof and a study of the theory and application of the rules regulating the admission and exclusion of testimonial and documentary proof by judicial tribunals in adversary and non-adversary proceedings. Consideration is given to the Federal Rules of Evidence for U.S. Courts and Magistrates. Lecture

LAWS C523

3 cr.

This course integrates the law of wills, trusts and future interests. It includes; intestate succession; execution, revocation and contest of wills; the creations, elements and termination of private and charitable trusts; powers of appointment; class gifts; and social restrictions on perpetuities and accumulations. Lecture

LAWS C525

2 cr.

Creation and dissolution of the family unity and relations between members thereof; marriage, separation, divorce, rights and duties of spouses and means of their enforcement, legal capacity of wife and infant, consideration of child custody and juvenile court law. Lecture

LAWS C526

0 TO
5 cr.

This course is designed to acquaint students with the practical aspects of representing a client in Court. The emphasis is on the application of the rules of evidence, procedure and ethical conduct in trial and adversary proceedings. Students will be expected to transform their education in the law to the reality of courtroom behavior and advocacy. You will learn the "how to's" of direct, cross, introduction of exhibits, use of experts, and an understanding of the pitfalls and landmines that trial lawyers face. You are expected to conduct legal research and vignette moot court trials, as well as the trial of an entire case from beginning to end. Maximum student enrollment is twelve. Lecture

LAWS C527

0 TO 4
cr.

This course examines the legal nature, promotion and formation of the modern business corporation. This course also provides an overview of other business forms including partnerships and the limited liability companies (LLC). Specific topics include: the structure of corporate management and the distribution of powers among directors, officers and shareholders; the acquisition of corporate assets and distribution of corporate earnings; the fiduciary obligations of management and their enforcement by shareholders' derivative suits; and rights and remedies arising under the Federal Securities Exchange Act of 1934 including insider trading. Lecture

LAWS C529

0 TO 5
cr.

The course introduces the student to the basic concepts of Federal Constitutional Law. Emphasis is placed upon both structural constitutional law, that is, the law that constitutes the government, and protection of individual rights and liberties, including the examination of due process, equal protection and the First Amendment. Where pertinent, portions of the Constitution of the Commonwealth of Pennsylvania and its interpretation by the Pennsylvania courts are also discussed. Exam. Lecture

School of Law

LAWS C53

Lecture

3 cr.

LAWS C532

The course will cover three distinct phases of the criminal process. The Investigative Process phase will provide intensive consideration of Fourth, Fifth, and Sixth Amendment issues and draw distinctions and parallels between federal and Pennsylvania treatment of those areas. The Charging Process segment will consider issues of prosecutorial discretion and the law regarding the conduct of federal and state grand juries. The Trial Process component will focus on matters of jury selection, Confrontation Clause problems and standards of proof commonly faced in the unique criminal context. Lecture

3 cr.

LAWS C533

This course will examine the most critical part of the great majority of criminal proceedings: the rendering of a sentence. Lawyers have traditionally played a very limited role in the sentencing of convicted criminal defendants and have not used the sentencing hearing as a forum for effective advocacy. However, the role of the lawyer in this area is rapidly changing. This course will review all facets of criminal sanctions, including the procedures used to determine the sentence, the purposes for the imposition of sanctions, and whether those purposes could be better achieved with sanctions other than imprisonment. In addition, we will look closely to the role lawyers can and do play in the sentencing process and how a knowledge of sentencing processes can enhance the effectiveness of legal representation. The course will also explore the special problems of sentencing juvenile and mentally ill defendants, and the current "populist" movement toward stripping away judicial discretion and replacing it with legislatively mandated sentences. Lecture

2
cr.

LAWS C535

The seminar will be based on videotaped presentations by recognized national experts who deal with cases of wrongful criminal convictions. Topics will include overzealous prosecutors, faulty eyewitness identifications, junk science, false confessions, and jail-house snitches. A paper will be required. The paper can be used to satisfy the upper level writing requirement. Lecture

2 cr.

LAWS C537

Advanced Legal Writing is a rigorous two-hour, two-semester course. Students are required to write several papers, one of which is a scholarly paper that is required to be of publishable quality. Basic and advanced aspects of grammar, language, and writing are covered. Methods of citation are re-visited. Students are required to edit, or on anonymous basis, some of the papers of their classmates. Individual conferences are held at which the student and professor discuss, critique, and analyze the student's papers. Students are encouraged to take Advanced Legal Research prior to taking or at the same time that they take the advanced legal writing course. This course satisfies the upper level writing requirement. Limited enrollment. Lecture

0 TO
2 cr.

LAWS C539

The effective lawyer must be an expert at gathering, assessing, and presenting significant information. This course will examine the uses of scientific information in the law with a particular emphasis on civil and criminal litigation. Topics covered will include the law of scientific evidence; working with expert witnesses; scientific method; drawing inferences from empirical evidence, statistical proof; and the types of forensic expertise including epidemiology, questioned document examination, DNA, trace evidence analysis, arson investigation, tool marks, bite marks, and fingerprints. Lecture

2 cr.

School of Law

LAWS C540

3 cr.

Analysis of various provisions of the Internal Revenue code, together with interpretative material issued by the Treasury and significant judicial decisions, relating to income tax problems of individuals. Consideration will be given to concepts of gross income, identification of the taxpayer, deductions, exemptions and credits. Exam. Lecture

LAWS C542

3 cr.

The course covers the evolution of federal labor relations laws and their effects upon the relationships between employers and employees, employers and unions, and employees and unions. Within this broad area special attention is devoted to the following topics: the area of federal regulation, labor objectives and labor rights, employee representation (bargaining units and elections), unfair labor practices of both employers and unions (i.e., employer interference in union activities, domination of labor unions by employers, discrimination encouraging or discouraging union activity, restraint or coercion of employees by unions, discrimination by unions), strikes, picketing, boycotts, injunctions. Lecture

LAWS C543

2 cr.

This course offers an introduction to the federal law dealing with discrimination in the employment context because of one's race, color, national origin, sex, religion, age or disability. The course is designed to explore both the meaning of, and proof of, employment discrimination under Title VII, as amended, the Equal Pay Act, the Americans with Disabilities Act, the Age Discrimination in Employment Act and other antidiscrimination statutes.

Lecture

LAWS C546

2 cr.

This course will consider the law pertaining to the construction contracting process, including formation of the contract, administration, claims, dispute resolution, mechanics' liens and construction bonds, with particular emphasis on Pennsylvania law. Limited to no more than 25 students. Lecture

LAWS C547

2 cr.

A detailed discussion of the admiralty jurisdiction and the consequences of that jurisdiction. The course also explores specific areas of admiralty such as rights of seamen and the ship owner's right to limit liability. The exam is a memo done outside class. Lecture

LAWS C548

2 cr.

This course is designed to acquaint students with the Pennsylvania Rules of Civil Procedure and their application to the handling of a civil action. It will explore drafting of pleadings, venue, jurisdiction, service of process, parties, arbitration, practice before the minor judiciary, other forms of actions, post-trial practice and appeal ability. Students will acquire a working knowledge of these Rules and related statutes that will assist them in handling legal matters for clients. Lecture

LAWS C55

3 cr.

Lecture

LAWS C553

2 cr.

This course will provide procedural and substantive considerations in Federal Habeas Corpus actions, state Post-Conviction Relief Act Filings, and other forms of post-direct appeal litigation for prisoners seeking exoneration or new trials. This course will focus on a critical and developing area of criminal practice that involves, in part, matters of alleged ineffectiveness of prior counsel and other bases of collateral relief. Lecture

School of Law

LAWS C554

2 cr.

This course examines schemes for protecting, perfecting, and exploiting rights in ideas, discoveries, and inventions through the application of federal patent and state trade secret law, as well as employment agreements, secrecy agreements, and technology transfer agreements. Examination. Lecture

LAWS C556

2 cr.

This course covers international conventions and protocols on intellectual property, such as the Paris Berne Conventions. Attention is also paid to a comparison of the domestic laws governing protection of intellectual property in the United States and other countries. The course will focus upon the international dimensions of local business and legal practice, with specific practical project work that will feature international business in Pittsburgh as examples. Lecture

LAWS C557

2 cr.

An examination of the doctrines and implications of land use planning. Consideration is given to relevant constitutional and property law doctrines. The coverage includes the role of the judiciary in resolving conflicting land uses, legislative controls through zoning, subdivision control, building and housing codes, the use of eminent domain, and the uses of public lands. Lecture

LAWS C558

3 cr.

American federalism looked at through the prism of the distribution of jurisdiction between Federal and State courts; examination is also made of advantages and disadvantages of the choice of a federal forum over a state forum and vice-versa. Exam. Lecture

LAWS C559

2 cr.

A study of various equitable remedies, defenses thereto, restitution, and damages for breach of contract and for tortious conduct. Lecture

LAWS C56

3 cr.

Lecture

LAWS C560

2
cr.

This seminar will allow students to examine a wide array of First Amendment issues, in an in-depth seminar. It will be geared towards students who have excelled at the basic course in Constitutional Law, or have extensive experience in the field. This seminar will cover issues dealing with free speech; obscenity and pornography; commercial speech; labor speech; unconventional speech (symbolic conduct); and issues dealing with the public forum and private property rights. It will also cover broadcast regulation and access to mass media, freedom of the press, and issues dealing with journalistic privileges. Finally, the seminar will explore topics dealing with freedom of religion, including separation of church and state (financial aid to religion, official acknowledgment of religion, etc.) and free exercise of religion (conflicts with state regulations, preference among religions, etc.) Students will prepare a lengthy seminar paper, and will make an oral presentation in class. This basic course in Constitutional Law is a co-requisite. Lecture

LAWS C563

3 cr.

This course is designed to introduce the student to international law through the examination of the nature and sources of international law (including the role of treaties, custom, and natural law), the relationship between international law and municipal law, the operation of international law on states and individuals, the role of international organizations, and international conflict of laws. Lecture

School of Law

LAWS C564

3 cr.

This course offers an introduction to the Federal Bankruptcy Code. Elements common to consumer and business bankruptcies will be reviewed. The course will explore qualifications for bankruptcy, the claims allowance process, discharge, the automatic stay, as well as issues of procedure and jurisdiction. Further, State law issues of collection practice will be studied as they interact with the Code. Exam. 3rd year preference. Lecture

LAWS C565

2 cr.

A course designed for students with a special interest in patent law, and for those preparing to take the Patent Bar Examination. Students must complete weekly written assignments that require drafting patent claims and documents involved in patent preparation and prosecution. Grades are based upon these assignments. There is no final exam. Lecture

LAWS C568

2 cr.

Lecture

LAWS C569

2 cr.

From the Blue Flu to teacher's strikes, labor relations in the public sector is unique, controversial, and hot area in the law. This course delves into all aspects of public employer/public employee relations. Topics to be covered include the right to organize, mandatory union memberships, collective bargaining, binding arbitration, unfair labor practices and the right to strike. While it is recommended that students take labor law prior to taking this class, it is not a prerequisite for this course. Lecture

LAWS C571

2 cr.

The study of non-profit organizations that are exempt from the federal income tax. It considers the public policy that supports the tax exempt sector. It then considers the formation of tax exempt organizations, the IRS tests for exemption and other legal requirements. It looks at, in detail, specific types of tax exempt organizations: religious organizations, churches, educational organizations, health care organizations and arts organizations. The course also covers charitable contributions, private foundations, and art organizations. In addition, this course covers charitable contributions, private foundations and the tax on unrelated business income. Lecture

LAWS C572

2 cr.

A detailed study of commercial real estate development and the related topics not covered in the first year course in Property. The course covers, inter alia, the law of brokers, mortgages, real estate tax shelters, condominiums, cooperatives, and complex forms of land transactions and development. Lecture

LAWS C575

2 cr.

This skills-oriented course focuses on Pennsylvania environmental law and administrative process. Pennsylvania statutes and regulations governing agency adjudication, rulemaking, and regulatory review will be examined with an emphasis on the structure and procedures of the Department of Environmental Protection and the Environmental Hearing Board. Through multiple case studies, students will be exposed to the nature of environmental law practice within the state. Final grades will be based on a series of practical written assignments.

Prerequisite: Introduction to Environmental Law. Lecture

School of Law

LAWS C577

2 cr.

This course introduces the students to the nature of complex litigation, including the use of class actions as one of the tools and devices. The course will bring together and implement knowledge gained from the various procedural classes and emphasize the use of complex litigation, discovery devices, and the use of a multi-district panel. The course will emphasize the procedure for trial in complex litigation, including selection of counsel, attorneys fees, and issues of appeal ability. The course will present a unique opportunity to study the blending of procedure and substantive law, such as ERISA, Securities Acts, various discrimination enactments, FLSA, and mass torts. Students will review the substantive law in each of these areas so as to gain an awareness of various statutory rights which can be enforced by litigation, including class actions. Lecture

LAWS C578

2
cr.

The topics covered in the course (formerly called Women and the Law) change from year to year. For example, the themes of Science, Technology, and Globalization will consider a gender-based critique of the ways in which science and technology are used to shape the laws and public policies that support a global economic and cultural system. Particular issues addressed will include: HIV/AIDS and law and policy approaches to similar public health crises; Employment in the post modern workplace of the global economy, e.g., border maquiladoras, sweatshops, cyber-sweatshops, and minimum wage work; Human reproduction, including policies concerning cloning, access to reproductive technology, and threats to reproductive health; Environmental problems, including the threat of environmental degradation posed by globalization and responses contained in local, national and global environmental policy. Course materials will include reading from law, social sciences, history and literature. A 10-15 page paper will be required. Lecture

LAWS C58

2 cr.

This course is a survey of various dispute resolution processes, including negotiation, mediation, arbitration and hybrid processes. This 2 credit course is designed for those who anticipate using ADR while representing clients as well as those who are interested in serving as neutrals in one or more ADR processes. While the course will involve discussion of dispute resolution theory, the focus will be on skills training, ethics and the use of ADR problem-solving. Lecture

LAWS C581

2 cr.

This course will examine the state and federal criminal laws commonly applied to corporations, their officials, public officials and related parties. Aspects of the complex litigation surrounding these investigations and prosecutions will also be considered. Lecture

LAWS C582

2 cr.

This is a one semester course designed to acquaint the student with the historical development of American Law. This course blends topical and chronological approaches. For the most part, the emphasis is placed on the evolution of the meaning of property, contract, and torts within the American environment and, in particular, as these discrete subjects were influenced by the Industrial Revolution. Lecture

LAWS C585

2 cr.

This course examines schemes for developing, perfecting, and exploiting rights in business goodwill and works of authorship, through the application of federal trademark and copyright law as well as state statutory and common law. Lecture

School of Law

LAWS C586

2 cr.

The course will be divided into three primary areas. Part I will examine the nature, history and development of Jewish law, its sources and application. Part II will focus on the philosophical theories underlying Jewish law with a particular focus on law and morality and law and equity. Part III will focus on specific substantive areas of Jewish law including family law, abortion and other bio-ethics questions, privacy, rights of the handicapped, bankruptcy and capital punishment. The course will not presume any prior experience with Jewish texts and materials. Exam is a take-home exam. Lecture

LAWS C587

3 cr.

The course is an introduction to the Federal Estate, Gift and Generation-skipping Transfer taxes. The course considers lifetime planning relative to gift giving, inter vivos trusts, and planning for the orderly disposition of a decedent's property at death. The course presents a tax oriented approach to estate planning. The final examination is a take-home exam. Lecture

LAWS C588

2
cr.

While legal boundaries help to determine the limits and construct the powers of a society, they are not recognized by the natural environment. Environmental law in general must constantly come to terms with this obvious disparity between the limits of nature and the demands of culture. This disparity is made all the more powerful when the law is of different nation-states. Add to this disparity the fact that would economic forces can also operate internationally, and it begins to become clear that without concerted international policy and regulation, any individual nation state=s law alone cannot be the most effective tool for commercial enablement or natural protection in the environmental realm. In this course, we will look at the nature of international environmental treaties, their enforcement, the effectiveness of national laws on international environmental and economic concerns, and the interaction between national and international environmental laws. In addition, we will consider how international environmental law may impact upon local practice, including the role of Duquesne University as a member of the PA Consortium for Interdisciplinary Environmental Policy. Lecture

LAWS C589

2 cr.

This course will address significant issues in appellate practice and procedure in Pennsylvania using, as a guide the Pennsylvania Rules of Appellate Procedure. The purpose of the course is to educate about both the substantive and procedural issues and traps inherent in appellate practice in Pennsylvania.

The course overviews the unified judicial system and the constitutional and statutory basis for each appellate court in Pennsylvania and the powers enjoyed by each of them. Then, specific subjects in both the criminal and non-criminal appellate arenas will be examined. Who may appeal? What is final, interlocutory or collateral order? When may the appellate court exercise jurisdiction? When is an issue waived? The course will also have specific classes devoted to the procedural aspects of Superior Court, the Commonwealth court and the Supreme Court.

Finally, classes will focus on brief writing and oral advocacy. Subjects will address scope of review, standard of review, and the crafting of effective written argument and the presentation of effective oral argument. Guest speakers who are members of the appellate judiciary or well-regarded appellate advocates will address a number of the classes.

Lecture

School of Law

LAWS C592

3 cr.

The course will cover three distinct phases of the criminal process. The Investigative Process phase will provide intensive consideration of Fourth, Fifth, and Sixth Amendment issues and draw distinctions and parallels between federal and Pennsylvania treatment of those areas. The Charging Process segment will consider issues of prosecutorial discretion and the law regarding the conduct of federal and state grand juries. The Trial Process component will focus on matters of jury selection, Confrontation Clause problems and standards of proof commonly faced in the unique criminal context. Prerequisite: Criminal Law and Procedure. Lecture

LAWS C594

2 cr.

The course surveys various aspects of domestic and foreign law which impact the use of the Internet. In particular, the legal areas investigated include: electronic contracts and e-commerce; jurisdictional issues; privacy rights; intellectual property rights such as trademark, copyrights, and patents, from both defensive and offensive perspectives; defamation; censorship, computer crime; securities regulations; taxation issues; and legal practice on the internet. The emphasis of the course is on the student obtaining a working overview of each of these areas as they pertain to the Internet. The goal is for the student to acquire a basis from which to advise clients on Internet-related legal issues which affect the conducting of their business and personal affairs. The course only incidentally touches on the technological aspects of the Internet and computers as the main focus is on the legal aspects of Internet use. Lecture

LAWS C595

2 cr.

The course will focus on the applied use of intellectual property rights and the protection and enforcement of those rights in both a commercial context and in litigation and pre-litigation settings. Special emphasis will be placed on: the management and strategic use of IP portfolios by businesses; intellectual property concerns in the field of information technology; patent trademark, and copyright infringement, including cease and desist letters and claim construction issues in patent cases; handling of IP issues in mergers and acquisitions; and other practical considerations of using and protecting intellectual property in the marketplace. Prerequisite: Must have completed an IP course or have other significant IP experience. Lecture

LAWS C596

3 cr.

This course introduces the student to selected legal aspects of International Business Transactions. Topics include; international sale of goods; U.S. Trade Laws and the GATT; foreign licensing and distributorship agreements; direct foreign investment; international Monetary System; US/EC antitrust and trade laws as well as international dimensions of local business and legal practice with businesses in Pittsburgh as examples. Lecture

LAWS C598

2 cr.

Any student in good standing beyond the first year may, with the approval and supervision of a full-time faculty member, engage in an independent research project for two credits. The student must prepare a substantial paper which will be graded by the faculty member. Topics are not limited to traditional legal issues, but may include both empirical studies on law-related subjects and litigation in connection with non-remunerative work for a legal services agency, governmental entity, or not-for-profit organization. Students may do two Independent Research Projects provided they are done for different faculty members and not simultaneously. A student may do a project with the same professor upon approval by a special committee. Lecture

School of Law

LAWS C600

2 cr.

The purpose of this course is to introduce law students to the principles of Catholic social thought and to offer the student the opportunity to examine the impact which these principles might have on the analysis of modern legal problems pertaining to clients who follow these and other faith-based traditions. Although this course will be primarily grounded in the Roman Catholic tradition, students of differing backgrounds and interests will be able to pursue reflection within other faith traditions. The course will be comprised of seven units which follow the seven themes that the National Conference for Catholic Bishops/United States Catholic Conference have identified as the principle themes of Catholic social thought: (1) dignity of the human person, (2) call to family, community and participation, (3) rights and responsibilities, (4) option for the poor and vulnerable, (5) dignity of work and the rights of workers, (6) solidarity and (7) care for God's creation. Reading materials will be composed of (a) selections from church statements on social responsibility and from related philosophical materials, (b) problem sets based on issues presented in the contemporary United States, and (c) appropriate case law and statutory supplements. Lecture

LAWS C601

2 cr.

This course introduces the student to the institutions that deliver and finance health care. The course explores the regulation and structure of health care facilities and transactions (including licensure, corporate form, medical staff structure, antitrust considerations, institutional liability and the impact of tax laws) and the fundamentals of health care financing (including private and employer-sponsored insurance, government financing and health insurance reform). Successful completion of Health Care Law is a prerequisite for admission to this class, subject to waiver by the instructor in exceptional cases. Lecture

LAWS C603

2 cr.

This course analyzes the tax and labor laws governing employee benefits plans. Students will examine (a) the principal types of retirement plans (including defined benefit pension plans, profit-sharing plans, 401(k)/401(m) plans and employee stock ownership plans) and the requirements that these plans must meet in order to obtain favorable tax treatment; (b) issues related to stock-based compensation arrangements such as grants of restricted stock, stock appreciation rights and stock options; and c) issues arising in connection with the maintenance of employee welfare benefit plans, with a particular emphasis on health plans and severance plans. Significant attention will be paid to the fiduciary requirements and enforcement provisions of the Employee Retirement Income Security Act of 1974 ("ERISA"). Successful completion of Tax I is strongly recommended. Exam practice varies. Lecture

LAWS C604

2 cr.

Lecture

LAWS C605

2 cr.

This course is designed to teach environmental enforcement, litigation, and negotiation by concentrating on substantive and procedural issues arising under various areas of state and federal environmental law. The course is practice-oriented, focusing on statutory and regulatory provisions. Coverage includes citizen suits, civil and criminal enforcement actions, environmental audits, settlements, and consent decrees. Prerequisite: Introduction to Environmental Law. Lecture

LAWS C606

2 cr.

This course introduces the student to the body of law that affects patient care decisions and the doctor-patient relationship. The course explores the formation of the doctor-patient relationship and the resulting legal and ethical responsibilities, liability issues, the role of health care institutions, and the impact of payment arrangements on doctor-patient relationships. This course is also the prerequisite for Health Care Organizations and Finance. Lecture

School of Law

LAWS C608

2 cr.

This course will cover numerous medical-legal and forensic scientific issues and problems of timely interest and concern to attorneys. These matters will relate to civil and criminal litigation as well as workmen's compensations cases, governmental agencies, and health care institutions. Personal injury lawsuits, particularly medical malpractice, and products liability cases involving scientific issues will be emphasized. Visit(s) to a nearby hospital will be included. Term Paper Requirement. Lecture

LAWS C61

3 cr.

A comprehensive coverage of antitrust and trade regulation law including monopolization, horizontal and vertical restraints including price and territorial arrangements, mergers, tying arrangements and exclusive dealing, patents and the antitrust laws, and price discrimination and discrimination in services and facilities to customers, as provided in the Federal Sherman, Clayton, Celler-Kefauver and Federal Trade Commission Acts and under statutory and common law precedents in many states. Trade regulations affecting foreign commerce, as well as domestic commerce, will be considered including provisions in effect in other countries such as, for instance, in the European Economic Community under the Treaty of Rome. Lecture

LAWS C611

2
cr.

This course will provide an in-depth study of the renewed resurgence of state constitutional law--"New Judicial Federalism". It will cover such topics as the history of state constitutions in early America; the "adequate and independent state grounds doctrine"; search and seizure; the "good faith" exception to the exclusionary rule; peremptory challenges; freedom of speech and expression; the right to privacy (including drug testing, homosexuality, AIDS issues, and the "right to die"). It will also discuss equal protection, abortion funding, and separation of church and state. Students are expected to produce a seminar paper of publishable quality. Students will also be encouraged to participate in a national writing competition sponsored by Temple Law Review and the National Association of Attorneys General. As part of the seminar, each student will be expected to make an oral presentation relating to his or her topic, and receive criticism and comments prior to writing the final draft of the seminar paper. Enrollment is limited to 15 students. Prerequisite: Constitutional Law Lecture

LAWS C614

2 cr.

This course provides a detailed examination of environmental justice, a multi-issue movement that addresses environmental disparities caused by racial, ethnic, and class discrimination. Specific topics include evidence of inequity, risk assessment, constitutional and civil rights claims, and interagency initiatives. Students will engage in interdisciplinary study and individually write and present a paper at the end of the semester. The paper will satisfy the upper level writing requirement. There are no course pre-requisites, and the class will be capped at 20 students. Lecture

LAWS C615

5 cr.

Lecture

LAWS C616

4.5 cr.

Lecture

LAWS C617

4.5 cr.

Lecture

LAWS C619

2 cr.

This course introduces basic accounting concepts that are relevant in problems relating to taxation, corporations, and other business areas. Topics include an introduction to accounting records and procedures, and the preparation and analysis of financial statements. The course is restricted to students who have not had any undergraduate accounting. Lecture

School of Law

LAWS C624 Lecture	3 cr.
LAWS C625 Lecture	3 cr.
LAWS C629 Lecture	2 cr.
LAWS C630 Lecture	3 cr.
LAWS C631 This clinic will provide assistance to low income and disabled U.S. military veterans who are unable to represent themselves in their claims disputes. The need for increased, pro bono legal representation for affected veterans, and also the invaluable learning opportunity that these cases can provide for law students helps to form this new clinic. Lecture	3 cr.
LAWS C633 Lecture	3 cr.
LAWS C635 Lecture	3 cr.
LAWS C636 Lecture	2 cr.
LAWS C638 Lecture	2 cr.
LAWS C639 Lecture	2 cr.
LAWS C64 This is a study of the limitations imposed upon the state by the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution. The course focuses primarily upon the law of arrest, search, seizure and interrogation and the privilege against self-incrimination, the right of confrontation, the proscription against double jeopardy, the exclusionary rule, and the mandates of due process in the criminal system. Lecture	2 cr.
LAWS C642 An examination of federal jurisdiction and venue, joinder of parties and claims (including class actions), pleading, right to jury trial, trial and post-trial motions, and appellate review. The emphasis throughout is on federal practice and procedure. Lecture	3 cr.
LAWS C645 Lecture	3 cr.

School of Law

LAWS C649 This seminar is limited to up to 8 students who have demonstrated a high degree of excellence and interest in criminal law. Each student will be assigned a facet of Pennsylvania criminal procedure and will be required to conduct extensive research and drafting of an authoritative piece in the area, with a view to the publication on an Annual Review of criminal procedure in the Commonwealth. Group meetings and topic presentations will supplement an otherwise independent study format. Students seeking to apply should contact Professor Bruce Antkowiak directly. Lecture	2 cr.
LAWS C650 Lecture	2 cr.
LAWS C652 Lecture	2 cr.
LAWS C654 An advanced course involving the application of partnership, corporation, securities and tax law in the analysis and solution of factual business problems such as selection of the business entity, organization of a corporation, redemption of stock, liquidation and dissolution of a corporation, purchase and sale of a business, and acquisition of a corporation by merger or purchase of stock or assets. The course will stress planning and counseling. Prerequisite: Basic Federal Income Taxation Lecture	2 cr.
LAWS C656 An examination of legal problems with multi-state or international aspects. Attention is given to newly-developing theories of jurisdiction, recognition and effect of foreign judgments, and rules of decision applicable in conflict controversies. Lecture	3 cr.
LAWS C657 This course provides complete coverage of Articles 2 (Sales) and new Article 2A (Leases) of the Uniform Commercial Code as well as fundamental coverage of the Convention on International Sale of Goods (CISG) which became United States law in 1988 and supplants the Uniform Commercial Code as United States law in international transactions involving the sale of goods. The course is structured in a problem format to place the student in the position of the practicing lawyer. Exam. Lecture	3 cr.
LAWS C66 The status of the corporate entity in the pattern of federal income taxation and the resulting problems; characteristics of associations taxable as corporations. Transfers of property in organizing a corporation; problems of corporate capitalization; dividend distributions; stock redemptions; and the various types of corporate liquidations. Pertinent sections of the Internal Revenue Code will be examined in detail throughout this course. Prerequisite: Basic Federal Income Taxation. Lecture	3 cr.
LAWS C667 Lecture	3 cr.
LAWS C669 Lecture	2 cr.
LAWS C67 Lecture	3 cr.

School of Law

LAWS C670 The purpose of this two-semester course is to prepare graduating students to take the bar examination. Using released objective questions, topics covered in the Fall semester are Constitutional Law, Contracts, and Criminal Law and Procedure; the second semester in the Spring covers Evidence, Property, and Torts. Special lectures on essay questions offered as well. Students are also given instruction on essay writing. Two sections of the course are offered each semester. Lecture	0 cr.
LAWS C671 Lecture	3 cr.
LAWS C672 Lecture	3 cr.
LAWS C673 Lecture	2 cr.
LAWS C674 Lecture	2 cr.
LAWS C676 Lecture	0 cr.
LAWS C677 Lecture	2 cr.
LAWS C678 Lecture	2 cr.
LAWS C679 Lecture	2 cr.
LAWS C680 Lecture	3 cr.
LAWS C681 Lecture	3 cr.
LAWS C683 Lecture	3 cr.
LAWS C684 Lecture	2 cr.
LAWS C685 Lecture	3 cr.
LAWS C686 Lecture	3 cr.

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LAWS C687 Lecture	3 cr.
LAWS C688 Lecture	3 cr.
LAWS C689 Lecture	3 cr.
LAWS C691 Lecture	3 cr.
LAWS C692 Lecture	0 cr.
LAWS C693 Lecture	2 cr.
LAWS C694 Lecture	2 cr.
LAWS C695 Lecture	2 cr.
LAWS C696 Lecture	2 cr.
LAWS C697 Lecture	2 cr.
LAWS C698 Lecture	2 cr.
LAWS C699 Lecture	3 cr.
LAWS C700 Lecture	2 cr.
LAWS C701 Lecture	2 cr.
LAWS C702 Lecture	2 cr.
LAWS C703 Lecture	2 cr.

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LAWS C704 Lecture	1 cr.
LAWS C705 Lecture	4.5 cr.
LAWS C706 Lecture	3 cr.
LAWS C707 Lecture	0 cr.
LAWS C709 Lecture	3 cr.
LAWS C710 Lecture	0 cr.
LAWS C711 Lecture	2 cr.
LAWS C712 Lecture	3 cr.
LAWS C714 Lecture	0 TO 3 cr.
LAWS C715 Lecture	2 cr.
LAWS C72 Tort law, in general, is that body of law which allocates and distributes losses from harm and injury suffered by members of society in situations where there is no private agreement that determines who should bear the loss. Liability in tort is divided into three broad areas; liability for intentional acts, liability for conduct which is negligent, and strict liability. The course delves into each of these areas, exploring various aspects of actions for assault, battery, false imprisonment, trespass to land and chattels, conversion, infliction of emotional distress, negligence, misrepresentation, nuisance, defamation, invasion of privacy, strict liability for damage done by animals and abnormally dangerous activities, and strict products liability. In conjunction with the study of the rules surrounding these tort actions, their historical background as well as social and philosophical rationales are examined. Lecture	0 TO 6 cr.
LAWS C722 Lecture	3 cr.
LAWS C723 Lecture	3 cr.

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LAWS C724 Lecture	3 cr.
LAWS C725 Lecture	3 cr.
LAWS C726 Lecture	2 cr.
LAWS C727 Lecture	2 cr.
LAWS C728 Lecture	2 cr.
LAWS C74 Lecture	3 cr.
LAWS C752 Lecture	1.5 cr.
LAWS C755 Lecture	2 cr.
LAWS C77 Lecture	2 cr.
LAWS C770 Lecture	3 cr.
LAWS C775 Lecture	2 cr.
LAWS C776	2 cr.

The course is available to all graduating students in the spring semester of their graduating year to assist with preparation for the Bar Examination. There is no cost to attend. Topics include a review of the substantive areas of law tested on the Multistate Bar Examination (Contracts, Torts, Real Property, Criminal Law, Evidence and Constitutional Law) and on the Essay and Performance Test portions of the Pennsylvania Bar Examination. The course provides an opportunity for students to take practice examinations that are graded and returned with comments. The Bar Examination Preparation Course is intended as a supplement to and not as a substitute for other bar preparation programs, to which students are encouraged to subscribe. Class sessions will be held on Saturdays for a total of 13 weeks. The Registrar will automatically enroll all graduating seniors in this Course. Attendance is not mandatory, but it is highly encouraged, and will be taken at all class sessions. Students who attend at least ten of the thirteen sessions will be awarded two academic credits. Grading for this course shall be AP (representing minimum attendance) or AN (no grade reported). It will not be included in the calculation of a student's grade point average. Pursuant to standards issued by the American Bar Association, credits earned for the Bar Preparation Course does not count towards the eighty-six credits required for graduation.

Lecture

School of Law

LAWS C777 Lecture	0 TO 3 cr.
LAWS C778 Lecture	3 cr.
LAWS C779 Lecture	0 TO 3 cr.
LAWS C785 Lecture	2 cr.
LAWS C786 Lecture	6 cr.
LAWS C787 Lecture	1 cr.
LAWS C788 Lecture	2 cr.
LAWS C789 Lecture	3 cr.
LAWS C790 Lecture	3 cr.
LAWS C791 Lecture	3 cr.
LAWS C792 Lecture	2 cr.
LAWS C793 Lecture	2 cr.
LAWS C794 Lecture	2 cr.
LAWS C795 Lecture	2 cr.
LAWS C796 Lecture	2 cr.
LAWS C797 Lecture	3 cr.

School of Law

LAWS C798 Lecture	3 cr.
LAWS C799 Lecture	4 cr.
LAWS C80 Lecture	3 cr.
LAWS C800 Lecture	2 cr.
LAWS C801 Lecture	0 TO 2 cr.
LAWS C802 Lecture	2 cr.
LAWS C803 Lecture	0 TO 2 cr.
LAWS C804 Lecture	2 cr.
LAWS C805 Lecture	3 cr.
LAWS C806 Lecture	3 cr.
LAWS C807 Lecture	2 cr.
LAWS C808 Lecture	2 cr.
LAWS C809 Lecture	3 cr.
LAWS C81 This course examines the history, structure and law of the Pennsylvania Constitution. It is expected that such in depth study of one State's constitution will also teach the techniques that will enable the student to master the Constitution of any other State as needed. The course includes subjects common to federal constitutional law, such as separation of powers, due process, equal protection and other rights, as well as subjects unique to Pennsylvania, such as the constitutional right to environmental quality. The course is not only critical to legal practice directly, because state constitutional law is assuming a greater emphasis in almost every State, but also serves as a helpful review of the concepts of federal constitutional law. Co-Requisite: Constitutional Law (student must have completed one semester of Constitutional Law.) Lecture	2 cr.

School of Law

LAWS C810 Lecture	3 cr.
LAWS C811 Lecture	3 cr.
LAWS C82 This is a study of the limitations imposed upon the state by the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution. The course focuses primarily upon the law of arrest, search, seizure and interrogation and the privilege against self-incrimination, the right of confrontation, the proscription against double jeopardy, the exclusionary rule, and the mandates of due process in the criminal system. Lecture	2 cr.
LAWS C84 An introduction to the Civil Law in general and to Latin American legal traditions and institutions in particular through an examination of selected contemporary judicial problems related to such matters as protection of constitutional guarantees, land reform, and chronic inflation. Lecture	2 cr.
LAWS C85 Lecture	2 cr.
LAWS C86 The course examines the nature, power, and legal problems of local government units; their relationship to one another and to state government; and their status in a federal system of government. The topics that are covered include formation of local government units; the types of local government units (e.g., counties, cities, towns, borough, villages, townships, authorities, and districts); enabling legislation and municipal charters; home rule; police power; government financing, labor and personnel matters; government contracts; and government tort liability (including civil rights violations). Lecture	2 cr.
LAWS C88 This course will deal with a description of the various types of insurance, casualty, property, life and employee benefits. An examination of the kinds of risks covered by each major insurance type will be made. Risk Financing, Risk Retention and Risk Transfer will be considered as various methods of approaching the Risk Management Process. This is a basic course which should accelerate in sophistication as the year progresses. Lecture	2 cr.
LAWS C882 Lecture	3 cr.
LAWS C93 Lecture	3 cr.
LAWS C96 Lecture	0 TO 6 cr.
LAWS CC801 Lecture	0 TO 2 cr.

School of Law

LAWS L10

3 cr.

This course focuses upon practice and procedure in federal court as set forth in the Federal Rules of Civil Procedure. Some of the topics covered are pleadings, discovery, pre-trial motions, as well as motions made during and after trial. In addition, consideration is given to the question of the applicable law in a federal court. Lecture

LAWS L11

0 TO 6 cr.

This course seeks to explore fully the nature and role of contract. The fundamental concepts of mutual assent, performance and remedies at common law and in a modern post industrial economy are examined at length with special emphasis upon sales. Throughout the course special effort is made to develop philosophical and economic theories of contract. Examination. Lecture

LAWS L133

0 TO 3
cr.

This is a year-long course taught in small group sessions emphasizing the development of a variety of concepts, skills and techniques. Emphasis is placed on case analysis and synthesis, effective legal writing style, and use of the law library. At least three principal writing assignments introduce students to preparation of memoranda, appellate briefs and other forms of legal writing. Faculty members confer individually with students on these assignments. Additional shorter writing assignments may also be made. Finally, students are introduced to the use of computer-assisted legal research systems. Lecture

LAWS L14

2 cr.

Lecture

LAWS L16

3 cr.

This course provides an introduction to legal analysis and to the basic concepts and institutions of American law. Particular attention is paid to the analysis of cases and statutes, the role of the courts, and certain fundamental aspects of procedure and jurisdiction. Lecture

LAWS L194

3 cr.

This course provides complete coverage of Articles 2 (Sales) and new Article 2A (Leases) of the Uniform Commercial Code as well as fundamental coverage of the Convention on International Sale of Goods (CISG) which became United States law in 1988 and supplants the Uniform Commercial Code as United States law in international transactions involving the sale of goods. The course is structured in a problem format to place the student in the position of the practicing lawyer. Exam. Lecture

LAWS L20

3 cr.

Lecture

LAWS L200

2 cr.

Lecture

LAWS L21

3 cr.

Lecture

LAWS L210

3 cr.

This course is concerned with aspects of security in personal property. Covered are problems and legal principles relevant to the creation of the security interest, to its perfection, to priorities between competing security interests and between a security interest and other kinds of property interests. The emphasis will be on Article 9 of the Uniform Commercial Code (UCC) and on interrelationships between the UCC and federal bankruptcy law. Examination. Lecture

School of Law

LAWS L22 Lecture	3 cr.
LAWS L23 Lecture	3 cr.
LAWS L24 Lecture	3 cr.
LAWS L26 Lecture	2 cr.
LAWS L28 Lecture	3 cr.
LAWS L29 This course is designed to introduce the student to international law through the examination of the nature and sources of international law (including the role of treaties, custom, and natural law), the relationship between international law and municipal law, the operation of international law on states and individuals, the role of international organizations, and international conflict of laws. Lecture	3 cr.
LAWS L32 Lecture	0 TO 3 cr.
LAWS L33 An examination of legal problems with multi-state or international aspects. Attention is given to newly-developing theories of jurisdiction, recognition and effect of foreign judgments, and rules of decision applicable in conflict controversies. Lecture	3 cr.
LAWS L35 This course examines the legal nature, promotion and formation of the modern business corporation. This course also provides an overview of other business forms including partnerships and the limited liability companies (LLC). Specific topics include: the structure of corporate management and the distribution of powers among directors, officers and shareholders; the acquisition of corporate assets and distribution of corporate earnings; the fiduciary obligations of management and their enforcement by shareholders' derivative suits; and rights and remedies arising under the Federal Securities Exchange Act of 1934 including insider trading. Lecture	0 TO 4 cr.
LAWS L507 The nature of property, including the relationship between property law and other fields, especially Civil Procedure, Contracts and Torts, is analyzed. A historical analysis is made of the various possible property relations, including estates in land and future interests, of the various kinds of problems which have been dealt with as property problems, and of some of the solutions which have been produced from time to time. Emphasis is placed on the analysis of contemporary problems, such as the transfer and recordation of property interest, financing property transactions, and methods of public and private control over the use of land. Lecture	0 TO 6 cr.

School of Law

LAWS L521

3 cr.

An analysis of the nature of judicial proof and a study of the theory and application of the rules regulating the admission and exclusion of testimonial and documentary proof by judicial tribunals in adversary and non-adversary proceedings. Consideration is given to the Federal Rules of Evidence for U.S. Courts and Magistrates. Lecture

LAWS L700

2 TO 3 cr.

Lecture

LAWS L73

0 TO
6 cr.

Tort law, in general, is that body of law which allocates and distributes losses from harm and injury suffered by members of society in situations where there is no private agreement that determines who should bear the loss. Liability in tort is divided into three broad areas; liability for intentional acts, liability for conduct which is negligent, and strict liability. The course delves into each of these areas, exploring various aspects of actions for assault, battery, false imprisonment, trespass to land and chattels, conversion, infliction of emotional distress, negligence, misrepresentation, nuisance, defamation, invasion of privacy, strict liability for damage done by animals and abnormally dangerous activities, and strict products liability. In conjunction with the study of the rules surrounding these tort actions, their historical background as well as social and philosophical rationales are examined. Lecture

LAWS L75

3 cr.

The course will cover three distinct phases of the criminal process. The Investigative Process phase will provide intensive consideration of Fourth, Fifth, and Sixth Amendment issues and draw distinctions and parallels between federal and Pennsylvania treatment of those areas. The Charging Process segment will consider issues of prosecutorial discretion and the law regarding the conduct of federal and state grand juries. The Trial Process component will focus on matters of jury selection, Confrontation Clause problems and standards of proof commonly faced in the unique criminal context. Lecture

LAWS L77

0 TO 5
cr.

The course introduces the student to the basic concepts of Federal Constitutional Law. Emphasis is placed upon both structural constitutional law, that is, the law that constitutes the government, and protection of individual rights and liberties, including the examination of due process, equal protection and the First Amendment. Where pertinent, portions of the Constitution of the Commonwealth of Pennsylvania and its interpretation by the Pennsylvania courts are also discussed. Exam. Lecture

LAWS L78

2 cr.

Lecture

LAWS L79

1.5 cr.

Lecture

John F. Donahue Graduate School of Business

GRBU 504 Statistical Thinking

3 cr.

This is an introductory level graduate course centered on ways the statistical analysis of data and charts and graphs are used by managers for decision-making. The course is designed to provide the opportunity for students to increase their understanding of how a company manages data, can use statistical methods to interpret data, and use the results of statistical analysis to make managerial decisions. The course teaches students how to communicate statistical results in memos and formal reports that provide answers to questions, how to suggest solutions to problems, and how to ask questions about reports that contain statistics.

Lecture

GRBU 505 Communication-Written

1 cr.

This is an intensive, cooperative learning lab for honing written communication skills. The focus is on producing concise, professional documents for paper or electronic delivery. Students critically examine written communication principles as they apply to the tools and protocols that organizations use to manage people, processes and resources. Short-term writing assignments include memos, e-mail messages, business letters, resumes, proposals, and executive summaries. The semester project is a formal business report.

Lecture

GRBU 507 Communication-Presentation

1 cr.

This interactive seminar stresses development of presentation and interpersonal skills. Emphasis is on preparing and delivering business presentations: analyzing audiences and situations, structuring messages, choosing arguments and evidence, preparing visual support, explaining quantitative analyses, and improving platform dynamics. To monitor progress, students critique videotapes of their performances. Secondary course topics include listening skills, group problem solving, meeting facilitation, one-on-one conferences, and peer coaching. Lecture

GRBU 508 Applied Business Ethics

2 cr.

This course introduces students to the John F. Donahue Graduate School of Business policies on ethical behavior and provides students with the basic ethical decision-making skills necessary to recognize, evaluate and resolve ethical conflicts. Emphasis is on common ethical challenges facing graduate students in the classroom and at work. The course provides an analytical framework for students to use when grappling with course-specific, ethical dilemmas in subsequent core and elective courses in the graduate program and in their professional business careers. Lecture

GRBU 510 Understanding the Value Chain

2 cr.

This course is designed to familiarize students with the concept of the value chain. The emphasis will be on the importance of understanding business not as a collection of separate functions but as an integrated set of disciplines that work collaboratively to create business processes delivering value to a firm's customers. The evolution of the value chain concept and the impact of technology on value chain management will also be demonstrated, as well as the value chain's impact on the firm's competitiveness and profitability.

Lecture

GRBU 512 External Financial Reporting

3 cr.

In this course, students explore the corporate financial statement package (balance sheet, income statement, and statement of cash flow) and develop an understanding of how to use accounting information to assess the profitability, liquidity and solvency of a business entity. Key emphasis is placed on the measurement of resources, obligations and equities, the concept of accounting earnings and reporting alternatives permissible under generally accepted accounting principles. Lecture

John F. Donahue Graduate School of Business

GRBU 513 Economics for Decision Making

3 cr.

This course covers selected topics in micro and macro economics. It is not a survey course but instead presents those areas of economic theory that are particularly relevant to the business world. In the area of microeconomics, stress is placed on those tools of analysis that are relevant to business decision making. The macroeconomics emphasis includes behavior of those variables that impact on financial decision-making. Factors influencing behavior of real and nominal interest rates are an example. Depth rather than breadth of coverage is emphasized and particular attention is given to those areas of economics that relate to other fields such as finance and marketing. Lecture

GRBU 514 Assessing the Financial Health of Firm

3 cr.

This course builds on the student's knowledge of accounting, stressing the interpretation and application of financial and cost accounting principles to a wide variety of business problems. The course introduces financial tools and applies these tools to managerial decision-making in multi-disciplinary settings. The case method is emphasized.

Lecture

GRBU 515 Information Systems for Managers

2 cr.

This course examines the strategic importance of information systems and information requirements in today's business environment. Emphasis is placed on the relationship between technology and organizational strategy. Management issues related to organization-wide systems, decision support systems, and electronic business systems are explained. Strategies for data storage and retrieval are also emphasized. Lecture

GRBU 516 Strategic Uses of Accounting Information

3 cr.

This course provides an introduction to the use of accounting information for planning operations, controlling activities and evaluating the performance of an organization. Both the advantages and disadvantages of traditional cost systems are explored and then that knowledge is expanded by exploring reasons why traditional cost systems may not provide relevant information for firms to compete in a constantly evolving, global marketplace. Coverage of topics related to traditional cost system design include cost terminology and cost classifications, types of cost behavior, and cost-volume-profit analysis. Topics related to the design of non-traditional cost systems include a brief introduction to both activity analysis and activity-based cost systems. Lecture

GRBU 518 Law for Executives

2 cr.

Exploration of areas of legal concern to the executive's relations with employees, competitors, customers and clients, the community and governmental administrative agencies. Special attention is given to the areas of contracts, sales, product liability, employment law and antitrust.

Lecture

GRBU 519 Marketing Management/Product Strategy

2 cr.

This course deals with the development, evaluation, and implementation of marketing management in complex business environments. The content presents an in-depth analysis of a variety of concepts theories, facts, analytical techniques and models. Contemporary trends and developments will be addressed with a focus on product development, marketing audits, and marketing plans. Lecture

GRBU 520 Managing a Diverse Work Force

2 cr.

This course provides a comprehensive, integrated, critical thinking approach to the behavioral issues inherent in managing today's sophisticated and diverse workforce. Philosophically, this course views the employees as a key potential competitive advantage. Utilizing a highly interactive learning environment, this course focuses on hiring a diverse group of capable people, communicating clearly, effectively appraising employee performance, motivating employees to perform at higher levels and leading employees with integrity to ensure organizational success. Lecture

John F. Donahue Graduate School of Business

GRBU 522 Financial Management

3 cr.

This course develops the advanced theoretical constructs of corporate financial decision making. Students are involved with the fundamental decisions and compromises of financial managers as they face the issues related to capital management. The course presumes that students have a thorough understanding of the concept of the time value of money and have been introduced to the basic techniques of the financial systems and corporate financial management. Lecture

GRBU 523 Managing Operations

3 cr.

An organization's operating system converts input , materials, people, knowledge, machines, buildings, technology, cash and other resources into products and services in a scientific, socially responsible and ethical manner. This course will focus on five basic areas: operations strategy and the four dimensions on which businesses compete cost, quality, timeliness and flexibility. Emphasis will be placed on concepts and methodologies applicable to manufacturing and service. Lecture

GRBU 530 The Global Economy

2 cr.

The overall goal of this course is to provide students with a disciplined perspective on important international issues and trends that are of particular relevance to the business community. The course is divided into four modules: critical economic concepts; the institutional structure of international trade; the institutional structure of international finance; and industry/country issue case studies in globalization. Lecture

GRBU 535 Advanced Financial Problems

3 cr.

Fundamental techniques of financial analysis; examination of the application of these techniques to reporting, planning, controlling and evaluating business activity. Lecture

GRBU 536 Taxes as a Basis for Managerial Decisions

3 cr.

This course is concerned with business decisions in areas where taxation plays an important role. It deals with the tax background that management must have in order to make its day-to-day decisions, and describes those phases of taxation which are general elective responsibilities. Lecture

GRBU 537 Public Affairs Management

2 cr.

This course focuses on understanding the organization's public affairs dimension and the role played by the public affairs manager by enabling students to identify and evaluate key external and internal organizational forces (stakeholders) and environments impacting the organization. Students should become familiar with, and be able to apply, public affairs management tools and skills for dealing with those forces and environments. Public affairs management skills include stakeholder analysis, public issue and crisis management, social responsibility and corporate citizenship evaluation, regulatory and public policy strategies, environmental responsibility and the impact of technology. Lecture

GRBU 538 Strategy Formulation and Implementation

3 cr.

This course teaches students about the process of planning and implementing business strategies. Students will be challenged to apply their understanding of the business disciplines studied in MBA Foundation and MBA Core courses in order to develop a future direction for an organization. The fundamentals of formulating business strategies will be stressed. Lecture

John F. Donahue Graduate School of Business

GRBU 539 Equity Portfolio Management

3 cr.

Equity Portfolio Management builds on modern portfolio theory to develop a framework for active portfolio management. Within the context of portfolio optimization, the course provides a general framework for designing, evaluating and implementing a variety of active strategies for selecting common stock portfolios. The essence of active management lies in forecasting abnormal returns and, to this end, the course reviews a number of empirical regularities in stock returns. Using software and data available through the Investments Center, students apply these concepts in the development and evaluation of their own portfolio strategies. Lecture

GRBU 540 Derivative Securities

3 cr.

Derivatives are financial instruments whose returns depend on the performance of some other underlying assets. They are used extensively to manage financial risk. This course will study the building blocks of derivatives; futures, forwards and options, and examine their use in a number of applications including hedging, portfolio management and raising capital. The course will also study the securitization process and its role in creating derivative securities. Finally the course will examine organizational issues that are critical to avoiding derivative losses. Lecture

GRBU 541 IT Infrastructure

3 cr.

This course exposes students to the various technical elements and managerial issues of the IT infrastructure. The infrastructure includes computer hardware, application software, networking and telecommunications, data management, and physical facilities. Specific technologies covered include Internet applications and protocols, cloud computing, local area network configuration, and web programming. Managerial issues include understanding strategic technology requirements within the context of an organization's business plans, anticipating and managing capacity requirements and growth, and applying appropriate, cost-effective technologies to business problems. Lecture

GRBU 543 Enterprise Models

3 cr.

This course provides an overview of Enterprise Resource Planning (ERP) systems, focusing on the strategic use of these systems to help businesses achieve organizational goals. ERP software is an implementation of best-in-class business processes. It simulates real-world business functions, provides seamless integrated information for business operations and decision-making, and supports the enterprise in linking, utilizing, allocating and controlling its resources on a real-time basis. Students learn how an ERP enhances enterprise performance by streamlining enterprise processes, optimizing its resources, and allowing it to make quick, accurate, and consistent decisions. Through experiential learning, students also learn how to customize an ERP system to ensure that system configurations meet best practices. Lecture

GRBU 544 Systems Analysis

3 cr.

This course focuses on systems development life cycle (SDLC) methodologies, techniques, and tools. SDLC methodologies vary, but essentially they include project selection and planning, analysis, design, implementation, and maintenance of IS-based solutions to organizational problems. Interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of systems is emphasized. Both process-oriented and object-oriented modeling techniques are practiced. Specifically, Data-Flow Diagrams (DFD) and Unified Modeling Language (UML) models are used to describe requirements, including the needs of the users, the data elements, and processing logic. Lecture

John F. Donahue Graduate School of Business

GRBU 545 Database Management and Controls

3 cr.

For many if not most modern organizations, data is their most important asset. With a focus on corporate-level database management systems (DBMSs), this course provides students with the knowledge and skill set needed to create and sustain data resources. Topics covered include the components of a DBMS, and the factors to consider when choosing a particular DBMS implementation. Topics also include the design and development of relational databases, focusing on concepts, principles, issues, and techniques for managing data resources. Students become familiar with the entity-relationship modeling technique for conceptual design and formulation of a database, as well as the business need for normalization and de-normalization of data. Structured Query Language (SQL) is introduced in order to demonstrate how data can queried and manipulated within a database. Lecture

GRBU 559 Employment Law

3 cr.

This course will examine the legal dimensions of the employment relationship in a non-union setting. As such, students will become familiar with the employment-at-will doctrine and will understand the exceptions to that doctrine. Several federal laws will also be examined including Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the American with Disabilities Act, the Family Medical Leave Act, COBRA, the Pregnancy Discrimination Act, the Equal Pay Act, the Immigration Reform and Control Act, OSHA, and the Fair Labor Standards Act. The course will also cover also issues including privacy in the workplace, employment testing, performance appraisals, and affirmative action. Lecture

GRBU 560 Fundamentals of Real Estate

3 cr.

This is the first course in the graduate real estate curriculum and involves study of the problems in financial residential, commercial and industrial real estate. Methods of financing covered include use of individual and business equity; loans secured by mortgages; land contracts; sale-and-leaseback arrangements; cooperatives, syndicates, and real estate servicing; foreclosing loans and mortgage arrangements by principals, agents and mortgage bankers. Lecture

GRBU 600 Global Marketing Management

3 cr.

This course, fully incorporating the global point of view in international marketing, provides a conceptual framework for a managerial approach to the field. Emphasis is placed on the view that international marketing effectiveness requires a strategic understanding. The integration of all relevant trends, facts and markets into an overall framework that allows managers to consider many different markets simultaneously rather than on a country-by-country basis is presented. Numerous examples of international marketing situations faced by actual U.S. and foreign organizations are examined. Issues are tackled from the manager's point of view and concepts are included that help students address specific international marketing questions. Lecture

GRBU 602 Business to Business Marketing

3 cr.

The focus of this course is on problems dealing with industrial marketing. These include strategic planning, industrial buyer behavior, market selection, vendor-customer relations and the application of the marketing mix to the industrial environment. Case studies and application of marketing concepts are used as managerial tools of analysis and problem solving. Lecture

GRBU 605 Sales Management

3 cr.

This course provides a framework for the integration of sales and marketing management while focusing on the goals of the overall marketing organization. Emphasis will be placed on establishing long-run relationships with customers based on ethical considerations, personal selling, customer service and overall sales force management. Attention will be given to both industrial and consumer sales while focusing on sales management practices. Lecture

John F. Donahue Graduate School of Business

GRBU 609 Futures and Options/Commodities

3 cr.

This course develops an understanding of the futures and options markets. The use of these markets for arbitrage and risk reduction in portfolio management is discussed. Basic models for option pricing are covered. Pricing of future contracts is covered in considerable detail. Students will comprehend the effects of hedging and speculative activity on the efficiency of the markets. Lecture

GRBU 611 Managing Quality

3 cr.

This course is designed to provide a basic understanding of the philosophy, tools and framework involved in implementing a quality management system. Student will be exposed to the evolution of the quality management movement, related quality and performance measurement systems, the teaching of W. Edwards Deming, the concept of Six Sigma, as well as other organizational change strategies related to quality. The Malcolm Baldrige National Quality Award and various regional and state quality recognition criteria will be emphasized, studied and discussed. Case studies of organizations that have successfully implemented the techniques will be an integral part of the classroom discussion. Students will be introduced to the American Society for Quality and its mission and roles in leading and promoting quality management. Class projects will be used to emphasize the Malcolm Baldrige National Award for Performance in excellence. Lecture

GRBU 612 Organizational Ethics and Government Interventions

3 cr.

This course provides students with an in-depth look at the formal and informal initiatives, processes and structures developed by business organizations and professional associations to address common ethical problems at work. The applied focus of this course will prepare students for a career in the ethics field or enable them to participate in their organization's efforts to promote ethics at work. In addition, the role of government (primarily in the U.S.) to promote ethical business conduct will be discussed.

Lecture

GRBU 613 Health Care Delivery

3 cr.

Through lectures, discussions and readings the course will expose the student to an understanding of health care delivery as a system composed of diverse policies, agencies, institutions and professions. The course will focus upon developing intervention strategies for various problems in health care delivery such as rational allocation in planning of services, coordination of services, cost containment, and ethical dilemmas inherent to the growth of medical technology in managing inter-professional conflict. Lecture

GRBU 614 Global Ethics

3 cr.

This course identifies and discusses differences and similarities in ethical values and principles found in the practice of organizations conducting business around the world. In particular, comparisons of culture and religion, and their impact upon business operations, will be explored. Strategic opportunities emanating from cultural and/or religious differences will be developed to guide organizations conducting business in the global marketplace. Lecture

GRBU 615 Case Studies in Global Business Ethics

3 cr.

Relying on common ethical decision-making frameworks, this business ethics elective explores and resolves current global ethical dilemmas found in the various functional business areas of accounting, finance, economics, information systems, legal compliance, management, marketing, supply chain management and sustainability. This is a case-based course where students wrestle with real-world business cases found in business ethics casebooks, on the Internet, in business periodicals, and possibly from their own work experience.

Pre-requisite: GRBU 508 (or its equivalent)

Lecture

John F. Donahue Graduate School of Business

GRBU 616 Leadership

3 cr.

This course focuses on culture, vision, strategy and implementation, all as derived from leaders. The emphasis is on top managers of modern organizations. Lecture

GRBU 618 Management Consulting

3 cr.

This course will require students to learn and apply the course content to a variety of complex management consulting issues confronting businesses today. We will pay particular attention to consulting business models/concepts, problem solving methods, and intermingled relationships. You will also be expected to develop basic management consulting skills such as framing consulting issues, collecting and analyzing data, and creating then communicating proposed solutions. As you work on the consulting situations presented, the emphasis for development will be on your problem solving and analytical approach and quality of recommended solutions. All of this will greatly assist you as you begin to move toward your prospective careers. Lecture

GRBU 619 Strategic Marketing Problems

3 cr.

This is the final course in the graduate marketing concentration. It is a review and integration of all marketing concepts, tools and techniques. This course enables students to apply their acquired marketing knowledge and skills to real world problems and situations. Utilizing the case study method, students analyze business problems from a managerial perspective and suggest practical marketing strategies. Lecture

GRBU 620 Security Analysis

3 cr.

Basic concepts of investment policy, analytic techniques, valuation theory and financial markets are examined and models developed for determining the worth of a security. Lecture

GRBU 624 Marketing Research

3 cr.

This course will focus on helping students identify a marketing problem, develop a research plan including some basic methods to get information from customers, and master research methods. The degree of learning will range from less detailed problem assessment in the marketing mix and project management to more detailed statistical methods. Concepts and their connection to marketing decisions are emphasized. This course is recommended as an elective for students who are concentrating in marketing and need preparation for marketing research. Lecture

GRBU 625 Consumer Behavior

3 cr.

A study of the motivation and behavior of the individual consumer, the industrial purchaser, the government and institutional buyer; problems and ramifications of entering and operating successfully in the international market; relation and effect of marketing activities to the successful operation of the firm. Also, consideration of such aspects of the marketing function as pricing, product planning and promotion, market research and analysis. Lecture

GRBU 626 Training and Development

3 cr.

Increasing employees' capability to perform more efficiently, effectively and with greater productivity can often differentiate one company from another. The Employee Training and Development course teaches students about the process of improving individual performance in organizations. Students will adopt the perspective of a Training and Development Department that is responsible for the optimum contribution of all employees. Students will be challenged to apply their understanding of competency-based development strategies. Students can expect to learn the fundamentals of how to: conduct job analysis; assess trainees; develop competency-based training and evaluate training effectiveness. Lecture

John F. Donahue Graduate School of Business

GRBU 628 Organization Assessment

3 cr.

Identifying best practices and then surpassing them is the challenge of all business leaders who strive for competitive excellence. Excellent performances almost always require the ability to measure and compare results. This course teaches students about the best practices in performance measurement currently being used in American business. Students will adopt a benchmarking inquiry perspective. Students will be challenged to apply effective research techniques and critically analyze performance measurement systems collected. Students will be expected to work effectively in research teams to perform data collection and analysis. Students can expect to learn about the best practices in the following performance measurement areas: organization results, employee performance, vendor performance and customer feedback.

Lecture

GRBU 630 Leading Change in Organizations

3 cr.

This course presents a theoretical and applied treatment of a pervasive and challenging task in the new global economy - continuously and successfully dealing with change. Students will learn the theories, concepts, and applications that will allow them to successfully initiate, analyze, and implement various types of organizational changes.

Lecture

GRBU 637 Study Abroad

1 TO 6 cr.

Students who plan to take advantage of study abroad opportunities for a summer, semester, or academic year will register for the appropriate number of credits. All students who register for Study Abroad must receive advance approval from the Graduate School of Business for the number of credits that may be applied to their degree requirements. Lecture

GRBU 641 Information Systems, Security & Risk Management

3 cr.

This course examines the important area of information security and risk management. Essentially, students will explore the tools and methods used to assess a company's vulnerability to a variety of 'bad outcomes' – data theft, data corruption, interruption of service, and so on – as well as the methods used to avoid those bad outcomes. In so doing, students will examine security from a variety of perspectives, including managerial (e.g., formation and enforcement of security policies, related IS governance issues, and personnel training) and technical (e.g., security hardware and software solutions, as well as the development and implementation of controls in applications, networks and operating systems). The technical perspective also includes hands-on use of the tools and techniques employed by hackers to gain access to information systems and confidential data.

Lecture

GRBU 642 Business Intelligence

3 cr.

The business climate is constantly changing and becoming more complex. To remain competitive, organizations must make decisions based on relevant and timely information. Business intelligence (BI) is a set of methodologies, processes, architectures, and technologies that transform raw data into meaningful and useful information. Simply put, the objective of BI is to support better business decision-making by exploiting relevant and timely information. In this course, students will gain hands-on experience using important BI tools and technologies that underlie contemporary data-driven decision making. Such technologies include data, text and web mining, data warehouses, and business analytics for business performance management.

Lecture

John F. Donahue Graduate School of Business

GRBU 643 Current Topics in Information Systems Management

2 cr.

This course explores current trends in IS management and technologies, focusing on issues of most concern to executives in information management. The primary elements of the course are 1) the opportunity to interact with executives in information systems management, and 2) individual exploration of current IS topics of interest.

Given the nature of the class and the need for efficiency during the six-week time-frame, the class will feature a 'blended' approach involving a combination of face-to-face and on-line components:

Face-to-face:

Over the six-week session, students will meet once per week for approximately two hours (6-8PM), during which they will 1) interact with executives in various areas of information systems managements, and 2) give presentations on individual research topics to be determined on the first day of class. Presentations will likely include a formal discussion of a main topic of interest, as well as a less-formal 'briefing' on a secondary topic.

On-line:

In the on-line setting, students will participate in discussions pertaining to their assigned research topic, as well as to other topics that will be assigned. 'Briefings' are likely to be a part of the on-line component as well. An objective of the course is to compile a 'knowledge base' of current IS topics that will be available to all students at the end.

Grading:

Grading will be based on the student's main research project and presentation, secondary topic briefings, and class participation (both face-to-face and on-line).

Lecture

GRBU 644 Software Quality Management

3 cr.

While software quality begins when requirements are gathered from a system's users, the importance of software quality management continues throughout the software development cycle. This class concentrates on software quality as it relates to appropriate requirements gathering, graphical and database program development that matches the requirements, development of data test beds, and procedures for insuring overall software quality. In this class, students learn the Quality Assurance (QA) / Quality Control (QA) model as it is applied to software development, automated testing development, development constraints and tradeoffs, as they relate to software quality, application development, IEEE standards for software quality assurance. Students also compare and contrast software quality assurance (SQA) and software verification & validation (SVV) methods when ensuring software quality. Lecture

GRBU 645 Information Systems Policy and Strategy

3 cr.

Within the context of the current business and regulatory environment, this course presents a high-level business perspective on the management and strategic use of information systems across the enterprise. Students will understand the need to acquire, develop, and implement systems that support the operational, tactical, and strategic needs of the organization. Strategic IS planning, internal IS management, and IS governance are studied focusing on the integrative nature of these functions. Students will gain an understanding of the IS strategic planning process and its relationship with organizational strategic planning. Internal IS management is addressed from an Information Technology Infrastructure Library (ITIL) Service Management perspective. Lecture

John F. Donahue Graduate School of Business

GRBU 646 Information Systems Audit and Control

3 cr.

Effective management and monitoring of the information systems control environment is critical to the achievement of business goals. As such, this course provides students with essential knowledge of the concepts and practices of information systems audit and control. This includes an understanding of the fundamentals of auditing, planning and implementation of information systems audits, and the corresponding ability to work in partnership with financial auditors in an assurance engagement. It also includes a detailed understanding of and ability to audit the IT control environment - from operating systems and networks, to application systems and operating procedures. Students also will gain hands-on experience with computer-assisted audit tools and techniques, and will use those tools to conduct tests of system-related processes and data - including fraud investigations. Lecture

GRBU 647 Networking and Telecommunication Management

3 cr.

This course is a composite course covering two distinct but related areas: networking and telecommunications. Networking generally refers to shared computer programs, data and resources (such as printers, disk space, etc.) and telecommunications generally refers to voice and data communications. They are different in their context and objectives, yet similar in their use of technology and are becoming more closely linked and integrated because of that technology. Thus, the course provides an introduction to these two merging fields. Lecture

GRBU 648 Project and Change Management

3 cr.

This course provides an in depth exploration into the tools and techniques of project management for both business and technology projects. The presentation of the course concepts adheres to the Project Management Body of Knowledge® (PMBOK®) description of best practices, and covers the project management life cycle with its processes of initiating, planning, executing, monitoring and controlling, and closing.

Students are also exposed to the challenges of large-scale program and portfolio management. The course emphasizes the importance of systems, ethics, and organizational cultures in the successful management of projects. Students will gain an awareness of resource conflicts, the impact of changes in requirements, and their impact on schedule, business and cost objectives.

Students will learn the importance of a work breakdown structure, and the use of networks in planning, scheduling and controlling projects. The course demonstrates the importance of strategy and prioritizing projects for effective resource allocation, and to achieve earned value for the organization. Lecture

GRBU 649 Research Problems

1 TO 3 cr.

Special and individual study culminating in the submission of a research paper. Subjects are determined in consultation with the instructor. Students should consult the graduate business advisor regarding procedure before registering for this course. No more than three credits in Research Problems will be accepted during any one degree program. Lecture

GRBU 650 Practicum in Business Consulting

3 cr.

An interactive class in which student teams of two or three provide extensive management counseling to a Pittsburgh area small business owner. Lecture

GRBU 654 Data Warehousing

2 cr.

This course provides an in-depth exploration of the technical and managerial issues of data warehousing and data mining. Students will design, construct and implement data warehouses, using established methods and software tools. Students also will explore the use of data mining tools and techniques in the solution of business problems, both within and outside of corporate data warehouses. Data warehouse security, business justifications, and the impact of data mining on individual privacy also are addressed. Lecture

John F. Donahue Graduate School of Business

GRBU 659 Strategic Human Resources

3 cr.

This is an advanced-level course in Human Resources. The focus is on how the organization's Human Resource function can become a strategic partner working with senior management to change the organization. The course is designed to answer the question, "How can the Human Resource Department refine its systems and policies to better help the organization achieve its strategic objectives of being a quality-oriented, customer- driven, innovative, employee-empowered, and successful organization?" The innovative format of the course will feature business executives from well-managed organizations contributing to each class session. Lecture

GRBU 660 Product Development and Innovation

3 cr.

The focus of this course is to build a foundation for students to pursue being a marketing manager who knows how to cope with the marketing complexities of new product development (NPD) and product life cycle management. This foundation will stress accomplishment in utilizing computer- based marketing decision support, case study applications on growing markets and developing teamwork skills. Lecture

GRBU 661 Seminar in Finance

3 cr.

This course will consider special contemporary topics in Finance. The focus of the course will depend on the topics to be covered each time the course is offered. Students should check with the Graduate School of Business Office prior to registration for a summary of course content. Seminar

GRBU 662 Supply Chain Management-Purchasing

3 cr.

This course is an introduction to the principles of effective purchasing and materials management. The course provides an understanding of the important role of the purchasing function in supply chain management, including an overview of the concept of the supply chain. The course's scope ranges from understanding how effective purchasing management contributes to an organization's successful performance and the relationship between corporate strategy and purchasing strategy, to the specifics of sound purchasing practice associated with that performance. The issue of electronic procurement is also explored. The principles discussed are applicable to the purchasing operations of all organizations. Lecture

GRBU 663 Entrepreneurship

3 cr.

This course deals with the overall management of the small business enterprise. Coverage includes entering the small business arena, organizing and financing a business, operation of the small firm, growth planning, and problems associated with the small business size. Specific emphasis will be placed on development of the formal business plan. Lecture

GRBU 665 Marketing of Technology

3 cr.

This course provides a framework for the marketing of high technology products while focusing on the strategic goals of the organization. Emphasis will be placed on establishing target markets through competitive intelligence and by evaluating current product portfolios, technology platforms, and distribution networks. Attention will be given to new product development, portfolio management, market driven strategy and sales strategy in the industrial, consumer and service sectors. Lecture

GRBU 667 Physical Distribution Management

3 cr.

This course explores the traditional functional areas of transportation, warehousing, material handling and packaging, distribution planning, finished goods inventory, order processing and customer service. The responsibilities, processes, and technologies supporting each functional area will be analyzed and the criticality of integrating these functions into the supply chain will be discussed. The frame- work for analyzing these topics will stress the need to develop the integrated view of the supply chain system and to utilize performance measures for evaluating and improving supply chain system performance. Lecture

John F. Donahue Graduate School of Business

GRBU 669 Strategic Supply Chain Management

3 cr.

The focus of this course will be on the impact of effective supply chain management on the organization's productivity and competitiveness. Students will explore the links between overall business strategy and supply chain strategy, and will develop an in-depth understanding of the principles of supply chain excellence. Field research, combined with Duquesne supply chain management software, will provide students with experience in supply chain management development and integration. Lecture

GRBU 672 Electronic Marketing

3 cr.

The purpose of this course is to provide students with a broad managerial overview of the realities of electronic business and the potential for electronic marketing in the digital economy. The course will cover electronic business models and strategies, the critical success factors behind electronic business, merging traditional and electronic marketing strategies, and the requirements for building an electronic marketing plan. Lecture

GRBU 673 Forecasting, Production and Inventory Planning

3 cr.

Forecasting, production planning and inventory planning are central to the success of any firm and have proven to be a major factor in effective supply chain integration. These topics are often thought of as "nuts-and-bolts" operations management issues which have gained visibility for their value to the supply chain process. This course will focus on the strategy behind integrating the critical processes, by developing a working knowledge of the techniques currently used to manage Forecasting, Production Planning and Inventory Planning, and applying that knowledge through, case analysis. Decision support technology for the planning process will be introduced to provide insight into current challenges, opportunities and trends in the management of these disciplines. Lecture

GRBU 674 Executive Insights-Global Issues

3 cr.

This course draws on the collective experience and wisdom of expert guest lecturers and distinguished business leaders to provide students with a top-level perspective of important contemporary business issues. These include the impact of terrorism, religion, poverty and other factors that create challenges and opportunities in today's global business environment. Lecture

GRBU 690 Special Topics

1 TO 3 cr.

This course will be offered as needed to address important contemporary issues in business. Specific course content will be provided to students prior to the registration period for the semester in which the course is offered. Lecture

GRBU 691 Special Topics

3 cr.

Lecture

GRBU 694 Special Topics

1 TO 3 cr.

Lecture

GRBU 695 Graduate Business Internship

1 TO 6
cr.

This internship provides the student with a professional work experience in an organizational environment. It is an extension of the curriculum and provides meaningful experience related to the student's area of concentration. The internship responsibilities must be approved in advance by a faculty sponsor. The student is supervised within the work setting and also by a faculty member from the Graduate School of Business Administration. Internship

GRBU 696 Graduate Business Internship

0 cr.

Internship

John F. Donahue Graduate School of Business

GRBU 698 Thesis-Business & Administration	3 cr.
Writing of the thesis and oral presentation of the results of the research investigation before a faculty board. Lecture	
GRBU 699 Thesis-Business & Administration	3 cr.
Writing of the thesis and oral presentation of the results of the research investigation before a faculty board. Lecture	
GRBU 801 Fraud Examination	3 cr.
This course highlights a number of important controls that prevent fraud and abuse, explores the most common asset theft fraud schemes and teaches the detective skills needed to determine if inappropriate events have taken place. Additionally, the course defines computer fraud and exposes students to techniques for preventing its occurrence. Lecture	
GRBU 802 Advanced Forensic Accounting	3 cr.
This course focuses on detailed financial analysis of various corporate reports to determine if unusual trends appear. Advanced computer tools such as SQL and ACL will be used to extract data and track trends. Bank fraud, money laundering and bankruptcy proceeding will be explained Lecture	
GRBU 803 Securities Regulations and Corporate Law	3 cr.
This course is designed to deal primarily with the Securities Act of 1933, a statute regulating the marketing of securities. Generally stated, the material to be treated encompasses questions of applicability of provision of the act, both with respect to the kind of commodity falling within the definition of "security", the private offering and the type of security seller who may be compelled to make disclosure in registration form. Additionally, the registration statement is analyzed in light of the legislation's requirements of an affirmative disclosure posture and the integrated reporting requirements of the Securities Exchange Act of 1934. Lecture	
GRBU 804 SEC Reporting	3 cr.
This course exposes students to the various periodic financial reporting requirements for publicly held companies as well as financial statement requirements for companies in the process of going public. Through actual SEC filings and case studies the course illustrates a wide range of SEC reporting requirements. Current SEC developments will also be discussed. Lecture	
GRBU 808 Practicum in Forensic Accounting	3 cr.
The best way to gain experience in Forensic Accounting is to experience actual investigation. Local FBI and police departments engaging such work and many companies employ internal audit departments to review potential fraud cases prior to turning the investigation over to the authorities. Students are responsible for identifying the organizations with which they would participate and are required to maintain strict confidentiality. Practicum	
GRBU 811 Advanced Financial Reporting	3 cr.
Advanced Financial Reporting is a continuation of the two course undergraduate Intermediate Accounting sequence. In this course, students examine major theoretical concepts for some of the more sophisticated topics underlying external financial reporting including income taxes, leases, pensions and postretirement benefits (other than pensions) and derivatives. In addition, students will utilize the Financial Accounting Standards Board's Codification to research guidance on the proper reporting of transactions and events in conformance with Generally Accepted Accounting Principles (GAAP). Course Prerequisites: Intermediate Accounting I and II (or equivalent coursework). Lecture	

John F. Donahue Graduate School of Business

GRBU 812 Non-Profit and Governmental Accounting

3 cr.

This is a graduate level accounting course designed to provide the student with a detailed understanding of the accounting and reporting for state and local governments in accordance with pronouncements issued by the Governmental Accounting Standards Board (GASB). Additionally, the course will also cover the unique accounting and financial reporting needs of governmental and non-governmental non-profit organizations. Lecture

GRBU 813 Advanced Cost Accounting

3 cr.

This course is intended to extend the student's knowledge of traditional accounting techniques for product costing beyond that acquired in an introductory Cost Accounting course. A number of additional, more contemporary approaches to the cost accounting function are also explored. Course Prerequisites: Cost Accounting Lecture

GRBU 814 Accounting Ethics

3
cr.

Ethical judgment is a foundation of the accounting profession. Those core values included objectivity, independence, integrity and professionalism. This course will serve as a general introduction to professional ethics in the accounting and business environments. We will discuss the fundamental ethical issues of business and society, the roles and responsibilities of the accounting and auditing profession, ethical behavior by management, and legal and professional guidelines that address the conduct will be considered within this course. This course is intended to provide the foundations upon which accountants employ ethical reasoning in their professional judgments. The course will further investigate the effectiveness of professional codes of ethics like those ascribed to by self-regulatory organizations (e.g. American Institute of Certified Public Accountants, New York Stock Exchange, and the Financial Accounting Standards Board) and regulatory agencies like Securities and Exchange Commission. In particular, the course will consider psychological, sociological, political and economic implications of ethical judgments within the context of accounting and business decisions. Several management and economic theories from agency/contracting theory and stakeholder analysis will be incorporated to evaluate the role of ethics in the business environment. Lecture

GRBU 815 International Financial Reporting Standards

3 cr.

The Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB) have made the convergence of their separate standards a major priority. This course will examine the key differences between IFRS and U.S. GAAP. Beginning with an overview of the conceptual frameworks, students will learn how the ISAB and FASB set their respective standards. This will be followed by an exploration of the substantive differences in the standards themselves as well as the ethical implications associated with each of the reporting systems. Lecture

GRBU 890 Special Topics: Independent Study-Macc

1 TO 3 cr.

Independent Study

GRBU 891 Special Topics: Legal Process & Procedures

3 cr.

This course is an introduction to the basic institutions and concepts of the American legal system. Attention is focused upon courts, their law-making capacity and their relationship to other branches of government, particularly the legislature. Procedural concepts such as jurisdiction and joinder are considered as well as basic constitutional standards such as due process and equal protection. The course also examines the role of equity in our legal order. Lecture

John F. Donahue Graduate School of Business

SMBA 501 Pre-MBA Fundamentals - Classroom

0 cr.

This week-long course prepares new MBA students for graduate level coursework in the core business disciplines. Offered immediately before the start of Fall classes, the course was designed for students who did not have undergraduate coursework in business subjects and features face-to-face instruction, practice sessions and situational context for applying concepts and formulas that are introduced via prescriptive pre-MBA on-line modules in finance, accounting, statistics, business math and spreadsheets. Students interpret quantitative evidence and gain a basic understanding of business strategy, marketing and core operating functions through active learning exercises and case study analyses. Prerequisites: Undergraduate course in finance or completion of pre-MBA module.

Lecture

SMBA 504 Statistics

1 cr.

This one-credit course is designed to build competence for applying statistical tools and methodology in graduate coursework and managerial decision-making. Students develop skills for collecting, analyzing and interpreting data sets and facility for appropriately selecting and using statistical software tools, including advanced spreadsheet applications. Prerequisites: Undergraduate course in statistics or completion of pre-MBA module.

Lecture

SMBA 511 Sustainability Theory & Models

3 cr.

This signature course in the MBA Sustainability program examines macro theories and models that support sustainable development and breakthrough innovation. It applies a qualitative/quantitative lens and ethical decision processes to identify opportunities, analyze performance, and assess risks for leading organizations toward economic, environmental and social prosperity. Lectures, readings and assignments explore contemporary challenges related to Triple Bottom Line Accountability, Bottom of the Pyramid, Natural Step, Natural Capitalism, Cradle to Cradle, Life Cycle Assessment, Climate Change, and Microenterprise. Cross-functional case studies and team projects build upon concepts from concurrent courses with emphasis on sustainability measurement and management. Lecture

SMBA 512 Financial and Managerial Accounting

3 cr.

Interpreting financial reports is a core management competency. This course offers the essential foundation, tools and standards for managing an organization's economic assets. It begins with an examination of the internal corporate financial statement package to assess the profitability, liquidity and solvency of a business entity, including income statement, balance sheet, statement of cash flows, and statement of changes in stockholders' equity. Next, the course explores external financial reporting, including revenues and receivables, cost of goods sold and inventory, depreciation and operating assets, and debt and equity financing. Cost management, cost behavior, cost estimation, and cost-volume-profit analysis techniques are also covered. Prerequisites: Undergraduate course in accounting or completion of pre-MBA module.

Lecture

SMBA 513 Organizational Behavior

2 cr.

This course draws on organizational behavior (OB) theory and tools to respond to the opportunities and challenges of managing oneself and others in organizations. It explores how leaders, managers, and employees can apply management principles and leadership styles to achieve desired outcomes. Class sessions use real-world cases to examine the complexities and tensions that arise for leaders who aim to create internal and external social value. Topics include employee performance and commitment, organizational mechanisms (culture), group mechanisms (leadership and teams), and individual characteristics (personality, cultural values, and abilities). The intervening mechanisms include motivation, learning, and decision making, which occur at both individual and collective levels. Lecture

John F. Donahue Graduate School of Business

SMBA 514 Applied Business Ethics

2 cr.

This course introduces students to the John F. Donahue Graduate School of Business' policy on ethical behavior and provides students with basic the ethical decision-making skills necessary to recognize, evaluate and resolve ethical conflicts. Emphasis is on common ethical challenges facing graduate students in the classroom and at work. This course provides an analytical framework for students to use when grappling with course-specific, ethical dilemmas in subsequent core and elective courses in the graduate program and in their professional business careers. Lecture

SMBA 516 Applied Economics

2 cr.

Applied Economics explores the application of economic theory and quantitative methods to practical managerial problems such as opportunity cost, marginal costs and benefits, elasticity, substitutes, economic inducements, competition, barriers to entry, etc. Focus is on how the market system is supposed to work, and where the market system fails. Microeconomic concepts include supply and demand, the competitive economic model, market failures (especially pollution), and the role and limitations of the government. Macroeconomic topics include GDP, unemployment, inflation, money creation, fiscal and monetary policy. Global concepts include free trade/protectionism, global poverty and economic development. Lecture

SMBA 518 Financial Management

2 cr.

Financial Management focuses on the decisions that corporations make in two broad areas: the first involves investing/spending money; the second involves raising it. The course offers a tool kit of analytical techniques that can be used to assess the impact of business decisions on shareholder value. Topics include valuation; investment decision making; risk, return and the opportunity cost of capital; stakeholder theory; risk mitigation; financial reporting; executive compensation; and corporate governance. Financial management is presented as the application of a set of simple, but powerful ideas that enable financial decision makers to avoid financial crises. Lecture

SMBA 519 Value Chain and Operations Strategy

2 cr.

Value Chain and Operations Strategy discusses the relationships among all parties along a company's supply chain through end delivery of a product or service. Primary topics include the role of each business function in increasing an organization's value potential; the importance of optimizing operations for competitive advantage; the process-oriented view of operations; the balancing of short- and long-term interests to develop a sustainable operations strategy; and the application of quantitative models and analytical techniques for decision making in uncertain environments. Focus is on mapping and analyzing processes, estimating financial impact of operational strategies, and providing managerial actions to improve operational performance. Prerequisites: Completion of pre-MBA statistics module.

Lecture

SMBA 520 Systems Thinking

2 cr.

Tackling sustainability issues requires a new way of conceptualizing problem structures, and systems thinking provides foundational frameworks for doing so. This course promotes holistic thinking through examination of the linkages and interactions among all systems elements using systems dynamic methodology to recognize underlying feedback loop structures. Primary topics include exploring existing models, discovering and mapping system structures; building scenarios; developing and testing new models using simulation software; and providing policy recommendations based on the models tested. Lecture

SMBA 521 Sustainability Consulting Project I

1 cr.

This course introduces the live consulting component of the MBA Sustainability program through a live problem-solving engagement with a real world client. Aligned to Principles for Responsible Management Education (PRME), the course enables students to collaborate with practicing managers while applying design and systems thinking to manage social, environmental and financial resources. Focus is on developing skills as project manager, researcher, analyst, writer, speaker and peer coach. Performance evaluation includes 360-degree feedback from client, faculty and peers. Lecture

John F. Donahue Graduate School of Business

SMBA 531 Sustainability Tools and Processes

3 cr.

Building on the Sustainable Theories and Models course, the Sustainability Tools and Processes course advances capacity to lead an organization towards economic, ecological, and social prosperity. It is designed to foster critical, in-depth analysis of sustainability in practice and provide opportunities to apply cutting-edge tools and software. Students identify sustainable business opportunities; examine drivers, measures and risks; develop strategic and implementation plans; and forecast the costs/benefits of initiatives. Class sessions feature a diverse range of guest speakers and functional experts who share their experiences and actively join in class discussions related to case studies, readings and assignments. The course features a team competition to apply Leadership in Energy and Environmental Design (LEED) principles. Prerequisites: sMBA 511 (Sustainability Tools & Models).

Lecture

SMBA 533 Leading Change for Sustainable Enterprises

1 cr.

This critical thinking course exposes students to the most challenging task facing organizations in the 21st century – achieving positive change. Students examine models for design, implementation and retention of change initiatives. Readings and assignments encompass processes for identifying needs; leadership skills for inspiring sustainable change; barriers to change and tools for mitigating risk; the roles of the various participants in the change process; the need for congruent and supporting communication and recognition; and ways to monitor progress and measure success. Seminar

SMBA 534 Public Affairs Management

2 cr.

Contemporary organizations must manage public affairs with the same degree of professional competence as economic, financial, and technical affairs. This course focuses on understanding and managing those public dimensions. It examines how public affairs can impact costs, profits, reputation and the quality of life for people in the organization's circle of influence. Students identify and evaluate key external and internal forces and environments impacting the organization, with special attention to sustainable management. Primary course topics include stakeholder analysis, public issue and crisis management, media relations, social responsibility and corporate citizenship evaluation, regulatory and public policy strategies, and environmental responsibility. Lecture

SMBA 540 Environmental Sciences

2 cr.

This one credit seminar was designed to offer MBA Sustainability students accurate scientific context for incorporating human health and environmental considerations in business decisions. Focus is on understanding the human health and environmental issues relate to population growth, natural resource use, energy production and consumption, land use perturbations, toxicology, and economic activity. Lecture

SMBA 541 Sustainability Consulting Project II

3
cr.

Building on Sustainability Consulting Project I, this course advances skill sets for solving complex problems and managing financial, social, and environmental resources. Student teams frame challenges, develop solution paths, and manage engagements from conception to completion for an assigned real-world client. The focus is on improving processes, inspiring innovation, and creating competitive advantage by applying theory, tools and models from across the MBA curriculum. Deliverables include a formal presentation to the client management team and an analytical report with recommendations that will lead to productivity gains, cost savings, revenue increases, and profit growth when implemented. The course is taught as a seminar for sharing best practices, knowledge and insight to emerging issues beyond academia. The 360-degree feedback loop includes clients, course instructors, peers, project mentors and faculty who teach core MBA coursework. Prerequisites: sMBA 521 (Sustainability Consulting Project I), sMBA 511 (Sustainability Theory & Models); sMBA 531 (Sustainability Tools & Processes). Seminar

John F. Donahue Graduate School of Business

SMBA 551 Sustainability Consulting Practicum

2 cr.

The Sustainability Practicum is the capstone experience of the 12-month MBA Sustainability program – practical proving ground for applying learning from coursework, consulting, international travel and professional development on a systemic scale. Focus is on driving innovation for competitive or reputational advantage. Student teams work directly with client personnel at their offices, conducting primary research to identify problems and opportunities and assess tolerance for change. They analyze internal/external drivers and risks relative to organizational vision and goals, applying models, tools and methodologies from the entire curriculum, including concurrent courses in strategy, leading change and information systems. The course deliverable is a strategic plan for mission-driven change. Prerequisites: sMBA 511 (Sustainability Theory & Models); sMBA 521 (Sustainability Consulting Project I); sMBA 541 (Sustainability Consulting Practicum). Seminar

SMBA 555 Strategic Marketing

2 cr.

The strategic marketing course examines leading-edge thinking in target market selection, brand and channel management, customer lifetime value, and market intelligence by coordinating two themes: the marketing mix and the marketing process. Marketing mix elements focus on the decision variables faced and frameworks used by marketing managers and executives. Marketing process focuses on implementation issues for effective operations in the marketing function. Course topics include marketing concepts, marketing's role in the organization and society, issues and decision processes of marketers in developing, pricing, promoting and distributing (placing) products. Sustainability issues are integrated and examined in lectures, discussion and application of marketing concepts. Cases are used throughout to investigate and integrate both mix and process issues. Lecture

SMBA 556 Global Economics - Study Trip

1 cr.

This interdisciplinary, full-immersion global study course explores the factors that drive social, environmental and economic practices in foreign countries through field work, classes and dialogue with corporate, academic and governmental partners abroad. A primary focus is on developing comparative perspectives for leading change as environmental stewards, global citizens, social architects, persuasive communicators and visionaries. Field work centers on understanding the political, economic, social and technological dynamics that contribute to standard of living; investigating best practices and emerging challenges; gaining insight to monetary policy in a volatile world economy; and comparing implications of differences/similarities across domestic and foreign organizations. Lecture

SMBA 559 Strategic Information Technology

2 cr.

This course uses cases to examine technology innovation and demonstrate how technological integration can improve business models, reduce costs, and expand global reach and impact. Focus is on applying technology to make businesses more efficient and sustainable in the long run. Key course themes include: the strategic management of IT; potential IT impacts on the organizational environment; IT architecture; IT governance; IS portfolios; managing the IS project; modeling in the IS context. Lecture

SMBA 560 Strategy for Sustainable Enterprises

2 cr.

Strategy for Sustainable Enterprises considers the overall fit between an organization's resources and the opportunities available to it in the business environment. Weaving social, financial and environmental considerations tightly into strategy formulation and implementation mechanisms, the course examines organizational factors that influence strategic intent, options, and resource stocks and flows through sustainability audits, industry and competitive analyses, value chain analysis, identification of capabilities and core competences, and business and corporate strategy selection in both the domestic and international contexts. This course deals with upper-level management skills and attitudes, providing the opportunity to experiment with managerial decision-making models and to synthesize material learned from discipline-specific courses in the core MBA curriculum. Lecture

John F. Donahue Graduate School of Business

SMBA 633 Supply Chain Modeling

3 cr.

The management science techniques of optimization and simulation are valuable tools for any manager or business consultant. These methods are particularly applicable to strategic, tactical and operational decisions within the supply chain. This course builds on previous courses' coverage of these tools and focuses on the application to decision environments with a primary emphasis on supply chains. Approximately two-thirds of the course concentrates on deterministic math programming methods such as linear and non-linear programming and game theory. The remainder of the course covers Monte Carlo simulation. Two software applications, Premium Solver and Crystal Ball, both of which are market-leading add-ins for Microsoft Excel, are used to perform the analysis. Students also build models from scratch. Prerequisites: sMBA 504 (Statistics) and 519 (Value Chain & Operations Strategy). Lecture

SMBA 662 Social Marketing

3 cr.

Social marketing involves developing and implementing marketing strategies designed to influence behavior to provide benefit to target market and, more generally, to society. This course will examine marketing theories and techniques and their impact relative to behavioral change. Ethics, social responsibility, and sustainability in social marketing are integrated throughout the course. Lecture

SMBA 690 Special Topics in Sustainability

1 TO 3 cr.

Special Topic seminars offer an in-depth examination of a timely issue or emerging trend in sustainability as an elective. Topics vary by academic year and semester. Seminar

SMBA 692 Sustainability Research Project

3 cr.

Sponsored research projects, supervised by faculty, may be offered as an elective and appear as sMBA 692 in some semester course listings. Other

Graduate School of Pharmaceutical Sciences

GPSC 503 Pharmaceutical Unit Operations/Formulation

3 cr.

A course designed to integrate the principles of formulation of pharmaceutical drug products with the unit operations required for their manufacturing. Students will learn how liquid (emulsions and liposomal formulations) and solid oral (tablets and capsules) dosage forms are designed and manufactured. Formulation strategies related to effective drug delivery as well as industrial processing will be discussed. Theory and current methods related to liquids mixing/blending, emulsion preparation, liposomal encapsulation, comminution, dry mixing/blending, granulation processes, tableting, encapsulation, and film coating will be discussed. Students will also be exposed to issues concerning manufacturing scale-up and packaging. Lecture

GPSC 504 Regulatory Aspects of Industrial Practice

2 cr.

A course designed to provide a general appreciation of the regulatory aspects of industrial practice (including the federal patent system) associated with the transition from a new bioactive substance or composition to a finished product. Class, two hours. Lecture

GPSC 507 Exploratory Data Analysis

3 cr.

Exploratory data analysis as a prelude to mathematical modeling is discussed in depth, with emphasis on graphical and statistical techniques. Computer applications for data manipulation are stressed. Lecture, two hours. Lecture

GPSC 508 Pharmaceutical Manufacturing Lab

3 cr.

A combination laboratory and lecture course designed to provide students with an opportunity to develop hands-on experience with pharmaceutical manufacturing equipment, formulations, and common release testing procedures. Didactic sessions will focus on developing the skills necessary to perform a risk assessment (as part of a quality risk management system) and draft a batch record for routine manufacturing of a drug product. Regulatory underpinnings of these practices will be discussed. Successful completion of the course requires execution of the completed and approved batch record and characterization of a quality attribute of the product. Lecture/Lab

GPSC 510 Advanced Pharmacokinetics II

3 cr.

Assumptions, problems, and pitfalls associated with classical pharmacokinetics models are discussed in detail. Lecture, two hours. Lecture

GPSC 511 Advanced Pharmacokinetics I

3 cr.

This course addresses the mathematical and physiological bases of pharmacokinetics models, their construction and use. Both classical and non-classical models are emphasized. Lecture, three hours. Lecture

GPSC 513 Principles of Drug Action, Design, Delivery

3 cr.

This course addresses the basic theoretical background essential to the drug design and development processes and describes the interrelationships among the disciplines of the Pharmaceutical Sciences. Lecture

GPSC 514

2 cr.

Lecture/Lab

Graduate School of Pharmaceutical Sciences

GPSC 515 Ethics in Research

0 cr.

This course – through lectures, readings, discussions, cases and class presentations – will provide students with the necessary knowledge and critical thinking skills to evaluate and resolve the ethical issues that arise in the course of their professional and scientific careers.

Lecture

GPSC 518 Fundamentals of Pharmaceutical Solids

3 cr.

The purpose of this course is to foster basic understanding of the solid state and relevant analytical techniques for its characterization. Theory will begin by addressing atomic solids, with an eventual emphasis on small molecular organic materials. Topics within this course include solidification, nucleation and growth, surface properties, diffusion processes and solid state reactions/reactivity, crystalline polymorphism, the amorphous solid state, deformation processes, and mechanical properties of consolidated bodies. Lecture

GPSC 521 Analytical Separation Methods

3 cr.

A course concerned with basic theoretical principles and the application to chemical and pharmaceutical systems of chromatographic methods of analysis. Practice is given in the use of the various instruments according to the student's past experience in the major field. Lecture

GPSC 522 Spectral Methods

3 cr.

A course concerned with interpretation of ultraviolet, infrared, nuclear magnetic resonance, and mass spectra. Discussions and correlation of spectra with structure of organic molecules are included. Demonstration and laboratory practice of ultraviolet, infrared and nuclear magnetic resonance spectrometry application. Class, three hours; laboratory, one hour. Lecture

GPSC 523 Advanced Medicinal Chemistry I

3 cr.

This lecture course is designed to teach the basic principles of drug design and drug action. An initial discussion of drug-target interactions is followed by basic concepts in drug design towards optimizing target interactions (i.e. pharmacodynamics). Subsequently, stereochemical issues in medicinal chemistry will be discussed followed by the structure/function of receptors, enzymes and molecules that perturb these major drug targets. Lecture

GPSC 524 Advanced Medicinal Chemistry II

3 cr.

This course builds upon the concepts discussed in GPSC 523, Advanced Medicinal Chemistry I. Students entering this course are assumed to be knowledgeable in the following areas and are expected to be able to apply these concepts to a variety of situations: receptors as drug targets, concepts of molecular modification, enzymes as drug targets, mechanistic organic chemistry, pharmacology. This course will discuss advanced concepts including: Quantitative Structure-Activity Relationships, prodrugs and drug delivery systems, bioinformatics, combinatorial/Parallel Synthesis, HTS, DNA interacting agents, RNA interacting agents, analog design, molecular modeling, and discussion of recent advances in medicinal chemistry. Lecture

GPSC 526 Chemometrics

3 cr.

A course, which introduces common chemometric routines, used for evaluation of multivariate data and the application of these methods in the solution of practical chemical and spectroscopic problems arising from actual laboratory results. Lecture-computer lab, three hours. Lecture

Graduate School of Pharmaceutical Sciences

GPSC 528 Heterocyclics

3 cr.

This course presents the physical, chemical, and medicinal chemical aspects of aromatic heterocyclic compounds, based on a prior understanding of modern structure identification techniques and of mechanistic organic chemistry. An emphasis will be placed on nomenclature, organic chemistry, and relevance to drug action. Lecture

GPSC 566 Clinical Toxicology

3 cr.

A course which outlines the basic principles of management of the poisoned patient. Emphasis is placed on the underlying mechanism of toxicity, toxicological changes, clinical manifestations, related laboratory tests, and treatment of drugs and chemical toxicity. Class, three hours. Lecture

GPSC 570 Drug Mechanisms

2 cr.

A course designed to introduce the molecular and biochemical basis of pharmacologic selectivity and drug actions. These principles will be discussed in areas such as receptor theory, receptor regulation and signal transduction, and receptor classification. Lecture, three hours. Alternate years. Lecture

GPSC 572 Methods of Evaluation - Drug Action and Toxicity

3 cr.

A lecture laboratory course, which encompasses the use of physiological and analytical methods, used in determining the site, mechanism of action, and toxicity of drugs and chemicals. The sequence of laboratory experiments involves interdisciplinary approach incorporating the various areas of pharmacology and toxicology. This includes basic techniques used to monitor drug action and toxicity, evaluating drug action on selected disease states. In vitro biochemical methods used to determine pharmacologic and toxicologic actions, teratogenicity and reproductive toxicity. The analytical techniques include spectro- photometry, gas-liquid chromatography, GC-mass spectrometry, high-pressure liquid chromatography, atomic absorption spectrometry, immunoassays, gel electrophoresis, and tissue cell techniques. Lecture, two hours; laboratory, four hours. Alternate years. Lecture

GPSC 574 Neuronal Biochemistry

2 cr.

A course designed to examine the cellular and biochemical foundations of neuronal function. Emphasis is given to experimental paradigms of the membrane actions of drugs, transmitters, modulators, and trophic factors on neuronal biochemistry, anatomy and physiology. The study of neuronal signaling, receptor classification and interaction, second messenger function and metabolism will provide an understanding and appreciation for neuronal function at the cellular and sub-cellular level. Lecture, two hours. Lecture

GPSC 576 Neuronal Pharmacology/Gen Tox Principles

3 cr.

The intent of the course is to survey the pharmacological mechanisms of various drug classes that affect the peripheral and central nervous systems. A second goal is to examine effects of toxicants from the perspective of mechanism(s) of action at the cellular and molecular level. The initial lectures will present foundational principles of toxicity and survey how particular toxicological mechanisms affect various organ systems. The remainder of the course will focus on the mechanism(s) of action of drugs in peripheral and central nervous system physiology and pathophysiology with a focus on signal transduction cascades. Lecture

GPSC 583 Personal Financial Planning

2 cr.

Lecture

GPSC 583W Marketing & Customer Service

3 cr.

The course recognizes the unique differences, which arise from the intangible nature of services, in marketing and managing service operations. While general service operations will be considered, the primary focus will be on pharmacy and health related organizations. The perspective is marketing and managing services for a competitive marketing advantage. Lecture- discussion, three hours. Lecture

Graduate School of Pharmaceutical Sciences

GPSC 585 Health Care Financial Management

3 cr.

The course is designed to foster understanding of financial management and accounting principles as applied to pharmacy and health care. Financial concepts presented include financial statements, ratio analysis, cost of money, budgeting, the pricing of services, differential analysis, capital investment decisions, cost management and trends, business plan development for health care services, taxation, and cash flow. The topics covered will enhance the financial decision making abilities of health care practitioners. Lecture-discussion, two hours. Lecture

GPSC 586 Managed Care Principles & Policies

2 cr.

The course presents an overview of the impact of managed care on the administration and delivery of health care services and pharmaceutical care. Course topics include Federal legislation, designing prescription drug benefits, medical policy and technology assessment and patient care management. Lectures will be delivered by practitioners who work in managed care organizations or consulting practices. Lecture- discussion, two hours. Lecture

GPSC 588W Social & Behavioral Aspects of Pharmacy

2 TO 3
cr.

The focus will be on confronting issues, recognizing potential threats, and resolving problems facing practitioners' practices at individual and professional levels. The course emphasizes current administrative topics in pharmacy management from a behavioral perspective. Various current and accepted models will be used to explain and predict behaviors of pharmacists, other health care practitioners, insurers, and consumers of drugs and pharmacy services. Lecture-discussion, three hours. Lecture

GPSC 589W Research Methods in Pharmacy Administration

3 cr.

The course examines the issues and problems associated with research and seeks to develop research guidelines using the methods, design, and statistical analysis common to social and behavioral research. The preparation and defense of a thorough research proposal/project is a requirement of completion of the course. Lecture-discussion, three hours. Lecture

GPSC 590 Pharmacoeconomic Evaluations

3 cr.

This course provides an overview of the role of economic evaluation in health care with a special emphasis on pharmacy-related issues. Specific areas covered include the need for economic evaluations, different types of economic analyses, sources of data, quality-of-life valuations, assessment of utility, and current approaches to pharmacoeconomics and outcomes research. Lecture, readings, participatory discussions, and student presentations, three hours. Lecture

GPSC 591 Patient-Reported Health Outcomes

3 cr.

This course presents an overview of health outcomes research as reported in Patient-Reported Outcome (PROs) studies which evaluate the impact of disease, medical care and treatment from the patient's perspective. The focus is on PROs which measure quality of life, self-reported health status, patient satisfaction, health state preferences, and adherence to therapy. Principles of measurement, reliability, validity, responsiveness, analysis and interpretation will be discussed using examples drawn from specific quality-of-life instruments and their applications. An appreciation of the measurement and evaluation of PROs and their importance in new drug applications and in drug labeling and advertising is stressed. Lecture, readings, participatory discussion, and presentations, three hours. Lecture

Graduate School of Pharmaceutical Sciences

GPSC 617 Advanced Pharmaceutics: Pharmaceutical Biotechnology

2 cr.

The course covers strategies and methods by which proteins and nucleic acids are delivered to target tissues. Case studies of both inherited and acquired diseases will be examined to evaluate the relative merits of various carriers of proteins and nucleic acids. The underpinning theories governing chemical delivery methods will be emphasized, with a particular focus on the fabrication and characterization of particulate systems. Chemical and physical degradation of macromolecules will be discussed in the context of structural stability and conformational dynamics. Critical issues pertinent to production-scale processing of biologics will be examined. The course will cover imaging modalities (MRI, optical, PET) and their application in medicine and research. Rational design of effective and safe imaging reagents will be the focus of the discussion. Emphasis will be made on efficient delivery of imaging reagents to target tissues and cells. Lecture

GPSC 618 Interfacial and Rheological Phenomena - Fundamentals and Applications

2 cr.

This course discusses the theory and development of interfacial and rheological phenomena appropriate to pharmaceutical systems. Readings from the required texts and the current literature will be the basis for extensive in-class discussions. The two major sections of the course follow a similar pattern of developing the fundamental aspects for each of the subjects followed by discussions of their relevance to pharmaceutical applications. Lecture

GPSC 619 Drug Delivery Systems

2 cr.

The course introduces the fundamentals of drug delivery from the cellular level to organ systems. Emphasis will be given to drug dissolution, diffusion, permeability, and transport in formulation matrices and biological systems. The influence of these phenomena on drug absorption and disposition will also be discussed. Case studies will also be considered where appropriate to highlight the relevance of these fundamentals particularly as influenced by enabling excipients. Modern drug targeting approaches. Drug delivery systems for diagnostic and imaging reagents. Specific considerations behind drug delivery and targeting of anticancer drugs. Case studies will be used to discuss specific design aspects of targeted drug delivery systems. Lecture

GPSC 620 Equilibria and Kinetics of Pharmaceutical Systems

2 cr.

A course designed to teach the principles and provide experience with reaction kinetics. Students will analyze and interpret kinetic data. Topics will include the laws and theories governing rates of chemical reactions and reaction mechanisms in the solution and solid phases. Emphasis is placed on modern approaches to study kinetics and determine reaction mechanism in complex chemical systems. Lecture

GPSC 623 Selected Topics

3 cr.

Topics of current interest in the field of medicinal chemistry will be presented. The choice of subjects will vary from year to year, but may include such topics as CNS compounds, antitumor agents, cancer chemotherapy, carcinogenesis and carcinogenic compounds, mechanism of bio-organic reactions, drug design and modern theories of drug action. Class, three hours. Lecture

GPSC 667 Forensic Toxicology

3 cr.

The drugs and chemicals of forensic interest are described in a case presentation format. Tissue distribution, metabolic rate and excretion of forensically important chemicals and the analytical methods for their determination are presented. The medico-legal implications of each group of toxicants are discussed. Class, three hours. Alternate years. Lecture

GPSC 689 Independent Study and Research

1 TO 3 cr.

Independent Study and Research is structured to provide the student with an opportunity to pursue a meaningful academic experience beyond the required course work and specific thesis dissertation research of the graduate degree program. The course requires that the student demonstrate the capacity to analyze, judge, and discriminate in the solution of a scientific problem. Independent Study

Graduate School of Pharmaceutical Sciences

GPSC 690 Seminar-Medicinal Chemistry I The goal is to prepare students to present highly technical information in a lucid engaging manner. As such, here are some guidelines for topics, level of technical detail, manner of presentation and general preparedness approaches. Seminar	1 cr.
GPSC 691 Pharmaceutics Seminar Oral presentation by graduate students, faculty, and invited speakers on topics of current research. Participation is required of all graduate students during each semester of matriculation. Seminar	1 cr.
GPSC 692 Pharmaceutics Seminar Oral presentation by graduate students, faculty, and invited speakers on topics of current research. Participation is required of all graduate students during each semester of matriculation. Seminar	1 cr.
GPSC 694 Oral/Written Presentation Skills in Pharmacology Oral presentation by graduate students, faculty, and invited speakers on topics of current research. Participation is required of all graduate students during each semester of matriculation. Seminar	1 cr.
GPSC 695 Oral/Written Presentation Skills in Pharmacology The course will provide training in the effective presentation of scientific research in a formal setting with an added emphasis on developing scientific writing skills. Seminar	3 cr.
GPSC 696 Seminar-Medicinal Chemistry II The goal is to prepare students to present highly technical information in a lucid engaging manner. As such, here are some guidelines for topics, level of technical detail, manner of presentation and general preparedness approaches. Seminar	1 cr.
GPSC 697 Pharmacy Administration Seminar Oral presentation by graduate students, faculty, and invited speakers on topics of current research. Participation is required of all graduate students during each semester of matriculation. Seminar	1 cr.
GPSC 698 Pharmacy Administration Seminar Oral presentation by graduate students, faculty, and invited speakers on topics of current research. Participation is required of all graduate students during each semester of matriculation. Seminar	1 cr.
GPSC 700 Thesis Thesis	1 TO 6 cr.
GPSC 701 Dissertation Dissertation	1 TO 6 cr.

Mary Pappert School of Music

GMAP 501 Flute

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 502 Oboe

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 503 Clarinet

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 504 Bassoon

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 505 Saxophone

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 507 Trumpet

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 508 French Horn

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 509 Trombone

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 510 Euphonium

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 511 Tuba

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

Mary Pappert School of Music

GMAP 512 Percussion

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 513 Violin

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 514 Viola

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 515 Cello

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 516 Double Bass

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 517 Harpsichord

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 518 Organ

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 519 Piano

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 520 Voice

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 521 Classical Guitar

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

Mary Pappert School of Music

GMAP 522 Bass Guitar

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 523 Harp

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 524 Jazz Piano

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 525 Jazz Percussion

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 526 Jazz Voice

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 527 Music Synthesis

2 TO 4
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 530 Jazz Guitar

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 531 Jazz String Bass

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 532 Jazz Saxophone

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

GMAP 533 Jazz Brass

1 TO 3
cr.

Private study in voice or instrument. Jury examinations are conducted.
Lecture

Mary Pappert School of Music

- GMAP 534 Collaborative Piano I** 1 TO 2 cr.
This course serves as an introduction to the art of collaborative pianism. Students will work with the instructor on the preparation of the repertoire for their performance projects, both solo and collaborative, and basic principles of ensemble playing will be explored. Lecture/Lab
- GMAP 535 Collaborative Piano II** 1 TO 2 cr.
This course continues the work begun in Collaborative Piano I, with emphasis on stylistic awareness and solution of practical issues in the studio and on stage. Lecture/Lab
- GMAP 536 Collaborative Piano III** 1 TO 2 cr.
This course continues the emphases of Collaborative Piano II, with exploration of further repertoire and rehearsal techniques. Lecture/Lab
- GMAP 537 Collaborative Piano IV** 1 TO 2 cr.
This course serves as the culmination of the Collaborative Piano curriculum, preparing the student for their Masters recital and setting goals for future study. Lecture/Lab
- GMED 501 Unruly Design: Rock in the Classroom** 2 cr.
Popular music offers modern educators an intriguing opportunity to explore and expand our student's minds. Using a musical "canon" expressive and accessible to our students' mode of life, this course guides educators through the process of designing and developing a course in popular music. Lecture/Lab
- GMED 516 Primary General Music Methods** 2 cr.
Primary General Music Methods prepares future music educators to provide children, preschool through grade 2, with developmentally appropriate musical experiences. The course will focus on effective teaching techniques, developmentally appropriate repertoire and materials, autoharp proficiency, connecting music to children's literature, and lesson planning. The National Performance Standards for Music: PreKindergarten and the National Standards for Music Education will be addressed throughout the course. Primary music teaching approaches and methodologies will be included in the course through demonstration, participation, and practice-teaching. Ten hours of field experience will take place in primary music settings throughout the semester. Lecture/Lab
- GMED 561 Foundations of Music Education** 2 cr.
Foundations of Music Education encompasses a broad range of topics from the field of music education, including philosophical principles of music education, the historical foundations of music education in the United States, current trends (e.g., reform, standards, advocacy) and their implications for music education. Lecture
- GMED 562 Music and the Mind** 2 cr.
Music cognition and the development of musical ability are the central topics of this course. Additional thematic areas include music and meaning; cognitive structures in music (mental representation); development of musical skills, including performance, composition, improvisation, and listening; musical response (affective, aesthetic, physiological); and, music learning theories. Required for Music Education majors. Lecture
- GMED 567 Music and Movement for the Exceptional Person** 2 cr.
This course is experiential and didactic in its approach. The rationale of using music and movement as therapeutic teaching tools to meet the developmental needs of special persons will be explored. Lecture

Mary Pappert School of Music

GMED 590 Teaching Internship

1 TO 12 cr.

A rigorous occupational and academic opportunity for highly qualified students to combine career goals in an individually designed work experience. Skills in research, analysis and communication are developed under the supervision of an on-site supervisor in cooperation with a faculty member who may require an academic project. Internship

GMED 630 Directed Study in Music Education

1 TO 6 cr.

Intensive study and research of the literature in music education beyond what is covered in other courses, and therefore may not be used as a substitution for any other course, required or elective. Recommended for Music Education majors who anticipate pursuing doctoral studies in music education. Lecture

GMED 668 Music Education Research Design

2 cr.

Research seminar focusing on the development of a research proposal to investigate contemporary concerns in music education. Prerequisites: GMUS 500, GMED 500, 561, 562, 660. Seminar

GMED 669 Music Education Master's Project

2 cr.

Design and implementation of the final project for the degree M.M. in Music Education. Students registered for this course must register concurrently for GMUS 731 Music Ed Project (0 cr.). Prerequisite: GMED 668. Lecture

GMED 671 Special Topics in Music Education

2 cr.

A variety of topics of changing focus. Lecture

GMJZ 510 Jazz Harmony - Form/Notation

2 cr.

This course will present the foundations of harmony and form essential to the jazz musician. Topics to be covered include chord types and movement, chord voicing and substitutions, voice leading, scales, modes, the blues and other standard jazz song forms. This course should be a prerequisite to all jazz classes. Lecture

GMJZ 541 Jazz Chamber Music

1 cr.

All aspects of jazz are applied through the live performance of the music in small ensemble settings. Lecture

GMJZ 574 Jazz Arranging I

2 cr.

Three, four, five, and six part writing in the jazz idiom, beginning with arranging for the smaller ensemble to the large studio orchestra. Lecture

GMJZ 575 Jazz Arranging II

2 cr.

Three, four, five, and six part writing in the jazz idiom, beginning with arranging for the smaller ensemble to the large studio orchestra. Lecture

GMJZ 600 Directed Study in Jazz Improvisation

0 TO 2 cr.

This course is offered so that a student may study jazz improvisation at a deeper level through a one-on-one encounter. Student and instructor will create a contract outlining student expectations and course outcomes. Lecture

Mary Pappert School of Music

GMJZ 616 Jazz Composition

1 cr.

A thorough understanding of the song forms used in jazz and popular music will be achieved through analysis of existing compositions, followed by original composition by the student.
Lecture/Lab

GMJZ 723 Jazz Improvisation I

2 cr.

This course will present concepts designed to improve technique, ear training, and creativity, all essential components of improvisation. Lecture

GMJZ 725 Jazz Improvisation II

2 cr.

Extensive study of scales - both keys and modes, chords and their applications. Emphasis is on stylistic development. Lecture

GMJZ 726 Ear Training/Transcription, and Analysis

2 cr.

Extensive study of the chromatic harmony forms used in contemporary music, and techniques for the development of aural recognition and acuity. Lecture

GMJZ 727 History of Jazz

2 cr.

Chronological study of jazz from its inception to the present time. Includes extensive analysis of the recorded works of jazz artists. Lecture

GMJZ 728 Advanced Jazz Improvisation

2 cr.

Extensive study of advanced jazz improvisation techniques, with a focus on interpretation, style, and repertoire. Lecture/Lab

GMJZ 730 Directed Study-Jazz

1 TO 3 cr.

This course is offered so that a student may study any aspect of the jazz idiom (aside from improvisation) at a deeper level through a one-on-one encounter. Student and instructor will create a contract outlining student expectations and course outcomes. Lecture

GMLI 532 Music of the Baroque: A Practical Approach

2 cr.

By combining study of Baroque performance techniques with listening and with ensemble and individual performances, the student gets a "hands-on" experience of Baroque music and a chance to consider new musical perspectives. Class discussion of the philosophy of music performance is an important facet of the course. Lecture

GMLI 543 Philosophies of Music History and Theory

2 cr.

This course traces the development of musical thought and aesthetics from the Ancient Greeks to the 20th century, emphasizing connections between philosophical theory and compositional practice. With respect to each historical era we ask, "What was considered to constitute great or beautiful music?" and "What ideas and theories shaped this conception of the beautiful and toward what purpose did musical expression aim?" Primary source material includes readings drawn from music theorists, historians, and composers as well as major philosophical figures (from Plato to Adorno).

Lecture/Lab

Mary Pappert School of Music

GMLI 545 J.S. Bach

2 cr.

A wide-ranging exploration of the life and works of Johann Sebastian Bach, addressing questions like these: Is Bach's music truly universal? How can we reconcile the intellectual and expressive sides of Bach's musical personality? What is the religious context for Bach's music, and why does it matter? How does Bach's music relate to that of his contemporaries, and what makes Bach special? Issues of performance and interpretation, including some unconventional modern responses to Bach, will be considered throughout. Lecture

GMLI 546 Chamber Music of Schubert, Schumann, and Brahms

2 cr.

The piano music, songs and small-ensemble music of Schubert, Schumann and Brahms are suffused with a poetic, literary element that transcends genre. In this course, we will immerse ourselves in the intimate expressive world of the Hausmusik of these three closely-related composers, drawing connections across the boundary between vocal and instrumental music. Fusing scholarship with active music-making, we will focus on selected repertoire through musicological study, analysis and discussion, followed by group coaching of student performances of that repertoire. Along the way, we will tackle a variety of issues, including cultural and political context, historical and contemporary performance practice, and the relevance of the composers' biographies. Lecture

GMLI 547 Music and The Enlightenment

2 cr.

This course investigates music of the Classic Period within the context of the social, political, and philosophical movement recognized as the "Enlightenment." Analysis and discussion will draw upon the works of Haydn, Mozart, and their contemporaries, focusing primarily upon the expression of musical ideas through the development of formal structures and, where applicable, the setting of text. Genres may include the symphony, string quartet, concerto, oratorio, and opera. Lecture/Lab

GMLI 548 Romanticism in European Music and Culture

2 cr.

The Romantics of the 19th century put the individual and their own subjective perspective at the center of the universe. As a consequence, music was now considered the greatest of all the arts, precisely for its ability to engage our emotions and imaginations without recourse to overly concrete concepts or representations of reality. Poetry, literature, the visual arts, criticism and even philosophy aspired to be like music in order to achieve their own Romantic aims. In this course, we will compare musical expressions of Romanticism with its other cultural manifestations, not only to better understand Romantic music, but also to discover how the legacy of Romanticism continues to impact cultural life today. Lecture

GMLI 551 Topics in Music History and Literature

2 cr.

Specific topics are determined according to each professor's area of expertise, but may include, for example, a study of performance techniques in the music of the Renaissance, an assessment of the significance of Mozart's operas, or a survey of the evolution of the symphony from the 18th century to the 20th century. Lecture

GMLI 556 Musicology, Performance, Outreach

2 cr.

In this course, students of performance will use musicology to develop ways of reaching out to their audiences more successfully. We will learn how to write program notes, prepare pre-concert lectures, and design unconventional performance events, all based on sound musicological research and with the goal of making the performance experience as engaging and enlightening as possible for an audience. Students will work on these projects over the course of the semester, with many opportunities for in-class feedback, review, and revision. We will study other examples of outreach materials and activities in order to assess their efficacy and inspire our own creativity. If circumstances permit, we will also put our work into practice by staging performance events for the Duquesne community and beyond. Lecture

Mary Pappert School of Music

GMLI 560 Women and Music in World Cultures

2 cr.

Recent studies of folklore and culture suggest that in many societies, women and men occupy separate expressive spheres and create two different but complimentary halves of music cultures. The goal of this course is the exploration of music around the world vis-à-vis the musicianship and involvement of women. How and why do women make music? How are women represented in music and how does it reflect the cultural past and present? Focusing on diverse musical genres, this study will examine the roles women play as creators, performers, sponsors, and custodians and transmitters of traditions and cultures. Lecture

GMLI 561 The Gendering of Music

2 cr.

The goal of this course is to critically examine and explore recent issues of gender ideology as it affects women's musical activities. Drawing on the vast diversity of musical traditions and genres of world cultures, as well as through case studies and analysis of musical examples, this course discusses women's roles in the historical and contemporary music practices. Also, it investigates the various ways in which women and feminine images are represented in music, creative processes, gender constructions, negotiation of performance space, and how these issues are problematized in music scholarship. Lecture

GMLI 570 Perspectives in Ethnomusicology

2 cr.

This course is designed to introduce graduate students to the origins, research orientations and trends in the field of ethnomusicology. It aims to give a broad understanding of the discipline by discussing its history, theory, and methodology as well as providing necessary tools for researching, preparing and presenting of scholarly findings. The writings of major scholars in the field, with emphasis on their contributions, limitations, and implications for future directions, will be studied. Lecture

GMLI 580 Music and the Mind

2 cr.

Music cognition and the development of musical ability are the central topics of this course. Additional thematic areas include music and meaning; cognitive structures in music (mental representation); development of musical skills, including performance, composition, improvisation, and listening; musical response (affective, aesthetic, physiological); and, music learning theories. (Same as GMED 562, which is required for Music Education majors.) Lecture

GMLI 588 History of Electronic Music

2 cr.

An historical survey that embraces the evolution and revolution of electronic instruments, music technology compositional techniques, the impact of the tape recorder, and composers/performers of electronic music in the 20th and 21st centuries. The understanding of the historical development of electronic instruments is essential to understanding where we have been and where we are headed in the field of music technology. Studies will include recorded examples and videos featuring specific types of electronic instruments, composers and styles. Lecture

GMLI 600 The Gendering of Music

2 cr.

The goal of this course is to critically examine and explore recent issues of gender ideology as it affects women's musical activities. Drawing on the vast diversity of musical traditions and genres of world cultures, as well as through case studies and analysis of musical examples, this course discusses women's roles in the historical and contemporary music practices. Also, it investigates the various ways in which women and feminine images are represented in music, creative processes, gender constructions, negotiation of performance space, and how these issues are problematized in music scholarship. Lecture/Lab

GMLI 626 Hymnody

2 cr.

A study of the textual, musical and theological perspectives of the church's heritage of congregational song; the psalms; the great hymns of the Medieval church; the heritage of Luther, Calvin and their followers; English and American traditions; 20th-century developments in the history of hymnody. Lecture

Mary Pappert School of Music

GMLI 632 Pro Seminar in Music Aesthetics Intensive study, with readings drawn from contemporary writers in music aesthetics. Prerequisite: GMLI 543 (Philosophies of Music History and Theory). Lecture	2 cr.
GMNS 503 Wind Symphony Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 504 Orchestra Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 505 Opera Workshop A performing class in which students learn standard and other opera repertory in English and the original languages. Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 506 Percussion Ensemble Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 507 Brass Choir Prerequisite: audition Lecture	1 TO 2 cr.
GMNS 511 Jazz Ensemble Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 512 Electronic Ensemble Prerequisite: audition Lecture	1 TO 2 cr.
GMNS 513 Jazz Guitar Ensemble Prerequisite: audition Lecture	0 TO 1 cr.
GMNS 514 Jazz Workshop Prerequisite: audition Lecture	0 TO 1 cr.
GMNS 515 French Horn Ensemble Prerequisite: audition Lecture	1 TO 2 cr.
GMNS 516 Contemporary Ensemble Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 517 Trombone Choir Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 518 Tuba/Euphonium Ensemble Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 519 Flute Choir Prerequisite: audition Lecture/Lab	0 TO 1 cr.
GMNS 520 Classic Guitar Ensemble Prerequisite: audition Lecture	0 TO 2 cr.

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GMNS 525 Symphony Band Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 536 Saxophone Ensemble Prerequisite: audition Lecture	0 TO 1 cr.
GMNS 539 Pappert Chorale Prerequisite: audition Lecture	0 TO 2 cr.
GMNS 543 Voices of Spirit Prerequisite: audition Lecture	0 TO 2 cr.
GMPF 502 Vocal Coaching Vocal coaching introduces the many aspects of singing from the physical act through the aesthetic experience. The course is designed for the voice major students as an addition to, and extension of skills and knowledge necessary for artistic development. It introduces appropriate vocal repertoire from various styles and genres. Lecture	1 cr.
GMPF 504 Vocal Pedagogy This course is designed to advance the student's knowledge of the structure and function of the vocal mechanism. The class addresses issues of both performance and the teaching of singing. Topics include exploring the relationship of function to artistry, breathing and the muscles involved in breathing, the history of vocal science, vocal health/longevity, method of self evaluation, performance challenges, teaching skills and studio management. The skills needed to teach private voice will be emphasized as well as practical skills for classroom instruction. Lecture/Lab	2 cr.
GMPF 507 Collaborative Piano Emphasis is on literature, sight reading, transposition and score reading. Requires working with vocal and instrumental soloists. Lecture	1 TO 2 cr.
GMPF 512 Piano Literature I This course explores the major piano work from 1685-1828, with particular emphasis on the works of Bach, Haydn, Mozart, Beethoven and Schubert. Extensive reading and listening assignments and exams will familiarize the students with the important piano music of these composers. Lecture	2 cr.
GMPF 513 Piano Literature II A continuation of Piano Literature I from 1828 to the present, with emphasis on the great composers of the Romantic period (Chopin, Schumann, Liszt, Brahms) and the 20th century. Extensive reading and listening assignments and exams will familiarize students with the piano music of the important composers of this period. Lecture	2 cr.
GMPF 514 Piano Ensemble This course focuses on the study and performance of literature written for various piano ensemble combinations. Works for one or two pianos will be emphasized. Lecture	1 TO 2 cr.

Mary Pappert School of Music

GMPF 515 Alexander Technique

2 cr.

This course is an introduction to the Alexander Technique in which students examine bodily movement patterns and identify those that are destructive or interfere with musical performance. The technique heightens kinesthetic sensitivity, offering performers a control that is fluid and lively, thus lessening chances of performance injury. The principles are based on an understanding of human anatomy, which promotes ease and freedom of movement, balance, flexibility, and coordination.

Lecture

GMPF 516 Italian Diction/Repertoire

2
cr.

Pronunciation, comprehension and interpretive skills in Italian repertoire.

Lecture

GMPF 517 Italian for Musicians

2 cr.

The course deals with Italian phonetics, which is used in lyric diction; it considers the changes that occur between the manner in which a language is spoken, and the way that it is sung. These changes are due to the inherent differences between speech and song. Since this course is designed for the singer whose native language is English and who wishes to sing Italian, it is based on a constant comparison between Italian and English.

Lecture

GMPF 518 Career Perspectives/Music

2 cr.

This course focuses on the details of making a living in the music world. Topics include creating and maintaining a portfolio and resume, negotiating business matters and marketing. Required of all Vocal Coaching/ Accompanying majors, but open to all other graduate students. Lecture

GMPF 520 IPA/Repertoire

2 cr.

This course introduces the International Phonetic Alphabet (IPA) as a way of accurately representing human speech and strengthening your command of pronunciation in any language. The student will learn about: vowels, consonants, phonemes, allophones, syllables, and utterances. The course provides practice exercises, clear examples of each topic and plenty of opportunities to copy and work with IPA transcriptions. Students will discuss and perform their solo repertoire in a class environment. Emphasis will be placed on performance skills including vocal dynamics, interpretation of literature, and historic period.

Lecture

GMPF 521 French for Musicians

2 cr.

The course deals with French phonetics as used in lyric diction; it considers the changes that occur between the manner in which a language is spoken, and the way it is sung. These changes are due to the inherent differences between speech and song. Since this course is designed for the singer whose native language is English but wishes to sing French, it is based on a constant comparison between French and English.

Lecture

GMPF 522 French Diction/Repertoire

2 TO 3
cr.

Pronunciation, comprehension and interpretive skills in French repertoire.

Lecture

GMPF 523 German Diction/Repertoire

2 TO 3
cr.

Pronunciation, comprehension and interpretive skills in German repertoire.

Lecture

Mary Pappert School of Music

GMPF 524 German for Musicians

2 cr.

The course deals with German phonetics used in lyric diction; it considers the changes that occur between the manner in which a language is spoken, and the way it is sung. These changes are due to the inherent differences between speech and song. Since this course is designed for the singer whose native language is English but wishes to sing German, it is based on a constant comparison between German and English.

Lecture

GMPF 527 English Diction/Repertoire

2 cr.

Speech is the foundation of song, and singing is the expression of the soul. The mark of a good singer and a great artist is in their diction. Unlike other diction courses, this study teaches the serious voice student to correctly use tools specific to the articulators, the IPA, and the speech sounds of different vowels and consonants. When these tools are employed along with a healthy singing technique, they build a foundation for communication. That will help with superior singing technique and exceptional expression. Greater confidences in your ability to clearly express the texts and communicate emotions culminate in a more professional performance. The tools learned in this class will enhance your singing in other languages as the language rules are applied.

Lecture

GMPF 528 Chamber Music-Saxophone

1 cr.

Saxophone Quartet performance with an emphasis on intonation, ensemble playing, and musical interpretation. One supervised coaching and two additional rehearsals per week. The repertoire will be drawn from the standard literature for the soprano, alto, tenor, and baritone quartet, including transcriptions of works representing a broad historical and stylistic range. Each quartet will perform in a concert situation during each semester.

Lecture

GMPF 530 Chamber Music-Jazz

1
cr.

A performance class with emphasis on repertoire and small ensemble techniques.

Lecture

GMPF 531 Chamber Music-Woodwinds

1 cr.

The course includes performance of selected chamber music literature from the standard repertoire for various combinations of instruments. Weekly coaching with additional scheduled rehearsals is required. Each ensemble must present a performance during the semester.

Lecture

GMPF 532 Chamber Music-Strings

1 cr.

The course includes performance of selected chamber music literature from the standard repertoire for various combinations of instruments. Weekly coaching with additional scheduled rehearsals is required. Each ensemble must present a performance during the semester.

Lecture

GMPF 533 Chamber Music - Brass

1 cr.

The course includes performance of selected chamber music literature from the standard repertoire for various combinations of instruments. Weekly coaching with additional scheduled rehearsals is required. Each ensemble must present a performance during the semester.

Lecture

GMPF 535 Performance Development: Guitar

2 cr.

This course is designed for the performing musical artist, in which the emphasis is to gain control and composure of one's self in a performance setting. Proper preparation of material and practice techniques for performance is studied. Through weekly in-class performances each student gains experience in proper recital procedure, mental focus for minimizing errors and successful artistic performances.

Lecture

Mary Pappert School of Music

GMPF 538 Piano Pedagogy I	2 cr.
Pedagogy I acquaints the student with techniques and materials for teaching piano at the elementary level. Lecture	
GMPF 539 Piano Pedagogy II	2 cr.
Pedagogy II is a continuation of GMPF 538: Piano Pedagogy I and concentrates on techniques and materials for teaching intermediate and advanced students. Lecture	
GMPF 540 Pedagogy for Performance Majors	1 cr.
This course is designed to provide an introduction to the various aspects of studio teaching. Topics will include learning theory, pedagogical approaches, materials, and business considerations. Lecture	
GMPF 545 Group Pedagogy - Child I	2 cr.
Using the teaching lab, students are provided practical experience in observing and tutoring beginners in a group setting. Lecture	
GMPF 546 Group Pedagogy - Child II	2 cr.
Using the piano lab, students are provided practical experience in teaching beginners in a group setting with the supervision of a master teacher. Lecture	
GMPF 547 Group Pedagogy - Adult I	2 cr.
This course presents learning theories and methods of adult learning in a group setting. Through discussion, observation and reflection, students develop strategies for helping adults develop pianist skills. Lecture	
GMPF 548 Group Pedagogy - Adult II	2 cr.
This course applies learning theories and methods of adult learning to beginners in a group setting. Using a combination of piano lab and individual tutoring, the student's practice teaching with a specific group. Seminars meet weekly to assess student progress and to discuss pedagogical challenges and successes. Lecture	
GMPF 549 Singer's Repertory	1 TO 3 cr.
A performance class designed to increase the repertory of advanced students with special attention to literature they may not have had the opportunity to study elsewhere. Includes opera and oratorio repertory and is recommended for all voice performance majors. Lecture	
GMPF 550 Orchestral Repertoire and Literature: Woodwinds	1 cr.
This course is an intensive study of orchestral excerpts with emphasis on style, performance practice, and audition preparation. Lecture	
GMPF 551 Orchestral Repertoire and Literature: Brass	1 cr.
This course is an intensive study of orchestral excerpts with emphasis on style, performance practice, and audition preparation. Lecture	
GMPF 552 Orchestral Repertoire and Literature: Strings	1 cr.
This course is an intensive study of orchestral excerpts with emphasis on style, performance practice, and audition preparation. Lecture	

Mary Pappert School of Music

GMPF 580 Directed Study: Performance 1 TO 2 cr.
Independent projects supervised by faculty members. Lecture

GMPF 590 Performance Internship 0 TO 4 cr.
A rigorous occupational and academic opportunity for highly qualified students to combine career goals in an individually-designed work experience. Skills in performance, research, analysis and communication are developed under the supervision of an on-site supervisor in cooperation with a faculty member who may require an academic project. Internship

GMPF 591 Professional Seminar in Performance I 0 cr.
This course is designed for Masters of Music—Performance students, beginning in the second semester of their first year of study. The seminar focuses on the development of a professional portfolio and the writing process for the performance paper, which is the capstone project for the MM degree. Seminar

GMPF 592 Professional Seminar in Performance II 0 cr.
A continuation of GMPF 591, with additional focus on the professional portfolio and the development and completion of the performance paper. Prerequisite: GMPF 591. Pro Seminar in Performance I. Seminar

GMPF 595 Entrepreneurship 2 cr.
This course focuses on issues of music entrepreneurship such as building a unique career path, creating a demand, marketing strategies, leadership issues, and audience development. Lecture

GMPF 612 String Pedagogy 2 cr.
The primary goal of this course is the preparation and training of string performance majors to teach their instrument in studio (individual) and group settings. Students will learn how to use pedagogically, developmentally, and musically appropriate teaching materials, techniques, strategies, and methodologies in controlled classroom and studio settings, including peer teaching, and guided teaching internships with beginning string students. Lecture

GMPF 613 Directed Study: String Pedagogy 1 TO 3 cr.
A variable credit course focusing on special topics in string pedagogy, by special arrangement with the supervising faculty member. Topics may include sequential string pedagogy, advanced pedagogical approaches for a specific orchestral stringed instrument, readings in methodology and techniques, and guided teaching internships. Lecture/Lab

GMPF 621 Guitar-Electric Bass Pedagogy 2 cr.
This course will prepare the guitar performance student to teach individual and classroom guitar successfully. Primary focus is the classic and jazz styles of playing, more specifically finger style and plectrum style. Concepts of anatomy and how to properly utilize our bodies with the guitar are the foundation. Students will be exposed to available materials for teaching the guitar and proper curriculum techniques will be discussed for ensembles, development of graded musical items and the business of guitar instruction. Lecture

GMPF 630 Directed Study - Instrumental Conducting 2 TO 3 cr.
Advanced, specialized study in instrumental or choral conducting, taught on an individual basis. may be taken only after successful completion of either GMED 511 or GMED 579, but preferably after both. Concurrent participation in one of the School's major ensembles is expected. This course may not be taken in lieu of a course in conducting - required or elective. Lecture

Mary Pappert School of Music

GMPF 703 Performance Recital

1 cr.

This course designation is used for students who wish to perform more than one MM recital for credit. The required MM recital is GMUS 705. Other

GMSM 520 Organ Improvisation I

2 cr.

A practical application of the basic and advanced tools of improvisation including choral/chant-based and contrapuntal forms with emphasis on their liturgical application. Advanced service playing prerequisite. Lecture

GMSM 521 Organ Improvisation II

2 cr.

A practical application of the basic and advanced tools of improvisation including choral/chant-based and contrapuntal forms with emphasis on their liturgical application. Advanced service playing prerequisite. Lecture

GMSM 522 Sacred Choral Solo Lit

2 cr.

A survey of sacred literature presented chronologically and by usage in liturgical situations (Catholic, Protestant, Jewish) including performance practice. Class participation will be included. Lecture

GMSM 531 Service Playing

1 TO 2 cr.

The objective of this course is to develop the service playing skills necessary to play for church services of all denominations through a study of applied harmony, counterpoint, hymnody, anthem accompaniments and conducting from the console. Lecture

GMSM 533 Service Playing II

1 TO 2 cr.

The objective of this course is to develop the service playing skills necessary to play for church services of all denominations through a study of applied harmony, counterpoint, hymnody, anthem accompaniments and conducting from the console. Lecture

GMSM 534 Advanced Service Playing

2 cr.

The purpose of this course is to develop in greater depth the service playing skills necessary to play for church services of all major denominations through the study of applied harmony, counterpoint, hymnody, score reading, anthem accompaniments, conducting from the console, and artistic use of registration. New skills include: in hymn playing free accompaniment by changing the harmony and adding non-harmonic tones; invention and real and tonal fugal answers; preparation for the AAGO exam; two-part invention; adding the harmonization of more advanced melodies; modulations within four-measure phrases to all keys; use of seventh and ninth chords; read SATB clefs together; and realize figured basses with all figures. Lecture

GMSM 535 Gregorian Chant

2 cr.

History of chant and its use in the liturgy today; chant analysis; chants for the Mass: the Ordinary, the Proper; chants for the Office; and hymns. Practical skills and applications will include singing a repertoire of chants and interpreting them according to the theoretical principles studied in the course; chant direction; and incorporating chant into the contemporary liturgy. The objectives include the following skills: recognizing the modes from an aural and visual perspective; singing the chants from the Roman 4-line notation; conducting the chant according to the Solemn method; and, accompanying the chant using a variety of techniques. Lecture

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GMSM 612 Development of Christian Worship

1 cr.

An exploration of the relationship of the current practice of liturgy and the music which supports, assists, and enhances Christian worship in the mainline denominations. Eight areas of liturgical celebration in the worship life of the church are analyzed, and evaluated as to their effectiveness in parish life including: the demands of ritual, theology of the rites and their musical expression, and pastoral issues in their celebration. Lecture

GMSM 613 Liturgical Ministry Practicum I

1 cr.

In the third semester of the Liturgical Practicum students will be assisted in the refinement of their philosophy of church music and their own theological perspective. The class sessions deal with the everyday life of a church musician: working with a lectionary, staff relations, children's choirs, hand bells, working in a parish without a priest, the interview process, the spiritual life. Practicum

GMSM 616 Sacred Music Practicum

1 cr.

An exploration of the relationship of liturgy and the music that supports, assists, and enhances Christian worship. A variety of topics relating to liturgy in the worship life of the Church are analyzed, set in historical perspective, and evaluated as to their effectiveness in parish life, including the demands of ritual, theology of the rites and their musical expression, and pastoral issues in their celebration. Practicum

GMSM 617 Organ Pedagogy

2 cr.

To develop the theoretical and practical pedagogical skills needed for organ teaching. The student will be prepared to teach beginner and more advanced students with a clearly defined approach using a variety of method books and approaches. The student will also understand basic learning styles based on neuro-pedagogy and body mapping. Lecture

GMSM 618 Organ Literature I

2 cr.

A survey of organ literature and organ building as it relates to organ registration. The first semester treats organ music from the Renaissance through J.S. Bach. The second semester deals with the literature from 1750 to the present. Outside listening, readings and term papers will be required. Lecture

GMSM 619 Organ Literature II

2 cr.

A survey of organ literature and organ building as it relates to organ registration. The first semester treats organ music from the Renaissance through J.S. Bach. The second semester deals with the literature from 1750 to the present. Outside listening, readings and term papers will be required. Lecture

GMSM 630 Organ Design/Maintenance

2 cr.

A study of the basic concepts of organ construction with emphasis on the historical development of the organ, and the impact of that development on present-day organ design and construction. Tuning, voicing, and aesthetics of organ design will be discussed in depth. Lecture

GMSM 665 Performance Class

0 cr.

Students perform weekly for all those enrolled in organ and sacred music and provide critical feedback about the performance of each student. Lecture

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GMSM 670 Sacred Music Internship

1 cr.

The internship in Sacred Music is an ongoing formational process in the student's music ministry at the church of his/her employ. This course, a requirement for the sacred music masters students and an elective for undergraduate students, is designed around the needs of each particular student who will work under the professor's guidance to strengthen his/her skills as ministers of music in their parishes. A public presentation in the form of a worship service or organ recital may be included. Internship

GMSM 675 Directed Study: Sacred Music

1 TO 2 cr.

Students may select topics of special interest in the field of sacred music and conduct research on the chosen topics under the guidance of the instructor. Lecture

GMTH 533 Form and Analysis

2 cr.

This course engages with a study of formal design in music and the phenomenon of style in various historical periods. Work will focus upon recognition of the constituent elements of a composition as well as how each of these elements contributes to the whole. Special attention will be given to the relevance between formal analysis and the art of interpretation in musical performance. Lecture/Lab

GMTH 535 16th Century Counterpoint

2
cr.

A study of the contrapuntal technique of Palestrina and his contemporaries. Lecture

GMTH 537 18th Century Counterpoint

2 cr.

A study of the contrapuntal techniques of the eighteenth century, from the realization and elaboration of figured bass to the composition of choral preludes, inventions, and fugues. Lecture

GMTH 540 Orchestration

2 cr.

This course focuses upon understanding the techniques, ranges, and timbres of orchestral instruments through study of the musical literature, leading to discussion of orchestration for various small and large ensembles. Special attention will be given to the practical application of orchestration techniques. Lecture

GMTH 557 DeBussy and Fin-De-Siecle France

2 cr.

This course focuses primarily upon the musical works of Debussy, examining his revolutionary developments in harmony, orchestration, and (especially) form. Analysis includes works such as *Prélude à l'après-midi d'un faune*, *Nocturnes*, *La mer*, and excerpts from *Pelléas et Mélisande*. Debussy's relationship to the culture of his times is emphasized through discussions and readings that investigate the work of Monet, Cézanne, Mallarmé, and Proust, as well as through discussions and readings of philosophical engagements with these artistic works. Lecture

GMTH 561 Schenkerian Theory and Analysis

2 cr.

This course focuses upon analysis of various musical genres as based upon the theories of Heinrich Schenker. Schenker's work, praised by musicians in diverse fields, seeks to disclose structural models that underlie musical expression, especially in music of the tonal tradition. GMTH 533 (Form and Analysis) or its equivalent is a prerequisite for this course. Lecture

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GMTH 562 Analysis of 20th Century Music

2 cr.

This course studies analytical strategies appropriate to the music of the 20th century, including principles of serial organization and set theory. Also important to the investigation of this repertoire are other musical parameters such as rhythm, texture and form. GMTH 533 (Form and Analysis) or its equivalent is a prerequisite for this course. Lecture

GMTH 565 Chromaticism in 19th Century

2 cr.

Much of the expressive richness of 19th-century music comes from its chromatic harmonic language. Chromaticism could function as a colorful ornament; it could create the impression of a strange, uncanny space within a diatonic world; it could tug mercilessly at the very foundations of tonality; it could even generate a new hierarchy of pitch relations that still relied on familiar tonal sonorities. In this course, we will explore chromaticism and its effects from a variety of theoretical and analytical perspectives. Composers to be studied may include Beethoven, Schubert, Chopin, Schumann, Liszt, Berlioz, Wagner, Bruckner, Brahms, Mussorgsky, Rimsky-Korsakov, Tchaikovsky, Mahler, Strauss and Schoenberg. Lecture

GMTH 630 Pro Seminar in Music Theory

0 TO 3 cr.

Intensive study in music theory and analysis. The techniques explored in this seminar move beyond what is covered in other courses; therefore, this seminar may not be substituted for any other required course. Recommended for theory majors, but open to all students with a substantial background in music theory, with special permission of the instructor. Independent Study

GMTH 638 Composition I

2 cr.

Creative writing in the larger forms. For composition majors only. Lecture

GMTH 639 Composition II

2 cr.

Creative writing in the larger forms. For composition majors only. Lecture

GMTH 640 Composition III

2 cr.

Creative writing in the larger forms. For composition majors only. Lecture

GMTK 501 Music Technology I

2 cr.

MIDI theory, intermediate to advanced computer notation and sequencing, including an overview of electronic instruments. Lecture

GMTK 505 Music Technology II

2 cr.

The study and application of unique performance techniques used with electronic and keyboard instruments. Through analysis of acoustic and electronic performances and study of technical exercises, students will learn to control the nuance of performance on electronic instruments. Lecture

GMTK 510 Graduate Audio for Media I

2 cr.

An introduction to the basic concepts of audio propagation both acoustically and electrically. Mathematics for audio concepts is covered in full. All concepts are then related to audio. Lecture

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GMTK 515 Computers for Musicians II

2 cr.

This course will examine the role of computers and music technology in various music applications, particularly focusing on computer-assisted instruction, multi-media development and presentation, and Internet applications. Students will acquire technological skills in the creation and application of digital media preparation, multimedia creation with branched logic, and interactive web page design. These skills will be closely integrated with advanced research techniques in electronic databases and the Internet, assessment and application of CAI software, and the design and creation of music based research, performance, and teaching presentations. Musical skills and knowledge acquired in prior Musicianship studies will serve as the basis for researching and preparing the mid-term and final projects. Lecture

GMTK 522 Graduate Audio for Media II

2 cr.

A presentation of more basic audio concepts both acoustically and electrically. Mathematics for audio concepts is covered in full. All concepts are then related to audio. Lecture

GMTK 600 Music Synthesis: Directed Study

1 TO 3 cr.

A variable credit course where the student under faculty direction works independently or in a small group on a subject of particular interest to the student in the field of music synthesis. The course is designed to focus on real and virtual electronic instruments and computer applications. Lecture

GMTK 610 Sound Design/Sequencing

2
cr.

Synthesis and sound design, advanced sequencing and basic Web page design. Lecture

GMTK 621 Digital Music Pedagogy

2 cr.

The art of teaching music with technology with emphasis on forms of online learning. Topics include designs for online learning, including web-enhanced, blended/hybrid, and online formats, syllabus design, learning management systems, web-based tools, and current issues in online learning. Lecture

GMTK 655 Electronic Composition

1 TO 3 cr.

Private composition lessons. Electronic software and hardware are integrated as tools for development and presentation of original works. Lecture

GMTK 701 Directed Study in Music Technology

1 TO 3 cr.

A variable credit course where the student under faculty direction works independently or in a small group on a subject of particular interest to the student in the field of Music Technology. Topics will focus on techniques of music synthesis, including sequencing, sound design, sampling and music synthesis integration with digital audio, and synchronization with video and animation. Lecture

GMTK 702 Directed Study in Digital Music Pedagogy

2 cr.

Intensive study and research in digital music pedagogy beyond what is covered in other courses. Recommended for Music Technology majors who intend to pursue doctoral studies in music and technology. Lecture

GMTK 703 Directed Study in Audio

1 TO 3 cr.

A variable-credit course where the student, under faculty direction, works independently or in a small group on a subject of particular interest to the student in the field of audio. Topics will focus on techniques of digital audio creation and development from tracking to mastering. Independent Study

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GMTK 706 Music Technology III

2 cr.

This course is designed to give hands-on experience with multimedia web page design and production. The course has an emphasis on musical elements; incorporates digital imaging, digital audio, and digital video. Lecture

GMTK 707 Music Technology IV

2 cr.

A hands-on approach to designing and implementing audio projects as well as using and configuring digital audio workstations will be presented. Advanced audio & video projects will be developed throughout the semester with main focus on the design of audio tracks, sound tracks, folly, sound design and voiceover for video and film with the Pro Tools software application. A historical overview of the development of film and sound from the early 20th century to present is an integral part of this course. Class and online discussions will provide the student an awareness of pre-production/production and special focus on post-production in the film and video game industries. In addition, an overview of the sample editing software Mach Five3 will be utilized. Sound cues in video and film will be presented and discussed throughout the term to observe how they can successfully be merging with visual images to support narrative. Lecture

GMTK 710 Advanced Computer Notation

2 cr.

An in-depth study of advanced desktop music notation/publishing emphasizing musical realization through computer software and MIDI. Advanced computer/music skills will be covered with users creating projects that will contain computerized music scores, MIDI sequences, and multi-media files executed in the computer and synthesizer lab. All projects will include a detailed journal and two in depth research papers will be presented that incorporate advanced computer notation into the body of the paper. Lecture

GMTK 714 Electronic Orchestration

2 cr.

A study of the basic problems of scoring for electronic instruments in a variety of music contexts, including scoring for both electronic and electro-acoustic ensembles. Analysis of the electronic orchestration techniques of selected contemporary composers in a variety of musical styles. Prerequisite: Consult the Chair of Technology. Lecture

GMTK 719 Music Technology Audio Internship

1 TO 4 cr.

A rigorous occupational and academic opportunity for highly qualified students to combine career goals in an individually designed audio work experience. Skills in performance, research, analysis and communication are developed under the supervision of an on-site supervisor in cooperation with a faculty member who may require an academic project.

Internship

GMTK 720 Music Technology Internship

1 TO 4 cr.

A rigorous occupational and academic opportunity for highly qualified students to combine career goals in an individually designed Music Technology work experience. Skills in performance, research, analysis and communication are developed under the supervision of an on-site supervisor in cooperation with a faculty member who may require an academic project.

Internship

GMTK 721 Recital: Electronic Performance

2 cr.

Students in the electronic performance option will prepare and present a recital incorporating advanced music technology performance techniques such as digital signal processing, digital audio recordings, MIDI sequencing, and advanced MIDI controller performance and/or improvisation. A paper describing the music technology feature of the performance will accompany the performance.

Lecture

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GMTK 722 Recital: Electronic Composition

2 cr.

Students in the electronic composition option will compose and present a performance of a substantial original work that showcases some of the following elements: electronic instruments, electro-acoustic orchestration, multimedia, and other aspects of music technology. An analytical paper describing the music technology features of the composition will accompany the composition. Lecture

GMTK 723 Final Project: Digital Music Pedagogy

2 cr.

Students in the Digital Music Pedagogy option will develop a final project whose primary purpose is pedagogical. The project may be a music course web site, an online music course, a hybrid music course, and a music technology course designed for the face-to-face classroom, or other project determined in consultation between the student and the advisor. A project proposal is required and should be developed in consultation with the advisor. The project will be delivered and demonstrated through a digital medium and accompanied by a paper (final report) describing the conceptual basis, the structure of the project, and assessment of student learning. Lecture

GMTK 725 Music Technology Development Project

2 cr.

Students in the Digital Music Pedagogy option will develop a final project whose primary purpose is pedagogical. The project may be a music course web site, an online music course, a blended/hybrid music course, a music technology course designed for the face-to-face classroom, or other project determined in consultation between the student and the advisor. A project proposal is required and should be developed in consultation with the advisor. The project will be delivered and demonstrated through a digital medium and accompanied by a paper (final report) describing the conceptual basis, the structure of the project, and assessment of student learning. Lecture

GMTK 730 Preparing Digital Media I

2 cr.

This course examines the ways in which digital imaging can be used as a production and presentation tool for musicians and equips students with a broad range of in depth digital imaging skills for use in print, web, and video projects. The projects will emphasize the creation and manipulation of digital images as well as their implications for musicians as a creative tool to further their work in performance, composition, and teaching. Students will create a final portfolio project that demonstrates the overall mastery of digital imaging techniques acquired throughout the semester. Lecture

GMTK 730 Preparing Digital Media I

2 cr.

This course examines the ways in which digital imaging can be used as a production and presentation tool for musicians and equips students with a broad range of in depth digital imaging skills for use in print, web, and video projects. The projects will emphasize the creation and manipulation of digital images as well as their implications for musicians as a creative tool to further their work in performance, composition, and teaching. Students will create a final portfolio project that demonstrates the overall mastery of digital imaging techniques acquired throughout the semester. Online

GMTK 731 Preparing Digital Media II

2 cr.

This course examines the ways in which digital video in various forms can be used as a production and presentation tool for musicians and equips students with a broad range of in-depth digital video skills. The projects will emphasize the creation and manipulation of digital video as well as the use of music and sound in video production. An in depth exploration of the design concepts of creating digital video projects will be coupled with the acquisition of technical skills, culminating in a final project; special attention will be paid to the implications of digital video for musicians as a creative tool to further their work in performance, composition, and teaching. Lecture/Lab

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GMTK 805W Electronic Performance Techniques

2 cr.

The study and application of unique performance techniques used with electronic instruments. Through analysis of acoustic and electronic performances, and study of technical exercises, students will learn to control the nuance of performance on electronic instruments and computer performance software.

Lecture

GMUS 500 Introduction to Research in Music

2 cr.

Proseminar on resources and methodologies for music research. Required for all M.M. students during the first semester of graduate study. Lecture

GMUS 701 Collaborative Piano Recital I

1 TO
3 cr.

For performance majors only. Registration for Recital 701 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. The recital carries with it the requirement of a paper (essay) focusing on the structure, style, interpretation or performance problems of the music selected for the recital program. (This will also serve as the basis for the final oral comprehensive examination.) Special note: Students who have already completed their 12 prescribed credits of applied music prior to the semester in which the recital is to be given may be required to take additional applied music, the credits for which will not count toward the total required for the degree. Other

GMUS 702 Master of Music Technology Recital

1 TO 3 cr.

Periodic public performances as prescribed by the Artist Diploma curriculum. No written papers are required as for the degree recital, but the works to be performed will usually be of greater complexity than those normally expected for the performance degree major. Registration for the Artist Diploma Recital requires special permission of the advisor, and the approval and guidance of the student's applied music teacher. Other

GMUS 703 Collaborative Piano Recital II

1 TO
3 cr.

For performance majors only. Registration for GMUS 701 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. The recital carries with it the requirement of a paper (essay) focusing on the structure, style, interpretation or performance problems of the music selected for the recital program. (This will also serve as the basis for the final oral comprehensive examination.) Special note: Students who have already completed their 12 prescribed credits of applied music prior to the semester in which the recital is to be given may be required to take additional applied music, the credits for which will not count toward the total required for the degree. Prerequisite: GMUS 701—Collaborative Piano Recital I. Other

GMUS 705 Master of Music Recital

1 TO
3 cr.

For performance majors only. Registration for GMUS 705 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. The recital carries with it the requirement of a paper (essay) focusing on the structure, style, interpretation or performance problems of the music selected for the recital program. (This will be included as part of the final oral comprehensive examination.) Special note: Students who have already completed their nine prescribed credits of applied music prior to the semester in which the recital is to be given may be required to take additional applied music. Other

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GMUS 707 Artist Diploma Recital I	1 TO 3 cr.
For Artist Diploma students only. Registration for GMUS 707 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. Other	
GMUS 708 Artist Diploma Recital II	1 TO 3 cr.
For Artist Diploma students only. Registration for GMUS 708 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. Prerequisite: GMUS 707--Artist Diploma Recital I. Other	
GMUS 709 Artist Diploma Recital III	1 TO 3 cr.
For Artist Diploma students only. Registration for GMUS 709 requires special permission of the advisor and the applied music teacher. Additionally, the student must pass a pre-recital hearing to be presented before a faculty panel not less than one month prior to the scheduled date of performance. Prerequisite: GMUS 709: Artist Diploma Recital II. Other	
GMUS 720 Oral Exam: Theory	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 721 Oral Exam: Music Education	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 722 Oral Exam:Performance	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 723 Oral Exam:Sacred Music	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 724 Oral Exam:Technology	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 725 Oral Exam:Composition	0 cr.
Degree Completion Requirement. Includes discussion of the final project, paper, or thesis and selected topics in music history, music theory, and within the major field. Other	
GMUS 726 Composition:Thesis	4 cr.
Degree Completion Requirement: Students in the MM Composition Program complete the thesis using guidelines provided by the department. Other	
GMUS 730 Theory:Thesis	0 cr.
Degree Completion Requirement: Students in the MM Theory Program complete the thesis using guidelines provided by the department. Other	

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GMUS 731 Music Education Project	0 cr.
Degree Completion Requirement: Students in the MM Music Education Program complete the project using guidelines provided by the department. Other	
GMUS 732 Performance Paper	0 cr.
Degree Completion Requirement: Students in the MM Performance Program complete the paper using guidelines provided by the department. Other	
GMUS 733 Sacred Music Paper	0 cr.
Degree Completion Requirement: Students in the MM Sacred Music Program complete the paper using guidelines provided by the department. Other	
GMUS 734 Music Technology Thesis/Project	0 cr.
Degree Completion Requirement: Students in the MM Music Theory Program complete the thesis or project using guidelines provided by the department. Other	
GSUM 511 Analysis of 20th Century Music	3 cr.
This course studies analytical strategies appropriate to the music of the 20th century, including principles of serial organization and set theory. Also important to the investigation of this repertoire are other musical parameters such as rhythm, texture and form. GMTH 533 (Form and Analysis) or its equivalent is a prerequisite for this course. Lecture	
GSUM 512 Special Learners in the Music Classroom	3 cr.
Focuses on research and best practices for including students with special needs in music learning settings. Principles of music education and music therapy will be combined and studied to develop appropriate instructional accommodations for music students with disabilities. The course will provide overviews of various disabilities, legislation pertaining to students with special needs, recent research on teaching students with special needs, and teaching techniques to reach all students. Lecture/Lab	
GSUM 514 Philosophies of Music History and Theory	3 cr.
This course traces the development of musical thought and aesthetics from the Ancient Greeks to the 20th century, emphasizing connections between philosophical theory and compositional practice. With respect to each historical era we ask, "What was considered to constitute great or beautiful music?" and "What ideas and theories shaped this conception of the beautiful and toward what purpose did musical expression aim?" Primary source material includes readings drawn from music theorists, historians, and composers as well as major philosophical figures (from Plato to Adorno). Lecture	
GSUM 515 Curricular Strategies in Music Education	3 cr.
Curricular Strategies in Music Education focuses on the components of comprehensive, K–12 school music curricula, and reviews current efforts from the national level to those of specific school districts. The course includes tailored explorations of significant curriculum development projects. Lecture	
GSUM 522 Introduction to Research in Music	3 cr.
Proseminar on resources and methodologies for music research. Required for all M.M. students during the first semester of graduate study. Lecture	

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GSUM 524 Music and the Mind

3 cr.

Music cognition and the development of musical ability are the central topics of this course. Additional thematic areas include music and meaning; cognitive structures in music (mental representation); development of musical skills, including performance, composition, improvisation, and listening; musical response (affective, aesthetic, physiological); and, music learning theories. Required for Music Education majors. (Same as GMED 562; GMLI 580.) Lecture

GSUM 525 Assessment for Music Educators

3 cr.

Designed for K-12 music teachers, Assessment for Music Educators provides the necessary tools for meaningful assessment within school music programs. Starting with an understanding of what assessment is, and its applications within the field of music teaching, class participants will develop assessment strategies for their own music programs. Specifically, methods of assessment will address three primary areas: student achievement, linked to learning outcomes; program evaluation, connected to the goals of the curriculum; and application of standards, focused on appropriate national achievement and state academic outcomes. Class members will use sample lessons, assignments, and curricula from which to develop tailored assessment models for their music programs.

Please note: There is a pre-course component for this course. Two weeks prior to the beginning of the course, selected materials will be available on Blackboard for pre-reading and preparation for in-class discussions. Students will be expected to complete the readings/assignments prior to the first day of class and be prepared to participate in discussions. Once registered, students will have access to the Blackboard site, where they will find course materials (www.blackboard.duq.edu). Lecture/Lab

GSUM 532 Strings without Boundaries

3 cr.

This course is focused on the teaching and performing of string music—in ensemble settings—from a wide range of styles. Sessions include traditional and contemporary fiddling, jazz, rock, blues, and world string ensemble classes as well as faculty and student performances of traditional and original arrangements in eclectic styles. The class includes two primary tracks: the performance track and the teacher-training track. Students may choose to participate in either one, or in a combination of both. Ensembles take place every day, and students will perform in an end-of-camp concert on Friday evening. In addition to the daily activities, SWB features a variety of evening sessions including a jam session on Sunday evening, a faculty recital on Monday evening, and jam sessions in various styles on Tuesday–Thursday. Lecture

GSUM 535 The Alexander Technique

3 cr.

This course is an introduction to the Alexander Technique in which students examine bodily movement patterns and identify those that are destructive or interfere with musical performance. The technique heightens kinesthetic sensitivity, offering performers a control that is fluid and lively, thus lessening chances of performance injury. The principles are based on an understanding of human anatomy, which promotes ease and freedom of movement, balance, flexibility, and coordination. Lecture

GSUM 540 Foundations of Music Education

3 cr.

Foundations of Music Education encompasses a broad range of topics from the field of music education, including philosophical principles of music education, the historical foundations of music education in the United States, current trends (e.g., reform, standards, advocacy) and their implications for music education. Lecture

GSUM 542 Debussy: Gateway to the 20th Century

3 cr.

This course is offered in summers and is a study of Claude Debussy's exalted place at the end of the nineteenth century and the beginning of the twentieth, marked by astounding stylistic changes in musical composition. This course will show that he is one of the most original thinkers in the history of music. The course will include analytical discussions of selections from the text (Preludes, Book I and II). Additional works will be discussed and played in class. The final grade will be based upon daily class attendance and participation, an analysis of a Piano Prelude of the student's choice not discussed in class and a short paper on an appropriate subject. Lecture

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GSUM 548 Topics in Music History and Literature

3 cr.

Specific topics are determined according to each professor's area of expertise, but may include, for example, a study of performance techniques in the music of the Renaissance, an assessment of the significance of Mozart's operas, or a survey of the evolution of the symphony from the 18th century to the 20th century. Lecture/Lab

GSUM 554 Form and Analysis

3 cr.

This course engages with a study of formal design in music and the phenomenon of style in various historical periods. Work will focus upon recognition of the constituent elements of a composition as well as how each of these elements contributes to the whole. Special attention will be given to the relevance between formal analysis and the art of interpretation in musical performance. Lecture/Lab

GSUM 555 String Teacher Workshop

1 TO 3 cr.

A variable-credit, two, three, or five-day workshop for studio and school string teachers and orchestra directors. This workshop is designed to provide hands-on, practical teaching tips and learning opportunities for participants to apply directly to their classrooms or studios. Lecture

GSUM 561 Schenkerian Theory and Analysis

2 TO 3 cr.

This course focuses upon analysis of various musical genres as based upon the theories of Heinrich Schenker. Schenker's work, praised by musicians in diverse fields, seeks to disclose structural models that underlie musical expression, especially in music of the tonal tradition. GMTH 533 (Form and Analysis) or its equivalent is a prerequisite for this course. Lecture

GSUM 562 Harmony Through the Ears of Chopin

3 cr.

Lecture/Lab

GSUM 563 Unruly Design: Rock in the Classroom

3 cr.

Popular music offers modern educators an intriguing opportunity to explore and expand our student's minds. Using a musical "canon" expressive and accessible to our students' mode of life, this course guides educators through the process of designing and developing a course in popular music. Online

GSUM 565 Music Education Research Design

3 cr.

Research seminar focusing on the development of a research proposal to investigate contemporary concerns in music education. Prerequisites: GMUS 500, GMED 500, 561, 562, 660. Lecture/Lab

GSUM 570 Creativity in School Music Programs

3 cr.

Creativity in School Music Programs focuses on research and effective teaching techniques for including creative endeavors in instrumental, orchestral, choral, and general music school settings. The course will provide an overview of established definitions and practical applications of creativity in music education as described by various scholars. Selected topics will include improvisation, composition, interpretation, expression, the use of technology, interdisciplinary possibilities, and measurement of creativity in music settings.

*Please note: There is a pre-course component for this course. Two weeks prior to the beginning of the course, selected materials will be available on Blackboard for pre-reading and preparation for in-class discussions. Students will be expected to complete the readings/assignments prior to the first day of class and be prepared to participate in discussions. Once registered, students will have access to the Blackboard site, where they will find course materials (www.blackboard.duq.edu). Lecture/Lab

Mary Pappert School of Music

GSUM 580 Guitar Workshop

3 cr.

This course is designed to help students become more familiar with the guitar and bass. The course provides an opportunity for guitar enthusiasts to learn more through working with guitar department faculty and famous guitar icons. Lecture/Lab

GSUM 581 Jazz Workshop

3 cr.

This five day course is open to all instrumentalists. Participants will rehearse in both large and small jazz ensemble situations and will perform concerts at the conclusion of the course. Also offered are individual instrument master classes, as well as clinics on jazz history, harmony, ear training, how to listen to jazz and solo transcription. The faculty performs in jazz session daily for the participants and selected students will be invited to perform with the faculty at the end of the week. Lecture/Lab

GSUM 582 Recording Workshop

3 cr.

This course introduces novice and intermediate students to the recording business and the art of recording production. Aspiring musicians and recording engineers will also benefit from exposure to the inner workings of the recording studio from both sides of the window. The program consists of lectures, discussions and hands-on learning, as well as recording sessions. Evening recording-related activities are scheduled for on-campus students. Lecture/Lab

GSUM 590 Performance Internship

3 cr.

A rigorous occupational and academic opportunity for highly qualified students to combine career goals in an individually designed work experience. Skills in performance, research, analysis and communication are developed under the supervision of an on-site supervisor in cooperation with a faculty member who may require an academic project. Field Work

GSUM 604 TI:ME 1A—Basic Skills: Elec. Instruments, Production, and Notation

3 cr.

One-week summer course, which covers concentrated studies of basic skills in music technology, including electronic keyboards and additional MIDI controllers, MIDI sequencing and the use of Finale notation software. In the School of Music's Music Technology Center you can explore the latest software and hardware learn how to successfully incorporate music technology into the classroom. This course fulfills one-half of TI:ME Level I Certification. Lecture

GSUM 605 TI:ME 1B—Basic Skills in Music Technology

3 cr.

One-week summer course, which will cover basic skills in using computer instructional software, configuring and using computers on networks and the Internet, and the basics of using digital media in K-12 education. Participants will explore many ways to incorporate these tools into the curriculum. The course will be taught in a hands-on environment. This course fulfills half of the TI:ME Level One Certification requirement. Lecture

GSUM 606 TI:ME 2B—Digital Audio

3 cr.

One-week summer course, which provides a hands-on approach to the fundamentals of working with digital audio workstations. It covers techniques for recording, sampling, editing and storing sound and will include an overview of basic digital recording and sampling as well as the processes involved in creating a CD from start to completion. Lecture

Mary Pappert School of Music

GSUM 607 TI:ME 2A—Advanced Sequencing and Music Production

3 cr.

One-week summer course devoted to developing skills in MIDI and digital audio sequencing and music production. Techniques covered include MIDI theory and digital audio theory as they pertain to sequence recording, editing, and playback. Various hardware and software based sequencers and synthesizers will be examined and compared; multiple projects will be developed throughout the week. Evaluation will be based on written homework, completion of class projects and the submission of a final project that demonstrates the techniques learned in class. This course meets one-third of the coursework requirements for TI:ME Level II Certification. Lecture

GSUM 608 TI:ME 2C—Integrating Technology into the Music Curriculum

3 cr.

One-week summer course, which helps teachers create lesson plans and study units that will integrate technology into the K-12 music curriculum. Students should be familiar with the Internet and electronic keyboards as well as most common music technology applications, including music notation software and MIDI sequencing. Students are encouraged to bring copies of their music curriculum and any other materials for creating lessons and activities using technology. The course will be taught in a hands-on environment and is designed for the teacher with some experience using technology. The course will not teach how to use software. Class size is limited to 16 students. This course fulfills one-third of the requirements for TI:ME Level II certification. Prerequisite: TI:ME Level I certification or equivalent. Lecture

GSUM 609 TI:ME Level II-2B: Preparing Digital Media II

3 cr.

One-week summer course in which students explore the ways in which digital video can be used as a production and presentation tool for musicians and educators in a series of hands-on projects. Learn how to capture and import digital video, edit clips for an effective story line, use still images, manage audio in video, use visual filters and effects, and export video in a variety of formats for web and DVD. The use of digital video in the performance and presentation of music will be given special attention. TI:ME Level 1B or experience with basic digital imaging recommended. Lecture/Lab

GSUM 610 TI:ME Level II-2A: Electronic Instruments

3 cr.

One-week summer course, which is designed for the classroom, instrumental, and choral teacher who would like to explore ways to use electronic instruments and electronic keyboards in the music curriculum at the elementary and secondary level. Topics to be covered include: electronic instruments as a performance instrument, selecting an electronic instrument/keyboard, and electronic instrument labs for classroom and ensemble instruction. The course will review curriculum materials that can be used for instruction and performance in an electronic instrument lab setting. Lecture/Lab

GSUM 701 Music Technology - Directed Study

1 TO 3 cr.

A variable credit course where the student under faculty direction works independently or in a small group on a subject of particular interest to the student in the field of Music Technology. Topics will focus on techniques of music synthesis, including sequencing, sound design, sampling and music synthesis integration with digital audio, and synchronization with video and animation. Lecture

School of Education

CESD 802 Advanced Counseling and Consulting Theory

3 cr.

This course provides students with advanced training in the skills and knowledge required to teach counseling and consulting theories based on the historical and philosophical bases of counseling and psychology, with emphasis on gestalt, cognitive, psychoanalysis, existentialism and behaviorism. Also included is a thorough examination of emerging consultation theories and practices. Lecture

CESD 804 Group Counseling

3 cr.

This course provides students with advanced training in the skills and knowledge required to teach group counseling based on different theoretical approaches and techniques of group therapy. The focus will be on group dynamics as they pertain to facilitation and counseling strategies and techniques in various types of groups including task, psycho-educational, counseling and psychotherapeutic. Lecture

CESD 805 CE & S Leadership in a Diverse Society

3 cr.

This course provides doctoral students with the awareness, knowledge, and skills required of counselors, counselor educators, and counseling supervisors if they are to be effective leaders in a pluralistic and diverse society. This course prepares students to continue developing multicultural competencies. Diversity and identity issues, multicultural models and frameworks, and ethical implications are explored in relation to their impact on therapeutic, instructional, consultative, and supervisory relationships. Also emphasized are issues regarding spirituality, religion, sexual orientation, race, ethnicity, age, gender, advocacy, social justice, and related trauma, crisis, and disaster issues. Lecture

CESD 806 Methods of Individual Assessment

3 cr.

This course provides a comprehensive examination of psychometric procedures used to develop, validate and use psychological instruments. Students gain an understanding of the theoretical and practical basis for the statistical analyses of groups and individuals, including test development, norms, reliability, validity, standard error, testing procedures, and the interpretation of test scores. Lecture

CESD 807 Career and Occupational Development, Theory and Practice

3 cr.

This course is intended to be an advanced course in career and occupational development. Participants in this course will receive advanced instruction in the theories and applications and instructional strategies associated with career and occupational development in the field of professional counseling. The course is designed to provide doctoral students with the knowledge and competencies required to teach, supervise and consult on subjects of vocational psychology, vocational counseling, and the ethical, legal and professional issues associated with these concepts. Lecture

CESD 809 Counseling Supervision: Theory and Methods

3 cr.

This course provides students with an overview of supervision theory and the opportunity to learn methods for planning, conducting and documenting individual and group supervisory sessions for counselors in training. Lecture

CESD 810 Counseling Supervision Practicum I

3 cr.

During the seminar course, program faculty provide doctoral students with weekly group and/or individual supervision related to the doctoral student's supervisory experiences with Master's degree candidates. In addition, doctoral students present challenging supervisory cases and discuss methods for conceptualizing the case and the appropriate use of supervision theories/techniques. These clinical case presentations are facilitated by the program faculty member to ensure the doctoral trainee's development in assessment, intervention, evaluation, cultural competence, case conceptualization and documentation, self_evaluation, consultation, effective use of supervision and other areas related to their competence as a clinical supervisor. Practicum

School of Education

- CESD 811 Counseling Supervision Seminar and Practicum II** 3 cr.
Each practicum provides doctoral students with a supervised experience in clinical counseling supervision. Students will provide direct individual and group supervision to Master's degree candidates in their counseling practicum and internship. These clinical experiences include direct and indirect clinical contacts designed to promote the prospective counselors' development in assessment, intervention, evaluation, cultural competence, case conceptualization and documentation, self-evaluation, consultation, effective use of supervision and other areas related to their competence as a counselor. Practicum
- CESD 814 Doctoral Research & Design Seminar** 3 cr.
This course provides students with an introduction to qualitative and quantitative approaches to research design and methodology. The selection and application of appropriate research methods and designs are explored. In-depth investigations of design considerations, along with the strengths and limitations of various designs are also examined. Seminar
- CESD 815 Instructional Methods Seminar & Practice** 3 cr.
This course provides doctoral students with the opportunity to examine historic and current theories and practices of teaching and learning. Students will examine instructional methods that are based on individual, environmental and psychological processes that determine knowledge and behavior change. The course offers an opportunity to examine processes that affect learning, e.g., perception, cognition, memory motivation, modeling, decision-making, and emotions, in a counselor education program. Lecture
- CESD 831 Advanced Counseling Practicum** 3 cr.
This seminar provides a weekly supervised clinical experience for doctoral students. Emphasis will be on the integration of theory and research with practice in order to develop the students' ability to conduct individual and group counseling and consultation sessions with children, adolescents, adult clients, and other related family members and professionals. Emphasis will be on direct and indirect clinical contact that will promote the prospective counselors' development in assessment, intervention, evaluation, cultural competence, case conceptualization and documentation, self_evaluation, consultation, effective use of supervision and other areas related to their competence as a counselor. Video and audio tape analysis of their counseling experiences may be required. Practicum
- CESD 835 CE & S Internships I** 3 cr.
This seminar prepares students to complete the requirements to establish program approved Internships (I & II) in Counselor Education and Supervision. Internship
- CESD 836 CE & S Internships II** 3 cr.
This seminar prepares students to complete the requirements to establish program approved Internships (I & II) in Counselor Education and Supervision. Internship

School of Education

CESD 841 Professional Development & Contemporary Issues in CES

3
cr.

This course assists the students in developing their scholarly writing skills, and an additional aim is to identify and examine current topics of concern to professional counselors beyond the entry level. It prepares students with the professional and critical thinking and writing skills that are the basis for effective communication and documentation of their work as counselor educators and supervisors. Emphasis is placed on learning to apply APA style and format guidelines. Some of the contemporary issues include counselor identity, career development and related pedagogy, professional ethics, social justice and advocacy, and crisis, trauma, and disaster issues. Writing assignments and related development are structured around the contemporary issues that are presented and examined. This course assists the students in developing their scholarly writing skills, and an additional aim is to identify and examine current topics of concern to professional counselors beyond the entry level. It prepares students with the professional and critical thinking and writing skills that are the basis for effective communication and documentation of their work as counselor educators and supervisors. Emphasis is placed on learning to apply APA style and format guidelines. Some of the contemporary issues include counselor identity, career development and related pedagogy, professional ethics, social justice and advocacy, and crisis, trauma, and disaster issues. Writing assignments and related development are structured around the contemporary issues that are presented and examined. Lecture

CESD 842 Dissertation Proposal in Counselor Education & Supervision

3 cr.

This course provides the students with a framework to initiate the dissertation proposal process. The course emphasis is on the development of a research topic, the steps in the development of an effective review of historic and current literature, and the process of selecting an appropriate research design. Dissertation

CESD 845 Professional Seminar: Doctoral Research Project

1 TO 9
cr.

Students have the option of selecting an advanced research course elective or participating in this CES research seminar. This seminar provides the doctoral candidate with an opportunity to work with a faculty member and a small group of colleagues on the development of a research project and journal manuscript. It includes individualized or small group exploration of the research and writing processes and individual mentioning on the development of a student selected project that will result in a scholarly manuscript submitted for publication. Independent Study

CESD 850 Doctoral Dissertation in Counselor Education & Supervision

1 TO 9
cr.

This capstone experience is successfully completed when the student's dissertation committee approves the written and oral presentation of the originally proposed doctoral research, and the finished product is electronically submitted and accepted by the University. If doctoral candidates need time beyond the semester in which they registered for their 6th dissertation credit, they must maintain continuous enrollment in the Program. Dissertation

GADS 501 Collaboration

3 cr.

This course concentrates on collaboration in the planning, implementation and evaluation of staff development programs. Special emphasis is on developing skills for: interdisciplinary teaming; collaborative analysis of schedules and facilities to facilitate program implementation; construction and use of alternative assessments and evaluations across subject areas. Lecture

GADS 509 Independent Study for School Administration and Supervision

1 TO 3 cr.

This provides students the opportunity to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval of the Dean are required. Independent Study

School of Education

GADS 532 Curriculum Development

3 cr.

The goal of this course is to familiarize you with the many and varied responsibilities that the school principal has in the area of curriculum. Because of the extensiveness of the principal's role in curriculum, a companion course will immediately follow this course. Some of our cohort members have been granted advanced standing for this initial course because of coursework they have completed at another college or university. Therefore, they will not be active members of this course. However, it is our suggestion to these individuals to review the chapters in the text that are designated for this course prior to taking the companion course. Lecture

GADS 547 Advanced Curriculum

3 cr.

This course will address curriculum theories and current curriculum research. Further, it will focus on strategies and development of skills in conducting needs assessments, curriculum change, curriculum management, instructional models and curriculum evaluation. Lecture

GADS 557 Supervision

3 cr.

This course is intended to acquaint the prospective supervisor with a variety of principles, procedures and techniques that theorists and practitioners know are useful and effective in improving instruction in the school setting. We will place emphasis on the role of the supervisor as an individual capable of providing leadership to improve teacher performance. The instruction will include both theoretical aspects of supervision and practical application relating to teacher performance. A clinical supervisory approach, with emphasis on due process rights, is a primary focus of the course. Lecture

GADS 559 Supervision Practicum

3 cr.

Field experience or field research in specialist or subject area. Practicum

GADS 573 School Administration and Supervision: Orientation

3 cr.

The course presents the goals, components, and processes used in the Program for Educational Administration and Supervision. It includes assessments of personal characteristics required in the Pennsylvania Department of Education Standards; writing samples, problem solving; review of internal and external resources available to students. Included in the course content is reading and discussion on school administration and its components of leadership and management. Lecture

GADS 574 Pupil Personnel Administration

3 cr.

This course will examine the role and administration of pupil services programs in elementary and secondary schools. Included in the course will be discussions of the designs of pupil services teams and examinations of pupil services mandates and regulations of the Pennsylvania Department of Education. These regulations address issues such as student attendance, school health services, special education, student rights and responsibilities, school counseling, social work services, and student assistance programs. Also central to the course will be the discussion of how leadership theories and dispositions impact the delivery of student service programs. Lecture

GADS 575 Middle Level School Practice and Organization

3 cr.

The course is designed to provide the aspiring administrator (both in-service and prospective teachers) with the theory and latest research pertaining to effective middle level education. It will introduce and highlight the learning and teaching principles, procedures, and techniques associated with an effective middle level instructional climate. Emphasis will be placed on the role of the administrator as the facilitator and instructional leader of an appropriate middle level culture. Instruction will focus on the conceptual and theoretical framework of middle level education with an emphasis on its organization, including: curriculum, scheduling, instructional strategies, leadership roles, staff development, and program assessment. A practical application approach emphasizing individualized performance-based objectives is the basis of this course. Lecture

School of Education

GADS 671 Elementary School Administration and Management

3 cr.

This course addresses the application of leadership theories in implementing the instructional program in the elementary school. Focus is on the professional role expectations for principals at the elementary level including hiring staff and developing induction/ staff development programs, planning and implementing public relations and informational programs for parents and community, addressing conflict management and safety issues, and using resources (time, materials, staff, and volunteers) to improve instruction for elementary school students. In addition, emphasis will be placed on understanding the larger context of principal leadership including the district, community, and the Commonwealth. A major course project will require specific concentration on the analysis of daily routines for the elementary administrator. Lecture

GADS 675 Secondary School Administration and Management

3 cr.

Secondary School Administration and Management will investigate the role and responsibilities of the secondary school administrator. The focus of this course will be the senior high school, intermediate high school, or 9 – 12 secondary school administrator. To prepare individual educators for a successful career as a secondary school administrator, the course will address numerous administrative and leadership theories and principles and relate them to practical applications at the secondary school level. The course is problem-solving oriented with an emphasis on decision-making, leadership, management, community relations, planning, school climate, student and parent relations, and various operational developments that affect the administrative personnel in the secondary school. Lecture

GADS 681 School Law

3 cr.

The purpose of School Law is to explore the provisions of law—school law as found in the U.S. Constitution, federal and Pennsylvania statutes and regulations, federal and Pennsylvania case law, and common law—as it impacts building-level administrators.

You will explore these provisions of school law through an examination of topics such as the legal framework affecting schools, student-related legal issues, teacher/staff-related legal issues, the Individuals with Disabilities in Education Act (IDEA) and students with special needs, discrimination, and confidentiality & liability. Lecture

GADS 682 School Finance

3 cr.

This course addresses school finance in terms of the scope and sequence of the standards as required by the Pennsylvania Department of Education and Duquesne University. Each candidate will leave this course with the skills and knowledge needed to work with school budgets and all that finance entails in terms of district, state, and federal requirements. With the knowledge that we learn by being involved, students will be expected to fully participate in a myriad of activities, opportunities, and assignments to meet this goal. Students will be expected to bring in additional information/resources as needed to meet the requirements. When you have completed this course you will have an extensive library of finance information along with the personal skills and knowledge you will gain. Lecture

GADS 686 K-12 School Administration Practicum

3 cr.

This course should be the final course in sequence before applying for certification. It requires field experiences at all three levels, elementary, middle, and secondary that are developed in consultation with advisor and field site personnel. Group seminars are concurrently scheduled during the practicum semester. Practicum

GADS 687 Bridging Administrative Leadership Theory and Practice

3 cr.

This is the terminal course in the program leading to K-12 Comprehensive Principal Certification. Competencies related to the twelve program standards that form the program's conceptual framework are examined through a combination of class meetings, virtual learning and field experiences. Field Work

School of Education

GADS 687 Bridging Administrative Leadership Theory and Practice

3 cr.

This is the terminal course in the program leading to K-12 Comprehensive Principal Certification. Competencies related to the twelve program standards that form the program's conceptual framework are examined through a combination of class meetings, virtual learning and field experiences. Lecture

GADS 688 Bridging Supervisor Leadership Theory and Practice

3 cr.

This is the terminal course in the program leading to one of the following supervisory certifications: Special Education, Curriculum and Instruction, Elementary Education, Reading, School Counseling, Music, and any Secondary core subject. Competencies related to the twelve program standards that form the program's conceptual framework are examined through a combination of class meetings, virtual learning and field experiences. Field Work

GADS 688 Bridging Supervisor Leadership Theory and Practice

3 cr.

This is the terminal course in the program leading to one of the following supervisory certifications: Special Education, Curriculum and Instruction, Elementary Education, Reading, School Counseling, Music, and any Secondary core subject. Competencies related to the twelve program standards that form the program's conceptual framework are examined through a combination of class meetings, virtual learning and field experiences. Lecture

GCNE 549 Multicultural Issues and Strategies in Counseling

3 cr.

This course is designed to increase learner awareness, knowledge and skill around the complexity of multicultural issues in professional counseling. The course intends to foster personal and professional growth, and knowledge of a variety of cultural contexts. The course will combine lecture, in class activities and discussion, out of class reading and assignments, film and learner presentation. Learners will be expected to examine their own cultural influences and biases within a safe and cooperative learning environment. Lecture

GCNE 550 Orientation to Counselor Education

0 cr.

This required course is an orientation meeting designed to introduce new students to the Counselor Education Program. It is held each semester for students during their first term of enrollment in the program. This meeting will provide information regarding admission requirements and procedures including screening procedures, the planned program of studies for each academic track and information regarding the Field Interviews, Practica and Internship experiences. Students will have the opportunity to meet full-time faculty members. Finally, this orientation meeting will present new students with the opportunity to have their questions addressed, as well as to meet student peers. Lecture

GCNE 551 Professional and Ethical Practices in Counseling

3 cr.

This course addresses ethical and legal issues related to the professional practice of counseling. In addition, the course covers topics related to the practice of counseling in school and community settings. Lecture

GCNE 551 Professional and Ethical Practices in Counseling

3 cr.

This course addresses ethical and legal issues related to the professional practice of counseling. In addition, the course covers topics related to the practice of counseling in school and community settings. Practicum

School of Education

GCNE 555 Field Interview - Marriage and Family Therapy

0 cr.

The field interview is required in order to provide the beginning Counselor Education student with an opportunity to meet, interview and observe either marriage and family therapists who are employed in private practice and agencies, counselors from elementary, middle/junior high, and secondary schools, or counselors/therapists from counseling agencies. The purpose for the experience is to provide the beginning student with some of the information required to assist the decision-making process regarding program continuation and application to candidacy. It is hoped that the opportunity to observe professionals early in the academic training will provide the student with a more realistic orientation to the counseling profession and their academic preparation. Lecture

GCNE 556 Counseling and Consultation Theory

3 cr.

This course provides students with the most current assessment of the constructs, principles, and techniques of major counseling theories. Emphasis will be given to mainstream individual theories with some attention on systems models. Lecture

GCNE 557 Group Counseling: Theory & Techniques

3 cr.

This course is an introduction to group work and specifically group counseling. It is designed to provide future counselors with opportunities to explore basic theoretical and practical concepts regarding the group counseling process, specifically, the behavioral dynamics of groups; the role, essential skills, techniques and methods of group leadership, as well as the historical and theoretical foundations of group work in community mental health and school settings. The theories of group counseling, germane ethical codes and legal implications for group workers, as well as the multicultural and other essential preparation standards for effective group workers will be reviewed. Lecture

GCNE 558 Field Interview - School Counseling

0 cr.

The field interview is required in order to provide the beginning Counselor Education student with an opportunity to meet, interview and observe either marriage and family therapists who are employed in private practice and agencies, counselors from elementary, middle/junior high, and secondary schools, or counselors/therapists from counseling agencies. The purpose for the experience is to provide the beginning student with some of the information required to assist the decision-making process regarding program continuation and application to candidacy. It is hoped that the opportunity to observe professionals early in the academic training will provide the student with a more realistic orientation to the counseling profession and their academic preparation. Lecture

GCNE 559 Field Interview - Community Mental Health Counseling

0 cr.

The field interview is required in order to provide the beginning Counselor Education student with an opportunity to meet, interview and observe either marriage and family therapists who are employed in private practice and agencies, counselors from elementary, middle/junior high, and secondary schools, or counselors/therapists from counseling agencies. The purpose for the experience is to provide the beginning student with some of the information required to assist the decision-making process regarding program continuation and application to candidacy. It is hoped that the opportunity to observe professionals early in the academic training will provide the student with a more realistic orientation to the counseling profession and their academic preparation. Lecture

GCNE 562 Counseling Across the Lifespan

3 cr.

This course will broadly survey developmental theories and concepts, and applied knowledge from a lifespan perspective. Beginning with conception and continuing through death, emphasis is placed on personal development, family development, and lifespan issues from a counseling perspective. This course is designed in a manner that is consistent with the requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Lecture

School of Education

GCNE 563 Professional School Counseling

3 cr.

This course is designed to increase the understanding of the development and implementation of school counseling programs, in the elementary, middle, and secondary levels. There will be an emphasis on the knowledge, skills and dispositions required to design a school counseling program that will help all students at all levels focus on the goal of achievement and response to high academic standards. Lecture

GCNE 565 Therapeutic Techniques: Individual Counseling

3 cr.

This skill development course is based on a "beginning, middle, and end" model of the counseling process. You will be required to explore and demonstrate basic counseling skills that are associated with each of these three stages. This experience is intended to serve as an introduction to the skills and methods for initiating, maintaining, and terminating the therapeutic relationship. Emphasis will be given to structuring, attending, listening, interviewing, and problem solving as skills to be developed. Lecture

GCNE 650 Social Systems in Counseling

3 cr.

This course is designed to increase counselors' awareness of the variety and complexity of systems, organizations and groups. An interdisciplinary, social systems and organizational development approach will be utilized to explore and understand system composition, interactions, elements and processes. Lecture

GCNE 652 Career Development and Vocational Counseling

3 cr.

This course is intended to be an introduction to career development theory and practice. Participants in this course will receive instruction in the theories, strategies and applications associated with career development in the field of professional counseling. The course is designed to provide students with the knowledge and competencies required to be (1) counselors who integrate lifestyle and developmental approaches, (2) consultants regarding vocational counseling, (3) knowledgeable in process to assist individual decision making, and (4) knowledgeable and skilled in the ethical, legal and professional issues associated with these concepts. The course is also designed to assist students with the experiences necessary to understand how their development affects their professional decisions and practice. Lecture

GCNE 654 Introduction to Marriage & Family Therapy

3 cr.

This course is an introduction to the field of marriage and family therapy from a systems perspective. An overview of the basic approaches to family therapy will be provided. Therapeutic techniques and concepts that are appropriate to the field will be included. Lecture

GCNE 655 Seminar in Student Assistance

3 cr.

This course is an introduction to the essential role of the school counselor on the student assistance team (SAP), and other types of teams within the school. The varieties and types of risks facing adolescents in today's culture will be explored. The youth "at risk" for ATOD abuse and addiction, depression, suicide, self-injury, child abuse & neglect, cyber bullying and students with disabilities will be the focus. The course will explore the alternative responses to these at-risk situations available to educational professionals. Seminar

GCNE 656 Psychotherapeutic Aspects of Human Sexuality

3 cr.

This course is designed to provide information, attitudinal training and counseling experience for graduate students in the area of human sexuality. It will be a counseling course dealing with basic concepts of human sexual development and the bio-psycho-sexual dynamics influencing sexual behavior throughout the life cycle. There will be a focus on sexual problems and dysfunctions, along with appropriate therapeutic treatment. This course is a balance of examining one's own personal sexual values and how they affect the counseling relationship, along with didactic information about human sexuality. Lecture

School of Education

GCNE 660 Counseling Pre-Practicum Seminar

0 cr.

The Counseling Pre-Practicum Seminar is a non-credit required prerequisite experience for all students anticipating registration for the Counseling Practicum. The purpose of the seminar is to provide students with the materials and information that are essential for successful initiation into the Counseling Practicum.

The Counseling Pre-Practicum experience is intended to provide students with an orientation to the preliminary requirements of the Counseling Practicum. Seminar

GCNE 661 Community Mental Health Counseling Practicum

3 cr.

The practicum experience is viewed as a tutorial experience during which the trainee works under the supervision of the site and University supervisors. The practicum seeks to integrate the "counselor as a person" with the formalized knowledge gained by the trainee in didactic course work. Practicum

GCNE 664 School Counseling Practicum

3 cr.

The practicum experience is viewed as a tutorial experience during which the trainee works under the supervision of the site and University supervisors. The practicum seeks to integrate the "counselor as a person" with the formalized knowledge gained by the trainee in didactic course work. Practicum

GCNE 665 Marriage and Family Therapy Practicum

3 cr.

The practicum experience is viewed as a tutorial experience during which the trainee works under the supervision of the site and University supervisors. The practicum seeks to integrate the "counselor as a person" with the formalized knowledge gained by the trainee in didactic course work. Practicum

GCNE 668 Counseling Field Seminar and Techniques

3 cr.

For the Master of Science in Education degree, counseling students have four capstone requirements: the implementation of an advocacy project in the internship experience, submission of written comprehensives, submission of a professional portfolio and passing the Counselor Preparation Comprehensive Examination (CPCE). The program may also require an Oral Comprehensive Examination. Lecture

GCNE 673 Diagnosis and Treatment Plan Professional Counseling

3 cr.

This course provides the student with an overview of the diagnostic criteria of deviant behavior based on the DSM IV-TR. Emphasis is placed on the manifestations of deviant behavior in counseling practice; case conceptualization and differential diagnosis; the use of the DSM IV in diagnosis and treatment planning; and the role of psychotropic medication in the management of mental illness. Lecture

GCNE 700 Group Counseling Lab

0 cr.

This laboratory course, in conjunction with GCNE 557-61 Group Counseling, is designed for graduate students enrolled in counselor education. There are no prerequisites for this course, and the course is available to other Duquesne University graduate students as an elective. Group Counseling, combined with the laboratory experience, is an introductory graduate level course providing students with knowledge and skills of group work using an experiential format. The laboratory component of the course consists of student participation in a personal growth group. The group is designed to facilitate the personal and professional development of students as counselors-in-training and provide an opportunity for students to be group members. Laboratory

School of Education

GCNE 701 Counseling Pre-Internship Seminar

0 cr.

The Counseling Pre-Internship Seminar is a non-credit required prerequisite experience for all students anticipating registration for their first Counseling Internship. The purpose of the experience is to provide students with the materials and information that are essential for successful initiation into the Counseling Internship.

The Counseling Pre-Internship experience is intended to provide students with an orientation to Counseling Internship. Students will be expected to have initiated the internship experience prior to the beginning of classes. Seminar

GCNE 703 Community Mental Health Internship I

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

GCNE 704 Community Mental Health Internship II

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

GCNE 705 Counseling Internship: Elementary School

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

GCNE 706 Counseling Internship: Secondary School

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

GCNE 707 Marriage and Family Therapy Internship I

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

GCNE 708 Marriage and Family Therapy Internship II

3 cr.

The purpose for the Counseling Internship is to provide the Counselor Education student with an opportunity to develop a formal understanding of the overall role of a counselor. The Internship is an experience which will provide activities that are to be supervised and evaluated in order to determine the student's potential for success in the profession. Site and site supervisor selection is subject to the approval of the Counselor Education Program. Internship

School of Education

GCNE 709 Counselor Education Oral Comprehensive Examination

0 cr.

The Oral Comprehensive Examination serves several purposes. The process provides the student with the opportunity to present the range of competencies that have been developed over the course of their time spent in the Counselor Education Program. The process also provides an opportunity for the Counselor Education Program faculty to give feedback to the student concerning their performance in the program. Lastly, the experience provides both faculty and students the opportunity to discuss program effectiveness. Lecture

GCNE 710 Capstone Experience

0 cr.

For the Master of Science in Education degree, counseling students have four capstone requirements: the implementation of an advocacy project in the internship experience, submission of written comprehensives, submission of a professional portfolio and passing the Counselor Preparation Comprehensive Examination (CPCE). The program may also require an Oral Comprehensive Examination. Lecture

GCNS 509 Independent Study- School Counseling

1 TO 3 cr.

Independent Study

GCNS 615 Introduction to Clinical Supervision in Counseling

3 cr.

This course will examine clinical supervision theory and techniques currently used in counseling and psychotherapy, and introduce students to supervision as a specialty. Focusing on developmental issues of supervisors and clinicians, this course will focus on methods used to enhance counselor and supervisor competency, utilizing multiple supervisory models. Lecture

GCNS 621 Crisis Management and Intervention in a School/Organizational Setting

3 cr.

Examines topics related to preventing and managing technological/man made and natural disasters in organizations with special focus on school settings. Emphasis is placed on the practical application of theory in the development of crisis management plans and teams as well as interventions after a crisis. Issues related to the human impact of crises and disasters are highlighted. Lecture

GCNS 700 Thesis- Counselor Education

3 TO 6 cr.

Thesis

GCNS 730 Field Practicum: Secondary School Counseling

1 TO 3 cr.

Practicum

GCNS 731 Field Practicum: Elementary School Counseling

1 TO 3 cr.

Practicum

GCNS 732 Field Practicum: Counselor Education and Supervision

1 TO 3
cr.

Practicum

GDIT 509 Independent Study

1 TO 3 cr.

Independent Study

School of Education

GDIT 703 Foundations of Instructional Technology

3 cr.

This course offers an examination of the key foundations of teaching and learning as applied to instructional technology. Participants will consider the psychology, philosophical, social, and historical perspectives of using technology for teaching and learning. Included are topics such as the taxonomy for the technology domain, technology-based instructional delivery media, impact of technology on the learning community, and the timeline of technology. Lecture

GDIT 704 Professional Studies in Instructional Technology Leadership

3 cr.

Participants will take a leadership role in designing, summarizing and applying various principles and practices of educational research in instructional technology. They will be exposed to major research findings and trends related to the use of technology for teaching and learning to support an integrated learning environment, especially as it applies to human and equity issues. Participants will practice these theories of learning, teaching, and instructional design and synthesize their relationship to the uses of technology to support learning. Lecture

GDIT 705 Courseware Design

3 cr.

The course is designed to support doctoral students of Instructional Technology in the courseware development process, from analysis through evaluation, especially the analysis, design and development phases. Students will gain perspectives and experiences on designing and developing courses with emerging interactive technology for more engaging classroom teaching and research. While the course emphasizes design considerations, students will practice diverse technology, consider possible areas of application, and research the applied educational use of these technologies. Lecture

GDIT 706 Developing a Learning Environment Using IT

3 cr.

This course will discern the information access and delivery methodologies available for various learning environments that support curriculum development. Participants will analyze and categorize telecommunications tools that support research and instruction throughout the classroom and distance learning environments. They will create and deliver a multimedia presentation using advanced features of a selected state-of-the-art presentation tool demonstrating their understanding, research, and practice of these methodologies. Lecture

GDIT 707 Instructional Technology Design and Leadership

3 cr.

Participants will assume a leadership role in the design and implementation of an enterprise-wide technologies plan. Included in this plan will be a description and analysis of accepted principles of strategic planning, a demonstration of the system development life cycle (as well as other systems analysis models), and the performance standards for individuals serving in instructional technology support roles in various learning environments. Group processes and inter-personal dynamics are important elements in the change process. Participation on planning committees will improve the participant's communication and consensus-building skills. Because all plans require funding, participants will identify alternate funding sources to help ensure the success of their plan. Some participants will serve on local technologies planning committees. Lecture

GDIT 708 Technology Management and Leadership

3 cr.

This course is designed to develop a model of leadership that evaluates various technologies to ensure the proper delivery of instruction in a variety of instructional settings. Topics include, but will not be limited to, operating and network systems installation, configuration and management, and evaluation. Various licensing schemes will be introduced with particular attention to how vendors maintain, repair, and otherwise support the teaching and learning environment. Human resource issues will be presented along with the characteristics and skills required for a competent technology committee. Various problem-solving scenarios will be presented including issues associated with public relations, new and emerging technologies, professional development, purchasing, community resources, legal aspects, special needs learners, security, funding, facilities, and other critical issues. Lecture

School of Education

GDIT 709 Instructional Program Development

3 cr.

Participants will develop curricular plans based on local, state, and national, and international standards for the use of computers and other instructional technologies. They will demonstrate their mastery by incorporating diversity issues in their program development and implementation efforts. Once developed, the plan must contain staff development and training elements including an identification of resources, audience characteristics, and learner expectations. The plan must also identify the process to adapt the learning environment based on these characteristics and expectations. Lecture

GDIT 711 Distance Learning Global Leadership

3 cr.

Participants will identify local, state, national, and international leaders in the field of Distance and Online Learning and take a leadership role in assembling, introducing, and moderating two panel discussions on specified topics of interest to the class. Speakers will be identified and participate through asynchronous discussions, synchronous discussions, face-to-face meetings, and through videoconferencing. This course may require an off-site or international visit. Lecture

GDIT 715 Instructional Learning Theory

3 cr.

The purpose of this course is to prepare instructional leaders who will be committed to teaching and engaged in learning. Instructional leaders are able to reflect upon and improve practice from their own experiences. This course is based upon three pillars: schools of educational psychology, major contemporary educational movements and paradigms, and established models of instruction. Instructional learning theory is centered on the major schools of educational psychology: behaviorism, cognitive learning theory, humanism, and lifelong learning. Participants will also be exposed to models of instruction for their consideration. Each model of instruction will be based upon the schools of educational psychology and movements and paradigms. Lecture

GDIT 720 Best Instructional Practices

3 cr.

This course examines best instructional practices, as identified in the literature and in study of exemplary schools. It also includes examination of instructional models, technology, organizational paradigms, interaction schemes, processes and assessments. Lecture

GDIT 725 Leadership & Ethics

3 cr.

Provides cohort members with a broad-based, interdisciplinary knowledge of leadership and ethics theory as it relates to instructional technology. Cohort members will analyze and critique case studies of the leadership styles presented and analyze their own leadership style in the context of those theoretical perspectives. Lecture

GDIT 726 Education in a Global Society

3 cr.

Students will be expected to compare the educational system in the United States with systems in other countries with particular focus on the United Kingdom, China, and South Korea. Additionally, each student will select one other country for individual study either from the core text book or the highly recommended reading. Specific issues to be discussed will include the impact of globalization, curriculum, pedagogical approaches, the role of instructional technology, economics and work, and marginalized populations. Lecture

GDIT 799 Dissertation - FT

1 TO 6 cr.

Dissertation

School of Education

GDIT 819 Social Justice

3 cr.

This course is designed to prepare educational leadership students with information to better enable them to be advocates of social justice for children, families, schools and communities. The course focuses on educational and political policies that relate to social justice and attempts to prepare educational leaders to make a positive contribution in this field in their role as educational leader/administrator/social activist/ policy reformer. The primary objective of this course is to better understand how socially just, educational change actually happens and most importantly how it can and must be implemented in families, schools, and communities. The course emphasizes the unique value of every child regardless of race, ethnicity, gender, socioeconomic level, or handicapping condition. Online

GECE 502 Curriculum and Design Inclusive Early Childhood

3 cr.

The purpose of this course is to explore the importance and impact of play upon learning and development of young children. By critically examining various issues related to children's play, candidates can prepare effective and appropriate play-based curriculums and understand children's spontaneous experiences that are meaningful and challenging in learning environments. These experiences will encourage children's physical, cognitive, language, socio emotional, and aesthetic development through play-based experiences. Lecture

GECE 509 Independent Study: Early Childhood

1 TO 3 cr.

For students in any program who wish to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval by the Dean. Independent Study

GECE 510 Literacy and Language Development

3 cr.

The early childhood years, from birth to age nine is the most important period for literacy and language development. Major emphasis is on the developmental nature of becoming literate, the concept of emergent literacy, the importance of quality reading and language arts experiences, and the vital relationship between reading and writing. Lecture

GECE 520 Introduction to Teaching

3 cr.

This course has two primary goals: (1) To explore what "good teaching" is by looking at: (a) your own experience as a learner; (b) theories of teaching and learning; and (c) current standards for teaching; and (2) To have you experiment with different approaches to teaching, with an emphasis on: (a) Reflecting on successes and areas where improvement is needed; and (b) Seeing things through students' eyes. Lecture

GECE 569 Gateway I: Technology

1 cr.

The course is designed to support students in creating their reflective electronic portfolio, which includes not only learning records showing actual evidence of achievement, but also personal reflection of the content and what it means for the students' educational development. A student portfolio, built as a standalone support for the student's proficiency in the standards and competencies of the Leading Teacher Program (LTP), serve as a learning tool with which students share their development in learning with their peers as well as the instructor for constructive feedback. Lecture/Lab

GECE 570 Orientation to the Leading Teacher Program

0 cr.

Orients aspiring teachers to the organizational structures, the professional challenges, and learning opportunities of the Leading Teacher Program. Introduces teacher candidates to the five domains and associated competencies as well as the themes that will frame their learning and continuous improvement. Orients aspiring teachers to the organizational structures, the professional challenges, and learning opportunities of the Leading Teacher Program. Introduces teacher candidates to the five domains and associated competencies as well as the themes that will frame their learning and continuous improvement. Lecture

School of Education

GECE 571 Gateway II: Diversity	0 cr.
This course is designed to demonstrate understanding of and apply appropriate strategies to address diverse populations of students. Lecture	
GECE 572 Gateway III: Leadership	0 cr.
This course is designed for candidates to demonstrate their professional competence in the areas of content knowledge, pedagogical knowledge, skills, and dispositions, and effect on student learning. The candidates will complete an electronic portfolio that that will showcase evidence of leadership during their student teaching experience. The portfolio was designed during Gateway I and will be presented during the Student Teaching exit interview. Lecture	
GECE 574 Professional Development Seminar I	0 cr.
This course is designed to inform candidates about current issues, such as establishing a reciprocal relationship with parents, guiding behaviors/classroom management, Developmentally Appropriate Practices and assessment as it relates to the field of Early Childhood. This seminar is held prior to/or during student teaching. Seminar	
GECE 575 Professional Development Seminar II	0 cr.
This course is designed to assist candidates in their preparation for the Exit Interview Portfolio. The required components of the portfolio will be reviewed and candidates will have an opportunity to share their working portfolio for suggestions. Seminar	
GECE 590 Early Childhood Internship	0 TO 6 cr.
The student teaching experience involves the prospective teacher in a nursery school setting for 8 weeks and in a primary classroom for 8 weeks. During this capstone experience, the student teacher assumes teaching responsibilities, applies theory to practice, and develops a personal teaching style under the supervision of the cooperating teacher and university supervisor. Internship	
GECE 591 Student Teaching ECE: Dual/Abroad	3 cr.
Student Teaching	
GECE 592 Student Teaching ECE	6 cr.
Student Teaching	
GECE 595 Field Experience- Level 1	0 cr.
At the initial advisement session, all Early Childhood-Initial Certification students receive a packet of information which details required observation experiences, Field Based Orientation Experiences. These activities are to be completed during the student's first twelve credits. All documentation is submitted to the program coordinator when completed. Field Work	
GECE 631 Instructional Techniques	3 cr.
The course focuses on advanced teaching techniques and strategies to support student learning. This includes expanding participants' knowledge of educational theories and practices, brain research on cognition and memory and developing skill at implementing this knowledge in a clinical setting. Participants will be encouraged to be reflective on the subtleties of the planning and delivering excellent instruction. Lecture	
GECE 690 Practicum- Early Childhood	3 TO 6 cr.
Practicum	

School of Education

GELP 509 Independent Study

1 TO 6 cr.

Independent Study

GELP 540 Introduction to Teaching

3 cr.

This course has two primary goals: (1) To explore what "good teaching" is by looking at: (a) your own experience as a learner; (b) theories of teaching and learning; and (c) current standards for teaching; and (2) To have you experiment with different approaches to teaching, with an emphasis on: (a) Reflecting on successes and areas where improvement is needed; and (b) Seeing things through students' eyes.

Lecture

GELP 541 Field-Based Orientation Experience

1 cr.

Each graduate elementary certification candidate is required to carry out a set of field-based orientation experiences during Introduction to Teaching. These experiences will familiarize the candidate with current issues in education, school functions, and developmentally appropriate activities for children. Elementary certification is K-6; therefore, the candidate must spend time in both primary (K-3) and intermediate (4-6) settings. While in schools, the candidate is expected to participate actively in teaching and learning activities that occur in the classroom by generating and using teaching materials, leading small group activities, tutoring individual students, reading aloud to whole classes, and observing master teachers. Field Work

GELP 550 Gateway 1:Technology

1 cr.

Candidates are introduced to the teaching profession through learning experiences in the Entrance Track. Courses in this track focus on content knowledge and pedagogical knowledge, skills, and dispositions. During the Entrance Track, candidates must demonstrate their readiness to be accepted into the Professional Certification Track. This review is called Gateway 1. Candidates are expected to complete all requirements for Gateway 1 and register for the course during the first semester of the program. Gateway 1 must be passed or candidates will not be permitted to continue in the program. This gateway emphasizes technology, a theme in the School of Education. Lecture

GELP 552 Teaching Elementary School Social Studies

3 cr.

This course explores the structure of the social studies curriculum, goals and objectives, basic and advanced instructional techniques and special content areas, e.g. multicultural, geography, and affective outcomes. Lecture

GELP 554 Teaching Elementary School Mathematics

3
cr.

The National Council of Teachers of Mathematics provides a vision for effective mathematics instruction (NCTM 2000,1991). This course will follow the ideas presented by NCTM, in that we will focus on "instruction of mathematics from the viewpoint of presenting content to K-6 students through active participation and involvement. As a teacher candidate, you will learn how to facilitate learners' construction of their own knowledge of mathematics." The primary purpose of this course is to engage teacher candidates in the techniques, practices and content pertaining to the pedagogical needs of learners within an elementary classroom. As a teacher candidate, you will be involved in learning/thinking activities that focus on knowledge, skills, and dispositions for teaching mathematics to elementary students. The course content focuses on PA State Standards and National Common Core Standards for both content and practice of teaching mathematics and planning a unit of instruction. Lecture

GELP 555 Teaching Science in the Elementary School

3 cr.

This course is a study of the theories, practices, content, and resources for the teaching and learning of science in elementary grades, K-6. A constructivist philosophy of teaching and learning is modeled through the organization of the learning environment to promote an inquiry approach to science education. Lecture

School of Education

GELP 556 Instructional Techniques

3 cr.

This course introduces “best practice” techniques for teacher candidates seeking early childhood, elementary, and/or secondary certification. Topics for the course include reading as thinking, representing to learn, writing workshops, small-group activities, authentic experiences, reflective assessment, and interdisciplinary instruction. Integrated within the content of the topics are elements for special education, technology education, and multicultural education. Micro-teaching will be utilized as a practical reinforcement of the topics. This course is aligned with INTASC standards, PDE standards, standards of national professional organizations, and the domains and themes of the School of Education. Lecture

GELP 560 Gateway II: Diversity

1 cr.

Candidates are introduced to teaching methods during the Professional Certification Track. Courses in this track focus on pedagogical knowledge, skills, and dispositions through a variety of theoretical and applied experiences. During the Professional Certification Track, candidates must demonstrate their readiness to be accepted into the Student Teaching Track. This review is called Gateway 2. Candidates are expected to complete all requirements for Gateway 2 and register for the course the semester before student teaching. Gateway 2 must be passed or candidates will not be permitted to student teach. This gateway emphasizes diversity, a theme in the School of Education. Lecture

GELP 561 Elementary Student Teaching Experience: Dual/Abroad

3 cr.

This 15-week student teaching experience is under the supervision of university and public school personnel. Student Teaching

GELP 562 Elementary School Internship Experience

3 cr.

This intensive year-long student teaching experience is under the supervision of university and public school personnel. Candidates may register for 3 credits each semester or 6 credits for one semester. Internship

GELP 564 Elementary Student Teaching

6 cr.

Student Teaching

GELP 570 Gateway III: Leadership

1 cr.

Candidates utilize content knowledge and pedagogical knowledge, skills, and dispositions from their professional preparation courses and experiences for professional practice during the Student Teaching Track. Courses in this track focus on a candidate’s effect on student learning. During the Student Teaching Track, candidates must demonstrate their competencies from the Graduate Elementary Leading Teacher Program in order to graduate. This review is called Gateway 3. Candidates are expected to complete all requirements for Gateway 3 and register for the course while student teaching. Gateway 3 must be passed or candidates will not be permitted to graduate. This gateway emphasizes leadership, a theme in the School of Education. Lecture

GEPK 500 Pre-Field Experience, Level I

0 cr.

GEPK 500 Pre -Field Experience- Level 1 0 credit

At the initial advisement session, all PreK-4 Initial Certification students will receive a packet of information which details required observation experiences, Field Based Orientation Experiences. These activities are to be completed during the student's first twelve credits, 30 field hours. All documentation is submitted to the program coordinator when completed. Field Work

School of Education

GEPK 501 Orientation to Leading Teacher Program

0 cr.

GEPK 501 Orientation to the Leading Teacher Program 0 credit

Orients aspiring teachers to the organizational structures, the professional challenges, and learning opportunities of the Leading Teacher Program. Introduces teacher candidates to the five domains and associated competencies as well as the themes that will frame their learning and continuous improvement. Seminar

GEPK 502 Introduction to Teaching

2 cr.

GEPK 502 Introduction to Teaching 3 credits

This course will help the student conceptualize the teacher as decision-maker – one who makes planning, implementing, evaluation and management decisions as part of the instructional role. Lecture

GEPK 503 Child Development Birth to Age 9

3 cr.

GEPK 503 Child Development Birth to Age 9 3 credits

In depth examination of the developmental patterns of change—physical, cognitive, and psychosocial areas—that have been identified for each stage of development of the child, from birth through nine years of age. Emphasis is given to application of theoretical principals as well as techniques for observing and assessing growth and development Lecture/Lab

GEPK 504 Theory Research and Practice

3 cr.

GEPK 504 Theory, Research and Practice in Education 3 credits

This course considers developmentally appropriate practices in early childhood care and education. It includes early care and education perspectives at several different levels, since early childhood covers the age range from newborn through age 9. Standards, criteria, and guidelines developed by the National Association for the Education of Young Children are examined. Lecture

GEPK 525 Literacy, Language and Literature I

3 cr.

The early years are the most important period for literacy development. Major emphasis is on the developmental nature of becoming literate, the concept of emergent literacy, the importance of quality reading and language arts experiences, and the vital relationship between reading and writing. Candidates will become familiar with genres in Children's Literature. Lecture

GEPK 526 Literacy, Language and Literature II

3 cr.

This course explores the development and acquisition of language, contemporary approaches to the teaching of language arts with emphasis on richness in content and activities to meet the needs of a broad range of linguistically different children. Emphasis will include the teaching of reading and writing during the early years. Lecture

GEPK 527 Literacy Field Experience

0 cr.

Candidates will complete 30 field hours working with PreK-4 children in a marginalized population school and/or community setting. This field experience is connected to the courses GEPK 525 AND 526. Field Work

GEPK 528 Curriculum Design Through Creative Play and the Arts

3 cr.

Candidates will explore effective and appropriate planned and spontaneous experiences that are meaningful and challenging in learning environments. These experiences will encourage children's physical, cognitive, language, socio emotional, and aesthetic development through play-based experiences. Candidates will plan developmentally appropriate integrated lessons including the creative arts. Lecture

School of Education

GEPK 530 Methods of Teaching Mathematics in Grades PreK-4 4 cr.

GEPK 530 Methods of Teaching School Mathematics PreK-4 4 credits

A study of the concepts and skills related to operations of whole numbers, decimals/common fractions with a problem-solving focus, issues in problem-solving geometry, and measurement.

Lecture

GEPK 531 Methods of Teaching Mathematics in Grades PreK-4 Field Experience Level 3 0 cr.

GEPK 531 Methods of Mathematics Field Experience PreK-4, Level 3 0 credit

Candidates will complete 30 hours of field experience working with urban PreK-4 children in a school/community based setting. Field Work

GEPK 535 Methods of Teaching Science in Grades PreK-4 2 cr.

GEPK 535 Methods of Teaching Science PreK-4 2 credits

This is laboratory-oriented science education, using a variety of programs, units, and lessons designed to facilitate development of scientific thinking in children. Various science programs will be studied and students will work with program materials. Focus will be on teacher and learner competencies in the planning, implementation and evaluation of an adaptive science-learning environment. Lecture/Lab

GEPK 536 Methods of Teaching Science in Grades PreK-4 Field Experience Level 3 0 cr.

GEPK 536 Methods of Science Field Experience PreK-4, Level 3 0 credit

Candidates will complete 15 field hours working with PreK-4 children in a school/community based setting. Field Work

GEPK 540 Methods of Teaching Social Studies in Grades PreK-4 2 cr.

GEPK 540 Methods of Teaching Social Studies PreK-4 2 credits

This course explores the structure of the social studies curriculum, goals and objectives, basic and advanced instructional techniques and special content areas, e.g. multicultural, geography, and affective outcomes. Lecture

GEPK 541 Methods of Teaching Social Studies in Grades PreK-4 Field Experience 0 cr.

GEPK 541 Methods of Social Studies Field Experience PreK-4, Level 3 0 credit

Candidates will complete 15 field hours working with PreK-4 children in a school/community based setting. Field Work

GESL 501 Helping English Language Learners in Mainstream Classes 3 cr.

English as a Second Language (ESL) instruction aims to provide English Language Learner (ELLs) with social, cultural and basic and academic language skills to improve their academic achievement. Granted that the developmental goals of ELL's language and academic skills are inseparably interdependent, ESL instruction cannot be perceived as the sole responsibility of ESL specialists. This course aims to support pre-service content area teachers in developing adequate level of competency in addressing the special needs of linguistically and culturally diverse learners in their classes. It also prepares pre-service content area teachers to work with ESL professionals on various levels. The course provides them with basic knowledge and skills appropriate and effective instructional experience for the ELL population. It also focuses on how content area teachers can make accommodations, adaptations and modifications in their instructional planning and implementation to create an inclusive instructional environment for all learners. In light of PDE requirements, the course covers content related to the five TESOL standards, including language, culture, instructiona, assessment, and professionalism. Lecture

School of Education

GESL 508 Culturally and Linguistically Diverse Learners

3
cr.

This course is designed to provide you with the outlook, knowledge, skills and dispositions needed to work effectively in K-12 ESL or mainstream settings. It integrates theory and research with practical classroom applications to address ESL specialists' needs to work effectively with culturally and linguistically diverse learners. More specifically, this course will address how ESL learners' gender, age, race, ethnicity, religion, socio-cultural backgrounds and so forth, as well as their power relations, identities, motivations, attitudes, anxieties, aptitudes, learning styles/strategies, beliefs, and their L2 socialization affects or relate to their success in both ELL and content areas. By doing this, it aims to enable ESL specialists to facilitate learning among students from various linguistic and cultural backgrounds. It is also designed to encourage you to acknowledge, respect, appreciate and incorporate diversity in your work as educators. In addition to other class assignments, this class requires frequent reflections on linguistically and culturally diverse ESL learners in specific classrooms and case studies and exploration of current cutting-edge research incorporating theory and learner-centered practice in SLA. Students are expected to engage in extensive reading, research, in-class discussion and self-evaluation as well as individual and/or group projects and on-line asynchronous discussions. Lecture

GESL 510 Theories and Practice of Second Language Learning

3
cr.

This course will include nine major components that encompass all aspects of SLA from theory to practice: 1- a comparison of first and second language acquisition processes; 2- second language development models such as First Language, Attention, Experience, and Social Theories as well as CPH/Maturation, Ecological Theory, Chaos Theory, and Inter-language 3- language teaching settings, and learner variables including cognitive styles, motivation, identity, attitudinal orientations, language socialization, learning strategies; 4- integrating academic language, culture and literacy skills in content classes; 5- approaches and methods in language teaching - from Grammar Translation to current trends including Content-Based, Learner-Centered, and Task-Based Approaches; 6- planning and teaching receptive skills (listening, reading), productive skills (speaking and writing), and complementary skills (vocabulary, grammar, pronunciation); 7- ESL materials evaluation, selection, design, and development; 8- CALL and ESL instruction; and 9- readings on current developments in ESL teacher education (to be determined by students and instructor). Lecture

GESL 512 ESL Curriculum and Assessment

3
cr.

GESL 512 provides a general overview of curriculum and assessment in ESL education. More specifically, the first half of the course focuses on theoretical and practical issues related to the ESL curriculum, including the origins of language curriculum development, students' needs analysis, learning situation and setting analysis, planning goals and learning outcomes, ESL course planning and syllabus design, instructional materials selection, adaptation and development, and approaches to language program evaluation. The second half of the course, on the other hand, sheds light on the processes of language testing, including teaching and testing, kinds of language tests, validity, reliability and backwash effect in L2 testing, stages of test development, common test techniques, testing productive, receptive and complementary language skills. It also touches upon currently debated assessment and evaluation issues such as testing overall L2 proficiency, age and L2 testing, standardized tests, and process-oriented assessment: dynamic, authentic and portfolio assessment. In this course, students will also get a working knowledge of the application of fundamental L2 curriculum development and testing principles to particular L2 settings and language skills with actual data sets and exercises in several class sessions. Lecture

School of Education

GESL 515 Sociolinguistics and the ESL Classroom

3
cr.

This course addresses the relationship between language use and the social world. It provides an overview of the main topics of sociolinguistics and an introduction to the most important methods used in sociolinguistic research and analysis. The lectures will be built around a discussion of topics and notions, such as the speech community, dialect, code-switching, language variation, pidgins and Creoles, bilingualism, multilingualism, diglossia, address systems, language and gender, language planning, language maintenance, and language shift. The course also covers an introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts to education. Students will explore the relationships between language and society as well as between sociolinguistics and education by assigned readings, classroom discussions, written assignments, oral presentation, and final examination. Lecture

GESL 518 Integrated Literacy in the Content Areas

3
cr.

Since the purpose of this course is to integrate ESL teaching strategies into content-area instruction, it provides opportunities for participants to tailor content-area instruction and to design appropriate curriculum to meet the needs of ESL students. Participants in this course, thus, will explore theories, experience the research, and integrate literacy in the content areas teaching to help ESL learners. To prepare ESL students to cope with the academic mainstream, ESL teachers must help the learners acquire not only the language skills, but also the critical thinking and study skills required in content-area classes. This course explores strategies and approaches using to help ESL learners so that ESL students can benefit from inclusive classes. They will also develop ability to communicate their understanding of integrating literacy in the content area to students, parents, content area teachers, and administrators. Content area language instruction will cover ESL teaching in several areas including Reading, Writing, Speaking, Listening and Science, Mathematics, Social studies, and Physics. Lecture

GESL 600 K-12 ESL Practicum

1 cr.

This practicum aims to provide ESL teacher candidates with learning experiences in situations and settings that are similar to the settings in which the candidates will teach upon the completion of the ESL specialist certificate program. The experience will maximize the opportunity for candidates to attain knowledge, skills, and dispositions as operationalized and measured by the TESOL standards outlined under the five domains of Language, Culture, Instruction, Assessment, and Professionalism. Practicum

GESL 690 Practicum in ESL

3 cr.

Supervised teaching experience designed for persons who hold an Instructional I or Instructional II teaching certificate and are extending certification to ESL Program Specialist. Prerequisite: approval of faculty advisor. Practicum

GFDE 503 Multicultural Education

3 cr.

Principles of adapting school programs and materials to the interests of a pluralistic society. Addresses specific approaches for implementing a curriculum responsive to diverse and multi-ethnic populations incorporating cultural, racial, socioeconomic, gender, and individual differences. Lecture

GFDE 504 Statistics in Behavioral Research

3 cr.

Skills necessary for critical analysis of quantitative research in the behavioral sciences are emphasized. The major goal is to understand and interpret the statistical analyses used to describe distributions and test hypothesis that are commonly used in empirical studies employing quantitative data. Lecture

GFDE 508 Historical, Philosophical, and Social Foundations in Education

3 cr.

The course addresses fundamental contemporary educational issues by exploring, in historical perspective, the interaction of philosophical theories and societal dynamics in the development of American education. Lecture

School of Education

GFDE 509 Independent Study

1 TO 3 cr.

For students in any program who wish to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval by the Dean. Independent Study

GFDE 510 Theory of the Teaching and Learning Process

3 cr.

This course provides opportunities to analyze assumptions about knowing, teaching, and learning; to study theories of human learning and their relationships to motivation, development, and teaching; and to reflect on and project your own teaching and learning practice based on theoretically sound principles. Lecture

GFDE 513 Teaching as Intentional Learning

1 TO 6 cr.

The course provides an online environment for aspiring teachers, practicing teachers, and teacher educators to pursue collaborative action research. Authentic problems from classrooms are framed and solutions to those problems are tested. Learning teams are encouraged and supported in their efforts to publish the results of their research. Special permission is required for enrollment. Lecture

GFDE 514 Teaching as Intentional Learning II

1 TO 6 cr.

The course provides an online environment for aspiring teachers, practicing teachers, and teacher educators to pursue collaborative action research. Authentic problems from classrooms are framed and solutions to those problems are tested. Learning teams are encouraged and supported in their efforts to publish the results of their research. Special permission is required for enrollment. Lecture

GFDE 515 Teaching as Intentional Learning III

1 TO 6 cr.

The course provides an online environment for aspiring teachers, practicing teachers, and teacher educators to pursue collaborative action research. Authentic problems from classrooms are framed and solutions to those problems are tested. Learning teams are encouraged and supported in their efforts to publish the results of their research. Special permission is required for enrollment. Lecture

GFDE 516 Teaching as Intentional Learning IV

1 TO 6 cr.

Concepts and skills which enable students to understand and implement Computer Assisted Instruction (CAI) are presented and developed; uses of computers in meeting educational goals and objectives are emphasized. Some introductory experience with computers is presumed. Lecture

GFDE 520 Motivation in Education

3 cr.

This course enables students to examine the critical role that motivation plays in human learning by applying current theories and research in motivation to authentic issues of concern in educational settings. Students will use motivational theories as lenses through which to consider motivational issues from multiple perspectives, analyze their assumptions about motivation, and design theoretically based motivational practices. Lecture

GFDE 552 Educational Psychology in Pre-K Elementary Classrooms

3 cr.

This course will focus on the use of key theoretical principles of learning and motivation to create motivating learning environments for students in early childhood/elementary level classrooms. Emphasis will be placed on examination of beliefs about the teaching-learning process and use of theory and research to make effective decisions of teaching practice within developmentally-responsive classrooms. Lecture

School of Education

GFDE 553 Field Experience in Social Justice - Level III

0 cr.

Students engage in service learning in off-campus community settings structured and guided reflective activities and assignments are implemented before, during, and after the off-campus meetings to facilitate student learning and social responsibility. Field Work

GFDE 554 Social Justice in Educational Settings

3 cr.

This course will focus on the role of social justice in educating a diverse student population. Social justice discourse is introduced as an educational tool that can be used to better understand the correlations between organizational, institutional, and/or social conditions and the widespread inequities in areas of, but not limited to, race, culture, class, and gender that challenge the educational system. This course is required of all education majors. Lecture

GFDE 555 Foundations of Assessment in Grades PreK-4

3 cr.

Covers foundations of assessing student learning with special emphasis on developmentally appropriate assessment of young children's learning through informal and formal observation. Topics also include reliability and validity, teacher made tests, diagnostic, screening, achievement and other standardized tests, goals, objectives, targets and standards, ethics and legal issues, objective, subjective, performance and authentic approaches to assessment. Lecture

GFDE 556 Design and Interpretation of Formal Assessment Evidence Grades PreK-4

1 cr.

This course focuses on the development and use of assessments and data for making instructional decisions and evaluative judgments of student learning with a special focus on formal observation. Topics covered include the construction and use of teacher-made tests of classroom learning; the descriptive statistics necessary for the interpretation and use of standardized tests of aptitude and achievement; and procedures for determining and reporting grades.

Lecture

GFDE 625 Preparation for National Board Certification

1 TO 6 cr.

Lecture

GFDE 700 Thesis in Education

3 TO 6 cr.

Arrangements are to be made with advisor. Thesis

GFDE 719 Dissertation Study

6
cr.

The Fall Semester Dissertation Study provides Cohort members with an opportunity to independently pursue research in an area of the Cohort member's interest, while supported by faculty and practitioner dissertation committee members. Cohort members maintain the responsibility for assembling a Dissertation Committee. The Committee will comprise not less than three members and not more than five members. It is expected that the Committee chair will be a full- time Duquesne faculty member, unless written approval to the contrary is secured from the Program Director. Committees will comprise at least one additional faculty member and one practitioner. Spring Semester. While it is expected that Cohort members will complete dissertations by the end of this Spring Semester and within the four-year Program timeline, individual Cohort members may annually petition the Academic Standing Quality Circle through the Dissertation Committee chair- person for a one-year extension. Such an extension may be granted provided there is sufficient evidence of progress toward dissertation completion. If an extension is granted, the Cohort member will be expected to continue enrollment in 3 to 6 credits of Dissertation Study per semester. In no case will consideration be given to an extension of more than three years i.e., all Cohort members must complete all the program requirements within seven years of entrance to the Program. Dissertation

School of Education

GFDE 816

3 cr.

This course will focus on the formative assessment process that works with summative assessments to create a balanced assessment environment in the classroom. This 3-credit graduate experience examines the six high-impact elements of the formative assessment process: sharing learning targets and success criteria, feedback that feeds forward, fostering student goal-setting, equipping students as self-assessors, planning for and asking effective teacher questions, and engaging students in asking effective questions. Lecture

GILT 509 Independent Study- Instructional Technology

1 TO 6 cr.

Independent Study

GILT 511 Technology and Education

3 cr.

Examines the pedagogy of teaching digitally, the use of technology as a teaching strategy for the classroom, and the impact of school-related legislation and leadership roles available in instructional technology. Lecture

GILT 512 Instructional Design

3
cr.

Instructional Design is a "hands-on" course. As such, you will work on assignments to address some of the key issues confronting educators with respect to the design and implementation of technology-based lessons in the classroom. This course introduces the fundamental concepts of technology-based instruction by examining the pedagogy of teaching and the use of technology as a teaching tool. The instructional design theories that are introduced are equally applicable to education, training and learning in general. However, this course was designed specifically around the application of these theories and practices in the teaching of children. Blending these theories, participants design instructional materials that take full advantage of their target population's learning strengths, and help their learners master the material and identified learning objectives. The design activities are provided to guide you in the development of an overall unit of instruction and how the particular lesson you will create in this course fit into the grand scheme of the identified unit of instruction. Lecture

GILT 513 Instructional Application of Technology

3 cr.

Participants will prepare technology-based instructional lessons in K-12 subjects (Math, Science, English and Social Studies). They will integrate their understanding of instructional design and delivery with basic learning theories. Lecture

GILT 514 Management of Instructional Technology

3 cr.

Technology planning, the impact of technology on students and organizations, the multicultural effects of technology, and project management life cycle will be considered. Lecture

GILT 515 Instructional Technology Practicum

3 cr.

The pivotal learning experience providing an opportunity to learn by doing. Participants will be paired with real-world demands to implement technology in schools. Typically taken during the final semester of the program. Practicum

GILT 518 Assessment of Instructional Technology

3 cr.

Assessment of Instructional Technology aims to address the overwhelming goal of measuring student success using a variety of tools and measurement methods. Through this course, we will explore traditional and alternative assessments, evaluative methods, intentions and interventions in your classroom. Methodology explores classic methods of observational formative assessments and the use of technology-based tools to assess student learning and the overall assessment of technology based learning. This course is designed to expose Instructional Technologists to theories, models and tools of assessment that can support instructors and classroom instruction. Lecture

School of Education

GILT 520 Teaching with Technology Across the Curriculum	3 cr.
GILT 520 is an on-line course for educators and corporate trainers to use technology as a tool to solve real-world problems as part of the learning process. The focus of the course is on the integration of technology across the curriculum by using it as a tool, rather than as an instructional delivery device. New applications of known technologies will be utilized and new technologies will be introduced and evaluated for their value in an integrated unit; this component is critical, as technology changes dramatically, day-to-day. Emerging technologies will be researched and examined for their potential to enhance education, and strategies will be developed to stay current with the ever-changing environment which technology has added to our culture. The strategies are more pedagogically justified as a learning tool than developing proficiency in specific technology applications. Lecture	
GILT 521 Digital Imagery for Teachers	3 cr.
This course focuses on various uses of multimedia for enhancing course material. Participants create and edit digital images, implement design concepts for creating web pages, and work with video. The students will become more comfortable with different software packages that allow for more creativity and interactivity in the class- room and in the workplace. Lecture	
GILT 524 Education Technology Hardware Certificate	3 cr.
Examines the requirements of effectively planning and delivering instructional technologies curriculum as it relates to the hardware and software requirements. Participants will experience the A+ certification process and optionally install a network lab. Lecture	
GILT 535 Instructional Technology for PreK-4	2 cr.
This course focuses on major instructional technology design principles and practices for PreK-4 learning environments. Candidates will learn how to design and construct text-based instructional technology lessons and materials for PreK-4 Literacy curriculum. Other	
GILT 631 Instructional Techniques	3 cr.
The focus of this course is on planning for pupil involvement with particular emphasis on selection of content, activities, materials and instructional techniques to improve school teaching in the content areas. Lecture	
GINT 690 Student Teaching-England	3 cr.
Student Teaching	
GINT 691 Student Teaching-Ireland	3 cr.
Student Teaching	
GINT 694 Student Teaching-Italy	3 cr.
Student Teaching	
GPSY 505 Role and Function of School Psychologists	3 cr.
This course is designed to introduce prospective school psychologists to the field of school psychology. Subjects and experiences include role and function of the school psychologist; legal, ethical, and professional issues in school psychology; field work experiences; research methods in school psychology; and emerging technologies in school psychology. Lecture	
GPSY 509 Independent Study- School Psychology	1 TO 6 cr.
This provides students the opportunity to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval of the Dean are required. Independent Study	

School of Education

- GPSY 511 Psychology of Learning** 3 cr.
Several theoretical mechanisms of learning and cognitive processing are examined. The goal of the course is to establish the practical utility of operant conditioning theory, social learning theory, and information processing theory. Lecture
- GPSY 512 Psychological Testing** 3 cr.
Introduction to basic principles of test theory, construction and measurement. Topics include reliability, validity, item analysis as well as other test construction considerations. Test interpretation focuses on standardized test scores and factor analysis. Survey of general ability tests, achievement tests, personality tests and interest inventories. Lecture
- GPSY 514 Human Growth and Development** 3 cr.
Survey of growth, adaptation, and developmental patterns in infancy, childhood, adolescence and adulthood; implications for academic, emotional, and social learning. Lecture
- GPSY 612 Social Psychology** 3 cr.
Social psychology is the scientific study of humankind as social beings. The social psychologist is interested in how individuals think about others, influence, and are influenced by others, and how they interact with others. The course is designed to give you a detailed overview of the major topics currently important in the discipline, as well as some of the history and methodology that form the basis of our present understanding. This course has as its cornerstone the scientific method and the use of empirical research as the means of understanding social behavior. Lecture
- GPSY 614 Organizational Consulting for School Psychologists** 3 cr.
An in-depth study of change processes for schools and organizations serving youth and their families. Topics will include organizational assessment, program evaluation, strategic planning, change management, problem-solving, and process improvement. Specific examples covered will include the development of organization level crisis plans and techniques in organizational recovery. Lecture
- GPSY 618 Personal Assessment for Intervention** 3 cr.
Following examination of some of the theoretical concepts behind projective techniques, the students will be supervised in implementation. Emphasis will be on projective interpretation of intelligence tests as well as exposure to other projective techniques. Restricted to students enrolled in the School Psychology Program. Lecture
- GPSY 619 Child and Adolescent Development** 3 cr.
This course explores child development from conception through adolescence, surveying growth, adaptations, and developmental patterns in infancy, childhood, and adolescence with implications for academic, emotional, and social learning. Lecture
- GPSY 623 Behavior Interventions** 3 cr.
The purpose of this course is to teach students to design, implement, and evaluate interventions through progress monitoring for common behavioral problems. The course will also cover single subject design and applied, functional and experimental behavioral assessment. Lecture

School of Education

GPSY 625 Academic Interventions

3 cr.

The purpose of this course is to develop student competencies regarding academic assessment for intervention, evidence-based intervention, and response-to-intervention (RTI) procedures in general. This will be done by taking a holistic view of the student that includes the student's academic environment and the student's pattern of academic performance compared to himself/herself and others. Knowledge of these leads to the selection of evidence-based interventions that must be implemented with fidelity, appropriate progress monitoring techniques, and procedures to gauge RTI. Data-based decision making is the goal of this process. Students will complete an academic intervention project to demonstrate academic assessment, intervention selection, treatment integrity monitoring, progress monitoring, and data-based decision making competencies. Lecture

GPSY 662 Learning Disabilities

3 cr.

Students will learn to understand the history of diagnosis and programming for learning disabilities, and appreciate and apply the general assessment procedures for identifying learning disabilities. Lecture

GPSY 680 Consulting and Program Evaluation- Special Education

3 cr.

Students will develop a knowledge base of behavioral, mental health, collaborative and system level consultation. Students will develop the skills to collaborate with school personnel and the family as a system for the design and implementation of evidence-based interventions and programs. Students will learn to conduct program evaluation to evaluate outcomes. Specific topics will include organizational assessment, problem-solving, and process improvement. This course provides an emphasis on working with families, culturally and linguistically diverse populations as well as regular and special education populations. Lecture

GPSY 690 Child and Adolescent Psychopathology

3 cr.

This course provides students the opportunity to intensively study the etiology, assessment, and evidence-based intervention of major categories of behavior disorders seen in childhood. The importance of early detection, accurate diagnosis, and evidence-based intervention will be emphasized. This course is also designed to cultivate an appreciation of all children's strengths and the belief that with the proper supports, the outcomes of all children may be positively impacted. Field-based experiences (Integrated Practicum) will be supported via group supervision. Lecture

GPSY 691 Psychotherapy With Children and Adolescents

3 cr.

Exploration of methods and techniques of therapy with school-age children to familiarize the prospective school psychologist with techniques for dealing with school-age children who have adjustment problems. Designed to meet the needs of School Psychology majors; others may enroll with permission of a member of the School Psychology staff. Lecture

GPSY 691L Psychotherapy: Consultation Practicum

1 cr.

A supervised counseling practicum designed to accompany: 691 Psychotherapy with Children and Adolescents. Lecture

School of Education

GPSY 692 Individual Testing

3
cr.

One of the primary roles of the school psychologist is to conduct psycho-educational assessments for children who are experiencing unusual difficulties in school. Generally, the purpose of these assessments is twofold: (1) to understand the dynamics underlying school failure for a specific student such that effective interventions can be implemented, and (2) to determine if a student meets diagnostic criteria for a disability as defined by the Individual's with Disabilities Education Improvement Act (IDEIA). Though psycho-educational assessments are comprehensive in nature, cognitive ability is often a primary functional domain to be examined. This course will provide students with knowledge of the techniques necessary to conduct clinical assessments of cognitive as well as academic functioning in children, adolescents, and adults. The class will include lectures, class discussions, practice administrations, and written assignments designed to train students in the appropriate administration and interpretation of each instrument covered. Lecture

GPSY 692L Individual Testing- Practicum

1 cr.

Lecture

GPSY 693L Integrated Practicum

1 cr.

Integrated practicum requires school psychology graduate students to apply knowledge and skills learned thus far in the Program in an applied setting. To accomplish this, you will be assigned a school-based practicum supervisor who will help facilitate completion of course requirements. You are expected to spend at least one-half day per week in the school setting. Practicum

GPSY 695 Child Neuropsychology

3 cr.

This course provides an in-depth study of the brain-behavior relationships in children and adolescents. Course content includes functional developmental neuroanatomy, neuropsychological assessment methods and tests, descriptions of specific brain-related disorders, and linking neuropsychological assessment with intervention and rehabilitation. This course does not cover adult neuropsychological functioning nor does it cover forensic neuropsychology. Lecture

GPSY 701 School Psychology Internship I- Full Time

1 TO 3 cr.

Supervised practice of clinical procedures in an educational and clinical setting. Required for the School Psychologist Certificate. Includes a required Advanced Professional Seminar which meets from 3:00-5:15pm at the University on Mondays, in accordance with the approved semester calendar. Internship

GPSY 702 School Psychology Internship- Full Time

1 TO 3 cr.

Supervised practice of clinical procedures in an educational and clinical setting. Required for the School Psychologist Certificate. Includes a required Advanced Professional Seminar which meets from 3:00-5:15pm at the University on Mondays, in accordance with the approved semester calendar. Internship

GPSY 703 School Psychology CAGS Internship Seminar

3 cr.

Internship Seminar is a mechanism for all school psychology interns to convene and learn from each other's internship experiences. This course is also a means for the University to track and provide feedback regarding program competencies. I will facilitate the learning environment through the use of blogs and discussion boards, and prompting the critical analysis of the presented cases and topics of discussion. Readings and learning activities may be assigned if gaps in knowledge/skills are identified. Select topics will be presented by the instructors to prepare interns for graduation, certification, and PA employment procedures. Seminar

School of Education

GPSY 704 School Psychology CAGS Internship Seminar

3 cr.

Internship Seminar is a mechanism for all school psychology interns to convene and learn from each other's internship experiences. This course is also a means for the University to track and provide feedback regarding program competencies. I will facilitate the learning environment through the use of blogs and discussion boards, and prompting the critical analysis of the presented cases and topics of discussion. Readings and learning activities may be assigned if gaps in knowledge/skills are identified. Select topics will be presented by the instructors to prepare interns for graduation, certification, and PA employment procedures. Seminar

GPSY 705 Single Subject Methods in School Psychology

3 cr.

This course will introduce students to methods of conducting single subject designs for school psychology research and practice. Students will learn the salient features of common single subject designs as well as the advantages and disadvantages of these methodologies. Students will learn to analyze and critique published research based on single subject methods and will have opportunities to explore how these methods can be used to answer research applied and basic science questions pertaining to school psychology. Lecture

GPSY 804 Child Violence in the Schools

3 cr.

This course will focus on the study of the origins and developmental course of violent and aggressive behavior in children and adolescents. This course investigates how instinctual, developmental, biological, situational, psychopharmacological, social, and personality factors differentially contribute to the development and manifestation of aggressive behavior in children. An emphasis will be placed on examining multiple and converging systems. Research evidencing assessment and treatment validity for a specific causes are systematically examined. Lecture

GPSY 808 Early Childhood: Assessment and Intervention

3 cr.

Provides an overview of the current models of assessment and intervention for low incidence disorders and developmental delays, which are typically identified before age five. Course content will explore current definitions and diagnostic criteria, assessment techniques, behavioral, therapeutic, and educational strategies, effective support services, and family, school, and community systems issues. Lecture

GPSY 810 Directed Research

1 TO 3 cr.

Students engage in research projects directed by faculty members. Provides students with ongoing research experience and the opportunity to publish and present self-generated or collaborative research projects. Lecture

GPSY 811 Biological Basis of Behavior

3
cr.

This course is designed to familiarize future school psychologists to the neurological and neuropsychological bases of behavior, as well as psychopharmacological interventions currently available to treat a variety of neuropsychiatric disorders. In the first part of the course, students will learn principles of neuroanatomy, the major structures of the brain, and the associated functions of key brain structures. Each class period will be comprised of lecture, class discussion, an activity (e.g., video, guest, interactive computer activity), and two students' reviews of a research article related to that session's topic (2 per class period). The second section of the course will focus on psychopharmacological intervention of disorders/conditions commonly seen in childhood. Again, class sessions within this portion of the course will be comprised class lecture and class discussion. This section of the class will additionally include individual student presentations regarding the pharmacological intervention of child and adolescent psychiatric disorders/behavior problems (2 each class period). A midterm and a final exam will be completed. Lecture

School of Education

GPSY 812L Doctoral Practicum	1 cr.
Students will choose an area of specialization in which they will complete a supervised practicum. Practicum	
GPSY 813 Professional Seminar: Dissertation	1 cr.
This seminar is offered to students in the third and fourth years of the School Psychology PhD Program to assist with dissertation preparation and completion, and development of a professional identity. Seminar	
GPSY 815 Ethics in School Psychology	3 cr.
Exposes students to NASP and APA ethical guidelines through lectures, class discussions, and role-playing activities. Ethical codes, ethical conduct and professional standards of practice will also be included. Lecture	
GPSY 827 Classroom Discipline and Behavior Management	3 cr.
Handling discipline problems is one of the biggest fears facing teachers. This course will introduce you to a variety of models for managing misbehavior in the classroom. Learn practical strategies for positive classroom management and control. Lecture	
GPSY 850 History and Systems of Psychology	3 cr.
This course focuses on the history of psychology, its theoretical systems, and their relations to contemporary psychology. Pertinent issues in the history and philosophy of science are addressed, as are current trends in the discipline of psychology. Online	
GPSY 890 Advanced Doctoral Practicum Seminar I and II	1 cr.
Advanced Doctoral Practicum I & II require school psychology doctoral students to display in an applied setting the knowledge and skills learned thus far in the Program. Advanced Doctoral Practicum Seminar I & II is a mechanism for all advanced doctoral students to convene and learn from each other's advanced doctoral practicum experiences. This course is also a means for the Program to track and provide feedback regarding program competencies. Seminar	
GPSY 891 Advanced Doctoral Practicum Seminar I and II	1 cr.
Advanced Doctoral Practicum I & II require school psychology doctoral students to display in an applied setting the knowledge and skills learned thus far in the Program. Advanced Doctoral Practicum Seminar I & II is a mechanism for all advanced doctoral students to convene and learn from each other's advanced doctoral practicum experiences. This course is also a means for the Program to track and provide feedback regarding program competencies. Seminar	
GPSY 901 School Psychology Doctoral Internship- Full Time	1 TO 3 cr.
Supervised practice of school psychology in a school or educational setting. Requires 1,500-clock hours experience. Internship	
GPSY 902 School Psychology Doctoral Internship- Full Time	1 TO 3 cr.
Supervised practice of school psychology in a school or educational setting. Requires 1,500-clock hours experience. Internship	

School of Education

GPSY 903 School Psychology Doctoral Internship Seminar

3 cr.

Internship Seminar is a mechanism for all school psychology interns to convene and learn from each other's internship experiences. This course is also a means for the University to track and provide feedback regarding program competencies. I will facilitate the learning environment through the use of blogs and discussion boards, and prompting the critical analysis of the presented cases and topics of discussion. Readings and learning activities may be assigned if gaps in knowledge/skills are identified. Select topics will be presented by the instructors to prepare interns for graduation, certification, and PA employment procedures. Seminar

GPSY 904 School Psychology Doctoral Internship Seminar

3 cr.

Internship Seminar is a mechanism for all school psychology interns to convene and learn from each other's internship experiences. This course is also a means for the University to track and provide feedback regarding program competencies. I will facilitate the learning environment through the use of blogs and discussion boards, and prompting the critical analysis of the presented cases and topics of discussion. Readings and learning activities may be assigned if gaps in knowledge/skills are identified. Select topics will be presented by the instructors to prepare interns for graduation, certification, and PA employment procedures. Seminar

GPSY 905 Capstone Project

1 cr.

Requires the completion of a project related to the applied practice of school psychology. Successful written and oral presentation of the project are required. All other graduation requirements must be met in addition to this Capstone Project. Lecture

GPSY 906 Dissertation- Full Time

1 TO 6 cr.

Successful completion, written and oral presentation of the student's doctoral research are required. Completion of the experience requires also meeting all graduation requirements. Dissertation

GREV 501 Program Planning and Evaluation

3 cr.

An overview of evaluation models, theory, and techniques for conducting program evaluations. Content includes: measuring variables; reporting evaluation findings; using the results; and relationships among policy, planning, and evaluation. Lecture

GREV 503 Business & Project Management

3 cr.

Overview of the principles and practice of managing programs and projects. Content includes: basic business administration principles, leadership, recordkeeping and reporting, legal and ethical responsibilities of project management. Taught as a Business course. Lecture

GREV 509 Independent Study

1 TO 3 cr.

Independent Study

GREV 510 Statistics I

3 cr.

This course is an introduction to descriptive and inferential statistics. Topics addressed include: basic statistical and research concepts, graphical displays of data, measures of central tendency and variability, standardized scores, normal distribution, probability, hypothesis testing, confidence intervals, sampling distributions, correlation, simple linear regression, t-tests, one-factor analysis of variance, and chi-square test. The SPSS for Windows computer software package will be used. Lecture

GREV 514 Practical Application of Qualitative Research

3 cr.

Study of philosophical and methodological foundations of qualitative inquiry combined with practical experience of working on a project. Content includes: theoretical principles and models; data collection and interpretation; and examining qualitative research studies. Lecture

School of Education

GREV 525 Educational Research Literacy

3 cr.

The goal of this course is to develop the skills and knowledge base necessary for the conceptual understanding of research presented in the literature. In doing so, it will provide the foundation to become critical readers of research. Lecture

GREV 550 Instrument Design

3 cr.

Lecture

GREV 610 Educational Statistics II

3 cr.

This course is the second in a sequence of three statistics courses. The major topics focused upon are analysis of variance and multiple regression. Specific areas include: one-way ANOVA, factorial ANOVA, post-hoc analysis, evaluation of model assumptions, repeated measures analysis, analysis of covariance, and bivariate and multiple regression procedures. Lecture

GREV 611 Statistics III

3 cr.

This course is the third in a sequence of three statistics courses. Students are introduced to the multivariate normal distribution. Topics include multiple regression analysis, multivariate analysis of variance and covariance, factor analysis, canonical correlation, discriminant function analysis and logistic regression. Class sessions will consist of direct instruction and whole- class discussion of the statistical concepts and underlying foundations, in- class team work to solve problems and interpret results, and a lab component designed to illustrate and practice the use of statistical software to conduct analyses. Lecture

GREV 612 Statistics IV Statistical Modeling

3 cr.

This course is a general treatment of a class of techniques that have come to be known as structural equation modeling procedures. Structural Equation Modeling (SEM) is a general class of multivariate modeling techniques that allows the estimation of relationships between latent (unobserved) variables. It is also a regression based technique that combines both confirmatory factor analysis and path analysis. The overall goal of this course is to provide students with the conceptual aspects, statistical underpinnings, and applications of this method. It is not meant to be a tutorial on how to use a specific software. The course is intended to be very applied in the sense of how to estimate models, evaluate them, revise them, and report the results. At the same time, the course will provide a rigorous treatment of the theory underlying SEM, including discussions of causality and inference, model assumptions and consequences of their violation, and limitations.

Lecture

GREV 701 Research Methods & Design

2 cr.

This course provides an introduction to qualitative and quantitative approaches to research design and methodology. Through the use of specific research cases, students will analyze the practical problems faced by a researcher and the solution he or she selected. Students will also learn to evaluate the researcher's solutions and consider alternatives. Lecture

GREV 701P Research Methods & Design Practicum

1
cr.

This course provides students with an introduction to qualitative and quantitative approaches to research design and methodology. The selection and application of appropriate research methods and designs are explored. In depth investigations of design considerations, along with the strengths and limitations of various designs, are also examined. Lecture

School of Education

GREV 721 Theoretical Foundations of Qualitative Research

2 TO 3 cr.

This course is designed to explore the use of qualitative research techniques in educational and clinical applications. Course content will cover the historical, philosophical and cultural issues involved in qualitative research as well as strategies and tactics for fieldwork, types of ethnographic approaches, ethical concerns, types and nature of interpretative research and participatory approaches to research. Lecture

GREV 721P Theoretical Foundations Of Qualitative Research Practicum

1 cr.

This class provides students with knowledge and skills in the use of qualitative research techniques in educational and clinical applications. Course content includes the historical, philosophical and cultural issues involved in qualitative research as well as strategies for field work in ethnographic, interpretive and participatory approaches. Lecture

GREV 722 Advanced Methods in Qualitative Research

3 cr.

This doctoral-level course develops advanced understandings and applications of specific qualitative research methods. Students examine various methodological and inquiry paradigms. Emphasis is placed on the use of methods that are contextually congruent with students' disciplinary research needs. Lecture

GRLA 509 Independent Study- Reading and Language Arts

1 TO 3 cr.

This provides students the opportunity to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval of the Dean are required. Independent Study

GRLA 521 Reading Programs and Instruction

3 cr.

This course will provide a framework for ongoing professional growth in reading instruction. Learning will focus on five enduring concepts or "Big Ideas" of Reading Instruction. Through assigned research, readings and writings, book reviews, and lesson planning in reading, you will develop a repertoire of reading methods, intervention strategies, assessment strategies and instructional materials to support your craft. Practicum experiences including classroom observations and model lesson delivery will provide opportunities to extend learning beyond the university into schools and classrooms. Throughout the course study you will have opportunities to interact and collaborate with Reading Specialists, Classroom Teachers and Reading Coaches in an inquiry-based learning experience. Indispensable to balanced literacy instruction is familiarity with children's literature. A routine will be established that encourages review of a variety of authors, styles, genres, text structures, levels and suitabilities. Lecture

GRLA 524 Psychology of Reading

3 cr.

This course will examine the cognitive, psychological and sociocultural factors that influence and drive language instruction. Students will gain knowledge of a balanced reading approach, anchored in current research on best practices relating to how children learn to read. Lecture

School of Education

GRLA 525 The Teaching of Writing K-12

3
cr.

This is a graduate course that will guide you – whether you are a future staff developer or K-12 preservice or inservice teacher – in how to support children’s writing and teach writing in your grade level, content area, and/or school. This course is “writing intensive” and will require a substantial amount of homework. The focus of the course is on the genres of nonfiction/information writing, fiction and poetry. Prerequisites include at least two undergraduate or graduate courses in reading or language arts. While the course is open to all graduate school of education candidates, it is a requirement for those candidates pursuing certification as a reading specialist, for it is often the expectation and administrative structure for reading specialists to be one of the school’s leaders and staff developers in the teaching and assessment of writing. Utilizing an intensive writing and workshop format, sessions will model how to make students better writers and thinkers through writing. Because one cannot teach what one does not know, much of the course will involve us engaging in the writing process ourselves. Modeling the link between reading and writing, genre topics will involve study of authentic texts and literature. The course is highly collaborative, as you will conference with the instructor as well as with other students in the class. Lecture

GRLA 529 Reading in the Secondary School

3 cr.

This course is designed to provide teachers and reading specialists with background knowledge and application of “best practices” related to secondary reading instruction. The reasons why some students struggle with reading at the secondary level is one of the major emphasis of this course. To understand the current science-based methodologies to increase a student’s reading level; which include the development of instructional strategies related to phonological awareness and phonics, fluency, vocabulary and morphology, comprehension, writing, study skills and assessment. Lecture

GRLA 625 Reading Disabilities

3 cr.

This course considers the major problems faced by students with reading difficulties and investigates current research and best instructional practices. An emphasis is placed on assessment as multiple assessment tools are presented and discussed. Students will also gain various perspectives on teaching methods and programs that are being used inside and outside of schools to remediate reading problems and engage readers. The idea of a reading specialist providing professional development and acting as a resource for colleagues will be presented and practiced. In addition, time will be spent on how to create a literate environment and how to encourage students to be life long readers and learners.

Lecture

GRLA 627 Reading Diagnostic Lab

3 cr.

Practicum designed to give expertise in the administration of reading tests in other related areas. Each student works with children who are enrolled in the Reading Clinic and prepares case studies of the children’s evaluation. Following the evaluation procedure, the graduate student provides developmental, corrective or remedial instruction as necessary. Laboratory

GRLA 628 Reading Tutorial Lab

3 cr.

This is a practicum designed to provide you with experience in working with children developing skills in the language arts and/or content areas. You will develop techniques and materials for working with children at the developmental, corrective, and remedial levels. Laboratory

GRLA 630 Seminar in Reading and Language Arts

3 cr.

The course is designed to investigate the applicability and practicability of instructional methodology and theory in reading/language arts by evaluating research and completing a formative research process. This course is intended to be the concluding required course for a M.Ed. degree in the reading/language arts curriculum.

Seminar

School of Education

GRLA 631 Reading Lab Internship	3 cr.
Designed to give the advanced graduate student supervisory and teaching experience in either the Duquesne University Reading Clinic or in local school reading programs. The student will have the experiences in testing and diagnosis, remediation, and clinic supervision of beginning reading clinicians. Internship	
GRLA 690 Practicum in Reading and Language Arts	3 cr.
Full-time internship experience conducted in conjunction with local school districts. Students should apply for these positions through the reading program. Participants will receive a stipend. Prerequisites: A teacher's certificate and enrollment in the Reading/Language Arts Program. Practicum	
GSCE 500 Orientation to the Graduate Secondary Leading Teacher Program	0 cr.
This required course is an orientation meeting designed to introduce new candidates to the Graduate Leading Teacher Program. It is held each semester for new candidates in their first term of enrollment in the program. Generally, the meeting provides information regarding the planned program of studies for each academic track. This includes an overview of the candidacy and exit requirements, performance assessments and field observations, and student teaching. Lecture	
GSCE 501 Content Area Reading	3 cr.
In this course, we draw on sociocultural and developmental frameworks to explore how teachers can promote the enhancement of literacy skills in instructional practices across all content areas. We discuss the nature of literacy practices in and across classrooms, disciplines, and communities. Several elements are included in our examination of literacy: a critical reflection on our own and others' literacy development; examination of a variety of strategies for literacy instruction and assessment; examination of the use of technology as a tool for literacy promotion; and attention to the development of our writing skills. We also attend to important pedagogical concepts for teaching successfully in multilingual classrooms. Finally, we engage in an exploration of the role of literacy in equitable education for all students. Lecture	
GSCE 509 Independent Study-Secondary	1 TO 3 cr.
This provides students the opportunity to develop a project or investigate a problem through supervised research. Enrollment in appropriate area with consent of a full-time member of the faculty and approval of the Dean are required. Independent Study	
GSCE 520 Introduction to Teaching	3 cr.
This course has two primary goals: (1) To explore what "good teaching" is by looking at: (a) your own experience as a learner; (b) theories of teaching and learning; and (c) current standards for teaching; and (2) To have you experiment with different approaches to teaching, with an emphasis on: (a) Reflecting on successes and areas where improvement is needed; and (b) Seeing things through students' eyes. Lecture	
GSCE 536 Teaching Middle School Math Grades 5-8	3 cr.
This course engages teaching candidates in developing the fundamental knowledge, skills, and dispositions for teaching mathematics in middle schools (grades 5-8) in ways that promote students' learning and understanding. The course content addresses state and national standards for teaching and learning mathematics, lesson planning, instructional strategies, assessment techniques, the use of technology in mathematics education, and differentiating to meet the needs of diverse learners. Lecture	
GSCE 540 Adolescent Literature	3 cr.
Evaluation and selection of books and related materials in the subject fields of science, arts, and the humanities, with special reference to the interests of high school youths. Lecture	

School of Education

GSCE 570 Gateway I: Technology	1 cr.
The course is designed to support students in creating their reflective electronic portfolio, which includes not only learning records showing actual evidence of achievement, but also personal reflection of the content and what it means for the students' educational development. This technology gateway is a required for Early Childhood and other masters program students. A student portfolio, built around an accepted set of standards set by the International Society for Technology in Education (ISTE), specifically the standard for Technology Leaders (TL), serves as an assessment of professional development and learning. Lecture	
GSCE 573 Gateway IV: Leadership	0 cr.
Lecture	
GSCE 583 Supervised Secondary Field Experience	1 cr.
This transcribed course will provide the student primarily with experiences in secondary schools and occasionally in agencies, and community settings. This course must be completed during the first 12 credits of registration and is a prerequisite for student teaching. Field Work	
GSCE 589 Secondary Student Teaching	6 cr.
Student Teaching	
GSCE 590 Secondary Education Internship	0 TO 6 cr.
Intensive practicum in teaching under the supervision of university and public school personnel. Required for teacher certification. Internship	
GSCE 591 Student Teaching Secondary: Dual/Abroad	3 cr.
Student Teaching	
GSCE 593 Content-Methods Field Experience	1 cr.
The Secondary Methods Field Experiences provide opportunities for teaching candidates to connect, apply, and reflect upon the ideas, strategies, and theories of effective teaching promoted in the secondary methods courses to the practical setting of a secondary school classroom. These experiences are designed to foster personal and professional growth in preparation for student teaching and entry into the teaching profession. Field Work	
GSCE 631 Instructional Techniques	3 cr.
The focus of this course is on planning for pupil involvement with particular emphasis on selection of content, activities, materials and instructional techniques to improve school teaching in the content areas. Lecture	
GSCE 634 Teaching Secondary Social Studies	3 cr.
This course will focus on providing the student with the concepts and techniques needed to successfully plan and deliver social studies instruction in a competent and professional manner appropriate for the secondary level. Lecture	

School of Education

GSCE 635 Teaching Secondary School Mathematics

3
cr.

The National Council of Teachers of Mathematics presents a vision of effective teaching and learning in mathematics (NCTM 2000, 1991). NCTM asserts that effective teaching "redirects mathematics instruction from a focus on presenting content through lecture and demonstration to a focus on active participation and involvement. As a teacher, you will facilitate learners' construction of their own knowledge of mathematics." The primary purpose of this course is to develop in teacher candidates the fundamental knowledge, skills, and dispositions necessary for teaching secondary mathematics in ways that promote students' learning and understanding. The course content addresses state and national standards for teaching and learning mathematics, lesson planning, instructional strategies, assessment techniques, use of technology in teaching mathematics, and differentiating to meet the needs of diverse learners. By providing you with opportunities that foster and support the themes and domains of the Leading Teacher Program, this course is one step on your life-long journey to becoming a leading teacher of mathematics. Lecture

GSCE 636 Teaching Secondary School Sciences

3 cr.

Contemporary research in science education; psychological basis of instruction; teaching models, materials, resources; evaluation techniques and procedures. Lecture

GSCE 637 Teaching English in the Secondary School

3 cr.

This course will explore issues regarding the theory and practice of teaching English/Language Arts at the secondary level. The course aims to explore sociocultural views of language and learning as they apply to course readings and discussion. English education students will engage in ways of teaching adolescents the skills of writing (creative to expository), reading, responding to literature, listening, speaking, and exploring new media while considering student and community contexts. You will write lesson and unit plans, experimenting with classroom management styles, assessment techniques, and ways of differentiating instruction as you create and participate in a community of teachers. The focus of the class will always be to facilitate the group as stronger, more insightful, more creative and more compassionate teachers upon entry into the secondary English language arts classroom. Lecture

GSCE 690 Practicum-Secondary School Teaching

3 TO 6 cr.

For persons who have had at least a year of teaching experience but are not certified in Pennsylvania. Under the direction and supervision of master teachers, students will participate in classroom observation and instruction. Admission with approval of Program Director. Practicum

GSCE 700 Thesis - Education

3 TO 6 cr.

Thesis

GSPE 500 Orientation In Special Education

0 cr.

This required course is an orientation meeting designed to introduce new candidates to the Graduate Special Education Program. It is held each semester for new candidates in their first term of enrollment in the program. Generally, the meeting provides information regarding the planned program of study for each academic track (PreK-8 or 7-12) and the Candidate Assessment System. This includes an overview of the candidacy and exit requirements, performance assessments, practicum, and capstone portfolio assessment. Lecture

GSPE 501 Exploring Inclusive Practices

3 cr.

This online course allows teacher candidates from various disciplines to explore methods and supports for delivery of instruction to students with high incidence disabilities. A foundations will laid for acquiring the necessary background and skills in the process(es) of universal design, differentiated instruction, and co-teaching. With an emphasis on literacy development, candidates will become familiar with adapting curriculum based on student learning needs, IEP, and 504 plan goals and objectives, and environmental considerations. Lecture

School of Education

GSPE 502 Legal/Ethical Issues: Special Education

3 cr.

This online course will examine current trends and issues in the field of special education and provide a solid foundation in various assessment procedures. Instructional certification and educational specialist candidates in a variety of programs will explore the intent and extent of the current laws related to special education and serving students with disabilities in school settings. Experiences will include an introduction and overview of basic assessment, as well as general research, discovery, and exploration of history, etiology, laws, theories, and techniques related to special education. The impact of current trends and legal issues on the educational processes in preK-12 public schools will be addressed. Lecture

GSPE 503 Social Justice and Empowerment

3 cr.

This course is designed to be taken by special education majors and those interested in learning more in the area of social justice as it applies to persons with disabilities. Topics include a review of the historical treatment of and current issues in the lives of persons with more significant disabilities. The course content, activities and experiences provide the candidate/student with the knowledge, skills and dispositions needed to teach and/or support persons with more significant disabilities to live meaningful lives in inclusive settings and to be empowered by developing communication (including augmentative and assistive communication), self-determination and social skills. Lecture

GSPE 504 Systematic Observation and Assessment

3 cr.

This course provides an overview of assessment terminology, data collection procedures, and the theoretical, legal, and ethical issues related to referral and educational planning. Skills focus on interpretation of standardized and curriculum-based assessment data for eligibility, program and progress monitoring decisions in service of individualized education programs. Students will develop strategies to modify assessments to accommodate the unique needs of students with disabilities and to communicate assessment information to parents. Lecture

GSPE 509 Independent Study for Special Education

1 TO 3 cr.

Independent Study

GSPE 580 Transition and Career Issues

3 cr.

This course is designed to provide an overview of critical issues for students with challenging needs in secondary school settings, as well as the process of transitioning to community and work settings. The course content focuses on secondary curriculum, strategies for successful school experiences, transition planning as well as global support strategies. These strategies are designed to support persons with challenges in becoming successful, independent, as well as interdependent adults in a complex society. Lecture

GSPE 590 Internship in Special Education

3 TO 6 cr.

This is a 6 credit (15 week) student teaching experience to prepare graduate-level special education candidates who are seeking an initial Special Education: Cognitive, Behavior, Physical/Health-CBP/HD Teaching Certificate. Candidates will demonstrate competence in all areas of the CBP/HD certificate under the guidance of a certified special education Cooperating Teacher and University Supervisor. Internship

GSPE 595 Field Experience

0 cr.

All initial certification candidates must satisfactorily complete a series of field-based observations across the range of exceptionalities included in the Cognitive, Behavior, Physical and Health Disabilities certificate. Specific special education courses are designed to incorporate field experiences to satisfy the 595 requirements. This course is a prerequisite for student teaching. Field Work

School of Education

GSPE 602 Applied Behavior Analysis for Special Education

3 cr.

This course provides an introduction to the history, dimensions and characteristics of behavior analysis and its link to providing special education services. Skills focus on creation and analysis of data management systems, graphing behavior, interpreting single-subject research and experimental analysis designs. Students will develop strategies to create and modify behavior change interventions, analyze experimental evaluations of interventions. Lecture

GSPE 603 Response to Intervention

3 cr.

Provides an introduction to the process of Response to Intervention (RTI) including the history, dimensions and characteristics of monitoring student progress and providing general and special education services for preschool and school-age students. Skills focus on the creation and analysis of student data systems, graphing behavior, interpreting evaluation results and placement in tier system. Students will develop strategies to create and modify plans for student instruction, analyze assessment information and make placement recommendation for students. Lecture

GSPE 611 Persons With Disabilities

3 cr.

Overview of critical issues and strategies in the education of students with disabilities. Focuses on historical and legal foundations of special education, inclusive education, diverse developmental characteristics and strategies for accommodating students with challenges in general education environments. Lecture

GSPE 650 High Incidence: Learning

3 cr.

This course is designed to prepare special education majors for the teaching and learning process as it relates to students with learning disabilities and other cognitive related learning problems. The nature of teaching students with learning problems will be examined with emphasis on the IEP process and implementing evidence-based practices in the general education environment. Inclusive education, culturally responsive instruction, co-teaching, and appropriate accommodations and modifications with focus on literacy instruction will be explored. Lecture

GSPE 651 High Incidence: Behavior

3 cr.

This course is designed to prepare special education majors for the teaching and learning process as it relates to students with learning disabilities and other cognitive related learning problems. The nature of teaching students with learning problems will be examined with emphasis on the IEP process and implementing evidence-based practices in the general education environment. Inclusive education, culturally responsive instruction, co-teaching, and appropriate accommodations and modifications with focus on literacy instruction will be explored. Lecture

GSPE 652 Low Incidence: Access to the General Education Curriculum

3 cr.

This course is designed to be taken by special education majors. The course content covers the knowledge, skills, and dispositions needed to assist students from low incidence populations make meaningful progress in the general education curriculum in inclusive classrooms. Individualized assessment and instructional design for this population of students will be the foundation for the course as candidates apply the evidence based practices for teaching literacy, math and science skills. Lecture

School of Education

GSPE 653 Autism Spectrum Disorders

3 cr.

This course provides a global perspective of Autism Spectrum Disorders and focuses on facilitating an understanding of the Autism Spectrum Disorders. This includes: the history, philosophical underpinnings of supporting students with ASD, current definition, assessments, and diagnostic criteria as well as the wide range of interventions and current strategies of support. The course provides guidance for identifying and matching specific support strategies to the individual with ASD's challenges including specifically: language and communication; social understanding and social skills; special interests; sensory integration and movement issues; visual supports and cognitive functioning; and behavioral assessment and intervention/support planning. Lecture

GSPE 654 Early Intervention and Child Development

3 cr.

This course focuses on the knowledge, skills and dispositions needed by special education professionals to support the development and learning of children from birth to 8 years and their families in special education and inclusive settings. The course is organized in three parts: Examination of the historical, legal and philosophical foundations of early intervention; Focus on child development pre-K - 8 and methods for supporting development and learning in young children; and Focus on the developmental characteristics of young children with specific developmental delays or disabilities and on early intervention strategies and evidence-based techniques for promoting development and learning in young children with diverse support needs. Lecture

GSPE 655 Secondary Practices and Transition

3 cr.

This course will be taken with Transition Seminar and Transition Practicum. This course is designed to provide an overview of critical issues for students with challenging needs in secondary school settings, as well as the process of transitioning to post-secondary education, employment and community involvement. The course content focuses on: secondary curriculum, strategies for successful inclusive school experiences, transition planning as well as global support strategies. These strategies are designed to support persons with challenges in becoming successful independent, as well as interdependent adults in a complex society. Lecture

GSPE 671 Professional Core Seminar-Behavior

1 cr.

This course will be taken concurrently with GSPE 651 High Incidence: Behavior AND GSPE 681 Professional Core Practicum-Behavior. Teacher candidates will meet an average of one hour per week throughout the semester to explore theory and research to practice as it relates to working with students with behavior problems while reinforcing subject matter and topics from the corresponding course and required practicum. Seminar

GSPE 672 Professional Core Seminar-Low Incidence

1 cr.

Teacher candidates will meet for one hour per week throughout the semester (or the equivalent of 15 hours across the semester) to explore theory and research to practice as it relates to working with students with low incidence disabilities while reinforcing subject matter and topics from the corresponding course and required practicum. Seminar

GSPE 673 Professional Core Seminar: Autism

1 cr.

Teacher candidates will meet one hour per week throughout the semester to explore theory and research to practice as it relates to working with students with Autism Spectrum Disorders while reinforcing subject matter and topics from the corresponding course and required practicum. Seminar

GSPE 674 Professional Core Seminar: Early Intervention

1 cr.

Teacher candidates will meet one hour per week throughout the semester to explore theory and research to practice as it relates to working with students with disabilities at the early childhood level while reinforcing subject matter and topics from the corresponding course and required practicum. Seminar

School of Education

GSPE 675 Professional Core Seminar: Secondary Practices	1 cr.
Teacher candidates will meet an average of one hour per week throughout the semester to explore theory and research to practice as it relates to working with students with disabilities at the secondary and post-secondary levels while reinforcing subject matter and topics from the corresponding course and required practicum. Seminar	
GSPE 681 Professional Core: Practicum for Behavior	0 cr.
This field based practicum will be taken with corresponding GSPE 651 High Incidence Behavior and GSPE 671 Professional Core Seminar-Behavior. Teacher candidates will observe, instruct, assess and explore settings serving students with behavior related disabilities. Field Work	
GSPE 682 Professional Core: Practicum in Low Incidence	0 cr.
This field based practicum will be taken with corresponding GSPE 652 Low Incidence Disabilities and GSPE 672 Professional Core Seminar-LI. Teacher candidates will observe, instruct, assess and explore settings serving students with more moderate to severe disabilities. Field Work	
GSPE 683 Professional Core Practices and Autism	0 cr.
This field based practicum will be taken with corresponding GSPE 653 Autism Spectrum Disorders and GSPE 673 Professional Core Seminar-Autism. Teacher candidates will observe, instruct, assess and explore settings serving students with disabilities on the spectrum. Field Work	
GSPE 684 Professional Core Practices and Early Intervention	0 cr.
This field based practicum will be taken with corresponding GSPE 654 Early Intervention and Child Development and GSPE 674 Professional Core Seminar-Early Intervention. Teacher candidates will observe, instruct, assess and explore settings serving preschool and young students with a variety of disabilities. Field Work	
GSPE 685 Professional Core Practices and Transition	0 cr.
This field based practicum will be taken with corresponding GSPE 655 Secondary Practices and Transition and GSPE 675 Professional Core Seminar-Transition. Teacher candidates will observe, instruct, assess and explore high school settings serving students with disabilities who are preparing for post-high school activities. Field Work	
GSPE 689 Special Education Practicum Orientation	0 cr.
Orientation meeting that is required for students registered for GSPE 690. It is held each semester prior to the student's placement in the field. Provides information regarding requirements and procedures for the practicum and is a prerequisite for 690. Lecture	
GSPE 690 Practicum in Special Education	3 cr.
Practicum of teaching under the supervision of a university supervisor and a master teacher in a classroom situation. Required of all students who are not certificated in teaching students with disabilities. Admission with approval of Advisor. Practicum	
GSPE 699 Special Education: Final Exit Staffing	0 cr.
Final performance assessment for all graduate candidates pursuing certification / master's degree in special education. Candidates who have completed their program of study and all field requirements with at least a 3.0 QPA, and passed required Praxis exams will prepare a final portfolio based on the Special Education Candidate Self-Assessment Profile (SECSAP). Candidates will present their SECSAP at a simulated panel interview including faculty and key stakeholders from the Special Education Advisory Council and school administrators. Lecture	

School of Education

PDEL 701 Stewardship of Practice

3 cr.

This course is the "professional seminar" that will serve to operationalize the framing elements of the program as expectations for students with regard to the signature pedagogy of the program, the nature and origin of problems of practice, research and development rotations, intergenerational engagement, school-academy-community partnerships, and how students will connect their work with and through the UCEA Center for Educational Leadership and Social Justice in Duquesne's School of Education. Within the framing elements of the program, students will investigate stewardship as an approach to leading educational practice. Lecture

PDEL 702 Education and Social Justice

3 cr.

This course will present the theoretical frame that connects educational leadership and conditions of social justice. Students will develop an understanding of theory and advocacy necessary to create the praxis of education as a means to achieve social justice. Lecture

PDEL 710 Research and Development

3
cr.

Research & Development: The exploration and application of the theoretical and applied aspects of a new model of educational research that uses the principles of design research and collaboration across the boundaries of school, academy, and community to design, test, and develop solutions to problems of practice. The model—aimed at forming Scholarly Practitioners—employs networks of diverse experience and expertise, first, to achieve shared understanding of problems of practice and, second, to design and develop continuously evolving solutions for those problems. Within this context, the focus of the course is on understanding and using data—both quantitative and qualitative—to render clear, accurate accounts of data-informed and evidence-based improvement of schools. (Spring, Year 1) Lecture

PDEL 711 Ethics and Accountability

3
cr.

Ethics & Accountability: The study of data collection and analysis, constructing evidence from data (both quantitative and qualitative), and rendering accounts based on evidence. The focus is on using assessment and evaluation data to drive continuous, data-informed and evidence-based improvement of learning environments. How data are rendered into evidence through descriptive and inferential statistical analyses will be an emphasis. The study of rendering evidence and accounts of improvement will be driven by the moral imperatives of educational research and practice. (Spring, Year 1) Lecture

PDEL 720 Learning and Opportunity

3 cr.

Learning and Opportunity examines the theoretical underpinnings of human learning - in both children and adults - as they impinge on problems of practice and the design of learning environments as well as how those environments afford opportunities to learn and to demonstrate that learning. The course addresses adult learning across the boundaries of schools, academy, and community; the learning in children and youth in and out of schools, and how learning environments afford or deny opportunity for professional and student learners. Lecture

School of Education

PDEL 721 Leadership Design and Practice

3 cr.

Leadership Design and Practice investigates theoretical and applied aspects of educational leadership, followership, and change. The mode of investigation emphasized is the identification and analysis of claims that operate in the practice of educational leadership. This core course serves as a transitional capstone: it builds on the previous core learning experiences to provide a more highly contextualized study of the practice of educational leadership in the seminars and rotations in Year 2 of the program. Lecture

PDEL 730 Problems of Practice Seminar I

3 cr.

Problems of Practice Seminar I is taken in combination with the research and development rotation in learning environments. The emerging problems of practice developed by candidates in their core learning experiences in Year 1 are examined critically and collaboratively against the criteria for the Dissertation in Practice, with emphasis on the criteria for the problem of practice. Lecture

PDEL 731 Research and Development Rotation: Learning Environments

3 cr.

Research & Development Rotation: Learning Environments is taken in combination with Problems of Practice Seminar I in Year 2 of ProDEL. The learning experiences are built on a research and design model for education built on SAC partnerships. The course provides opportunities for students to examine problems of practice through the lens of learning environments in order to understand how learning environments might contribute to problem understanding and potential designs of innovative solutions. Lecture

PDEL 740 Problems of Practice Seminar II

3 cr.

Problems of Practice Seminar III is taken in combination with the research and development rotation in policy. The emerging problems of practice developed by candidates in their core learning experiences in Year 1 are examined critically and collaboratively against the criteria for the Dissertation in Practice, with emphasis on the criteria for the problem of practice, the design for action, and the generative impacts. Lecture

PDEL 741 Research and Development Rotation: Evaluation

3 cr.

Research & Development Rotation: Evaluation is taken in combination with Problems of Practice Seminar II in Year 2 of ProDEL. The learning experiences are built on a research and design model for education built on SAC partnerships. The course provides opportunities for students to examine problems of practice through the lens of evaluation in order to understand how evaluation processes and products might contribute to problem understanding and potential designs of innovative solutions. Lecture

School of Nursing

GNAC 500 Nurse-Patient Synergy

3 cr.

This course provides the foundation for the development of the nurse competencies essential to assuring quality patient outcomes. The integration of the clinical skills sets necessary to meet the full range of patient needs and optimize patient outcomes is the focus of this course. Hemodynamic monitoring, therapeutic pulmonary interventions and the management of multiple system failure are studied within the context of important variables in providing safe passage to patients and their families. Online

GNAC 501 Nurse-Patient Synergy in Clinical Practice

3 cr.

This course provides the opportunity for clinical application of content in the area of student interest. Students will interpret, synthesize, and evaluate multiple data sources to make expert clinical decisions designed to foster the optimum outcome. Proactive, evidenced-based nursing interventions and the coordination of inter-disciplinary services are central to the experience. Online

GNAC 502 Nurse-Nurse Synergy in Collaboration

2 cr.

The centrality of nurses working together to enhance the safe passage of patients is emphasized in this course. As nurses explore ways to create nursing practice models to maximize use of nursing personnel and enhance patient safety, critical skill such as leadership, collaboration, and diplomacy are developed. Inherent in the course is the exploration of strategies to advance the nursing service provided to acutely ill patients and their families. Online

GNAC 503 Nurse-Nurse Collaboration in Clinical Practice

2 cr.

This is the clinical application of course content which allows the student to continue in the area of interest with increased attention to the nurse-nurse interactions needed to function effectively as a clinical specialist. Students will examine strategies to develop clinical judgment, advocacy and moral agency, and caring practices among their health care team members through teaching, coaching and mentoring. Conflict resolution and critical analysis of issues empower the learner to work more effectively within the health care team. Online

GNAC 504 Nurse-System Interaction

2 cr.

This course provides a framework for the analysis of the political, economic, and financial realities of the health care industry that impinge on all clinical services. The analysis and integration of these various components to promote high quality services is the focus. The student will develop and evaluate research based decision trees, protocols and clinical pathways to improve patient outcomes. Online

GNAC 505 Role Practicum

4 cr.

Emphasizes the synthesis and integration of the three roles of the Clinical Nurse Specialist. With the student examining clinical protocols and their impact on patients within an interdisciplinary context to foster new approaches and innovations. Working within a health care system the student will function in consultative and collaborative roles and contribute to the knowledge base through a quality improvement project. Finally, the roles of the Clinical Nurse Specialist will be fully practiced within the health care system. Online

GNAD 500 Nursing Resource Management

3 cr.

The focus in this course is on managerial leadership challenges and competencies responding to patient/family needs within complex health care organization environments including trans-disciplinary systems. Content will contribute to establishing a synergistic framework for the practice of nursing administration for the effective management of resources: (patient/family, care giver, system, and community). Online

School of Nursing

GNAD 501 Health Care Economics

3 cr.

This course examines the application of economic theory to the healthcare industry. Microeconomic principals of price, supply and demand will be presented and used to analyze healthcare system performance. Roles of the consumer, providers, payors/purchasers, vendors and government will be examined. Topics will include production of health, healthcare financing and management, insurance, cost benefit, economic incentives, competition, and regulation, equity and efficiency. Online

GNAD 502 Strategic Planning and Management for Nursing Administration

3 cr.

The focus of this course is to develop the nurse leader as Synergist. Personal self awareness will be heightened by taking a journey inward to assess executive nursing skills in leadership, problem-solving, conflict management, managing change, diversity management, team building, creativity, and legal issues. Content will contribute to practical skill development in strategic planning, outcomes management and concept/proposal writing. Online

GNAD 503 Health Care Information Systems

3 cr.

In this course a multidisciplinary approach to informatics will be used to incorporate nursing science, computer science and information science. Students will analyze information requirements, design system alternatives, and consider the management of resources. The evaluation of the effectiveness of clinical and/or management information systems in health care is considered. The course will examine the resources and methods required to apply these technologies to clinical guidelines, communication systems and to enhance health care delivery. Online

GNAD 504 Nursing Administration Role Practicum

3 cr.

This practicum provides the student with an opportunity to view the role of the nurse administrator within the context of various health care delivery systems. In collaboration with a faculty member and a nurse administrator who serves as a preceptor, the student creates an individualized experience that builds on current education and experience and that directs future professional goals. Online seminars feature issues related to the professional development and leadership that affect and are affected by the role of the nurse administrator. Online

GNAD 505 Accounting for Health Professionals

3 cr.

This course introduces basic financial and managerial accounting principles to prepare the nursing administrator student for using and analyzing financial statements of organizations. This analysis will be useful in matching system resources with patient and nursing characteristics and health care workforce needs. Online

GNAD 506 Financial Management for Health Professionals

3
cr.

This course is an introduction to financial principles as applied to health care management. The goal of this course is to prepare nurse executives and administrators for operating a fiscally healthy organization. The first 2 weeks of the course will focus on introducing students to the health care financial system structure , management issues and impacts of management issues on cost, quality and patient safety. Weeks 3-5 will explore the tools for decision making and problem solving in health care and resource allocation methodologies. The third part of the course will focus on the application of financial management principles & practice in creating and maintaining a healthy organization. This particular course will help the student expand on the foundational knowledge necessary to design, research, and analyze financial management systems utilized in nursing administration. Competencies development related to analytical processes and systems and other financial planning and management aspects required for nursing in today's health care environment will be included.

Online

School of Nursing

GNED 500 Curriculum Design

3 cr.

This course is designed to give the student an in-depth knowledge of the curricular design process, multiplicity of factors that affect curricula within given institutions, and how target populations make a difference to the design and implementation. Synergy comes from the harmony existing between and among the philosophical approaches, the characteristics of stakeholders (students, faculty, patients, and institution), and the ability of the curriculum to match student/nurse characteristics with patient characteristics. The discussion includes the challenges faced by faculty involved in curriculum change and strategies to bring about an effective curriculum and a unified faculty. Student groups participate in designing a small part of a curriculum and then participate in the evaluation of each other's efforts. Online

GNED 501 The Art of Teaching

3 cr.

Teaching is a synergistic process emerging from a harmony between and among the teacher, the student, the patient, and the institution. The student is guided in the role of facilitator of learning including classroom, distance, and clinical teaching. Theories of learning, principles of learning, learning styles, and role of the environment is examined and the relationship of these in reaching synergy is stressed. Numerous teaching strategies are examined and an analysis of the appropriateness of each strategy to the level of learning and to the target populations is included. The student is guided in recognizing and enhancing his or her own competencies in the teaching/learning process and relating these to patient characteristics. Online

GNED 502 Evaluation in Nursing Education

3 cr.

This course focuses on the process of evaluation in nursing education from measurement of individual learning to program evaluation. Synergy between what is taught and the methods of evaluation is essential to the evaluative process and to the ethical aspect of evaluation. The student is guided toward acting as a moral agent and utilizing caring practices within the measurement and evaluative processes and, at the same time, staying true to the critical thinking and clinical judgment required. The student learns to design, use, and interpret evaluation tools for classroom and clinical purposes in nursing education. Online

GNED 503 Advanced Clinical Nursing

2 cr.

This clinical course focuses on the pursuit of advanced clinical nursing knowledge and the investigation of evidence-based practice that expands the clinical knowledge and skills of the learner. Under the guidance of a master's prepared preceptor, students enhance their own competencies and learn more about the significance of matching the patient characteristics with the competencies of the nurse for better patient outcomes. Since all of the nurse characteristic and patient characteristic are important when caring for patients, the synergy model is integrated in its entirety. Students maybe involved in giving direct nursing care. Online

GNED 504 Nursing Education Role Practicum

3 cr.

This course provides the opportunity for the student to enact the role of an educator in its entirety. This is done under the guidance of a faculty member or nurse educator who serves as the preceptor. Students examine the organizing framework and or philosophy of the institution where they are enacting the role of nurse educator and incorporate this into their teaching of students, nurses, or patients. Even though the synergy model will, most probably, not be used by the institution, the student is to examine how, in particular, collaboration, systems thinking, and the facilitation of learning come together to foster synergy which results in the enhancement of learning, or, if synergy is not maintained or attained, to foster a disconnect that can result in chaos. Online

GNED 701 Innovation in Curriculum Design

1 cr.

This course guides the student in curricular analysis and critique and provides the student with the opportunity to develop and propose innovative curricular alternatives for pre-licensure programs in nursing. Online

School of Nursing

GNFN 500 Differential Diagnosis in Primary Care

1
cr.

The course focuses on theories of physical assessment and diagnosis across the life span. Use of the Synergy Model will guide discussions on theoretical frameworks from nursing and other disciplines to develop a client database and a differential diagnosis of common client complaints encountered in primary health care practice settings. Patient characteristics, nursing competencies, and outcomes explicated in the Synergy Model will guide discussion of the process of clinical problem solving and hypothesis generation and testing. The synergistic nature between client characteristics and nurse competencies will be discussed as a model to explore interactions of the client characteristics (resiliency, vulnerability, stability, complexity, resource availability, participation in care, participation in decision making, and predictability) and essential nursing competencies (clinical judgment, advocacy, caring practices, collaboration, systems thinking, response to diversity, clinical inquiry, and facilitation of learning) that optimizes client outcomes. Online

GNFN 501 Family Counseling

2 cr.

The focus of this course is to enhance understanding of family structure, roles and functions. The impact of these concepts on family functioning will be explored. Family interviewing and assessment techniques will be explored as a basis for family interventions within primary care. The framework for the courses based on the synergy model. Application and integration of knowledge from the synergy model includes interactions of patient characteristics (vulnerability, resiliency, stability, complexity, resources and participation in care) with nursing competencies (clinical judgment, advocacy, caring practices, collaboration, response to diversity, clinical inquiry and facilitation of learning) to promote family health. Adaptation of system theory by Bowen and other family theorists will be included. Interviewing and assessment techniques with culturally diverse families will be featured. Online

GNFN 502 Primary Care of the Childbearing Age Family in Health and Illness

4
cr.

The focus of this course is providing comprehensive primary health care to individuals, families, specifically the childbearing-age population. The use of the Synergy Model will guide the discussion of client characteristics, nursing competencies, the health care system outcomes in a chosen area. Emphasis is on assessment of health states, nursing and medical management of common health problems, health education, health promotion, and disease prevention common to individuals and families of childbearing age. Community health and cultural competency concepts as well as the Synergy Model are integrated into practice settings. Selected nursing theories, family systems theory, teaching and learning theories, behavior change theory, principles of counseling and therapeutic communication essential to planning, implementing, and evaluating nursing and medical management of health, wellness, and therapeutic regimens for the individual and family of childbearing age within the community setting are emphasized. The course includes a clinical experience focusing on well-child health, women's health and wellness, childbearing concerns, occupational health concerns common to women, acute episodic illnesses, and chronic illnesses commonly encountered in primary care health care settings. The student will describe, analyze, and synthesize the plan of care in regard to the client, nurse, and health care systems as explicated by the Synergy Model. Online

School of Nursing

GNFN 503 Primary Care of the Maturing Family in Health and Illness

4
cr.

The focus of this course is providing comprehensive primary care to adults, older adults, and maturing families. The use of the Synergy Model will guide the discussion of client characteristics, nursing competencies, and health care system outcomes in a chosen area. Emphasis is on assessment of health states, nursing and medical management of common health problems, health education, health promotion and disease prevention common to adults, older adults, and maturing families. Community health and concepts of cultural competency as well as the Synergy Model are integrated into practice settings. Selected nursing theories, family systems theory, teaching and learning theories, behavior change theory, principles of counseling and therapeutic communication essential to planning, implementing, and evaluating nursing and medical management of health, wellness, and therapeutic regimens for the adult, older adults and maturing family within a community setting are emphasized. The course includes a clinical experience focusing on health concerns common to the maturing family with a focus on chronic illnesses commonly encountered in the primary care setting. The student will describe, analyze, and synthesize the plan of care in regard to the client, nurse, and health care systems as explicated in the Synergy Model. Online

GNFN 504 Clinical Diagnosis and Management Principles of the Family in Primary Care

4 cr.

In this course, the student applies knowledge and skills previously learned to function as a provider of comprehensive primary health care to individuals and families across the lifespan within the context of the community. Emphasis is on the assessment of the health state, nursing and medical management of common acute and chronic health problems, health education, health promotion, and disease prevention. Application of the Synergy Model as selected theories from the behavioral and physical sciences are incorporated into practice. The student will describe, analyze, and synthesize the plan of care in regard to the client, nurse, and health care systems as explicated by the Synergy Model. Online

GNFN 505 Role Seminar I for Advanced Practice Nursing

1 cr.

The focus of this course is on the synthesis of role theory and issues unique to the role of the advanced practice nurse. Professional issues, models of practice including the Synergy Model, and the role of the advanced practice nurse in primary health care and health promotion in regard to the competencies of clinical judgment, advocacy, caring, collaboration, systems thinking, diversity issues, and facilitation of learning within the clinical practice are emphasized. Online

GNFN 506 Advanced Practice Clinical Preceptorship

4 cr.

In this course, the student applies the knowledge and skills previously learned to function as a provider of comprehensive primary health care to individuals and families across the lifespan within the context of the community. Emphasis is on the assessment of the health state, nursing and medical management of common acute and chronic health problems, health education, health promotion, and disease prevention. Nursing theories as well as selected theories from the behavioral and physical sciences are incorporated into practice. Online

GNFN 507 Role Seminar II for Advanced Practice Nursing

1 cr.

The focus of the course is on the synthesis of role theory and issues unique to the specific role of the advanced practice nurse practitioner. Management of clinical cases will be emphasized, based on theoretical understanding of professional, ethical, and legal issues, as well as models of practice, and the role of the nurse practitioner in health care management and health promotion. Online

School of Nursing

GNFO 500 Introduction to Forensic Nursing and Health

3 cr.

This course focuses on the various roles of the forensic nurse. Interactions among patient characteristics of vulnerability, resiliency, stability, complexity, resources, participation in care and decision making, and predictability of diverse forensic patients will be explored. The integration of scientific, ethical, and legal principles into nursing practice will be discussed. Advanced leadership roles for forensic nursing that incorporate the knowledge and skills acquired through the study of forensic science and nursing will be explored and utilized in advancing the clinical, research, and educational roles of the forensic nurse. The literature review and case method format will be used to explore historical, cultural, and lifespan issues related to victims, perpetrators, their families, and society. Online

GNFO 501 Advanced Practice Forensic Nursing

3 cr.

This course provides an opportunity for nurses to acquire specific knowledge related to care of the forensic patient based on scientific, ethical, and legal principles related to forensic nursing practice. Students will examine models of nursing from a holistic perspective and the use theory from nursing, related sciences and law to develop theoretical frameworks for guiding forensic nursing practice. Theories and research focused on individual strengths and dysfunctions are examined. Clinical therapeutics focuses on individual mental and physical health, and maximizing function for victims and the perpetrators, and their families through interventions. The role and responsibility of the advanced practice forensic nurse in health care policy is addressed. Online

GNFO 511 Theories of Violence

3 cr.

This course focuses on the theories of violence in relationship to the perpetrator, the victim, and to society. Online

GNFO 512 Forensic Science, the Legal System, and Civil Law

3 cr.

This course introduces the legal process, the roles and responsibilities of the multi-disciplinary forensic and legal professionals, and the civil and criminal applications of forensic science in the judicial process. The course will prepare nurses to interface with the legal system. The recognition, collection, analysis and preservation of physical evidence are presented. The sources of law, federal and state legal systems, civil and criminal systems, interaction between the law and forensic science in the courtroom, fact versus expert witness, and tasks of the fact finder will be reviewed. Specific forensic nursing competencies for professional caring practice will be applied to discussion of medical-legal issues. Discussion will elaborate on application of the synergy model concepts of forensic patient characteristics and the nursing competencies in resolution of the forensic cases. Online

GNFO 513 Trial Preparation and Criminal Law

3
cr.

This course introduces the processes of trial preparation and the trial, and provides a scenario for the application of the theories of evidence collection. The roles of fact witnesses as presenters of fact evidence, and experts as presenters of expert testimony are discussed. A mock crime scene is presented. An intensive examination of criminal law and forensic science is conducted using crime scene investigation procedures. Forensic evidence collection, laboratory testing, chain of custody, and the implications for legal outcomes are presented. Methods of evidence collection in a variety of settings are delineated and the implications for forensic nurses in crime scene reconstruction, death investigation, toxicology, hair and fiber analysis, DNA, ballistics, arson, cyber-crime, psychiatry and psychology, bioterrorism, odontology and anthropology, linguistics, and entomology. Discussion will elaborate on application of the synergy model concepts of forensic patient characteristics and the nursing competencies in resolution of the forensic cases. Online

School of Nursing

GNFO 514 Forensic Clinical

2 cr.

This course focuses the advanced practice forensic nurse on the nursing competencies in a chosen area utilizing the scientific, ethical and legal principles related to forensic nursing. The student will describe and analyze the competencies of clinical judgment, advocacy, caring, collaboration, systems thinking, diversity issues, and facilitation of learning within the clinical practice area of the student's choice. The practicum requires 120 hours in the practice area. An expert forensic nurse (or other forensic clinician) will serve as the mentor for the student. Online

GNFO 515 Research and Writing in Forensic Nursing

1 cr.

This segment of the program reflects the credit hours earned in the process of writing a paper that is researched and written under the supervision of a faculty member. Research and writing skills are emphasized. The student will choose an independent study topic and will contract with a preceptor to study a specific area of forensic practice. The final paper will reflect the utilization of concepts in the synergy model for professional nursing practice applicable to the area of focus. Concepts set forth in the paper will incorporate the collaborative nature of forensic nursing practice to improve health and legal outcomes for forensic patients/and or perpetrators. Online

GNFO 516 Sexual Assault Nurse Examiner-Adult Training

3
cr.

This course provides interested nurses with the information and skills to properly care for victims of assault (both physical and sexual) by recognizing, collecting and preserving evidence, interviewing the patient, and linking them to vital community resources for follow-up. This course, taught by experts in the areas of forensic nursing, law enforcement, and criminal prosecution, emphasizes victim advocacy and the overall importance of being a member of the interdisciplinary Sexual Assault Response Team (SART) in the investigative, health care, and prosecution processes. This course serves as the "classroom" portion of the national certification offered through the International Association of Forensic Nurses (IAFN). Students will learn theory, research, and legal rationales for protocols used by ---SANEs. Students will also observe simulated forensic interviews, evidence collection, and expert witness testimonies. Training is consistent with IAFN standards of practice. Online

GNPM 500 PMH Nursing with Individuals in Therapy

3 cr.

This course examines models of psychiatric-mental health nursing from a holistic perspective and applies theory from nursing, the Synergy model and related sciences and relevant research to develop theoretical frameworks for guiding advanced nursing practice. Interactions with nurses relating to patient characteristics of vulnerability, resiliency, stability, complexity, resources and participation in care will be explored. Clinical therapeutics will focus on interventions that maintain functional patterns and alter dysfunctional patterns of responses within the individual. Online

GNPM 501 PMH Nursing Clinical Interventions with Individuals

3 cr.

This clinical practicum includes clinical practice, experiential seminar, and supervision. Application of knowledge from the theory course and synergy model include integration of interactions of patient characteristics vulnerability, resiliency, stability, complexity, resources and participation in care with nursing competencies (clinical judgment, advocacy, caring practices, collaboration, response to diversity, clinical inquiry and facilitation of learning) to promote mental health. Clinical applications focus on experiences in individual therapy with various mental health problems in a variety of settings. Opportunities are available for collaboration with other mental health professionals Online

GNPM 502 PMH Nursing Interventions with Families in Therapy

3 cr.

This course examines models of psychiatric-mental health nursing from a holistic perspective and uses theory from nursing, related sciences, and relevant research to develop theoretical frameworks for guiding nursing practice. Clinical therapeutics focus on family mental health and family functioning. Theories and research about family strengths and dysfunctions are examined. Clinical therapeutics focus on the use of interventions for maintaining functional and altering dysfunctional patterns of responses within family systems. Online

School of Nursing

- GNPM 503 PMH Nursing Clinical Interventions with Families** 3 cr.
This clinical practicum is taken concomitantly with Psychiatric Mental Health Nursing with Families in Therapy and includes clinical practice, experiential seminars, and supervision. Application of knowledge from the theory course is essential. Clinical applications focus on experiences in family therapy with various mental health problems in a variety of settings. Opportunities are available for collaboration with other mental health professionals. Online
- GNPM 504 PMH Nursing with Groups in Therapy** 3 cr.
This course examines models of psychiatric-mental health nursing from a holistic perspective and applies theory from nursing, the Synergy model and related sciences and relevant research to develop theoretical frameworks for guiding advanced nursing practice with groups. Interactions with nurses relating to patient characteristics of vulnerability, resiliency, stability, complexity, resources and participation in care will be explored. Online
- GNPM 505 PMH Nursing Clinical Interventions with Groups** 3 cr.
This clinical practicum is taken concomitantly with PMH Nursing with Groups in therapy and includes clinical practice, experiential seminars, and supervision. Application of knowledge from the theory course (GNPMH 504) will be incorporated into the practicum. Clinical applications focus on experiences in short-term group therapy with various mental health problems in a variety of settings. Opportunities are available for collaboration with other mental health professionals. Online
- GPNG 501 Introduction to the Advanced Practice Nurse Role** 1 cr.
Introduction to expectations for the role of the advanced practice nurse. Approaches which foster strong scholarly work will be reviewed. This course will include an on-campus week coupled with an on-line seminar. Online
- GPNG 502 Theory in Nursing** 3 cr.
Students are introduced to nursing theory through comprehensive overview of the subject. An historical perspective of the development of nursing theory follows. Students examine the characteristics of theory and begin to get an appreciation for why nursing theory is said to be in its infancy. The differences between models and theories are discussed as well as types of categories of nursing theories. Strategies for the development of nursing theory are examined. Students are given guidance on how to analyze and evaluate nursing theories as the class analyzed and evaluates various nursing theories. The relationship of theory to nursing practice, research administration, and education is explored. The school's organizing framework, the synergy model, will be examined in relation to the meta-paradigm concepts and how it facilitates caring behavior, clinical judgement and clinical inquiry. Online
- GPNG 503 Population Based Health Promotion** 3 cr.
This course examines the meaning, production and promotion of health at individual and societal levels. Health management strategies, including individual case management, disease management, and population-based health management will be presented. Collaborative local, regional, national, and global health promotion initiatives will be presented and discussed. Issues related to health promotion will be discussed including basic epidemiologic concepts, health disparity groups, access and resource availability, costs, quality, health promoting lifestyles, screening, and health behavior change strategies. Online
- GPNG 504 Nursing Education and Administrative Processes** 3 cr.
Through the creative use of the synergy model student explores ways to enhance patient outcomes through, primarily, facilitating learning and exploring system wide issues to enhance patient outcomes. Students are presented with an overview of educational and administrative principles, theories, and processes so that they can begin to understand the role of the nurse educator and the role of the middle manager in the health care arena. Online

School of Nursing

GPNG 505 Methods of Nursing Research

3 cr.

This course provides an emphasis on research designs and methods. The student has an opportunity to focus on a nursing problem from the perspective of quantitative and qualitative research traditions. A variety of methods and designs will be examined and critiqued for applicability to nursing problems. The student will identify and/or refine the topic and content that will be developed for the scholarly project. The synergy model will be discussed in regard to how it can guide research, evidence based practice, and cultural competence. Online

GPNG 506 Practicum in Nursing Research

2 cr.

This research practicum is planned by the student, faculty, and/or nurse researcher and is based on the objectives developed in an individualized learning contract according to the student's previous experiences and professional goals, and the available learning resources. Online

GPNG 507 Bioethical Decision Making in Nursing and Health Care

2
TO
3 cr.

This course focuses on the nurse's practice as realized in the moral agency of individual nurses. The process involved in nurses helping patients/families make ethical decision involves a synergy between the nurse's competencies and the patient's characteristics. Rights and the importance/necessity of context are explored. Select ethical systems such as deontology, utilitarianism, cultural/social relativism, and emotivism are analyzed as to their usefulness in health care decision making and their compatibility with the synergy model. Case studies illustrate differences in intent, process, and consequences among and between ethical systems. Husteds' bioethical decision making theory of symphonology (the study of agreements) is evaluated as a practice based contextual bioethical system. Those students enrolled for three credits will additionally explore autonomy as an adjunct to bioethical decision making; examine the bioethical standards as virtues of all humans; determine the philosophical underpinnings and strategies of symphonology theory development; and conduct personal inquiry of interest. Online

GPNG 508 Pathophysiology for Advanced Nursing Practice

3 cr.

Etiology, pathogenesis, and clinical manifestations of disease process will be presented within the framework of the Synergy Model. The interaction between patient vulnerability and patient resiliency will be emphasized in explaining major pathophysiological conditions across the life span. The effects of complexity and predictability on patient outcome will be highlighted when appropriate. This approach will enhance nurse competencies to assess and evaluate physiological changes, presence or absence of complications, and the extent to which the desired outcome of care and or treatment are attained. Most importantly, this approach will facilitate ongoing learning. Online

GPNG 509 Physical Assessment for Advanced Practice Nursing

3 cr.

The course focuses on components of the synergy model and theories of physical assessment cross the life span. The emphasis is on selected physical and behavioral science principles, and techniques used to develop a client data base. The clinical component of the course includes experiences in obtaining, evaluating, presenting, and recording a comprehensive client data base. Emphasis is on health promotion, preventive interventions including screening test, counseling interventions, immunizations and chemoprophylactic regimens and comprehensive planning of culturally appropriate primary health care across the life span. This is accomplished by identifying health related stressors in terms of the individual, the family and community and formulating a list of client health, counseling and teaching needs, risks, and problems. Online

School of Nursing

GPNG 510 Pharmacology for Advanced Practice Nursing

3 cr.

Principles of pharmacology are applied to advanced nursing practice with individuals and families. The effects of pharmacological agents on individuals throughout the life span are discussed. Utilizing clinical judgment, prescribing and monitoring of drug regimens in treatment of disease states and/or primary health care are presented. Potential drug interactions as a consequence of multiple drug regimens are included. Significant adverse reactions, dangers inherent in self-medication, as well as overuse of commonly prescribed drugs all address the synergy model concept of complexity. Finally, the role and responsibilities associated with advanced nursing practice in prescribing pharmacological agents and monitoring and evaluating patient responses, including clinical judgment and inquiry, are identified and discussed. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course. Online

GPNG 511 The Synergy Model in Nursing Practice

1 cr.

Students are introduced to the Synergy Model for Patient Care through a comprehensive overview of the subject. Students examine the characteristics of the model and the relationship to nursing practice, administration, and education is explored. The school's organizing framework, the Synergy Model for Patient Care, will be examined in relation to the facilitation of caring behavior, clinical judgment, and clinical inquiry. Online

GPNG 751 Masters Level Independent Study

1 TO 3 cr.

This course provides students with an opportunity to study a specific area that is not covered in depth by another course. Students will work with a faculty member to develop specific learning objectives, assessment, and evaluation. Independent Study

GPNG 771 Transcultural Nursing and Health Care

3 cr.

This course is a nursing course that builds on the basic concepts of human, health, nursing, and environment, and their interrelationships. Emphasis is placed on the development of Leininger's model of transcultural nursing and transcultural health care systems. Various issues related to the health care professional's role in the delivery of health care and the client's acceptance of health care are explored. A focus is placed on the assessment and analysis of select cultural diversities as related to clinical practice. Methods utilized in transcultural nursing and health care research that foster culture-specific care are included. Online

GPNG 772 Transcultural/International Health Practicum

3 cr.

This focus of this course is to promote cultural understanding through the process of cultural immersion. Students are expected to choose a clinical area within a particular culture and keep field notes, observations and cultural insights. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. Online

GPNG 774 International/ Transcultural Research

3 cr.

This course focuses on the process and analysis of research traditions that guide Transcultural Nursing. Students are expected to develop a research proposal based on their immersion in a chosen culture from which the research questions are clinically based. Students will work with the instructor in identifying and validating the research questions that will guide the methodology for their proposal. PhD students in the course are expected to follow through with the proposal to the development of IRB approval. All students will participate in critique of the proposals and mini-studies for each member of the class. This process will be called modeling parties and will be accomplished through the asynchronous format of distance learning. Online

School of Nursing

GPNG 780 Writing for Health Care Publication

3 cr.

This course is designed for students in the health care professions such as nursing, physical therapy, occupational therapy, social work, and pharmacy. The course helps students develop skills needed in preparing a manuscript for publication in a professional health care journal and in constructively critiquing a manuscript. The preparation of chapters, books and other clinical documents is also reviewed. Online

GPNG 900 Theory Development

3 cr.

This course focuses on the philosophical and theoretical foundations of health behavior and health promotion as a basis for nursing research. The basic elements of theory, theory development, critique, and application of theory in research are discussed. Theories as they relate to health and human functioning of individual, family and group client systems across the lifespan are explored. Examples of grand, middle-range and practice level theory from nursing and related disciplines are examined. The influence of social and psychological factors such as ethnicity, socioeconomic status, gender and vulnerable populations is included. Selected research applications of theories and models of health promotion will be analyzed and relevant research methodologies will be discussed. The relationship between research and clinical practice to theory generation and testing is explored. Online

GPNG 902 Quantitative Methods in Nursing Research

3 cr.

A critical analysis of quantitative research designs and methods and scientific inquiry from the viewpoint of the positivistic paradigm. Focus is placed on descriptive, correlational, experimental and quasi-experimental designs as applied to nursing problems. Emphasis will be placed on multi-dimensional methods designed to explore complex health care and nursing problems. Online

GPNG 903 Measurement Issues in Nursing Research

3 cr.

This course focuses on the application of measurement theory and psychometric techniques to the development, use, and evaluation of measurement instruments for nursing and health care research. The operationalization of concepts, assessment of reliability and validity, and appropriate and ethical use of measurement instruments are explored. Online

GPNG 904 Qualitative Methods in Nursing Research

3 cr.

This course focuses on the analysis of research traditions that guide the collection and analysis of qualitative data in the development of nursing science. Included are naturalistic, conceptual, interpretive and analytical research methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. The course is designed to provide half the menu of research methods available to nurse researchers. As such, it complements the Quantitative Methods course and can be taken before, after, or concurrently with Quantitative Methods. Online

GPNG 906 Introduction to the Nurse Scientist Role

1 cr.

Introduction to expectations for the nurse scientist role and to approaches which foster strong scholarly work. This course will include an on-site intense week coupled with an on-line seminar. Online

GPNG 909 Doctoral Level Independent Study

1 TO 3 cr.

This course provides students with an opportunity to study a specific area that is not covered in depth by another course. Students will work with a faculty member to develop specific learning objectives, assessment, and evaluation. Independent Study

GPNG 910 Health Policy

3 cr.

Examines contemporary major health issues to determine their relationship to and impact upon health policy. A major focus will include the identification, formulation, and legitimation of health policy in the United States. Online

School of Nursing

GPNG 915 Dissertation

1 TO 6 cr.

This series of credits offers students an opportunity to complete the dissertation process from proposal development, data collection and analysis, and results and discussion. Students work under the direction of faculty who serve as dissertation chair and committee members.

Dissertation

GPNG 920 History and Philosophy of Science

3 cr.

The course will examine the scientific philosophies of Karl Popper and Thomas Kuhn, with emphasis on the former's notion of the falsifiability criterion of demarcation and the latter's concepts of paradigm and paradigm shift. This examination will occur against the background of the history and philosophy of science provided by F. S. C. Northrop. We will look at two authors who were influenced and reacted to both Popper and Kuhn. The readings and our discussion of them should help the students to relate the philosophy of science to the practice of nursing.

Additional readings will be assigned and are available in the ERes. These readings will include major articles written by nurse scholars addressing the influence of Philosophers on the development of nursing knowledge, research and discovery.

Online

GPNG 927 Structure of Knowledge

3 cr.

This seminar is a synthesis of concepts of philosophy, theory, and research used in the development and testing of nursing knowledge. In this course greater emphasis is placed on epistemology, the study of how knowledge is acquired. Various forms of knowing on which nursing practice is based are explored. Students are guided to consider the philosophic assumptions upon which specific theories are based and how the nature of the research problem and theory guides the choice of research method. They are also guided in the process of a critical review and synthesis of nursing and other knowledge in their own area of concentration and in the identification of key concepts and relationships for their own planned research. Online

GPNG 928 Social Justice and Vulnerable Populations

3 cr.

Vulnerability is examined through the lens of social justice theory, Catholic social justice teachings, and culture. Responses to vulnerability are framed by: characteristics and determinants of vulnerability, direct and indirect actions to limit or reduce vulnerability, and structural and policy level interventions to address the variables that perpetuate vulnerability within persons, across generations and throughout the world.

Online

GPNG 929 Research Emphasis

3 cr.

This course explores the current state of the art of nursing research and the major research trends in nursing and health care. Emphasis is placed on developing a program of study and research, identifying pre-doctoral funding sources, and understanding ethical issues related to research. Emphasis will also be placed on preparing a fundable grant application including the budget. The importance of multidisciplinary research to build science will be discussed. Online

GPNG 930 Applied Quantitative Practicum

3 cr.

This course extends the students' theoretical understanding of quantitative designs related to research in health care and provides the opportunity for applied practice in quantitative methods. Topics to be covered include (but are not necessarily limited to) review of foundation statistical knowledge (as covered in prerequisite coursework), analysis of variance, repeated measures ANOVA, and regression analysis. Data management will also be examined. Students will gain competence in using common statistical tests and SPSS (statistical software package) to be able to conduct and report quantitative research from an applied perspective. Online

School of Nursing

GPNG 931 Applied Qualitative Practicum

3 cr.

The focus of this course is to promote a broader understanding of the student's phenomena of interest through the process of qualitative inquiry, immersion and Field Work. Students are expected to choose a particular area of clinical research interest and keep field notes, observations and insights. Students will then analyze their field notes using a chosen process of analysis with a data manager. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. The student will arrive at research questions grounded in the clinical area or area of inquiry with support from the literature and the prospect of moving to the next phase of inquiry. Students will have ample opportunity to work with data and use a data manager to assist with data analysis.

*Students in the TCN post masters program must be involved with phenomena related to culture. Online

GPNS 912 Clinical Scholarship for Evidence Based Practice

3 cr.

This course emphasizes the relationship between nursing interventions and patient outcomes and enables the student to conceptualize, provide a rationale and measure nursing interventions. Patient outcomes are evaluated and related research examined. Clinical protocols, practice guidelines, databases and nurse sensitive measures are defined and explicated. Prerequisites: Admission to DNP program or permission of faculty. Online

GPNS 913 Identification of Capstone Practicum

1 cr.

Guided study to assist in the identification and clarification of the capstone experience. Online

GPNS 914 Epidemiology

3 cr.

This course studies the distribution of disease in populations and the study of risk and prevention of diseases. Principles and methods of epidemiologic investigation including describing patterns of illness in populations and research designs for investigating the etiology of disease are explored. Quantitative measures are used to determine risk, association and procedures for standardization of rates. Examination of major health problems such as cancer, chronic disease, and infectious processes is included. Online

GPNS 916 Health Care Information Systems

3
cr.

A multidisciplinary approach to informatics will be used to incorporate nursing science, computer science and information science. Students will analyze information requirements, design system alternatives, and consider the management of resources. The evaluation of the effectiveness of clinical and/or management information systems in health care is considered. The course will examine the resources and methods required to apply these technologies to clinical guidelines, communication systems and to enhance health care delivery. This is not a 'geek' course. You will not become a computer scientist nor be programming code for this course. Rather you will understand, analyze, and learn about the components, issues, and policies that make data, information, information systems, and information technology a key part of nursing practice. You will learn how informatics is an enabler to quality healthcare. The question to ask yourself throughout this course is "how in what I am learning can I use this to make the delivery of nursing care more accessible, safe, effective, and efficient?". The focus is on the application of the material to practice.

This dynamic course will immerse you in discussions, experiential exercises, interviews, demonstrations, etc.; it is not a static course, but then again so too is not the field of informatics.

Online

GPNS 917 Transcultural Care and Global Health Perspectives

3 cr.

This course explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs. The focus is on select global health problems assessed in a multidisciplinary manner to assure attention to the underserved and their complex cultural needs and requirements. Attention is directed at increasing the capacity of health care professionals to develop culturally sensitive health care systems. Online

School of Nursing

GPNS 924 Introduction to Doctoral Study

1 cr.

This course includes an on-site orientation that provides an overview to how the program will progress. This is coupled with self guided learning tools to help foster scholarly work and success in doctoral education. Online

GPNS 925 Development of Capstone Proposal

1 cr.

Guided study to assist with the refinement of capstone proposal and establishment of practicum arrangements. Online

GPNS 926 Curriculum Design

2 cr.

The examination of curriculum models in nursing education will provide the framework for the analysis of approaches to organizing learning experiences into a total program of study. Attention will be directed at the processes used to create a curriculum which reflects professional priorities, societal trends, and institutional philosophies. The limited evidence base for curriculum will be explored, as well as approaches to program evaluation, including accreditation. Online

GPNS 927 Structure of Knowledge in Nursing Practice

3 cr.

This course introduces nurses in advanced practice to the development and application of knowledge in nursing. It emphasizes how knowledge is acquired, the theoretical underpinnings upon which nursing practice is based, and the application of knowledge to practice. Various forms of knowing as a component of nursing practice are explored. The development and use of theory in practice are brought together from the perspective of clinical nursing and other disciplines as a foundation for effecting change in nursing and healthcare. Online

GPNS 928 Evidence Based Teaching

3 cr.

This course examines the state of knowledge of the relationship between the science of nursing education and student learning outcomes. Relevant research findings about teaching and learning will be explored to stimulate a scholarly orientation to developing learning activities and to studying existing nursing education practice and traditions. The goal of the course is to foster evidence based teaching approaches to improve the quality of nursing education. Online

GPNS 929 Program Analysis and Evaluation

3 cr.

This course will emphasize the analysis and evaluation of program outcomes within a variety of settings. Emphasis will be placed on the identification of appropriate evaluation instruments to the context of the organization. An overview of the process will include the use of models; selection of instruments; data collection procedures; cost effectiveness and ROI; and the means to interpret, report, and utilize findings. Results can be used to make decisions about improvement in organizational functioning. Online

GPNS 930 Theory of Complex Organizations

2 cr.

This course will cover the major strands of organization theory with application to clinical and academic environments, including organizational structure, resource dependence, strategy, symbols, institutional theory, organizational culture, socialization, leadership and decision making. Online

GPNS 931 DNP Practicum I

3 cr.

This course involves intensive practice experience in the students' specialization/capstone project. Focus will be on evidence-based practice and the application of research into practice. Particular attention will be directed to the analysis and the evaluation of the transformation of the students' practice. Exploration or refinement of the capstone project is an integral expectation of the course. Online

School of Nursing

GPNS 932 DNP Practicum II

2 TO 4 cr.

This course involves the continuation of the practice and capstone project begun in course DNP Practicum I. Focus will be on the completion of the capstone/scholarly project including plans for the dissemination of outcomes and future directions for the scholarly projects. Online

John G. Rangos, Sr. School of Health Sciences

ATHT 607L Physiology of Exercise Lab

0 cr.

This course prepares students to understand the physiological changes that occur in the body when it undergoes the stress of exercise and physical activity. Students are prepared to become actively involved in the measurement, management, and enhancement of the physiological effects including the creation and utilization of the different energy systems, muscular function and enhancement, and the function and enhancement of the cardiorespiratory system. Students also are expected to apply those advanced physiological concepts in the development of a comprehensive year-round physical conditioning program (according to the standards established by the National Strength and Conditioning Association) to maximally enhance function and performance. Laboratory

ATHT 607W Physiology of Exercise

3 cr.

This course prepares students to understand the physiological changes that occur in the body when it undergoes the stress of exercise and physical activity. Students are prepared to become actively involved in the measurement, management, and enhancement of the physiological effects including the creation and utilization of the different energy systems, muscular function and enhancement, and the function and enhancement of the cardiorespiratory system. Students also are expected to apply those advanced physiological concepts in the development of a comprehensive year-round physical conditioning program (according to the standards established by the National Strength and Conditioning Association) to maximally enhance function and performance. Lecture

HLTM 500 Independent Study

1 TO 6 cr.

To meet a student's specific interest, an independent study can be completed if the topic is not covered in the general curriculum and the topic meets the HMS AHIMA accreditation standards. Please meet with the Department Chairperson. For majors only. Independent Study

HLTM 502 Special Project

0 cr.

Design and develop a data base to support collection of metrics including demographic information as well as clinical data. Coordinate data presentation and statistical reporting of clinical outcomes, and financial impacts of more efficient care and treatment modalities. Demonstration of presentation skills of data in various formats. Presentation information will be utilized in presentations, community presentations and in clinical arenas. Other

HLTM 520 Healthcare Delivery and Organizations

3 cr.

The purpose of this course is to introduce students to the various organizations and entities that comprise the healthcare delivery system. Students will also address current health care trends and issues. Lecture

HLTM 525 Health Care Human Resource Management

3 cr.

This course is designed to assist you to critically evaluate and understand healthcare human resources in the dynamic healthcare environment. In order to meet the challenges of the future marketplace, organizations will need to acquire an acumen for garnering, managing, and developing personnel, keeping current on legalities, and making just decisions given the economic, environmental, and societal needs. Healthcare issues in human resources will be intricately dissected such as the role of information technology, doctors in unions, compensation and benefits, and specific healthcare labor laws. Lecture

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HLTM 528 Information Systems Support

3 cr.

This course introduces the student to the hardware and software of a computer. All components will be demonstrated and reviewed, such as the CPU, memory cards, drivers, networks, and peripherals. Students will also learn computer troubleshooting. Extensive hands on computer work is required. Upon completion of this course, students are qualified to take the A+ certification examination. Lecture

HLTM 528L Information Systems Support Lab

0 cr.

Laboratory

HLTM 540W Health Information Management Policy

3 cr.

This course provides the graduate student with an in-depth understanding and experimentation of the major policy issues facing health management systems professionals. In order to arrive at those policy issues, one must master the policy making process, policy frameworks, data sources, and experimental and quasi experimental research methodologies. The analysis, formulation, implementation, and evaluation steps, along with data analysis and synthesis, will be discussed. Lecture

HLTM 541 Long Term Care Administration

3 cr.

This course will consider long-term service delivery programs designed to meet the needs of seniors and special populations. It will review care and service systems from a historical, philosophical and managerial perspective. The course will analyze the underpinnings of the profession, including the demographics of aging, the role of financing and the evolving marketplace.

Lecture

HLTM 543 Risk Management

3 cr.

Course Objectives and Description :

- Identify risk in various healthcare settings and identify causes of loss
- Identify and apply risk management techniques to manage healthcare risk

These course objectives will be achieved by: (a) in-class lecture, (b) in-class tests, (c) in class-participation and discussion, (d) 1 RM topic paper assignment – requiring both written and oral presentation.

Lecture

HLTM 551 Database Design and Management

3 cr.

Being able to take raw data and create an organized database to generate reports and manage an organization is a key skill which the course focuses on. Conceptual matters of database design and management and relation to client needs will also be discussed. Students must be familiar with Access.

Lecture

HLTM 553W Managed Care Integrated Delivery Network

3 cr.

Lecture

HLTM 555W Graduate Internship

3 cr.

This is a capstone experience of the program. Students obtain real world experience in health management systems related settings. It is intended that this experience be suitable for inclusion in the student's resume or portfolio. Requirements will be discussed on an individual basis, with the Faculty Project Director. You must meet with the Faculty Project Director four months prior to start of the semester in which you intend to enroll in this course. Internship

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HLTM 556W Internship II

3 cr.

This is a capstone experience of the program. Students obtain real world experience in health management systems related settings. It is intended that this experience be suitable for inclusion in the student's resume or portfolio. Requirements will be discussed on an individual basis, with the Faculty Project Director four months prior to start of the semester in which you intend to enroll in this course. Internship

HLTM 570 Medical Informatics

3 cr.

The use of technology has become an integral part of healthcare, helping to organize, manage, analyze and use the information within the organization. Medical Informatics focuses on the understanding of the data within the healthcare environment and the effective organization, analysis, management and use of that information. This course will focus on defining the basic concepts of Medical Informatics as well as the practical application of those concepts within various medical environments. Lecture

HLTM 571 Data Distribution Systems

3 cr.

Client/Server, distributed computing, and multimedia delivery services are changing the way healthcare is provided. This course shows how to develop, deliver, and manage such diverse systems. Hands-on experience with local area networking systems prepares the student for tomorrow's environment. Lecture

HLTM 577 Legal Issues in Health Care

3 cr.

This course will educate students intending to embark on a health-care related career on a wide-range of legal issues in the context of the health care industry. Topics will include practitioner licensing, HIPAA, professional liability lawsuits, and a general overview of the court system. Although not specifically covered in the text, the instructor will spend some time covering current relevant issues before the courts, particularly with regard to Pennsylvania law, such as tort reform, peer review privilege, and arbitration agreements in healthcare-related cases. Lecture

HLTM 582 Introduction to Healthcare Finance

3 cr.

This course is designed to introduce students to the topics of finance and accounting which management encounters in health care systems. The course will distinguish between financial management and accounting. The emphasis will be on understanding and interpreting financial statements as opposed to the accounting aspect of generating/preparing the financial statements. The subject material will provide the student with the ability to understand the concepts and techniques of financial analysis and the decision making process in the health care environment. Important elements in this process are healthcare reimbursement systems, the regulatory environment, cost concepts, product costing and strategic planning. Lecture

HLTM 585W Health Information Processes

3 cr.

Health information processes provides an introduction to major processes that occur within the healthcare delivery system. These processes include registration, billing, medical records, laboratory, surgery, pharmacy, radiology, and cardiology. These processes shall be examined from a data-flow perspective as well as an examination of current trends and issues within these processes. Lecture

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HLTM 586 Consumer Health Informatics Lecture	3 cr.
HLTM 587 Research and Analytical Methods This course provides the graduate student who has substantial interest in research and statistics the opportunity to engage in higher level statistical analysis, database querying, and research. This is a participatory, experiential course with two examinations and a paper to be written to the level of being published in a peer review journal. The prerequisite for this course is statistics with a working knowledge up to and including manova. Lecture	3 cr.
HLTM 588 Outcomes Management There is almost limitless variety of forms of health care that are practiced throughout the world. Nearly every society seeks improved health for its members, and when the basic necessities for survival have been obtained, the search for better health is often pursued by seeking better forms of health care. Our nation faces the basic issue of health economics today: Unlimited wants with limited health care goods and services. It is up to those in health care management to ensure that the greatest benefits from those resources are available to the population. This is where the systematic evaluation of health care delivery can help. Lecture	3 cr.
HLTM 589 Healthcare Reimbursement Lecture	3 cr.
HLTM 590 Special Topics Lecture	3 cr.
HLTM 592 Quality Performance for Improvement in Healthcare This course will present an interdisciplinary perspective on quality management in healthcare taking into account a number of disciplines, including operations management, organizational behavior, and health services research. Students will become familiar with the underlying tools and approaches fundamental to continuous performance improvement. Lecture	3 cr.
HLTM 594 Project Management This course is designed to help students develop basic Project Management skills. At the end of this course the student should: Understand what Project Management is and why it is an important function in the workplace today. Understand the concepts of all phases of Project Management and have the ability to conduct each phase of a project. Be exposed to some of the problems that exist in healthcare Project Management that are unique to this field and how to deal with those problems. The class will use a combination of lecture, lab, discussion and project work. Lecture	3 cr.
HLTM 595 Biostatistics The healthcare continuum of care utilizes a variety of data to deliver and manage quality and cost effective care. This course aims to prepare students to assimilate, analyze and report information in a meaningful way such that data driven decisions can be made. Excel and Access are the main software tools used in this course. Lecture	3 cr.

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HLTM 597 Quality Assessment and Performance Improvement

3 cr.

This course will provide the students with: 1. An overview of quality-oriented activities in American healthcare. 2. A basic understanding of the fundamental principles, techniques and terminology related to quality management and performance improvement in a variety of healthcare settings. 3. Introduction of the concept of system thinking, especially in light of the complexity of healthcare systems from a manager's perspective. 4. Quality management techniques of goal-setting, performance measurement and organizational traction will be explored. Lecture

HLTM 598 Advanced Topics in Data Management

3 cr.

This course features advanced concepts in database design and management. Students will learn components of Oracle, SQL, and World Wide Web/database management. This advanced course requires extensive computer time. Lecture

HLTM 599 Data Management

3 cr.

Lecture

HLTS 500 Independent Study

1 TO 6 cr.

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Independent Study

HLTS 503 Neuroscience

4 cr.

This course introduces the major functional components of the adult central nervous system. Neuroscience begins with a functional overview of the nervous system from an embryological/anatomical perspective. This is followed by presentation of the major functional divisions of the nervous system. For each major division, normal function, cellular mechanisms relevant to normal function, and the functional consequences of damage to the system are presented. The course concludes with an introduction to the vasculature of the central nervous system. Prerequisites: BIOL 207, BIOL 208 and SLP 250, or BIOL 207, BIOL 208 and HLTS 315, HLTS 315L, or permission of the instructor. Lecture

HLTS 515 Anatomy

5 cr.

This course is designed to provide Athletic Training and Occupational Therapy students with a relatively broad picture of human anatomy with a special emphasis on the musculoskeletal, peripheral nervous, and peripheral circulatory systems. There is also an introduction to the structure and content of the thoracic, abdominal and pelvic cavities. The course consists of both a lecture and a laboratory component. The laboratory component is required. During laboratory sessions, students will be directed in the dissection and study of human cadavers. Prerequisites: BIOL 111/111L, BIOL 207, BIOL 208 or permission of the instructor. Lecture

HLTS 515L Anatomy Lab

0 cr.

This course is designed to provide Athletic Training and Occupational Therapy students with a relatively broad picture of human anatomy with a special emphasis on the musculoskeletal, peripheral nervous, and peripheral circulatory systems. There is also an introduction to the structure and content of the thoracic, abdominal and pelvic cavities. The course consists of both a lecture and a laboratory component. The laboratory component is required. During laboratory sessions, students will be directed in the dissection and study of human cadavers. Prerequisites: BIOL 111/111L, BIOL 207, BIOL 208 or permission of the instructor. Laboratory

HLTS 520 Topics in Pharmacology

3 cr.

This course is designed to provide students of the allied health professions with a basic understanding of specific pharmacological agents including over the counter and herbal medications used in rehabilitation settings and specialized activity settings such as athletics. Topics include pharmacological classifications, mechanisms, therapeutic indications, adverse reactions, drug interactions, precautions and drug testing procedures. Prerequisites: CHEM 121 or 131, HLTS 315/315L or 515/515L. Lecture

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HLTS 525 Therapeutic Modalities

3 cr.

This course provides an introduction to therapeutic modalities used to treat patients in clinical practice. Lecture material will include a brief overview of the scientific foundation of how the modality operates as well as the physiological response that results. The indication, contraindications and evidence to support the use of the modalities will also be addressed and used in activities that exercise clinical decision-making skills. The laboratory portion of the class involves practical application of the lecture material. As in the lecture portion of the class, activities that exercise clinical decision-making skills will be performed. Prerequisite: PHYS 201/201L. Lecture

HLTS 525L Therapeutic Modalities Lab

0 cr.

This course provides an introduction to therapeutic modalities used to treat patients in clinical practice. Lecture material will include a brief overview of the scientific foundation of how the modality operates as well as the physiological response that results. The indication, contraindications and evidence to support the use of the modalities will also be addressed and used in activities that exercise clinical decision-making skills. The laboratory portion of the class involves practical application of the lecture material. As in the lecture portion of the class, activities that exercise clinical decision-making skills will be performed. Prerequisite: PHYS 201/201L. Laboratory

HLTS 530 Principles of Research

2 cr.

Introduces students to each phase of the research process. Discussions focus on the design, conduct, analysis and interpretation of clinical research studies. Lecture

HLTS 531L Research Seminar Lab

1 cr.

This laboratory course complements the Principles of Research course which provides the didactic information regarding quantitative approaches to research. The primary goal of this laboratory is to apply this didactic information through a guided research project. The project will provide practical experience in the implementation of a research project from idea generation through research reporting. Lecture

HLTS 535 Histology

1 cr.

This course is designed to focus on the basic cytology and histology of the human organism. The course will cover content relevant to cytology such as the cell membrane, cytoplasm and cytoplasmic structures. The course will also cover the ultrastructure of the four basic human tissues and the specific tissues of cartilage, bone, and skin. Efforts will be made to assist the course participants to utilize the information presented in the course to answer medically/clinically relevant questions. Lecture

HLTS 537 Functional Kinesiology/Biomechanics

3
cr.

This lecture/laboratory course is designed to study the elements of normal human motion. Specifically, the course will focus on integrating the "Laws of Nature" which influence movement with anatomical concepts, and the concepts of osteokinematics and arthrokinematics of joints. There will also be an emphasis on how these "Laws" and concepts influence normal and pathological motion. The course will also examine the elements of typical locomotion and the gait deviations that result from the disruption of these elements. The course will consist of both lecture and laboratory components. During lecture sessions material pertaining to the specific osteology, myology, arthrology, arthrokinematics, and osteokinematics of specific joints will be presented to the participants for their consideration and discussion. Laboratory sessions will involve observations, palpations and discussions of both simple and complex human movements. With the guidance of the course faculty, the course participants will execute lab activities designed to integrate information and fundamental concepts pertinent to human movement. Prerequisites: HLTS 315/315L, 320/320L, 470/470L, 570/570L or permission of the instructors. Lecture

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HLTS 537L Functional Kinesiology/Biomechanics Lab

0
cr.

This lecture/laboratory course is designed to study the elements of normal human motion. Specifically, the course will focus on integrating the "Laws of Nature" which influence movement with anatomical concepts, and the concepts of osteokinematics and arthrokinematics of joints. There will also be an emphasis on how these "Laws" and concepts influence normal and pathological motion. The course will also examine the elements of typical locomotion and the gait deviations that result from the disruption of these elements. The course will consist of both lecture and laboratory components. During lecture sessions material pertaining to the specific osteology, myology, arthrology, arthrokinematics, and osteokinematics of specific joints will be presented to the participants for their consideration and discussion. Laboratory sessions will involve observations, palpations and discussions of both simple and complex human movements. With the guidance of the course faculty, the course participants will execute lab activities designed to integrate information and fundamental concepts pertinent to human movement. Prerequisites: HLTS 315/315L, 320/320L, 470/470L, 570/570L or permission of the instructors. Laboratory

HLTS 551 Medical Sciences I

3 cr.

The Medical Sciences I & II courses are designed to provide an overview of the medical model of patient care as it applies to the various systems, diagnoses and conditions that patients may have. This course incorporates the science of pathology in conjunction with the technology of radiology and the medical laboratory to provide the student with a more complete understanding of disease processes which are manifested by patients as symptoms. The topics have been selected to allow physician assistant and physical therapy students to develop an awareness of the practice of medicine which will enable them to provide quality care to their patients in an effective manner. By applying appropriate diagnostic tools, students will learn how symptoms can be formulated into a working diagnosis. Lecture

HLTS 552 Medical Sciences II

3 cr.

This course is a continuation of Medical Sciences I. Lecture

HLTS 570 Anatomy I

4
cr.

This course is designed to focus on the gross anatomy of various regions of the human body. The activities in this course employ a regional approach to the study of human gross anatomy. This course is designed to study the details of the anatomy in the regions of: the superficial aspect of the back; the deep region of the back; the vertebral column; the shoulder; the upper extremity; and the anterior and lateral regions of the neck. The course consists of both a lecture and a laboratory component. Lecture sessions present information pertaining to correct anatomical terminology; gross anatomy; and the organization and relationships of the various structures found in the above listed regions of the body. A dissection laboratory is a required component to the course. In the dissection laboratory the student, under the supervision of faculty, will dissect and study human cadavers. Efforts are made to assist the course participants to utilize the information presented in both lecture and laboratory sessions to answer medically/clinically relevant questions. Prerequisites: BIOL 111/111L and BIOL 112/112L or their equivalent; or permission of the instructor. Lecture

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HLTS 570L Anatomy I Laboratory

0
cr.

This course is the laboratory component of the HLTS 570 Anatomy I course. The activities in this course include dissection of human cadavers, the study of prosected human cadaveric material, the study of human skeletons and skeletal models, and the study of various organ models. This course employs a regional approach to the study of human gross anatomy. It is designed to study the details of the anatomy in the regions of: the superficial aspect of the back; the deep region of the back; the vertebral column; the shoulder; the upper extremity; and the anterior and lateral regions of the neck. In this dissection laboratory the student, under the supervision of faculty, will dissect and study human cadavers. Efforts are made to assist the course participants to utilize the information presented in the course to answer medically/clinically relevant questions. Prerequisites: BIOL 111/111L and BIOL 112/112L or their equivalent; enrollment in HLTS 470 Anatomy I, or permission of the instructor. Laboratory

HLTS 571 Anatomy II

4
cr.

This course is designed to focus on the gross anatomy of various regions of the human body. The activities in this course employ a regional approach to the study of human gross anatomy. This course is designed to focus on the regional gross anatomy of the human: thoracic cavity and its contents; the heart; lungs; abdominal cavity and its contents; pelvic cavity and its contents; and the lower extremities. In addition to gross human anatomy the course covers selected topics in embryology. The course consists of both a lecture and a laboratory component. Lecture sessions present information pertaining to the organization and relationships of the various structures found in the above listed regions of the body and selected pertinent topics in embryology. A dissection laboratory is a required component to the course. In the dissection laboratory the student, under the supervision of faculty, will dissect and study human cadavers. Efforts are made to assist the course participants to utilize the information presented in both lecture and laboratory sessions to answer medically/clinically relevant questions. Prerequisites: HLTS 315/315L, 320/320L, 470/470L, 570/570L or permission of the instructor. Lecture

HLTS 571L Anatomy II Laboratory

0 cr.

This course is the laboratory component of the HLTS 571 Anatomy II course. The activities in this course include dissection of human cadavers, the study of prosected human cadaveric material, the study of human skeletons and skeletal models, and the study of various organ models. This course employs a regional approach to the study of human gross anatomy. It is designed to study the details of the anatomy in the regions of: thoracic cavity and its contents; the heart; lungs; abdominal cavity and its contents; pelvic cavity and its contents; and the lower extremities. In this dissection laboratory the student, under the supervision of faculty, will dissect and study human cadavers. Efforts are made to assist the course participants to utilize the information presented in the course to answer medically/clinically relevant questions. Prerequisites: HLTS 315/315L, 320/320L, 470/470L, 570/570L; enrollment in HLTS 471 Anatomy II, or permission of the instructor. Laboratory

HLTS 580 Physiology I

3 cr.

This course presents the normal functions of the human body. Molecular and physical mechanisms are highlighted at all levels of structural organization, from cells to organ systems. Topics in this first part of a two-course sequence range from the structure and function of cells and tissues, to homeostatic regulation by the major control systems. Prerequisites: BIOL 111/111L and BIOL 112/112L; CHEM 121 and 122 or permission of the instructor. Lecture

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HLTS 581 Physiology II

4 cr.

This course continues the presentation of normal functions of the human body. Pertinent examples of pharmacologic and pathophysiologic mechanisms are used to reinforce concepts of normal physiologic design. Topics in this second part of a two-course sequence include all of the major systems that perform coordinated and integrated functions. The goal for the student is to achieve a good understanding of total body function based upon the organization, functional mechanisms, and interactions of these systems. Prerequisites: HLTS 330, 480 or 580 and 315/315L, 320/320L, or 470/470L or 570/570L. Lecture

HLTS 590 Study Abroad-Health Sciences

6 cr.

This program gives students the opportunity to tour public and private hospitals, outpatient clinics, and public health facilities and interact with clinicians and health care personnel. During the trip, students will have opportunities to compare and contrast the European and African healthcare systems to the US system and discuss how patient care can be impacted. There are no pre-requisite courses. Information will be distributed to interested students during the Fall semester and a series of pre-departure class meetings will be held during the Spring semester. Lecture

HLTS 603 Neuroscience

4 cr.

This course will acquaint you with the elements of the nervous system and how those elements interact to produce behavior. By the end of this course you will be able to encounter a neurological evaluation of an impaired client and be able to predict the portions of nervous system that are damaged. To accomplish this goal, the nervous system will be examined first at a gross anatomical level, and occasionally at the level of the cell. Groups of neurons, or systems, and their interaction will be discussed in detail with a focus on the clinical manifestations of nervous system damage. Wherever appropriate to understanding disease or treatment, the contribution of independent cellular events to the functioning of a system will be described. Pre req. HLTS 320/L, 470/L or 570/L, HLTS 321/L, 471/L or 571/L; HLTS 330/480/580, and HLTS 331/481/581. Lecture

OCCT 500 Independent Study

1 TO 3 cr.

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Independent Study

OCCT 502 OT Overview

1
TO 3 cr.

Foundational concepts in occupational therapy. Prerequisite: Special permission of the instructor. Lecture

OCCT 511L Clinical Reasoning and Fieldwork IA/Lab

0 cr.

Transformation of didactic learning into clinical reasoning with a focus on further establishing therapeutic interactions, clinical observation, and intervention strategies. Includes 40 hours of fieldwork plus service learning. Laboratory

OCCT 511W Clinical Reasoning and Fieldwork IA

3 cr.

Transformation of didactic learning into clinical reasoning with a focus on further establishing therapeutic interactions, clinical observation, and intervention strategies. Includes 40 hours of fieldwork plus service learning. Lecture

OCCT 512L Clinical Reasoning and Fieldwork IB/Lab

1 cr.

Transformation of didactic learning into clinical reasoning with a focus on further establishing therapeutic interactions, clinical observation, and intervention strategies. Includes 40 hours of fieldwork plus service learning. Laboratory

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OCCT 512W Clinical Reasoning and Fieldwork IB	2 cr.
Transformation of didactic learning into clinical reasoning with a focus on further establishing therapeutic interactions, clinical observation, and intervention strategies. Includes 40 hours of fieldwork plus service learning. Field Work	
OCCT 518 Humans Groups and Occupations	3 cr.
Analyzing and directing individual and group participation in occupations. Introduction to the teaching-learning process in occupational performance. Lecture	
OCCT 518L Human Groups and Occupations Laboratory	0 cr.
Analyzing and directing individual and group participation in occupations. Introduction to the teaching-learning process in occupational performance. Laboratory	
OCCT 519 Neurological and Sensorimotor Function I	4 cr.
Application of sensory, motor, and developmental theories in pediatric practice. Lecture	
OCCT 519L Neurological and Sensorimotor Function Laboratory	0 cr.
Application of sensory, motor, and developmental theories in pediatric practice. Laboratory	
OCCT 520 Neurological & Sensorimotor Function II	4 cr.
Application of sensory, motor, and developmental theories in adult and geriatric practice. Lecture	
OCCT 520L Neurological & Sensorimotor:Function II Laboratory	0 cr.
Application of sensory, motor, and developmental theories in adult and geriatric practice. Laboratory	
OCCT 522 Intervention Seminar	3 cr.
Guided analysis of case studies with an emphasis on application of theories and principles of intervention. Focus will be on understanding the comprehensive needs of various populations and how to achieve occupational performance outcomes. Prerequisites: OCCT 519/519L, 520/520L, 525/525L, 530/530L, 550/550/L Seminar	
OCCT 522L Intervention Seminar Lab	0 cr.
Guided analysis of case studies with an emphasis on application of theories and principles of intervention. Focus will be on understanding the comprehensive needs of various populations and how to achieve occupational performance outcomes. Prerequisites: OCCT 519/519L, 520/520L, 525/525L, 530/530L, 550/550/L. Laboratory	
OCCT 525 Psychosocial Function	4 cr.
Psychodynamic, behavioral, developmental, and volitional theories and intervention strategies for life span psychological conditions. Lecture	
OCCT 525L Psychosocial Function Lab	0 cr.
Psychodynamic, behavioral, developmental, and volitional theories and intervention strategies for life span psychological conditions. Laboratory	

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OCCT 530 Biomechanical Function	4 cr.
Theories and intervention strategies related to strength, endurance, joint function, and voluntary control over movement. Orthotics, prosthetics, biofeedback, mobility equipment, ergonomics, and human factors are discussed. Lecture	
OCCT 530L Biomechanical Function Lab	0 cr.
Theories and intervention strategies related to strength, endurance, joint function, and voluntary control over movement. Orthotics, prosthetics, biofeedback, mobility equipment, ergonomics, and human factors are discussed. Laboratory	
OCCT 532L Qualitative Research Lab	0 cr.
An introduction to the theoretical frameworks, research designs, and methods of data analysis that characterize qualitative research. Laboratory	
OCCT 532W Qualitative Research	2 cr.
An introduction to the theoretical frameworks, research designs, and methods of data analysis that characterize qualitative research. Lecture	
OCCT 533 Principles of Research Seminar	3 cr.
Introduces students to each phase of the research process. Discussions focus on the design, conduct, analysis and interpretation of clinical research studies. Lecture	
OCCT 533L Principles of Research Laboratory	0 cr.
Introduces students to each phase of the research process. Discussions focus on the design, conduct, analysis, and interpretation of clinical research studies. Laboratory	
OCCT 535 Occupational Performance Evaluation	3 cr.
Introduction to measurement and interpretation of occupational performance areas and performance components. Lecture	
OCCT 535L Occupational Performance Evaluation Lab	0 cr.
Introduction to measurement and interpretation of occupational performance areas and performance components. Laboratory	
OCCT 537 Human Motion and Movement	4 cr.
Analysis of movement using motor learning, motor control, motor development, kinesiological theories, and applied principles that contributes to functional human motion. Lecture	
OCCT 537L Human Motion and Movement Lab	0 cr.
Analysis of movement using motor learning, motor control, motor development, kinesiological theories, and applied principles that contributes to functional human motion. Laboratory	
OCCT 541W Evidence Based Practice	3 cr.
Analysis and synthesis of the research evidence that supports occupational therapy practice. Lecture	
OCCT 545 Occupational Performance Perspectives	3 cr.
Study of theories, models, and frames of reference that guide and shape occupational therapy practice. Emphasis on case study integration. Lecture	

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OCCT 545L Occupational Performance Perspectives Lab Study of theories, models, and frames of reference that guide and shape occupational therapy practice. Emphasis on case study integration. Laboratory	0 cr.
OCCT 548 Medical Conditions in OT Overview of medical conditions typically seen in occupational therapy practice. Lecture	4 cr.
OCCT 550 Environmental Adaptations and Rehabilitation Technology Assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home health, environmental controls, and environmental accessibility. Lecture	3 cr.
OCCT 550L Environmental Adaptations and Rehabilitation Technology Lab Assessment and modification of the physical environment to enhance occupational performance including computer resources, assistive technology, home health, environmental controls, and environmental accessibility. Laboratory	0 cr.
OCCT 552 Clinical Seminar Guided discussions regarding Level II Fieldwork to integrate the relationship between the clinical experiences with essential curriculum concepts. Advanced learning in several specialty areas will be included. Seminar	2 cr.
OCCT 552L Clinical Seminar Laboratory Guided discussions regarding Level II Fieldwork to integrate the relationship between the clinical experiences with essential curriculum concepts. Advanced learning in several specialty areas will be included. Laboratory	0 cr.
OCCT 555 Level IIA Fieldwork Exposure to a wide range of diagnoses and treatment in a variety of settings to gain entry-level practice competence. Field Work	4 cr.
OCCT 556 Level IIB Fieldwork Exposure to a wide range of diagnoses and treatment in a variety of settings to gain entry-level practice competence. Field Work	4 cr.
OCCT 557 Level IIC Fieldwork Exposure to a wide range of diagnoses and treatment in a variety of settings to gain entry-level practice competence. Field Work	4 cr.
OCCT 558 Level II D Fieldwork Exposure to a wide range of diagnoses and treatment in a variety of settings to gain entry-level practice competence. Field Work	4 cr.
OCCT 560 Sociocultural Systems and Networks Therapeutic considerations in all aspects of multicultural diversity and implications for health care service delivery. Prerequisite: Permission of the instructor. Lecture	3 cr.

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OCCT 561 Occupational Therapy Administration Introduction to the basic principles of organization and management of occupational therapy programs. Lecture	3 cr.
OCCT 561L Occupational Therapy Administration Lab Introduction to the basic principles of organization and management of occupational therapy programs. Laboratory	0 cr.
OCCT 562 Leadership Analysis of leadership approaches in practice, management, and education. Lecture	2 cr.
OCCT 562L Leadership Laboratory Analysis of leadership approaches in practice, management, and education. Laboratory	0 cr.
OCCT 562W Leadership Analysis of leadership approaches in practice, management, and education. Lecture	2 cr.
OCCT 565 Community and World Health Care Issues Overview of community-based, population-focused and global approaches to service delivery and program development related to the profession. Lecture	3 cr.
OCCT 565L Community and World Health Care Issues Lab Overview of community-based, population-focused and global approaches to service delivery and program development related to the profession. Laboratory	0 cr.
OCCT 574W Fieldwork Proposal Student develops a proposal for a research project while on Level II fieldwork. Lecture	1 cr.
OCCT 610W Research Project I:Prospectus This is the first course in the elective 3-course research project sequence. Working with a faculty research mentor, the student designs a research proposal using quantitative and/or qualitative research methods, and submits the proposal to the University's Institutional Review Board. Instructor permission is required to enroll. Lecture	1 cr.
OCCT 611W Research Project II:Engagement This is the second course in the elective 3-course research project sequence. Under the guidance of a faculty mentor, the student collects data for the research project approved by the university Institutional Review Board. Instructor permission is required to enroll. Lecture	1 TO 2 cr.
OCCT 612W Research Project III:Dissemination Third and final course in the elective research project sequence. Under the guidance of a faculty mentor, the student analyzes the data and completes a dissemination project. Instructor permission is required to enroll. Lecture	1 cr.

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PHYA 101 Preparing for Clinical Practice

1 cr.

Students will learn basic skills necessary to excel in the physician assistant curriculum. The role of the physician assistant will be defined and students will develop a comprehensive understanding of medical terminology. Lecture

PHYA 301 Healthcare and the Law

3 cr.

Effective practice of healthcare requires knowledge of legal issues and the law. This course provides an introduction to the law and how laws relate to the health services system in the United States. Liability issues related to healthcare providers will be highlighted. In addition, this course provides a forum for discussion of current legal and ethical issues in the healthcare system. Lecture

PHYA 400 Independent Study

1 TO 6 cr.

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Prerequisites: Endorsement of the supervising faculty member and approval of the Department Chairperson. Independent Study

PHYA 400W Introduction to PA Profession

1 cr.

The history, role, practice scope, and professional policies of the physician assistant are explored in lectures, literature, and group discussion. Lecture

PHYA 401 Clinical Medicine I

3 cr.

Fundamental principles of disease, diagnosis, intervention, and management are discussed (includes case-based laboratory). Lecture

PHYA 401L Clinical Medicine I Lab

0 cr.

Fundamental principles of disease, diagnosis, intervention, and management are discussed. Laboratory

PHYA 402 Clinical Medicine II

3 cr.

Fundamental principles of disease, diagnosis, intervention, and management are discussed (includes case-based laboratory). Lecture

PHYA 402L Clinical Medicine II Lab

0 cr.

Fundamental principles of disease, diagnosis, intervention and management are discussed. Laboratory

PHYA 403L History & Physical Examination I Lab

0 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory

John G. Rangos, Sr. School of Health Sciences

PHYA 403W History & Physical Examination I

3 cr.

A practical study of history and physical examination techniques is introduced and combined with a systematic approach to history-taking, patient assessment, integration of examination and documentation procedures. The focus is comprehensive and includes the adult, pediatric, adolescent and geriatric patient. Normal physical examination findings will be emphasized throughout the course. Variations of normal and common abnormal physical findings are also introduced, as is the cognitive task of formulating differential diagnosis. This is a three part course taken sequentially throughout the didactic year of the professional phase of the Physician Assistant program. Lecture

PHYA 404 Clinical Lab Methods

3 cr.

Indications, techniques, and interpretations of a variety of common clinical lab tests are discussed.

Lecture

PHYA 405 Clinical Encounters

0 cr.

The goals of the course are twofold: 1) to introduce students to a variety of clinical environments and 2) to satisfy the University's Service Learning requirement by working with service organizations in healthcare and medicine. This is a mandatory, zero credit course that spans two semesters. Students in the 4th year of the program are assigned to a clinical encounter. The amount of time spent at each site varies with the experience, but averages 3.5 hours. Seminar

PHYA 408 Clinical Seminar I

3 cr.

Students engage in active learning in the cooperative teaching format through analysis of clinical case scenarios in order to develop decision-making skills. During each class period, students are given portions of clinical situations which they will be responsible for analyzing in a methodical manner. Seminar

PHYA 409 Clinical Pharmacology

4 cr.

The mechanisms of actions of medications are discussed in correlation with specific disease processes.

Lecture

PHYA 410 Applied Clinical Methods I

3 cr.

Cognitive understanding and technical performance of medical procedures are emphasized (includes laboratory).

Lecture

PHYA 410L Applied Clinical Methods I Lab

0 cr.

Cognitive understanding and technical performance of medical procedures are emphasized.

Laboratory

PHYA 411 Applied Clinical Methods II

3 cr.

Cognitive understanding and technical performance of medical procedures are emphasized (includes laboratory).

Lecture

PHYA 411L Applied Clinical Methods II Lab

0 cr.

Cognitive understanding and technical performance of medical procedures are emphasized. Laboratory

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PHYA 412L History & Physical Examination II Lab

0 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory

PHYA 412W History & Physical Examination II

3 cr.

A practical study of history and physical examination techniques is introduced and combined with a systematic approach to history-taking, patient assessment, integration of examination and documentation procedures. The focus is comprehensive and includes the adult, pediatric, adolescent and geriatric patient. Normal physical examination findings will be emphasized throughout the course. Variations of normal and common abnormal physical findings are also introduced, as is the cognitive task of formulating differential diagnosis. This is a three part course taken sequentially throughout the didactic year of the professional phase of the Physician Assistant program. Lecture

PHYA 414 Pathophysiology

4 cr.

Principles of basic pathology and the mechanisms of the physiologic responses associated with selected human disease processes are discussed. Lecture

PHYA 416 Introduction to Patient Counseling and Education

2 cr.

Emphasizes basic considerations and techniques needed for effective communication with patients regarding their health problems, with emphasis on enhancing patient compliance with medical therapy. Lecture

PHYA 418 Fundamentals of Pediatrics

2 cr.

A practical study of the unique approach to history taking, examination, diagnosis and treatment of the pediatric patient. In addition, the course will familiarize the student with pediatric health maintenance, pediatric illnesses and their management (includes case-based laboratory). Lecture

PHYA 418L Fundamentals of Pediatrics Lab

0 cr.

Childhood diseases are discussed in-depth, including diagnosis, treatment, and prognosis. Laboratory

PHYA 421L History & Physical Examination III Lab

0 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory

PHYA 421W History & Physical Examination III

3 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric, and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized (includes laboratory). Lecture

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PHYA 425 Health Policy	2 cr.
This course explores current trends, disparities, expenditures, allocation of Federal/State resources, regulations and public policies reflective of America's evolving health care system. Lecture	
PHYA 500 Independent Study	1 TO 6 cr.
With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals. Lecture	
PHYA 500W Introduction to PA Profession	1 cr.
The history, role, practice-scope, and professional policies of the physician assistant are explored in lectures, literature, and group discussion. Lecture	
PHYA 501 Clinical Medicine I	3 cr.
Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory). Lecture	
PHYA 501L Clinical Medicine I Lab	0 cr.
Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory). Laboratory	
PHYA 502 Clinical Medicine II	3 cr.
Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory). Lecture	
PHYA 502L Clinical Medicine II Lab	0 cr.
Fundamental principles of disease, diagnosis, intervention, and management are discussed (includes case-based laboratory). Laboratory	
PHYA 503L History and Physical Examination I Lab	0 cr.
The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory	
PHYA 503W History and Physical Examination I	3 cr.
A practical study of history and physical examination techniques is introduced and combined with a systematic approach to history-taking, patient assessment, integration of examination and documentation procedures. The focus is comprehensive and includes the adult, pediatric, adolescent and geriatric patient. Normal physical examination findings will be emphasized throughout the course. Variations of normal and common abnormal physical findings are also introduced, as is the cognitive task of formulating differential diagnosis. This is a three part course taken sequentially throughout the didactic year of the professional phase of the Physician Assistant program. Lecture	
PHYA 504 Clinical Lab Methods	3 cr.
Indications, technique, and interpretation of a variety of common clinical lab tests are discussed. Lecture	

John G. Rangos, Sr. School of Health Sciences

PHYA 505 Clinical Seminar II

3 cr.

Students engage in active learning in the cooperative teaching format through analysis of clinical case scenarios in order to develop decision-making skills. During each class period, students are given portions of clinical situations which they will be responsible for analyzing in a methodical manner. Seminar

PHYA 506 Clinical Seminar III

3 cr.

Students engage in active learning in the cooperative teaching format through analysis of clinical case scenarios in order to develop decision-making skills. During each class period, students are given portions of clinical situations which they will be responsible for analyzing in a methodical manner. Seminar

PHYA 508 Clinical Seminar I

3 cr.

Students engage in active learning in the cooperative teaching format through analysis of clinical case scenarios in order to develop decision-making skills. During each class period, students are given portions of clinical situations which they will be responsible for analyzing in a methodical manner. Seminar

PHYA 509 Clinical Pharmacology

4 cr.

The mechanisms of actions of medications are discussed in correlation with specific disease processes. Lecture

PHYA 510 Applied Clinical Methods I

3 cr.

Cognitive understanding and technical performance of medical procedures are emphasized (includes laboratory).
Lecture

PHYA 510L Applied Clinical Methods I Lab

0 cr.

Cognitive understanding and technical performance of medical procedures are emphasized.
Laboratory

PHYA 511 Applied Clinical Methods II

3 cr.

Cognitive understanding and technical performance of medical procedures are emphasized (includes laboratory). Lecture

PHYA 511L Applied Clinical Methods II Lab

0 cr.

Cognitive understanding and technical performance of medical procedures are emphasized. Laboratory

PHYA 512L History and Physical Examination II Lab

0 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory

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PHYA 512W History and Physical Examination II

3 cr.

A practical study of history and physical examination techniques is introduced and combined with a systematic approach to history-taking, patient assessment, integration of examination and documentation procedures. The focus is comprehensive and includes the adult, pediatric, adolescent and geriatric patient. Normal physical examination findings will be emphasized throughout the course. Variations of normal and common abnormal physical findings are also introduced, as is the cognitive task of formulating differential diagnosis. This is a three part course taken sequentially throughout the didactic year of the professional phase of the Physician Assistant program. Lecture

PHYA 514 Pathophysiology

4 cr.

Principles of basic pathology and the mechanisms of the physiologic responses associated with selected human disease processes are discussed. Lecture

PHYA 515 Fundamentals of Surgery

3 cr.

Lecture series addresses preoperative, perioperative and postoperative patient care and management (includes case-based laboratory). Lecture

PHYA 515L Fundamentals of Surgery Lab

0 cr.

Lecture series addresses preoperative, perioperative and postoperative patient care and management. Laboratory

PHYA 516 Introduction to Patient Counseling and Education

2 cr.

Emphasizes basic considerations and techniques needed for effective communication with patients regarding their health problems, with emphasis on enhancing patient compliance with medical therapy. Lecture

PHYA 518 Fundamentals of Pediatrics

2 cr.

A practical study of the unique approach to history taking, examination, diagnosis and treatment of the pediatric patient. In addition, the course will familiarize the student with pediatric health maintenance, pediatric illnesses and their management (includes case-based laboratory). Lecture

PHYA 518L Fundamentals of Pediatrics Lab

0 cr.

Childhood diseases are discussed in-depth, including diagnosis, treatment, and prognosis. Laboratory

PHYA 520 Clinical Medicine III

3 cr.

Fundamental principles of disease, diagnosis, intervention and management are discussed (includes case-based laboratory). Lecture

PHYA 520L Clinical Medicine III Lab

0 cr.

Fundamental principles of disease, diagnosis, intervention and management are discussed. Laboratory

PHYA 521L History and Physical Examination III Lab

0 cr.

The skills of communicating with the patient and documenting medical data are explored in the context of the medical history. A study of physical examination techniques of adult, obstetric, geriatric and pediatric patient populations with focus on acquiring a knowledge base of normal physical exam findings to allow for recognition of abnormal physical examination findings. Patient assessment and documentation are emphasized. Laboratory

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PHYA 521W History and Physical Examination III

3 cr.

A practical study of history and physical examination techniques is introduced and combined with a systematic approach to history-taking, patient assessment, integration of examination and documentation procedures. The focus is comprehensive and includes the adult, pediatric, adolescent and geriatric patient. Normal physical examination findings will be emphasized throughout the course. Variations of normal and common abnormal physical findings are also introduced, as is the cognitive task of formulating differential diagnosis. This is a three part course taken sequentially throughout the didactic year of the professional phase of the Physician Assistant program. Lecture

PHYA 525 Health Policy

2 cr.

This course explores current trends, disparities, expenditures, allocation of Federal/State resources, regulations and public policies reflective of America's evolving health care system. Lecture

PHYA 529 Clinical Externship I

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care medicine. Lecture

PHYA 530 Clinical Externship II

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care medicine. Clinical

PHYA 531 Clinical Externship III

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care medicine. Lecture

PHYA 532 Clinical Externship IV

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care, and an 8-week elective in either primary or non-primary care medicine. Lecture

PHYA 533 Clinical Externship V

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities, and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care, and an 8-week elective in either primary or non-primary care medicine. Lecture

PHYA 534 Clinical Externship VI

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities, and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care medicine. Lecture

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PHYA 535 Clinical Externship VII

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care. Lecture

PHYA 536 Clinical Externship VIII

3 cr.

A series of supervised clinical education spanning the remaining professional program where students engage in patient care in ambulatory clinics, hospitals, long-term care facilities and community practices. Student externship assignments include a minimum of 32 weeks in primary care, a minimum of 12 weeks in non-primary care and an 8-week elective in either primary or non-primary care medicine. Lecture

PHYA 540 Masters Independent Research/Study

3 cr.

An academic evidence-based medicine project is developed by the student throughout the clinical year. This endeavor is correlated with clinical interests and opportunities. Research efforts must culminate in a scholarly report suitable for publication. Lecture

PHYA 545 Applied Pharmacology

2 cr.

Provides instruction on selecting the most appropriate pharmacologic treatments. Students will learn indications, contraindications and therapeutic effects of medications commonly used in primary care settings. Material from undergraduate courses such as History and Physical Examination I,II,III and Clinical Medicine I,II,III will provide the clinical context for patient scenarios. Lecture

PHYA 555 Clinical Encounters

0 cr.

The goals of the course are twofold: 1) to introduce students to a variety of clinical environments and 2) to satisfy the University's Service Learning requirement by working with service organizations in healthcare and medicine. This is a mandatory, zero credit course that spans two semesters. Students in the 4th year of the program are assigned to a clinical encounter. The amount of time spent at each site varies with the experience, but averages 3.5 hours. Seminar

PHYA 601 Disparities in Healthcare

3 cr.

This course will focus on the cultural themes of health, illness and healthcare by critically analyzing existing social inequalities and cultural perceptions of both patients and healthcare providers. Differences in the quality of healthcare delivered to racial/ethnic groups will be explored in an attempt to explain why health disparities exist in the United States and what can be done to minimize, and eventually eliminate them. Lecture

PHYA 605 Healthcare and the Law

3 cr.

This course is designed to review laws and regulations as they apply to patient care, patient safety, clinical practice and malpractice. Lecture

PHYA 609 Health Policy

3
cr.

This course explores current trends, issues and public policies reflective of America's evolving healthcare system. Lecture

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PHYA 613 Introduction to Healthcare Management

3 cr.

In this course students will learn concepts and theories in healthcare management; develop basic management skills and the ability to work productively with others and apply course concepts to current healthcare management challenges.

Lecture

PHYA 617 Principles of Research

3 cr.

This course introduces students to each phase of the research process. Class discussions highlight the design, data collection, analysis and interpretation of clinical and practice-based research studies.

Lecture

PHYA 621 Advanced Pharmacology

3 cr.

Advanced Pharmacology will review topics such as drug absorption, distribution, metabolism and excretion. Newly developed medications will be studied with a focus on mechanisms of actions, indications and safety profiles.

Lecture

PHYA 625 Principles of Healthcare Education

3 cr.

This course will provide an overview of educational theories, learning styles and instructional methodologies for the adult learners. Students will develop skills needed to teach healthcare and medicine to students and other healthcare professionals. Lecture

PHYA 629 Patient Safety and Quality Performance in Healthcare

3 cr.

This course will present a multidisciplinary perspective on quality management in health care taking into account a several disciplines including operations management, organizational behavior and health services research. Students will become familiar with the underlying tools and approaches fundamental to the continuous performance improvement. Lecture

PHYA 635 Master's Project I

3 cr.

An independent research project is initiated with ongoing faculty support, recommendations and guidance. This is the first in a 2 series course which requires interpretation and application of the medical literature to an actual patient case. Lecture

PHYA 636 Master's Project II

3 cr.

This is a continuation of Master's Project I. Working in conjunction with a faculty member, the student will finalize the clinical case write-up/professional topic paper and submit it for publication. The learner will develop the paper into a poster presentation and submit it for presentation at a professional conference. Lecture

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PHYT 506 Exercise Physiology and Wellness/Laboratory

3
cr.

This course, utilizing both lecture and lab format, prepares students to comprehend the physiological changes occurring in the body when undergoing the stress of exercise and physical activity. The content of this course includes an emphasis on the measurement of normal physiological functions, as well as the recognition and measurement of both normal and abnormal adaptations that may occur in the cardiorespiratory and muscular systems of the body as a result of exercise. Students will learn the interrelationship between body composition and metabolism during the body's response to exercise, and discuss the correlation of nutrition, hydration, and altitude, as influenced by the body's metabolic responses to exercise as well as temperature. Students will be introduced to evolving complementary and alternative medical practices, along with an overview of the requirements of a periodization plan for regular exercise. Students will learn information concerning nutrition and wellness concepts, as it relates to the general population and special needs populations. In addition, general fitness concepts will be discussed as it relates to wellness, relaxation techniques, general nutrition and dietary supplements. Prerequisites: HLTS 315/315L, 470/470L, 471/471L, 570/570L, 571/571L, 480, 481, and 580, 581. Lecture

PHYT 508 Examination Methods/Laboratory

3 cr.

This course is designed as an introduction to basic evaluation and examination and documentation techniques, which can be used with patients with any diagnosis. It will draw heavily on previous classes, especially anatomy and physiology. Topics to be included are the bony and soft tissue palpation, vital signs, reflex and sensation testing, basic balance and coordination testing, manual muscle testing, range of motion and goniometry, extremity length and girth measurements, postural analysis. Prerequisites: HLTS 315/315L, 470/470L or 570/570L, 471/471L or 571/571L, 480 or 580, 481 or 581. Laboratory

PHYT 508 Examination Methods/Laboratory

3 cr.

This course is designed as an introduction to basic evaluation and examination and documentation techniques, which can be used with patients with any diagnosis. It will draw heavily on previous classes, especially anatomy and physiology. Topics to be included are the bony and soft tissue palpation, vital signs, reflex and sensation testing, basic balance and coordination testing, manual muscle testing, range of motion and goniometry, extremity length and girth measurements, postural analysis. Prerequisites: HLTS 315/315L, 470/470L or 570/570L, 471/471L or 571/571L, 480 or 580, 481 or 581. Lecture

PHYT 510 Clinical Education I

4
cr.

Clinical Education I is the first of five full-time clinical experiences. Each student is assigned a clinical instructor (CI) who serves as their clinical supervisor. In addition, each clinical site has a Center Coordinator for Clinical Education (CCCE) who is responsible for overseeing the student's clinical education experience. Students are expected to apply current professional knowledge base to develop problem solving strategies for managing clinical problems; integrate academic knowledge and skills into the clinical setting; demonstrate professional behavior, and participate as a member of the health care team. This includes participating in clinical examinations, evaluations, and implementation of physical therapy interventions; discharge planning; educating patients, family members and caregivers; participation in team meetings; on-site continuing education; patient rounds and formal patient reporting; and other learning experiences as determined by the CI/CCCE. Supplemental learning experiences such as observing surgery and working with members of the interdisciplinary health care team are encouraged when available. Prerequisites: Successful completion of all previous courses in the doctor of physical therapy curriculum. Lecture

PHYT 518 Orthopedic Science I

3 cr.

This course will serve as the foundation from which the subsequent orthopedic courses will be built. This course will provide the student with the theoretical basis and framework for the examination, evaluation, diagnosis and intervention of musculoskeletal dysfunction. Information will be primarily conveyed in lecture format though students will gain laboratory experience with functional movement screening and isokinetic testing. Prerequisites: HLTS 437/437L or 537/537L; PHYT 508. Lecture

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PHYT 519 Orthopedic Science II/Laboratory

3 cr.

This lecture/laboratory course will serve to enhance, integrate and build upon the information and skills gleaned from Examination Methods and Orthopedic Science I. Special emphasis will be placed on the examination, evaluation, diagnosis, prognosis and intervention of upper extremity musculoskeletal dysfunction. Prerequisites: Concurrently enrolled in PHYT 518. Successfully completed: HLTS 437/437L or 537/537L, PHYT 508. Lecture/Lab

PHYT 520 Orthopedic Science III/Laboratory

3 cr.

This lecture/laboratory course will serve to enhance, integrate and build upon the information and skills gleaned from Examination Methods and Orthopedic Sciences I & II. Special emphasis will be placed on the examination, evaluation, diagnosis, prognosis and intervention of lower extremity musculoskeletal dysfunction. Prerequisites: PHYT 508, 518, 519/L; HLTS 437/437L or 537/537L. Lecture/Lab

PHYT 521 Orthopedic Science IV/Laboratory

3 cr.

This lecture/laboratory course will serve to enhance, integrate and build upon the information and skills gleaned from Examination Methods & Orthopedic Sciences I, II & III. Special emphasis will be placed on the examination, evaluation, diagnosis, prognosis and intervention of spinal dysfunction. Prerequisites: Concurrently enrolled in PHYT 520. Successfully completed: PHYT 508, 518; 519/L; HLTS 437/437L or 537/537L. Lecture/Lab

PHYT 530 Topics in Research

2 cr.

This course will teach you how to apply the principles of research learned in HLTS 430 to understanding and evaluating published literature in physical therapy. The goal of the course is for you to become proficient in reading and analyzing published physical therapy literature in order to render a decision about whether or not to use that literature in your practice. This goal will be accomplished through lecture, reading manuscripts, analyzing those manuscripts and presentation of them in class. Prerequisite: HLTS 430. Lecture

PHYT 531W Principles of Practice III: Ethical, Moral, and Legal Issues

1 cr.

Principles of Practice III: Ethical, Moral, & Legal Issues is the third course in a series of four interrelated courses that focus on professionalism, the patient-provider relationship, the patient interview and evaluation, and, providing care that is ethical, compassionate, culturally competent and professional. In this course, the student is introduced to the application of specific aspects of clinical physical therapy practice, with a focus on ethical issues in physical therapy, documentation, professional development, the patient-provider relationship, and the interdisciplinary health care team. This course will build on material from previous POP courses. Prerequisites: PHYT 460. Seminar

PHYT 535 Psychology of Illness and Disability/Laboratory

3 cr.

This clinically- oriented course will focus on the psychosocial issues of disease and injury. Discussion will cover various topics related to the delivery of physical therapy and will include but are not limited to: service delivery issues, patient-practitioner interaction, women's health issues, the grieving process and cultural differences in response to pain, illness and disease. Lecture, large and small group discussions, guest speakers, video and web content will all be utilized to present the information. Lecture/Lab

PHYT 543 Clinical Neurologic Science I/Lab

3 cr.

This course focuses on the examination, evaluation, diagnosis, prognosis, and plan of care specific to adult persons with disablement due to neurological conditions. The course will also introduce students to motor control theories and provide a problem-oriented framework for applying physical therapy practice to persons with neurological disorders. Due to the nature of this course the material from many previous classes will be reexamined. Prerequisite: PHYT 508. Lecture/Lab

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PHYT 544 Clinical Neurologic Science II/Lab

3 cr.

The major emphasis of this course is on physical therapy interventions for persons with neurologic dysfunction. This is an extension of Clinical Neurological Science I. This course will also introduce students to motor learning concepts and research to promote their ability to provide feedback to patients, enhance skill acquisition, and to design practice schedules that will maximize their patients' abilities to learn. Students will learn a problem solving approach to make clinical decisions based on the integration of previous course work in basic and applied sciences. Approaches to therapeutic exercise will be examined and critically reviewed. Prerequisite: PHYT 543 Lecture/Lab

PHYT 547 Foundational Skills/Lab

3 cr.

This course is an introduction to basic physical therapy procedures, patient management, and clinical decision-making skills that will serve as the foundation for future course work. Prerequisites: Successful completion of all pre-professional required courses with a "C" grade or better. Lecture/Lab

PHYT 560 Principles of Practice II: Social and Cultural Issues

3
cr.

This is the second in a series of four interrelated Principles of Practice (POP) courses that focus on professionalism, the patient-provider relationship, the patient interview and evaluation, and, providing care that is ethical, compassionate, culturally competent and professional. The focus is on patient care in physical therapy as it relates to societal and cultural norms and mores. Social systems theory is the framework used to explore familial, social, cultural, and organizational constructs that are integral to competent and compassionate patient care. Concepts of human behavior, communication and cultural competence are integrated into the course with the understanding that these elements are central to physical therapy practice. Included are principles of social systems and systems dynamics, cultural and familial systems dynamics, organizational system dynamics, socioeconomic factors, issues of gender and age, communication in health care relationships, social health issues, chronic illness and disability from a social and cultural perspective, respecting human differences, self-reflection, reflective practice, media influences in health care, spirituality in medicine, sexuality issues, power and control, and the narrative and cultural construction of illness and healing. The APTA generic abilities and core values are used as a framework for professional behavior in both the academic and clinical environments. This course will build on material from the previous POP course. Prerequisites: PHYT 301 or permission from instructor. Lecture

PHYT 564 Special Topics in Geriatrics

2 cr.

This course will focus on the normal changes that occur with aging and how the physical therapists should modify their approach to examination, assessment and program planning based on those changes. Physical therapy issues with patients exhibiting common pathological changes of aging such as osteoporosis, dementia and increased fall risk will be addressed as well as current topics in geriatric care, including reimbursement and psychosocial concerns. In addition, the long-term effects of such things as stress and diet on healthy aging will be examined. Lecture

PHYT 569 Principles of Practice IV: Patient Care and Education

2
cr.

This the fourth in a series of interrelated Principles of Practice (POP) courses that focus on professionalism, the patient-provider relationship, the patient interview and evaluation, and, providing care that is ethical, compassionate, culturally competent and professional. The focus is on patient care in physical therapy outpatient, acute care, skilled nursing, rehabilitation, and pediatric settings to prepare students to practice in each area. Documentation, and patient interviewing are central to the course. Concepts of human behavior, education, and communication are integrated into the course with the understanding that these elements are critical to providing competent and compassionate patient care. Included are principles of physical therapy practice as they relate to the education of the patient, family, society and professional community. Professional standards and the practice act are integral to the course which also provides an opportunity for students to begin working on their professional development plan This course will build on material from the previous three POP courses. Prerequisites: PHYT 421, 460. Lecture

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PHYT 570 Ergonomics and Environmental Consideration/Lab

3 cr.

This course addresses components of ergonomic and environmental assessment and intervention as it relates to management of health conditions commonly encountered in physical therapy practice. Emphasis will be placed on the effect of workplace and environmental variables that can be a causal or influential factor in the disablement process. Prerequisite: HLTS 537/537L. Lecture/Lab

PHYT 572 Pediatrics/Lab

3 cr.

This course will provide an overview of child development from birth through young adulthood. A review of the maturation of the neuromuscular and musculoskeletal systems and how they influence child growth and development will help students recognize typical versus atypical development. The provision of pediatric physical therapy across the continuum of care will serve as the model for discussion in this course. Common diagnoses and pathologies encountered in pediatric practice will be discussed to prepare the student for autonomous practice with children and adolescents. Lecture/Lab

PHYT 601 Differential Diagnoses in Physical Therapy/Lab

2 cr.

This course is designed to introduce physical therapy students to the process of differential diagnosis. The students will be introduced to the tools and procedures (both medical and cognitive) needed to perform a differential diagnosis as primary care providers in physical therapy settings. As part of this process they will be expected to integrate information learned in previous courses such as medical sciences and evaluation and examination courses. Emphasis is placed on the professional decision-making process that leads to optimal patient management and/or referral to other practitioners. Lecture/Lab

PHYT 605 Cardiovascular and Pulmonary Science/Laboratory

3
cr.

Cardiovascular and Pulmonary Science is a lecture and lab format course that includes an in-depth study of the body's physiological function during rehabilitation programs for individuals with deficits in the oxygen transport system. The course is designed to provide an expanded exposure to mechanisms that may explain clinical manifestations occurring at rest and during exercise for patients/clients with cardiovascular and pulmonary disorders and/or related critical illnesses. Students will learn to select and perform examinations pertinent to each patient's/client's condition while implementing a contemporary clinical decision making process as outlined in the Guide to Physical Therapist Practice, Preferred Physical Therapist Practice Patterns: Cardiovascular and Pulmonary; Chapter 6. Through the clinical decision making process, the student will learn to define a physical therapy diagnosis and prognosis supported by evidence in the literature. The Human Simulation lab will be utilized to reinforce the student's development of critical thinking skills, as well as auscultation skills. Students will learn to select appropriate interventions and demonstrate sound application of techniques to remediate or manage cardiovascular and pulmonary dysfunction in an effort to optimize patient/client performance.

Prerequisites: HLTS 460,315/315L, 470/470L, 471/471L, 480, 481, 520, 551, 552; 570/570L, 571/571L, 580, 581, PHYT 502, 504/L, 569. Lecture/Lab

PHYT 610 Clinical Education II

4
cr.

Clinical Education II is the second of five full-time clinical experiences. Each student is assigned a clinical instructor (CI) who serves as their clinical supervisor. In addition, each clinical site has a Center Coordinator for Clinical Education (CCCE) who is responsible for overseeing the student's clinical education experience. Students are expected to apply current professional knowledge base to develop problem solving strategies for managing clinical problems; integrate academic knowledge and skills into the clinical setting; demonstrate professional behavior, and participate as a member of the health care team. This includes participating in clinical examinations, evaluations, and implementation of physical therapy interventions; discharge planning; educating patients, family members and caregivers; participation in team meetings; on-site continuing education; patient rounds and formal patient reporting; and other learning experiences as determined by the CI/CCCE.

Supplemental learning experiences such as observing surgery and working with members of the interdisciplinary health care team are encouraged when available. Prerequisites: PHYT 510. Lecture

John G. Rangos, Sr. School of Health Sciences

PHYT 611 Clinical Education III

5
cr.

This is one of three final clinical experiences which will build on the skills attained in Clinical Education I and II. Students will continue to fulfill clinical education requirements for graduation as stated in PHYT 610. Students are expected to achieve department designated levels of competency in all performance dimensions indicated in the APTA Clinical Performance Instrument. Specific skill development and performance expectations in delivery of physical therapy services will vary according to assigned rotation and student expectations written by the clinical site. The student will demonstrate attainment of departmental goals related to lifelong teaching and learning, clinical education mentoring and professional development planning through completion of required activities during this affiliation. Prerequisites: PHYT 610,601,605,625,620,621,630. Prior to beginning Clinical Education III, all coursework must be successfully completed and the student must pass Matriculation Examination II. The student must have updated Pre-Clinical Health Requirements and verification of any clearances and training certificates required by the University and the Clinical Education Facility where the student is assigned. Prerequisites: Successful completion of prerequisite courses in the Doctor of Physical Therapy curriculum. Lecture

PHYT 612 Clinical Education IV

5
cr.

This course is the second of three final clinical experiences culminating in attaining full professional competence in clinical setting. Students are expected to achieve department designated levels of competency in all performance dimensions indicated in the APTA Clinical Performance Instrument. Specific skill development and performance expectations in delivery of physical therapy services will vary according to assigned rotation and student expectations written by the clinical site. The student will demonstrate attainment of department goals related to consultation, health promotion, community leadership and service, professional duty for reflection/improving the effectiveness of care and professional development planning through completion of required activities during the affiliation. Students Prerequisite: Prior to beginning Clinical Education IV the student must successful pass PHYT 611. The student must have updated Pre-Clinical Health Requirements and verification of any clearances and training certificates required by the University and the Clinical Education Facility where the student is assigned. Prerequisites: Successful completion of prerequisite courses in the Doctor of Physical Therapy curriculum. Lecture

PHYT 613 Clinical Education V

9
cr.

Clinical Education V is the fifth of five full-time clinical experiences. Each student is assigned a clinical instructor (CI) who serves as their clinical supervisor. In addition, each clinical site has a Center Coordinator for Clinical Education (CCCE) who is responsible for overseeing the student's clinical education experience. Students are expected to apply current professional knowledge base to develop problem solving strategies for managing clinical problems; integrate academic knowledge and skills into the clinical setting; demonstrate professional behavior, and participate as a member of the health care team. This includes participating in clinical examinations, evaluations, and implementation of physical therapy interventions; discharge planning; educating patients, family members and caregivers; participation in team meetings; on-site continuing education; patient rounds and formal patient reporting; and other learning experiences as determined by the CI/CCCE. Supplemental learning experiences such as observing surgery and working with members of the interdisciplinary health care team are encouraged when available. Prerequisites: PHYT 612. Lecture

PHYT 615 Prosthetics and Orthotics/Lab

2 cr.

This course will provide an in-depth understanding of normal and pathologic gait, limb prostheses, and the preprosthetic and prosthetic phases of rehabilitation for people with amputations. The course will also include an introduction to limb orthotics. Prerequisites: Successful completion of all previous courses in the physical therapy curriculum with a "C" grade or better. Lecture/Lab

John G. Rangos, Sr. School of Health Sciences

PHYT 620 Clinical Neurologic Science III/Lab

3 cr.

This is the third course in the didactic sequence of instruction in the neuromuscular curriculum and integrates previous coursework and skills into course programming. The major emphasis of this course is to apply the elements of patient/client management to adult persons demonstrating aspects of disablement due to specific neurological conditions: brain tumors, multiple sclerosis, basal ganglia disorders, acquired brain injury, and vestibular system dysfunction. Emphasis will be placed on integration of examinations skills into evaluation, determination of functional prognosis, clinical problem solving as well as the planning and execution of therapeutic interventions. Pre-requisite: PHYT 543 Lecture/Lab

PHYT 621 Clinical Neurologic Science IV/Lab

2 cr.

This is the final course in the didactic sequence of instruction in the neuromuscular portion of the curriculum. Students will gain clinical knowledge and skills related to spinal cord injury, assistive technology, polyneuropathies, post-polio syndrome, amyotrophic lateral sclerosis, and HIV/AIDS. This course also includes a capstone practical examination that addresses physical therapy management of patients with neurological disorders, including all diagnoses and physical therapy management concepts and skills addressed in Clinical Neurologic Science I, II, III, and IV. Prerequisites: Successful completion of all previous courses in the physical therapy curriculum with a "C" grade or better. Lecture/Lab

PHYT 625 PT Management

3 cr.

This course presents information to the professional-phase physical therapy student on topics related to the administration and management of clinical practice. The topics will include structure and function of the U.S. health care system, legal issues, fiduciary responsibilities, ethical considerations, documentation and accreditation issues, corporate compliance programs, personnel management, leadership, and strategic business plan development. The purpose of this course is to introduce students to these concepts, so that they can better understand and contribute to the fundamental operations necessary to the function of a clinical facility and services it provides. Lecture

PHYT 630 Grand Rounds

0 cr.

In this course, 10-11 disparate cases will be presented. In each case, the elements of patient/client management will be discussed by a presenter who is an expert in the treatment of these kinds of cases. Students will be able to listen to a seasoned veteran talk about the elements of patient/client management as they apply to a particular type of patient/client. On the subsequent week, a group of students will be responsible for adding/altering an examination finding from the report they heard the previous week. They will then explain the impact of that change on the elements of patient/client management. In this way, the students will be able to mimic the thought processes used by the expert as they try to manage a novel examination finding of their own creation. Lecture

REHS 600 Independent Study I

1 TO 6 cr.

Independent Study

REHS 601 Independent Study II

1 TO 6 cr.

Independent Study

REHS 602 Independent Study III

1 TO 6 cr.

Independent Study

REHS 605 Clinical Outcomes and Evidence Based Practice Research

3 cr.

This course will analyze the theories and methods behind developing, conducting, and interpreting research related to clinical outcomes and evidence-based practice. Current literature will be appraised and areas of future research will be outlined and explored. Potential projects will be developed and systematically critiqued.

Lecture

John G. Rangos, Sr. School of Health Sciences

REHS 606 Clinical Outcomes and Evidence Based Practice Research II Lecture	3 cr.
REHS 615 Teaching Practicum I Students participate in supervised teaching activities in an existing course. A variety of educational tasks and responsibilities are introduced as the student participates in the design, implementation and evaluation of educational activities. Emphasis is on implementing teaching methods and strategies that were introduced in Educational Methods course. Practicum	3 cr.
REHS 616 Teaching Practicum II Teaching Practicum 2 moves the student into a wider, more sophisticated range of tasks and responsibilities. Students are expected to assume a significant amount of responsibility for a new or existing course. Emphasis is on course development and or revision, methods of instruction, and assessment. Different teaching strategies, teaching experiences, and selected readings, are discussed with a faculty mentor/supervisor who oversees the course and student's work. Specific aspects of designing and evaluating a course, teaching methods, evaluating students' performance, and one's own teaching performance will be covered. Practicum	3 cr.
REHS 621 This course requires the student to integrate and apply educational knowledge and theory in the teaching of a cadaver based anatomy course. The student will use appropriate educational methodology for teaching both the lecture and laboratory components of a cadaver based anatomy course. The student will incorporate evaluation tools that complement the learning material. The student will design course content and demonstrate sound teaching skills for both lecture and laboratory settings. The student will be required to integrate instructional technology, and exhibit strong interpersonal skills and appropriate use of constructive criticism. The course will be taught by a content expert in human anatomy. Lecture/Lab	3 cr.
REHS 635 Histology Lecture	3 cr.
REHS 638 Specialized Topics in Anatomy This course will examine the anatomical details of a specific joint or region of the human body. The joint or region studied in this course is determined by the student, his or her designed program, Faculty Advisor, Program Committee, and the course instructor. The student participates in human cadaver dissection of the specific joint or region of interest. The dissection approach is determined by the goals of the student and agreed on by the course instructor. In addition to cadaver dissection the student is expected to review and discuss current literature pertinent to his or her dissection. Lecture	3 cr.
REHS 640 Orthopedics and Biomechanics - Overview Orthopedics & Biomechanics Overview (REHS 640): This course requires the student to explore the biomechanics of normal and abnormal human motion. Through examination of the spine, upper extremity and lower extremity the student explores various mechanisms of joint stability (static & dynamic), mobility and how these elements become integrated into human function. The student will apply these biomechanical concepts to physical assessment, surgical procedures, and current best practice interventions. Lecture/Lab	3 cr.

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REHS 641 Orthopedics and Biomechanics of the Upper Limb

3 cr.

This course requires the student to delve into the biomechanics, physical assessment, imaging and rehabilitation of the shoulder complex. Updates in surgical procedures and post-operative rehabilitation will also be explored. While this course primarily has a clinical theme, the underlying intent of this content is to provide substance by which the student becomes familiar with the reliability/validity and the sensitivity/specificity of the techniques used to arrive at a diagnosis. This course will also investigate the available scientific research related to the effectiveness of conservative and surgical interventions for common orthopedic shoulder conditions. A main outcome of this course is to identify a list of unanswered research questions that may assist the student in identifying potential research questions. Lecture

REHS 644 Orthopedics and Biomechanics of the Lower Limb - Hip

3 cr.

This course requires the student to delve into the biomechanics, physical assessment, imaging and rehabilitation of specific body segments. Updates in surgical procedures and post-operative rehabilitation will also be explored. While this course primarily has a clinical theme, the underlying intent of this content is to provide substance by which the student becomes familiar with the reliability/validity and the sensitivity/specificity of the techniques used to arrive at a diagnosis. The course will also investigate the available scientific research related to the effectiveness of conservative and surgical interventions for common orthopedic conditions of the hip. A main outcome of this course is to identify a list of unanswered research questions that may assist the student in identifying potential research questions. Lecture

REHS 652 Musculoskeletal Biomechanics

3 cr.

This course requires the student to examine the responses of musculoskeletal tissues (bone, skeletal muscle, tendon, ligaments, cartilage) to stress and injury. Additionally, the student will investigate the repair process for these tissues and the factors that influence this process. Lecture/Lab

REHS 654 Integrative Biomechanics of the Lower Limb

3 cr.

This course requires the student to integrate the anatomy, biomechanics, and pathology of the hip, knee, foot and ankle and develop a comprehensive understanding of the structures and functions of the lower extremity. The student will examine how these segments interact with one another to influence the function of the entire lower extremity and ultimately influence the examination, evaluation and therapeutic interventions of lower limb pathologies. Lecture

REHS 656 Physical and Therapeutic Modalities

3 cr.

This course provides the student with content on advanced topics in the physical modalities that are used to treat patients in clinical practice. The indications, contraindications and evidence to support the use of the modalities is also presented and discussed during class meetings. This course provides the student with opportunities to make sound and justifiable clinical decisions based on a patient's medical history in the selection or discontinuation of specific modalities. Course activities and assignments develop clinical reasoning skills that rationalize and justify modalities as part of a comprehensive treatment program. Lecture

REHS 658 Bioinstrumentation

3 cr.

This lecture/laboratory course provides the student with the knowledge and skills necessary to become proficient with several pieces of instrumentation commonly employed in biomechanics laboratories for orthopedic research. Studied instrumentation will include but is not limited to: electromyography, force plate, motion analysis (2D and 3D), and knee arthrometry. The student will also investigate and become knowledgeable with the reliability and validity of each piece of instrumentation as is reported in the current literature. Lecture/Lab

John G. Rangos, Sr. School of Health Sciences

REHS 660 Seminar in Orthopedics & Sports Medicine

1 cr.

This course is designed to foster the student's development and understanding as it relates to orthopedics and sports medicine research. Students will engage in in-depth reading, presentations and discussions of selected orthopedic and sports medicine topics. The course will also serve as a venue by which students can propose research ideas and receive feedback from program faculty and students. Additionally, students will be exposed to the research of program faculty and students in order to facilitate their understanding of the breadth and scope of orthopedic and clinical biomechanics research. Seminar

REHS 670 Supervised Research

3 cr.

This laboratory-based course gives the student an opportunity to gain experience in conducting a student-driven research project which is supervised by a faculty member. This course will expose and involve the student in all aspects of the research process with a small scale (faculty-approved) project. Laboratory

REHS 671 Directed Research

3 cr.

This course gives the student an opportunity to gain experience in conducting a faculty-driven and directed-research project. Additionally, the course serves as a means by which the student gains in-depth 'first-hand' experience with investigative techniques that are used in biomechanical and orthopedic research. Lecture

REHS 682 Scientific Writing

3 cr.

This course gives the student experience in the process of scientific writing and the tasks associated with and related to this skill. Ultimately, it is the intent of this course to create a manuscript that could be submitted for publication in a scholarly journal. To facilitate this goal, the student will be required to assist the instructor with the writing related to an ongoing research project. Lecture

REHS 684 Grant Writing

3 cr.

This course provides the student an opportunity to gain an introductory experience with the process of grantmanship. The experience includes but is not limited to developing a long term research agenda, meeting with and identifying the role of the 'Office of Sponsored Research' at Duquesne University, identifying appropriate funding sources and the writing & submission of a grant proposal. Lecture

REHS 701 Dissertation

1 TO 9 cr.

Dissertation

REHS 705 Dissertation Defense

2 cr.

Lecture

SLP 101 Introduction to Communication Sciences & Disorders

3 cr.

This course offers a survey of the field of human communication sciences and disorders. Students will learn about normal and disordered communication across the life span. Lecture

SLP 205W Normal Speech & Language Development

3 cr.

Students will learn about the stages of speech and language development in normal infants and children. Theories about semantic, syntactic, phonologic, and pragmatic development will be reviewed. Course content will prepare students to differentiate normal from disordered communication development. Lecture

John G. Rangos, Sr. School of Health Sciences

SLP 250 Anatomy & Physiology of Speech & Hearing

4 cr.

This course will examine the anatomy of those parts of the human body which are involved in speech and hearing. Students will learn about anatomical structures pertinent to communication and its disorders. Lecture

SLP 310 Speech Science

4 cr.

This course reviews the characteristics of sound as a physical phenomenon. Students will learn about the generation, transmission, and perception of speech. The acoustic characteristics and perceptual features of sounds and the feedback systems employed to monitor production of these sounds will be examined. Methods for studying speech, including instrumentation and research, findings will be reviewed. Lecture

SLP 320 Phonetics

3 cr.

This course focuses on clinical phonetics, transcription phonetics, and the application of transcription phonetics in the clinical management of clients with communication disorders. On-line phonetic transcription will be learned using the International Phonetic Alphabet (IPA). Students will gain an appreciation of speech produced by children and adults with typical speech production, disordered speech production, and with speech differences due to nonmainstream American English dialects. Lecture

SLP 350 Clinical Procedures and Observation in Speech-Language Pathology

3 cr.

Preparation for clinical practicum through lecture and guided clinical observations. Introduction to clinical process and basic clinical procedures. Completion of 25 ASHA observation hours. Lecture

SLP 360 Professional Communication Skills and Behaviors in SLP Within Culturally Diverse Populations

1 cr.

This course will engage the students in meaningful community service experiences related to the field of speech language with academic learning, focusing on critical, reflective thinking, and civic responsibility. These experiences will enhance student personal and interpersonal development, which is important in interacting with patients/clients, caregivers, and other health care providers/personnel. Priority will be placed on student involvement, exposure to culturally diverse populations and the development of professional communication skills and acceptable professional behavior. Lecture

SLP 400 Independent Study

1
TO 3 cr.

Individually directed study in a specialized area of speech-language pathology.
Independent Study

SLP 402 Basic Course-American Sign Language

3 cr.

This course is an introduction to the language used by members of the Deaf Community in the United States and portions of Canada. This course focuses on conversation in signs, basic rules of grammar, and cultural aspects of the American Deaf community. Lecture

SLP 500 Independent Study

1 TO 6 cr.

With the guidance of a faculty member, a student may pursue an in-depth study of a subject area or develop an individual project in an area of interest related to their professional goals.
Independent Study

SLP 505 Speech Production Disorders

3 cr.

Students will gain a fundamental knowledge of: a) normal and disordered patterns of speech sound development; b) methods of analyzing speech production data, and; c) assessment and treatment of speech sound disorders in children and adults. Students will integrate theoretical constructs of spoken language production to the differential diagnosis and management of speech sound disorders. Lecture

John G. Rangos, Sr. School of Health Sciences

SLP 510 Diagnostics

3 cr.

This class will introduce principles of assessment for a wide variety of communication disorders encountered in educational, medical, and other settings. Students will learn norms and standardized testing techniques, interviewing and chart review procedures, informal diagnostic tools and techniques, and methods for interpreting evaluation results. Lecture

SLP 513 Introduction to Audiology

3 cr.

This course will introduce students to clinical audiology. Theories of hearing, hearing impairment, hearing conservation, hearing assessment and management will be presented. This course focuses on audiological issues related to the clinical practice of speech-language pathology. Lecture

SLP 515W Research in Speech Language Pathology

3 cr.

The purpose of this course is to stimulate an appreciation for and an interest in basic and clinical research principles, design, and data management in the field of communication sciences and disorders. Students will establish knowledge to become wise consumers and potential producers of research. Students will have an opportunity to examine and critique research literature and to complete a research proposal. Lecture

SLP 517 Stuttering

3 cr.

Students will learn about the nature and treatment of stuttering in children, adolescents, and adults. In addition to obtaining practical experience in the analysis of stuttering symptoms, students will explore the complex assessment and treatment issues that impact clients who stutter across the lifespan. Lecture

SLP 520 Aural Rehabilitation

3 cr.

This course will discuss the effects of hearing impairment on speech and language in children and adults. Theoretical and methodological issues in the habilitation, rehabilitation and counseling of hearing impaired individuals will be discussed. Lecture

SLP 525 Motor Speech Disorders

3 cr.

This course focuses on motor speech disorders in adulthood. Neuroanatomical and neurophysiological mechanisms underlying motor speech disorders will be addressed. Students will demonstrate knowledge of assessment, diagnosis, and treatment of motor speech disorders. Lecture

SLP 526 Language Disorders I

3 cr.

Students will learn about language disorders affecting children, with an emphasis on differential diagnosis, assessment, treatment, and multicultural influences. Students will learn to collect and analyze language samples, will demonstrate competence in selecting and justifying treatment goals and procedures, and will engage in multiple clinical problem-solving activities. Lecture

SLP 530 Aphasia

3 cr.

This course will review the neurophysiology and management of communication disorders that result from damage to the language-dominant hemisphere of the brain. Students will learn about theoretical approaches to the study of aphasia and how to differentially diagnose and describe aspects of aphasia. A variety of approaches to the management of aphasia will be presented. Lecture

SLP 535 Neurocognitive Disorders

3 cr.

In this course, students will learn about the neurophysiology, neuropathology and clinical management of the communication challenges associated with neurocognitive disorders including: right hemisphere syndrome; traumatic and non-traumatic brain injuries; and the dementias. Approaches specific to the acute and long-term management of these disorders will be addressed. Lecture

John G. Rangos, Sr. School of Health Sciences

SLP 536 Language Disorders II

3 cr.

This course expands the foundational information presented in Language Disorders I. Additional topics in this course may include the relationship between language and literacy, multicultural considerations in the assessment and treatment of language disorders, and language disorders in special populations. Lecture

SLP 540W Clinic I

2 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum experience will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Students must arrange their own travel to clinic practicum sites. Lecture

SLP 541W Clinic II

2 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum experience will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Students must arrange their own travel to clinic practicum sites. Lecture

SLP 542 Clinic III

2 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum experience will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Student must arrange their own travel to clinic practicum sites. Lecture

SLP 543 Clinic IV

5 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum experience will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Student must arrange their own travel to clinic practicum sites. Lecture

SLP 544 Clinic V

4 TO 5 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Students must arrange their own travel to clinic practicum sites. Lecture

SLP 545 Clinic VI

3 cr.

This course offers the student a broad scope of clinical practicum experiences. At least the first 25 hours of clinic practicum experience will be gained under the direct supervision of Duquesne University personnel. Students will participate in clinical education activities in the Duquesne Speech-Language-Hearing Clinic and in external clinical settings. Students must arrange their own travel to clinic practicum sites. Lecture

SLP 550 Dysphagia

3 cr.

Students will learn the anatomy and physiology of the normal swallowing mechanism as well as the characteristics and physiology of the abnormal swallow (dysphagia). Students will learn to identify symptoms of abnormal swallowing and nutritional intake. They will also learn a variety of treatment approaches for dysphagia. Lecture

John G. Rangos, Sr. School of Health Sciences

- SLP 554 Voice Disorders** 3 cr.
This course includes the study of the processes and systems of normal voice production. Incidence, etiologies, and symptoms of voice disorders across the life span including organic, behavioral and psychogenic disorders will be discussed. Instrumental and non-instrumental techniques for assessment and management of voice will be reviewed. Lecture
- SLP 555 Augmentative and Alterternative Communication with Lab** 4 cr.
Students will learn about the history of Augmentative and Alternative Communication (AAC); models of AAC intervention; assessment principles and procedures; components of augmentative communication strategies and technologies; language, symbolization, cognitive and literacy issues; team approaches to assessment and intervention; and interventions across the age and disability spectrum. Students will be required to participate in technology lab activities. Lecture
- SLP 556 Craniofacial Disorders & Pediatric Oral Motor Feeding** 3 cr.
This course reviews a number of related clinical problems including: cleft lip and palate; laryngectomy; tracheotomy, ventilator dependency, medical speech pathology and pediatric oral motor feeding. Issues, methods, and philosophies related to teaching esophageal speech, TEP voice, and use of mechanical instruments, as means of providing voice to laryngectomized individuals will be reviewed. Principles and methods of assessment and treatment within an interdisciplinary rehabilitation framework will be reviewed. Lecture
- SLP 571 Clinical Seminar in Professional Issues & Ethics** 2 cr.
This seminar examines the legal and ethical frameworks which underlie professional practice. Students will identify and resolve ethical issues by applying principles and rules of ethics. They will identify laws which regulate the profession and apply laws and legal principles to resolve case scenarios. The legislative process, including the role of advocacy, will be highlighted Seminar
- SLP 573 Medical Speech-Language Pathology Seminar** 2 cr.
This seminar will focus on a wide variety of professional content including the management of disorders not addressed in traditional courses. Seminar
- SLP 575 Capstone in Evidence-Based Practice** 2 OR 3 cr.
This course provides students with an advanced capstone study experience. Students will learn how to apply principles of evidence-based practice and clinical best practices to clinical cases. Issues pertaining to multiculturalism are integrated into the course project. Lecture
- SLP 610 Typical and Atypical Language Development** 2 cr.
In this course students will learn about typical language development related to the acquisition of spoken and written language and language disorders affecting school-age children. Multicultural influences will be emphasized. Students will demonstrate competence in identifying errors in oral and written language, in the use of research validated instructional strategies and techniques, and in planning instruction for students who use alternative and augmentative communication systems. Lecture/Lab
- SLP 700 Thesis I-Speech-Language Pathology** 1 cr.
Students may choose to engage in thesis based research. Lecture
- SLP 710 Thesis II-Speech-Language Pathology** 1 cr.
Students may choose to engage in thesis based research. Lecture
- SLP 720 Thesis III-Speech-Language Pathology** 1 cr.
Students may choose to engage in thesis based research. Lecture

The Bayer School of Natural & Environmental Sciences

BIOL 502 Research Skills

2 TO 3
cr.

This advanced course provides students with practical knowledge of computer programs and web sites used in molecular biology for the in silico analysis of DNA and proteins. It also teaches presentation of scientific data and ideas. Topics covered will include: Powerpoint presentations, effective poster design, photography with digital cameras, capturing microscope images, finding sequences in Genbank, DNA and protein sequence analysis, choosing primers for PCR, and engineering gene constructs. Lecture

BIOL 503 Light/Electron Microscopy

3 cr.

This course includes an introduction to light microscopy (phase, differential interference contrast, brightfield, darkfield, and fluorescence microscopy), transmission electron microscopy and scanning electron microscopy. It covers specimen preparation (fixation, embedding, sectioning), photomicroscopy and darkroom techniques (film developing and printing), in addition to image analysis, enhancement and interpretation. Students are required to do a project outside of class hours. Lecture and laboratory. Lecture

BIOL 504 Regulatory Aspects of Developing Medical Products

3
cr.

The regulatory pathway for a company to commercialize and sustain new products or services can significantly impact executive decision making process. This course examines the aspects of FDA and European regulations on a company's decision process to develop and commercialize products. The course exposes students to various aspects of regulation, specifically focusing on medical devices and in vitro diagnostics companies. Regulatory strategies for commercialization are developed based on the intended market, geographic location, stage of a company (startup to mature), and funding of the project. In addition, regulatory impact of FDA oversight and European Union oversight via Notified Bodies is explored. Development of a regulatory strategy, product submittal concept model and compliance model per FDA and European regulatory requirements including costs of implementation will be required for course completion. FDA, ISO 13485, ISO 14971, Good Laboratory Practice (GLP) and Clinical Laboratory Improvement Amendments (CLIA) compliant quality system are examined. Lecture

BIOL 505 Microbial Genetics

3 cr.

A course providing the fundamentals to the rapidly growing field of microbial genetics. Emphasis is on gene structure and function. Areas to be discussed are DNA replication, transcription, translation, control of gene expression, transformation, conjugation, transduction, genetic fine structure and colinearity, mapping methods, mutation, DNA repair, plasmids and their properties. Genetic engineering, gene cloning and in vitro recombination are described. Prerequisite: a course in Microbiology. Lecture

BIOL 507 Recombinant DNA Techniques

4 cr.

This course provides a broad hands-on introduction to contemporary techniques in molecular biology. Manipulation of cloned DNA using restriction endonucleases, ligases, and phosphatases will be carried out. Molecular cloning using both plasmid and bacteriophage vectors will be done. Nucleotide sequencing and sequence analysis will be discussed. The student will carry out a nucleic acid hybridization in the form of a Southern blot. Cloned DNA will be transposon mutagenized. Analysis of cloned DNA using a reporter gene will be carried out. DNA amplification using the Polymerase Chain reaction will be done. Lecture/Lab

The Bayer School of Natural & Environmental Sciences

BIOL 508 Elements of Biotechnology

3 cr.

Biotechnology represents one of the significant growth industries for professionals in the biological sciences. The field extends from the areas of biopharmaceuticals and genetically engineered products through medical devices, diagnostics, and the burgeoning field of tissue engineering. This course is the first in a two course series designed to provide the professional master's student instruction in fundamental aspects of the commercial application of the life sciences. The course will cover the broad field of biotechnology and examine those factors which influence the industry including: scientific innovation, access to technology, entrepreneurship, intellectual property, regulatory compliance, reimbursement and funding. The course will also acquaint the student with those factors important for technical careers in the biotechnology industry. Lecture

BIOL 509 Biotech Product Development

3 cr.

Product development is one of the primary activities for small and large life sciences companies and the success or failure of the firm often hinges on its ability to successfully bring products to market which address critical medical needs. Too often the success of product development relies on the skills of the laboratory professionals to understand the business goals, prepare budgets, develop plans and milestones, form internal and external teams, meet objectives, and move developments into manufacturing. Lecture

BIOL 510 Independent Study in Biology

1 cr.

This course is designed for students in the graduate program leading to a Master of Science in Biotechnology. The students will be required to meet with faculty to define an agreed upon study topic in either basic or applied biotechnology. The student will be expected to complete an extensive literature survey of the selected topic and develop a scholarly document which uses the literature to demonstrate an exemplary understanding of both the topic and its relation to the field of Biotechnology. Independent Study

BIOL 513 Developmental Biology

3 cr.

The study of the progression through time and space from a single cell, the fertilized egg, to a complex multicellular organism. The powerful tools of molecular and cellular biology have linked the fields of embryology, morphology, genetics, and evolutionary biology to reveal how cells, tissues, organs, and organisms develop. This course explores the processes of morphogenesis, differentiation, pattern formation, growth, and reproduction at the molecular, cellular, and organismal levels to provide a current overview of development in a wide variety of organisms. Lecture

BIOL 515 Mammalian Physiology

3 cr.

Examination of the molecular and cellular mechanisms of mammalian body function, including consideration of the basic components of biological control systems and the manner in which various tissues and organ systems contribute toward the maintenance of physiological homeostasis in health and disease. Lecture

BIOL 516 Comparative & Environmental Physiology

3 cr.

This course focuses on the diversity of physiological mechanisms that different animals employ, including the high level of physiological and biochemical adaptation and specialization found in animals that live in diverse and challenging environments, or that possess other exceptional physiological abilities. Lecture

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BIOL 517 Invertebrate Biology and Biotechnology

3 cr.

This course will survey the biology and phylogenetics of invertebrate organisms from protozoa through invertebrate chordates. An emphasis will be placed on phylogenetic relationships of these organisms, in particular the adaptations and apomorphies that identify them as unique taxa. A formal understanding of modern phylogenetic techniques will be developed. A collection of invertebrates is required as part of the course. Approximately 15% of the course will be devoted to the uses of invertebrates in biotechnology (especially *Drosophila* and *C. elegans*) and the use of biotechnology for the control of invertebrate pests of plants and animals. Lecture

BIOL 522 Animal Behavior

3 cr.

An evolutionary approach will be undertaken to study the behavior of animals. Using the Darwinian framework, one can understand basic life history events such as natal dispersal or seasonal migrations. Moreover intra-sexual selection and inter-sexual selection (mate choice) will be examined in several taxa. Finally intra-specific variation (or culture) will be explored among several animal populations, with special emphasis on chimpanzees. Lecture

BIOL 524 Immunology

3 cr.

A course in the fundamental mechanisms of the immune system with applications in basic research, medicine and public health. Topics include the mechanisms of induction, regulation, and expression of the cellular and humoral immune responses, immunochemistry, antigen-antibody reactions, immunogenetics, hypersensitivity, and immunopathology. Lecture

BIOL 526 Pathogenic Microbiology

3 cr.

Study of the infectious agents of human disease with emphasis on host-parasite relationships, unique aspects of bacterial activities and organization, metabolism, regulation and genetics which contribute to pathogenicity, including identification of bacteria and principles of prevention, treatment, and laboratory diagnosis. Lecture

BIOL 527 Microbial Ecology

3 cr.

In this course the interaction of microorganisms, primarily prokaryotes, with each other, plants, animals, and fungi, and the environment is explored. The course takes a systematic approach, examining these interactions at the ecosystem, organismal, subcellular, and historical level. Topics include microbial primary production and photosynthesis, biogeochemical cycling, the structure of microbial communities, modeling, symbiosis, and microbial evolution. Lecture

BIOL 529 Microbial Physiology

3 cr.

This course focuses on microbial energy metabolism, biosynthesis, metabolic regulation, and cell structure. Energy metabolism includes organotrophy (aerobic and anaerobic respiration, fermentation), chemolithotrophy, and phototrophy. Selected topics of microbial biosynthesis, including cell envelope biosynthesis, will be covered. Regulation of energy metabolism and biosynthesis at the levels of gene expression and enzyme activity will be a major topic in this course. Lecture

BIOL 530W DNA Methods in Population Genetics

4 cr.

This combined laboratory and lecture course examines the biology underlying the most common genetic marker systems used in the forensic community. The basics of population genetics and DNA analysis methodologies will be covered, including the CODIS database. Techniques include extraction protocols, amplification of DNA, methods for labeling DNA, and ultimately the construction of a genetic profile using an ABI 3100 Avant Genetic Analyzer. Mitochondrial DNA, the Y-chromosome, and Amelogenin, the most commonly used gender identification locus, will also be experimentally explored. Prerequisites: BIOL 579 and permission of the instructor if not in Forensic track. Lecture/Lab

The Bayer School of Natural & Environmental Sciences

BIOL 532 Applied & Environmental Microbiology

3 cr.

This course takes an in-depth look at microbial biogeochemical cycling and the application of microbial processes (both prokaryotic and eukaryotic) for biotechnology and bioremediation. Topics include biogeochemistry, the design and application of genetically engineered microbes (GEMS), natural attenuation, fermentation, and water treatment, in addition to current issues in environmental science. Lecture

BIOL 534 Medical Microbiology

3 cr.

A systematic coverage of medical microbiology and its role in clinical medicine. Emphasis is based on current concepts of infectious disease and microbial genetics as it pertains to pathogenicity. Special attention is given to host-parasite interactions and to the interpretation and significance of laboratory findings in the diagnosis and treatment of human microbial disease. Lecture. Lecture

BIOL 535 Vertebrate Anatomy, Development and Evolution

3 cr.

This course emphasizes comparative development, functional anatomy and macroevolution of vertebrate body plans. Topics include the diversity and phylogenetic history of fossil and local forms, development and comparative embryology of each organ system, and comparative functional anatomy of the major clades of living vertebrates within an evolutionary framework. Lecture/Lab

BIOL 537 Virology

3 cr.

An introductory course emphasizing basic understanding of the biochemical, replication, host-parasite relationships and pathogenesis of plant, animal, and microbial viruses. Medical virology and human viral pathogenesis are emphasized. Prerequisite: A course in introductory microbiology or permission of the instructor. Lecture

BIOL 538 Environmental Biology

3 cr.

The course provides an overview of life and the environment. Basic biological principles are examined in the context of the impact humans have on the biosphere. Topics include: ecological principles at the population, community and ecosystem levels; climate; biogeochemical cycles; human population growth; sources and effects of pollution; deforestation and habitat loss; loss of species richness; extinction; global warming; disease; biomarkers; biotechnology; and bioremediation. The course is appropriate for science majors and for non-majors with a strong science background. Lecture

BIOL 540 Evolution

3 cr.

Evolution is the single most important concept uniting the many fields of biology. This course covers the theory of evolution and the various levels at which evolution works in living systems. Topics to be addressed include evolutionary genetics (including molecular evolution), adaptation and natural selection, evolution and diversity (including phylogeny reconstruction), and paleobiology and macroevolution. Lecture

BIOL 544 Plant Biology, Biotechnology & Genomics

3 cr.

This course is a merger of basic plant biology, molecular biology, and biotechnology. In it, we will discuss plant biochemistry, physiology, genetics, and development. The emphasis is placed upon linking basic plant systems to current research problems and developments in biotechnology and genomics. Typical topics will include applications of plant molecular biology to understand cellular structure and function, genomics, developmental genetics, and methods to develop tools for plant biotechnology. The course will also discuss the issue of plant biology as it pertains to world economics and food production. Lecture

The Bayer School of Natural & Environmental Sciences

BIOL 557 Reproductive Physiology

3 cr.

This course offers a broad overview of mammalian reproductive physiology. The major emphasis will be on human/primate biology, but other mammalian species will be included for comparison. The application of modern techniques of cellular and molecular biology to answer central questions of reproductive physiology will be explored in more detail. Lecture

BIOL 560 Endocrinology

3 cr.

This advanced integrative physiology course investigates the role of the endocrine system in coordination and regulation of body activities. Topics include homeostasis, reflex arcs, hormone synthesis, hormone action and signal transduction, hypothalamic/ pituitary axis, regulation of salt, mineral and water balances, regulation of energy metabolism, reproduction, growth and development. This course is appropriate for biology and biochemistry majors interested in physiology, as well as for the pre-health profession student. Lecture

BIOL 566 Terrestrial Field Biology

3 cr.

This applied ecology course is designed to present an overview of field laboratory methods used by ecologists to describe and analyze plant and animal aggregations and their environments. The course focus is on the principles and practices of various ecological procedures with explanation of how to collect, record and analyze data. The course reviews the basic concepts of ecology that are needed to understand the various methods and their significance. The course material is presented as a combination of lecture, laboratory and field sessions. Lecture/Lab

BIOL 567 Genomics

3 cr.

This course examines the structure, function, and evolution of genomes, including both prokaryotes and eukaryotes. Topics covered will include genome sequencing methods and analysis, gene expression, chromosome structure, proteomics, bioinformatics, and genome evolution. Lecture

BIOL 568 Human Genetics

3 cr.

This is an advanced course in human genetics focusing on principles of inheritance, structure and function of the human genome, genetic mapping of diseases, and patterns of human genetic diversity. We will examine both theoretical concepts as well as practical applications to a variety of fields. The emphasis of applications will be on the logic of the approach rather than on technical experimental details. Lecture

BIOL 569 Signal Transduction

3 cr.

This advanced cell biology course addresses the question of how the messages from various chemical signaling molecules are transduced into biological responses. Topics include: modes of cell communication, types of chemical signals, steroid hormone action, transduction by cell-surface receptor proteins, channel-linked receptors, G-protein-linked receptors, catalytic receptors, second messengers, cAMP, calcium, calmodulin, inositol trisphosphate pathway, diacylglycerol pathway, protein kinases and growth factors. Lecture

BIOL 570 Lab I: Experimental Biology

3 cr.

This lab course sequence is designed to provide students with a multidisciplinary lab that reflects the integration among different disciplines in the broad areas of cellular and molecular biology. The first semester emphasizes techniques and approaches in the molecular, biochemical, and cellular biology of organisms from bacteria to mammals. Included are an introduction to research skills (i.e. computer use, library resources), characterizations and manipulations of cellular macromolecules including proteins and nucleic acids, and microscopy. Laboratory

The Bayer School of Natural & Environmental Sciences

BIOL 571 Lab II: Cell And Molecular Biology

3 cr.

The second semester continues to build on BIOL 570 through investigative labs in cellular and molecular biology (i.e. experimental embryology, genetic mapping, constructing transgenic organisms) and includes a capstone lab mini-project for the last portion of the semester. Laboratory

BIOL 572 Lab III: Cell and Systems Physiology

3 cr.

The second semester continues to build on BIOL 570 through investigative labs in cardiovascular/respiratory physiology, muscle and neurophysiology, and endocrinology. Experiments in many cases employ MacLab hardware and Apple Macintosh computers for data acquisition. The course is laboratory project based. Laboratory

BIOL 573 Lab IV: Microbiology

3 cr.

The second semester continues to build on BIOL 570 through investigative labs in microbial physiology, ecology and genetics. This laboratory also examines cell culture, virology and immunological techniques used in microbiology and virology. Laboratory

BIOL 574 Ethics in Biotechnology

1 cr.

In this course, students consider the ethical issues such as fraud in science, bias in interpretation, the use of animals in research, the use of human embryos, human cells, genetic engineering and therapy, protection of human subjects and patient care. This course will also discuss ethical issues found in commercial R&D including technology ownership, use of intellectual property, confidentiality, and business ethics. Weekly discussions are led by various professionals in the medical, scientific and ethics fields. Lecture

BIOL 575 Neurobiology

3 cr.

This course will survey topics found in the science of neurobiology. Neurobiology is the study of the nervous system, its development, its function and its diseases. Topics will include evolution and development of the nervous system, electrophysiology of neurons, human neuroanatomy, anatomy and functioning of the sensory systems and molecular genetics of the nervous system. The focus of the course is on how a scientist discovers the inner workings of the brain. Science has shown that the study of "simple" brains can tell us a great deal about how all brains function, including human brains. As such, in this class, we will study aspects of the neurobiology of many different organisms. Lecture

BIOL 576 Lab VI: Microscopy

3 cr.

Microscopy can provide a unique glimpse at cell morphology and intracellular form and function. The purpose of this course is to introduce the theory and practice in the various types of microscopy including light (bright field, dark field, phase contrast, differential interference contrast), fluorescence, and confocal scanning laser, as well as scanning and transmission electron microscopy. It focuses on experimental design where microscopy provides the answer (conceptualization), determination of microscope/technique that will provide the answer (instrumentation), and producing the micrograph with digital photography and image processing (documentation). Graduate students will work on a project that directly relates to their research, imaging in confocal and TEM and SEM cells related to their research projects. Graduate students will also prepare a manuscript-style report of their finding. Laboratory

The Bayer School of Natural & Environmental Sciences

BIOL 579 Forensic Molecular Biology

3 cr.

This combined graduate level laboratory and lecture class is a pre-requisite for DNA Methods & Population Genetics (BIOL 530W), and is a required course for the Forensic Science and Law Program. This course was designed to help students develop a number of practical skills and perform techniques routinely used in modern biological research. This course covers the major protein and immunochemistry techniques and assays as well as recombinant DNA techniques. The evolution of these techniques and their relevance to the forensic community will be emphasized. Although this class is designed for FSL students, non-FSL students may register with approval of instructor. Lecture and laboratory. Corequisite: BIOL 568 Human Genetics. This course covers the major protein and DNA molecule marker systems and techniques currently used in biological research laboratories. Lecture/Lab

BIOL 580 Readings in Cell & Molecular Biology

1 cr.

Discussion and critical evaluation by faculty and students of significant papers from the recent research literature. Readings

BIOL 581 Readings in Cellular & Systems Physiology

1 cr.

Discussion and critical evaluation by faculty and students of significant papers from the recent research literature. Readings

BIOL 582 Readings in Microbiology

1 cr.

Discussion and critical evaluation by faculty and students of significant papers from the recent research literature. Readings

BIOL 592W Stream Field Biology

3 cr.

This course is the study of the functional relationships and productivity of fresh water streams as they are affected by their physical, chemical, and biotic environment. The course material is presented as a combination of lecture, laboratory and field sessions. Lecture

BIOL 594 Environmental Sampling and Analysis

3 cr.

Explores the fundamentals of sample collection from experimental design and chain of custody, to methods used for obtaining environmental samples from air, water, and sediment in addition to biological sampling. The class lectures are augmented with trips to field research stations and a river excursion with RiverQuest to obtain environmental samples. Sample analysis includes microscopy and spectrometry, as well as biological and molecular techniques. Prerequisites: Biology 111/111L, 112/112L; CHEM 121/121L, 122/122L; MATH 225 or enrollment in graduate program. Laboratory

BIOL 645 Advanced Cell & Molecular Biology I

3 cr.

This course is intended to be the first semester of a two-semester primary core of study taken by all graduate students in the biological sciences. It offers an in-depth integrated examination of advanced topics in cellular and molecular biology. Topics include structure, function and experimental techniques relating to biological molecules and sub-cellular and extra cellular structures. Emphasis will also be placed on processes such as genomic organization, gene regulation, replication, cell cycle control, translation, vesicular trafficking, and receptor signal transduction. Course materials are drawn from review articles and recent primary research reports. Lecture

BIOL 645W Advanced Cell & Molecular Biology I

5 cr.

This course is identical to BIOL 645, but provides an additional in-depth evaluation and interpretation of the primary research literature, focusing on both concepts and experimental design. Lecture

The Bayer School of Natural & Environmental Sciences

BIOL 646 Advanced Topics in Biology

1 cr.

This is a discussion-based analysis of selected topics in biology. Students research issues using the current literature and present their findings regularly throughout the course. Topics and faculty vary each semester, and each topic is considered from different viewpoints. Recent topics include: molecular parasitology, pathogenic microbiology, and signal transduction.

Lecture

BIOL 647 Advanced Cell and Molecular Biology II

3 cr.

This course focuses on the structure, function, and experimental techniques relating to biological molecules, sub-cellular, and extra-cellular structures. Emphasis will also be placed on processes such as genomic organization, replication, mutation, DNA repair mechanisms, and transposable elements. Reading material for this course will include substantial amounts of primary and review literature, in addition to the textbook.

Lecture

BIOL 650 Conservation Biology

3 cr.

This course will provide an overview of the current concepts and issues. Topics that will be covered include threats to biodiversity, life tables and reproductive strategies, population structure and metapopulation dynamics, population viability analysis, gap analysis, conservation genetics, habitat restoration, propagation programs, and recovery plans for imperiled species. Lecture (3hours)
Pre-requisites: BIOL 111/111L, 112/112L, CHEM 121/121L, 122/122L, MATH 225 or enrollment in graduate program. Lecture

BIOL 651 Special Topics

1 TO 3 cr.

Treatment of topics of current or special interest in biology. Lecture, laboratory or combinations. Lecture/Lab

BIOL 667 Advanced Molecular Biology

3 cr.

Molecular biology is the study of the expression, inheritance, function, and maintenance of the genetic material- chromosomes, DNA and genes. Examination of gene regulation using both prokaryotic and eukaryotic systems will be emphasized. Evaluation of experimental design and interpretation of the literature are used to study the structure and function of genes and chromosomes. Medical and agricultural examples are provided in the area of genome manipulation. Lecture

BIOL 674 Ethics in Biology

1 cr.

Consideration of ethical issues such as fraud in science, bias in interpretation, use of animals, use of human embryos, and genetic engineering. Discussions are led by local experts, faculty, and advanced Ph.D. students. Lecture

BIOL 679 Research in Biology/Biotechnology

1 TO 3 cr.

Laboratory research directed by a faculty member or in conjunction with an external internship (Biotechnology students) and jointly directed by a faculty member and/or external advisor. This course is for students in the MS program in either Biology (Non-thesis students only) or Biotechnology. Laboratory

BIOL 680 Graduate Research in Biology

1 TO 8 cr.

Graduate students register for research as part of the degree curriculum. MS and PhD students both register for this course. Laboratory

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BIOL 690 Seminar

0 TO 1 cr.

Students attend and participate in weekly departmental research presentations and demonstrations by biological scientists from the Department of Biological Sciences and from other universities. Seminar

BIOL 691 Biology Experience in China

4 cr.

This course provides an in-depth three-week scientific and cultural experience in China facilitated through Duquesne University and the Chinese Association of Science in Technology. Students will travel to a variety of locations in China and work in seminars or small groups with the opportunity to (1) communicate orally and in writing in topics such as environmental science and pollution abatement; (2) acquire appropriate learning skills for collective laboratory work; (3) become familiar with the Chinese scientific issues through actively participating in scientific presentations. Students must participate in pre-trip seminars during the prior spring semester, in the three-week trip (typically in August) including all activities during the trip, in the writing of reports to include in the trip summary document, and in a post-trip presentation to the public. This course is for graduate students in biology. Field Work

BIOL 695 Introduction to Graduate Research I

3 cr.

Opportunity for selected students to work in the laboratory on research problems under the direction of a faculty member. Maximum of four credits. This is required of all first year PhD students. Students rotate in a research laboratory. Laboratory

BIOL 696 Introduction to Graduate Research II

3 cr.

Opportunity for selected students to work in the laboratory on research problems under the direction of a faculty member. Maximum of four credits. This is required of all first year PhD students. Students rotate in a research laboratory. Lecture

CHEM 500 Teaching Methods in Chemistry

0
TO 3 cr.

This provides college credit for high school teachers who complete the Flynn Chemistry workshop. Lecture

CHEM 501 Biochemistry I

3 cr.

Primary emphasis is on the structure, function, and chemistry of proteins, and the molecular mechanisms of action and regulation of enzymes. This course encompasses a detailed discussion of carbohydrate and fatty acid metabolism, including bioorganic mechanisms and the regulation and integration of these metabolic pathways. Additional topics include biomembrane structure and its role in transport and energy transductions. Lecture

CHEM 502 Biochemistry II

3 cr.

Continuation of CH 501 with a primary focus on the biosynthesis of the components of living cells and regulation of cellular processes at the biochemical level. Topics include the biosynthesis of lipids, amino acids and nucleotides as well as the synthesis and processing of DNA, RNA and proteins. The latter part of the course includes a discussion of biological information processing at the chemical level, including basic aspects of the regulation of gene expression. Lecture

CHEM 503 Advanced Organic Chemistry

3 cr.

The major emphasis of this course will be to examine organic reactions of synthetic importance within a mechanistic context. Topics to be covered include carbonyl chemistry, nucleophilic substitution, oxidation and reduction reactions, organometallic compounds, cycloaddition reactions and synthetic strategy. Lecture

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CHEM 504 Microwave Enhanced Chemistry

1 TO 3 cr.

This course teaches fundamental and advanced concepts of microwave sample preparation with emphasis on understanding and predicting behavior in the microwave environment. Microwave decomposition procedures for botanical, environmental, clinical, geological, aqueous, and other sample types are also discussed and demonstrated. Lecture

CHEM 505 Environmental Chemistry

3 cr.

The course provides the fundamental background and theory of environmental chemistry, including correlation, interpretation, and analysis of related topics and issues in environmental modeling as evaluative and predictive tools for assessing environmental outcomes. Additional topics include basic principles of aqueous interactions, phase interactions with water, soil and air, and applications of simultaneous equilibria in environmental settings. Lecture

CHEM 506 Physical Chemistry I

3
cr.

This is the first part of a two-semester sequence for graduate students seeking to strengthen their knowledge in physical chemistry. The focus of the class is quantum theory. Course content builds upon basic ideas and concepts in chemistry, physics, and mathematics. The material integrates spectroscopy into the ideas and concepts covering the Schrodinger equation, particle in a box, postulates of quantum mechanics, the harmonic oscillator and rigid rotor, the hydrogen atom, approximation methods, chemical bonding, computational quantum chemistry, and group theory. The class objective is to establish a solid foundation in quantum chemistry to be applied and understood in chemical bonding and molecular spectroscopy. Students of CHEM 506 will be responsible for all of the requirements from the undergraduate CHEM 321 class. Advanced physical chemistry 506 will be graded separately and have two additional requirements. First, the writing requirement will either involve twice the number of papers (ten assignments of two pages each), or be twice the length (four pages for each of the five assignments). The topic selected will be more advanced than that required for the undergraduates. Second, your examinations will involve a take-home section that will require deeper and more critical consideration. Lecture

CHEM 507 Physical Chemistry II

3 cr.

Chemistry 507 is the second part of a two-semester sequence for graduate students seeking to strengthen their knowledge in physical chemistry. The focus of the class is thermodynamics and kinetics. Course content builds upon basic ideas and concepts in chemistry, physics, and mathematics. The material integrates classical and statistical thermodynamics into the ideas and concepts covering the Laws of Thermodynamics, physical and chemical equilibria, solutions, electrochemistry and gas phase kinetics. The class objective is to establish a solid foundation in thermodynamics and kinetics to be applied and understood in the behavior of matter. Lecture

CHEM 508 Biomolecular Structure and Function

3 cr.

A detailed study of protein structure, function and the methodology, both biophysical and molecular, used to study proteins and their interactions. Areas that will be covered will include domain structure, protein trafficking, small and large molecule interactions with proteins and protein modification. Throughout this course the students will be introduced to the practical biophysical and molecular biology methods utilized in the study of proteins, protein-protein interactions and protein-nucleic acid interactions. Prerequisite: CHEM 402 or permission of instructor. Lecture

CHEM 509 Graduate Entrance Exam Review

0 cr.

This course provides reviews of important concepts in general, inorganic, organic, physical, analytical and biochemistry, and serves to prepare the incoming graduate students for assessment exams. Recitation

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CHEM 510 Bioanalytical Chemistry

3 cr.

Bioanalytical Chemistry is an introduction to methods and instrumentation used in the analysis of bio-molecules including DNA, proteins, and metabolites. The course centers on methods useful to research and industrial laboratories working in molecular biology, genomics, proteomics, metabolomics, biopharmaceutics, biotechnology and bio-medicine. The focus of the course is on applications rather than in depth theory. Lecture

CHEM 512 Physical Chemistry for the Life Sciences

4 cr.

This one-semester course will cover areas that include enthalpy, entropy, free energy, chemical and biochemical equilibria, redox chemistry, kinetics, and spectroscopy. Illustration of how these principles are applied to fundamental problems in the life sciences and biochemistry will be made. Lecture

CHEM 514W Advanced Forensic Chemistry Laboratory

2 cr.

Students will continue to learn the instrumentation and more advanced techniques used in a forensic laboratory. They will detect metal residues, flammable liquids explosives, poisons and drugs using methods which include, GC-MS, LC-MS/MS, IR, PXRD, and SEM. Prerequisite: Forensic Chemistry Lab. Laboratory, six hours. Laboratory

CHEM 516 Research Experience I

1 TO 6 cr.

A first-year graduate student selects a faculty advisor and pursues a research project in the laboratory of the faculty mentor. The student's progress is evaluated by a three-member Research Experience I Committee. This course provides the student with the opportunity to apply the skills and techniques mastered in applied courses to a research problem. Other

CHEM 518 Research Experience II

1 TO 6 cr.

Continuation of CH 516. The student selects a second faculty mentor and research project. The student's progress and activity are evaluated by a three-member Research Experience II Committee. At the conclusion of this rotation, the student selects his/her dissertation mentor and dissertation topic. Other

CHEM 527 Biophysical and Biochemical Characterization of Macromolecules

3 cr.

This course will provide a detailed description of the biochemical and biophysical methods that are used to characterize macromolecules. This course is designed to complement CHEM 508 and provide the students with an in-depth appreciation of the tools available to characterize the structure and function of macromolecules. Areas that will be covered include membrane biophysics, mass spectrometry, the interaction of matter with light, receptor pharmacology, chrystallographic methods, electron microscopy, and computational biology. Lecture

CHEM 534 Applied Basic NMR Techniques

3 cr.

Course will cover aspects of ^1H , ^2H , ^{13}C , ^{31}P , and ^{19}F , diamagnetic and paramagnetic NMR, beginning with the basic experiment and proceeding through standard two-dimensional experiments. Considerable time will be spent on discussions of the interpretation of spectra including chemical shifts and spin-spin coupling. Hands on exercises will include sample preparation, pulse sequences, and instrument function. Lecture/Lab

CHEM 539 Scientific Presentation

1 cr.

Introduces the organizations and presentation of scientific research both orally and in writing. Students will give brief seminars and prepare outlines and introductions to scientific papers. Lecture

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CHEM 540 Molecular Visualization and Simulation Methods

3 cr.

Course will focus on the use of modern workstation and software to address computational problems in chemistry. Topics will include platform choice, operation systems, and system requirements. Additional topics will survey software for modeling the behavior of chemical systems with emphasis on hands on experiments. Problems addressed will include topics in condensed-phase matter, molecular dynamics, spectroscopy prediction, energy minimization, and biological systems. Lecture

CHEM 542 Advanced Data Analysis and Statistics

1 cr.

This course provides essential instruction in basic statistics and data analysis. Topics typically include descriptive statistics (standard deviation, confidence intervals, random variables, distributions); tests of significance (t-tests, ANOVA); regression analysis (linear, weighted linear, nonlinear); and multivariate analysis. As time allows, more advanced chemometric techniques are explored. Lecture

CHEM 544 Inorganic Chemistry II

3 cr.

This course heavily draws upon the basic principles of inorganic chemistry and applies them to transition metal chemistry. Topics include organometallic compounds, coordination compounds, point group symmetry, ligand field theory and its applications, electronic spectra, inorganic reaction mechanisms and extended solids. The relevance of these fundamental topics to the current literature will be explored. Students in this course are required to write a detailed term paper on a selected topic in inorganic chemistry from the recent literature that is then subjected to a peer-review process analogous to the process of reviewing articles in journal publications. Prerequisite: Inorganic Chemistry I, or equivalent, please see instructor. Lecture, three hours. Lecture

CHEM 546 Physical Organic Chemistry

3 cr.

The class is intended for upper level undergraduates and beginning graduate students. It will include a detailed study of molecular structure and thermo-dynamics including molecular recognition, acid-base chemistry, and stereo- chemistry. Reactivity, kinetics, and mechanisms of reactions will be presented. Also included will be the theory and applications of electronic structure. Lecture

CHEM 548 Applied Separations

2 cr.

Covers practical aspects of analytical and preparative separations, with emphasis on chromatography (gas and liquid, including open column and high-performance modes) and electrophoresis (capillary and gel). Intended for all experimental chemists. Theory will be covered as necessary, but emphasis will be primarily on laboratory problem solving. Lecture

CHEM 549 Single Crystal X-Ray Crystallography

3 cr.

This course is designed to allow students to become acquainted with the use of the single crystal X-ray diffraction to solve and refine small molecule crystal structures. Students will learn basic crystallographic theory and terminology, which will allow for an understanding of the diffractometer operation, the data collection process, as well as the structure solution and refinement procedures. Topics such as Bravais lattices, Bragg's law, crystallographic space groups and reciprocal space will be discussed. Lecture/Lab

CHEM 565 Advanced Instrumental Analysis

3 cr.

This course will cover selected instrumental analysis techniques in depth. Primary coverage will be on analytical techniques that are most relevant to modern chemical analysis, such as mass spectrometry. Modules and particular emphasis in mass spectrometry will be on advanced topics such as stable isotope mass spectrometry and atmospheric pressure ionization techniques ESL and MALDI and ICP. Other hyphenated and independent modules on liquid chromatography, speciation separation, advanced sample preparation for instrumental analysis and IDMS and capillary-based separation techniques and microfluidics, optical spectroscopy and chemical imaging, and other methods will also be included. The course will be team taught with modular instructive and problem based use of instrumental equipment being employed. Lecture

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CHEM 566 Mass Spectrometry Instrumental Analysis

3 cr.

This course provides students with an appreciation and understanding of the background, theoretical, fundamental, and advanced modern Mass Spectrometry. The class explores allied chemistries and applications in mass spectrometry. Students will learn current mass spectrometric application areas such as proteomics, speciation metabolomics, epigenomics, immunochemical, bioinformatics, atomic spectrometry and clinical applications. Current and emerging mass spectrometric and modern interfaces, ionization, and automation configurations will be explored. Students will learn applications and testing methods used in analytical chemistry, bioanalytical chemistry, biochemistry and clinical MS analysis. Lecture

CHEM 574 Introduction to Organometallic Chemistry

3 cr.

The course is a detailed look at transition metal organometallic chemistry. Areas that will be covered include bonding theory, synthesis and reactivity of sigma-bonded alkyls and aryls, metal carbonyls and pi-bonded organic ligands such as alkenes, alkynes, allyls, and arnes. This course will also discuss applications of organometallic complexes in organic synthesis and industrial catalysis. Lecture

CHEM 581 Reaction Mechanism and Structure I

3 cr.

Enzyme Mechanisms and Biotransformations. Course emphasized molecular mechanisms of enzyme catalyzed reactions and the application and role of these reactions in natural product biosynthetic pathways. Lecture

CHEM 582 Reaction Mechanism and Structure II

3 cr.

Covalent Bond Reaction Chemistry. Continuation of CHEM 581. Course covers aspects of organic and inorganic reaction mechanisms, emphasizing reaction of central importance to the fields of biological, inorganic, and organic chemistry. Prerequisites: CHEM-581 Lecture

CHEM 583 Reaction Mechanism and Structure III

2 cr.

Organometallic Chemistry. Continuation of CHEM 582. This course emphasized chemical bonding in organometallic compounds and the use of organometallic reagents as catalysts in chemical synthesis. Prerequisites: CHEM-581 and CHEM-582. Lecture

CHEM 584 Thermodynamics and Kinetics I

3 cr.

Course covers classical thermodynamics and equilibrium, including interfacial equilibrium and transport mechanisms. The kinetics module includes classical solution and gas phase kinetics as well as enzyme kinetics. Lecture

CHEM 585 Thermodynamics and Kinetics II

3 cr.

Continuation of CHEM 584. Topics include statistical thermodynamics and kinetics, interfacial kinetics, and the kinetics of electron transfer reactions. Lecture

CHEM 586 Quantum Structure and Dynamics I

3 cr.

Quantum Chemistry and Group Theory. Course emphasized current concepts of atomic and molecular structure. Topics include modern methods in quantum theory and group theory as applied to molecular symmetry, orbital symmetry, and applied spectroscopy. Lecture

CHEM 587 Quantum Structure and Dynamics II

3 cr.

Spectroscopy. Continuation of CHEM 586. Spectroscopy develops naturally from principles of quantum dynamics and group theory. Topics include the application of quantum dynamics in spectroscopic and selected aspects of applied spectroscopy, including a discussion of how atomic and molecular spectroscopic methods are used to derive chemical and quantitative information. Prerequisites: CHEM-586. Lecture

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CHEM 591 Chemistry Experience in China

4 cr.

This course provides an in-depth three-week scientific and cultural experience in China facilitated through Duquesne University and the Chinese Association of Science and Technology. Students will travel to several universities in China and work in seminars or small groups with the opportunity to (1)communicate orally and in writing in topics such as environmental chemistry and pollution abatement; (2)acquire appropriate learning skills for collective laboratory work; (3)become familiar with global scientific issues through actively participating in pre-trip seminars during the spring semester, in the August three-week trip including all activities during the trip, in the writing or reports to include in the trip summary document, and in a post-trip presentation to the public. Field Work

CHEM 598 Special Topics: Materials Science

3 cr.

In this course students will learn about characterization techniques which probe the structure and physicochemical properties of cutting-edge materials. The course will be divided into four modules: X-ray methods, incident radiation techniques, microscopy and thermal analysis. In the process of studying these methods an emphasis will be placed on the types of materials whose analysis can benefit from these techniques such as nanoparticles, polymers, porous materials, glasses and materials' surfaces. Lecture

CHEM 611 Special Topics: Stereochemistry

1 TO 3 cr.

A variable credit special topics course which may cover advanced, specialized, and/or interdisciplinary topics in chemistry and biochemistry. Representative topics include: Bioinorganic Chemistry, Materials, Chemistry of Heterocycles, Synthetic Methods, Natural Products, Micro-to-Nanoscale Analytical Methods. Lecture

CHEM 612 Special Topics in Inorganic Chemistry

1 TO 3 cr.

This is a special topics course with variable credits (1-3 credits). The topics covered may vary from semester to semester. Representative examples of topics include: Symmetry and Group Theory, Theories of Electron Transfer, Nuclear Magnetic Resonance Spectroscopy for Paramagnetic Molecules. Lecture

CHEM 640 Synthetic Methods of Organic Chemistry

3 cr.

The course is designed to teach general synthetic organic methods from a mechanistic perspective. A combination of case-studies and literature reviews is used, providing a way of comparing syntheses and developing skills in synthetic planning. Lecture

CHEM 642 Heterocyclic Compounds

3 cr.

The course aims to provide a basic understanding of the main heterocycles, alkaloid biosynthesis and synthesis, to understand how stereoelectronic effects control the reactivity of heterocycles. Lecture

CHEM 680 Graduate Research in Chemistry

1 TO 8 cr.

This is research credit for students working on either a Master's degree or a PhD degree in chemistry. Thesis

CHEM 690 Student Seminar

0 TO 1 cr.

This is a oral presentation given by M.S. Plan B students. A topic is chosen by the student in consultation with an advisor, and an abstract is developed by doing library research. Seminar

CHEM 691 Seminar

0 cr.

The course provides a forum for students to learn the latest developments at the forefront of chemistry. Seminar

The Bayer School of Natural & Environmental Sciences

CHEM 695 Original Research Proposal

0 cr.

At the beginning of the third year in the PhD program, all graduate students will write and submit an original research proposal to the ORP committee. This is followed by an oral presentation in defense of the proposal. Lecture

CHEM 700 Dissertation Research - PhD

1 TO 8 cr.

Dissertation

ENVI 520 GIS for Environmental Science

3 cr.

The GIS for Environmental Science course will provide an introduction to environmental data management and analysis using geographical information system (GIS) methods. The objectives of this course are to introduce students to GIS theory/concepts, environmental data resources and formats, problem solving, and data presentation using a GIS approach. A major component of this course will be introducing and using ESRI software for data management, analysis, and presentation. Lecture

ENVI 531 Environmental Management

3 cr.

The course deals with environmental issues from a management perspective by focusing on how such issues potentially impact on the corporation and how the organization should proactively deal with them. Basic business concepts related to environmental aspects will be covered, such as laws and regulations, manufacturing and market strategies, benefit-cost analysis, risk assessment, evaluation of evolving remediation technology, and competitive and international issues. The importance of environmental aspects to business and society will be stressed, and strategies towards sustainable development will be discussed. Lecture

ENVI 533W Writing for the Environmental Professional

3 cr.

The course provides a practical and analytical approach to efficient technical writing, letters, memos, reports, press releases, articles and presentations. Students will benefit with new abilities to write more quickly, clearly and concisely. Lecture

ENVI 535W Environmental Public Relations

2 cr.

The course provides an understanding of the public relations process as utilized in situations involving environmental communications. Included is the study of problem definition, goal/objective setting, strategy implementation and program evaluation methods as applied to environmental management from business, government, and public interest group perspectives. Case studies and skill development in exposure to media situations in actual settings will be utilized. Interviews, public presentations and crisis situations are extensively utilized.

Lecture

ENVI 537 Environmental Conflict Resolution and Problem Solving

2 cr.

The course will combine lectures, class discussions and role-playing opportunities in simulated environmental disputes to explore the nature of environmental conflicts, alternative dispute resolution processes and varying techniques that may be employed to resolve conflicts effectively. The course will emphasize practical rather than theoretical approaches. Class sessions will be designed to include substantial student participation. Lecture

ENVI 540 Environmental Law

2 cr.

The course will introduce students to the regulatory process and the roles of the environmental agency, industry, and public interest groups. It will provide an overview of the federal environmental laws and their application. Lecture

The Bayer School of Natural & Environmental Sciences

ENVI 542 Sustainable Business Practices

2 cr.

Sustainable Development (read environmentally sustainable economic development) has become the catch phrase for new thinking that tries to reconcile the seemingly antagonistic issues of environmental protection and economic growth. It is a term that has as many definitions as advocates and is difficult to measure and complicated to apply. The course examines definitions of welfare, well-being, economic growth, and social development along with their relationship to environmental quality and resource conservation. It looks at how such factors as development policy, standard of living, energy use, technology, conservation levels, and public concern shape the sustainability debate. It uses a sectoral approach to capture issues such as employment in sustainable economics, energy use, supply, green designs, and regional approach to capture differences between and among advanced industrial and less developed countries.

Lecture

ENVI 544 Public Policy and Environmental Politics

3 cr.

This course examines the interplay of scientific, political, and economic factors in the formation of environmental policy in the United States. It assesses the role of civic concern, political institutions, regulatory agencies, non-governmental organizations, scientific information, financial factors, and technology in environmental affairs. Lectures, readings, and films enable students to understand the principal issues in the field. The political process that generates environmental laws and regulations is reviewed. Also, real world case studies cover controversial national and international policy issues are explored. The focus is on the role science plays in the policy process and on the sources of conflict among political and policy actors (elected officials, bureaucrats, legislators, and interest groups). Lecture

ENVI 545 Chemical and Quantitative Principles

1 cr.

This one-credit course can be taken as academic preparation for the required course in Environmental Chemistry. It can also be taken as a refresher for students who are returning to the classroom after a number of years. Lecture

ENVI 547 Leadership in Environmental Organizations

3 cr.

As we move further into the information age, leadership becomes more diffused in organizations. Organizations, particularly those dealing with technology issues like protecting the environment, face rapidly increasing complexity in which a single person cannot provide leadership in every situation. It is important for all organizational members to understand how organizations function and what roles leaders have so that they are better prepared to lead when it is appropriate. This course examines individual and group behaviors in organizations in relation to relevant leadership theories. Students evaluate their own organizations in light of various structural models and conduct in-depth research in one area of leadership theory. Lecture

ENVI 549 Quantitative Environmental Methods

3 cr.

This course provides practical experience with three widely utilized public domain modeling tools: EPA's Estimation Program Interface for Windows (EPIWIN), that predicts the fate and ecotoxicity of organic chemicals; USGS's PHREEQC aquatic speciation, batch-reaction, one-dimensional transport, and inverse geochemical calculations; and CALTOX, the California EPA's environmental fate and exposure risk assessment tool. These software tools, along with documentation and examples, are freely available on the internet. If you do not have internet access, an installation CD will be provided. In addition, DU has a site license for ChemDraw Ultra. This will serve as a valuable resource in support of the modeling tools. Pre-requisite: ENVI 552.

Lecture

The Bayer School of Natural & Environmental Sciences

ENVI 550 Introduction to Environmental Science for Business Professionals

1 cr.

This course is a rigorous, graduate-level course, designed for students enrolled in the S-MBA curriculum and others who desire to learn more about the science behind environmental issues. The course begins with a review of environmental science as a discipline and an examination of the scientific method, the process by which scientists pursue answers to questions. We then examine ecosystem structure and function, in the absence of human influence. Following these contextual discussions, we then address environmental issues under the following general categories: human population dynamics, energy production and consumption, land use perturbations and toxicology, risk and human health. Lecture

ENVI 551 Principles of Environmental Science

3 cr.

Environmental science is the study of the interaction between humans and the environment. This course will employ lectures, reading discussion and films to enable students to recognize the complex array of fact and theory that comprises this multi-disciplinary field. Students will understand the key elements of the physical and social sciences that make up this discipline, and apply quantitative and qualitative research methods to the analysis of environmental issues present in today's society and economy. Lecture

ENVI 552 Environmental Chemistry

3 cr.

The course provides the fundamental background and theory of environmental chemistry, including correlation, interpretation, and analysis of related topics and issues in environmental modeling as evaluative and predictive tools for assessing environmental outcomes. Additional topics include basic principles of aqueous interactions, phase interactions with water, soil and air, and applications of simultaneous equilibria in environmental settings.

Lecture

ENVI 566 Terrestrial Field Biology

3 cr.

This applied ecology course is designed to present an overview of field and laboratory methods used by ecologists to describe and analyze plant and animal aggregations and their environments. The course focus is on the principles and practice of various ecological procedures with explanation of how to collect, record and analyze data. The course reviews the basic concepts of ecology that are needed to understand the various methods and their significance. The course material is presented as a combination of lecture, laboratory, and field sessions. Lecture/Lab

ENVI 570 Fundamentals of Air Pollution Prevention and Control

3 cr.

This course will provide the skills required by environmental professionals to deal with Federal and State Air Quality Standards. The course will be structured to blend technical, social and political air quality issues into real world activities in the air pollution field by enabling students to recognize key air quality issues and how to best deal with them. Students will also be grouped and asked to work as a team to submit and to review air quality plan approval and permit applications. In addition to the traditional classroom setting, two classes will be held at site locations to enhance the learning experience. Lecture

ENVI 571 Fundamentals of Water Pollution Prevention and Control

3 cr.

This course is designed to provide the student an overall understanding of the science, law, regulations, and technologies associated with the protection of surface and ground waters. It is a non-engineering course that prepares students to understand and deal with water pollution issues in the workplace. The course begins with a review of the basic science associated with the properties and behavior of water. It then progresses to an examination of the various types of water pollution and their sources. The legal framework for water pollution control in the United States is addressed via a review of the structure and requirements of the Clean Water Act (CWA). This is followed by an examination of regulatory requirements, including ambient water quality criteria, effluent limits, permitting, and other topics. The latter half of the course focuses on water conservation and water pollution control and prevention technologies.

Lecture

The Bayer School of Natural & Environmental Sciences

ENVI 572 Fundamentals of Solid and Hazardous Waste Pollution Prevention and Control 3 cr.

This course will help develop skills required by today's environmental professional to effectively cope with compliance and management issues related to both federal and state environmental requirements for solid and hazardous waste management. The class will cover both regulations and technologies pertinent to the subject. Students will be required to understand and apply pertinent regulations.

Lecture

ENVI 584 Plant Biology, Biotechnology & Genomics 3 cr.

This course is an examination of plant biochemistry, physiology genetics, and development--a merger of basic biology, molecular biology, and biotechnology. Emphasis is placed upon linking basic plant systems to current research problems and developments in biotechnology and genomics. Typical topics will include applications of plant molecular biology to understand cellular structure and function, ecological physiology, genomics, developmental genetics, and plant/pathogen relationships. The course will also discuss the issue of plant biology as it pertains to world economics and food production.

Lecture

ENVI 591 Environmental Hydrogeology 2 cr.

The course is designed to study the movement and impacts of surface (streams, wetlands, lakes, estuaries, etc.) and groundwater (porosity, permeability, flow paths, Darcy's Law, etc.) and the relationships to environmental planning. Concepts dealing with water management, pollution, remediation and prevention will be covered. Use of topographic and geologic maps will be included as well as groundwater modeling computer programs. DEP & EPA guidelines, policies, and laws are covered in conjunction with allowable contaminant concentrations (soil, water and vapor intrusion) and Statewide Health Cleanup Standards (used and non-use aquifers and site specific). Sampling procedures are covered along with the proper use of field equipment, chain of custody reporting, sample containers and holding times. Real life case studies are covered along with field trips to give hands on experience. Lecture/Lab

ENVI 592W Stream Field Biology 3 cr.

Stream Field Biology is the study of the functional relationships and productivity of fresh water streams as they are affected by their physical, chemical and biotic environment. The dynamics of flowing streams, with their linear pattern, makes an ever-changing ecosystem dominated by constant erosion and deposition. Increasing knowledge about the operational stream ecosystem and factors that regulate productivity of the total watershed is crucial. The participants in this course will categorize stream order in a watershed; explain the abiotic and biotic relationships that exist with stream ecosystems; analyze the parameters of a watershed; and evaluate the trade-offs, costs and benefits of conserving stream watersheds. Lecture

ENVI 594 Environmental Sampling and Analyses 3 cr.

Explores the fundamentals of sample collection from experimental design and chain of custody, to methods used for obtaining environmental samples from air, water, and sediment in addition to biological sampling. The class lectures are augmented with trips to field research stations and a river excursion with RiverQuest to obtain environmental samples. Sample analysis includes microscopy and spectrometry, as well as biological and molecular techniques. (3 credits) Field Work

ENVI 597 Applied and Environmental Microbiology 3 cr.

This course takes an in-depth look at microbial biogeochemical cycling and the application of microbial processes for biotechnology and bioremediation. Topics include biogeochemistry, natural attenuation, fermentation and water treatment in addition to current issues in environmental science. Lecture

The Bayer School of Natural & Environmental Sciences

ENVI 599 Microbial Ecology

3 cr.

In this course the interaction of microorganisms, primarily prokaryotes, with each other, plants, animals, and fungi, and the environment is explored. The course takes a systematic approach, examining these interactions at the ecosystem, organismal, subcellular, and historical level. Topics include microbial primary production and photosynthesis, biogeochemical cycling, the structure of microbial communities, modeling, symbiosis, and microbial evolution. Lecture

ENVI 600 Environmental Agency Internship

0 TO

3 cr.

When an internship opportunity is identified, the student must complete an internship learning contract and submit it to the Program Director. Students are encouraged to explore suitable internship opportunities on their own. The Program Director is also available to assist in arranging internships and interviews with potential sponsors. Once this proposal is approved, the student should then register for the appropriate internship with the graduate advisor. Upon completion of 150 hours of on-site work, the student must submit a final report to Program Director. The internship supervisor must complete and return an evaluation form to Program Director. Once both the report and the evaluation have been reviewed and approved, the student will receive a "P" grade. Internship

ENVI 601 Environmental Industry Internship

0 TO

3 cr.

When an internship opportunity is identified, the student must complete an internship learning contract and submit it to the Program Director. Students are encouraged to explore suitable internship opportunities on their own. The Program Director is also available to assist in arranging internships and interviews with potential sponsors. Once this proposal is approved, the student should then register for the appropriate internship with the graduate advisor. Upon completion of 150 hours of on-site work, the student must submit a final report to Program Director. The internship supervisor must complete and return an evaluation form to Program Director. Once both the report and the evaluation have been reviewed and approved, the student will receive a "P" grade. Internship

ENVI 646 Special Topics in Environmental Science and Management

1 TO 3 cr.

A discussion-based analysis of selected topics in environmental science and management. Students research current issues through primary literature and other sources, presenting their findings regularly throughout the course. Topics and faculty vary each semester. Lecture

ENVI 650 Conservation Biology

3 cr.

This course will provide an overview of the current concepts and issues. Topics that will be covered include threats to biodiversity, life tables and reproductive strategies, population structure and metapopulation dynamics, population viability analysis, gap analysis, conservation genetics, habitat restoration, propagation programs, and recovery plans for imperiled species. (3 hours). Lecture

ENVI 662 Enhanced Microwave Chemistry

3 cr.

This course teaches fundamental and advanced concepts of Microwave-Enhanced Chemistry including sample preparation with emphasis on the understanding and predicting behavior in the microwave environment. Microwave decomposition procedures for botanical, environmental, clinical, geological, aqueous and other sample types are also discussed and demonstrated.

Lecture

The Bayer School of Natural & Environmental Sciences

ENVI 670 Environmental Toxicology

2 TO 3
cr.

The course is designed to examine the toxic effects of air, water and soil pollutants on humans and the environment. Practical applications and environmental problems are presented, using specific pollutants, such as respiratory tract irritants, asphyxiants, pesticides, heavy metals, and organic solvents. Extrapolation of toxicological data from animals to humans is presented. The effects of environmental legislation and hazard evaluation of environmental toxicants are emphasized. Grading is based on exams.

Lecture

ENVI 672 Environmental Biology

3 cr.

This three-credit course provides an overview of man's impact on other life on earth. Basic biological principles are examined in the context of man's interaction with the biosphere. Topics include: history of life on earth; population, community and ecosystems biology; human population growth; and the impacts of humans on biological systems, with special emphasis on effects of agriculture and on loss/protection of biodiversity. Lecture

ENVI 680 Environmental Exposure and Risk Assessment

2 cr.

This course is designed to build upon and complement the prerequisite environmental toxicology course, ESM 670. During this course, the following topics are addressed: vulnerable populations, introduction to epidemiology, exposure analysis, a brief review of quantitative and qualitative risk assessment, and hazard communication. Practical applications and environmental problems are presented, using various environmental stressors, including physical agents, biological agents, and chemical agents. Assessment of risk focuses on both general public and occupational populations. Lecture

ENVI 690 Independent Study

1 TO 6 cr.

Independent Study

ENVI 691 Environmental Science Experience in China

4 cr.

This course provides an in-depth three-week scientific and cultural experience in China facilitated through Duquesne University and the Chinese Association of Science and Technology. Students will travel to several universities in China and work in seminars or small groups with the opportunity to (1)communicate orally and in writing in topics such as environmental science and pollution abatement; (2)acquire appropriate learning skills for collective laboratory work; (3)become familiar with global scientific issues through actively participating in scientific presentations. Students must participate in pre- trip seminars during the spring semester, in the August three-week trip including all activities during the trip, in the writing of reports to include in the trip summary document, and in a post-trip presentation to the public. Field Work

ENVI 700 Thesis Research

0 TO
6 cr.

Students who wish to write a thesis should consult a faculty member for advice about selecting the topic. During preparation of the thesis the student will have a thesis advisor and at least one other faculty reader (the student's "Thesis Committee"). After the outline of the thesis proposal is approved by the thesis advisor and submitted to the Program Director, students register for "thesis credit" (ESM 700). After the defense of the thesis a final draft must be approved by the student's committee. Two copies, signed by the advisor and the reader(s), must be deposited with the Director. Two copies of the abstract of the thesis must also be submitted. (Thesis preparation instructions are available from the Dean's Office.)

Thesis

The Bayer School of Natural & Environmental Sciences

FORE 500 Internship

0 cr.

The Forensic Science and Law Internship provides the student with a professional work experience in an organizational environment. The internship is an extension of the curriculum and provides meaningful experience related to the student's area of concentration. The internship responsibilities must be approved in advance by a program coordinator. The student is supervised within the work setting and also by a faculty sponsor from the Forensic Science and Law Program. Pass/Fail. Prerequisite: Student must have earned 90 credits. Internship

FORE 501 Trace Evidence and Environmental

3 cr.

The Trace Evidence course will provide the student with basic insight into background, theory, principles, scene investigation, sample collection, identification and classification of various types of trace evidence. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 510 Ethics in Forensic Science and Professional Responsibilities

1 cr.

Ethical conduct and professional responsibility of forensic scientists are critical for a proper functioning of the criminal justice system. The forensic scientist routinely faces challenges from the adversarial system. Investigators, prosecutors, and defense attorneys all want immediate results, clear results, and results that support their theories. Scientific culture should emphasize objectivity, scientific rigor, openness, and cautious interpretation of data. Also, the professional responsibilities of the lawyers legally extend to the forensic scientist as their agents. This course is designed to provide the student with the concepts to recognize moral, ethical, and professional issues and normative values for addressing these issues. Prerequisite: FORE 101, 201, 301W, 401, 402, 410. Lecture

FORE 511 Forensic Drug Analysis

2 cr.

The Forensic Drug Analysis course is designed to provide the student with the basic knowledge and skills necessary to perform routine examinations and identification/classification of illicit drugs and chemicals. A thorough knowledge of the chemistry of selected classes of drugs is emphasized. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 513 Firearms and Toolmarks

2 cr.

The use of firearms comprises a large percentage of crimes in the United States. The course is designed to provide the student with the principles of firearms examination and firearms identification as well as other firearms related evidence. In addition, shoe print and tire print evidence will also be discussed. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 521 Forensic Serology and DNA Analysis

3 cr.

This course presents the theory and methodology used in the examination and identification of body fluid stains, including blood, semen and saliva. The determination of species origin and sources of false positive and negative results will also be covered. Students will cover techniques and methods of forensic DNA analysis, as well as statistical interpretation of results, report writing and quality control issues. Students will process mock forensic casework. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 522 Quality Assurance and Lab Administration Management

2 cr.

Forensic science is an applied science. The ability to consistently and reliably obtain results time after time and to demonstrate that this is done is important to courts and society. The human element introduces confounding factors that have to be managed as well. Ethical questions are emphasized throughout the course. This course is designed to provide you with tools to assure laboratory quality and manage the human and nonhuman laboratory resources in a forensic science laboratory context. Prerequisite: FORE 101. Lecture

The Bayer School of Natural & Environmental Sciences

FORE 525 Forensic Toxicology

1 TO 3 cr.

The Forensic Toxicology course is designed to provide the student with the basic knowledge to understand the deleterious effects of drugs and chemicals on the human body. In addition to the basic analytical principles the student will be involved with analyzing and interpreting cases in post-mortem, human performance and drug testing forensic toxicology. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 535 Evidence and Case Management

1 cr.

The student is introduced to the process of receiving evidence, documenting chain of custody, and evidence security. Utilizing a LIMS for evidence tracking and case management will be covered. Stressed is the overall importance of the integrity of forensic evidence. Handling hazardous evidence is also covered. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 540 Constitutional Criminal Procedure

1 cr.

Criminal procedures for searches and seizures of evidence as constrained by the U.S. Constitution may affect the admissibility of forensic scientific analysis performed on the evidence in the laboratory. The forensic scientist should understand the constitutional dimensions of the law enforcement powers. In this course, significant U.S. Supreme Court cases will be read and discussed. This course is not an exhaustive or comprehensive study of the subject, but rather a survey of some of the major cases that affect everyday law enforcement. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 541 Latent Fingerprint Analysis

1 cr.

This course is designed to introduce the student to the science of fingerprints. Students will study the biological development of friction ridges, methods for developing, capturing, and preserving latent prints, and the ACE-V methodology for latent print comparison. This course will also provide students with the knowledge of current technology in the fingerprint community and the role of fingerprints in the field of forensic science. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 545 Explosives and Arson Investigation

2 cr.

The Explosive and Arson Investigation course will provide the student with basic insight into theory, principles, scene investigation, sample collection, identification and classification of explosive materials and ignitable liquids. Forensic Science applications for the analytical evaluation of Biological Warfare Agents (BWA) and Chemical Warfare Agents (CWA) will also be emphasized. Prerequisite: FORE courses, levels 100 through 400. Lecture

FORE 550 Seminar Journal Club

1 cr.

The forensic science graduate experience includes presentations and discussions of topics of interest. One to two major formal PowerPoint presentations will be given based upon literature and laboratory research. Two to three informal presentations will be delivered based upon current journal readings or interesting cases. The presentations will largely be student-based, but may also include presentations of faculty and guests. Student presentations may be chosen or assigned. Prerequisite: FORE courses, levels 100 through 400.

Seminar

FORE 555 Expert Qualifications

1 cr.

The capstone course for the 5 year MFS&L program will prepare students for courtroom testimony and review the forensic science curriculum in preparation for professional certification tests. Prerequisite: FORE courses, levels 100 through 400. Lecture

The Bayer School of Natural & Environmental Sciences

FORE 610 Trace Evidence Applications Lab

1 cr.

The purpose of this lab is to expand the student's knowledge of trace evidence analysis techniques. Students will practice collection and analysis techniques. Students will learn what is required for a positive identification, negative identification, and elimination. The student will also be instructed in proper evidence handling techniques and chain of custody preservation. Corequisite: FORE 501. Laboratory

FORE 620 Serology, DNA Applications Lab

1 cr.

The purpose of this lab is to familiarize the students with techniques common to forensic serology. Students will learn the methods utilized in forensics laboratories for the collection and identification of physiological fluids while observing chain of custody and proper evidence handling. Corequisite: FORE 521. Laboratory

FORE 630 Chemistry, Toxicology, Arson Applications Lab

1 cr.

An applications laboratory that covers analytical methodologies for detecting, identifying, characterizing, and quantitating chemicals, drugs, and poisons in forensic evidence. The examination of forensic evidence will include samples from arson and explosive investigations; biological samples from death cases; samples from illicit drug distribution; biological samples from illegal drug and alcohol use; and samples from suspected terrorism activity. Corequisites: FORE 525, 545. Laboratory

FORE 640 Independent Research

1 cr.

Each student is required to write a paper and give a presentation on original research in the 5th year of the program. The independent research course is scheduled for the oral defense and evaluation of your original research manuscript. The work that the manuscript and defense are based on are a result of original research performed over the past few years. Research projects developed in the Advanced Forensic Chemistry Lab, DNA Methods/Population Genetics, and Forensic Investigations; or research projects in either Chemistry or Biology can be the basis for the paper and presentation. Each student must have a faculty advisor as well as a reader for their research; one of these individuals must be from the core forensic faculty. Lecture

FORE 691 Forensic Science Experience in China

4 cr.

This course provides an in-depth three-week scientific and cultural experience in China facilitated through Duquesne University and the Chinese Association of Science and Technology. Students will travel to several universities in China and work in seminars or small groups with the opportunity to (1)communicate orally and in writing in topics such as forensic science and pollution abatement; (2)acquire appropriate learning skills for collective laboratory work; (3)become familiar with global scientific issues through actively participating in scientific presentations. Students must participate in pre- trip seminars during the spring semester, in the August three-week trip including all activities during the trip, in the writing of reports to include in the trip summary document, and in a post-trip presentation to the public. Field Work

GNES 704 Off Campus Study

0 cr.

Lecture

PHYS 506 Aplied Electronics

3 cr.

This course seeks to combine a treatment of the principles of modern electronic instrumentation with practical laboratory experience. Topics which will be included are: passive and active electronic components, electronic measuring instruments, power supplies, amplification, feedback and control, linear and digital devices. Emphasis will be on understanding instrumentation rather than on advanced principles of design. Lecture

The Bayer School of Natural & Environmental Sciences

PHYS 550 Theoretical Methods in Science

3 cr.

This course will include a variety of theoretical methods that are useful for general problem solving in advanced science and engineering courses. For example, in atomic and molecular structure, mechanics, electricity and magnetism, thermodynamics, and hydrodynamics there are a variety of specialized differential equations (both ordinary and partial) that will be studied. We will also address certain elementary problems involving the Schrodinger wave equation, which occurs in quantum mechanics. In addition, we will include other important theoretical topics, such as: tensor methods; complex variable theory; Fourier and Laplace transforms; and general expansions using orthogonal functions. Also, statistical methods and numerical algorithms may be covered; e.g., least squares fitting, Newton's method, and various Gaussian integration schemes. Lecture

PHYS 561 Mechanics

4 cr.

An intermediate level theoretical classical mechanics course involving concepts and problems that require the mathematical tools of vectors, calculus, and matrices. A good calculus background is indispensable. The topics normally covered are: oscillations, the motion of a particle in 3-dimensions, vector calculus, central force systems, dynamics of many particles, transformation to the center-of-mass system, collisions, rigid-body motion, noninertial systems, and the Lagrangian and Hamiltonian formulations of mechanics. Lecture

PHYS 572 Electromagnetism

4 cr.

An intermediate course for the science and engineering students. The following topics may be discussed: electrostatics, energy relations in electrostatic fields, dielectrics, currents and their interaction, magnetic induction, magnetic properties of matter, AC circuits, Maxwell's Equations, and electromagnetic radiation from oscillating charges. Lecture

PHYS 580 Chaos

3 cr.

This course provides an introduction to the theory and applications of chaos. The topics presented may include: characterizations of dynamical systems and of maps and flows: sensitivity to initial conditions; studies of one-dimensional maps including fixed points, periodic orbits, bifurcation theory, the period-doubling cascade to chaos, universal scaling laws and the Feigenbaum constants; the Schwarzian derivative and the critical orbit; and the Newton Fixed Point Theorem. Then, the last part of the course is devoted to fractals, Julia Sets, and the Mandelbrot Set. If time permits we may study the Lyapunov exponents and the Lorenz attractor. Lecture

PHYS 580L Chaos Computer Lab

1 cr.

Computer studies of the concepts introduced in PHYS-580. An important topic is the period-doubling cascade to chaos for the one-dimensional logistic map. We may also study the Henon Map, the Lorenz attractor, Julia Sets, and the Mandelbrot Set. Laboratory

PHYS 582 Elementary Particle Physics

3 cr.

This course will include elements of nuclear structure, as well as the discoveries and ideas of modern elementary particle physics. The material covered will be, in part, cultural and historical. The topics presented may include: the Special and General Theories of Relativity; an introduction to quantum mechanics; the charge-independent, nuclear interaction; the four fundamental forces in nature; the properties of baryons, mesons, and leptons; the quart structure of the hadrons, including the "flavor" and "color" labels; "asymptotic freedom" and "infrared slavery"; parity violation in the weak interactions and other symmetries obeyed or violated in the various interactions; the electroweak theory; the unification of the various forces; and GUTS, supersymmetry, and string theories. Connections between particle physics and cosmology may be discussed. Lecture

PHYS 587 Problems in Physics

1
TO 4 cr.

Special topics and problems in physics and related subjects suitable for an independent study. Lecture

School of Leadership and Professional Advancement

MLLS 600 Introduction to Social Entrepreneurship

3
cr.

The intent of this course is to introduce students to the dynamics of the field of Social Entrepreneurship. This course provides the background of how the field has emerged into its current national and global existence. Social Entrepreneurship utilizes business entrepreneurial skills to foster and create significant social benefit or change that has tremendous impact on people and the world. We will clarify the differences between business entrepreneurs and social entrepreneurs. We will help to make distinctions between social entrepreneurs and business enterprises, nonprofits, philanthropic organizations and social enterprises. Students will be exposed to the major players in the field of Social Entrepreneurship and hear the stories that are changing people's lives and impacting the world. We will investigate several global initiatives and discuss the backgrounds of Ashoka, Grameen Bank, Bangladesh Rural Advancement Committee (BRAC), Skoll Foundation, Transparency International, Social Accountability International, Acumen Fund, etc. Lecture

MLLS 701 Humanistic Perspective of Leadership

3 cr.

An examination of the great works of the humanistic tradition in philosophy, history, literature in which provide insight into the issues of leadership. From their reading of these texts, students will come to understand the changing nature of effective leadership. Lecture

MLLS 702 Social, Political and Economic Issues in Leadership

3 cr.

Using classical texts from the social science tradition and current studies of special significance, this course will provide a further understanding of the forces that have shaped the practice of leadership in the past and continue to operate in the present. Lecture

MLLS 703 Ethical Spiritual Dimension of Leadership

3 cr.

This course will examine the significant works of the past which discuss the ethical issues surrounding leadership. The key texts of the Judeo-Christian and other religious traditions as well as the works of important philosophers will provide the foundation for the course. Lecture

MLLS 704 Leading Teams

3 cr.

In the fast-paced, highly-networked environment in which most organizations operate today, teams accomplish much of the work that gets done. In this course, students learn about the make-up of teams: characteristics, structures, culture and dynamics. They consider the role and function of individuals on a team, as well as the contribution teams make in the larger organizational context. A major focus will be on the formation and development of teams, and on leadership processes that enable high performing teams. A core feature of this course is experiential learning: students will participate on multiple student teams and reflect on and learn from their experience in light of current theoretical and applied perspectives on teaming. Lecture

MLLS 705 Strategic Leadership

3 cr.

Organizational leaders want to have maximum impact using the limited talents, resources, and opportunities they have. Yet the world is becoming more complex, the pace of change is increasing, and it is harder to anticipate what the future will be like. The challenges for leaders is to leverage core organizational competencies to gain strategic advantage in an uncertain and ever-changing environment. This course explores strategic thinking and planning as key leader skills, and culminates in the creation of an actual strategic plan. Students will also learn how organizations can cultivate leadership at multiple levels and become more effective in generating and executing strategy. Lecture

School of Leadership and Professional Advancement

MLLS 706 Leading By Design

3 cr.

Is leadership an art, a science or an integration of the two? This course explores design, seen as a blend of creativity and engineering, and treats design as a rich metaphor for the work leaders actually do. As product designers transform the physical world, leaders serve as architects in a social world, designing and realizing preferred futures. In this course students practice leadership as design and complete multiple mini-design projects. Focusing on key design elements (such as context and environment, design intention, stakeholder interests, collaboration, verbal and graphic communication, the creative process, and design patterns), students come to understand organizational leadership as a continual process of intentional co-design and re-design. (Recommended for second-year graduate students.) Lecture

MLLS 707 Leading and Coaching Across Generations

3 cr.

As older workers retire and younger workers enter the workforce, organizations and society are being impacted by major demographic shifts. The implications for leaders and managers are both subtle and profound. Whether young or old, leaders need to understand age as a unique form of diversity that presents special challenges and offers exciting opportunities. Students will not only learn about specific aspects of this diversity in today's workforce (e.g., how culture and values, facility with technology, approaches to collaboration, expectations for feedback and mentoring, and leadership styles differ by age group), but will consider and develop strategies for effectively managing and leading people belonging to other generations. Lecture

MLLS 708 Foundations of Leadership - Spiritual and Professional

3 cr.

This course will not only cover basic concepts in leadership, such as the difference between social dominance and influence-based leadership, it will also help students reflect systematically upon their own experiences with leadership and with Biblical examples of principles related to leadership. They will learn basic 'meta-theoretical' ways of understanding leadership, e.g., by considering leader, follower, context, process, and outcome in each leadership situation. Students will discuss and compare their socio-cultural contexts and how they have experienced leadership in a variety of settings: within the Church, within their congregation, within their school, health care facility or organization, and in their country. Lecture

MLLS 709 Leading Mindfully: The Practice of Managing Oneself

3
cr.

Being mindful means paying attention, on purpose and non-judgmentally, to the present moment. A primary premise of this course is that the practice of mindfulness is foundational to the successful practice of leadership. Leading mindfully enables leaders to see more clearly, listen more deeply and respond more effectively through reduced stress, enhanced concentration and creativity, and improved resilience. Leaders who cultivate mindfulness create and sustain work environments which meet follower's four basic needs of trust, compassion, stability, and hope. In this course, students will gain an experiential understanding of mindfulness through rigorous training in numerous meditation techniques. Students will also gain conceptual knowledge about mindfulness through study of the psychology and neuroscience of mindfulness. Finally, students will integrate their experiential and conceptual learning through the application of mindfulness to important tasks of leadership. Lecture

MLLS 710 Introduction to the Graduate Study of Leadership

3 cr.

This course will introduce students to classical and current views of leadership and to the process of graduate-level scholarship. Students will gain a foundation in theories and models of leadership; assess their own leadership style; and learn to develop and answer research questions in leadership. Lecture

School of Leadership and Professional Advancement

MLLS 711 Organizational Communication

3 cr.

This course assists students in becoming effective leaders and followers in their professional roles by enhancing understanding of communication processes in organizations. Students have the chance to explore what the field of organizational communication can offer to leaders engaged in praxis, or theory-informed action, which in this context means understanding the principles that guide leader's action in coordinating people engaged in organizational life. Topics include approaches to organizational communication, including classical and subsequent developments, organizational socialization, decision making, conflict, and technology. Lecture

MLLS 712 Decision Making and Problem Solving for Leaders

3 cr.

A study of the theories of decision making will be combined with case studies that illuminate the techniques and tactics of effective problem solving, with a focus on the role that leaders play in achieving desired results. Special emphasis will be placed on effective team building through empowering team members to make decisions and solve problems. Lecture

MLLS 713 Leadership for Turbulent Times

3 cr.

This course examines theories and concepts of organizational leadership as seen through the lens of the so-called "New Sciences" - relativity, quantum theory, chaos, complexity, and fuzzy set theory. The focus of the course is on leading change in rapidly evolving organizational environments so characteristic of today's corporate world. Students will develop a functional working knowledge of how to operate as a leader in a climate where stability is rare and change, uncertainty, complexity, and ambiguity are frequently the only constants. Students will also examine models for leading and managing change and learn how to leverage collaborative organizational structures through team work. They will discuss such topics as: virtual leadership and management, participative management, leadership in highly matrixed organizations, boundary less organizations, empowerment, partnering relationships and alliances, and information networks. Lecture

MLLS 714 Conflict Resolution

3 cr.

Conflict is a fact of everyday professional and personal life. If conflict is mishandled, it can be a source of considerable stress and lead to lost productivity. Much of the success and satisfaction we find in life is determined by how we respond to conflict. Leaders especially must respond well in conflict situations and should willingly accept the consequences of their conflict responses. Additionally, leaders are often asked to help resolve conflict among others. What does it take to be "response able" in conflict situations? This course explores theories, methods, skills, and practices associated with successfully engaging in the dynamics of conflict interactions. Lecture

MLLS 715 Valuing a Diverse Workforce

3 cr.

An investigation of the increasingly prominent issues surrounding diversity. Students will examine the historical experience of women and minorities, the special circumstances they face in modern society, and the impact of government policies on their position. Special emphasis will be placed on the role of the leader in organizations that are addressing the needs of a diverse workforce. Lecture

MLLS 717 Leading People and Managing Relationships

3 cr.

Bringing about change in an organization - no matter what one's position - requires a unique set of skills. Leaders must be effective in working in multiple contexts and directions simultaneously. As organizational roles shift frequently and more work is done through virtual teams or is performed by those outside the organization, managing relationships with team members, contractors, and volunteers becomes critical. This course builds on emerging theories of emotional intelligence and self-leadership as they are applied in today's fluid organizational contexts. Lecture

School of Leadership and Professional Advancement

MLLS 718 Legal Issues for Leaders

3 cr.

The goal of the course is to teach future leaders how the law impacts the decisions they make, and how they may be able to use the law to further their objectives. It will examine the relationship between the various branches of government, the rights of individuals versus the state, the role of the courts, and the economic and other conflicts between businesses and individuals. Taught by leading attorneys, the course will cover both matters of current interest as well as how current issues of public policy in the law arise out of precedents and theory established throughout the history of the country. The attorneys will rely extensively on actual cases that have been decided, as well as selected commentary on the law. Lecture

MLLS 719 Leadership in the Virtual Workplace

3 cr.

Leadership is an increasingly important topic in contemporary organizational and community life. In today's virtual organizations, people are called upon to be effective leaders and followers in their professional roles despite their geographic dispersion. The last decade has seen an explosion of new technologies, a proliferation of new ways of working, and the emergence of truly global organizations. New approaches to work - such as telecommuting, free agency, offshoring, and working remotely - as well as virtual teaming and 24/7 operations, add to organization complexity and call for effective leadership in a world of constant change. This course will examine the issues, dilemmas, and challenges facing individuals who exercise leadership - no matter their organizational level - in the ever-evolving virtual workplace. Lecture

MLLS 720 Leadership for People Development I

1.5 cr.

Students will gain skill practice with feedback in delivering a variety of training modules (e.g., on designing and leading effective meetings, coaching to improve performance, time management, recognising and rewarding people, making effective presentations, basic elements of project management, etc.). Such training sessions will employ a learner-centered (as opposed to a content-centered), adult learning model. They will be given facilitator guides and turn-key participant guides that they can replicate for use in training and animating others when they return to their home contexts. Lecture

MLLS 721 Strategic Thinking and Preparation for Mission

3 cr.

In this course, students will explore how to lead others by co-creating and implementing a strategic vision in and with their organisation, congregation, or apostolic work setting. They will not only learn tools and techniques for maximising organisational impact in a resource-constrained context, but will focus on engaging others in strategic thinking and action. Lecture

MLLS 722 Conflicts in Organizations

3 cr.

Building on knowledge and personal skills students gained in MLLS 714 (Conflict Resolution), this course considers conflict from an organizational perspective. Questions addressed include: What are the costs to employers of failing to address workplace conflict? What are ethical and legal frameworks within which conflict must be handled? And, what ways have organizations found effective for systematically resolving and preventing conflict? Other advanced topics in conflict resolution may include: violence in the workplace; inter-departmental, intergenerational, and inter-ethnic conflicts; ethical considerations in resolving conflict; and the growing practice of alternate dispute resolution (ADR).

Prerequisite: successful completion of MLLS 714, Conflict Resolution Lecture

MLLS 723 Leadership for People Development II

1.5 cr.

Students will gain skill practice with feedback in delivering a variety of training modules (e.g., on designing and leading effective meetings, coaching to improve performance, time management, recognising and rewarding people, making effective presentations, basic elements of project management, etc.). Such training sessions will employ a learner-centered (as opposed to a content-centered), adult learning model. They will be given facilitator guides and turn-key participant guides that they can replicate for use in training and animating others when they return to their home contexts. Lecture

School of Leadership and Professional Advancement

MLLS 724 Organizational Effectiveness and Spiritual Leadership

4 cr.

In this course students will consider organizational health from a broad, holistic, spiritual perspective. We will examine organizational effectiveness from the vantage point of transformation that results from personal and organizational conversion. We will identify qualities of spiritual leadership and of organizations led by spiritual leaders. Thus, we will look at organizations, culture, charism, vision, collaboration, strategic planning, and potential problems. Lecture

MLLS 725 Leadership in a Global Context

3 cr.

Students will examine the role of the Church as a force for global change and re-evangelization, and also how change happens within the Catholic Church. They will study linkages between change at local, regional and global levels. By studying leadership in social movements, in the recovery of the sacred in everyday life, and in other contexts, students will formulate theories of change and apply them in their own apostolic work setting. Lecture

MLLS 726 Leaders as Storytellers

3 cr.

Stories are so much a part of human existence that we can consider them to be ontological in nature. Across cultures and continents we find stories of similar human inquiry and recurring metaphors. The everyday conversations of organizational members, as well as the formal communication of managers, are key ingredients in the construction of shared meaning. Storytelling, therefore, can be an effective form of communication for the construction of a collective sense, and for motivating a company via a shared, deeper meaning. Organized meaningful action emerges from shared meaning. The goal of the course will be to help students understand the power of story, the uses of story in prior and current civil, social, and commercial leadership, and the crafting of each student's own personal story. This course will delve into the "Six Constants of Leadership" defined by sociologist Howard Gardner: (1) The Story; 2) The Audience; 3) The Organization; 4) Embodiment; 5) Direct and Indirect Leadership; 6) Expertise. Lecture

MLLS 727 Leading Organizational Change

3 cr.

The pace of change in today's world continues to accelerate. Social upheaval, the pervasive effects of globalization, and rapid technical innovation touch every organization and impact the lives of us all. Because it often falls to organizational leaders to initiate well-planned, coordinated, and sustained change efforts, leading change has become an expected leadership competency. In this course, you will learn theoretical and practical approaches to leading change in ways that engage key organizational stakeholders, achieve desired results, and persist over time. Practical techniques and processes for making change successful will stimulate your ability to drive and sustain your organization's change initiatives. Lecture

MLLS 728 Leading Technical Change in Organizations

3 cr.

Technology is a major driver of change in organizations today. This course assumes a strategic view of technology as a key enabler of organizational effectiveness. It offers IT managers and other organizational leaders fundamental perspectives on leading change both in a technical environment and on an enterprise-wide level. Students consider the human side of technical change, learning how culture, participation, communication, and collaboration are critical success factors when implementing technical change. By considering cases in post-merger integration, BPR, and/or ERP/CRM implementations, students learn proven leadership approaches that avoid common pitfalls, add value, and enhance the likelihood of success when leading technology-driven change. Lecture

MLLS 734 Human and Financial Resources

3 cr.

Resources are the lifeblood of an organization. This course explores the importance of human and financial resources within the culture of organizations and the interdependence between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective and efficient use of human resources within the boundaries defined by financial realities. Lecture

School of Leadership and Professional Advancement

- MLLS 735 Information Technology in Modern Organizations** 3 cr.
This course examines the processes by which an organization leader shapes and is shaped by information technology and the role IT plays in informing decision making and facilitating organizational learning. The impact of information technology on organizational culture, ethics, and power relationships is explored through current literature and student experiences. Some practical opportunities to explore and refine skills are provided. Lecture
- MLLS 736 Directed Readings** 3 cr.
Readings
- MLLS 737 Emotional Intelligence in Leadership and Organizations** 3 cr.
Recent scientific research suggests that one's Emotional Quotient (EQ), more than Intelligence Quotient (IQ) alone, provides the basis for a more successful and satisfying personal life and career. This course will focus on the factors essential to taking control of one's life, thinking clearly, and relating to others with trust and integrity. Emotional intelligence will be related to effective leadership skills in the context of organizational climate and culture. Students will complete a personal emotional intelligence assessment profile using the EQ Map Questionnaire that is included in the course text by Robert Cooper. Students will then create a personal development plan based on the results of the EQ map profile and will analyze their organization for ways to enhance the overall EQ. Lecture
- MLLS 738 Leadership for Innovation** 3 cr.
The ability to innovate and adapt in a world of constant change is key to any nation's thriving and competitive advantage in the twenty-first century global marketplace. Moreover, innovation is essential in all sectors: private, public, nonprofit, education, and military. Evidence suggests that leadership is a key factor in enabling people to innovate.
This course deepens student understanding of how both effective leadership and management are required to conceive and realize innovations of many types, including new products, work processes, technologies, and social relationships. Lecture
- MLLS 739 Leading Across National Cultures** 3 cr.
This course is designed to develop a cross-cultural awareness and competency for students who currently work or will work with people from other cultures or in multi-cultural settings. Using theoretical frameworks, students will examine their own culture, compare it with other cultures, and develop strategies for working successfully in multi-cultural situations. Emphasis will be on developing intercultural understanding, leadership, and problem solving skills when working with people from other cultures. Emphasis will be also placed on the importance of communication skills and how cultural style may impact perception, effective communication, and ultimately work performance. Other specific related issues will be discussed with varying degree of coverage, including developing skills to lead diverse employees, coaching/mentoring, and managing change. Lecture
- MLLS 740 Directed Readings** 1 TO 6 cr.
Readings
- MLLS 741** 3 cr.
Independent Study

School of Leadership and Professional Advancement

MLLS 742 Issues in Leading International Development

3 cr.

This course will provide an examination of the complex, controversial, and sometimes disturbing issues involved in the provision of international assistance to impoverished countries. Interventions from governments, corporations and non-profit organizations ranging from the Peace Corps to the World Bank will be explored as students learn about different approaches to international development. The course will include extensive discussion of the positive and negative impacts that these interventions have upon less-developed countries, as well as the ethical issues and questions that are fundamental to international development overall. Lecture

MLLS 743 Creating and Maintaining a Healthy Organization

3 cr.

What is organizational health? This course looks at the role that leaders play in creating and sustaining positive workplaces that promote human flourishing. Students begin by considering basic issues in worker safety and conflict prevention, then move to the cultivation of employee civility, employee engagement, and pro-social behavior. Additional topics may include: valuing diversity and nurturing community, humane personnel practices, organizational justice, servant leadership, and spirituality in the workplace. Lecture

MLLS 749

3 cr.

Directed study on a topic related to leadership. Independent Study

MLLS 750 Leadership in Sports Management

3 cr.

This course examines the development of leadership in sports and the keys to success and techniques for business development using sports marketing. The course will reference leadership traits of sports industry leaders necessary to building a winning team, along with sporting issues and their impact on sports leadership. Online

MLLS 790 Leadership and Liberal Studies Colloquium

3 cr.

This required seminar provides students with the opportunity to integrate the knowledge they have gained throughout their graduate program. Students will be guided in designing and developing a substantial research project that incorporates significant learning from their program and demonstrates their competence in leading technological change. Lecture

MLLS 795 Leadership Capstone

3 cr.

This course provides students with an opportunity to synthesize what they have learned about leadership during their graduate degree program and to demonstrate mastery of primary leadership competencies, concepts, principles and practices. By demonstrating competence in a highly interactive leadership simulation and reflecting on their experience, students focus and integrate their learning upon the identification, analysis and solution of leadership problems in organizations and society today. Lecture

MPM 500 Leadership Effectiveness

3 cr.

This course enables the student to understand the way in which they relate to others, whether Church authorities, co-workers, parishioners, or vendors, and provides them with the interpersonal skills necessary to accomplish their jobs. A leadership skills assessment will be conducted. Topics covered will include: principles of servant leadership and methodology for creating and leading effective teams. Upon successful completion of this course the students will have:

- Assessed their intrapersonal and interpersonal characteristics, personal and organizational values, and managerial and leadership styles;

- Raised their level of competence in selected executive skills such as: active listening, oral and written business communication, case study analysis, business proposal development, and managing effective meetings;

- Developed skills in managing group dynamics, cross-cultural communications, conflict management, negotiation and strategies for dealing with difficult people. Lecture

School of Leadership and Professional Advancement

MSCL 500 Ethics in Community Organizing

3 cr.

Through readings, lectures, discussions and case studies, students develop knowledge of moral issues in public life and basic ethical concepts relevant to community-based organizations. Students will gain understanding of the ethics surrounding social intervention and will discuss current ethical challenges facing those engaged in leading change at the local level. Focus will be placed on the ability to recognize ethical challenges and to make informed ethical decisions. Lecture

MSCL 502 Interagency Collaboration

3 cr.

In a world of limited resources, an important key to maximizing effectiveness is cooperation and collaboration with other agencies. In this course, students will learn techniques for stakeholder analysis and influence mapping and will study how coalitions and partnerships at the local and regional levels are formed and maintained. They will be sensitized to various uses of power at the community level, practice key communication skills, and learn techniques for building consensus. Case studies of joint ventures between and among nonprofit, government agencies, and for-profit corporations will be explored. Lecture

MSCL 504 Organizational Design and Development

3 cr.

In this course, students learn modern concepts of organization and the behavior of individuals, groups, and the organization in the local and regional environment. By adopting the perspective that the essential work leaders do is to design (and co-design with others) preferred futures, students will study organizational design principles that have been used to make community organizations more efficient and effective. Current topics of interest to class members such as organizational structure and function, strategic planning and management, organizational life cycles, talent deployment, vision and controls, and adaptability may be explored. Lecture

MSCL 509 Catalyzing Community Change

3 cr.

Lasting community impact doesn't happen spontaneously; it is the direct result of focused efforts of engaged members to build brighter futures for their community. This course challenges each student to choose an aspect of community to impact, and to create and begin implementing an actual community engagement strategy. Readings and discussions focus on effective tools and strategies for creating lasting change, including the leader's role as a catalyst and convener. Throughout the course, the instructor and students work as a "learning community" and jointly support each student's learning process and work toward new community outcomes. Lecture

MSCL 510 Leadership, Culture, Change and Community

3
cr.

In this course, students explore community as a primary cultural, social, political, theological/ecclesial and economic context, albeit a dynamic one. Students will examine how organizational and social change happens in their context. Leading in and for the development of a local community inevitably compels one to reconcile and balance multiple tensions, e.g., the individual vs. common good, pragmatism vs. idealism, continuity vs. change, local community vs. the larger society. Questions addressed in this course include: What is community, what is a Christian community, and what kinds of leadership are needed for healthy communities: How can communities succeed in adapting to global forces of change? What role can religious, nonprofit, and other organizations play in sustaining community? How do Christian values bear upon the formation of community? Additional topics will include international community development, the role of NGOs at local and national levels, and rural community development. Lecture

School of Leadership and Professional Advancement

MSCL 511 Program Assessment and Development

3 cr.

In this course, students learn to assess how well a programme is meeting its stated goals and, based on valid data, to improve programme effectiveness. Primary emphasis is placed upon identifying problems and strategic opportunities, prioritising needs, and formulating plans to improve performance. Topics to be considered include: theories of change, programme logic models, participatory action research, and the ethics of data gathering. Students learn basic principles of qualitative and quantitative research, interviewing, survey design and data analysis. Students will design a research project leading to a data-driven programme change in their apostolic work setting. Lecture

MSCL 512 Resource Mobilization

2 cr.

Students learn how to identify potential funding partners for nonprofit and social service initiatives and programmes. In addition to actual practice writing grant proposals, students learn principles of financial stewardship, fiscal responsibility, and effective donor relationships. Lecture

MSCL 513 Governing for Community & Organizational Leadership

3 cr.

Nonprofit governance is more than monitoring bank accounts and approving policies. It is a significant leadership responsibility. Nonprofit boards define and protect organizational vision, mission and values and ensure organizational capacity and sustainability. Also critical is the community leadership responsibility that the role carries, spanning boundaries and reaching out to stakeholders. Students in this course will explore a vision of nonprofit governance as true community leadership. They will develop deep knowledge of aspects of that vision, and create online resources that contribute to a broader global conversation of what governance can and should be. Online

MSGL 701 Framing Global Issues

3 cr.

This course is designed to provide a population-based context for the topics to follow, helping students to understand the systems nature of globalization and population dynamics, and the role that organizations and their policies and decisions play in the overall global system. Students will discuss and develop the characteristics of a "global mindset". They will also examine the global reach of public, private and NGO/non-profit organizations, and their potentially far-reaching positive and negative impacts on human populations across the globe. Online

MSGL 702 Comparative Leadership Studies

3 cr.

This course will examine leadership through an international lens, exploring those traits that are considered to be effective leadership attributes and practices in the context of different national cultures. Students will discuss the impact that national culture can have upon an organization's internal culture, values and practices, and will learn about strategies for adjusting their own leadership style and for modifying the operational approach of their own organization when interacting with individuals and units from organizations abroad. Online

MSGL 703 Understanding the Global Political Arena

3 cr.

This course will begin with a historical overview to help students to understand the events that, over time, have led to the political, social, and economic issues affecting the world today. The discussion will then turn to the issues that are having the strongest impact on the current global political arena, including access to natural resources, territorial and ethnic disputes, international trade and investments, terrorism, technological advancements, and the current global financial crisis. Online

School of Leadership and Professional Advancement

MSGL 704 Leading International Teams

3 cr.

In this course, students learn about the characteristics, structures, culture and dynamics of teams, and the challenges involved in leading teams comprised of individuals from different countries and cultures. Strategies for leading geographically-dispersed, "virtual" teams, including networks and parallel teams, are also discussed. Throughout the course, emphasis is placed on the development of high-performing teams and upon approaches for maximizing the strengths that each team member, regardless of nationality or location, brings to the team as it works to attain its goals. Online

MSGL 707 Human Rights and Social Justice

3 cr.

MSGL 707 - Human Rights and Social Justice

This course examines the international human rights regime, beginning with an overview of the philosophical underpinnings of human rights and social justice. Students will discuss legal instruments and social movements supporting human rights around the world, exploring classic civil and political rights and the rights of children, women, minorities, ethnic groups and indigenous peoples. Current advocacy efforts and challenges to the attainment of a "just" global society will also be explored. Online

MSGL 717 Leading People and Managing Relationships

3 cr.

Leaders must be effective in working in multiple contexts and directions simultaneously. As organizational roles shift frequently and work is often outsourced, managing relationships with team members, contractors, and volunteers becomes critical. With this in mind, this course builds on emerging theories of emotional intelligence and self-leadership as they are applied in today's fluid organizational contexts. The role of strategic talent development in a "think locally/act globally" model will also be discussed. Online

MSGL 739 Leading Across Cultures and International Communication

3 cr.

This course is designed to develop cross-cultural awareness and multi-cultural competency. Using theoretical frameworks, students will examine their own cultures, comparing and contrasting them with the cultures from their fellow students in other nations. The importance of effective communication is examined, focusing on the manner in which cultural style may impact the exchange of ideas, perception, and work performance. Emphasis will be on developing intercultural understanding, negotiation, collaboration and problem-solving skills. Online

MSGL 742 Issues in Leading International Development

3 cr.

MSGL 742 – Issues in Leading International Development

This course is designed to help students understand and critically evaluate how development of less-developed countries and regions is conducted by different nations, organizations, and agencies. Students will be provided with a basic foundation of international development theory and practice, as well as with a knowledge of the key players in the development arena. The controversial aspects of international development will then be explored, including discussions of colonialism and dependency, environmental damage, bureaucratic corruption, and socioeconomic/political obstacles to people-centered development. Principles and practices of ethical development will also be discussed. Online

MSGL 802 Global Environmental Issues

3 cr.

This course takes an interdisciplinary look at the manner in which human activities affect the environment at a global scale, and the scientific, political and societal measures that can be undertaken, regionally, nationally and internationally to protect and preserve environmental resources. During the semester, students will explore such issues as global warming, surface and groundwater pollution, deforestation, biodiversity, fossil fuels and alternative energy. The challenge of balancing the need to use natural resources to support human life and the need to protect those same resources will also be discussed. Online

School of Leadership and Professional Advancement

MSGL 803 Understanding Global Economy

3 cr.

This course provides students with an understanding of the workings of the global economy. Conceptual frameworks describing the relationship between international politics and international economics will be discussed. Critical issues such as international monetary and financial relations, international trade, international accounting standards, foreign investment and transnational enterprises, and North-South relations will also be explored. The course will also include a detailed analysis of the role and function of key international economic institutions such as the International Monetary Fund, World Trade Organization, and the World Bank. Online

MSGL 804 Global Health Issues

3 cr.

This course will explore the major health challenges experienced throughout the world today, including, but not limited to, such issues as water borne diseases, malaria, malnutrition, HIV/AIDS, tuberculosis, inadequate access to health care, clean water and sanitation. The cultural, economic, political and environmental factors contributing to their existence (and their persistence), will also be examined, as will current strategies to address these health issues and their root causes. Online

MSGL 807 Ethical Governance

3 cr.

We have recently witnessed a wave of democratization processes in developing countries where a number of countries have embraced multi-party systems and increased the influence of civil organizations, promoting inclusiveness and broad participation in decision-making. Ethical governance means ensuring transparency and accountability in the affairs of government. Major donors and international financial institutions are increasingly basing their aid and loans on the condition that governments must undertake "good governance". In other words, they should embrace the ideas of participatory, transparent and accountable, effective and equitable governance. They must also promote the rule of law, and must ensure that political, social and economic priorities are based on broad consensus in society. This course will examine core elements of ethical governance and provide ideas on how to address them. Online

MSGL 808 Leading International Change in a Global Setting

3 cr.

Development does not happen without change, yet so often we try to understand and implement development processes without a clear understanding of change processes. The purpose of this course is to assist you in understanding, managing, facilitating and developing positive change strategies which will assist your organization, your client group or the countries or regions in which you will serve in the future. Change impacts development and global leadership at the individual, organization, nation-state, regional and global levels.

This course begins with identifying blockades to change and then moves to understanding the processes which facilitate or impede change. As global leaders, it is necessary to understand, facilitate and support change which leads to positive outcomes. The challenge is how to do that successfully.

Our case examples will come from the environment around us. Some of these areas will include Asia, The Middle East and North Africa to examine the "Arab Spring", Eastern and Western Europe, Africa and Central and South America.

Whether we like it or not, change is inevitable. The question is how change can be channeled toward positive ends rather than result in negative outcomes. We are looking for intellectually curious students who are interested in bridging the gap between change management models, methods, tools and techniques (which will also be covered in the course) and to apply these to specific examples in development and developed countries. Online

School of Leadership and Professional Advancement

MSIT 641 Information Systems Security and Assurance

3 cr.

This course addresses the identification, analysis and provision of mitigating controls with respect to information technology systems risk management. It addresses all aspects of information technology including computer installations, application development and maintenance, networks and the management of different types of information technology projects. Special attention is devoted to the particulars of the ISO Layers Security, Database Management Systems, Enterprise Resource Planning Systems, and Electronic Commerce systems. Case studies are used to develop an understanding of the establishment and enforcement of risk mitigating controls to assist management in the successful operation of the business. Lecture

MSIT 642 System Analysis and Delivery

3 cr.

This course has two primary focuses. In the first, students learn about methods, tools, and techniques used in structured systems analysis and design. The system development life cycle concept, prototyping, data modeling, and the role of user involvement are also covered. The second area stresses information systems managerial practices. The Information Technology Infrastructure Library (ITIL) is the framework used for applying these practices. This includes establishing and utilizing both system and process measures to continually monitor the information systems function. Implementation and Maintenance, quality assurance, and process re-engineering are also explored. Lecture

MSIT 643 Information Systems Strategy and Governance

3 cr.

This course has two primary emphases. The first is on strategic management of IS. Potential IS impacts on the organizational environment are studied using current theory and historical examples. The student's understanding of IS architecture, IS governance, and IT portfolios are challenged and expanded. The second area stresses a more technical, tactical level of IS management. Distributed systems are presented using both organizational and technical frameworks. The management of telecommunications, information resources, and operations are covered. Specific attention is given to outsourcing relationships, information security, and planning for business continuity. Lecture

MSIT 646 Information Technology Regulatory and Ethical Issues

3 cr.

This course addresses contemporary issues related to standards and regulations that impact the IT environment. Students are introduced to management audit procedures to anticipate, respond, and comply with legislation that affects the management of information resources. Lecture

MSIT 648 Information Technology Program and Project Management

3 cr.

This course provides an in-depth perspective of the tools and techniques of project management for business and technology projects, as well as unique challenges of large-scale program management. Course content deals with planning, scheduling, organizing and controlling projects including strategy formulation, organizations and the role of teams, prioritization and evaluation of projects, hands on usage of leading project management tools, technology projects, and the development of lifecycle, communications, risk management, scheduling, earned value analysis, and project leadership. This course also provides opportunities for consideration of current topics affecting the adoption and effectiveness of information technology e.g. technology outsourcing issues. Lecture

MSIT 690 Selected Topics

3 cr.

Students will focus on the strategies, decisions, and actions for achieving the convergence of voice and data applications that enable and drive organizations. This includes the exploration of how single devices can reduce overall costs, and enable and increase productivity in the enterprise for mobile and traditional workers. Topics include discussions of various PDA's- Blackberry, Palm, HTC Touch, iPhone and fixed mobile convergence- combining traditional fixed communications infrastructure with mobile services. Implementation, maintenance, security and quality assurance are also explored. Lecture

MSIT 691

3 cr.

Independent Study

School of Leadership and Professional Advancement

MSLB 500 Public Affairs Management

3 cr.

This course focuses on understanding the organization's public affairs dimension and the role played by the public affairs manager by enabling students to identify and evaluate key external and internal organizational forces (stakeholders) and environments impacting the organization. Students should become familiar with, and be able to apply, public affairs management tools and skills for dealing with those forces and environments. Public affairs management skills include stakeholder analysis, public issue and crisis management, social responsibility and corporate citizenship evaluation, regulatory and public policy strategies, environmental responsibility, and the impact of technology. Lecture

MSLB 501 Business Ethics

3 cr.

The goals of this course are to provide a general intellectual framework in which to analyze the social effects of specific moral demands, to provide a modest exposure to Western secular moral thought, and to encourage students to think through the ethical bases for their own professional choices. Lecture

MSLB 502 Information Ethics

3 cr.

In today's world, information technology (IT) is evident in almost every aspect of life. It is difficult to imagine a workplace without computers, banking without ATM machines, or grocery stores without bar code readers at the checkouts. This course attempts to address the ethical impact of this technology on the world. The course also addresses ethical and legal issues involved in electronic business. Lecture

MSLB 503 Ethics and Diversity

3 cr.

This course provides students an opportunity to develop skills and knowledge focused on ethics and diversity. Clearly, the impact of diversity on modern business has been instrumental in reshaping policy, procedure, structures and stakeholder relationships. During this course, students will analyze real world case studies that will emphasize key issues associated with ethics and diversity. Students will conduct a comprehensive Diversity Analysis of an organization that will demonstrate a clear understanding of the role, impact and strategic orientation of diversity. Lecture

MSLB 504 Ethical Dimensions of Leadership

3 cr.

This course will examine the significant works of the past which discuss the ethical issues surrounding leadership. The key texts of the Judeo-Christian tradition as well as the works of important philosophers will provide the foundation for the course. Lecture

MSLB 506 Leadership Sustainability and Business

3
cr.

To be offered as an elective in the ethics core of the MSLBE program, this course is designed to address sustainability as a component of ethical business practice. Sustainability in business includes consideration and active involvement of stakeholders, principled analysis, and communication throughout the stakeholder network. Balancing economic, social and environmental interactions, business leaders must address ethical principles, environmental and social consequences, and obligations to future generations. Models for sustainable enterprise will build on the decision making and stakeholder frameworks from MSLBE 501 to address specific issues such as responsible investing, sustainable consumption sustainable production, ecological economics, and sustainable business ethics, environmental management, and risk management. Students will use business cases, academic articles, and current writings to evaluate the ethical dimensions of sustainability initiatives, to understand the implementation of sustainable strategies, and to identify the organizational factors which influence adoption of sustainable initiatives within the organization. Assessment will be based on discussion and weekly assignments. Lecture

School of Leadership and Professional Advancement

MSLB 507 Organizational Ethics

3 cr.

This course provides students with an in-depth look at the formal and informal initiatives, processes, and structures developed by business organizations and professional associations to address common ethical problems at work. The applied focus of this course will prepare students for a career in the ethics field or enable them to participate in their organization's efforts to promote ethics at work. In addition, the role of the government (primarily in the U.S.) to promote ethical business conduct will be discussed. Lecture

MSLB 508 Global Ethics

3 cr.

This course identifies and discusses differences and similarities in ethical values and principles found in the practice of organizations conducting business around the world. In particular, comparisons of culture, religion and gender, and their impact upon business operations, will be explored. Strategic opportunities emanating from cultural, religious and/or gender differences will be developed to guide organizations conducting business in the global marketplace. Lecture

MSLB 511 Ethics and Social Entrepreneurship

3 cr.

The field of social entrepreneurship is a new and exciting area of business management. There has been a huge increase globally of entrepreneurial activities by organizations that want to improve the well being of society. Social entrepreneurship is big business and non-profit organizations in the USA generate revenues greater than the GDP of Australia. Profit organizations are increasingly focusing on their social role in society. History has many examples of how people and business have responded to social needs and problems. In the global business environment, many organizations (e.g. not for profit, private, government, multinationals, local, universities) are focusing on how income ventures can achieve social objectives. Social entrepreneurship is an important area of business studies as it uses business ideas to solve social issues. Lecture

MSPA 701 Leadership in Administration

3 cr.

In this course, students will be provided with an overview of the leadership principles and practices that are particularly critical for those in administrative positions. Topics to be addressed include: basic concepts in organization theory; leadership and administration functions; the organization and its environment; integration and differentiation of administrative processes; recognizing and managing differing agendas; use of discretionary authority; policy creation and administration; effective interpersonal communication; workplace civility; preventing workplace violence; and dispute resolution. Lecture

MSPA 702 Accounting and Budgeting

3 cr.

For organizations to be effective, adaptive, and sustainable, they must effectively allocate and manage their financial resources. Administrators must be well versed in the theories and practices of accounting and budgeting in support of their organization's goals. In this course, students will gain knowledge and practical experience in the following: basic principles of fiscal accountability and stewardship; accounting and reporting standards (external and internal); budget and planning cycles; approaches to project planning; aligning budget metrics and strategy; commitment authority-enabling decision making at all levels; and human and cultural dimensions of planning and budgeting. Lecture

MSPA 703 Personnel Administration

3 cr.

Recruiting, hiring and retaining talented employees are one of the most critical tasks for a sustainable organization. Administrators involved in these processes, therefore, play a significant role in furthering an organization's mission. In this course, students will gain knowledge and skills in the following areas: linking organization and people strategy; strategic sourcing of talent; employment law; best practices in hiring; ensuring fit between organization and job; performance-based interviewing; coaching to improve performance; corrective counseling; recognizing and rewarding performance; compensation strategy; and, trends in strategic use of human capital. Lecture

School of Leadership and Professional Advancement

MSPA 704 Information Communication

3 cr.

Modern organizations are awash with data, and it takes knowledge and skill to transform these data into usable information for complex decision making. In this course, students will learn the following concepts: basic principles of organizational communication; statistical thinking and basic data analysis; critical thinking; recognizing and avoiding bias (i.e., how not to lie with statistics); visual display of information; evaluating evidence for making decisions; effective meeting planning and design; giving effective presentations; and persuading and influencing others using data. Lecture

MSPA 705 Applied Leadership Ethics

3 cr.

Leaders and administrators are constantly faced with difficult choices demanding that they make decisions and set priorities explicitly based on ethical considerations. In this course, students will learn the foundations of moral and ethical theory and then apply them to real-world problems involving: identifying and resolving conflicts of interest; framing ethical choices; safety and environmental health; privacy and information ethics; IT security and electronic monitoring; issues surrounding diversity and diversity training; organizational justice; gender, sexual orientation, and harassment issues; tensions between vision and control; and corporate social and environmental responsibility. Lecture

MSSP 501 Strategic Sales Management and Negotiation

3 cr.

This course will provide a knowledge base in planning, organizing, motivating and controlling sports organizations. The content of this course will help in the development of skills necessary to manage organizations in the sports industry including marketing firms, licensing agencies, major retailers, professional sports organizations and sporting venues. Lecture

MSSP 503 Legal Issues From Sports

3 cr.

This course will cover regulation in the sports industry including regulations, collective bargaining and codes of industry conduct. In addition, royalties, rights and licensing issues will be covered. Lecture

MSSP 504 Competitive Intelligence

3 cr.

This course examines the methods used by business management to obtain the information needed to support marketing decisions; selection of target market, design of product, distribution, promotion and pricing policy. These methods include exploratory (qualitative) research, conclusive (quantitative) research, sampling theory and application, and various statistical techniques used to support marketing research. Lecture

MSSP 505 Business Ethics in Sports

3 cr.

This course examines the contemporary social, economic, international, political and technological forces in the external environment which present ethical dilemmas in the contemporary sports profession. A practical emphasis is utilized throughout the course. The place of personal ethics and shared organizational culture is explored. Lecture

MSSP 506 Strategic Sports Marketing

3 cr.

This course will provide an intensive evaluation of marketing techniques and promotional strategy. In addition, the topical coverage will include the marketing mix, new product strategy and services, interactive promotion, event marketing, and value-added marketing. Lecture

MSSP 507 Case Studies in Sports Business

3 cr.

This course will focus on specialized areas of interest in the form of a practicum designed by the instructor or the individual student. This course provides an opportunity for the student to pursue special areas of interest in sports marketing and management covering major issues in specific sports venues or the sports industry in general. Lecture

School of Leadership and Professional Advancement

MSSP 508 Independent Study

3 cr.

Independent Study

MSSP 509 Saturday Internship

1 TO 6 cr.

Internship

MSSP 510 Business of Sports Media

3 cr.

The course will develop a plan for explaining and demonstrate how a specific sports business can better leverage media opportunities. Areas to be covered will include but not be limited to media exposure and potential revenue generation. Levaraging media will be the thrust of this course. Lecture